The aim this week has been to get acquainted with each other and the surroundings. The children seem most interested in telling of their summer experiences. Different material was given them with which they could express some of these different experiences. For instance the children were given clay. One little boy made an old fashioned well like one he saw on the farm that he visited this summer. Another little boy made a basket with eggs. He said it was like the one he gathered eggs from this summer. The children have taken several walks and trips to the parks this week.

Miss Dolling.
Social Occupations. (a and b)

We have talked about the experiences of the past summer. Several of the children have been in the country and told of the many things they found in the woods. Then we talked about the change taking place in the woods, fields, and parks at this time. We have gone out of doors every day and have noticed the changing foliage. We have found insects in winter quarters and have found many kinds of seeds. To-day (Friday) we talked of the different agents for scattering seeds and the children thought of the wind, and afterwards of people and various sorts of animals as agents.

Miss LaVictoire.

Art. (a and b)

We have spent this week in trying to get accurate visual images.

Miss Cushman.

Shop. (a and b)

The children are preparing the work in the shop for their farm house which they are to build on the sand table. This week they have been out of doors and have gathered the rough material for their house and the stones for the foundation. They themselves told what they would need.

Miss Jones.
History. (a and b)

The work of this group is substantially the same as that of last year. The work was done out of doors and at a much faster rate, having more one hour periods than we tried last year. They are building brush huts, thatching them with straw, and have begun the discussion of the primitive methods of making fire. They have built one fire, and had great difficulty in kindling it. The other periods were taken up with the kinds of foods they could find. The list made out was as follows: nuts, berries, vegetables, by which I found they meant roots, fruit, berries, animals, shell fish, and fish. We touched very incidentally on means of protection against animals and other men. The weapons they suggested as possible were: heavy maces, clubs, stones, and sharp sticks or spears. I have begun to teach them to read the program, and to write their own programs. They have spent one half hour with me, in fifteen minute periods.

Miss Camp.  O.K.

History. (a)

We have been carrying out the idea of primitive man living in the trees with sticks and stones for weapons. They bent branches in the tree to make a better shelter and wove a large mat out of the branches to serve as a bed for the baby. This mat they placed on long sticks fastened in the branches. They covered it with leaves and branches to make it soft.

Miss Lackersteen.
Number. (b)

I let each of the children take his height, after teaching them feet and inches. I let them write on the board: "I am four feet six inches high".

Miss Baird.

Reading. (a)

The reading of IVa was based on their work on primitive men. They are going to make book covers and will keep their reading lessons in them, so that at the end of the year they will have a complete record of their work. They give the sentences to me and then write them on the board. Then these sentences are printed by the older groups and are re-read by group IV. Phonics are introduced in the study of a new word.

Miss Lavictoire.

Reading. (b)

The children dictated to me interesting things they had learned about fishes. The teacher wrote the simple sentences on the board, allowing the children to repeat them to her silently. They read the sentences with difficulty and accomplished nothing more than to read the word "fish", to give its separate sounds, and to reproduce it in its proper place in the sentence when erased.

Miss Baird.

Art. (a and b)

Group IV has been working on visual images this week.

Miss Cushman.
Shop. (a and b)

They have spent two hours out of doors working on their brush houses. Then they wished to make some spears and are working them out according to their own ideas.

Miss Jones.
Group V a and b.  

Oct. 5, 1900.

History. (a and b)

The first two days I talked with the children about their last years work in primitive life, in order to find out whether it would be possible for them to take up the Phoenicians and the more complex development of a maritime people. I found it very difficult for them to realize any conditions of life except the simplest, such as the needs of food, clothing, and shelter, so I have begun with the Eskimos, and intend to spend about six weeks on their form of life, bringing out especially the adaptation of materials in the region to forms of life. We took up this week the materials from which houses could be made and furnished, form that the home would take, and the furniture that would be absolutely necessary, and how fitted into the size of the house and manner of life. I have used the blackboard freely in talking, so that any words used that were probably unfamiliar were placed before them. In the reading lessons which they have with me, these words are put into sentences, either by the children for others to read, or by myself for all.

Miss Kunyon.

Domestic science. (a and b)

We talked about the breakfast foods and what they are made of, and where they are grown. We had a stalk of wheat, and some of the children having spent the summer on a farm, they told how the threshing and hulling was done. They were asked to name all the cereals they knew about, and then were given bottles of each grain to identify. At the end of the lesson, each child was able to
recognize wheat, corn, oats, barley, and rice. They took the grain
from the stalk, hulled it, and ground it in a mortar. This being the
end of the period, they will examine the composition of the grain
in the next period.

Science. (a and b)

One half hour was given to each va and vb. They talked about what
they had done last year. They remembered two things they had made,
and the story of ab and oak better than the tribe they had been stud-
yoing, except where they had dramatized this in a marked way, as in the
Spring feast.

miss hill.

Number. (b)

They wrote numbers on the board for adding. They have the idea
of putting them in columns. They have difficulty in making 6 and 9.
They turn them the wrong way. The children also count by ones on
their fingers.

miss lackersteen.

I endeavored to find how well they could write numbers, and
allowed them to make up number stories about their own play things,
involving only one fundamental operation: addition.

Miss Baird.
Reading. (a)

The method used in Group V is the same as that used in Group IV. The work is based on the study of the explorations of different countries. At present they are writing about the Eskimos. Phonics have been introduced in the same way as in Group IV, and today they wrote down sounds which I dictated to them. For instance, I gave the sound T and they wrote T on the board.

Miss Lavictoire.

Reading. (b)

I had a reading lesson on the Indians from sentences on the board, after telling a story of Daniel Boone's little girls' escape from the Indians.

Miss Baird.

Writing. (b)

I gave the first lesson in writing. According to the vowel penna system of vertical writing, they were taught to see the circle in every letter. They copied the sentences which they had just read and reproduced the words again when they were erased.

Miss Baird.

Cooking. (a and b)

Dairy Products—Milk.

The physical properties of milk were talked about, the appearance when fresh and after standing, the reason for the cream's rising to the top, and the nature of cream. After considerable discussion the general name of "fat" was found for this part. Some milk was heated and the steam which rose from it noted. The volume was
observed before boiling and after the process had continued for some time. The diminution in volume and the giving off of steam were talked about, and led to the conclusion that water was present.

Miss Tough.

Shop. (a and b)

Their work in the shop was to be largely for their number work. They have begun making rulers, which they can use in their work out of doors. They prepared the stock 12 x 1 1/2 inches, planed it, and later will bevel it and mark the rulers off in inches and half inches. These will be used in their out of door work.

Miss Jones.
History. (a and b)

They have had the first lessons in their history. These lessons consisted in the discovery of the Mississippi and the description of the first colonies of the French.

Miss Teller.

Science. (a)

In connection with their history of the early French explorers they are to begin the geography of the central United States. This week they found Chicago and the Mississippi on the map. I showed them how to find the distance of Chicago from the Mississippi, by using the scale given on the map. Some of the children used the scale to find the width of the continent from east to west.

Miss Hill.

Domestic Science. (b)

We have had one half hour period. We worked out the table of liquid measure, getting the relation of one to the other by the actual measurement of water, taking the cup as a basis:

two cups to a pint,
two pints to a quart,
two gills in a cup.

How many gills in a pint?
How many gills in a quart?
How many cups in a quart?
How many cups in a pint?
How many tablespoons in a quarter of a cup? (by experiment).
How many tablespoons in a cup? (inductively)
How many tablespoons in a pint? In a quart?
How many teaspoons in a tablespoonful? (by experiment)
How many teaspoonfuls in a quarter of a cup? In a pint? In a quart?

Finally we formulated the table of liquid measurement. Miss Harmer.
Reading. (a)

After telling the children something of crab life, I wrote quite difficult sentences on the board, for instance: The meat of the crab is delicious; a crab's arm or eye will grow again." The children read them with considerable readiness, with the exception of two little girls in the class, who could not read at all.

Miss Baird.

Reading. (b)

The whole week has been spent on the story of Marquette and La Salle, taking up the claim of France to the whole Mississippi Valley, and following the story down to the purchase of Louisiana by Jefferson in 1803.

Miss Bruère.

Art. (a and b)

Their work in art has been to get definite visual images.

Miss Cushman.

Sewing. (a)

The period was spent in clearing out work boxes, preparatory to beginning new work, and some materials left from last year were put in order.

Miss Tough.

Shop. (a and b)

Their work has been the same as that of Group V.

Miss Jones.
History. (a and b)

Group VII is to have the Revolutionary Period. The first lesson taken up with them has been the different ways in which the colonists became acquainted with each other. So far they have discussed the acquaintance which came about through the growth of the 'long shore trade,' and the increased travel consequent upon the improved roads, especially the main highways, such as the road from Boston to Philadelphia. To make a more vivid impression on their minds they were told of the trip of a certain man, who went on horseback from Maine to Virginia.

In connection with this they are studying the geography of the colonies.

Miss Bacon.

Number. (a and b)

As Group VII needs a thorough drill in the four fundamental processes, we began with addition of columns. First a single column, and later numbers of three or more numbers.

Miss Bacon.

Cooking. (a and b)

Meats.

A brief review was taken of the work which had been done in the spring, and it was found that some of it could be repeated to advantage.

Some general directions for cooking meats were discussed.

For luncheon the children prepared boiled potatoes and Hamburg steak.

Miss Tough.
Art. (a and b)

They have had a review of technique.

Miss Cushman.

Shop. (a and b)

I am letting them work out their own ideas. They have had but one lesson in the shop this week, and are making some paper knives. They prepared the stock for them, and in the next period they will go on with the drawing.

Miss Jones.
History.  (a)

The work of this group will be with the explorations and discoveries of the fourteenth, fifteenth, and sixteenth centuries. They first took the map of the eastern and western hemispheres, and then noted the parts of the world which were then known to the Caucasian race. They were given the story of Marco Polo's trip to Cathay, of the manner in which his reports of this country were preserved, and of the desire which grew up in Europe, for the products of the East. They were also told of the interference of the colonists in the eastern Mediterranean by the Turks, which necessitated the discovery of a new route to the East. They have suggested several ways in which a ship could reach Cathay, and have discussed the routes which would be feasible and which not. The story of Henry the Navigator has been told them, emphasizing his contributions to science. They are now working on the gradual discovery of the route about the southern part of Africa, and so far have rounded the southernmost part of Africa and reached Natal.

This group will take up the geography of the world in connection with their history; the grand divisions of land and water, and the location of the natural divisions.

Miss Bacon.

German.  (b)

This group has had two German lessons. They have an excellent pronunciation, but a somewhat limited vocabulary. They have had two writing lessons. The story of the Rhine Gold was told them, and they retold part of it in English. Their greatest weakness is in spelling.
and they have no idea of punctuation. After discovering these things it would seem wisest to me to spend most of the hour each day in spelling, writing, and the application of simple rules of grammar.

Miss Teller.

Number. (b)

We have spent all the time this week in a review of what they had last year in addition, subtraction, and multiplication.

Mr. Gillet.

Textiles. (a and b)

As the materials for weaving have not yet arrived, the class did some reading relative to the subject, and afterwards talked about what they had read.

Miss Tough.

Cooking. (b)

We talked about the preparation of flour from the grain, and also the food value of the different parts of the wheat. Some experiments were made by the children to show the tendency of flour to "lump", and the way of avoiding this. The effect of boiling flour and water was tried, the children noting the appearance before and after. A written statement of the work done was asked for. Most of the children could tell what they had done but were backward about expressing themselves in writing.

Miss Tough.
Shop. (a and b)

The boys in this group asked if they might make some boats. They told of some they had seen this summer and asked if they could work them out. They are working according to their own ideas, and have prepared the stock. The three girls in the group have just entered the school, and are doing some plain work to become accustomed to the tools.

Miss Jones.

Art. (a and b)

They have been working on the technique this week.

Miss Cushman.

Printing. (b)

The children of this group have spent the time emptying and dusting the cases, distributing the type left in the cases last year, and cleaning the press.

Miss Radford.
History. (a and b)

This class is to study the Revolutionary Period. They will take up the points already mentioned in the report of Group VII, but of course will cover the ground more rapidly. From the study of the physical features of North America, they are locating the forts which would be built between the countries claimed by the British and the French, and discussing where the French and British claims would overlap. Each child has brought in a list of the United States histories which he has at home. He will be referred to these from time to time for reference reading. Besides this each child is provided with Fiske's School History, to which he will constantly refer.

Miss Bacon.

Latin. (a)

The time has been spent in a review of the grammar work of last year.

Miss Schibsby.

Latin. (b)

The work has been a review of the grammar of the preceding year, with a view to preparing the class so that they can begin to read.

Miss Schibsby.

Science. (b)

The children reported on the places they had visited this summer, telling of the physical and political geography. Then there was a very general discussion of the topographic and geologic features seen in those places. They had a reading lesson in Shaler's
"Story of our Continent", and understood so little what they read that it seemed best to review a little before going on with the work in Shaler. From the class I got by questions a very good outline of the nebular hypothesis, as to the form and origin of the earth, though no one child deemed able to give the whole thing. Following this we shall have something of the first appearance of the land, and then read intelligently, I hope, about the growth of North America as given by Shaler.

Miss Averett.

Number. (a)

Drill in addition, subtraction, multiplication, and division, both oral and written.

Miss Camp.

Mathematics. (a and b)

As both the school and the children were new to me, I have spent considerable time in getting information. It may be worth while to state, that compared with children trained in the public schools, the children of this group seem to me, as would naturally be expected, more spontaneous and quicker in grasping new ideas. They also seem less skilful in the mechanical operations. I have given practice examples in the fundamental operations so that they may acquire more skill in these processes.

We have purchased arithmetics, (McLellan and Ames'). They will be given problems in the four fundamental operations from the book, and also actual problems that members of the school and others that they know have had to solve in their every day occupations.

Mr. Osborn.
Art. (a and b)

We have spent the time in a review of the technique.

Miss Cushman.
Science.

The ground covered along zoological lines was not as great as one would wish for, because of the inability to secure microscopes with which to study the lower forms of animal life. The plan in the zoology is to begin with the lower forms and work to the more complex organisms in order that the children may have a connected idea of development of higher animals by evolutionary processes. The recitation work was mainly for the purpose of giving the teacher an idea of the amount of knowledge of biology the children already had. By questions and minor suggestions the children were led to realize that it is difficult to define an animal so as to distinguish it from all plants. Furthermore they soon saw that their definition that an animal was a "living thing with skin, bones, and muscles," would not hold true for every animal. By further questions the fact was brought out that an animal was made up of cells or a single cell. The class then found out all they could about a cell, in books they might have at home. A brief discussion of a cell was held.

The amoeba was taken as a typical cell, and its structure discussed also. The class was shown an infusion containing paramoecia, but on account of the lack of a microscope, the class was not able to study the habits and structure of the paramoecia.

Mr. Garrey.
Latin.

Review of the work of the preceding year.

Miss Schibsby.

Mathematics.

The work in mathematics in Group X has been very like that of Group IX. In addition to the work of Group IX, I have developed the ideas of similar terms, exponent, coefficient, factor, term, (positive and negative). This group should now purchase algebras.

Mr. Osborn.

Art.

Review of technique.

Miss Gushman.

Printing.

Group X has set up one reading lesson for Group V.

