all more or less familiar. They are also interested in earthworms. They have cut one in two and have the two pieces in some earth in a flower pot.

Miss Hill.
History.

Same as VIIb.

Number.

They are using Hall’s Arithmetic and are at present working on fractions, especially emphasizing reduction to a common denominator and addition and subtraction of fractions.

Miss Bacon.

Science.

In constructing our clocks from bicycle wheels the children have worked out the theory for themselves, but they find great difficulty in the mechanical part of the work, especially that of fastening the wheels together strongly and of connecting the pendulum with the other parts. In order not to spend too much time, we have decided to let a professional bicycle repairer do what the children cannot easily do for themselves.

Mr. Gillet.

Science.

One hour was spent in comparing the respiratory and digestive systems of a frog with that of an adult insect. They also compared the gills of a tadpole and the lungs of a frog. They saw detail drawings of the developing tadpoles. The points brought out were: the change in the respiratory system and the stages showing the gradual disappearance of the tail and growth of the anterior and posterior extremities. In connection with the development of the frog, I found that they had never summarized the various stages of development of insects.

We took up the metamorphosis of a typical insect and they are to sum up the different characteristics of imperfect and perfect metamorphoses.

Miss Camp.
Science.

They wrote a record of an experiment on the relation of starch to CO₂. Their experiment with the solution was not successful and they started again. As this class meets but once a week, the children forget to attend to the experiment and this neglect has resulted in the failure of the experiment.

           "CAV.

Miss Andrews.

Science.

They have continued to work on chafers. In connection with this work they have taken up the spelling of the words which they will use frequently.

One hour was spent on the conditions of the eclipse on Monday. The children all show great interest in any general astronomical facts and several have asked if they could not have astronomy and have books which told them about astronomical things. It is hard to tell whether this interest is due to the feeling of size and distance, which of course appeal to their imagination, or to its being more or less new and therefore attractive.

           "Miss Camp.

Number.

The lesson was the concrete division of a fraction by a fraction and the division of a fraction by a whole number. As this process is giving a great deal of trouble to all, we spent most of the hour on it. Two have deduced the process from their concrete work and in consequence no longer need the concrete. I still continue asking for concrete representa-
tion from the others in this process, watching to see if they will deduce the process for themselves, if they do not call attention to the process as worked concretely. The fractions used are confined to 1/2's, 1/8's, 3/4's, 4/ths, 8/ths and 9/ths. No result larger than 18 was required. Some of the problems were similar to the following: 2'-1/4'; 1/4' divided by 1/4'. 1/4' divided by 3. I gave a short drill in adding and subtracting fractions, such as 1/8+1/4, 3/8+1/2, 5/8-1/2, etc. In the next lesson I sent the children who had not got the process to the board and worked with them while the others worked at problems on paper.

Mrs. Marferding.

Art Work.

They have spent their time out of doors especially studying perspective.

Miss Cushman.
History.

They have all read the events of 1777, using the "History of Independence" by Fiske as a text-book. Besides this each child has gone on with the reading of his special subject and Francis and Helen have begun their reports on the life of Alexander Hamilton and his work during the Revolution. It has been found necessary to emphasize the geography with this class and during their study hour they have drawn a map of the Middle States, placing in it river systems, mountains and the principal towns that they have had in their history. Will gave his report on the campaign in the north, taking Burgoyne's invasion.

Miss Bacon.

Shop.

Manual training and textile time have been given to the construction of the house.

Mr. Ball.

Art Work.

They have been building a model of the Parthenon in blocks.

Miss Cushman.
We cooked hominy and then molded it in small tin molds to serve for one of the children's birthdays. This is the first time that we have cooked hominy and the children were told it was cooked in the same way as cornmeal, which meant that it should be stirred into the water slowly to prevent lumping. The older children remembered about this but the younger ones did not.

We have been talking about going away in the summer—how we go, what we take with us and how we can keep cool on hot days while away. This brought in the play of trains, which we made with the large blocks and cut out of black paper.

Some of the children are making trunks, others are dressing dolls in a summer outfit and others are making pocket-books.

All the warm days we go out doors for an hour to swing and seesaw and weed our gardens.

Miss Seates.
Social Occupations. (a & b).

Part of their time has been spent in caring for their gardens. In their social occupation work they have talked about villages, towns and cities and discussed the government side of the city so far as the simple arrangements of disbursal of money is concerned. They have learned that the people choose a mayor and that he selects the chief of the fire and water departments and through the chief the men who work upon the streets are employed. They have made ballots and voted for a mayor.

In the sandbox they have laid out city streets intersecting each other and have laid water pipes and sewers covering them up and building houses on the streets and the reservoir works for the water. They have also built a fire and engine house and have done some number work in connection with the blocks.

I read to them the first jungle story and discussed the animals which are mentioned, as many of them are new to the children. I found more interest in the Jungle Book than any other book I have read to them. I have read the story of "Old Pipes" and of "The Dryad" from Stockton. These were given them because they brought in mountains, brooks and village life, and also because many of the children seemed to lack imagination and always wanted to know whether a story were true, even when it was apparently very improbable, as the Jungle Book stories and I wanted them to get into the spirit of an imaginative story.

