to stop Proportion before they had quite finished and go back to the trigonometric processes which they had begun but not completed in the fall quarter and I found they had completely forgotten them, so we have begun again this quarter with the functions of angles, defining them and giving examples simply to study what functions they were to use in order to find the remaining parts of right triangles. This they seem to be able to do now and so I am going back to logarithms to teach them again how to use the tables and hope they can continue at this work long enough to have it stay.

Miss Moore.

Sanitation.

They spent one hour in digging a hole for the brick. One hour was spent with Mrs. Harding in discussing parliamentary law in order that they might know how to conduct a meeting of their club on house membership.

Miss Harrer.

Art Work.

One hour was spent in architecture. We took up the Egyptian style and I spoke of the way people study the history of a nation, using largely its art remains and its language. I tried to interest them in the relation between the architecture of the Egyptians and their beliefs. I told them that temples and tombs were the chief remains in Egypt and why the tombs were of so much importance. I drew the ground plan of an Egyptian temple and asked them whether they thought it was a temple that would invite the presence of a large number of people. They thought it was not because of its heavy, forbidding
walls and gloomy appearance. I explained some of the Egyptian symbols, such as the lotus used in decoration and the lack of nature study in the sculpture.

Miss Cushman.
The children who have been absent during the winter quarter together with three new ones, have been put at one table and begun making playhouses to take home. They painted and papered them and made a table and two chairs. They talked about the stable connected with some of their homes and made one out of blocks, following the teacher’s suggestions in doing so.

All of the children made window boxes by painting cigar-boxes in which we are going to plant seeds.

The other children talked about the stable, going more into detail and making one out of stiff plain manilla paper. The teacher started them in this work by giving them directions in folding a wide strip of paper to form the four walls of the stable. Then they were left to add the roof, cut the doors, etc.

The oldest children began weaving hanging baskets, making them out of wood fibre woven around copper wire.

The children liked the cranberry jelly they made in the fall so much that when it was all eaten up at out daily lunch-eons, they asked to make more, so this week they each made another glassful to eat on crackers.

The oldest children planted seeds in a large window-box and each one had a certain portion of it to take care of, the teacher telling them that she would not remind them about watering them every morning. They immediately became interested in seeing whose seeds would come up first and for the three days since have watered them as soon as they came each morning. One boy was sick and could not come one day and sent word by his older sister to his teacher, asking her please to water his seeds.

Miss Scales.
Social Occupations (a & b).

They have been watching the seeds planted last week and found that they have just begun to sprout. They began work in the garden getting the soil ready for the seeds. They found a good many worms which they did not know about and noticed the relation of the angle worms to the soil.

In Number work they were given combinations under 10 with especial attention to subtraction. This was done in the form of games, the children counting their points on the board which gave them practice in writing numbers. They played once with group IV. In the game of ring toss group III. can hold its own with IV. and are able to compute as fast because their work in this case is individual and they are not interrupted, but when they have work in games in which the first one that answers gets a point, they have been entirely lost by the superior quickness of IV. and have almost given up trying. I tried counting sounds with them. Most of them were able to count 12 sounds pretty well. They could do it as well when the sounds were given in groups of 2 or 3's at a time, as well as when there was continuous striking. In the first case they counted by groups because they were asked to state first how many groups of strokes had been struck and then to tell how many strokes altogether. They were able to distinguish quite readily between the groups of 2's and 3's.

In Handwork they have finished the mail-boxes and have started a little wagon such as mail-carriers use. Miss Dolling says they are much better in their measurements than last
Cooking (a & b).

The teacher intends making the number work the basis of the cooking for this quarter and therefore began with flaked wheat. Ratio of flaked wheat to water found by comparison with flaked corn to be 1:1 1/2. Usually it has been 1:2 but as it was found to be 1 1/2, the teacher used this ratio. Ratio applied to different measures:

1 tablespoon of flaked wheat requires 1 1/2 Tb. H₂O
1 cup of flaked wheat  1 1/2 cup
1 bowl  1 1/2 bowl
1 quart  1 1/2 qt.

How many pints in 1 1/2 qts.?

Practical Cooking.

Recipe developed: 1/2 cup taken as the measure for the flaked wheat. Pupils marked out the amt. of water. 1/2 equals 2/4; 2/4 taken once equals 2/4; 1/2 of 2/4 equals 1/4. 2/4 and 1/4 equals 3/4. Cups divided into fourths were drawn on the board by the children and the fourths showing amount of cereal and water whitened.

