Finder, and attempted to draw that. The most typical of these was that Corn Grinder finder drew a blanket in which the picture of himself at the grinding mill was to be woven. The blanket had a border, and he named the colors of it. One whose totem was a bear attempted to draw a bear sitting up front face the two chief points brought out by him entirely undid were the shape of the head and the shape of the body and feet of a bear in such a position. In the talk that followed this illustrating, the children were given the name "totem" and its significance was explained. They went on an excursion to the Field Museum and saw totems there. Our Chief Pontiac had been promoted to another class, so a new Chief was elected and the story of Pontiac read to the children from Miss Catherwood's "Heroes of the Middle West."

One period was spent in trying to make the children realize that the Algonquin tribe moved about a great deal on the plains. This was done chiefly by describing the buffalo as the animal that was of most use to them for flesh, food and clothing, and which they were therefore obliged to follow.

One of the points brought out in connection with the buffalo was its habit of assembling around certain salt licks. It seemed to be a new idea to the children that there was salt in the ground in marshes. They thought that this habit might be utilized to advantage by the Indians. They also brought out the strong sense of smell of the buffalo, and the necessity
in hunting it of getting on the side opposite the wind. The
great extent of the prairies was brought out by trying to
realize how far off a herd of buffalo could be seen. We took
up also the parts of the buffalo which the Indians used in
addition to the skin and meat, that is, the use of the horns
and bones and hoofs which were made into glue.

In speaking of the hunting of smaller animals and of
animals not used for food, the point was brought out that the
killing of the fiercer animals simply showed bravery of the
hunter, and that some token of his skill was usually kept,
such as the paws or the teeth.

The children were asked when Indians fought with each
other what token of bravery they kept and mentioned the
scalp. Emphasis was laid on the fact that this scalping was
simply a proof of the bravery of the Indian. What was done
with it, was asked and the children thought it was put on the
tent. They were told of its use in ornamenting clothing, and
the fact was brought out that the Indian’s clothing was
often his richest possession.

The children have begun to read from a book called "The
Story of Hiawatha". One period was spent in trying to write.

Miss Runyon.

Group V (a and b)

Cooking: Are continuing the study of vegetables. Have re-
viewed briefly the composition of the potato, tomato and beet.
and the important facts to be remembered in the cooking of each
They then took up the onion. With the tomato they got the taste of acid and sugar and compared them with the solutions of plain vinegar, and sugar. In the onion they found that the odor and taste were due to a pungent oil which volatilized.

This was illustrated by the fact that the odor passes through the house in cooking; pungent was illustrated by the fact that the oil makes the eyes water and the tongue sting. They were told that the whole cooking of the onion depends upon the character of the essential oil.

The children realized that if the onion were cooked in a closed vessel this oil would be retained on the cover with the steam and go back into the water and through the onion, the flavor growing stronger with the cooking. If they wanted to get rid of this odor, therefore, the best plan would be to have it pass off gradually with the steam from an open vessel; and to prevent its passing through the house, to have closed doors and an open window; that they could further reduce the flavor by reducing the amount of water, removing the water while the onions were cooking, thus removing a large quantity of the oil, and replacing it with fresh water. The children saw the oily appearance on the surface of the water while the onions were cooking.

In review they cooked sweet potatoes.
Textile work: Have been spinning with the hands and working out the development of the spindle from the stick.

Miss Hermer

Group V (b)

Number work: The children have been writing and reading numbers up to 100, and have been multiplying and reducing fractions in connection with the cooking lessons.

Miss Bacon

Textile work: Have been carding wool to take home to spin for a mat. Each child has planned to spin fifteen minutes a day at home, and expects to have enough thread made in one month for a large mat.

Miss Hermer

Science: Excursion to Walker Museum to see relics of prehistoric times. The study of modern prairie animals was begun. The buffalo was taken up, his relationship to some domestic animals talked about, and the common characteristics of the bison and domestic cow. The reason of the cud chewing habit was discussed. As the eating of much grass was necessary to nourish the animals, and the exposed places they were obliged to go into to get it necessitated its being eaten hurriedly, with a constant lookout for dangers, there was no time for chewing, but later when they were in a secluded spot the balls of cud could be brought up and masticated.

Miss Andrews
Art work: Have illustrated different actions in connection with hunting; some carrying the deer on the shoulders, others creeping out from behind a tree with bows and arrows.