Miss Andrews.
Cooking (a & b).

Cornmeal was prepared for luncheon and the amount of water necessary in cooking it was determined by balancing with flaked corn. The recipe was printed on the board by the children. Each one who completed a word was asked to choose someone to write the next.

Miss Tough.

Handwork.

They have been using the ruler in making ballots for voting. They made them 3 1/2" x 2 1/4". This was done to bring in the parts of an inch. Their chief trouble seems to lie in the way they place the ruler on the table. They forget to keep the left-hand to the corresponding side of the paper. Some of the children are still doubtful about 1/4". After three or four trials they managed to make perfect ballots.

Miss Lackesteen.

Art Work.

I gave them some leaf forms as they had had last week and asked them to arrange them in the form of a design. In their second period they sketched out of doors to get an idea of space and mass. I had them walk to the different objects they were to draw in order to get an idea of the different distances.

Miss Sexton.
History (a).

They have had the story of the gift of Indian corn through Hiawatha's struggle with Mondamin. This was read to them first from Mara Pratt's "Stories of the Indian Children", then from another book containing Indian legends, and lastly from Longfellow. These stories followed a discussion of stories in general and how they were changed as told by different people. After they had heard the three ways in which this story was told, all preferred Longfellow's version. Apparently they have not done enough connected story-telling, as they could not tell it all to Group IVb, after having heard it in three forms. They spent two xxxxx periods in learning to write numbers up to 100 and about fifteen minutes in writing numbers beyond 100. They know how to write 100 but need practice in the forms.

I also read to them in connection with their plan for their feast next week an account of Hiawatha's wedding feast. They were very much much pleased with the constant repetition of the object of the dances and story-telling. I think it was the form to make the guests feel more contented that xxxxx struck them. There were many other repetitions which they had passed without notice.

Miss Camp.
Reading (a).

They have had trouble in getting the "en" syllable. I wrote an, en, in, on, and un on the board and had them read it and make up words in which they occurred. I wrote words myself and had them tell me what they were. They did pretty well in reading but did not improve much in their writing. Griffith and Edward have been writing without any help. One wrote what he saw at the Field Museum and the other about the construction of the brick oven they had made. Their work was well done, considering it was their first attempt. They liked it immensely. The rest of the group have been doing pretty much what they have the whole quarter, only they have had a little more writing on the blackboard. I feel greatly encouraged, for I think they are very much interested and that the reading itself is dawning on them.

Miss Lackersteen.

Science (b).

The children built a fireplace out of doors and in it made a fire of hard and soft wood, comparing the two. They thought that the hard wood would be better for burning a long while and that it would be better to make charcoal of. They then started a fresh fire; as soon as it was well under way covering the openings of the fireplace with bricks and earth. The rain broke in the roof of the fireplace and so spoiled the results. The children have mended the roof, fixing it more securely in place and are waiting for drier weather to start a fresh fire. One hour was spent indoors in talking about insects, looking at pictures of them and reading a description of the larvae of mosquitoes and their habits.

Miss Hill.
Cooking (a).

Asparagus was talked about and examined. Considerable water was found and cellulose which became very hard near the root. Only a few of the children had seen the plants after they had formed seed pods; those who had described their appearance and the others decided to look for them in their visits to the country during the summer. The asparagus was to be cut into inch lengths for cooking and the children became interested in seeing how near they could come to guessing at exactly one inch. A ruler was brought in to verify the results. Asparagus with white sauce was prepared for luncheon.

Miss Tough.

Cooking (b).

They prepared asparagus as a type of vegetable with sweet juices and one in which the cellulose had to be softened. Particular attention was given to this account of the difference in the stalk.

Miss Harmer.

Art (a & b).

They are sorting their work for the year in order to collect together what each has done. When this is done they are to take a general review and criticism of the work. The children seem to have very vivid recollections of the work they have done. Sometimes when no name appears on the drawing the children will remember who did it and just when.

Miss Cushman.
History (a & b).

We have continued the story of Drake, repeating sometimes and advancing sometimes, in order to have clearly in mind the geography and relative positions of England, Africa, South America and Asia. We have taken up the claim of Drake to the western coast of America. The children guessed how he would claim it for England and gave many suggestions as to planting colonies, building forts, getting help from the natives, etc. The utter disregard for actual possibilities is very interesting. We have taken up also Drake’s return to England after his trip around the world, his knighting by the queen and then the outbreak of the war between Spain and England and the destruction of the Spanish Armada, with special emphasis on Drake’s part. Part of this was read to the children from “Drake, the Sea King”, by Towle. In this many words occurred which the children did not know and they guessed at their meaning. Both groups a & b have shown during the last two months a much more comprehensive idea of what an adventure is and a deeper interest in simply the doing of things.

With Va I have finished the story of the Gorgons. The plan has been that this should be read to them on Friday as a special treat provided that deserved it by their conduct during the week. Dorothy and Donald are the only two in the group who did not seem to get anything from story-reading. With the others it takes a very strong hold of their imagination.