Miss Radford.
This week we took up the preparation made by the mother in the home for the family's winter supply of preserves. This involved the grocery store, the source of supply of the fruit and the sugar. The children went to the store and bought cranberries. The next day we made cranberry jelly. We shall use this for our lunches during the winter.

With the blocks, the children made cupboards, the place where the fruit is kept.

The little children played grocery store, and sold fruit for preserving. Some were clerks, some delivery boys, and others, mothers. We made grocery wagons also.

In connection with the mother's preparation for winter, we have spoken of the squirrel's and the bee's work. This has come through stories and songs.

Friday we had honey and crackers for lunch.

I have noticed that the days on which the younger children have games by themselves, they entered into the games more and seemed freer to express themselves.

Miss Dolling. O.K.
Social Occupations. (a and b)

This week they continued to talk about seeds, and we took two excursions, one to the park, and one to the woods at eightieth street. When they went to the woods they found several kinds of seeds that were good to eat. Then they thought of other seeds that were good to eat, and made lists of seeds that were good for food, and lists of fruits where the seed house was good to eat and lists of fruits where the seed house was not good to eat. Then they made lists of fruits where the seed and the seed house were good to eat, such as the tomato, the bean, and the cucumber. Then they found that certain seeds were cultivated for their food value. The people that cultivated these seeds are called farmers. This took them out into the country and they talked about various farms they had visited. Then they decided that they would like to have a farm in a big sand box. They planned the different buildings that would be needed for the farm: the house for the farmer, the stable for the horses and cows, a barn for the grain, and a chicken coop. They thought of materials they had at home that could be utilized for these different things.

Miss LaVictoire.

Cooking. (a and b)

We reviewed the lesson of the previous week, on account of the new children in the group.

Miss Harmer.

Art. (a and b)

We have been studying the most elementary forms in clay. We advanced by using as subject matter the fruits and vegetables of
the farm. We commenced with the apple which is a slight variation from the sphere, and although we shall not use the type forms, we spoke of the contrast between the apple and the sphere. This method will be employed throughout the first year.

I have found that the children who had been in the kindergarden had more power in handling material and showed more knowledge of form than the others.

Miss Cushman.

Shop, (a and b)

In the shop they discussed the different forms of materials that would be good for a farm house, and they decided that twigs that they could gather out of doors looked like logs, and that they could make a log house. They gathered the twigs and measured them the required length, and then sawed the edges in such a way as to make a proper joint, and overlap.

Miss Lavictoire.
Primitive History. (b)

The brush huts being destroyed by fire, the children worked out some other catastrophes which came in a migration. They finally decided that the destruction of people's homes would naturally drive them to take refuge in caves. Having worked out in conversation the details of their journey, they worked out dramatically the trip up the valley of a stream to a rocky valley where more daring hunters had discovered suitable caves. They threw themselves into the dramatization very easily without any self-consciousness. One boy, wishing to locate his cave for some strangers, described the trip up the imaginary river to the imaginary valley in a most interested way, and then turned to the teacher and asked: "What shall I call a fence? Really a fence?"

In planning for an outdoor meal next week they have reviewed the kinds of food available in the present environment, and worked out the amounts needed for the class. They have selected names with some difficulty. The names finally chosen were such as: Maple, Great Hunter, Bear Hunter, Great Climber, Swift Runner, and Light Foot.

They have begun the story of Ab, part of it being read and part of it being told. I think their ease in dramatization is due to their first attempts being made out of doors, without any grown up lookers on to disturb the sense of reality. The general points of location were worked out and reported in last year's work.

Number. (In connection with cooking) Miss Camp. M

The idea of 1/4, 1/2, 3/4, and 4/4 was clearly brought out in the division of the apples into quarters for cooking. Miss Touzeh.
Cocking. (1 1/2 hours)

(work in canning and preserving is to be taken up while fruit is abundant in the market.)

The class, in preparation for making crab apple jelly, talked about the materials necessary for the making of jelly. They remembered in their experience with jelly at home that it was sweet, that it kept its shape when cut with a spoon, and that it was clear. They decided that only the juice of the fruit could be used and that this could not readily be taken from the fruit until it was softened in some way. Cooking was suggested and adopted as the best way of doing this, and then the addition of water to the dry fruit to prevent burning, and the cutting of the fruit into pieces to hasten the process of softening, were decided upon.

To separate the pulp from the juice a strainer was suggested but finally a cotton cloth bag it was thought would be a surer means of preventing solid particles from entering the juice. The passing away in steam of some of the water from the juice it was thought would give a stronger fruit flavor to the jelly.

The jelly making was started and will be completed next week. A luncheon of boiled rice was prepared for the class.

[Signature]

Miss Cushman.

Art. (a and b)

They have been making illustrations of the habitat of the primitive man and showed also some of his activities. This subject matter gave an opportunity for observation of the growth of the tree, of perspective, and gave an opportunity for the study of the figure, and of action.

[Signature]

Miss Cushman.
Shop. (a and b)

They completed their brush houses. In the shop they completed the spears and clubs which they worked out according to their own ideas. They themselves discovered how they could make the double point, by sawing from both sides.

Miss Jones.
History. (a and b)
2 1/2 hours a week.

We have taken up during the week the food materials that would be available in the Eskimo regions. This was done first by getting the children to suggest a list of things which we have that the Eskimos do not. Pie and cake, special kinds of fruits, etc., figured largely in this. The names were written on the board as given. We then tried to think of what would be left that the Eskimo could live on. This took a good deal of thought, and was finally brought out as fish, flesh and milk of the reindeer, seal and walrus meat.

The children were inclined to think they had no vegetation, and had to be reminded that the reindeer is herbivorous, and that in the summer time there must be young shoots, lichens, and roots.

In connection with the mention of whales and the use of the oil, I read to them a description of whale fishing from "Fighting the Whales" by R.M. Ballantyne. I have also begun reading to them "Children of the Gold" by Schwartzka.

All the children in both groups are intensely interested in a story and I believe a good deal of good could be done with them in literature, if the proper material could be found. Some of the new children show their conventionality very strongly. When asked why the Eskimos had no tools of steel or iron, one of the children said: "Because there are no stores there." In speaking of the houses which are constructed of stones and turf, one of the boys who has been in the school before asked if they couldn't plaster them, and in answer to the question: What is mortar made of?, one of the brightest
of the new boys said he thought it was made of flour or whitening. Certain sorts of mistakes,—those relating to materials, the children who have been in the school before seldom make, and the new children nearly always do. Few of the children in the class knew where kerosene comes from,—i.e. whether from animals or from the ground, or what animal tallow comes from, and similar sorts of questions which come up in connecting the materials used by the Eskimos with materials with which they are more or less familiar. I had a small bottle of kerosene and asked the children to tell what it was from the smell. Two of them confidently asserted that it was "olive oil." The new children were utterly at sea as to how to describe the equator, and the difference between the appearance of the sun's position at the equator and the poles, while although all the old children could not describe it, they recognized the correct terms used by one of the children.

Miss Honeyon.

Number. (b)

In the number work we talked of the wet and the dry measures. We learned the tables and had some practice in changing pecks to bushels, and the number of bushels to pecks. The new children did the work much more rapidly than the old children. However all the children could do it if they were given time enough.

Miss Lackersteen.

Textiles. (a and b)

We planned to weave a six inch linen square for a pin cushion. The children last year worked out the principle of checker weaving on the simple loom. In the lesson a review was made of the structure of
cloth -- the two sets of thread-- warp and thread interlacing at right angles. The looms used last year are to be repaired, and used for this work. The cloth is to be woven in two colors in design. The selection of color and making of design will be done with Miss Cushman.

Miss Harmer.

Cooking. (a and b) One hour.

Dairy Products. Milk.

The process of separating the fat from the other parts of the milk was talked about, and when the process was given the name of churning, there were many suggestions as to how it could be done with the apparatus at hand. The children knew that continuous motion was necessary and thought from some previous observations, that it could be done by shaking the milk in a jar or bottle. Each was given a bottle which he half filled with milk, and after covering closely, shook it gently for ten minutes, when particles of butter appeared and finally gathered together in a mass. Some of the children noticed that those who had the milk from the top of the vessel containing it, had more butter than the others. Valuable deductions were made from this. A luncheon of junket and sandwiches was served the last half hour.

Miss Tough.

Art. (a and b)

They made some preliminary sketches showing what they were going to do in clay. They have started making some Eskimo children driving sleds. They are going to make the sleds in the shop, and will make the figures of the boy and the dog in the studio. One of their
number poses for this figure, and they build it up without any frame at all. I noticed that a great deal of visual growth has taken place during the summer. This class worked in clay last year. 

Miss Cushman.

Shop. (a and b)

They are still working on their rulers, which they have ready for marking off in inches and half inches. They discovered that they could measure things with their rulers only when the things had a foot as the unit of measure. This necessitated having the inches marked off. They divided the rulers into halves and quarters, and then were left to find out how many parts the fourths must be divided into to make inches. They are to report on this at the next lesson.

Miss Jones.
History. (a and b)

Groups VIa and VIb have taken the stories of Marquette and Joliet and LaSalle, tracing their journeys on the map and spending much time in reading. They have had for their reading blackboard work, consisting of their own sentences, which were afterward printed for them; and in addition a summary of the story prepared for the teacher. Those in VIb show a great interest in reading and writing, asking to have all new words and important names put on the blackboard for them to copy. They have also begun to suggest of their own accord the sources available at home for looking up additional material, finding the meaning and pronunciation of Indian names, etc. They also enjoy having new and difficult words used by the teacher, in conversation or reading aloud, put upon the board for them to make out for themselves. Group VIa are much more spontaneous and much more difficult to hold.

Two and one half hours.

Miss Hoblitt.

Science. (a) 1/2 hour.

In looking for chrysalis under fence boards, we found several cabbage moths which were infested with the larvae of igneumon flies. These were examined and one child was able to explain.

Mrs. Healey.

Reading. (a)

For the past week the children have been using their history work for reading material. Each day they told me a little of the story of Marquette and LaSalle; this was written on the board and then
read by the class. Incidentally spelling work was brought in along
with the reading.

Miss Bruere.

Reading. (a)

I wrote a song on the board: "Give, said the little stream," and the
children studied it for ten minutes. I helped them over the hard
places. The result was that they read the song and were able to
reproduce words, when erased, with careful writing and correct spelling.

Miss Baird.

Art. (a and b)

I found that this group was not doing anything in their other work
which gave opportunity for artistic expression. I suggested that
they make some bar reliefs which could be used for the younger child-
ren. This idea appealed to them very strongly. They first make
a thin slab of six by nine inches, and then on this they drew their
design, and then made their subject in relief. This week the sub-
ject was a pear with leaves. Thank you.

Miss Cushman.

Manual Training. (a and b)

They have been doing the same work as has group V. They did the
drawing of the rulers on paper first.

Miss Jones.
History.

This week has been spent in history stories which are really a review of the work they did last year. As the people in this class are very backward in their reading, most of the time in history this quarter will be spent in reading in class. As soon as they are able to read for themselves so that they are interested in taking up books at home, the emphasis will again be placed on the development of the historical idea.

Miss Bacon.

German.

They have had each day practice in free hand writing for at least fifteen minutes, three lessons in spelling, and a daily German lesson which consists in hearing a few sentences read, reading them from the board, copying them and using the forms learned, in conversation. They have learned the alphabet, count to twenty, and use a dozen sentences without much hesitation.

Miss Teller.

Science. One hour.

We studied the isabella tiger moth, and two unknown caterpillars brought in by the children. The larvae, chrysalis, and adult forms were compared in the case of the isabella tiger moth. The reason for the extra legs in the larvae was discussed. We compared the functions from the larvae to the adult.

On Friday we took an excursion for an hour, when we made a special study of the grasshopper.

Mrs. Healey.
Number. 1 1/2 Hours.

The number work of Group VII has consisted in work in addition, mainly the adding of long columns. At first the children seemed to dislike the work but as their skill increases they enjoy it. Their problems have been taken from the school accounts.

Miss Bacon.

Cooking. 1 1/2 Hours.

Meats. Each of the class was given several pieces of meat with which to make the following experiments, the results to be noted in each case:

1. Meat in cold water.
2. Meat in cold water and heat slowly.
3. Meat in boiling water and boil slowly.

This gave them the means of retaining the juices, or extracting them, and of softening or toughening the fibers of the meat. At the conclusion of the work, the results were written on paper to be used for future use when necessary. The class as a whole was found to be slow in expressing its thoughts in writing, even when the idea could be clearly given orally.

Miss Tough.

Manual Training.

They have worked on their paper knives, working partly from the drawings which they made last week. They had their number work in the measurement of the paper knives. They can do no more till they get more tools.

Miss Jones.
History. (a)

They have been reading the life of Columbus and about his voyage to America, with the results. The method of conducting the work has been that the children have done the reading for themselves, have brought this to the class, and with the map before them, they have traced out the route, giving the incidents connected with it. This was done mainly to call their attention to the map, as much emphasis is to be placed on that work this quarter. For their composition work they have written out what they have discussed in class.

Miss Bacon.

History. (b)

The regular reading work has been done in the history books, about the story of Columbus.

Miss Bruere.

German. (b)

Same as for VII.

Number. (a)

I learned that the children did not know how to write numbers, and therefore taught the significance of units, tens, and hundreds, and gave much exercise in writing numbers. I taught subtraction according to the computer's method. I gave much abstract work, and spent two five-minute periods each day in quick work in the table of fours, using various devices. I got excellent results in this method of subtraction. I also gave them abstract multiplication in one figure.

Miss Baird.
Number. (b)

This week we spent a great deal of time in writing long numbers and then adding them. To give them the idea of "periods," I had them divide their papers into a number of columns, one for units and hundreds, one for thousands, etc. For ten minutes each day we had a rapid drill of the multiplication tables, and for five minutes each day practice in addition for rapidity.

Mr. Gillet.

Science. (a)

This week we took up the science work of the group. The work is to be geography this quarter, and is to be carried on in connection with their history. In the first lesson I found by questioning that the children had a good idea of direction, both on a flat surface and on a sphere. We talked about the compass, and the other means which Columbus had of keeping his direction, especially the stars and the sun. In the second lesson we made compasses, using as materials steel needles, a magnet, and thread. To some in the group the magnet was strange, and its properties had to be tried. They noticed that their compasses were deflected when they went near the stove with them, and were surprised to find that the needle was turned also when their knives were held in their hands. At the end of the hour, they wrote about what they had discovered.

Mr. Gillet.

Sewing. One hour. (a and b)

Plans were talked of for the work to be done, which will consist of fine white aprons to be made by hand. The patterns are to be bought and the amount of materials calculated next time. During the remainder of the period materials were prepared for the work of the younger groups. This involved measurements of large pieces of goods.
toweling, cheese-cloth, etc., and the calculation and cutting of them for
towels and dusters.

Miss Tough.

Cooking. (a)

The work this quarter will be a study of bread stuffs. The
children will cook one or two carefully planned luncheons during the
quarter. The rest of the time will be given to experimental work
and practical tests. The first hour we took up the cultivation of
wheat. Several of the boys having spent the summer on a farm, they
gave a description of the preparation for market up to the milling pro-
cess, and in order that they may trace it through to the finished prod-
uct as they receive it in the kitchen, we are planning a visit to a mill
to trace the different processes in milling. The four principal
kinds of flour were examined: whole wheat, bread, pastry, and graham,
as to color, texture, and difference in the way it packs or moulds.
The difference in composition was shown by the making the following
experiments: A measured quantity of each kind of flour was taken,
the starch removed by washing through cheese cloth, and the amounts of
cellulose and gluten remaining in the squares of cheese cloth
compared.