Miss Cushman

Shop work and Sewing: Continuation of work last reported.
History: They have taken up this week and finished the story of LaSalle. The story was first told to them in a half hour, very briefly giving them the chief events, that is, who La-Salle was, what he tried to accomplish for France, how he planned to do it, and the difficulties he met, ending with his death by assassination. The next day, as some new children had come into the class, the story was retold by the class for their benefit. On the third day the story was read to them from Parkman. It was found that the first brief statement and the re-telling had made it possible for the children to appreciate the older book and more complete history. The rest of the time this week has been spent in reading and writing. The children are given first a typewritten copy of sentences connected with their history work. This week they have had the story of Marquette written in simple sentences. Then the same story is given them in script, so that they can recognize the written words, and then they are asked to write a part of it.

Number Work: This is the beginning of their formal work in numbers; that is, addition, subtraction and multiplication. They are given the price of an article, and the number, to find the cost. They add the results, and then they have been shown how to arrange these numbers in columns. They have added numbers above ten, so that they have something to carry to the second column.
Cooking: Same as Group V.

Textile work: We talked about the Indian blankets and examined several. We planned to make a blanket from the raw wool of the fleece in the same manner as the Indians did. Each child will belong to a particular tribe and work out a design peculiar to that tribe.

Art work: This Group is also working in clay. They are illustrating the figure of an Indian saluting, &c. The technical point is the feeling of proportion.

Miss Hermer.

As rendering the form, the attention of the children is directed to the operation of large muscles.
History: We compared the New England and Southern colonies as to character and life of the people, and discusses the possibilities as to trade between the two regions. The children suggested products which would be likely to be exchanged, and decided that N.E. was better situated to lead in manufactures, and the South, in farm products. They saw, too, that trade between the colonies could not go on without jealousy and interference on the part of England.

M. Hoblitt

Group VII (b)

History: The children discussed whether after the death of Henry the Navigator the work would be carried on. They concluded that having formed this school, and inspired the scientists with his enthusiasm, the work would go on, and that the sailors who had been sent out on voyages and had made discoveries, would be willing to undertake even more after his death. We then began the story of the life of Columbus. We followed briefly his boyhood and education, and began seriously his life when he began the work of map maker. The children thought that a man interested in scientific geography and astronomy, would naturally drift to Portugal and to this school established by Henry; and would become acquainted with and interested in the work of the Portuguese. The children were astonished to learn that at this early date Columbus was not the only one who had a belief in the rotundity of the earth, and
were told of his going back to the work of Toscanelli, getting his ideas from that. They were told something of the personality of Columbus so that he would appear a real live man. They saw how his intense belief in his theory and his enthusiasm would affect people. They read of his appealing to the different courts for help, and were told that the reason he was refused at several courts was because he demanded so much for his services, and not because the people did not believe in his theory. They studied about his final success in interesting Isabella in his idea, and of her granting him means to start on his expedition. They followed him on his trip to the Canary Islands and the West Indies, and noticed his finally reaching San Salvador. We read of his different experiences in the West Indies; of the desertion of one of his captains with the Pinta; of the wreck of the Santa Maria; of his colonization scheme; the completing of the fort on San Domingo, and the colony started from the crew of the wrecked boat.

The children were told of his return home, and his reception at Portugal and finally at the court of Isabella. They were rather amused at the presumption of the Pope in giving to Spain all the western world.

The book used for reference, is "The Discovery of America" by John Fiske; that used by the children is Eggleston's "School History of the United States."

Miss Bacon
Group VII (a and b)  October 23, 1899

Number work: Have continued the work of keeping the accounts of the school.

Miss Hill.

Cooking: Had the same work as the three previous Groups.

As a review have prepared tomato soup.

Miss Harmer

Group VII (a)

Textile work: Are making baskets of different sizes for use in the sewing room.

Art work: The members of this Group are illustrating the story of Rip Van Winkle. They have represented the landscape in the Catskill Mountains and have tried to represent them in different atmospheres: sunny, moist, etc. Then they represented a village at the foot of the mountains, and as practice in technique have been drawing from a block house, and talking about perspective. They have also had figure posing, the children taking turns in posing as Rip. Finally they represented a whole scene in colors. Charcoal had been used first.

