Science:

Made a diagram of the two kinds of flowers of the Chinese primrose plant, showing in one blossoms and high stamens and low pistils, and in the other the high pistils and low stamens. They wrote out how this would help the plant in cross pollination, and showed that if there were only one kind the pollen would not reach the pistil. They began the study of plant protection, talked about the methods of protection against the insects that might steal the nectar from the flower without aiding the carrying of pollen, and took up the various ways in which stems catch the small insects that crawl up the stem, and the hairs in the throat of the flower that would keep the insects from going down to get the nectar. We discussed the fact that the plant wanted the flying insects to carry pollen rather than the crawling, because they would rub off the pollen in their journal down one stem and up another.

Miss Andrews.

Began calculation to find out how long the pendulum must be on the clock works they have in class.

Miss Will.

Sewing:

Finished holders for use in the kitchen.
History:

Have finished reading the life of La salle and spent an hour in talking over the great movements, in order that might not get lost in the details taken up.

Science:

prepared carbon dioxide and compared it with oxygen. They tested both gases with pieces of glowing wood, charcoal and burning sulphur, and determined their relative weights by testing which was on top when the two were mixed. This work is the continuation of their work in science with Miss Camp.

Sewing: Continuation of work of last week.

Group IX.

History:

I had them vote whether they would write each week an account of what they had had, or entirely finish a subject, and then take three or four lessons in writing it up. All voted to finish a subject. We spent the week in summarizing what we had been over, bringing out the great aims of La salle, and then the steps by which he attempted to carry them out.

Sewing: Worked on various articles previously stated, such as work baskets, pin cushions, scrim curtains, etc. to be used in the school.
We talked about the children's clothing,— the necessity for warm clothing in winter and how it is brought to the children through the dry-goods stores,— the mother buying it, etc. Then the process was dramatized. The store was built of blocks, the children acted as clerks, cash boys, floor walkers, delivery wagon, cable cars—conductors, etc.

A song was learned about the sewing machine **zhinn** the rhythm being kept by the feet of the children. They pasted cloth dresses on paper dolls, and chose the cloth appropriate for the winter season. They made mittens and hoods and overshoes out of different colored paper, choosing colors to match the clothing. The buying of shoes was dramatized in the same way as buying clothing.

The **seworthy** for the week was the new story of the wabes in the woods.

Miss [a Victor]
History:

Have begun the study of China. They studied pictures of the people in their occupations and in their homes. We talked about the city of Peking, its size and crowded condition, the necessity for the people living in boats on the river.

In hand-work we began the roof of their house and began the a mat for the floor. We built a Chinese wall with blocks, bringing in considerable number work. Some of the children were the Chinese building the wall, and others the harassing Tartar tribes. Miss Andrews.

Shop:

Are planning pieces of wood for use in their house. Mr. Ball.

Cooking:

1. Studied corn meal and flaked corn.

1. Amount of water absorbed by each.

2. Time required to cook each.

3. Amount of whole corn necessary to make one cup corn meal.

4. Amount necessary for one cup of flaked corn. Miss Harmer

Sewing:

Continued work on bags.

Music:

Completed the words of its group song for Easter:

Easter day is coming soon,
The rabbits will be here and lay;
In the garden we will find
Eggs to paint and give away.
The younger children show a marked preference for the songs they are learning, made by the older children. The Washington Song by Group V and the Lincoln Song by Group IX they seem to prefer.
Group I.

to any of their songs written by adult composers. This does not seem to be because of their interest in the writers, but because of an element in the music and words to which they are responsive. 

Mrs. Kern.

Art Work:

I am working for coordination. I give them large objects to draw from, such as a vase with a handle.

Group II.

History:

The children have been working out the beginning of differentiation of labor following the discovery and use of metal. They began this by a story told them, with plenty of suggestion from them,—as to incident and character,—of a boy coming from a village not possessing bronze into one where the first successful smelting places were in operation. Who,—by means of the reputation of his father,—a great hunter—obtained a favorable reception, and in return for offers of wheat and a house and all the necessities of life, induced one of the smelters to accompany him back to his village where he was to instruct the people of that village in the use of the copper and tin ores which also abounded in their neighborhood. Using this as a basis the children were asked if they would like to divide up again into parties, some to stay in the valley where they were raising wheat and taking care of sheep and smelting; others to take the sheep down to better pasturage in the plain;—
others to go as men knowing how to use smelting ore into villages in varying situations. The following were chosen: (1) A tribe or company took up their residence on the sea shore because of the abundance of food on the sea and along the shore. (2) Another to raise sheep in a valley, (3) One to raise wheat in the plain.