They made a report of the experiments made in the first lesson.
When this was done an experiment was made by each child to find the
proportion of liquid and flour in thin batters, thick batters, thin
soft dough, and stiff dough. They began by taking an equal quantity
of each and noting its consistency, and from this worked out the thinnest
mixtures. This made a problem in proportion which several of the
children worked out, but it will be given to Mr. Sinclair to emphasize
with the group.

Miss Harmer.
Cocking (b) 1 1/2 Hours.

Flour.

The papers written by the class last week were talked over and the mis-spelled words noticed. The parts of the wheat used in making flour were talked about, and experiments made with flour of four different kinds—graham, whole wheat, bread, and pastry. Equal amounts of each were placed in separate pieces of cheese-cloth and this washed in water for five minutes. The starch passed through the cloth into the water. The several residues from the water and those in the cloth were compared, and the graham was found to have the most bran, the pastry the most starch, and the whole wheat the most gluten.

Miss Tough.

Printing. (b)

The children of group VIIIb have been setting up the baseball and the sleighing songs composed by them last year. In addition to this they have set up and printed a reading lesson for group V.

Miss Radford.
History. (a and b)

This week the children planned the campaigns of the French and Indian war. They read up in Fiske the three actual campaigns, noting the result of each and the reason for victory or failure in each case. They also read from Parkman's "Conspiracy of Pontiac" the description of Braddock's defeat, and of the expedition of Quebec. They discussed the treaty of Paris, and on the maps of America and Asia traced out the changes of territory which took place at that time. This class shows a great lack of knowledge of political geography, and it has been necessary to give distinct lessons in this subject. Therefore five minutes a day were given to locating places.

Miss Bacon.

Latin. (a)

This group is reviewing the declensions and conjugations, as well as practicing writing at dictation, spelling, etc.

Miss Schibsby.

Latin. (b)

They are still reviewing their conjugations. They have begun to read in the new books---the Gradatim.

Miss Schibsby.

English. (b)

In the two study hours words have been selected for spelling drill from their history work in Fiske's U.S. History.

Miss Bruere.
Mathematics. (a)

This group have just purchased McLellan and Ames' Public School Arithmetic. The children of this group are not easily interested, and I have spent most of the time in persuading them that it is worth while to separate work and play for a part of the time.

We discussed the origin of the digits, and the children were much interested. They have brought in actual bills of actual business transactions and have verified the computations on these bills. The rest of the time has been spent in addition, using the bookkeeping books of the school, and the text book for material. The class has a half hour recitation every day.

Mr. Osborne.

Mathematics. (b)

They have had the same better work as IXa, except that it was better done because of better attention on the part of the children.

Mr. Osborne.

Science. (a)

As an introduction to the nebular theory I asked what the sun was like and got the answer: "A ball of fire". Upon further questioning it appeared that their ideas of fire involved wood, coal, and blazes. So we began at once on the combinations of gases, but made very little progress on account of the confusion in the room. Next week we shall take up the same subject but approach it differently, with materials unfamiliar to them. In this way I hope to gain their interest and so to gain better results.

Miss Averett.
Science. (b) Five hours.

The week's work began with an excursion to the lake shore, where the wearing and the building powers of waves and of wind were studied in connection with the different kinds of pebbles found along the shore. They were much interested in the pebbles and brought different kinds home. These pebbles were the basis for the next day's discussion of the different kinds of rocks and their origin. Then the nebular theory was written out by them, and the aggregation theory of the earth's origin reviewed. We could now go back to the reading of the "Story of our Continent" with better understanding. In order to get them to see how the history of the world is read from the rocks, I gave them the geological column here at Chicago, and next week we are to work out from this an outline of the geological history of this region. Their ideas of the original crust of the earth are indefinite, so we shall probably have experiments in crystallization to clear up the difficulties.

Art. (a and b)

They have been drawing from groups of objects. The aim has been to make them see proportion. The work has been varied by the introduction of memory studies. The object of the memory work is to make them concentrate their attention on the work for a few moments and secure a visual image. The result is sometimes more effective than when the subject is placed before the class for the entire period.

Miss Cushman.
Latin. (a and b)

I have ordered for them Scudder's Gradatim. The group is very uneven and to get the best work out of it, it has been divided into three divisions. The first division consists of the original members of the group. The intention is to hurry them on as fast as they can go. They are to use the Gradatim until they become accustomed to reading Latin, then they pass on to more difficult Latin. Division 2 consists of most of those who were put up last year. They are to go slower and to read right through the Gradatim. The third division consists of some who were absent most of last year. The intention is to have them work up to the first division. At present the children are using all their time to acquiring ease in using their vocabulary and translating.

Miss Schibsby.

Science.

Four hours.

The work the first part of the week was a continuation of the work on the cell and on Paramoecia. On Wednesday work on the Grantia sponge was begun. The children examined specimens with hand lenses, and then the compound microscope was used to examine sections of the sponge.

Friday Mrs. Healy took the class on a field excursion in order to collect material containing one celled animals and to find out the haunts of such animals.

Mr. Carggy.

Mathematics.

These children have just purchased Milne's High School Algebra. This book was selected because it is the one used in the Chicago High Schools rather than because it was considered the best book in all
respects. Work in algebra and arithmetic has been carried on simultaneously. In algebra work has been done in simple algebraic problems involving equations and in addition. In arithmetic the time has been spent in multiplication and division as the children are still very slow in these operations. This group are especially intelligent and interested and will come out well. Four and one half hours.

Mr. Osborne.

Art.

The object of the work in this group has been to get hold of the mental process in the first blocking in of any subject. Half of the time has been given to the careful drawing of a very simple cast. The accurate rendering of the large proportions has been insisted upon. The other half of the time has been given to quick memory drawing. In this case the subject was held before the children for five minutes; in that time it was required that they notice the large proportions in addition to the slow exercise. Then the subject has been removed from view, and the class has been given five minutes in which to draw. Papers were then exchanged and five minutes were given for criticism of the work. Following this method we have been able to secure great concentration.

Miss Cushman.
We talked about the different members of the family and their daily interests. This week giving special attention to the father, mother, and baby. In connection with the father's work the children with blocks made desks such as their fathers used. At this season the most marked work of the mother is the buying of winter clothing.

The children had a dramatic play of the dry goods store. Each child brought the cloth he desired for his doll's dress. The next period they made the dresses.

Cut of spool boxes the children made beds for the baby. They were given cloth for sheets, and they cut them the desired size. They played with their beds for some time.

The children modeled the baby's play things out of clay, such as the ball, ring, etc.

On the pleasant day we did some fall gardening. Table #2 prepared the large box on the porch and planted crocus bulbs. Table #1 went for dirt for flower pots and each child planted a narcissus bulb. After the bulbs have been in the dark for a while the children will take them home to watch and care for. A few of the bulbs will be left in the kindergarten also for the children to observe.

Miss Dolling.
Social Occupations. (a and b)

The children have continued their farm work. They cleaned a field in the out of door garden for winter wheat. After clearing they measured off a space five feet by ten feet and drove in stakes at intervals of one foot. They talked about plowing and suggested the use of a sharp stick for a plow. After plowing they sowed the wheat. They have planted bulbs for a winter garden in the house. Some bulbs were planted in earth and others in water.

They have built the farm house and the barn with the large blocks and have recognized the dimensions of blocks up to six inches. In order to find the dimensions of their houses they added the lengths of the blocks on one side and found the length was twelve inches or one foot.

They have commenced a chicken coop of manila paper and have marked it off in two and three inch lengths. In the shop they are preparing rails for a fence for their farm.

Miss Lavictoire.

Cooking. (a and b)

We took up the different preparations of wheat: cracked, ground, and flaked. The flaked wheat, taking less water than the other preparations was cooked first. The children learned the divisions on the cup: thirds and fourths, so that each measured for the individual work one half cup flaked wheat and one cup of water. The work was done at the desk by the teacher; the children looked on and then imitated themselves. They collected their dishes in proper fashion but did not wash them. They learned the proper arrangement of the utensils on the desk as a
proper preparation for their work next week.

Miss Harmer.

Sewing.

As a preparation for measuring the material for grain bags to be used by Miss Lavictoire in the play of the farmer, numbers were written on the board for the children to recognize. The children were then given rulers and read the inches successfully. They then measured paper patterns for the bags. The patterns were 8 x 3 and were to be folded in halves for the bags, which are to be 4 x 3 inches. In the second half hour they cut the cloth for the bag from the paper pattern.

Miss Harmer.

Art.

The aim has been to cultivate general observation of visual facts, as the effect of the distance upon the size, the appearance of mass, and the number of planes on a cube visible from one point of station. The subjects have been of family life, of buildings, barns, houses, and of corn fields. XXX He wrote under right of Eng IV.

I notice a marked difference between the visual experiences of those who are new children and those who have been in the kindergarten.

Miss Cushman.
Primitive History. (a and b)

One hour and a half was spent in reading the story of Ab, carrying the story as far as the pit in the valley. The point of selection of stones both for weighting the club and pointing the spear was worked out by the children. They broke their stones by striking one against the other. This eliminated the very soft stones and their decision as to choice between flint and granite was made by breaking both of these hard stones with a hammer. Part of the time was spent in review of the kinds of food available in connection with the feast which they are to have out of doors. The cooking of sweet and of white potatoes and the roasting of the chestnuts took an hour and a half, the children being detailed by twos to keep up the fire until the potatoes were roasted, when the others came out to breakfast. The children showed much greater skill in making the fire than did the class last year. They go at a new thing with less hesitation and are not so easily discouraged by failures as the children were when doing the same work in doors. I do not know whether this is due to the greater interest in the work on a large scale, or to their training in the work of the school last year, as the children who were here last year are leaders.

Ok. Miss Camp.

Textile Work.

They examined their clothing for the different kinds of cloth: cotton, woolen, linen, and silk, and were asked if they had ever seen the raw materials from which these were made. Some of the children had seen cotton growing, and the cultivation of this was reviewed briefly and the stalk with the cotton balls was examined. Other children had been on a sheep ranch and spoke of the shearing. The difference
in climate where these two were cultivated was brought out—the long season and the hot sun shine required for the cotton and the colder climate necessary for the wool. The silk on the cocoon was examined and a brief description of the silk worm followed, how it fed on the mulberry leaf, how it spun its cocoon, and how it was killed before it had broken its silken covering of the cocoon, how the silk was finally reeled off into skeins. A skein of raw silk was shown them. The silk was yellow and the children were curious to know how white silk and colored silk were made. From the hair ribbons that the children wore and the silk trimmings on their dresses, it was shown that the dies in silk were much more brilliant and varied than those in other fibers. They examined the length and strength of each fiber to decide which one would probably be used by people in primitive conditions. The children did not mention wool directly, but mentioned skins and furs. They were read from Otis I. Mason’s chapter on the Skin Dresser how the primitive woman prepared the skins brought home by the hunter. Illustrations of the scrapers were shown. We spoke of the use of bird skins for the softer and more pliable under garment. The question of how these were pieced together came up, and the primitive method of sewing was described piercing with the bone awl or fish bone and tying together with tendons. The children are to bring from home leather or skins, any large fish bones they can find, and tendons from the leg of a chicken. These names were written on the board; the children read them, then erased them, and then recalled the names.

Miss Harmer.
Cooking. Two hours.

The work on crab-apple jelly which was begun last was finished. The pulp of the fruit from which the juice had been strained will be jelly and both that and the jelly will be used for the children's luncheons.

Miss Tough.

Sewing. (a) One hour.

Dish cloths and polishing cloths, for use in the kitchen were basted. They had been prepared for the older children and will be sewed by them.

Miss Tough.

Shop.

They are still working on the clubs. They spent considerable time in deciding how they could fix the stones in the spears. Some of them suggested that they should bore holes in the stones and drive the sticks in, and others that they should bore holes in the sticks and drive the stones in, each one trying his own way, they discovered that they must have a tougher piece of wood in order to make the stones stay in place. They decided that they would use the pieces they had been working on for the small spears and bring some longer pieces of green wood and fasten the stones in for clubs.

Miss Jones.

Art.

The aim of the work is to develop the imagination. Primitive life was used as a subject. Chalk and charcoal were used as a medium. Blocks were used for the buildings. The lesson was developed as reported last year. A picture of a corn field was shown the class, and they readily explained the difference between near and far objects.
History. (a and b)

We have taken up specially as the topic of the week, the Eskimo clothing. I found some good pictures, (colored) of the Eskimos in "Life with the Esquimaux" by Charles Francis Hall, (this book is in the public library, I 9527) and these were examined with much interest. They were not able to tell the men and the women apart, and were told that the clothing was similar except the hoods,—the women having an extra long hood or bag in which the baby was carried. The children thought of all the kinds of materials from which clothing could be made, and when they had exhausted the list of arctic animals, they were told of the use of bird skins, and of the intestines of seals for rainy day clothing. As soon as tickets are secured to go to the Museum, I want to take them over to see the very fine Eskimo exhibit at the Field Columbian Museum.

In connection with the talk from day to day, I have been reading to them from "Children of the Cold". In this the only form of house given any prominence is the snow igloo. In the Scribner for August and September were some very good pictures of the stone and turf igloo, which I showed the children. At the Museum they will see also the skin tent. The reading of the book is accompanied with questions. The book stated that the inside of the house must be below freezing point. None of the children knew at what degree on the thermometer this was, and were asked to look it up on their thermometers at home, which several of them did. Then the school thermometer was obtained and the children who had neglected to look it up knew at home, discovered it there.

A plan of how a little igloo could be made out of egg shells was given in the book, and talked over. The children were asked to try to make it at home, and one was brought the next day, and others reported that they had tried, but failed to cut the shell in two evenly.
One period was spent in trying to make up a story from a picture. Both groups were helped to get the form of the story, that something must happen in order to make it worth while to tell a story, and that some ending must be reached. The stories are quite different, and are given to illustrate what was done.

Once a week each group has a half hour with me in reading. This has been spent in reading material which I have prepared for them, and in reading the stories which their own group made up. This supplies a very strong motive for learning to read, and I think with the exception of Dorothy Edwards, a conscious recognition of the necessity of using the symbols of reading to accomplish an end is felt by all the class. They want to read the story they themselves have made up. In the teaching of the reading I am making an effort to have them read without moving the lips or using the finger. Both groups have these habits.

Miss Runyon.

Number. (a)

The working out of the liquid measures as used in the kitchens has occupied an hour of the time. About fifteen minutes has been spent in reading and writing numbers and writing fractions.

Miss Camp.

Number. (b)

In number work we talked of wet and dry measures. We learned the tables and had some practice in changing pecks into bushels, and the number of bushels into pecks. The new children did it much more rapidly than the old. But all could do it if they were given time enough.

Miss Lackersteen.
Cooking. (a and b)

Dairy Products—Milk.

The effect on milk of three different kinds of acids was tried, and a comparison of the products made with pure milk. The separation into curds and whey was noted in each case; the solid or curd being given the name of casein, the liquid to be examined later. Fresh milk was placed in a dish on the shelf in the kitchen; it will be examined in a couple of days. \( V_a = 1 \frac{1}{2} \text{ hours} \); \( V_b = 1 \text{ hour} \).

\[ \text{K.} \]

Miss Lough.

