History: The life of Marquette has been finished. It was reviewed by reading simple typewritten sentences, then reading the same sentences in script. One period was spent in a geography lesson on the lake region and the Mississippi valley. We used the relief map, and questions were asked to bring out the fact that Marquette as a Frenchman could come into the West only through the St. Lawrence and the great lakes. Quebec and Montreal were pointed out as French cities, then the route of Marquette was followed as far south as the Arkansas river. The reason for his turning back was given as fear of the Spanish who he heard were further south. Then the region occupied by the French, the Spanish, and the English was pointed out and finally the Mississippi river followed to its source. This was done with some difficulty by the children as they found it hard to tell the main stream from those that flowed into it, and some of the children had taken the boundaries of the States for rivers.

The life of LaSalle was begun, to be studied in the same brief way. A good deal of time is being given to reading and writing, as the children are interested in it and nearly all the children are able to read and write for half an hour without apparent fatigue. The book used for Marquette and LaSalle is "Heroes of the Middle West" by Miss Catherwood. In learning to read it was suggested to the children that they notice words that they see along the street, such as the names
on wagons. They were asked how many would recognize the word "ice" on an ice wagon, and all said they would. None were able to tell how the word "groceries" would look.

Miss Runyon

Science: They have continued the review of the geography of the world as a whole. Studied the relative size and position of the continents, and their names, and learned to use parallels and meridians as a means of locating the continents in their own drawings on the blackboard globe.

Miss Camp

Cooking: Same as Group V.

Textile work: Same as Group V.

Sewing: Have turned and basted hems of stated width, on the dish towels which they have cut out similar to those done by Groups Va and Vb.

Miss Tough

Shop: Have been making boards for pencils, one for each Group in the School, and painting them. Strips of leather are to be looped across, so that each child may have his own pencil.

They have also been making some larger boards for the daily program. These are to be covered with felt. No new principles are involved.

Mr. Bell

Art Work: Object, to appreciate aerial perspective. In connection with their history they took as a subject the Chicago river and shore of Lake Michigan, as they appeared to Marquette.

Miss Cushman
History: We spent the week in reviewing conditions in New England down to 1700, taking up the causes for coming to America, reasons for a growing government and for co-operation among the colonies and the development of home industries, first to meet their own immediate needs, and then for trade.

Miss Hoblitt

Group VII a and b

Science: Have been finding the general shape and direction of North and South America, their relative positions and size, using the scale on the map. They have drawn maps and located the warm and cold currents in the ocean, and compared the parts of the land they know about with the parts of Europe to see what difference the currents make.

Miss Hill

Group VII a

Number: Are keeping the school accounts. The leader of the class is going to enter them in a book. Separate children add up the columns for the book and give the totals for daily products, vegetables, meat, sewing, etc., to the leader.

Textile work: In connection with their history they are working on the development of industries in the early history of this country. They are going to take up the study of flax.

Miss Harmer.
Their history is a study of conditions in Europe previous to the discovery of America. We talked about the industrial side of the history they had studied, brought out the chief products which China, Japan and India supplied to Western Europe. We talked of how the trading companies were formed and their importance. As actual work they began the making of Japanese baskets. They are to take up next the silk industry of Japan.

Miss Harmer.

Group VII a

Cooking: They are going to review briefly the work done on vegetables last spring. The first lesson was on the potato and the preparation of potato soup, paying special attention to smoothness and seasoning. The second lesson reviewed the tomato and the preparation of tomato soup, reviewing the alkaline and acid experiments. In the third lesson one child prepared cream potatoes as a review, and the class studied the preparation and composition of beets.

Miss Harmer

Group VII b

Cooking: Tomato Soup.
Review of last week's work. Tomato soup this week.

What is it that needs cooking in potato? (Starch, cellulose)
What is tomato? Answer was "Nothing as we can eat raw tomato."
What does tomato contain? Water, acid, cellulose. What other ingredients do we need to make tomato soup? Butter, flour and milk. What is the effect of mixing acid with milk? As there was a new boy and the teacher was doubtful about three of the
old members, one of the pupils performed the experiment of
adding acid (vinegar) to milk. What can we add to the acid
to prevent its curdling the milk. Soda was suggested and added

Remarks:
The teacher failed in making the most of this lesson as she
should have added the neutralized vinegar to milk to show
that it really prevented curdling.

Recipe:

\[
\begin{align*}
2/3 \text{ cup milk} \\
1 \text{ Tb flour} \\
1 \text{ Tb butter} \\
2 \text{ sp. salt} \\
1/3 \text{ cup tomato} \\
1/2 \text{ sp. soda (bicarbonate of)}
\end{align*}
\]

Mrs. Baxter

Group VII a and b

Sewing: Have measured and cut into yard lengths, material
for kitchen towels. They found that this material was diffi-
cult to cut straight, and decided that the drawing of a thread
at the point where they were to cut would make better work of it

Miss Tough

Art: Studies in proportion and the proper filling of
space. As subject-matter they were given still life in black
and white and in color.