Continuation of number work developed in preceding lesson. Ratio of water to flaked wheat as found by weight 1 1/2; thirds to be used in recipe. Children did not know what one third or thirds meant. The teacher drew a circle on the board and called it a pie. One child said, "We are not going to cook pies". No, but we can pretend that this is a pie and cut it so that three people may share alike. The circle and a
square were divided into thirds and turns given. Pupils were called upon to draw and divide other objects. This was done successfully by some. The cup was then introduced and thirds pointed out on it. The recipe for flaked wheat which was developed in the preceding lesson was then given and a cup with division into fourths was drawn on the board. The children remembered that 1/2 or 2/4 cup fl. wheat required 1 1/2 times as much water or 2/4+1/4 equals 3/4 cup. Today we shall take 2/3 cup flaked wheat. How much water will you need to take? This was worked out by a number of the children. One child (Irene) seemed to get it by intuition.

Mrs. Baxter.

Art Work.

We are continuing the work of last week.

Miss Cushman.
History (a).

The time for the past two weeks has been spent on three things: the making and baking of pottery, the preparation and division of the land in the garden and the discussion of the division of labor which would arise in an agricultural village in the spring. One period was spent in counting up the number of children in the school in connection with trying learning to read the program. They began to read their programs several weeks ago and had a great interest in other classes, especially getting the names of the groups to find out what children they knew in them and then to get the number of children in the whole school.

They laid out the land in which they plant wheat, oats, and rye in strips, playing that each child representing a family was to take charge of a strip. These strips were to be marked with their totems. The garden plot, 10x 12, was to be divided into beds into which they planted what they would like for themselves. The problem arose of how to divide this plot of land so that each of the nine children would have a bed of the same size. They of course first divided it into 9 strips. Objection was raised that this was not a good shape for flowers, which most of them wanted. The division was worked out in two ways: they drew the garden on the board and were left to divide it as they could. Most of them attempted to divide it evenly by lines running across, with the result that they had 12, 16, or 32 small plots. They were then given pieces of paper approximately the shape of the garden and asked to fold it so that there would be 9 even pieces.
They first folded it in 8 and in 12 pieces. I then asked them when they found that 4 on a side was too many, how they could divide it into 3. Only one child knew how to fold the paper into thirds. Having shown them how to get the third and looking at the three strips running across, I had them count up how many there would be if they divided the strip into two parts. They found that this would be 6 and one or two of the children then thought of dividing it into three parts.

Miss Camp.

History (b).

They have spent the indoor periods in making clay dishes, number work and reading. With one exception they have no difficulty in adding up any two numbers under 100. Out of doors they have gone on with the hut they had already begun by gathering branches, sorting them and stripping them of the smaller branches and twigs in order to use them for their work. They got the main framework put up. They tied two sticks together at either end and joined them by tying branches across horizontally into which they will weave smaller twigs.

Miss Hill.

Cooking (a).

Last week they cooked onions and found that the principal things to be thought of were the softening of the woody fibre and the extraction of the juice. This week they analyzed carrots for preserving the sweet juices. One child who could not work out theoretically the idea of the steam being retained in a closed sauce-pan, did the experiment and cooked carrots
with the cover off and with it on and then tested them at the end of the time. The group worked out the preparations for white sauce.

Miss Harmer.

Cooking (a).

Vegetables--Carrots.

After talking about the way in which water, starch and cellulose had been found in the potato, the children each took a carrot to work with and see what could be discovered in it. They cut them and saw water, grated them and washed the grated part, which was put in cheese-cloth, in water; the substance in the water was then allowed to settle in order that any starch present might be seen. A slight sediment resulted and at the request of one of the children, water and sediment were boiled to see if the water would become thick, as it had done when starch and water were boiled. No change was apparent. The water was tasted and found to be slightly sweet and it was decided that sugar was present. The grated and washed substance was examined and called cellulose.

For luncheon creamed carrots and cocoa were prepared for the children, as they had not the time to do the work themselves.

Number Work: In making sauce for creamed carrots we need for 1 person--1 tablespoon flour, 1/2 tablespoon butter, 2 saltspoons salt, 1/4 cup milk--How much will we need for the class (8)?