Shop. (a and b)

We completed the rulers begun last week but have not yet marked them off. Miss Harmer wanted some looms for the textile work. They decided to make and mend those left over in the shop, putting them in order. Each child is to do what is necessary on the loom which he is to use.

Miss Jones.
History. (a and b)

Via have spent their time largely in review of ground already covered. In order to give them sense of responsibility for their work, I have held them accountable for brief summaries each day, of the story of the previous lesson. At first it was almost impossible to secure any definite statements from them, until the blackboard was used as a means of centering their attention. A single sentence was put upon the board and after all had read it (in some cases this was accomplished only with difficulty) they were asked to remember it until the next day. At the next day each was asked to tell in his own words what he had learned the day before. They were allowed to come one at a time and whisper to the teacher, in order to test their memory more thoroughly, and all but one were able to give a satisfactory account of the blackboard work. In only one case were the words of the original sentence repeated, but all remembered the main points. One child had nothing at all to tell. This plan has been followed several times, with a noticeable improvement not only in definiteness but also in the child's interest and attention. They are now ready to volunteer many statements with regard to their past work, and one child within a day or two that he could remember what he wrote on the blackboard that first day. They have still little to contribute in the way of suggestion or the solution of any problems presented to them but ask more questions and less at random than at first.

In reviewing the story of Marquette they were given a rough map of Lake Michigan and the rivers which he traversed, and it was an agreeable surprise to discover that four out of the six present were able to reproduce it after it had been erased, naming all the streams and tracing
Marquette's route.

VIb have followed with the most intense interest the story of George Rogers Clark's expedition. They were at first unable to understand why he should think it worth while to take so long and dangerous a journey, but when reminded that the capture of a few forts meant the accession of a large tract of valuable land, one suggested that perhaps Clark saw that it would be easier to win it while there were only a few people living there than when it was thickly settled. The return of a pupil who had been absent through the most interesting part of the work was made the occasion of a review of the week's work, and the children seemed to enjoy it even more than in their first study of it. There was scarcely a detail which they were not able and eager to tell. They enjoyed the joke of telling the little boy who had been absent what a hard time Clark had to take Vincennes, and then telling him how it actually was accomplished without the firing of a gun through the persuasion of some friendly Frenchmen.  

Miss Hoblitt.

Science. (b) 2 hours.

One hour was spent in an excursion for budded plants. The children hunted for annual and perennial plants, which they distinguished by the presence or absence of buds for next year's growth.

One hour was spent in preparation for experiments summarizing the work of last spring in plant physiology and planning the next experiment necessary. The children remembered that they had found that plants gave off carbon dioxide, and planned to make an experiment to see if other gas was given off.  

Mrs. Healey.
Number. (a and b)

This group is working out all the liquid and dry measures used in any measuring of food. Ten minutes of the hour was spent in learning to read larger numbers and in writing fractions.

Miss Camp.

Reading. (b)

A short history of their work was made by the children with Miss Hoblitt and copied into their note books.

They have been spending the week in learning how to read and spell the words in this story. Occasionally I have dictated a sentence for them to write in class. The group is quite uneven in the ability of its members to write and spell correctly.

Miss Bruere.

Sewing and textiles. (a and b)

Six a and b have their work together in sewing and textiles. The boys are weaving baskets and the girls are planning to dress a doll about sixteen inches long. The material has been calculated for the underclothing and in the next lesson they are to learn to cut from Butterick patterns. The children have brought their own dolls to dress.

Miss Harmer.

Sewing. (a) One hour.

Towels and dusters for use in the school were basted and hemmed.

Miss Tough.
Art.

This group did some illustrating involving study of the figure in action. The subject matter was taken from their history. As some of the children had not been in the school before, the method of drawing the figure in action had to be reviewed. I find that they draw the figure best when they draw just a few lines first, representing the skeleton, and interpret the action in these before building up the mass.

Miss Cushman.

Shop. (a and b)

They completed their rulers. They spent one division in marking them off in halves, quarters, and twelfths. They talked about what different units of measure could be used, and when a mile would be the unit of measure, when a foot, and when an inch.

Miss Jones.
History.

The children have spent two and a half hours in reading. They have taken as their reading book "Great Americans for Little Americans", by Edward Eggleston. The stories in this book constitute a review of their history work of the past year. For the time being we have dropped the regular history of the revolutionary period, as no books have been found of sufficient simplicity of expression, and I thought that the children should have something they could read with ease that they might gain confidence in their ability. We have begun the writing lessons. Five minutes at the first of the hour is spent on exercises for gaining rapidity.

Miss Bacon.

German.

They have been enlarging their vocabulary. We have had continual exercises in conversation according to the cumulative method, that is, the use of new words in sentences already learned, and the continual re-adjustment of old with new forms. They can count to a thousand, and spell any word put before them on the board.

Miss Teller.

Science. 1 1/2 hours.

The time was spent in the study and identification of a water bug, and in the continuation of the grasshopper study, especially the mouth parts and their adaptation for food. One additional hour was spent in the study and drawing of the hydroid polyp from a mounted slide.

Mrs. Healy.
Number.

The class has continued on addition. The emphasis has been placed on rapidity and accuracy in the adding of columns.

Miss Bacon.

Music.

Group VII decided to write a song on an historical topic, and the capture of Louisburg was decided upon. A book was brought and memories refreshed on the details of the capture. The group then decided that the subject was not of sufficient interest to work up into a song and abandoned the topic. It was voted to take a subject of more general interest. The topics suggested by individuals were: "A Robin," A Humming bird," "Butterflies," "A Mountain Torrent," "A Fox Hunt." The last was chosen and the first verse written.

Mrs. Kern.

Cooking. 2 1/2 hours.

Meats. The application of one of the general principles found for cooking meats was tried in the making of soup, which the children were able to do without any directions. They recalled with little effort the method which had resulted in the extraction of the most juice from the meat. The only rule given was that for seasoning.

A review was taken of the parts which go to make up meat, viz. the fat, muscle, nerves, blood vessels, and connective tissue. The use of each in the body was talked about.

Miss Tough.

Manual Training.

They have completed the paper knives and have made gard sticks. They are to use them number work by marking them off.

Miss Jones.
History. (a)

I have had them only one half hour this week. The time has been spent in beginning to write out the story of Columbus. The children have planned to write this out and copy it on the typewriter for the use of Group VI who are working on the same period.

Miss Bacon.

German. (a)

Same as VII.

German. (b)

This group has had five recitations of half an hour apiece. They have read exercises written on the blackboard and have had some dictation exercises. They are particularly weak in the dictation exercises.

Miss Feller.

Writing. (b)

They have been practicing the free hand movements in making the connected circles and the vowels.

Miss Feller.

English. (b)

The work has been restricted to daily drill in spelling and dictation.

Miss Feller.

Science. (a)

This week we have talked about the zones on the earth, where they are, what continents are included in each zone, and the kinds of people in each zone. We had to consider parallels of latitude in this connection and this brought up the meridians. The children had some difficulty in understanding the meridians, and their uses, so that we shall have to
give more time to the subject.

In the last hour the children made some experiments to show convection currents in water. They filled a flask with cold water, then inserted in the neck of the bottle a cork with a small glass tube. The water was then heated and the water rose in the small tube. The children had various vague theories to account for the "swelling" of the water, chief among them being that "the force of the heat drove the water up". I did not think best to take up the molecular theory at this time because I wished to bring it up when we discussed convection currents in the air. Other children put some black walnut saw dust in water and when the water was heated by a flame underneath the beaker, the saw dust rose to the surface and sank again continually. The experiment was barely finished at the end of the hour so that we had to leave the explanation of it until the next hour.

Mr. Gillet.

Science. (b) Mechanics.—We took up the lever of the first class and its application in tools and machines. The children did some experimental work with the see-saw. We began a plan for a pair of scales to be made in the shop.

Mr. Marks.

Arithmetic. (a) One half hour per day.

Our aim has been to secure accuracy and rapidity in addition, subtraction, and multiplication. The children have made up problems to fit the work. We had a few minutes drill each day on the multiplication and addition tables.

Miss Grace Baird.
Number. (b)

We have continued the study of the multiplication tables, with variations to keep up the interest as much as possible.

Mr. Gillet.

Music. (a and b)

Group VIIIa have notated their song "George Washington" on the board and have copied it into their practice books. They decided to allow the teacher to write the text in the books, as their own writing would occupy too much space, and probably not produce a neat effect.

Group VIIIb have notated their songs "A Baseball Game" and "Sleighing Song" on the board, and copied the same into their practice books.

Mrs. Kern.

Experimental Cooking.

In discussing the four different kinds of flour the children examined an illustration of the wheat grain, both a cross section and a lengthwise view, which they found in Jacob's book, and from this found out in each case where the break was made in the milling, and from this worked out the general composition and the difference in the amounts of gluten and mineral salts contained in the different flours. In demonstration whole wheat flour was taken and the method of mixing a stiff batter was given. In the practical work the children made whole wheat wafers. This process brought in the mixing of the flour into the batter, the rolling of the wafers, and the baking. One hour was given to experimental work and one hour to practical work.

Miss Harmer.
Cooking. (b) 2 hours.

Gluten wafers were to be made, and from the work with flour last week the children decided that whole wheat flour must be used as it contained the most gluten. The only raising agent was to be air, and the method of obtaining this was discussed. The stretching of the gluten was found very interesting and made this dough distinct from any other dough the children were familiar with. The expanded air bubbles in the wafers after baking were noted. An omelet was made to bring out the fact that eggs catch and hold air and are therefore useful in making things light.

Miss Tough.

Sewing. (Girls) 2 hours.

The aprons used in the kitchen were repaired, and some pasteboard to be used by the younger children for book covers were cut out. As the covers were of definite size, considerable calculation was necessary in order to cut the material to best advantage.

Miss Tough.

Printing. (b)

The children have set up the foot ball and Christmas songs. They have also learned to spell the words which occur in the songs.

Miss Radford.
History. (a and b)

I have had them for two periods this week. In one I took the half hour in giving them the outline of Pontiac's conspiracy. This was with the idea of getting the children interested enough in this character to get them to read at home the history of Parkman. The other half hour was spent in reviewing all the work which the children have had this quarter. We have been going very slowly in this class, as the children seem to need to study by themselves. Lessons were given out to be looked up at home. These consisted generally of definite questions, which were to be answered. The children as a class seem to feel no responsibility in their work, so that we had to go over the lesson from a different standpoint, bringing them against obstacles which would not have been obstacles if the children had prepared the lesson.

Miss Bacon.

Science. (a) 2 1/2 hours.

The work began with a discussion of the products of combustion as they had been illustrated by their experiments of the previous week. Then we made oxygen and experimented with it to show its part in combustion. On account of accidents part of the oxygen was lost and so some of the experiments in this line have to be carried over to next week. In connection with this the Bunsen burner was discussed, and the products of combustion of illuminating gas examined. This led to a special making of carbon dioxide to test its properties. The children have been given the problem of planning an experiment to show the weight of carbon dioxide in comparison with that of air. At their suggestion two were tried in class, but as they were not satisfied with the results they are to have another, the one they plan.

Miss Averett.
Science. (b) 3 1/2 hours.

We have been taking up a few of the principles of stratigraphical geology to enable them to interpret some stratigraphy. In connection with this they have had some simple experiments to show that deposition of sediment by water leads to the formation of rocks in layers, sorted materials. In order to bring in the idea of correlation of widely separated strata, they are now at work on the life development of geological ages. In addition to the work of this kind they have been reading Shaler. I hope to sum up many of these points in field trips next week.

Miss Averett.

English. (b)

Some questions pertaining to their history were put upon the board and the children wrote short papers in answer. The writing was, on the whole, very neatly done, but there was some difficulty with the spelling, especially names of places which they have been reading about in their history work.

Miss Brueer.

Mathematics. (a and b)

Drill work in addition and subtraction; relation of multiplication to addition; the terms used. --- Multiplication: nature of the multiplier; nature of multiplicand and \textit{product}; commutative law; the idea of the unit used in measuring rooms introduced. 40 minutes each day for a and 40 minutes four times a week for b.

Mr. Osborne.

Art.

We have been modeling in clay. For subject matter we used figure poses. They have been required to make a sketch for one hour, and when
doing this rapid work special attention is given to rapid work and to action.

Miss Cushman.
Science.

The work this has consisted of the following:
Laboratory work on the live paramaecia taken from cultures prepared by the children.
Laboratory work on grantia sponge completed.
Laboratory work on hydroid polyp begun by Mrs. Healey.

Mr. Garrey.

Mathematics.

We have had drill work on the multiplication and division processes. In algebra the following ideas have been reviewed or newly developed: minus, coefficient, factors, exponent, positive, negative, similar; problems involving addition and also simple linear equations have been solved.

Mr. Osborne.

Art.

The Barye casts of the crouching tiger and the lion with the serpent have been used as models. The class is spending several days in building up these figures. Accurate reproduction is required in the work of this class.

Miss Cushman.
Sub-Primary.

Group I.

As yet Group I are not cooking. Everything about them is so entirely new that we shall wait another month.

They took a walk to gather some autumn leaves. On their return they asked if they couldn't draw some of the leaves with colored crayons. In their drawings it was noticeable to see the number of leaves on the ground. The children used the paints for the first time. They asked the next day to use them again.

Every day that was pleasant we spent some time out of doors.

Group II.

We continued the work on the babies' beds, making comforters and pillows. It took them longer than the other children because they did more themselves, and worked in more detail. They have made portfolios for their drawings, paintings, and cuttings. Thursday they brought dirt for the window boxes. They cooked flaked rice the same as last week. Many of them remembered the directions.

Miss Dolling.
Social Occupations. (a and b)

The children have spent this week working on their farm in the sandbox. They have decided to raise corn and wheat, and to have sheep and a dairy. They have divided their farm into fields and pastures, and have fenced them off. They have gathered twigs to take the place of logs in making a rail fence, and have cut them into six inch lengths, and built the fence, making it three rails high. Then they decided to have a stone fence around their pasture, as they thought the stone fence was stronger. They have done a good deal of work on their farm house. They have cut the boards into the proper lengths, and have the spaces for the door and windows cut out. This week they have spent about a half hour in reading in the form of games, and they have also made a little record of the work they have been doing.

Miss LaVictoire.

Social Occupations. (a and b)

I have had more or less hand work with these children this week. We have finished making the chicken coop. I find that they all take manual directions very well, and are very apt in the use of the ruler. They know the inch and half inch but hesitate on the quarter inch.

In planning the back part of a house we were laying off spaces for the windows and doors. When the spaces were laid off it suddenly struck the children that the door was wider than it was high. Som one of the children went to another table and measured the door laid off for the front of the house. He came back with correct dimensions that he had found by measuring. I was very pleased with this for they have used the ruler only a short time.

Miss Lackersteen.
Music. (a and b)

Scale with words. First five notes of the scale with syllables.

Songs.

Mrs. Kern.

Cooking. (a and b)

The different preparations of corn were mentioned and identified. Bottles containing equal bulks of ground and flaked corn were compared for the weights, the child balancing one in each hand. All discovered the heavier one. They then examined the bottles of grain to discover which packed the more closely, and found the large spaces in the flaked corn preparation. Two children out of six discovered the fact that there was more material in the ground corn preparation. The scales were examined and explained, and also the necessity for accurate balancing before weighing. One panful of ground grain balanced three panfuls of flaked. All the children realized that if it were three times as heavy, that is three times as much material, it would take three times as much water. One third of a cupful was cooked by each child, and all worked out that three thirds or one cupful of water was needed.