Miss Cushman

Shop: They cut out of wood a semi-circle and divided it
into degrees. This was done by calling the semicircle 180 deg.
bisecting it to get 90, then bisecting each part again to get
45 deg., dividing each arc of 45 deg. into three parts, making
15 degrees in each, and then each 15 deg. into three parts, making 5 deg. The whole semicircle was then divided up into segments of 5 deg. each, drawing the radii to the center.

Mr. Ball
History: We have taken up the history of Fort Dearborn, 1803-1812. We recalled the French explorers who stopped at Chicago, and the natural advantages of the site; and then described the building of the fort, using a blackboard map to show its location and that of the Kinzie House, and noting also the difference between the present and the former course of the river. From "Weubun" we read together of the early life of John Kinzie, and then the children were lead to evolve the character of a typical frontiersman, strength, courage, endurance and daring being suggested by them as necessary qualities, and honesty, kindliness and gaiety being suggested as very desirable. The aim throughout has been to enable the children to work out the situation for themselves as far as possible. For example, the discovery of a marsh west of the fort led to their adding ducks, geese, etc. to the food supply.

Miss Hoblitt

Group VIII a

Latin: We have reviewed the work done last year, taking all of the stories studied. This has been done by giving to each child who was in the class last year, a copy of the story, and asking him to make it clear to a new child by illustration or in any way he could devise. In addition we have taken up one new story, that of "Feles et Mures" by Aesop. We have begun grammar work. I first gave them the feeling of a noun, a verb, an adjective and a pronoun. I pointed to the desk, to the
walls, to the floor, and tried to make them feel that I was pointing to a thing, xxx but that each had a different name. After this idea was clear, using the same nouns, I added the adjective, and showed them that the new word was simply descriptive. For the verbs, I performed the action, using such words as they already knew. I kept at this until they could tell whether any word I asked for were a noun, an adjective or a verb.

Miss Shibsby

Group VIII b

Latin: Last year this Group had the grammar work given for VIII a. They have begun this quarter the declensions. I began by giving them the idea of a sentence. I put a noun, like John on the board, and asked if it expressed a complete idea. Then I added an intransitive verb, like walks, and asked if it expressed a complete idea. Then I took the same noun and put a transitive verb with it, such as makes, and asked if it meant anything. All asked "John makes what?", so I xxx showed them that this verb required something else to make its meaning complete. We spent some time trying to decide when a verb was complete and when it needed something to complete it, and they got the idea that some verbs do not need any other word, and others have to show what is acted upon, which we call the object of the action. The thing that acts we called the actor, and the verb itself the action.
Next I wanted to show them the value of the Latin inflection system, and so I put the sentence "The girl loves her doll" on the board. Then I put on the same sentence in Latin "Puella amat pupam". Then I changed it around in English and made it read "The doll loves the girl", and changed it in Latin to "Puppam amat puella", and they saw that while in English the change of order changed the meaning entirely, in Latin it makes no difference whatever, except to render the thing placed first more emphatic. Then I took up other examples of Latin order and put them together, using sentences they knew in Latin, and from that we decided that the short a was the actor case, while am was the object of the action case, and the t referred to the man, woman or thing, that is, he, she or it. After we had thus taken the actor, the action and the object of the action, I added descriptive words, and by examples showed them that the adjective must agree with the word it describes, in ending, and that the actor word must have its adjective in a in the actor case, while the acted upon, or object, must have its descriptive word ending in am.

Two stories were given them to translate at sight, "Feles and Mures" and "Lupa et Capra".

Miss Shibsby
Science: They have taken experimental work in electricity. I began by having each one contribute what he knew of batteries, whether used to give currents, as in light, in bells, etc. We used the Daniells' cell and the dry cell: zinc and carbon and zinc and copper cell. They then made the general statement that the cell or battery as the source of electricity must contain either two metals, or a metal and a carbon and some liquid, or some chemical substance (chemical substance meaning to them something that was used up).

They have experimented with two or three kinds of bells until each got the idea that there was a magnet acting in the bell, which did the work their fingers did when they rung it. Then they set about to see if they could make magnets. One or two did not agree to the elimination of iron, and one boy tried the effect of a magnetic current and a bar of solder.

The next experiment was to find out if there was any difference in the two ends of what they used - file, cold chisel, nail and scissors. Second, they were to find out whether the current were stronger at the ends. Third, whether the wire alone was magnetic.

Miss Camp
Science: Have continued the physiography of the prairie. We have taken up the effect of glaciers, its direction and the effects still to be seen.