One period has been spent with each group in writing from dictation and a very marked difference in ability to write between Va and Vb appeared. Vb could write twelve lines of po-
etry from dictation in a half hour; that is, nearly all the group could do this. V could hardly do half this amount and then needed much more help in spelling. Vb have been spending more time on reading, in order to get greater facility before the close of the quarter. Each child is reading his own story and reads first to himself for fifteen minutes, getting help on words he does not know and then each reads in turn part of the story he has read.

Miss Runyon.

Science (a).

From talking about the arrangements of leaves to secure the greatest amount of light and noticing different plants with reference to this, we went on to discuss how the plant would manage to keep the water from evaporating too rapidly. The children had tried before putting a leaf in water with a glass inverted over it in the sun and saw that the water from the leaf condensed on the inverted glass. They therefore suggested that the plant might not have so many leaves or grow where there was not any sun. I showed them pictures of desert plants and of the different forms of the same plant when grown in moist climate and when in dry. Part of the time they spent in weeding their garden.

Miss Hill.

Science (b).

They weighed their pot with a bean in it which has been growing, after having allowed the bean and the earth to become perfectly dry. They found that the plant and the earth weighed a little less than the seed and the earth. The chil-
dren accounted for this by saying that the pot of earth had been full and that some of the earth must have been spilled out, so they were told the results of the experiment which the group of this age had done last year and they are going to note the result of this same experiment which VI are doing. The children said they knew that a good deal of weight was taken in from the air and are quite disappointed that their experiment did not show this. Through neglect their experiment with nutrient solution failed, the seedlings dying, so they noted the result of the same experiment which IX have been trying and found that though the seedling in distilled water had died, those in lake water had grown some, those in the nutrient solution had grown very much and those in the nutrient solution plus iron still more. They concluded from this that iron was useful to the growth of plants. They were perfectly satisfied to note the experiments of the other groups and said there was no use in their doing theirs over again so long as they could see what the others were.

They spent one period in studying mushrooms and discussing the meaning of parasites, dodder and mistletoe as examples, and also the difference between these and the fungi with which they are more familiar, which some of them thought were living plants.

Miss Andrews.

Number (a).

This week they have been working on combinations of 12 in connection with the ruler. Two of the children did not know
how to use the ruler and were given a great deal of measurement with it. They could not do anything as to fractions of an inch.

Miss Bacon.

Cooking (a).

A repetition of bread-making was planned, but as the class was late in beginning work on account of a sketching expedition to the park, there was not time for this.

Rolled oats were cooked and cocoa prepared.

The amount of cocoa for the class was calculated from the recipe for one person, as one member of the class was to do the work.

Miss Tough.

Cooking (b).

Reviewed vegetables. The children remembered nearly all that was necessary about the work they had done in the fall.

Miss Harmer.

Textiles (a & b).

They are still working on their little blankets, which they are weaving in design.

Miss Harmer.

Art Work.

One period was spent on the lake shore, making some sketches. The next lesson was in-doors and we took up especially how to draw convex and concave curves, as they have not been able to draw these very well in perspective, and so could not show the shore line. I took a bowl and called their attention to how it looked at a distance, taking simply
the outline of the rim. Then I had some of the children go
to the board and draw the outline first of the bowl and then of
the shore. I find this is the only way to profit by out of
door lessons, as while they are out of doors, their attention
is scattered and it is only by concentrating it upon the sub-
ject special features in an in-door lesson that they can get
the technique. Then if possible they go back and draw the
same or some similar study again.

Miss Cushman.
History.

We have taken up the separation of Roger Williams from the Plymouth people and the founding of Rhode Island. We took up next the beginnings of Connecticut and New Haven. This was done first by reading to them the description from "Stories of the Old Bay State" of how William Pynchon blazed the bay path and of the groups of people that afterwards followed along this path and made settlements in Connecticut and New Haven. This story was particularly interesting to the children because of the "Little Puritans" which they are reading. We went along this path to Old Hadley. We took up next the union of the New England colonies with the exception of Rhode Island for defence against the Indians and a very brief description of the Pequot War. Opportunity was taken at this time to explain the location of the Dutch in New York and their claims to the Connecticut valley and why the union excluded Rhode Island and what there was in the other four colonies in common that would lead them to unite. The relief map was used to point out the different colonies. The rest of the time has been spent either in having them read or in reading to them from "Little Puritans of Old Hadley" or in having them write from dictation. They are still extremely backward in their reading and with two or three of the children they learn the paragraph by heart before they are able to read it easily. They have been reading with Miss Bruère for some weeks and this week I told them I wanted to have them read with me to see how they were getting on and we went back to one of the stories they had read with her. Isabel said she could say
it by heart, so I told the rest of the children to open
their books while Isabel recited it and she was able to re-
peat about half a page from memory.

Miss Runyon.

Number Work.

