History: Have gone on with their reading. We took up the first case that was tried, that of John Smith. The leaders of the colony on board the boat became jealous of Capt. Smith, and put him in chains. When they arrived at Jamestown they still kept him in prison, and when Capt. Newport started for home were going to send Smith back, but he demanded the right of trial by jury in Virginia, according to the constitution, and was tried and acquitted, the president acting as judge. This was taken up to have the children realize what the legal part meant, and how it was carried out. We followed out the history of the colony during the first year,—the inability of Wingfield, his deposition from the presidency by the colony, and the final turning of the colony toward Smith as the only one fitted for the place. We read the account of this in the letters of Studley, who was the treasurer of the time.

We discussed what was one of the first things the colony must do to start its internal machinery to working. The children decided they would regulate their relations with the neighboring peoples. We read of Captain Smith’s expedition up the James to discover the north-west passage and seek for gold,—his reception by the Indians, his diplomacy, and his finally establishing friendly relations with them. Miss Bacon.

Latin: Are studying the verb. Have taken up the present, past not completed, and future tenses of all four conjugations in the active voice. Miss Schibsby.

Cooking: Have had same work as VI. Miss Harmer.

French: Have been studying Jeanne D’Arc. The pictures of Bouillet de Mouvel furnish very good illustrations. We have had several conversation lessons on the subject, and the children have been called upon to demonstrate the various occupations which Jeanne had in her youth, suggested by the expressions,
"les rudes travaux de son père" and "elle aidait les siens", "filant" etc.

In grammar they are having the present tense of the second conjugation. They formed the future very readily from the rule which they discovered, while studying the first conjugation. The children are trained to look for root resemblances between French, Latin and English words. From the word "église" they learned the meaning of the English word ecclesiastic.

We next took up a little song, "La Toilette de Polichinelle" as with VII. In this the word "souliers" occurs. It was pointed out that the word was derived from "sous" and "lier", to find under the feet, and probably came from the custom of binding sandals under the feet.

Coriglan is acted from time to time for review.

Miss Yarding.

Art work: Sketched in the park with colored chalk.
History: Same as VIII.

Latin: Have spent the week on the Latin verb and a couple of sight stories. Have gathered together what we have found out about the verb this quarter and are making a comparative chart of the four conjugations, comparing the thematic vowels, tense signs, personal endings, etc.

The stories at sight,—the Deucalion and Pyrrha stories, are found in Scudder’s Latin Primer, and the story of the secession of the Latin people in the sixteenth year of the republic. Miss Schibsby.

Number work: Have gone on with work in taxes. Miss Bacon.

Cooking: VII, VIII and IX have made cheese. They reviewed proteins and the different ways of curdling casein: (1) by natural souring, (2) with rennet, (3) with acid. They separated the curds, examined the whey. Miss Harper.
We took up the trade of the shoe-maker. First we visited the shop of a shoe-maker on 55th st. between Ellis and Englesidey a lovely man, who invited the children in and showed them everything. His shop was a very primitive affair, and he drove pegs and nails and did stitching for us so that the children could see the different kinds of work.

When the children came home we planned the work for the week,—i.e. the tools a shoe-maker would need. We made the bench and seat,—a four-legged stool without a back,—and a hammer. They did not have time to make the basket for holding the scraps of leather, but one of the children made one at home. After we had all the tools ready we made little shoes of leatherette, and made the boxes out of paste-board in which they were to be sent home.

We had the stories that went with the trade,—"The Shoemaker and the Elves", and "Double Darling's Red Shoes", which they had had before. They were illustrated with drawings and paper cutting.

On Friday we had experiments with the potato,—grating it and washing out the starch. We cooked the fibre and the starch water separately to notice the difference. We noticed also the change in the starch in cold and in hot water.

Miss La Victoire.
History and Science: They worked in the garden weeding, and continued work on their insect boxes. They made some more clay dishes, shaping them from clay models of Indian dishes. These were more successful than those made before. They covered some filings of iron with water and found that the iron turned yellow, and looked like the yellow ochre they were to use for painting their clay dishes. They decided that the ochre must have some iron in it.

They spent a half hour in the vacant lot finding out about the poison ivy so that they might avoid it, and in learning the names of the trees.

We have talked about the Indian baby's life, how the mother carries it and the kind of cradles used,—some carried on the mother's back and some swung from trees. Miss Andrews.

Cooking: Cream of wheat.

Pupils were given the proportion 1 of cereal to 4 of water. They were led to read the recipe silently and to show that they had read correctly one measured the cereal and water and the rest of the class judged and corrected when necessary. Special attention paid to order in desks. Mrs. Baxter.

Sewing: Continued work already begun.