Miss Andrews

Group VIIIa

Cooking: Same as VII

Group VIII b

Cooking: They have continued the study of proteid foods. The first lesson was the method of retaining juices by the application of dry heat. Practical work was the cooking of hanging steak with Maitre d’ hotel butter. The next lesson was the extraction of juice in the preparation of beef tea. After the juice was extracted, they took the beef and made a rich brown sauce for it, and served it with cream potatoes for their luncheon. Cream potatoes were reviewed. In the third lesson they studied the retaining of all juices in a medium of boiling water. A leg of lamb was boiled for five minutes to thoroughly sear the outside. Then the temperature was lowered and it was cooked fifteen minutes to the pound. Vermicelli with white sauce was cooked as review work.

Group VIII a

Textile work: Same as VII

Group VIII a and b

Sewing: Have basted and hemmed both dish cloths and towels which were cut out by the younger children.

Miss Tough
Art: Same as Group VII, with additional study of figure.

The subject was "A Puritan Girl". Miss Cushman

Shop: Group a and b are making some stands for the dissecting microscope. This is an oblong piece of wood which they saw across the grain and chisel across the grain at an angle of 45 deg. This is new work for them, as it requires more care than chiseling with the grain. An opening is cut in which a looking glass is to be inserted for reflecting light. Each member of the class is making one.

Mr. Ball
History: The work of John Smith for the Virginia colony has been finished and summed up. A description of the colony as it was when he left it, was read from "Virginia" by John Eston Cook. This showed the prosperous condition of the colonists, peace with the Indians, five hundred colonists, and plenty of domestic animals. The condition six months later, after the starving time, was described, and the reason for it given as hostility of the Indians, when they found that Smith was gone; lack of a head in the colony; and disinclination to work on the part of the colonists; and the unhealthy condition of Jamestown. This had reduced the colonists to sixty. Nearly all animals had been consumed for food, and the colony was on the point of being abandoned.

Dale was taken up as the next governor of importance, and his military rule described in detail. His value to the colony was brought out by noting the new settlements he made, teaching the colonists to work by forcing them to build the houses and palisades of the new town, his wisdom in doing away with the system of community of goods. His harshness in dealing with rebellious citizens was commented on, and the children thought that the punishments of boring holes through the tongue, breaking on the wheel and the like, were unheard-of cruelties. They were asked what the punishments were at that time in France, in Spain, and some one remembered the Inquisition, and they found that such punishments were common.
One period was spent on current events. The topic was the situation in South Africa. The children had forgotten the beginning of the struggle, so a brief history of the Boers was given, and their gradual retreat from Cape Colony to the Transvaal by the annexation of territory which they held to the English lands. We traced the boundaries of the South African Republic on the map, and noted the topography of the country, and with a small newspaper map saw the location of the British forces and the points where the struggle would begin. They found that on the west there were few passes, and that whichever side held these passes held the country.

The children are reading the papers from day to day to follow the course of events.

Miss Runyon

Latin: The whole week has been spent in reviewing the verb. It has been done by means of various kinds of games and by spelling matches. One of the games which interested the children was as follows: A sheet of paper was divided into three columns. In the first column a Latin form and the infinitive from which it came, was written by the teacher, e.g., vici, from vincere. In the second column, the person to whom the paper was given, was to write out what the form vici was (first person, singular, active, past complete, short e declension); then he turned over the first column, leaving only the infinitive exposed, and passed the paper to a neighbor. In the third column, the person
who received the paper was to write the Latin word called for by the English in the second column. When this had been done, the paper was passed to the person who had written the second column, and the Latin form of the first column compared with the Latin form of the third. If the two differed, the persons who had written the second and third columns were to compare their work to see who had made the mistake.

Miss Shibsby

Science: Have continued their experiments on the size of a shadow when the screen is at different distances from the light, the object remaining stationary. They have also made a series of experiments when the screen is stationary and the object moved. They made diagrams of these experiments and compared the results in each, finally making these statements:

Whenever the distance of the screen from the light is twice the distance of the object from the light, the height of the shadow is twice the height of the object, therefore the surface will be four times as great.

In the second experiment, the size of the shadow varied with the distance of the object from the light directly.

They did not get farther than this but will take it up again when they find from their diagrams the object of their problem, the intensity of the light is expressed in exactly the same terms.

Miss Camp

Cooking: Same as Group VIII b
Textile work: The children have been interested in the work of the Indians and have planned to make a mat, carding, spinning and weaving the wool just as the Indians did. They have cleaned and carded the wool, and are getting ready to spin it.

Miss Harmer

Sewing: Are finishing work left from last year, such as designs in cross stitch on canvas, to be used for mats and cushions, holders for the kitchen, etc.