Their time in number work has been spent in
getting formal addition and the beginning of formal sub-
traction. I made up stories about a boy who had a large sum
of money given him, which he spent for various things. We
put down the sums on the board as the children gave them to me.
This included some simple multiplication as well as addition
and when the whole column was finished they added it up and gave
me the result. This naturally aroused more interest than the
purely formal work. The children wanted to discuss the prices.
I put down the various articles the boy bought. I had rated
the horse at $100 and they informed me it would not be much of
a horse at that price. After we got all the things to go
with the horse—whip, bridle, saddle, etc.—we subtracted how
much he had spent from the amount he had had in the first place
and then the next time we had him buy some more things, such as
a bicycle, golf sticks, etc. In this I got valuable informa-
tion from the children as to the exact price of all these
things. We also had a girl give a party in which she bought
lemons for lemonade at so much a dozen, candy at so much a
pound and all the other things. This work was varied from time
to time by purely quick work in multiplication tables, skipping
about and in quick adding.

Miss Runyon.
Science.

They worked in their gardens and spent one period in studying a sphinx moth which has come out from the chrysalis in the fern box. Some mushrooms have come up in the fern box and a half hour was spent in washing off dirt from the mycelial threads and drying a whole plant, the mycelial and reproductive parts, those commonly called the mushroom. We also discussed the life history and nutriment of fungi and their relation to the rest of the plant world and also their value in disposing of decaying matter and their aid in converting fallen branches and logs into loam.

Miss Andrews.

Science.

Their half hour this week was spent in talking about plaster of Paris and how it is obtained. They have just been casting their clay figures made with Miss Cushman and had asked a great many questions about plaster of Paris, which she referred to me. They asked what the plaster of the wall was and as they had had a great deal of work on the relation of carbon dioxide to animals and plants, I asked Evelyn to come in and read what she had written about quick lime and its use in plaster. This report is printed in their school paper. They remembered every word of Evelyn's paper and seemed to be much interested.

Miss Camp.

Art.

Their time was spent in casting the animals they had made from clay. Some of the plaster had been air slacked by stand-
ing in a damp place and it is doubtful whether their figures come out well. We used some dryer plaster but even this turned soft, perhaps due to the damp weather that day. The figures are unusually good and I shall be sorry if they do not turn out well.

Miss Cushman.
History (a).

They have been reviewing the work of the quarter orally. In advance they had read the story of Benedict Arnold.

Miss Bacon.

History (b).

They have been reading aloud the story of King Arthur from Malory. They have written the third scene of their play. This has also been dictated to them by the teacher for writing as a spelling lesson.

Miss Bacon.

Science (a).

I dissected a frog, the next day the children wrote an account of it as far as they could remember. They showed a good deal of curiosity but rather less interest than VIIb. They also examined some beetles and I read to them accounts of the habits of the different insects they had been looking at as well as such familiar ones as the mosquito, etc.

Miss Hill.

Science (b).

The work has been with insects, taken up much in the same way as VIIa. Their drawings have improved very much since they began.

Miss Hill.

Number (b).

They are struggling with long division and working on their multiplication tables. They are fond of arithmetic matches. Sides are chosen and one side tries to win against the other. They succeed very slowly with their multiplication but in most cases it is right when they finally get an answer.

Miss Lackersteen.
German (b).

They have worked on "Du Bächlein" song and learned it pretty well. This has been used as a basis for phonetics. I have given them spelling lessons on it to get the spelling in writing. I have also given them some Mother Goose rhymes, such as "The Three Little Kittens", which are perfectly familiar if they once got an idea of what they were about. This was to get them in the habit of understanding without translation.

Miss Schibsby.

Art Work (a).

They have finished their work on the group of the Revolution in clay and spent one period out of doors sketching. I had them cut out of paper a simple frame which they could hold up before their eyes and thus cut off the rest of the landscape. This was to help them in getting a better perspective. They would move the frame until they got what would be a pretty picture of tree or bush in the right position and then sketch it. I used in this only masses of light and shade with charcoal.

Miss Sexton.

Art Work (b).

They made some studies of fleur du lis to be used later for design and also to aid them in making careful studies. They worked out of doors one period, making a special point of perspective.

Miss Cushman.

Textiles (a & b).

They are working on weaving of mats in design.

Miss Harmer.
History.

Same as VIIb.

Number.

They have been continuing their examples and problems in arithmetic, placing especial emphasis on division of fractions.

Miss Bacon.

Science.

They have gone on with their work on insects as studied last week and have taken a very general review of the lower forms of vertebrates. They have also had a general review of the characteristics of reptiles, fishes and amphibians and will take up mammals next week.

Miss Camp.

Science.

This week we finished the clock so far as the theoretical part of the work is concerned. There were some mechanical difficulties which were considered too hard to overcome with our limited means. Monday afternoon we made a careful review of the quarter's work on machines. Tuesday we took up levers in an introductory way and discussed their use in balances. Next week we shall construct a set of somewhat sensitive balances, which may be used for weighing newspapers and packages which are to be sent by mail.

Mr. Gillet.

Latin.

They are working on the chart so that by the end of the
year they will have the indicative mood. They have taken up
this grammar work very well. I am giving them a good
deal of form because of their interest in it at present.
I have reviewed the declensions with them from time to time
and am giving them some elementary syntax. We have had the
story of "Parrhasius and Zeuxis".

Miss Schibsby.

Textiles.

They are working on their mats in weaving.

Miss Harmer.

Art Work.

Same as VIIb.
History.