Miss Tough.
Cooking (b).

Vegetables--Creamed Potato

The number side of the work emphasized. Have you ever made white sauce? What do you use to make it? Do you remember how much of each ingredient you took? A few had a vague idea. The recipe was written as pupils gave the quantities. Now let us see how much will be required for the whole class. There were 7 pupils; each measurement was multiplied by 7:

1 Tb flour x 7 equals 7 Tb flour
1 Tb butter x 7 equals 7 Tb butter.
2 saltspoons salt x 7 equals 14 s. salt.
1/4 cup milk x 7 equals 7/4 cups milk equals 1 3/4.

Pupils found it a little difficult to reduce the improper fraction to a mixed number. The teacher held up a cup and asked the pupils how many of the seven fourths could be measured in a cup. They said four. Then how many more would you have to measure? After a little hesitation, some said 3.

Mrs. Baxter.

Art Work (a & b).

They drew in water colors one day and on another day I gave them a sort of memory game. I asked them to draw a picture of something they saw in the room and we would guess what it was. They worked very rapidly and more correctly and had better results than usual, so that I was able to give them another subject in the period. This was something they had seen on the way to school or something they had done. The results were very good. One of these was an admirable drawing of three little girls jumping rope.

Miss Cushman.
History (a).

I had been afraid that the children would get from the tellurian the idea that the axis of the earth is not parallel, since the disappearance of the north or south pole under the black cap which represents night seems to give this impression. So I set it going and asked them to tell how many motions they saw. Most of them said "four", even two boys from Group VII., who were visiting us. When asked what the four were, they explained that one was around the sun, one "over and over", that is, about the axis; and the others, the movement of the north and of the south pole. I then asked them to draw on the board an outline of the earth in winter and in spring. Most of the children had the axis properly inclined but the shadow wrong making the circle of illumination correspond with the axis regardless of its inclination. I tried to straighten this out by first taking a stick to represent the axis of the earth and moving it about a globe to show them that without changing its position at all but remaining parallel to itself in an entire revolution, it brought the north pole at one season within the circle of illumination and the south pole at another season.

The rest of the time in history has been spent on the story of Magellan following the same general lines as described with Vb. We came to the statement that Magellan had heard of the discovery of the south sea by Balboa, so in one period I read to them the story of Balboa as given in "Discoverers and Explorers" by the American Book Company.

In another period taking up the same problem of the inclination of the axis of the earth and its effect on the sea-
I told the children I wanted them to try and think of some instrument we could use to tell us how high above the horizon the sun got in our latitude. I had a semi-circle of wood on which degrees were marked and we called degrees 1 sunrise and degrees 180 sunset and then I asked them where the sun would be at noon. Some of them knew it would be 90°. Then I asked them if the sun was ever 90° in our latitude, which they agreed would be directly over our heads, and then I asked them to think how they could find just how far from the zenith it would be. Some of the children say that they have worked upon it, but no one has yet thought of a method of measuring the angle.

One period was spent in copying the story of Magellan, which I wrote for them on the board. Only one child finished it. Two of the others begged to be allowed to take it home and finish it and I wrote off a copy for them while they read by themselves. The next day they brought me the copy they had made at home.

Miss Runyon.

History (b).

They reviewed the history of Magellan from the beginning up to his arrival at some island in the Pacific where the natives refused him food and where his men were reduced so low that they were obliged to soak the leather on the ship and chew it for food. I have given them the same problem as Va. to work out in regard to finding some simple way of measuring the altitude of the sun. They said in answer to the questions that the altitude of the sun in our latitude was different at different seasons and someone told me that
this was indicated by the shadow, so we agreed to meet at noon in the playground and select some place where we could mark the shadow. This was done and we drove a stick with the date on it down at the end of the shadow. In a week we are going to see whether the shadow has lengthened or shortened at noon.

They have had the story of Palboa read to them and have spent two periods in reading themselves and one period in writing with special attention to position of paper and sitting position.

Miss Runyon.

Number Work (a).

They have gone on measuring their garden taking the length and breadth and then dividing it into seven parts to find out the space allotted to each. In changing from yards to feet and from feet to yards, they had had the drill on thirds and they formulated the table of 3. Part of one period was spent in problems to test whether the children could add more readily like or unlike sums, that is, whether 3+3+3 would be easier than 3+7. I found that they could handle very large numbers which were alike much more easily than small numbers which were unlike, 24+24 being easier than 7+2.