When the first group discussed what they might find which would give them advantages in trading with the villages in the mountains and south in the plain, they suggested carved shells and pearls as a means of barter, and then were told of the small shell fish possessing coloring matter which might be used to dye their wool. They had brought the art of weaving with them from their previous home. They next went to work to plan the number of people in their villages, first declaring that they would have no children, and then yielding to the necessities of the case. They decided that they wanted thirty people in their tribe, but have not yet come to an agreement of the family basis.

Knowing that their commerce on the river depended upon boats, they went to work to find out what shape they would make their boat. Being very much impressed with the value of metal and ability to work in metal, all the attractions of the sea-shore were not sufficient unless there was ore in the vicinity, they had it.

The second group chose a level rich land near a river, incidentally remarking that they wanted clay for dishes as well. They worked out the breaking up of the land by what they called a plow and a threshing floor. They were then set to work independently to find something to thresh the wheat by
They first suggested stones, and then saw that this would smash the wheat, and finally worked out the flail. The (3) party that stayed in the mountains to go on with the smelting and wheat raising having decided on the number of houses in their village first, proceeded to place the people in them. One boy wanted two in each house; another objected and said he "wanted a nice family of five, father, mother and three boys," and objected to grand-parents, aunts and uncles.

Handwork:

Made molds for weights and modeled a map in sand of the country in which the tribes were settled. They divided up into tribes each tribe choosing something which they could make to trade off with the others.

Science:

Studied corn seed and planted some corn in the window box.

Sewing and cooking: Same as I.

Music: Have worked in rhythm and in the positive (do-mi-sol) and questioning (re-fa-la) scale incidents.

Art Work:

Are drawing animals. I found that it was necessary that they should make a study of forms of animals in order to express themselves in illustrative work. They drew from a cast of a dog.

Miss Camp.

Miss Gill.

Miss Andrews.

Miss Cushman.
History:

Have started on the same lines of work as II, carrying out the idea of men who had learned how to do smelting to get more comfortable living places for themselves in the neighboring village. They decided that the rest would like to have some reason for going. After a good deal of suggestion from the teacher they departed in various directions. One, because the village was outgrowing the wheat supply in the narrow mountain valley, went down on the plain near a river, having discovered how to tame and to raise oxen. They were able to raise wheat in sufficient quantity to trade and obtain other necessities. The process of raising the wheat was to be worked out by these children, and they are now constructing a primitive plow and a flail. One member of the class, being very modern in her ideas, constructed a room with a movable floor sustained by sinews knotted beneath it which passed out over posts and through the sides of the room to where men stood, and by jerks on the sinews jarred the floor up and down shaking the wheat from the ripened heads. It required all the time of one period for her to work back to something simple and to begin making a flail.

In this class the bronze weapon makers are preparing weapons for trading. The child who has been absent is constructing a smelting place, which by the help of the others, is to be the most perfect of its kind. The two who are working with him cutting out and labeling all the things that they can make for trade. The shepherds departed with some difficulty, the herding of sheep not being sufficiently attractive to get much enthusiasm, but according to the inevitable rule that
person chosen for the work must do it, this tribe established itself in a meadow by a small river and proceeded to build a sheep corral. It was very difficult to get them down to real conditions,—finding shelter for themselves before they did for their beasts. These two children have to have some material outward sign of the things they are talking about, and in this case bone buttons were used for the sheep, and a slightly different button for the dogs. A trade was established between the shepherds and the farmers. They shepherds were very indignant at having imaginary wheat poured into their baskets in return for their good buttons, and insisted that they had not received anything.

The number work in connection with the establishment of villages was as before, concerned with the number of people, houses and distances. These children also refused to have children in their tribe and insisted upon a preponderance of men. They took names significant of their occupations, except that of course one party had to have Ab at its head. The question whether they wanted to play this game was submitted to the children, and they were delighted with the prospect, nor has the interest flagged except where, by choice, some are made to go from smelting places to sheep folds. The children who had the sea shore site, although one of them had seen the sea, had great difficulty in drawing on the floor an appropriate shore line of rocky coast, indented with bays, with sandy beaches in the bays, and a large river flowing to the sea. After much discussion of water and what water does to the land on the edge, and what the river does in wearing away shore, they changed their straight line to a more wavy and natural shore line.
Hand-work: Began work in cooper, measuring off and cutting out pieces of cooper for trays which they afterwards hammered around the edges. 

Miss Hill.