Since the last report we have spent one hour in reading from "Colonial Days in New York" concerning the homes and daily life of the Dutch settlers. On the political side we noticed the growing demand for greater freedom as illustrated by the protest led by Van der Douck, the petition to the States General and the gift of municipal government which followed. When the children were asked to suggest a remedy for the discontent under Stuyvesant's rule, one proposed that they ask for a new governor. On the teacher's questioning as to where Stuyvesant got his power and whether another governor might not prove equally unsatisfactory, they thought that what was needed was a new government "like that of the English colonies", one suggested. They decided at last that the real trouble lay in the selfishness of the West India Company and that New Netherlands ought to be taken out of the company's control and allowed to govern herself. They also suggested that the boundaries between the Dutch and English possessions be fixed, in order to put an end to disputes. They were then given the terms of the petition of the Nine Men and the reply to it. Some were indignant that the West India Company was allowed to retain the colony but one child explained that probably the government was afraid to offend them because they were so powerful.

Stuyvesant's claim of the right to appoint the officers provided for in the new municipal government was also severely criticized. At this point one of the children brought up again the question which they have asked many times, Who was the
best of the Dutch governors? and for the first time they felt ready to answer it for themselves. They decided upon Peter Minuit without a dissenting voice. One child remarked in this connection that the best people are always the ones we hear the least about.

We took up next a brief account of New Sweden from its settlement by Minuit to its capture by Stuyvesant. The sympathy of the children was entirely with the Swedes and they rejoiced emphatically in the thought that the English would soon turn the tables on Stuyvesant.

Both in oral and written work the children show of late a decided gain in their remembrance of the subject-matter. In their discussions they have more material at their command and in their writing are more independent than formerly.

Miss Hoblit.

Latin.

They have had the same story as VIII and it has been made the basis for syntax and for the study of parts of speech. They can now usually tell a noun, verb, adjective, adverb, personal and relative pronoun, preposition and connective.

Miss Schibsby.

Science.

They spent one hour in the neighboring lot. They dug up some strawberry plants which they found there with long runners and planted them in the garden to find out what the use of the runners is. They studied the dandelion blossom and found out its means of pollination and the relative growth of the parts in the formation of the seeds. They drew diagrams of
the flower and seed and showed this relation of the pappus in the seed and the flower.

Miss Andrews.

Science. They continued the work previously reported on the method of preparation of various metals which have been read about and the class criticized the subject-matter selected and the way of dealing with it. Two of the papers were written three times. Their first idea of writing these seemed to be simply to copy from the books to which they were referred. After hearing one read and discussed from the point of view of the children in group VI, who were to hear it, they went at the re-writing with great interest. Part of the work has been experimental--on the character of the garden soil; and part the drawing of maps to illustrate their reading in Shaler, which gives the probable growth of North America.

Miss Camp.

Art Work.

They have been concentrating on angular perspective. They had a lesson in-doors on what they had noticed out of doors in drawing the barn and we drew houses in various relations to the eye, some above the eye, some on a level and some from below. This was treated as a class lesson. Then they went out of doors and made a new drawing of the building.

Miss Cushman.
History.

Fred has given his report on the life of Howe and his work in connection with the Revolution. Francis and Helen have gone on with the work of Alexander Hamilton in the first two years of the Revolution. The class has been having two lessons in geography. They were given a paper and told to draw a crude map of the Atlantic and Middle States showing the relative position of each. These were very faulty, so they were given a study hour in which to look up the points which they had wrong. Then their books were put away and they drew the map from memory. The rivers and mountains were next looked up and put in. They were held accountable for the spelling of all names used.

Miss Bacon.

Latin.

They have taken up the parts of speech and been drilled upon the syntax. They have had some work from dictation and have reviewed all the charts of the conjugations and declensions. We are spending these last days in review in order to get the work well in hand before vacation.

Miss Schibsby.

Science.

I found that the children had no clear understanding of the use of the parts of a flower. They did not know which were the essential organs nor what was the relation of the pollen to the seed. They spent their hour in the study of the iris blossom, drawing diagrams of it. In this the pistil is very much modified and it requires a good deal of study to find out just what the pistils are and just what the value to the plant is of having the pistils expanded with the
styigmatic surface hidden underneath. This was noted and the children saw that such an arrangement would prevent self-pollination. They noted the pistils with the tufts of hair to lead the insect toward the nectary and the consequent brushing off of the pollen upon its back, so that when the insect went to the next blossom the lip of the stigma would necessarily receive the pollen as the insect went in.

This class come to me only once a week and the interest which is always developed toward the end of the hour does not last over until the next lesson, so that the work has been very unsatisfactory. The experiments which they have done have not succeeded, because they could not be done in an hour, and in many cases were spoiled by the next period or the interest in them had dissipated.

Miss Andrews.

Art.

I gave the class a review of what we have had in art history. We took up how many kinds of constructions there are and what, such as the lintel, round and pointed arch; also what countries employed the lintel and what classes of buildings were left by the Egyptians. I asked the children to describe certain characteristics of the Egyptian buildings and as they did not understand quite what I wanted, I asked them to suppose that they were in Egypt and imagine what they would write home about the buildings. The only original answer was from Josephine, who said that the buildings would appear very dark and gloomy and she would feel like "a little flea".