Miss Bacon.
Cooking (a).

The class talked about the experimental work done last week and what had been found in the work with flour. The properties of gluten were discussed and the general method of making gluten wafers worked out. Too much time was taken for the number work and the children were able only to measure their materials for next time.

Number Work: From the following recipes each for one person, what will be necessary for the class (9)?
Farina—1 tablespoon farina, 3 teaspoons sugar, 4 saltspoons salt, 3/4 cup water. To facilitate measuring the following reductions were necessary—4 tablespoons equals 1/4 cup, 3 teaspoons equals 1 tablespoon, 6 saltspoons equals 1 teaspoon.
Cocoa—2 teaspoons sugar, 2 of cocoa, 6 of water, 3/4 cup milk. The cost of the milk used was calculated at 6 cents a quart.

Miss Tough?

Cooking (b).

They made bread last week very successfully for the third time trying. This week they made Italian macaroni with tomato and cheese. Enough was made for the whole group; each child having some one part in the work. Their theoretical work was a review of different methods of making better light: the air entangled by stretching the gluten in gluten wafers and CO₂ as a result of the growth of the yeast plant. They found it took considerable time for the yeast to grow and in an emergency, if they wanted to prepare biscuits for instance, we would have to have a quicker way. They were told that we had two chemicals which when mixed and subjected to
moisture and heat would give the same gas that the yeast plant
made. The remainder of the lesson was spent in examining and
tasting these two batters. They found that one was soft and
the other lumpy. The cream of tartar they said was bitter,
but could not describe the flavor of the soda. They could al-
ways distinguish the difference between the two. Next week
they will experiment with them under the action of heat and
water.

Miss Harmer.

Textiles (a).

Some of the class are finishing work in sewing, such as
canvas mats with cross stitch design and knitted strips for
an afghan; when these are completed, they will begin weaving.
A few are putting the warp threads on their looms. One of the
children asked that the class be given five minutes for number
work at the end of the first half hour. Numbers to be added
or subtracted mentally were given and the results called
for from different children at different times. The little break
in the hour's work seemed to be enjoyed. 0.K. m. Lough.

Textiles (b).

They were interested in the Indian baskets they had fin-
ished, so we examined one that was watertight and they tried
to make one like it. This was found too difficult for them and
we simply worked out the principle of twined weaving. We then
began the weaving of cloth. In working out the loom the
children worked with the stiff reeds and with the soft reed,
showing how in one simply two beams would be necessary but that
if the threads were soft, side rods would be needed to hold
them in position. They examined cloth and found that the thread was alternately raised and lowered. At home they worked out a heddle that would do this work. Josephine made one of two sets of threads.

Miss Harmer.

Science (a).

They started the experiment reported last week over again. They had neglected to water the beans which did not sprout and several of the children had been absent, when it was begun. So we decided to do it over again and weigh the pot, soil and bean very carefully.

Miss Hill.

Science (b).

They were shown one of the experiments which Group VI. set up last week and noted the result showing that CO₂ was given off from a plant. They started a set of experiments in nutrition for themselves and wrote a record. A pea seedling was supported in the mouth of a test tube of distilled water, another in lake water and another in Sachs' nutrient solution. This solution was made of .5 gr. potassium nitrate, .5 gr. salt CASO₄ CAPO₄ and 100 cc. distilled water. The experiment was to show in which environment seedlings would grow best. In connection with the Sachs' solution the children were told that it was a solution which a botanist had found contained the earth's salts in a good proportion. It was made for them.

Miss Andrews.
Art work (a & b).

They have been working in water color on still life.
The object of this work has been to get them to visualize.

Miss Cushman.
History.