Primitive life: Study of fleece:

1. season for shearing, (2) method, (3) shape of fleece, (4) weight of fleece, (5) relative quality of different parts of fleece, (6) wool sorting—important part of wool trade.

Miss Warner.

Cooking:

Study of wheat: (1) cracked, (2) ground, (3) rolled. R-Rolled wheat was compared with flaked rice. (1) Amount of water absorbed by each preparation calculated by the children, by balancing. (2) Time required for cooking determined by previous preparation, texture; condition and amount of starch; amount of cellulose in each.

Music: Have completed their group song and begun to analyze it.

Drawing: Same as II.

Sewing: Continuation of work bags.
History:

The history of the Phoenicians has now been brought up to the time of its connection with the Hebrews, so most of the week was spent in recalling the journey of the Hebrews from Egypt to Canaan, the establishment of the kingdom of Saul, David and Solomon. When this point was reached the children were told of the temple of Solomon at Jerusalem and the contributions to it by Hiram of Tyre.

We took up also the beginning of colonization by the Phoenicians, (1) for the aid of the mother country, or merchant companies who were at the head of affairs in Phoenicia, (2) to free an overpopulated district. The colonies settled were (1) in Cyprus, where copper was found in abundance, (2) the Delta of Egypt, in order to facilitate trade, and (3) places on the coast of Asia Minor.

In examining the map the children criticized the mountains, as not being high enough, and we reviewed the general formation of mountains from the cooling of the earth's crust.

They were also told of the calculations of Group VIII by which they found the height of Mt. Everest on a globe 25 ft. in diameter to be between 1-10 and 1-20 of an inch.

Miss Runyon.

In connection with the work with Miss Andrews in copper, they reviewed the probable way in which metal was discovered and how men gradually learned to use it. Miss Hill.

Sewing: finished work bags.

Art Work: Continued illustration of Hiawatha and made a study of mountains and the color of mountains. Miss Cushman.
Cooking:

Continued the study of wheat. They ground grain in mortars and sifted it through cheesecloth noting appearance of fine part which passed through and coarse part which remained in the cloth. They poured boiling water to fine part and found that it acted as though it contained starch. They talked about the different kinds of flour made from wheat (graham, whole wheat, white) and what made the difference.

Miss Tough.

Music:

Have made the words of a group song for Easter:

Hens are cackling over their nests—
Chickens peep out from their mothers’ breasts.
The girls are taking the eggs away,
For us to color for Easter Day.
Gold and green and yellow and red,
The children are putting the eggs to bed;
And laying the boxes safely away,
To send to their cousins on Easter Day.

Mrs. Kern.
History:

The government of the colony by Sir Thos. Dale was the subject for the week. We took it up under the following outline:

I. His military regime.

1. Severe laws, in detail.
2. Enforced labor in building fences, houses, barns etc. at Jamestown and at points along the James and Appomatox rivers, in order that fields might be cultivated safe from the dear and other animals in the woods, and they the new colonists sent out might be sheltered and fed.

3. The character of the colonists, old and new. The convicts, and how small crimes made convicts. Mostly men still at the colony, and all things in common at first.

II. What he accomplished.

1. The new settlements along the rivers, i.e. a spreading out of the colony with the advantage of holding and cultivating more ground, and the weakness of inability to combine easily against an attack of the indians.

2. Law and order observed, though it was martial law.
3. Families encouraged to emigrate.
4. Peace with the indians by Pocahontas' marriage.
5. Partial ownership in land for colonists of a certain rank.

One period spent in writing, one in reading. One period spent in reading with Miss Lackerstein. Miss sunyon.

Science: Having found out that plants took in air the children performed an experiment to find out if a gas was given out by a growing plant. They selected a strong active leaf and submerged it in a glass of water and put it in the sunlight. They noticed in a few minutes, that bubbles came up from the leaf, which they called bubbles of air. We put a rubber tube onto a gas jet and led the gas into the water and saw that bubbles arose. This made the children think that it might not
be air, but some other gas that came from the leaf. The leaf, with the water, was then put in a place where direct sunlight could reach it and the bubbles arose very slowly, and when it was put in a dark place the bubbles ceased coming off altogether.

Miss Andrews.

Began work in copper. They cut out from the sheet the shapes they desired. Some for round trays, some rectangular, and some of the children are making door plates for the school rooms. Some of the older children are working in the 16 oz. copper, but the younger in 10 oz.

Miss Andrews.

Hand-work: Continued the geography of Virginia. Took up the kind of country found around rivers and the different elevations—roughly—of the Atlantic coast.