Miss Harmer.

Sewing. (a and b)

The bags for the wheat which were measured and cut in the previous lesson were sewed. The children were showed the proper way to thread a needle and tie a knot in the thread. The bags were made of soft unbleached muslin, and sewed with red Barbour cotton and a crewel needle number two. The bags were first basted one quarter inch from the edge of the cloth with stitches one half inch long, beginning at the open end of the bag and sewing towards the closed end, being careful to keep
the edges of the cloth even and the basting in a straight line. The basting was fastened with a back stitch. A running stitch was made inside the basting stitch one eighth inch long.

Miss Harmer.

Art. (a and b)

Subject matter was taken from the farm life. They made a sheep and a horse, and represented in water color the chicken coop and the chickens. The object of this work is simply to gain control of the hands and material, and to observe some of the very general facts of a farm. The children are only able to represent parts of the body without reference to proportion or the subtleties of form. In making the illustrations of the farm yard, the twins, though not sitting near each other, represented the subject in almost the same manner.

Miss Cushman.

Physical Culture.

In October the endeavor has been to have the children gain an idea of rhythm in the marching; and a correct standing position and execution of the simple gymnastic exercises. Their games have been as much as possible group games, that is games in which the group as a whole could join, such as running and ball games.

Mr. Peterson.
Primitive History. (a)

About one hour was spent in continuing the story of the making of the pit. In connection with the boys' plans for the capture of the wild horse, the children named all the grazing animals they knew. Then they named the animals the boys feared—the flesh eaters. They spent one hour looking at pictures of the herbiverous and carnivorous animals. About one hour and a half was spent in making the map of the cave country in the sand table. The points brought out were the slope of the river bed, the narrow rapids in the hills, and the broad shallows near the plains. Some time was spent in bringing out the idea of cave formation, as some of the children had the idea of a round mound with a hole in it; this idea had to be replaced by the idea of a very high bank with overhanging rocks.

Miss Camp. ✧

Sewing. (a) One hour.

The making of work bags in which the children will keep their work during the year was begun. The class was interested in it.

[Signature] Miss Tough.

Sewing.

A colored picture of several sheep and a lamb was shown. The difference in the length of the wool on the different parts of the sheep was observed, and also the difference between sheep's and lamb's wool. Shearing was described by children who had seen it. The crinkly fiber was spun into thread. The thread untwisted when let loose, and so it was fastened to a stone or twig. Various ways of twisting were practiced by the children and at the close of the lesson they were shown how the primitive woman spun her thread and made her cord or rope.

Miss Harmer.
Art.

They are representing in clay wild animals. They represented the wild horse and the elephant. In conducting the lesson we always called attention to what the animal was doing, "what he was thinking about." It is necessary to establish a connection between the animal and life, in which the child is at that time interested.

Miss Cushman.

Manual Training.

After they had gathered the green sticks for their long spears, they cut them into lengths of eighteen inches. Then they made the arrow heads as well as they could by chipping the stones on the anvil, and tied the arrow heads on the spears. Those who completed them tried throwing them at a target, and found that the arrow heads were not in firmly enough, and therefore spent another division in fixing them in more firmly.

Miss Jones.

Physical Culture.

Same as for Group III.
History. (a and b)

The chief points brought out this week have been in connection with the games of Eskimo children. The children have planned how they can make the games for themselves, and one boy has succeeded, he says, in making the "pin and cup" ball. The children were asked to think how these games originated, and their purpose, and reduced nearly all to desire to gain skill for future use. They tried to think of their own games which served to train for adult life, but were unable to think of anything except training in physical strength.

One period was spent in looking at the pictures in Ratzel's "History of Mankind", of the types of nutritious plants in the arctic region, Eskimo types of face, and carvings, weapons, etc. Suggestions were made to the children of things they can make at home.

An attempt is being made to show well the children can reproduce conditions by putting it in story form for their own reading lessons. The story is pretty generally a class production and the plan is to get them to forming good sentences and planning sequence in the story. A good deal of interest has been shown in this. I have permitted the children to choose the subject of the story, and I have acted only as general guide in sentence structure and form.

To aid in the literary side I have adopted the plan of reading to them once a week some good story. I had planned to read this week Kipling's "Story of the White Seal", but it did not happen to be in the edition of the Jungle Books brought, so "How Fear Came" was read instead.

Seraes tries to trade his seal for a beaver.
Vb. Boreas' Seal Hunt.

One very dark night Boreas and another boy went out hunting. They thought they would try to catch a seal. First they cut a hole in the ice. Then they sat down by it and kept very quiet. Very soon a seal came and stuck his nose up. Then Boreas took his spear and killed the seal. Then they cut the hole bigger, so that they could get the seal out. It was too heavy for them to lift out. So they tied a sealskin rope around it. Then they called the dogs and hitched them to the rope, and at last they got the seal out and took it home.

Vb. Boreas tries to trade his seal for a leader.

On the way home, after they had caught the seal, Boreas said to Pekin: "What shall we do with the seal?"

"Let us sell it to some of the tribe for some dogs," said Pekin.

Very early the next morning they started out. They went to one igloo and asked the man if he would give them a nice leader for a seal. The man would not part with the leader, although he would give six dogs for the seal. Then they went home and Boreas said, "Father, do you think we could get a leader for our seal and one more?" Then his father said with a kind of laugh, "Where is your other seal?" They told him they thought they would catch another the next night. The father said, "Wait till you catch it and then we will talk about it."
Science. (a and b) Two weeks.

We began to study the cause of day and night and of the seasons. For this we used the Tellurion, studying out the direction the shadows would take at different times in any given place. It was very easy to do this by simply extending the rays of the Tellurion by means of a ruler, where the children were unable to do it mentally. In this way they made out and compared the directions of the shadows at different hours in several places, and also put up a shadow stick out of doors. We also laid a stick along the ground running north and south with the shadow at noon. The children noticed of course, that in one position the north pole of the Tellurion was always under the black half (night). When the globe was revolved they saw that the north pole appeared, and then noticed the tips of the earth's axis. Then at the different points in relation to the sun, they made out the direction the rays would fall at a given place, and saw that when tipped toward the sun it got the most direct rays and so got summer. They see this quite clearly when a graphic illustration is before them but in talking they frequently become confused.

Miss Hill.

Number. (a and b)

They continued the work on liquid measure and began with weights.

Miss Camp.

Group Vb. Reading.

The children in this group are reading general statements dictated by themselves, of the Eskimos. They read one by one from a large printed chart the story of how the Eskimos are dressed with a pause now and then to find certain words named by the teacher. Then they
discovered that long words are sometimes made up of smaller ones, separating inner, inside, outer, outside, into their parts. They wrote alone the first word of each longer one.

In telling about the Eskimo games, the Children dictated rhymes to the word game, as a building exercise, and after the syllable "ame" had been erased from each, sounded the initial letters. Short exercises on ball and cup were given to supplement this.

The children read individually a story of Christmas among the Eskimos, and carefully copied a number of sentences to gain facility in writing, and to fix the forms of the words more completely.

Miss Bickell.

Cooking. a=1 1/2 hours; b=1 hour.

Milk—Some milk which had been set on the shelf in the kitchen was found to be thickened, and when broken up was found to be very similar to that to which acid had been added. The entrance by some means of an acid into the milk seemed probable. This was explained from the plant life from the air entering the milk, growing there and forming there an acid which coagulated the part called casein and gave the curd and whey which had been formed by the direct addition of acid to the milk.

The making of cheese had been planned, but the failure of the milk to thicken sufficiently made it impossible. The time was spent in writing words and sentences on the board about the work done, and reading them. The children seemed to enjoy the writing particularly.

Miss Tough.
Art. (a and b)

Design—a simple form suitable for weaving. Color—a selection of contrasting colors and shades of green linen for weaving a pin cushion top in the textile room was made. The chosen linens were matched in water colors very carefully. Then a simple design was made in the two colors. The children of Vb showed less originality than those of Va, who made no attempt to imitate each other. It was very difficult to keep the designs free from "frills" of one sort and another, the children as yet having no conception of the limitations of weaving.

Mrs. Brown.

Art. (a and b)

They are still working on the Eskimos.

Miss Cushman.

Manual Training.

They have completed the looms.

Miss Jones.

Physical Culture.

Same as for Group III.
History. (a and b)

These groups have now a good general idea of the changes by which the site of Chicago passed from the hands of the French into the possession of the English and then became a part of the United States territory and have begun the history of Fort Dearborn. After finishing the story of Clark's expedition, we talked about the advantages of this new territory, and the children thought that the government would want to build more forts to protect the people who wished to settle there. When asked to choose a site for a new fort one said that it ought to be near the water, so that it could be easily reached. Another said that the shore of Lake Michigan would be the best place. The eastern side of the lake was chosen first, and the teacher told them about the choice of St. Joseph and the failure to effect a treaty with the Indians there. One child then suggested the Chicago River, and we began our story of the building of the fort. With the aid of Mara Pratt's "Stories of Illinois", we took an imaginary visit to Rush Street bridge to find the exact location of the fort. They enjoyed closing their eyes and imagining how Chicago looked before there was any Chicago here. One after another called out: "I see it", and mentioned the trees, the woods, the prairie, etc., as details of their picture. One boy said he wished Chicago was like that now.

We read from Birkbeck's Letters from Illinois a description of the building of a log house, the children being encouraged to anticipate the details as to choice of material, work of construction, etc. They were interested in the volume from which we were reading was almost as old as Chicago, the date on the title page being 1818, the year in which Illinois became a state.

We have had their reading entirely a part of their history work.
So far they have had only blackboard work. After finishing the story of Clark they were anxious to write their own story of the expedition on the blackboard, and were allowed to try it each for himself, the teacher aiding with the spelling. They found the difficulties of composition very great however, and some of those who had been most eager found that they had little to say.

Miss Hoblitt.

Science. (a)

We began by talking about distances and the way maps could be made. None of the children thought of measuring but only of getting to some high place and then drawing what he saw, or walking around and drawing from memory. I asked them how long they would make a lake of 50 miles, if they made a river of ten miles equal two inches. This gave them an idea of proportion, and they started drawing a plan of the room. The children drew their plans to a scale to suit the size of their paper.

One hour was spent in looking at the plants in the neighboring lot. They gathered a number of different sorts for the seeds. They noticed several methods of protection and ways of scattering.

Miss Hill.

Science. (b) 2 hours.

The children began an experiment to see whether carbon dioxide was necessary to the growth of plants. A bell jar was arranged with a tube in the cork in which was put soda lime. Soda lime was also put under the jar; this was to absorb the carbon dioxide as soon as it was given off by the plant. The tube in the cork was to allow fresh air to enter the jar. A small primrose plant was put under the jar. The leaves of the primrose were boiled in alcohol to take out the green, and tested for starch with iodine. The leaves were found to contain a great deal
of starch. The microscope was used to see how close together the starch grains were. A record was made of the experiment. The plant was left under the bell jar and in a few days it will be examined for starch.

Mrs. Healey.

Number. (a and b)

Same as for Va and Vb.

Miss Camp.

Number. (b)

The connection between the processes of addition and subtraction was talked about and examples showing this given. The multiplication tables up to the sevens were formulated, and the class then expressed a desire to go further.

Miss Tough.

Reading. (b)

Two half hours were spent by the children in writing on the board. They afterwards read the work and criticized the writing and spelling. One half hour was spent in an oral spelling lesson. The material was taken from their history work.

Miss Bruere.

Sewing. Girls.

The underclothing for fall—drawers, chemise, and petticoat. Each child wished to have the set of patterns to use at home. As a preparation for cutting in cloth, they made patterns for the class in tissue paper. Fitting the pattern on the cloth in such a way as to get the least amount of waste material was emphasized. This also involved the careful tracing of the seams and cutting.

Miss Harmer.
Art. (a and b)

They are very much interested in the history of the early settlements in the north-west. They were especially anxious to represent John Rogers Clark. For this purpose they made a clay slab six by nine inches, and one of their number posed as Clark, taking the moment when he entered the fort at Kaskaskia. The children drew the pose with a wire hair pin, then built up the figure in bar relief.

Miss Cushman.

Art. (a and b)

Design—Technique—Balance.

The children of this group are to do some illustrative bar relief panels, employing the important figures. They were in a general way led to feel that the two figures would balance only on certain conditions.

The see-saw was used as a figure, and the children discovered that the middle or center must be known; second, that on a line as on a board, figures of equal weight would not balance at equal distances from the center, and finally though they were not asked to formulate it as a principle, that two masses balance each other upon a given center at distances inversely proportional to their masses.

To illustrate: they used first a square inch to balance a two square inch and then a three square inch mass, then a tree and a bush, and then two forms to represent the two figures proposed for the bar relief. The see-saw elucidated every obscure point throughout the lesson.

Mrs. Brown.
Manual Training.

They have been making some bench hooks to be used by the younger children and in the shop. They used one inch poplar wood, cutting the hooks seven by nine inches, and fastened the end pieces on with doll pieces. Some of them had great trouble in boring the holes straight, and some of them said they did not see what difference it could make, but soon discovered that unless the holes were bored straight the doll pieces would not go on straight.

Miss Jones.

Physical Culture.

These children have reviewed their gymnasium work of last year and also the games. They have entered into the work with energy and ability.

Mr. Peterson.
History. 2 1/2 hours.

The children have been reading the story of Benjamin Franklin as told by Eggleston. They have become interested so that the classe as a whole have taken their books home every night and read aloud to their parents.

Miss Bacon.

German.

See Villa.

Science. 1 1/2 hours.

Part of the time was spent in getting the pots ready, obtaining rich soil, and planting seeds in order that there would be an abundance of material for future use. The children discussed the effect of plants on the atmosphere, and the conditions of the atmosphere and the soil in this locality and on the prairie.

They will take up the changes in this locality due to vegetation.

Miss Healy.

Number. 4 half hour periods.

These children have begun the study of subtraction. We are using the computers' method as that was decided upon last year. We spent five minutes a day on quick work, and the rest of the time was divided between simple problems and the purely technical work of subtraction when the figures in the minuend are smaller than those in the subtrahend.

Miss Bacon.

Music.

They have completed their group song:--
The men go hunting in the spring,
And chase the foxes high and low,
Their dogs run barking on ahead,
As over the meadows they go.

Chorus——

Hurrah, hurrah for the fox hunt,
The horses are galloping on,
The sun is shining brightly,
As we're galloping, galloping on.

There goes the red fox through the woods,
The baying hounds make echoing sound,
They make a rush—we've got the brush,
And gaily homeward bound.

Chorus.

Mrs. Kern.

Cooking. 2 1/2 hours.
Meat——Beef stew was to be prepared for the luncheon and the general rule for it was given by the class from experiments knowledge gained from the experiments with meats. A luncheon was planned for next week with amounts and cost of materials.

Miss Tough.

Manual training.

They have completed their yard sticks and in their number work have marked them off into inches and half inches, and have them ready for their out of door work next week. They have done some work on the bench hooks similar to the work of VI.

Miss Jones.