After giving them the story of Washington's boyhood up to the time when he surveyed for the Ohio Company. Country, I told them that we were going to take up the history of New England. I reminded them of the fact that some governor of Virginia had sent a ship against the French who had located in Nova Scotia, and they told me it was Gov. Dale, and remembered also his finding the match at Albany and warning them that they were on Virginia soil and must leave or put up the English flag. This was simply to bring out the fact of the claims of Virginia at that time. I then reminded them of what I had before told them, that the whole coast of North America was claimed by the English because of Cabot's explorations; and then we took up the trip made by John Smith to New England in 1614 and brought out the points that he had named the country New England and had written a book about it. One period was spent in reading to them a description of New England by John Smith from "American History Told by Contemporaries" by A. B. Hart. I then told them something about the condition of industries in England which had made it difficult for the small farmers to live there and told them about the difficulties between James I. and the Pilgrims. We took up the difference between the Puritans and Pilgrims and discussed at length why James I. would not permit them to worship as they chose, why they were persecuted and where they would go when they decided to leave England. A good many of these
facts were known to the children from hearing them at home or from other children, so that the matter was a good deal simply gathering together what they knew. When I asked how far Holland was from England, one of the children said, it was near enough to "go in a leaky boat". They described what they knew about Holland—that it was a low country, that the people were a manufacturing people, that freedom of conscience was permitted. They were then asked why the Pilgrims did not remain there and brought out the fact that their children were learning the Dutch language, intermarrying with the Dutch and that they had a desire to be under English institutions. We discussed why they did not go to Virginia and decided that it was because most of the Virginians were on the king's side and loyal to the Church of England, and I told them of Lord Baltimore's attempt to stay in Virginia and of their refusal to have him unless he took the Oath of Supremacy, and then of his getting a grant of land from the king and the beginning of the colony of Maryland.

Two periods have been spent in number work, some of the children continuing their diagrams of the tables, others who have finished using the diagrams and putting the tables in the regular form of the multiplication tables. Some of the children did not know the signs for "times" and "equals". Those who had worked out one or two of the tables so that they would know how to do it were shown the formal multiplication. This is done by first taking 2 numbers, like 12 and 10, and telling them to say at once how much ten 12's would be; they said "120". Then other numbers were used to show that in mul-
tiplying by 10 you simply add a cipher. Then I took unlike numbers like 11 and 12 and told them that they simply meant you are to multiply first by 1 and then by 10 and they put down 12 and then 120 and added them together. Then I showed that that since the cipher when you multiply from the ten’s place does not count in the addition, it could be omitted.

Miss Runyon.

Textiles.

Most of the children have completed their looms and are putting on the warp preparatory to weaving. In this work the children help each other a great deal, those who have been shown about it assisting those who do not know. The children who had not completed their looms worked at basket weaving.

Science.

On one day they set up the experiment of putting a strong live plant under the bell jar to exclude the fresh air from the outside and put a small beaker full of lime water under the jar with the plant. The jar was placed where it would receive only diffused light. In two or three days they found that the lime water had become very turbid and was covered with a crust, showing the presence of CO₂. They had supposed that plants gave off oxygen and took in CO₂, just the opposite of animals; having been told so at home, so the result of this experiment puzzled them greatly. A half hour was spent in straightening out the meaning of this, which was a little previous, for some other experiments had been planned to be done first, but it was considered best to correct their wrong impression and then let the experiments prove it. Their other experiments
will show when oxygen is given off.

Miss Andrews.

Art Work.

They have continued the work on their large casts.

Miss Cushman.
History (a).

They are following up the campaign in New Jersey and read of Lee's disobedience to Washington's order to join him at Trenton and of the distrust which Congress had in Washington's ability after his reverses and the fact that they countermanded his orders and Washington was forced to retreat across New Jersey. They read of the effect of this retreat upon the nation, the men constantly leaving his army and the gloom which settled over all those interested in the cause of the Revolution. They read of the capture of Lee's and of Schuyler's taking Lee's army directly to Washington, then of Cornwallis' disdain of the small army of Washington on the Delaware and the division of his ten thousand troops into two and three thousand for convenience in quartering and of his starting to New York himself on the supposition that in the spring he could easily crush the remnant of the army; then they read of how Washington assumed the aggressive and with a few men crossed the Delaware and took Trenton. Cornwallis returned to attack Washington but before this was done they read of Washington's leaving the camp fires burning and making forced marches to Trenton, where he attacked the British army stationed there, defeated them and then retiring to Morristown. They found that Cornwallis could not attack Washington at Morristown as the position was a strong one and so left him for a time.

The children have drawn a map and have placed the Delaware River, Princeton, Trenton and Morristown upon it. They spent two half hours in writing up a report of this work.
They have been reading of the invasion of France by the English and the battle of Crécy. They constantly stop their reading to discuss. They seem to want to know the details to clear up things in their minds. In speaking of the English army, the question of its formation came up. They knew that the American army had three divisions—artillery, infantry and cavalry—and asked if the same divisions held in the old-fashioned army. They gathered from what they had read in Froissart that there were archers and men-at-arms.