Miss Cushman.
These last two weeks we have been talking about going away for the summer. Summer cottages were made out of stiff manila paper, directions being given as to how to fold to make a square, then the children were left to make any additions they chose as doors, windows, porches, etc.

Portfolios of leatherette paper were made to hold writing paper which is to be carried in the trunks. This introduced the game of playing postman, so his cap and bag had to be made.

Trunks were made out of cigar boxes by putting on leather corners and hinges and a tray inside.

The children made summer hats for their dolls by cutting a rim out of stiff cloth and sewing in a soft crown, then trimming with flowers. This brought in the play of buying and selling hats in a millinery store, so they made pedestals to hold the hats to place in a milliner's window, made the store with large windows out of large blocks and then played buying and selling the hats they had made. When they came to sending the hats home they were afraid of crushing them, so suggested making paper bags with a stiff round bottom to put them in, which they did.

One day we took a drive in the 'bus to Jackson Park, and visited all the places of interest, saw the sailboats, the roses on the wooded island, a dredge working in the channel and the Field Museum. All these experiences were reproduced in painting, drawing and cutting afterwards. The engines at Field Museum are still the most popular interest there.

Miss Scales.
Group III.  June 20, 1900.

Social Occupations (a & b).

They have finished making their city streets in the sandbox and made in connection with the city a park, a boulevard with trees, a fire engine house and postoffice, waterworks, houses, stores, church and schoolhouse. These children things the children themselves suggested to be necessary in a city. They laid water pipes and connected the main water pipes with the ones going to the houses. The children thought lamp posts and post boxes ought to be along the streets.

I read to them from the Jungle-book, some of Stockton's stories, which interested them very much, and also from the animal stories by Ernest Seton Thompson.

They played a new number game which was a mixture of hopscotch and shuffle-board. They marked out squares on the floor and numbers were put in. They kicked a stone and then hopped after it, having three kicks; then counted up their squares with the numbers in which the stone landed.

Miss Andrews?

Shop.

They finished their boxes for collecting material and made some pin-wheels.

Miss Polli.

Cooking.

Reviewed what had been done with corn and talked about the preparation of corn-starch from the grain. The recipe for corn starch pudding was made and written on the board, the children helping to spell the words used. For luncheon corn starch was prepared.
Art Work.

They had a lesson indoors in which they drew on gray paper a sketch showing a road and trees.

Miss Cushman.
History.

Half of the time this week has been spent in telling and reading stories of the different stages of civilization they had gone through in the year. The stages taken up were the hunting, cave people, shell people with the lake-dwellers as beginning the period of the middle ages and the tale of the vikings. By their questions and suggestions the children seemed to have a pretty definite idea of life at the beginning of each of these stages. The picture of the later stage is not as definite as of the earlier ones upon which they spent more time. Another year I shall spend more time on the different modes of traveling and take up some of the stories of the vikings and sea life in detail.

In making the arrangements for their feast I left the arrangement of a table and places to their own devices, thinking that their experience with group IV's very pretty arrangement of table the preceding week would give them enough suggestion, but found that they had no idea of using anything but a dry stick to mark the places and confined their decorative efforts to their own persons. They listened to stories and each one in turn danced a dance which represented their either hunting or trapping or "telling a story", as they called it. Two or three of them chose the dance of leaves, having heard a description of that in Hiawatha's wedding feast the previous week.

Miss Camp.
Cooking.

This was omitted on account of the day being given to school exercises.

Miss Tough.

Hand Work.

They made Indian fans, planing the handles and weaving them with fibre.

Miss Jones.

Art Work.

I talked about the difference between their earlier and later drawings.

Miss Cushman.
History (a & b).

They have finished the story of Drake and taken a general review of it. It was not thought best to take up any new explorer with them, so the rest of the time has been spent in reading and writing.

Miss Runyon.

Cooking (a).

Repeated the making of bread, which they did for the first time two weeks ago. The work was done in a much shorter time and with very little help. The results were an improvement over the first.

Miss Tough.

Cooking (b).

They had potato soup for review and biscuits.

Miss Harmer.

Number Work (a).

They continued the measurements begun last week and a half hour was spent in discriminating between odd and even numbers and counting by 2's beginning with 1 and with 0.

Miss Bacon.

Number (b).

Very much the same line of work has been carried on for two weeks with this group as with group VIIb. except with the addition and subtraction. I tried Mrs. Hornbrook's number table but as the children seem inclined to count by 1's rather than to visualise it, I tried to get them to count orally by 2's beginning with 0 or with 1. We used number games. I called
for problems with them as with the older children with much the same results. The work has been almost entirely oral. I think this group would be much benefitted by some thorough drill along the line of the *Spear* work to enable them to get a better idea of numbers and their relations to each other.

Mrs. Marferding.

Science (b).

They have finished their experiments to find out whether acid and water or plain water dissolved more salts from the earth. We used hydrochloric acid taking a definite quantity of soil to be used with the water and acid and with the water alone. Then let it stand until the next lesson, when it was filtered and evaporated. We first weighed the evaporating dish and then the residue. We were going to plant some seedlings on blue litmus paper in order to find out whether the root tips changed the paper to red, which would prove that they contained acids, but the time did not permit this experiment, which will be carried on next year.