Physical Culture. Same as for VI.
History. (a and b)
They have finished the story of Columbus and have taken up the story of Magellan's trip around the world. The object of his trip was discussed, and it was found that he wished to discover how far the distance half way around the world was in order that he might decide whether the spice islands were in the half of the world belonging to Spain or to Portugal. In taking up this the obstacles which he had to overcome were dwelt upon, and the climatic differences between the northern and the southern hemispheres were noted. The story said that Magellan reached Patagonia in March and decided to anchor in the bay and remain there during the cold weather which ended in November. The children were able to explain this and seemed not at all surprised. The effect of wind and waves on this voyage was discussed slightly, but will be taken up more fully in the science work.

Miss Bacon.

German. (a)
Connected exercise on the "Ameise". Several idiomatic phrases of greeting. Tommy Tucker in German partly memorized.

Miss Teller.

German. (b)
Reading of sentences from the board. Dictation. Present indicative of "haben" and "sein".

Miss Teller.
Science. (a)

Last week the children performed some experiments to show the expansion of water when heated. These experiments were described in detail last week. They were sure of the outcome of the experiments before they performed them, but in almost every case they were entirely wrong. They were surprised when the results of the experiments were not as they had expected. In their science work at least the children have not had enough of experimental work. They do not care to rest upon facts, but prefer to reason out the results. However they have not a sufficient foundation in the elementary facts of physics to enable them to derive the facts without experimentation. In some cases the results were so different from what they had expected that they had to try the experiment over again, to clear up some remaining doubts.

We spent nearly all the week in the discussion of the meaning and application of these experiments, for the children had hard work in understanding that when water or any substance expands, it grows lighter, that is, of less specific gravity. Several in the class saw the point immediately, and I tried to have them explain it to the others, and with some success. They could hardly understand how this experiment showed the cause of convection currents in the ocean, for they had to get together all their conceptions of climate in the different parts of the earth, and the effect of these different conditions of climate on the water in the sea, before they could begin to understand the great system of convection currents in the sea, and their effect on the ocean currents. The children told me that water could not run from the equator to the poles, because water could
not run up hill. To show them directly the fallacy in their reasoning, I drew a map of Lake Michigan on the blackboard globe, and asked them if ships could sail from Chicago to the northern part of the lake, and then asked them if they could sail a boat up hill. I then asked why all the water did not run to the southern part of the lake, from the poles toward the equator in the ocean. I then explained to them why water did not run up hill in going from the poles to the equator, although by this time many of them did not need the expansion for they remembered what they had learned in former classes. They understand that this is only one cause of ocean currents. The other causes will be taken up next week.

Mr. Gillet.

Number. (a)

Continued work on the 4's, 5's, 6's, and 7's has made the work in multiplication easy. The children enjoy working long problems with these figures in the multiplier. We studied the times table by adding the right hand figures as rapidly as possible. Parallel with the times table we have studied the division table. One pupil gave the following example: If there are 10,000 leaves on a tree, and 116 blow off every day for fifteen days, how many are left on the tree? The pupils solved it in three different ways before we decided on the best way.

Miss Baird.

Number. (b)

We have taken up "Hall's Elementary Arithmetic", and the children are working the examples in it. Some of the work is being done at home, but the examples which are hard are taken up in class also.

Mr. Gillet.
English and Writing.  (b)

The work has consisted of movement and form exercises, word lists, and sentence work. In the science work the children have taken up the lever of the first class, and have begun to make a pair of scales.

Mr. Marks.

Music.  (a)

They have completed the notation on the board of their group song: "The Spinning Wheel".

Mrs. Kern.

Music.  (b)

Group VIIIb have used the first simple sight reading exercises in Eleanor Smith's graded Music Series, Second Book, and have made extremely hard work of it. Three more proficient members have been given other work after the first trial, and the rest of the group set to reading from the board the simplest possible phrases: do, mi, sol, -- sol, mi, do, -- sol, do, mi. They can quickly write under each pitch its scale name, but cannot sing the pitch without repeated efforts.
Sewing. Girls.

From the apron patterns the necessary amounts of muslin, insertion, and embroidery were calculated by each member of the class. The rest of the time was spent in mending the aprons used in the kitchen.

Miss Tough.

Cooking. (a)

Foamy omelet was made to let the children see the elastic quality of the albumen. It was compared to the gluten, a similar proteid in wheat, that they might see more clearly just what happened to the wheat gluten in the making of whole wheat wafers.

Miss Harmer.

Cooking. (b) 2 hours.

To illustrate the raising of batter by air, sponge cake was made. The work required careful attention and exact following of the general directions given. The results were in all cases fair, and the interest of the class unflagging.

A review was taken of all the work done in which air was used as a raising agent.

Miss Tough.

Printing. (b)

The children of VIIIb have set up two songs: "The Storm" and "A Winter's Night". They have learned to spell the new words in both songs.

Miss Radford.

Physical Culture.

See Group VI.
History.  (a and b)

The children have been discussing the beginnings of the Revolutionary period, discussing the subject of taxation without representation. They noted the ideas of Englishmen on the subject and the arguments which the Americans used against it. They were given certain questions to look up in their history: 1. What were the Navigation Acts? 2. Why did not the American colonies object to the Navigation laws before 1761? 3. Why did the Americans object to Writs of Assistance and not to search warrants? 4. Why did England dare to enforce the Navigation laws in 1761? 5. What is the difference between search warrants and Writs of Assistance? 6. Why did not Canada not join in the revolt? The children were more conscientious this week in looking up the work which was given them at home.

Miss Bacon.

Science.  (a)  3 1/2 hours.

The experiments of the previous week were discussed and the mistakes explained. Then they went to work to plan a new experiment which should avoid the errors of the old ones. This experiment was planned by the children upon suggestions by the teacher. It was successfully carried out and they were convinced that carbon dioxide is heavier than air. Then they wrote out accounts of the experiment, and began upon others to show the effect of heating and cooling gases and liquids.

Miss Averett.

Science.  (b)  4 hours and excursion.

The study of geological columns to indicate geological changes was continued. One or two problems (simple ones) of correlation were given them and in this connection a little more work on fossils,
using pictures and descriptions, was done. They seemed interested in the development of animal life. We reached the Carboniferous period in our study, and stopped for a brief study of the formation of coal. Thursday they had an excursion to Stoney Island to get an idea of the rock underlying Chicago, the appearance of tilted strata, and the effect of this tilting upon topography. The work on Friday consisted in labeling and identifying their \( \text{ax} \) specimens.

Miss Averett.

Mathematics. (a and b) 4 periods, 45 minutes each.

Groups IXa and IXb have been united for number work. This week's work has been in multiplication. Two ends have been kept in mind: (1) the ability to do the purely mechanical work more quickly and accurately; (2) system and order in the written solutions of concrete problems and good logic in the oral explanations of the same. The new blackboards are proving very helpful in this work, and there has been a great improvement in the interest and attention during recitations.

Mr. Osborn.

English. (b)

One half hour was spent in a spelling lesson of words selected from their history. The words were written on paper and then corrected in class. These words will be reserved for further use in spelling work.

Miss Brueer.

Cooking. \( a = 2 \text{ hours} \). \( b = 1 \frac{1}{2} \text{ hours} \).

\( r \)eserving of fruits. --- Peaches were to be canned and the children recalled the fact that canned fruit was not as sweet as jelly and
that it had a good deal of liquid with it. It was thought that all 
the liquid could not be pure fruit juice, but that we might obtain 
it by adding sugar and water. The amount of sugar it was decided 
would be less than for jelly. A definite proportion was given as 
having proved satisfactory. The fruit was cooked in the boiling 
syrup until tender, and then placed in jars. The children had 
had previously seen and talked about moulds and other plants which 
came from the air, and which if allowed to enter and grow in the fruit 
would cause it to spoil. Great interest was shown in the rising of 
air bubbles through the liquid as the jars were filled. The complete 
filling of the jars to remove all the air, and the air tight covering 
to exclude it permanently, was seen to be necessary. The jelly made 
in the previous lesson was covered with paraffine. The children were 
led to talk of the difference between the covering for the jars 
containing the jelly and those containing the canned fruit, and decided 
that the different amounts of sugar used in their preparation might 
cause a difference in the growth of substances in them.

Miss Lough.

Art.

They are making a copy of the Barye panther. They are making 
a bas relief.

Miss Cushman.

Art.

Design—Technique—Rhythm.

In the preliminary talk analyses were drawn between rhythm in 
nature, in poetry, in music, and in drawing. (One of the children sug-
gested poetry before it had been brought forward.)
The children were then given sprays of vines and grasses, or small branches of trees, and asked to make a rhythmic arrangement. The main lines were then traced with a simple arm movement and a memory drawing promptly made upon the blackboard. A class comparison and selection of these drawings was then made. A second arrangement of the branches followed, with marked improvement and a second blackboard drawing developed several beautiful rhythms. An attempt to make charcoal drawings at the desks, of the second drawing of the arrangements showed that the whole sense of the sweep of lines was lost when the smaller hand and finger muscles were employed in place of those of the arm. The day following this lesson an analysis of a figure in motion was made with Miss Cushman, and the unhesitating selection by the children of its main rhythmic lines indicated that the principle had been well understood.

Mrs. Brown,

Physical Culture.

The work in the gymnasium has been a review of the work in the gymnasium of last year. The girls of this group have organized a basketball team, and have already played two match games with the girls of the Kosminski school. The boys also have a team, and it would be interesting to note the results of their trying to play together as a unit. It is probable that this arrangement of competitive games may be carried still further with the older groups, so as to include the simple athletic events. Mr. Peterson.
Mathematics.  4 periods of 45 minutes each.

The time has been given almost entirely to algebra.  We shall return to arithmetic as the need appears, and the fact that algebra is only generalized arithmetic is made apparent all along.  We have worked in simple linear equations; addition and have begun subtraction.  In subtraction we use the "scale idea"; i.e. we draw a scale extending in both directions from 0; all distance to the right is called plus, and all to the left minus; then subtraction is the process of finding how many units must be passed over in going from one of the two given numbers(subtrahend), to the other(minuend). The two ideas of distance and direction are thus involved.  The idea of changing the sign is not suggested at all.

Mr. Osborn.

Art.

They are continuing the work of last week in making a full size copy of the Marye cast.

Miss Cushman.

Art.

Design.—-Technique.

Preparation for designs to be made later in the quarter. The simple placing of one rectangle in another so that the resulting arrangement was a pleasing one.  This involved a very subtle sense of selection and received very careful consideration from all but one of the group.  All were surprised in the variety of the drawings which were exposed for general remarks at the close of the lesson.  The attention of the group was called to the value of this exercise as a preparation for their later design work, whether for door paneling, setting a window within a given wall space, or the making of a book cover for their Miles
Standish illustrations done last year.

In connection with the drawing of the rectangles (to ensure their being true) much stress was laid on the careful drawing of the lines. A preparatory exercise in line drawing was given, wherein the holding of the brush, the use of the arm instead of the hand or finger muscles, and the determining and the sustaining of the character of the line were the points developed. No mechanical means were used.

Mrs. Brown.
The mother has so much to do that she has to have some one to assist in the general work of the house. This week we took up the work done by the laundress,—the washing and ironing,—these processes necessitating the use of stove and coal.

Group I.

They made scrub boards out of wood and corrugated paper and paraffine. When they had completed the boards they used them and had the actual experience of washing with soap and water. The kindergarden wash rags dust rags, and wash towels were washed and hung on the line to dry. The next day they made ironing boards and ironed the dust rags. Iron holders were made large enough for the laundress at home to use. With the blocks they made stoves and with smaller ones made boiler and irons. Out of paper they cut the coal wagon and horses. The subject only was suggested and the child carried out his own ideas. Some added pencillings. With the Hennessey blocks a coal yard and office were built. Afterward they played the game "Coal man, Coal man, have you any coal?". Some children were in the office, others fathers and mothers who order the coal, and others coal wagons and horses.

In one period this week the children were given free choice of material.

Group II.

The work has been about the same except they do more of their own work. For instance, in making their scrub boards, they measured the required lengths with their rulers, and did their own sawing. Most of these children can count to 14, and recognize the figures on the rulers.
They cooked flaked wheat. This brought out the use of the one half. Heretofore they have used only the quarter. These children went to the park and saw the chrysanthemums.

Miss Dolling. O.V.
Social Occupations.

This week the children have finished their farm house. They have been very independent in the work, and have done all their measuring and sawing themselves, and their ability to plan has been very good. They have suggested the things that would be necessary to make a suitable house, and the interest has been very well sustained. In the kindergarten the children have been accustomed to making things that could be finished in one day, but they worked on this for almost two weeks without any diminution of interest in it. They have commenced to read. First it was presented to them in the form of a game.

We took all the things that they found in the woods in their out of doors excursion and placed them on a table. Then I wrote sentences on the board, for example: "Find a cocoon", and the child who could do it was allowed to run and get the cocoon. After playing this game a couple of times the same sentences were shown them printed in large type, so that they would get the printed form simultaneously with the script.

They seemed very eager to read, and decided that they would like to make a record of their work each week. This record had been printed in large type and has been re-read by them. One of the children brought the story of Knight and Barbara to school, and the children were so pleased with the book, that they thought they would like to make one like it.

The book consisted of stories that had been told to Knight and Barbara, two children of three and six, and that had been re-told by them. The illustrations had been made by the children. Group III are preparing the fable of the hare and the tortoise as the first story for their book. I told the story to them first and they have re-told about one half of it to me. This takes some time as they want to make their story logical, and hence they find it necessary to talk it over.
considerably before they decide on the necessary points to be brought out. When they have decided what they want to say they write it on the board. As soon as they have completed the story it will be printed in large type on the charts, and later it will be printed in the small type in their books.

Miss LaVictoire.

Social Occupations. (b)

They made a side of their farm house. They have not worked so hard since I have had them. They were all very anxious to finish it up. They showed more concentration in their work than at any time before.

They showed the same interest in their reading and the same anxiety to finish it up.

They went out to look at their winter wheat and did not know whether to be glad or sorry to see that it had grown about two inches. They thought the frost and snow would kill it, so it would not come up in the spring. They make very good guesses as to the height or length of different things— as was shown in their guesses about the height of their wheat and the length of the bulb roots.

Miss Lackersteen.

Cooking. (a)

They balanced flaked wheat with flaked corn and calculated the amount of water needed for one third of a cup of cereal and for one quarter cup. The children have a definite idea of thirds and quarters. This was taken up in the one half hour period. The next day they prepared their luncheon of flaked wheat. At the end of the cooking they took care of the desks, washed and dried the dishes, and left the kitchen in order.

Miss Harmer.
Art.

In connection with the representing of the activities of the farm, they have drawn the figure. It was their first attempt in drawing the figure; the method followed was the same as that followed in all the six classes. Some children in the class were called upon to show how the farmer sows his seed, while the teacher stayed at the board and showed the children how they could represent the back with one line, and the legs with two lines. This seems the easiest way for the children first to reproduce the action. After the teacher had drawn the figure, giving the children the method of reproducing it, it was not necessary to do it again. The results from this group have been unusually good.

Miss Cushman.
Primitive History. (b)

This week we have gone on with the story of Ab. We have made maps on the sand table of Ab's home and its surroundings, and have studied their home life, their household goods, and their weapons. The mammoth hunt was read to them to give them the idea of combination to increase force of attack.

Miss Schibsby.