They have spent 1 1/2 hrs. in writing. So far we have only had one book. They have taken turns in reading in class or in being read to. So many details are given that parts of the chapters have to be skipped in order to retain their interest. In the story of James Douglas' taking the heart of Bruce to Jerusalem there was much discussion as to why he did not go across the country. It was brought out that there were poor roads in those days, forests and robbers. The children concluded that it would be easier to go by boat since Lord Douglas had only a small band of 30. Much history has been brought in incidentally. When told of Douglas meeting with the Saracens in Spain and stopping to fight them, they wanted to know who the Saracens were, where and how they came there and why the Spaniards left them. They seemed to have an idea that the Saracens were savages.

Miss Bacon.

Number Work (a).

An hour and a half was spent in work as reported last week.
week. They like it and all but two or three do it easily.

Miss Hill.

German (b).

We have begun taking up the vocabulary of the shop in order that they might use their German there. We had the tools brought in and thus learned their names and then went through the actions of using the tools, naming them and telling what they were doing. A good deal of drill was given in varying the combinations. The tools taken up were: der Hammer, die Feile, der Meissel, der Bohrer, der Schraubenzieher, der Hobel, der Nagel, die Schraube, die Säge, and using them with such words as: hobeln, hammers, polieren, feilen, etc. For materials they had the names: Holz, Eisen, and Stahl.

Miss Schibsby.

Science (b)

Having decided to try their seedlings in different solutions and in pure water, they discussed how the water could be got pure. They soon saw that filtering was not enough since they found that a salt solution went through the filter leaving no residue. They are therefore distilling some lake water. In looking up the nutrient solution they found it required 1000 cc. This introduced cubic measure and they worked out the problem that if they wished a cube to hold 100 cc. they must make each side 10 cm. long. Two of the boys are each making a cube; one of them is making a cube of 1 cc. capacity.

Miss Hill.
Textiles (a).

Two of the class have made soap, using lard and caustic potash. One has woven a small piece of cloth on the loom he had made in the shop. He used very coarse unbleached and unglazed linen thread and is now going to try to bleach it. The others have been working at various combinations of dyes, trying to get a red and a blue on the vegetable fibre. The work requires a great many different sorts of materials and the greatest difficulty is for each child to keep track of his own.

Miss Hill.

Textiles (b).

They are weaving in design on the Navajo loom and show a great deal of interest in it. Mrs. Brown thinks that they have done better work in designs since they started weaving first and realized what was needed.

Miss Harmer.

Art (a).

They have chosen subjects from the Revolutionary period and have started their frames for the figures in clay. They are to take turns in posing for each other and special care is taken for accuracy and of visual observation.

Miss Cushman.

Art (b).

They have continued their work in water color to impress the relation of the colors to each other.

Miss Cushman.
Number Work (b).

The group was working in percentage, but it seemed almost necessary to drop this work for a while. Nearly everyone seemed to have a fair understanding of the process of finding the percentage but used the process very clumsily because of lack of knowing different numbers in their different relations. For instance, if I asked what is \( \frac{8}{9} \) of \$9, they would often answer, "I could tell if I only knew how much 8 9's were." Some would attempt to work out \( \frac{8 \times 9}{} \) by adding 9 eight times or 8 nine times, but the process was long and the interest was lost usually before the result was reached. The object of the work, therefore, is to give facility in use of numbers and to impress number relations.

The Spear blocks showing the relations \( \frac{1}{2}, 2, \frac{1}{3}, \frac{2}{3}, 3, \frac{1}{4}, \frac{1}{2}, 3/4, \) and 4 were used with the numbers from 4 to 12 inclusive. The pupils first found out the relation of the blocks by giving general names to them, as a, b, c. Later specific number names were applied, as 4, 8, 12, 16 or 9, 18, 27, 36 and the relation of the number to the series, the number to its parts and its parts to the number was carefully brought out. Five minutes of each lesson was given to visualizing.

The children are intensely interested. The interest is especially noticeable in several who before taking up this work seemed listless and uninterested in every number lesson.

Miss Marfding.
Latin.