Miss Andrews.

Shop.

They finished their boats, those who had already finished helping the others.

Miss Jones.

Art Work.

They have been sorting and arranging their work the same as IV.

Miss Cushman.
History.

In advance the children have taken up the story of King Philip's War. They recalled the union of the New England colonies for defence against the Indians and the Pequot War and then were given some general ideas of the growth of the colonies and of the fear on the part of Philip, the son of Massasoit, that the white people were coming and would crowd out the red man. This brought in also the work of John Eliot in converting the Indians and of the feeling of the Indians that this was a subversion of their tribe.

I read to them the story of King Philip's War from "Stories of the Old Bay State" and discussed it in the light of Fiske's description of this time in the "Beginnings of New England". The children showed a good deal of intelligence and interest in talking it over and in reviewing the history of New England.

Miss Runyon.

Number Work.

Most of the time in number work has been spent in getting a clear idea of formal subtraction. I think most of the children can do it now and they have promised to keep it up during vacation, so that they will not forget it. The examples given them has been varied so as to bring in numbers up to 10,000, and the children have shown a desire to have the biggest kind of numbers. I have also given them examples in which there were three ciphers together in the minuend, in order that they might have practice in repeated borrowing. With these children the computer's method of subtraction has been touched upon but some of them had already begun the other method and it seemed confusing to them. Subtraction and
addition have been carried on together so that they could see that they were parts of the same process.

Miss Runyon.

Science.

They weighed their potted bean which has been growing and found a gain in weight of 7 gr. After they had discussed the meaning of this they decided it came from the food in the air and we reviewed a little the importance of chlorophyll in leaves.

Miss Andrews.

Science.

They spent a half hour in making some experiments with the plaster which had failed to dry in making their casts of tigers. They placed calcium chloride in water to see its quick solution and the evolution of heat. Then they placed it whether where it could gather water in the air and become deliquescent. They tested the plaster of Paris with hydrochlorate and found that which had been exposed to the air gave more bubbles of gas than the fresh plaster from the barrel. Having been given the fact that the wall plaster made with quick lime in absorbing CO₂ gave out water, they suggested that they cover their casts with something to keep out the CO₂ to prevent their growing so moist that they would lose their shape.

Miss Camp.

Hand Work.

They finished covering the caravan wagon they had made in the shop and worked on blankets in weaving. They also fin-
ished the question boxes which had been made in the shop and stained them.

Art Work.

They finished their large clay figures of the tigers and one or two have taken up a new figure without any diminution of interest. I have been especially pleased with their work in clay.

Miss Cushman.
History (a).

They have been reading about the southern campaign in "Boys of '76" and have finished the battle of Yorktown and come to the surrender of Cornwallis. The map of the U.S. has also been finished.

Miss Bacon.

History (b).

They have finished their play of King Arthur.

Miss Bacon.

Textiles (b).

They have gone on with their weaving. One of the children set up a loom at home with linen thread. Most of the children have some definite idea of what they are to do with the weaving when finished. One of the children is to use it for a doll's blanket for his little sister. Several of the children are going to give them to their mothers for mats.

Miss Harmer.

Shop.

The children have made extra shuttles.

Art Work (a).

They have finished their clay figures.

Miss Cushman.

Art Work (b).

They have had a little review on perspective in answer to questions which came up in out of door work, reviewing all the points connected with the subject.

Miss Cushman.

Number Work (b).

I spent the last two weeks with this group largely in me-
Group VII. June 20, 1900.

Mechanical drill. We have added, subtracted, multiplied and divided daily. I have varied the work with number games and by having the pupils give problems. For instance, if we were multiplying 148 by 4 I would ask for a cooking problem, receiving an answer something like this: A woman bought 148 gallons of milk in a month; how many qts. did she buy? or if a shop problem were asked for, it might run: If Mr. R. had 148 boards and needed four times as many, how many boards would he need?

We did this with many problems in the different processes. I was surprised at the ingenuity of the pupils in making these problems. There was astonishing variety and the problem was always reasonable and adequate. It seems to me that if these pupils were given a good deal of drill in number for functions, they would grow much stronger. Much of the work was oral, though some of it was written.

Mrs. Marferding.
History.

Same as VIIb.

Number Work.

They have gone on studying in their arithmetics and have taken their books home and spent from one to two hours a night working on problems. This has been done of their own option without urging from the teacher. The work has been chiefly the multiplication and division of fractions.

Miss Bacon.

Science.

During some of their work the preceding week observing the development of the tadpole they had suggested reasons for their finding why tadpoles changed their position when the dish was jarred or when something was dropped into the water. I suggested to them to find out whether light would make tadpoles move or whether darkening part of the dish would make the tadpoles collect in the dark or the light portion and whether jarring or otherwise disturbing them caused them to move. They made a series of about eight observations and found, as has been found elsewhere, that light did not seem to be a determining factor. The next thing they are to try is to find whether after coming in contact with either the bottom or side of the dish the tadpoles remain motionless for a longer or shorter period or whether it is the presence of food which determines their gathering on the edges of the pond or near the sides and bottom of the aquarium. In discussing the various types of animals, as stated in last week's report,
I found the children giving to lower animals much more conscious intelligence than they possess, and this was to give them an idea of how to get at the causes of movement in lower animals.