Miss Cushman

Group VII (b)

Art work: Illustrated scenes from Miles Standish. We talked first about composition, and then they attempted to illustrate

"Long at the window he stood, and wistfully gazed on the landscape,
Washed with the cold gray mist, the vapory breath of the east wind,
Forest and meadow and hill, and the steel blue rim of the ocean,
Lying silent and sad, in the afternoon shadows and sunshine."
They have also been taking different passages where John Alden went through the woods to meet Priscilla, and have drawn the house of Priscilla, with people standing near by. In this the talk was on perspective.

Miss Cushman

Sewing and Shop work: Continuation of work of last week.
History: We discussed the massacre of Fort Dearborn, the building of the second fort, the admission of Illinois to the Union, the canal project and its rejection. We decided that both state and town were the gainers by the extension of the boundary line so as to bring Chicago within Illinois, the children's reasons being that Illinois ought to have a lake coast, and that Chicago ought to be in Illinois because that state was more thickly settled than the region farther north. A picture and a description of Fort Dearborn in "Waubun" were of service to us and the children were also interested in some bits of description from Harriet Martineau's "Strange Early Days".

Miss Hoblitt

Latin: They have continued the Latin work of last week, emphasizing and reviewing it. We have taken up the actor case of the feminine, or $e$ declension, and also $h$ as meaning he, she or it. This was done in the same way as with Group b last week. In reviewing we took up the story of Pyrrhus in his war against the Romans, and I asked the children in the different sentences to point out the actor, the object of the motion, and the action verb, until they could do it readily.

Miss Shibsby
Latin: They have taken up the same story in the same way as Group VIII a, but have taken the whole story. The new words were put in their dictionaries and learned by having a spelling match. The story has not yet been translated, but the children have answered questions in Latin which show that they understand its meaning. In grammar work we have done a good deal with the actor, the action and the object acted upon, of the feminine declension. We have taken up in addition the actor case in apposition (the explanatory noun, as it is given to them) and the actor case in the predicate. This has not been thoroughly understood as yet.

Miss Shibsby.

Number work: Have been working on notation and numeration of decimals, based on U.S. money.

Miss Bacon

Group VIII (a and b)

Science: They have formulated what is the source of energy in the bell and its connections. The children made out the two essential parts, the iron core and the wire coil, and the battery. The experiments to show the action of the soft iron core were as follows: Each member of the class was given iron in different conditions and shapes. One of the members of the class suggested that another metal might do, and was given solder to find whether that would become a magnet when placed in the coil. Each set of two children tried soft iron
in the shape of nails; steel in the shape of a cold chisel, a blade of the scissors and a sewing needle. Having magnetized a soft iron nail, they found it was still a magnet when the current was cut off, but not as strong as when the current was passing. They then put away the nails, and found that the next day the current was still strong. They tested them until they found that there was no magnetism left. They went through the same experiments with the steel, but have not yet drawn the conclusion that the soft iron must be used because it does not permanently retain the magnetism.

In carrying out these experiments they also worked out the principle: the more the coils of wire about the nails (up to the limit they could use) the stronger the resulting magnet. They did this by balancing on the scales the load a nail would carry after a certain time, with a certain length of wire about it, against the load it would carry with a larger amount of wire.

O.K.,

Miss Camp

Group VIII (b)

Science: Geology of Chicago. Silurian period.

The children have been testing the character of the rock found in the only quarries around Chicago. After testing it, they found it to be limestone. The character of the fossils of this stone were noted, and the fact brought out that as they were nearly all mollusks, there must have once been a sea over all of this region, and as Silurian fossils are the only ones
Group VIII (b)                            October 29, 1899.

found, the sea must have receded before the next geological
period. Record of this work.

Miss Andrews

Group VIII (a)

Cooking:    Same as VII.

Group VIII (b)

Cooking:    Cream onions, and sweet potatoes, and a review of
cooking meats, retaining all the juices.

Miss Harmer

Group VIII (a)

Textile work: This group is working with Hawaiian fibres, making
mats and bringing in design works by means of different colored fibres and strips of different widths. Were given the
different methods of basket weaving, and each child selected
a different one to use. The two chief methods of weaving were:

I) Woven
   1) Plain or check
   2) Diagonal
   3) Pattern by different colors and different widths
      of strip
   4) Twine

II) Sewed or coiled

Textile work: Same as Group VI.

Art work:    Have done about the same work as Group VII (a),

and the same general points have been brought out.