We are continuing the analysis of simple sentences. I spent almost half an hour telling them the story of the Argonautic Expedition in Latin, which they have not had before, making my explanations in Latin or by the use of drawings. Only one of the children seemed to know the story in English. All seemed to be able to follow it and were much interested. Then I used part of it for dictation and for grammar work in review.

Miss Schibsby.

Number Work:

They have gone on with the work of last week, the finding out of the diameter of two wheels and the relation to the circumference and the determination of how much faster the small wheel would rotate if the large and the small wheel are bound together by a chain.

Miss Bacon.
Number Work.

The object of the work has been to formulate the process of finding the percentage. The children were given or made problems involving the process of finding the percentage and were asked in each instance to state the way by which they found their answer. In giving this statement they invariably used the expression, "I multiplied the number by" etc. By questioning the need for a general word for "the number" was brought out and so the word "base" was given to them, rate per cent was a term already used by them. I wrote the statement of the process as given by the children a number of times on the board thus, "I multiplied base by rate % to find percentage". This made clear the fact that the same process was used by each child for each problem. They were then asked to shorten the expression of the process. Some supplied the sign \( \times \) for "multiplied", others \( - \) for "to find" and they were led to see that \( 12 \) might be omitted and the initials used for the words "base" and rate % and percentage. The expression then stood \( b \times r \) = p.

In addition we have done some work in visualization. A column of four numbers was placed upon the board and the pupils were allowed to glance at it. They were then asked to give from memory the column from the bottom up or from the top down, or the position of a certain number or what number was in a certain position. They were very much interested in this.

Marforde Marforde.
Latin.

They have gone on with their charts making tenses formed from the past stem in the indicative. I have drilled them on verbs and we have gone back and reviewed nouns. One period was spent on a story at sight.

Miss Schibsby.

Science.

I read to them from Coulter's "Plant Relations" and they started seeds for a few experiments.

Miss Andrews.

Art.

They are working in the same direction as VIII. in still life and color. This is a general preparation for out of door work in the spring.

Miss Cushman.
History.

In current events the children have been watching the development of the Puerto Rican Bill and the trouble with the Turkish government. They have taken up the provisions of the bill and compared it with the plan for colonial government in the colonies in 1760. They were surprised to find how nearly the two tallied. They thought that if the same thing had been given to the Americans at the time of the Revolution, if they had been told that they would only be taxed by the government at home until they were able to raise money for these things themselves, there would never have been a revolution. In connection with the Turkish troubles the name Mohammed and Mohammedans occurred and the children asked for its meaning and were given a sketch of the origin and development of the Mohammedan religion. They found on the map the country in which this is the religion of the majority. They have spent four half hours in gathering together and classifying their knowledge of the work in history of the last two weeks and in writing it up.

Miss Bacon.

Latin.

I have been having them work out translations for themselves without any help. These were taken from Rolfe and Denison's book, and in translating they used the dictionary in back of the book. In this work they did not have the help of the voice in putting together words which belong together in phrases, but were compelled to find their relations themselves.

Miss Schibsby.
They had not looked up the questions they were asked to last week and so came unprepared to their work and the period had to be spent in finding out the answers in class.

Miss Andrews.

Art Work.

We have taken up the Mycenaean and archaic periods of art. I told them about Schliemann's excavations and they were much interested in the way excavations are made.

Miss Cushman.
The children went on with the work of furnishing their individual playhouses. The work on the large playhouse had been stopped to give the absent ones an opportunity to do some of it, so this week as odd moments they have completed the work with the help of two new members. They made a sand-table, swing and ring-toss for the top floor, which they call the play-room. These things were their own suggestions. They did the measuring and sawing from directions given by the teacher.

One warm day we walked over to the conservatory in the park and back. Another warm day we walked three blocks away to dig some good dirt for the seed boxes we painted. When we came home we planted nasturtium seeds and each child took his box home to care for. We planted some flax seeds in a sponge and some in a window box of dirt and are interested in watching which will grow better. The older children completed weaving the hanging baskets. We lined them with tea lead and after filling with dirt planted seeds in them.

We cooked apricots. They are very fond of these, so were more careful than usual about having them just right.

Miss Scales.
Social Occupations (a & b).