Miss Camp.

Science.

On Monday we reviewed the work of the previous week and finished records of experiments. The children made careful drawings of the apparatus they had used, which consisted of a pair of rough home-made balances, with a number of holes in the lever arm, from which weights could be hung. They then discussed plans for making balances for themselves, and made drawings to scale to work from. In the main, the drawings were carefully made, but the children could not see the use of constructing their apparatus according to the measurements they had decided upon. The framework of the balances is now made.

Mr. Gillet.

Art Work.

Same as VIIb.
Science.

They went on an excursion to the Wooded Island and studied the relation of flowers and insects.

Miss Andrews.

Science.

They have been transferring their maps to cloth paper and locating by latitude or longitude or by portion of the state the deposits of the particular metal which they have looked up. They are to take these maps home and work at them during the summer, putting in any details that interest them in parts of the country where they spend the summer. They have taken up the general character of North America very briefly as it is at present, in order to find out something about the places where they will be this summer in connection with the general geological formation of the whole country.

Miss Camp.

Number Work.

This group has spent all its time for two weeks in working problems from the book. Their interest in the book has been intense, some of the children working two to three hours every night at home. I had not intended to confine the work to the book so closely, but the interest has been so great that I decided to wait until their ardor cooled. They seem, however, to be as much interested now as they were at first, with two exceptions, Eddie Fuh and Elizabeth Terry. Though these work well in class and even through study hour, they rarely do much work at home.

I do not think, however, it is a wise plan to confine the class to the book. If I had continued with the class, I
should have given two hours weekly to matters not taken up at all or touched lightly by Hall; such as measurement, which is only lightly treated, number relations, which is not vividly brought out, visualization, which has no place at all, etc. I should also have taken pains and time to see that proper number connections were made with their shop, cooking, science, music and drawing work.

Mrs. Marferding.
History.

This week Harriet and Dorothy have reported on the life of Washington and also on the life of Hamilton and we have spent two half hours on the geography of the U.S. with special attention to spelling and location of places.

Miss Bacon.

Science.

They have made a study of the wild mustardflower and discussed the meaning of the different lengths of stamens and how cross pollination was effected and in some measure cross pollination prevented. Adaptation for cross pollination in other flowers was discussed and the chapter in Coulter's "Plant Relations" "Flowers and Insects" read.

Miss Andrews.
General Report on Gymnasium.

In the fall of 1899 the number of girls examined was 43. Of these spinal curvature found in 20, 3 serious. The number in poor physical condition, irrespective of spinal curvature, was 7. In the spring of 1900 the number of girls examined was 45; spinal curvature found in 9; serious cases 2. Cases of poor physical condition other than spinal curvature, 2.

Number of boys examined in fall of 1899 was 50. Spinal curvature found in 15, serious cases 5. Poor physical condition, irrespective of spinal curvature, 12. In the spring of 1900 number of boys examined was 37. Number of spinal curvatures 5, none serious. Poor physical condition 6.

Miss Douglas in examining the girls reports that the girls stand better and hold the chest higher. There is a general improvement. She also notes improvement in breathing; the children as a whole have a marked increase in lung capacity.

The boys show a corresponding improvement physically. There are, however, still some cases among the boys which need special attention—more of these than among the girls.

Miss Douglas reports only two cases among the girls needing special work.

During the fall and winter and early spring, the younger children have had regular gymnastic work both in free standing, Swedish and apparatus work on an average of three periods a week, one period being devoted to games. The results show a marked improvement in these groups, the improvement
being greater than with the older children. The way in which the older girls and the children as a whole have taken hold of the games and sports during the year has been very gratifying especially during the spring quarter when their gymnasium work has been almost entirely out of door games. The children have shown more skill in playing games when they had the freedom of the playground than when confined in-doors and it would seem best in the future to do most of the work in games and sports out of doors so far as possible.

Stress has not been laid upon apparatus work for the children in the gymnasium during the year for several reasons: because the children needed the special exercises that would improve the standing, position and breathing and in body carriage next year with the addition of several pieces of simple gymnastic apparatus, more attention will be paid to this side of gymnastic work.

Mr. Peterson.
General Report on Gymnasium.

In the fall of 1899 the number of girls examined was 43. Of these spinal curvature found in 20, 3 serious. The number in poor physical condition, irrespective of spinal curvature, was 7. In the spring of 1900 the number of girls examined was 45; spinal curvature found in 9; serious cases 2. Cases of poor physical condition other than spinal curvature, 2.

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Mr. Peterson.
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<tr>
<td>Respiration of Plant under Bell Jar</td>
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<td>Pest Solution for Life of Plants</td>
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<td>Light Necessary for Starch Formation in Leaf</td>
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<td>Formation of Rocks</td>
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<td>Is CO₂ necessary for Starch Formation</td>
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<td>Germination of Plants in Air-Tight Vessel</td>
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<td>Gas Given off from Plant in Sunlight</td>
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<tr>
<th>Science--General</th>
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<td>Use of the Tellurian</td>
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