Miss Hill.

Pioneer Life: Quality and kind of material necessary to make articles for colonial bed calculated.

Miss Harmer.

Cooking: Study of corn preparations.

Sewing: Same as last week.

Art Work: Learned how to draw a line of figures on paper in perspective. The subject was to form part of picture on Miles Standish.

Music: Have learned to distinguish between sad and joyful scale incidents, and recognized the difference between the groups do-mi-sol and re-fa la, however inverted. They do not yet name the syllables correctly.

Mrs. Kern.
History:
They have taken up the driving out from Boston of the English troops, and have read in Gueber's "Stories of the colonies" about the Boston Tea Party. One day has been spent in writing.

Miss Bacon

Science: Took weather reports and compared them with the official reports. Made careful drawing of the barometer. Miss Andrews.

Pioneer Life: Examined different kinds of wool and talked about fleece as given to Group III. Miss Warner.

Cooking: Began classification of vegetables according to composition and method of cooking. The children had cooked one or more of each class. A separate list was made of vegetables they were not familiar with, to be named and classified later.

The following table was made in class:

1. Starchy-- potato
   (cabbage
2. Strong juices (onion
   (celery
3. Sweet juices (tomato
   (carrot
   (corn

The method of cooking each class was reviewed with reasons.

1. Starchy-- cooked in large quantity of boiling water, carefully drained as soon as cooked.

2. Strong juices-- Large quantity boiling water; water drained and fresh water added to remove part of strong juices. Cooked in uncovered vessel to permit odor to escape through open window.

3. Sweet juices. Steamed in covered vessel in small quantity of water. Miss Warner

Manual training: Made backs for their thermometers and barometers.
This involved boring holes, binding the tube on with wire, sawing, planing, chamfering, etc.

Mr. Ball.
Music: Are working at simple notation, naming of lines and spaces, and at recognizing the difference in quality between the various groups of scale incidents. 

Mrs. Kern.

French: They have memorized the following, suiting the words with appropriate actions:

Je me leve. Je marche vers la porte. Je ouvre la porte. 
Veillez me donner, Veillez vous asseoir.

On fait entrer le frileux pour fenetre. Il fait froid,
levez-vous, fermez la fenetre. Il fait chaud, ouvrez la fenetre.

The lesson of sewing and embroidering was repeated.

Group VII

History: Australia has been studied in the same way as Africa, (1) as a continent, comparing it in size with the other continents, and with the United states. (2) Its location on the globe and inferences drawn concerning its climate. Its mountains, rivers and harbors as relating to the difficulty of exploration and settlement. (3) Brief history of its discovery by Dutch, Spaniards and Capt. Cook. First settlement in1787 by England with the hope that this might compensate for the loss of the American colonies. (4) The people—perhaps least civilized—where they came from and how they live—lack of knowledge of
agriculture attributed to fact that in some part of the continent food always attainable, and wandering easy. No animals capable of domestication. The boomerang as the chief weapon.

(5) The peculiarities of fauna-- kangaroo, Emu, and duck-billed mole of Platypus.

The practice in England of sending convicts to Australia, and the small crimes necessary to make an convict, and the effect of them on the colony. The great advantages of the plains for raising cattle, especially sheep. The present attempt to form a confederation of the colonies. Miss Runyon

Hand work: Continued basket weaving.

Mechanics: Continued calculations for clock. Miss Will.

Science: Studied plant protection by means of thorns. Made drawings of three types of thorns. Thorns of hawthorn which is an outgrowth analogous to twig, brier of rose, which is an outgrowth of the bark alone, and the type illustrated by Russian thistle, in which the leaf itself has become a spine. The children discovered that this spine was originally a twig by studying the leaf and discovering that there were no leaf scars, and when the question arose where were the leaf scars, they thought that this might take the place of leaves. Miss Andrews

Shop: Are making shinny sticks. This involves planing in hard wood, soaking and bending. They are also making blocks for Miss Will.

Sewing: Commenced canvas mats which are to be cut 6 in. square, fringed to depth of 3-4 in, overhanded to prevent raveling, and a border worked in some design selected by pupil. Miss Tough.

Music: Same as VI.

French:

Paul Harper: Je veux cuire le maïs pour le déjeuner. Je me lève.


Fanny et Hélène:
Ont fait une tasse de thé. J'ai froid.
Je marche vers la cheminée. Je m'agenoille devant le feu. Je me chauffe les mains. J'ai chaud.

Paul: Nous a lu un peu de Jeanne d'Arc.