Reading. (a and b)

The reading is based on the history work which in this year is the study of primitive man. These children had very little work last year in reading. It was taken up only during the last quarter, and many of the children were not here at that time. At first their work consisted of a record of the facts they have found out about primitive life, and in the last week they have commenced to re-tell the story of Ab, which Miss Camp has been reading to them. IVb has been showing a great deal of ability in making a connected story. IVa has comparatively little ability in doing this. All this work has been printed on the charts, in telling the story they have been limited to simple sentences, but no limit has been put on the vocabulary.

Miss LaVictoire.

Cooking. (a and b) 1 1/2 hours.

Green tomato preserves were made and an amount of sugar equal in weight to the fruit was used. In the canned fruit where less sugar was used the jars were made air tight, while this preserve was simply covered without regard to this. It was talked about and decided that the larger amount of sugar in some way prevented the fruit from spoiling. Some experiments will be made later on to show the meaning
of this.

In making a syrup in which to cook the tomatoes, twice as much sugar as water was used; the children were asked to make some rule for this which would apply in all cases. Some problems were given to bring out what was desired,—if one fourth cup of water requires one half cup of sugar, how much sugar will one half cup water require? How much sugar will two cups of water require? C. K. 

Miss Tough.

Sewing. (a and b)

The seams of the work bags which had been basted were sewed; two things were given as necessary to remember in doing the work,—to have the stitches equal in length, and to make them follow the line made by the basting. C. K. 

Miss Tough.

Textiles. (a and b)

In dressing their dolls for the primitive houses, they decided to make a woolen blanket for Ab's mother. They selected wool for spinning the thread, and in half an hour learned how to spin rather coarse thread, and in the second half hour, spun enough thread for the blanket. The children spun the thread in various ways, and at the end of the lesson, they were shown how Ab's mother probably spun thread by rolling it on the knee. 

Miss Harmer.

Art. (a and b)

They have been studying the figure. The subject matter has been taken from their primitive history. In this group more attention was paid to the child's reproducing a certain pose; in this he takes the position himself and then draws the lines to show exactly how he stood.
I find this the best method of obtaining visual expression of the motor feeling.

Miss Cushman.

Manual Training. (a and b)

They have been making small brush houses to use on the sand table. They went out of doors and collected the twigs for them, and in the shop made the foundations with pieces of wood 5 by 5 inches. They bored six holes in the wood, and fastened the twigs at the top with fiber; most of them have the houses ready to weave in the brush and make them complete. They collected the brush to have it ready for use.

Miss Jones.
History. (a and b)

On Tuesday we went to the Field Museum and spent a half hour in the room of the Eskimo exhibit. The children were allowed to wander around and look at everything in the room, and ask all the questions they wished, and then their attention was called to several things which they would not recognize. They were delighted with the reality which it seemed to bring to their work.

On the next day they were asked to name all the things that they could remember that they had seen, and as they were given the words were written on the board. These were counted up, and they found that they remembered twenty things. Some one in class then suggested that they copy the list so that they might have it to take home, and all but one in the class wanted to have a copy, so they were told they might begin the writing. Although they were in the kitchen and there were not good conditions for writing, one of the boys suggested that they move out one of the benches used before the gas burners, and take it for a table, sitting on the floor. This was done, and the table was placed where they could see the board, and all wrote for the remainder of the period, but were able to get only a little way on the list. The list has been typewritten for them, and they will learn to read it, and if their interest holds out, to copy it.

What we saw on an excursion to the Field Museum:

Dogs pulling sled with seal.
Little boy fishing for seal.
Polar bear.
Little boy's coat and shoes. Graves.

Four Eskimo houses.
Carving in ivory and bone.
Reindeer.
Suit for men.
Dolls.
Snow-shoes.
Snow-shovel.
Kayak and man.
Sleds.
Eskimo men and women.

Stone lamps.
Scrapers.
Harpoons, spears, and knives.
Rainy-day suit.
Saw

The aim of the talks and readings from "Children of the Cold" has been to bring out the conditions of work and natural occupations of the Eskimo. The patience of the Eskimo was referred to, and illustrated by the incident of a man who spent ten years in making a knife from a piece of iron from a wrecked ship. The statement was made that the knife was afterward traded for a butcher's knife. The children were asked if they knew what a butcher's knife would cost, and one volunteered the information that one could be bought for $2.50, though some were sure the best ones cost more. None of the children seemed to have a definite idea of where the interest was due, but did get an idea of the difference in time of manufacture by machinery and the laborious method of first making a tool to use in the work, and then the slow hand processes.

On Friday one of the children brought the Jungle Book containing the story of "The White Seal", and the half hour was spent in reading it to them.

The following is a story which they have dictated:

Once upon a time a little boy named Boreas and a little girl named Nino went out hunting. Just as they were going down a hill the dogs slipped over and they both fell down. The dogs' harness broke and the dogs slipped out. Boreas had a strip of skin in his pocket, so he tied up the harness. Then they got the sled up. Just as they
were through with their harness, they saw a deer run across the hills. Boreas said: "O, there goes a deer. Let us kill him." The deer slipped on a piece of ice and broke his leg. Then they came up very quietly and Boreas said: "What shall we do with the deer? Shall we kill him or take him home the way he is?" Nino said: "Kill him, because we can't take him home alive, and now that he is wounded he would not be of any good."

Then Boreas approached quietly, and taking his spear thrust it through the deer's heart.

Then he asked Nino to bring the sled, and they put the deer on the sled and took him home.

Reading. (a)

This is based on their history work. They have been studying the Eskimo and Miss Runyon has been reading to them "The Children of the Cold". They have re-told the story to me, and it has been printed for them in the large type. They have had several stories printed in the small type for them. It was thought best to give them occasionally stories which were made for them, so that they might have practice in getting the thoughts of others, as well as reading their own.

In connection with their reading they have writing about ten minutes out of each half hour period. Sometimes they wrote the story that they had just read, and sometimes they have made lists of words which were hard for them.

Miss LaVictoire.

Reading. (b)

For a test the class read a statement of the Eskimo patience prepared by the teacher. They had discussed in another class the
patience a certain Eskimo had shown in working ten years in working over a single bit of iron, so the word patience brought forward enough apperceptive material to make it vital.

They were told what the lesson was to be about, and judged several words which would likely come in it. By sound they developed the spelling of these words and the teacher wrote them on the board. The teacher wrote also the words which were not given, and from the sound the children discovered what they were.

When the lesson had been read through, the teacher rapidly wrote a single phrase on the board and required the class to find it on the printed slips. This was repeated once or twice, and the children found them readily.

For word building, the children used rhymes of seal and of hut, with other groups having the same double initial, sh and sp.

Miss Bickell.

Science. (a and b)

The children took balls of clay and a candle, the balls for the earth and the lighted candle for the sun, and with these demonstrated the dip of the earth’s axis toward or away from the sun at different seasons of the year. I told them the story of the beginning of the earth, i.e. the nebular hypothesis. They also looked at their shadow stick out of doors and stretched a string in the direction of the shadow at noontime.

Miss Hill.

Cooking. (a and b) 1 1/2 hours.

Some milk which had been thickened by long standing and some thickened by rennet was used to make cheese. The curd was separated from the whey by the use of cheese cloth bags. The process will be
completed next week.

For lunch potatoes with white sauce were prepared. The children who had done this work last year were able, with very little help, to recall it and explain it to those who did not know.

Miss Tough.

Art. (a and b)

This group is following the same general plan as indicated for Groups III and IV. The subject matter is taken from their history work on the Eskimo. The difference in their work from that of the lower groups consists in that they give more attention to close observation and more controlled expression. This group also reproduced things which they saw on their visit to the Field Museum.

Miss Cushman.

Manual Training. (a and b)

Some of them had not completed their looms. These have been completed this week, and some work has been done on the bench hooks for the use of the school. The new work started was preparing for the snow shoes and talking about what material they could use. They themselves decided to use willow twigs, and so went out and gathered some long willow twigs to use next week.

Miss Jones.
History. (a and b)

We have continued the story of Fort Dearborn through the massacre of Fort Dearborn in 1812. Many of the children has anticipated the class work by reading the story for themselves, but seemed to enjoy going over it again. InVia those who had not done the reading were led to plan the course which they thought would be wisest for Captain Heald to pursue when the order came to abandon the fort. Some thought it would be best to send for more soldiers and try to defend themselves, and even suggested sending to France for help, knowing that France was friendly to the Americans. They saw quickly however that there was not time for this. One of the children said that if the soldiers must leave the fort, the best way was not to talk things over with the Indians, but "just go." They suggested giving the stores from the government factory to the Indians to put them in a good humor. I then told them of the different plans proposed by the soldiers, the friendly Indians and John Kinzie, and of Captain Heald's unwillingness to accept advice. They shared in the soldiers' contempt for him, and wondered why the subordinate officers and the privates did not just go away and leave him.

We found in Blanchard a map of Fort Dearborn and the surrounding region and every smallest detail of it was examined by the children. They traced out without suggestion from the teacher the route which the refugees would be likely to take in their retreat to Detroit.

Via has had two reading periods during the week; in one of these the children did individual work, those who were able being allowed to read by themselves, others writing on the blackboard sentences from their history, and one child who is behind the rest having the teacher's special attention. The other period was spent in blackboard drill in word building.

Miss Hoblitt.
Science. (a)

This group looked at the plants they had gathered the week before from an empty lot—noticing particularly the form of the seeds and the arrangement of the leaves. We talked about the different kinds of soil plants live in, especially sandy soil and the kinds of plants the children had seen growing on dunes. I showed them some pictures of plants which were grown in rich soil and of some which were grown in sand.

Miss Hill.

Science. (b) 1 hour.

We examined a plant which had been two days without carbon dioxide and found that after the leaves were treated with iodine and examined under the microscope, they had very little starch left in them. The plant was put back under the bell jar to see if after a few days more, all the starch disappeared, or if more was made. The remaining time was spent in writing the record.

Mrs. Healy.

Number. (b) 1/2 hour.

Problems from the school accounts were given, involving multiplying by four and six. Some of the children could do the work but most of the children are not ready for it yet.

Miss Tough.

Sewing. Girls.

They have been making the French seams in the dolls' chemise.

Miss Harmer.

Art. (a)

Owing to lack of sufficient clay, Vla have been obliged to represent this subject in charcoal. This group is able to render approximately the large proportions of the figure. The pose of the Indian was
rather a difficult one to represent in bas relief. While they have not worked directly from the pose, one of the number has repeatedly taken the position and in this way they have succeeded in getting an excellent drawing of the figure.

Miss Cushman.

Vib. Art.

They have commenced a composition on a clay slab. The subject is John Rogers Clarks capture of Fort Kaskaskia. Clark is to be represented as standing with his arms crossed folded across his breast. The Indian is leaning on his elbow. Preparation was made for this study in the composition lesson given by Mrs. Brown last week.

Miss Cushman.

Manual Training. (a and b)

They have worked on the bench hooks part of the time and have begun the dominoes which will be used in the number work.

Miss Jones.
History.

They have been continuing with their reading. Each day five minutes is spent in drilling whatever class of words that is troubling them in that lesson. They are generally words like weight, went, and want, and words beginning with wr and kn. Since the stories are very interesting to them they get many words from the context.

Miss Bacon.

Number.

The work has been a continuation of subtraction. We began with the United States money in subtraction. The children have been having some trouble in going from that to numbers of the other denominations. Most of them have the idea of the decimal system, but there are still four who are troubled in reducing from one denomination to a lower.

Miss Bacon.

Science. 3 hours.

One hour was spent in discussion of the effect of plants growing on the lake shore. They were told of the effect of cutting down forests on Cape Cod, and the vicinity and the consequent legislation on the subject. They were also told of the change caused by planting trees on the shore at Evanston.

Two hours were spent in an excursion to the south end of Jackson Park and the lake shore. The children found plants growing on the shore in the sand almost to the water's edge. They noticed that the roots held the sand together and in some places had prevented the washing away of the shore. They found a great many different species that grew in the sand, and noticed that further back, soil had lodged and was
allowing other plants to grow.

Mrs. Healy.

German.

This group has copied and memorized two verses of a Heine poem. They have also increased their table vocabulary, and learned the days of the week. They have had a German spelling lesson.

Miss Teller.

Cooking.

The use of hot metal in the cooking of meat was brought out in the preparation of chops for luncheon, the whitening of the surfaces in contact with the pan being observed.

Miss Tough.

Manual Training.

They are still working on their dominoes. With the yard sticks that they have made they have been doing some measuring in the lumber room.

Miss Jones.
History. (a)
They have asked for books, and are reading Pizarro by Mara Pratt. They have been reading outside of school hours and have been discussing in class the life of Pizarro and the civilization of the ancient Peruvians as found by Pizarro when he made his first trip to Peru. The subject matter so far is practically the same as that given to VIIIb last fall, and reported in the Record.

Miss Bacon.

German. (a)
Same as for VII.

German. (b)
This group has done the same work as Group VIIIa and besides has learned almost perfectly how to study German paradigms.

Miss Teller.

French. (a and b)
Familiar objects were presented and named,—but without translation. By using "est" to connect the names of members of the class and "garçon" and "petite fille" which were familiar, the meaning and use of "est" were arrived at, and were used in building other sentences. Il and elle were used by substitution in short sentences. A simple verse was written on the board, read, explained by illustration, and in part memorized.

Miss Day.

Science. (a)
This week we have gone on with the causes of ocean currents. By this time the children have a clear idea of convection currents in any large body of water, and so understand the slow creep of the warm
water from the equator zone to the pole zones, and the creep of the cold water underneath in the opposite directions. As a second cause of ocean currents and indeed the main cause, we took up the constant winds. This week we have not named the winds which cause the ocean currents, or even located them on the map or globe, but have simply established the fact that constant air currents can cause water currents. They had no trouble with this idea; however the minute explanation of it was not taken up, for I do not consider it necessary in this work. Currents or creeps would be formed by the greater density of the water at the equator, due to the greater evaporation there. This as a principle was discussed fully, though its application is not of much importance here. The effect of rivers emptying into the ocean and lessening the density of the sapt water was also discussed. We barely had time to bring out shore currents, formed by waves and the undertow.

On Friday I had them write a report of their work for the week, and to bring out everything clearly I asked them the following questions: Why does water flow from the equator zones to the pole zones? In what general direction do warm water currents always flow? Why? How do constant winds cause currents? What effect does evaporation have on the circulation of the ocean waters? What effect does the differential evaporation have? What effect does the emptying of rivers into the ocean have on the oceanic circulation? How are shore currents formed? Give examples of the action of shore currents.

The papers were not so definite as I had wished, perhaps because the children had only half an hour for writing them.

Mr. Gillet.
Science. (b)

We studied the lever of the first class, its advantages, and its use in machines. The children are working on their scales in the shop. In their writing they are doing rapid movements in form work. In the spelling lists the words are selected from the science lessons.

Mr. Marks.

Number. (a)

The problem given last week has been solved by each child. As the children learn to concentrate their thought, they see their own power and enjoy the quick work in addition, subtraction, multiplication, and division. I give them such problems as: Take 10, multiply by 2, subtract 8, divide by four, etc. We began short division with 2 for a remainder. The children made up problems to fit the work.

Miss Baird.

Number. (b)

Continuation of last week’s work.