They have spent a great deal of time this week in the garden, spading, hoeing and getting the soil ready. They have been able to do this so well that much of it will not have to be done over by a man as I had supposed it would have to be done. They have examined their seeds that were planted in the house and found out about food being stored in the seed leaves. Some of the children have measured their plots in the garden and have begun to think about how they could divide them. The numbers are such as to puzzle them a great deal. With Miss Doding Group b. went to the Hyde Park Post-office and saw how letters were stamped. They have connected all the work they have done on the mail system, talking about how mail is carried, how it differs in small and large towns and what the stamps mean. They dictated a report for the paper.

They studied angle-worms more minutely and found that they could trace the circulatory system through the thin skin and found the hairs underneath the body which helps the worm to crawl.

Miss Andrews.

Hand Work (a).

They finished their mail boxes today, that is, as far as pasting them together is concerned. They will take them to Miss Jones in the shop and when she has time they will make a post to put it on. I have noticed nothing peculiar in their mode of working. I see a great improvement in their use of
the ruler and the power to act from dictation. I notice those children who are quick to talk and have original ideas are not as competent in their handwork. They have shown a great deal of interest in the work and are much more satisfied with this work than they were with the freight-cars.

Miss Laskerstein.

Textiles(a).

In textile work they are finishing the weaving with the silk rags they had cut and braided. They have found the weaving of the braided strips very hard. The children who have used the plain strips have done their work much more satisfactorily and easily.

(b).

They have been doing the same as a.

Miss Jones.

Shop (a).

They wanted to make some boxes to gather material in. They measured the wood 8"x6"x1/2" for the bottom of the box. Then they decided how long the pieces for the sides and ends should be, also have measured height of box 3" and made the sides and end of the same height.

(b).

Began boxes similar to a. Also have been making a standard for cardboard letterbox made in other class. Measurements 3"x3"x7/8" with stick about 8" high united in top.

Miss Jones.

Art Work.

They have had some memory games.

Miss Cushman.
History (b).

They have spent part of the week in starting their brush hut, which had been torn down in the other lot and which the children therefore decided to move into the school ground. They also measured off the ground for their garden. It was 10x25ft. They found out that 25 was two and a half times ten and made plans in this proportion on paper. They all had difficulty in making their plans, though they knew that there were two and a half tens in twenty-five.

Miss Hill.

Sewing (a & b).

Have been completing what was begun last week. Some are still working on their bags, the remainder on small canvas mats 6"x6" and worked in colored cotton.

Miss Jones.

Textiles (a & b).

Have finished stringing their loom ready to do the weaving.

Miss Jones.

Shop (a).

Are completing the bows made of old umbrella ribs and wood with copper wire. The arrows are complete except the feathers and these the children have forgotten to bring. They also assisted in preparing some stock for III.

Miss Jones.

Shop (b).

Have worked upon and larger potter's wheels as they had not enough for what they needed in Miss Hill's class. Have not completed their bows but the arrows are read for the feathers.

Miss Jones.
Reading (a).

They have written sentences on their garden. Each child offers a sentence, so we have compositions from all of the class. They show a great deal of pleasure in taking home their typewritten lessons to read. Jessie still relies on her memory instead of working the words out. They feel very much encouraged when they can read a sentence through without help.

Miss Laskerstein.

Art (a & b).

They had some memory games in clay work. One morning I let them make a picture of whatever they wanted to.

Miss Cushman.
History (a).

As the children could not think of any way of making an instrument by which to measure the altitude of the sun, I asked them if they would think it could be done by taking a quarter of a circle, which was directly north and south and had on it the degrees marked. I suggested that a pointer might be made from the center to the edge and when the sun appeared on the west side of the quarter of a circle, the pointer could be moved to show just where it crossed and thus the degrees be given. The children were interested in this scheme and in a little model which I showed them. Then they undertook to make one for themselves. We were going to make a pattern first and then if it would work to make it out of wood. The children had compasses and tried to draw circles first. Several of them were unable to make a circle with the compasses. We talked about how the diameter of the circle would be obtained. I tried to see whether the children could make the generalization that any straight line going through the center of the circle divides it into half. I drew a circle, cut it out of paper, then asked them how we could find its diameter, or as we call it, half, and they suggested folding it so that each side would be equal. They were asked whether this could be done. They said that it couldn't and after a long time someone got the idea that the line would have to go through the center. Several foldings of the paper in different directions helped to this conclusion. In giving them directions for making the circle I gave them the names "radius and "circumference" and we used them in