Art work: Sketched out of doors.
History and Science: Continued making of pottery. The object of the work is to bring out artistic design and to get the children to carry their ideas to some sort of technical finish. Indian bowls have been shown to the class. They tried the effect of heat upon yellow ochre to see if it could be used for coloring their pottery, which was to be baked. They also heated the clay and saw it grow whiter with the heat. They used indigo, but it was forgotten to try first the effect of heat upon it. The bowls are formed with the fingers, and decorated with their own designs. Miss Hill.

Science: They found in the garden that their peas were beginning to vine and needed some support. They noticed the tendrils on them, and saw that they were curling up. We gathered some brush and put it in the pea bed, and the next day found that the tendrils had already clasped the twigs and begun to climb. They searched the garden for other vines, and found that the gourds also had tendrils and climbed in the same manner. Each child found at home or on the way to school some vine and noticed the method of climbing. They found that the morning glory twined its stem, and the wild cucumber and woodbine had tendrils, but did not know whether the tendrils were the same kind or not, so they planned for more work next week to find out. We talked about why plants climbed instead of crept along or grew up with a stout stem, and brought out the fact that they climbed in order to get more light, and it was more economical to climb up than to use their energy in making a rigid stem, so some plants chose that method. Miss Andrews.

Sewing: Continued articles begun.

Art work: Drew out of doors.

Cooking: Reviewed.
History and science: Same as II, except that III made an excursion to the Field Museum and examined Indian pottery. They saw the different ways in which it had been made,—by simply turning the clay between the thumb and finger, as they had been doing; by lining baskets in which case the marks of the basket were left on the clay, and how probably their first notions of design arose from this fact; by starting in a basket or boat; by twisting long rolls of clay. When the children get their bowls modeled as well as they can they decorate them getting their ideas of design from the pottery they have seen.

Miss Hill.

Number: The teacher drew three different geometrical figures on the board,—a square, a triangle and a hexagon. The sides of each were one foot in length. The figures were called "farms" and the pupils were to find the distance around each. They were able to find $4 \times 12$, $3 \times 12$ and $6 \times 12$. After 12 the teacher used 11. She found difficulty and therefore used 10 as a stepping stone. The teacher realized the importance of letting children break up numbers into tens. Mrs. Baxter.

Textile work: Began baskets while waiting for reel to be made in the shop.

Miss Warmer.
History: We took up the typical occupations in China: fishing, describing the different ways used by the Chinese to supply themselves with fish which forms so large a part of their diet. We spoke of the Cormorant, or fishing bird. The children were much interested in discussing how the bird could be trained to catch fish for its master. We recalled all the animals we could think of that man had trained to work for him, and tried to find out why some animals could not be trained, the possession of what we call "intelligence." They told how they would go to work to train a dog to bring meat home from the market, and showed that they understood, in theory at least, the slowness of the process.

The next occupation was the culture of tea. They were first given a description of what the tea plant looked like, and the time of year when the leaves could be gathered, then of the various processes of heating, squeezing into balls, rolling on bamboo tables, each man doing a part and passing it on toward the head man; then of the repeated heatings and rollings, and finally sorting and boxing. They were told of the effect of salt air on tea, and the practice of taking it overland by caravan routes. From this they were asked to judge of the price.

On Friday we attempted a review by having different children make up stories in which they were Chinese boys or girls, and describe how they lived. This was very successful, the children telling in a very graphic way, of the street they lived on, how the house looked inside, what they did, and how "my grandfather who was poor and lived in the less region" lived, and what I had to do when I visited him."
We spent a little time in discussing the case, introduced as a badge of servitude, but later regarded as a sign of loyalty, and the custom of binding feet.

The economy necessary in China was brought out by telling of the care used in farming, the gathering of leaves for fuel, etc. The children asked why they were poor, since they had been told of the richness of the soil. I told them that in China there were as many people as there are days in the year, and that in the whole empire, about half of all the people in the world. We learned how to write millions by starting from 1000, which they knew and substituting 365 for the 1, they multiplying it by 1000. Miss Runyon.

Science: Have spent their time in making weights for the potter's wheel. About half of the time was spent in simple constructive geometry needed to get the shape of the pieces to be put on the rim of the wheel, and to get the weight of the whole if the rim were made solid, each of the 16 pieces weighing three lbs. In molding these pieces they have weighed the lead before melting it. They have experienced great difficulty in getting the sand of the right moisture to hold the shape of the mold and not spoil it by what they call the "sputtering" of the lead.

Miss Camp.

Other work for this group practically a continuation of last week's report, or review of previous work.
History: Some time has been spent in studying the map to find out the claims of the French and English to the country, and the location of Indian allies, and to review the outlines and relation of the various colonies studied. In the French claims were reviewed the early explorations through the gulf of St. Lawrence and the Great Lakes to the Miss., taking especially the topography, determining from what we knew of the flow of waters where the Great divide between the Great lakes and the Gulf of Mexico must be. We looked up the location of rivers mentioned in our lessons, and traced them from source to mouth,—many of the children as usual, showed that they thought the larger branch supplied water to the smaller, and the ocean to the rivers.