Group VIII (b)                            Miss Cushman

Art work:    Have been illustrating from Miles Standish, with a
good deal of stress on composition.

Miss Cushman
History: Fiske's "History of the United States" has been secured for the children to use as a means of review and general reading. We read over in this all that was given from the founding of Jamestown to the first Assembly, and the children expressed surprise that the account given was so much more mesgre than that which they had been given in their talks.

The questions at the end of the chapter were taken up to enable the children to see how much of the text they had grasped in one reading.

In their talks and discussions we have taken up this week Yeardley as a governor; a discussion of the Charter he brought over; of the beginning of the cultivation of tobacco for export trade, with the effect this would have upon the amount of land each planter would require; and the coming of the negroes, and the wives for the colonists. The children were told to associate these three events with Yeardley's government. A little talk was also given on the sending over of indentured servants and convicts, and the fact brought out that imprisonment at that time did not necessarily mean that the person has committed a crime as we now consider it.

The children were told of the practice of imprisonment for debt, and we referred to some of Dickens's stories. One period was spent in drawing a map of the United States from the Atlantic states to the Mississippi and to the Canada line, putting in in this section the country claimed by Virginia in 1783.
This date was taken because it showed the relative claims of the thirteen colonies at the end of the Revolution. Then, comparing the territory which Virginia claimed at that time, with the present United States map, the children noted the States which have since been formed out of Virginian territory.

For review they wrote a paper on Hale as a Governor.

Latin:
We have spent quite a while on the verb, in the same manner as before. The new story given was "Capra et Lupa" from Aesop. It was given them to understand first at hearing, then was dictated, then made the basis of a review of the declensions and conjugations. This has been done after Dr. Hale's method of gradually eliminating all cases until the only possible one is found.

Miss Shiba's

Number Work: This work is connected with their study of light, in connection with the cameras they are making in the shop. They drew the figure illustrating the intensity of light to distance, using first one, then two, then three screens. This figure would be a pyramid whose apex would be the light, and whose base the last screen. With this figure we drew the line from the light to the middle of the screen, bisecting the pyramid. This was in order to estimate the relation of the distances of the screen from the light. We have varied the distance of the different screens, and they have all got the idea that it varies inversely as the square of the distance.
They have not hed the term "inversely" as yet, but express the idea by a phrase.

Miss Moore

Cooking: Same as Group VIII (b)

Textile work: Same as Group VI.

Art work: These children are at the point where we differentiate the aesthetic methods in art; treating art from the art standpoint, rather than from the mere story telling point. I first explained to them how art began, and we talked about the motives which prompted the beginnings of art. We talked about the fact that children begin in very much the same way that the races did. I asked them what it was that made them enjoy drawing when they were children, and some of them said that they liked to tell the story, and some, that it was fun to make marks. We decided that probably these two motives were present in primitive races. I explained to them that while I allowed the younger children to work in this way in the school, and begin with story telling, these older children had reached a point which corresponded to the maturer races, and should appreciate the beautiful, and think of art as appealing to the eye, so that hereafter I should expect them to consider the beautiful arrangement they gave me, as well as the telling of the story. We talked of the differentiation of art, as painting, sculpture, architecture, etc. Because the pictorial appeals to them more than any other, I am begin-
ning a careful study of the meaning of lines and composition.

The Group was taken on an excursion to the Art
Institute, and I had them particularly notice the different
kinds of horizon, whether high or low, and the effect. I had
them also pick out the particular lines on which pictures are
composed. We especially contrasted "The Song of the Bark", and
"The Temple of the Winds" by Loeb. They noticed that the one
was composed on horizontal and perpendicular lines, and that
the effect was one of quiet and repose, while the other pic-
ture was composed of curves, and the effect was one of unrest.
We then talked about the difference between imitation in art,
and interpretation.

In looking at these pictures, one of the children
said that she thought it would be impossible for drapery to
be as it really was in the picture of Loeb's. The class dis-
cussed what was the aim of the artist; to represent drapery
as it should be, and decided that his aim was to express some
beautiful feeling. This gave them an idea of the difference
between the representation of Nature simply for its own sake
and as a means for representing an idea.

I asked them to remember the composition and gener-
al color scheme of one picture, and in the next lesson to make
a memory picture of it. This was done.

In addition, they have been illustrating from Miles
Standish, paying special attention to composition.  

Miss Cushman