Miss Tough

Shop: The boys are making a set of drawers for library cards. This is made out of hardwood and simple joints will be used in making the drawers. Other members of the class are working on a set of book shelves started last year, or finishing other objects begun in the spring.

Mr. Ball
Latin: They have had the same review of verbs as Group IX. We have been reading from Rolfe Dennison's "Junior Latin Book." It has been used as a text-book. We have taken up the first paragraph of the story of the article on Roman History. Professor Hale's method is being used in reading, viz., deciding which of several cases a noun may belong to, and letting them become gradually eliminated as we proceed.

Miss Shibsby

Science: Same as Group IX
Cooking: Same as Group IX.
Sewing: Have worked on muslin aprons for use in the cooking class and denim aprons for the printing shop. These were started last year.

Miss Tough

Shop: Part of the Group are working on a music bench started last year, others on unfinished work of last spring, such as stamp boxes, etc.

Mr. Ball
General Subject of the Family.

We took up the different members of the family, and talked about the father’s work and the mother’s daily occupation, and what the sisters and brothers in the home did. Nearly all the children had babies in the family and were anxious to tell about them. The fathers of nearly all the children were lawyers or professors in the University, so there were no particular occupations to be explained. The children suggested making their father’s desks. They were given pieces of wood—two for the sides, the top, and back, and told to find a way to fit them together that would look like a desk. They did the nailing, and painted them, when finished, in any color they chose.

When it came to the mother’s occupation we had difficulty in finding any definite task as so much of the home work was given over to servants. Finally we found that if the mother were not in the home to tell each servant what to do, that things did not go so well, and the idea of the mother as superintending was brought out. The mother’s care of the baby was appreciated, even with the nurse. The children made the bed for the baby, using cigar boxes. They suggested making blankets and pillows, and these were made.

The chief business of the brothers and sisters seemed to be going to school, and they children suggested that they make school bags for the older children. They seemed to regard this
as something apart from their own school work. Then a play was suggested in which the children were to act as different members of the family. This was rather difficult as there are only two girls in the kindergarten, and none of the boys were willing to be mothers. It was not until several days passed even that any boy was willing to be a sister.

We have played games to encourage learning of the children's names, such as Spin the Platter, Bean Bag racing, and Ten Pins, the player calling out the name of the child to succeed him.

We started rhythm games also with the piano, the children attempting to do what the piano suggested - such as running, walking, etc.

We repeated the same cooking lesson.

The story has been that of the Hare and the Tortoise, and was illustrated in chalk by the children.
Social Occupations:

We continued the work of a general farm. We talked about the products of a farm where some of the children had been. One day they talked about what they had for dinner the night before, and discussed where the different foods would be obtained. Wheat was the product taken up for special study.

Part of the children chose to be millers and part farmers. The farmers took their wheat to the mill to be ground and the millers ground it in the mortar. This made what the children recognised as the flour which makes brown bread, and we compared it with a sample of whole wheat bread. The question then arose how to get white flour. The farmers wished their wheat made into white flour, and the millers were unable to do it.

In cracking the wheat they noticed that the inside was white and made a powder, while the outside was in the form of a tough brown husk or shell which could not be ground into a powder in the mortar. They recognised that the toughness of the seed coat made this.

At last one of the farmers suggested that if they had a fine seive they might get the fine flour out, and so they took a fine seive and found that even then some of the brown came through. After sifting it through a piece of cheesecloth the seed coats were all left behind. This was compared with a sample of bran and found to be the same.

We then discussed a large mill, and how the separa-
of the white inside from the brown outside was accomplished.

The transportation on an old-fashioned farm of the wheat to the mill and the flour and bran back to the farm, was talked about. The children were told of the method now used by farmers of selling their grain directly to the miller and buying their flour at any store. The children had an idea that the store was the only place to procure food, and had not thought where the store could obtain its supply.

In number work the children have played with blocks and have learned to recognise 2, 3, 4, 5, 6. They can count by 2's to 12, and in their blocks had made an exchange of the long blocks for an equivalent number of inches in short blocks.

Miss Andrews

Cooking: In the first lesson we examined the whole grain of corn with the husk on, then the grain after the husk was removed, then how it was flaked for cooking. They were shown the arrangement of the kitchen and the order of the desks where they are to do their work. The whole process of cooking flaked corn was done for the children, and they were asked to observe each step. Then each child used 1/4 cup of flaked corn, using the same quantity of water. The first morning they did not wash their dishes, but were shown how to collect them in an orderly way. The second week they compared flaked wheat with flaked corn. To find out how much water to use, we balanced an equal bulk of flaked corn on the scales, and found that wheat was twice as heavy, and they used twice as much water in cooking. It was cooked in the same way as the flaked corn of the previous week.

O.H. Miss Harmer