In reading we have continued the life of Washington using the stories in their reading books, and "Stories of the Old Dominion".

Miss Runyon.

Science: Spend one period on number work connected with the potter's wheel, calculating the total weight to be applied, if the rim were made solid,—48 lbs. They were then told that Mr. Ball said the wheel should have only 18 lbs additional weight, and they are not to find out how three pound weights can be applied to give the total weight desired. 

In the experiment with acid on soil they found that the acid could extract nourishment from soil after all that water could take out had been dissolved. They thought that if the plants had acid in their root tips they would be able to get more soluble matter from the earth. So they started an experiment to find whether there is acid in root tips. They knew of the action of acid on limestone, so planted some pea seedlings upon a piece of limestone and left it to find out whether any
limestone were eaten away along the line of the growth of the roots.

A period spent in the garden.

Textile work: Began work on baskets while waiting for the reel to be made in the shop.

Cooking: Review.

Arg work: Draw out of doors.

Group VI

History: We have been working on the different departments that would be developed in Congress after the Declaration of Independence. In addition to those departments mentioned last week, we took up the coining of money. The children thought it would be all right for the states to coin silver and gold money, but that paper money would only be good as they colony was of value, so concluded that Congress would better have the whole coining of money and making of paper money. They concluded that Congress should see to the post roads and offices, to the army and to the collection of duties and customs and Indian affairs.

Spent an hour in writing. Reading has been done at home.

Miss Bacon.

Number: Pupils discovered the law of multiplication by 10 and worked out tables of 2, 4, and 8.

Mrs. Baxter.

Have continued work on the construction of parallel and perpendicular lines. In order to demonstrate the best way to cut slips. They drew a series of perpendiculars at any given distance apart and then a similar series at an angle of 60 degree from the first. In this way it was evident that a stem cut across
obliquely would offer a greater surface for roots than if cut at right angles to its axis. Miss Hill.

Science: Spent their time in discussing the experimental work they had been doing, and talking about the horticultural methods of propagation, and especially grafting: why it was of use and what it would effect. Miss Andrews.

Sewing: A study of the development of the spinning wheel was made. Beginning with the spindle which they had already used and studied, they suggested other methods of twirling. One pupil said the spindle might be turned by means of a larger wheel and a band connecting the two. After the pupils had expressed themselves, the teacher showed them illustrations which they were asked to explain. This they were able to do in each case. Mrs. Baxter.

Cooking: Review

Art work: Drew out of doors.
May 26.

Group VII (a)

History: Same as VI.

Latin: Have finished the Scaevola story. Margaret and Carys have translated a number of stories based mainly on the words they had had. Also Queen Elizabeth, etc. Miss Schibsby.

Science: Have spent part of the time writing records of experiments on milk and white of egg given in preceding report. Began an experiment to see the effect of saliva on starch, it being found necessary to review that point. 

Miss Camp

Spent their half hour in the vacant lot looking up instances of propagation by running roots or stems.

Miss Andrews.

Group VII (b).

History: We finished the life of Marquette. In addition to what they read in their own books, there were given supplementary subject matter gathered from Parkman and other sources, and were read extracts from Marquette’s journal written at Chicago.

We then took up the life of La Salle and Jolliet, comparing their methods and aims with those of Jolliet. Miss Runyon.

Latin: Beginning grammar. Have learned the meaning of noun, verb, pronoun and adjective. I am beginning to give them the idea of subject actor and object, the thing acted upon. Beside that they have finished the story of the consular period up to Coriolanus, have translated at sight the story of Queen Elizabeth and Walter Raleigh, Incanus Pur, and one based on the Elevit Lepus song. Miss Schibsby.

Number: In working out the proportion of the length of the shadow of a stick to the length of the stick as a means of getting at the height of buildings, trees, etc., they have had ratios
which were easily expressed in decimals. Having had work with dollars and cents as a basis for the use of the decimal system, I tried to have them work out these problems decimally, and found that they experienced great difficulty in getting over from the money to the decimal parts of other things.

Miss Camp.

Cooking: Review.

Art work: Sketched out of doors.

Group VIII.

History: Spend their time in following out Captain Smith's work for the colony, what he did in the years 1607-9. We took up his deposition and the establishment of the new government under the London Council.

Miss Bacon.

Number work: Spent their time on problems in taxation, taking data from early tax records of Chicago.

Latin: Learning Latin verb and making a chart of it.

Miss Schibsby.

Cooking: Review.

Textile work: Continuation of last' report.
History: Same as VIII.

Number work: Worked on decimal fractions, finding out how they could be used to advantage. We took up the U.S. currency as a basis, and from that are working out notation and enumeration of decimal fractions.

Miss Bacon.

Science: The significance of cotyledons was discussed. It was decided to try an experiment to see whether they are of any use to the young plant. Some peas, which had been germinating for a few days, were selected for the purpose. The cotyledons were carefully removed from some while others were left intact. Several specimens of each kind were arranged so that their roots projected through a perforated cork and dipped into a bottle containing water. After a few days it was seen that the specimens without cotyledons had grown very little, while those which were left intact had grown very much,—both root and shoot. The conclusion was very easily drawn that in this case, at least, the cotyledons were useful to the plant. A similar experiment was tried with sprouting acorns which were planted in the yard. This experiment was a striking confirmation of the first.

It was observed on some older plants,—beans, peas, etc. that the cotyledons were shrivelled and almost gone, and it was thought that their substance had been used up. The question was then asked what this substance was. Some cotyledons were ground up and softened in boiling water. The addition of a solution of iodine produced a blue color. Wheat, corn and rice were treated similarly and same results. The children knew that these latter contained starch, and concluded that the pea cotyle-
dons must contain the same substance. They tested acorns and found that they also contained starch. Some one then asked whether all cotyledons contain starch. That question will be taken up next.

Mr. Moore.

Latin: Learning the Latin verbs and making a chart of the four conjugations.

Miss Schibsby.

Art work: Made an excursion to the Art Institute. We went first to the color exhibit, chiefly to discover the judgment and taste of the children. They were left free to express their preference for pictures. We next went to the basement and saw students molding in clay. They were forming the head and bust of a model, nude to the waste. The children showed particular interest in this work, and it seemed to stimulate them, and make them think that clay modeling was a dignified pursuit; they had thought before that it was rather baby work.

Miss Cushman.
We took up the work of the baker. The children made the baker's cap and bread board, and then made cakes and pies out of clay. They built with blocks the baker's shop and all the houses where the people live who buy things from the baker, and then played a game, ordering things from the baker.

They cooked the potato on Monday, and remembered their experiment of the previous Friday when they had grated the potato to obtain the starch, and found the effect of hot and cold water on starch.

Miss La Visteire.
History and Science: In connection with III the Group visited the Field Museum to see the exhibit of Indian handicraft. The children paid special attention to the pottery and figures of Indians making pottery showing the various stages. After they came home they painted the pots they had made with Indian designs.

An hour was spent in the garden; half an hour in the shop at work on their insect boxes, and planning a frame work for strings to which their vines could cling. They had studied the vines and found that the tendrils needed strings. Miss Andrews.

Sewing: Continued regular work. Mrs. Baxter.

No cooking on account of holiday.

Art Work: Drew out of doors.
History and Science: Have continued decorating their clay dishes and, with some help from Group IV, have been building a kiln back of the house in which to bake them. First they built three sides of a square of brick, the brick rising about a foot and a half from the ground. Around this they have banked earth and sod, roofing over by laying across a sheet of zinc. They then tested it for leaks by building a fire inside. The cracks where smoke escaped were stopped with earth and sod; the door and chimney were closed and the wood left burning inside for charcoal.

They have continued the story of their tribes, finding that by and by the pasture land would become less easy to find, that as there were more people they would also need more cattle, and therefore, would be obliged to think about saving the pasture land and collecting seed and planting, which would of course necessitate a more fixed way of living, and hence the people would begin to build villages. The children told this story quite alone, a few questions being all that was necessary to bring out the facts. They went out of doors and found forked branches suitable for plows, turned up small patches of earth and planted wheat.

Science: Studied vines, and especially creeping plants;—as the strawberry. They found the runners, and how they could get over the ground by digging taking root. They made small labels to be presented to Group VI for plants in small pots. Spent a half hour in the garden.

Art. Work. Drew the group taking out their tents to put up in the yard. All art work has been out of doors, noticing especially the effect of different kinds of weather on colors. Miss Cushman
Number work: (Group III only).

Object of the le was to write numbers and to break them up into the number of tens, and the use of this analysis in making combinations. They were asked such questions as: What number contains one ten and three? One ten and 7? Two tens? Two tens and 5? etc. Then they were asked how many ounces in one lb? In 1 and 1/2 lbs? In this step children who did not know the half of 16 broke up the number into 10 and 6, then found 1/2 of each part and combined the two. Other similar problems were given. Mrs. Baxter.

Music: Have composed a boat song, as follows:

The boat is rocking, rocking;  
While we're on the sea.  
The wind blows the sails gently on  
And spray dashes up to me.  
The little mermaids are floating,  
Floating far away,  
Deep, deep in the water,  
I see the seaweed away.

The sun sets in the evening,  
And glitters on the sea.  
The gulls dive under the water  
Then fly in the air so free  
Swiftly up to their nestlings;  
Upon the rocks so high;  
There they'll stay in the darkness  
Till morning's glow is nigh.