Cooking. (a)

They spent an hour in writing on the work they had done with gluten wafers and omelet, comparing the two in the treatment of the proteid, that is the albumen and the gluten. The second hour was spent in making sponge cake. They examined the four kinds of flours, and selected the pastry as containing the least amount of gluten, which requires long manipulation to work with and which cannot be used in a thin batter. The sponge cake receipt was worked out by the children, since it was the same as the omelet, save for the flour, which gives a stiffer consistency, and the sugar for the sweetening. This gives the necessary liquid, so the milk is omitted.

Miss Harmer.
Cooking.  (b)  2 hours.

Work having been done with air as a means of raising doughs, the class talked about other methods by which this could be accomplished, and decided that any gas which would not be injurious, and would act in the same way as air could be used. Carbon dioxide was talked about, as to its nature and source, and experiments were made with baking powder to show the means of obtaining the gas from the compound. The conclusion was reached that moisture was necessary and that heat hastened the process.

Miss Tough.

Sewing.  Girls.  1 1/2 hours.

The pieces of the aprons were basted together and the general plan to be followed in the construction outlined.

Miss Tough.

Printing.  (b)

The children have set up and printed four of the songs.

Miss Radford.
History. (a and b)

They have been following the course of events leading up to and directly preceding the outbreak of the Revolutionary War. They discussed the manner in which the Stamp Act was met by the Americans, the rescinding of the act, the placing of taxes on imports, the non-importation act passed by the colonies, the removal of this tax on all articles except tea, and the trick of King George in lowering the price on tea, so that he still maintained his principle. In order that the children should understand why King George was so tenacious of his right in taxing the colonies, it was necessary to examine into the condition of affairs of England at this time, and we discussed somewhat the struggle between the Whigs and the Tories, which ended in defeat for King George, and how this defeat made him all the more determined that he would not be defeated by the colonists also.

As usual the children had to readjust their ideas about the feeling which existed in England toward the colonies, and learned that the mass of the English people and many of the greatest statesman sympathized with the colonies, for they had had to pass through the same struggle with taxation themselves. They read of the Boston Tea Party, and the resulting punishment of the Boston Port Bill. In each case they have followed the effect which these non-importation acts and the closing of the ports had on the prosperity of the country.

Miss Bacon.

Latin. (a)

A study of the Latin verb system.

Miss Schibbsy.
Latin. (b)

They are reading in their text book—Gradatim. Analysis of sentences.

Miss Schibsby.

Science. (a) 3 hours and 20 minutes.

The week's work began with a discussion of their experiments of the Friday before, the purpose being to show that the three different experiments showed merely the effect of heat and cold—or rather change of temperature—on liquids and gases. We then went back to the nebular hypothesis with which the quarter's work began. Little parts of this came from the children but a large part of it had to be given them. The hardening of the crust being discussed, they began on some work in crystallization. While waiting for results we talked further of our hypothesis. Friday they wrote out this theory; some of the papers were read in class and showed that their ideas were very vague. So some further explanation had to be gone through with for them. They will have to go on with this next week.

Miss Averitt.

Science. (b)

The entire week has been spent in working up the story of Stony Island, where they had made their excursion last week. This was done by discussion of the trip first. In this discussion the rock, its constitution, accessories, method of formation, and the present position of layers, together with its topographic form and its relation to the drift, were the points worked out. They next began the past glacial history of the island, taking briefly the story of Lake Chicago and making maps of the region at the Tolleston stage. In connection with this they read selections from "The Geography of Chicago and its..."
In the discussion they worked out an outline of what the history of Stony Island should tell. Then they went to their reading to find out what their field trip had failed to teach them. They finally wrote out the story following their own outline, coming to me for help, when they came to points which they had gotten vaguely. This way of writing it up has, I find, given good opportunities for dealing with and clearing up individual difficulties.

Miss Averitt.

Mathematics.

The technical terms used in the four fundamental operations have been reviewed. They are not yet well learned, however, and more work will be done with them, in fact the lesson for next Tuesday will include the handing in of written statements regarding these terms prepared with due respect to neatness and accuracy outside of the class. Aside from this the work has been in multiplication. This process is fairly well understood, but the tables are not yet thoroughly known. The idea that the multiplier must be abstract is well understood, also the commutative law of multiplication. The relation of the diameter of the circle to the circumference has also been developed and used practically.

Mr. Osborn.

Art.

They are beginning to work in water color in still life.
Latin.

They are reading in their book. Analysis of sentences.

Miss Schibsby.

Science. Oct. 22 to Oct. 27.

Laboratory work on the hydra, hydroid polyps, and the hydra medusa, was accomplished. Especial emphasis was given to showing the increasing complexity of these forms over the amoebe, paramecium, and the vorticellite. The division of labor among the cells of the hydra was also discussed and then the division of labor among the individuals of the hydroid colony was taken up. The instance of alternation of generations as shown in the hydroids was also discussed.

Science. Oct. 30 to Nov. 3.

The greater part of the time this week was given to text book work as the laboratory work was far ahead of the text book work on the cell and the one celled animals. The latter part of the week the students began the laboratory work on the spirogira and the one celled plants.

Mr. Garry.

Mathematics.

In arithmetic we are gathering the measurement ideas already known into tables. In algebra we have finished subtraction and have developed the law of exponents and the law of signs in multiplication.

Mr. Osborn.

Art.

Continuation of work of last week.
On Friday afternoon the four oldest groups meet for general exercises. The last two times Mabel Raichlen read to them her story. We asked the children to bring in suggestions as to what they would like to have at these afternoon meetings. One has offered to have a friend come and play for them on the piano. Josephine Crane offered her play that she has been writing, volunteering to select the actors and actresses and drill them in it. Then the children voted to ask Prof. Judson to come down and talk to them about the trouble in China, and requested that they be allowed to ask all the questions they wanted to about it.

Miss Bacon.
We continued with the subject of coal. We repeated the dramatic play of "Coal man, coal man, have you any coal?". The children built barns for the coal man's horses with the Hennessey blocks. They were given free cutting, the teacher suggesting the subject of barns for coal horses and wagons, and they worked out their own ideas. Large doors were noticeable, the children saying that large doors were necessary for the large coal wagons.

In connection with the work of the coal man and his horses, we took up the work of the blacksmith. The children visited a blacksmith's shop and watched the process of shoeing a horse. With crayons and paper they reproduced what they had seen. They modeled the blacksmith's tools, horse-shoes and nails, out of clay. We learned about the blacksmith which we dramatized.

We cooked flaked wheat the same as last week.

Miss Dolling.
Social Occupations.  ( a and b )

This week we took up the raising of wheat on the farm. The children had planted their winter wheat but some of them did not know that wheat could be planted in the spring also. Wheat in the straw was then shown them and the various parts and their uses discussed. The seed was the part of most value to most people. They made a list of the things that they had eaten that were made of wheat—breakfast foods made of coarsely ground wheat, and bread and cake from finely ground. Then they played that they were farmers, and taking the wheat in the straw discussed the best means of getting the seeds from the hulls. At first they picked it out by hand, but this was too slow, so they suggested beating it with a stick. From this the idea of the flail was developed and very crude flails of two pieces of wood with a leather hinge were made. With these all the wheat was threshed. The next problem was the separating of the wheat from the chaff. At first they blew the light chaff out with their mouths, but becoming tired of this they used light pieces of card board for fans.

In the reading they have finished the story of the "Hare and the Tortoise". They have also worked on the covers for their story books. This has been cutting pieces of paper into rectangles seven inches long by nine inches wide.

Miss LaVictoire.

Cooking.  ( a and b )

They found the proportion of water needed for ground wheat. They estimated the amount needed in cup fulls for one third of a cupful of ground wheat and for one fourth cupful. It was shown how the ground grain lumped when stirred into boiling water. Mixing the grain with
an equal portion of cold water to prevent lumping was discussed.
The recipe was then worked out: 1/3 cup ground wheat, and one cup cold
water. If one third cup of cold water is used with the grain, how much
boiling water is required?

The children are nearly always able to remember the proportions,
and the order of the work, so that little individual help is necessary.
We spent two minutes before the luncheon in discussing the serving and
duties of the waiter.

Miss Harmer.

Sewing. (a and b)

Grain bags: We removed the basting stitches and overcasted the raw
edges to prevent ravelling. They filled the bags with the wheat they
had threshed and hulled. They closed the bags with an overhand stitch.

Miss Harmer.
Primitive History.  

(a) The story of Ab was carried by reading and by conversation through the mammoth hunt, and at what point the children were told that they would go down the stream to the shell people's village to find out how the people there lived. The huts of brush are made in the shop. The situation of the village was worked out as an illustration of a flat plain once flowed over by the river and now surrounded by marshes, which stretched along the flowing river and stretched up to the rocky wooded hills. The number of men from the shell village being used as a basis of calculation, the number of families was roughly estimated at about fifty. The children counted up the number of families in their own families, and found nine a representative family. Then as they could count by tens they learned to count by hundreds. Then they found that fifty families would mean about five hundred persons, but afterwards this number was lowered to about three hundred persons. The daily life of the shell village was worked out by bringing out the differences between the life of One Ear and his family and the less adventurous existence in a village depending upon clam digging and fishing.

Miss Camp.

Primitive History.  

(b) In connection with the mammoth hunt in the Story of Ab we came upon the shell people. We have left the cave people for a while and are living on a creek as shell people. The children have constructed a sand map as the home of the shell people. They have discussed the food supply of the shell people and the implements for getting it. They are making dip nets and seines and in the shop have constructed grass huts for the shell people.

Miss Schibsby.
Reading. (a and b)

The work consisted of a continuation of the work of last week with the addition of some new work in phonics. This consisted in my giving the sound of a letter and the children writing the letter representing the sound.

Miss LaVictoire.

Cooking. (a and b) 1 1/2 hours.

The drying of the fruit was suggested by the children as a means of preserving it. The reason for this was talked about and the point developed that drying evaporates the moisture, without which the plant which grows in the fruit and causes it to spoil could not live. A very low degree of heat was decided to be necessary in order that the fruit should not cock. As apples were to be dried it was thought that paring and dividing them would hasten the process. They were to be divided into eights, and the children talked about what this would mean before the work was begun. The luncheon for next week was talked over, and as rice was to be boiled for the class by one child, calculation for it was made as follows:

Each child will have one fourth cup rice; how much will be needed for the class? 1/2 cup rice requires one teaspoonful salt; how much salt for the whole amount? Each cup rice requires eight cups water in boiling; how much water will be needed? Miss Tough.

Sewing. (a) 1/2 hour.

We continued the sewing of seams on the work bags. Many of the children who at first were quite unconscious of irregularities in their work, now suggest improvement of their own accord.

Miss Tough.
Weaving. (a and b)

They have planned the loom on which they are to weave the thread which they have spun. It is very simple. The children will use only the material which they are likely to find in the woods, no shop tools being used.

Miss Harmer.

Manual Training. (a and b)

The children spent Tuesday morning at the Field Museum looking at the Indian weapons, such as clubs, arrows, etc. They decided that their own had not been made as they should be made. In the shop the next day they tried to correct the mistakes of their work. They also worked on the small brush houses, which are still incomplete.

Miss Jones.
History. (a and b)

The work of the Eskimo children was taken up quite thoroughly. The children were first asked to suggest what part the Eskimo children had in the daily work, and then these ideas were carried further by the use of the textbook. In this connection were brought out many of the things the Eskimo children would learn in doing his work—such as the habits of the seal or of the fish, of the musk ox and of the reindeer, etc. One of the tasks was said to be the digging of the well through the ice over fresh water. It was stated that an experienced boy could tell by the appearance of the ice whether or not there were water at the base of the ice five or six feet thick. This brought out a discussion of how deep water freezes, where it begins to freeze first, and the space occupied by water as compared with that occupied by ice.

The children were asked to imagine that they were going on a journey to explore the region of the north pole, and to decide how they would go from Chicago, and what would be necessary for the journey. A choice of railroads to New York appeared. Most of the children wanted to start from New York, but the point was brought out that other routes were possible, and they were also told that the Eskimo races extended all around the Arctic region, whether one started from Europe or America. The children thought it would be necessary to hire a ship, and this made it necessary for them to decide upon its cargo. Some of the children explained that if they took a steamer, all food and things would be provided. It was necessary to refer the children constantly to the conditions which they knew existed in the Arctic region in order to eliminate many of the things they suggested taking. We finally got down to what would be the warmest clothing and the most nourishing
food, and which would require the least amount of space, as they were
told that travelers often had to abandon their ship and go on sleds or
snow shoes, and hence needed to have as little burden as possible.
It has been hoped that the children would make for themselves the deduc-
tion that the Eskimo has availed himself of every possible advantage
afforded by his environment as far as one can tell.

One child in Group Va continually thinks of the work as referring to
some remote time, having carried over her ideas of primitive life into
this year.

Two periods have been spent in making book covers to hold their
reading lessons. These could not be made in their time for construct-
ive work, and the need for them was deemed sufficient to give up some of
their history time. The covers were made by pasting leatherette paper
on the outside, and marble paper on the inside, of card boards, which were
connected by a piece of muslin to which the strips of paper to hold the
leaves were sewed. None of the children were able to do this work
without getting paste on the outside of the covers, or without a good
deal of help in getting the edges straight or the paste smooth.
All were very much interested in it and much distressed over the fact
that they were not so neat as they wanted them to be.

One period was spent in continuing the reading of the "White Seal"
by Kipling.

Miss Runyon.

Science. (a and b) 2 1/2 hours.

Part of the time this week was spent in making a sun dial. The
children have noticed the shadows of their shadow stick and to make
the sun dial they simply added a flat board on which to mark the hours.
Two of the children had seen sun dials with a triangular pointer, so
they took a triangular piece of wood instead of a straight stick for their
sun dial. They did not complete the work of putting it up.

Besides this they observed the castings of the earth worm and collect-
ed a number to keep in the house. Miss Hill.

Reading. (a)

Same as for IV.

Reading. (b)

The children are learning to gain the thought of others expressed in
simple language. They have read a story about Lieutenant Schwatka
and a patient Eskimo who worked ten years on a single piece of iron,
fashioning it into a knife. The material of this story they had
known before, but not in this form. From the single words they knew and
the knowledge of the material, they were able to understand the whole
story. A general statement of the Eskimo boys' work, written by the teac-
er from the history material, was also begun.

Word building was continued, the children spending their time on the
sound of ou, with the endings t and nd.

Miss Bickell.

Number. (a)

We continued the work reported last week, with about fifteen minutes
of each period spent on the reading and writing of numbers.

Miss Camp.

Cooking. (a and b) 1 1/2 hours.

The cheese making, which was started last week, was completed and the
cheese served for luncheon. Tomato soup was also made, involving the
use of soda to remove the acid and thus prevent the curdling of the milk, which the children decided would not be desirable. The process of making the soup was somewhat more complicated than any of the work previously done and as difficulty in remembering was experienced, the lesson will be repeated.

Miss Tough.

Manual Training. (a)

This group did not begin making the snow shoes as they were all anxious to finish the paper knives they had begun the week before.

Miss Jones.

Manual Training. (b)

Most of the snow shoes, for which they collected the willow, are about finished, ready for weaving. We find that the willow when dry is very hard to manage.

Miss Jones.
History. (a and b)

We have spent one period in looking at the maps and pictures found in Blanchard's "History of the North-west," including Marquette's map of the Mississippi valley, a later map locating the Ohio river and the forts captured by John Rogers Clark, and drawings of the Kinzie homestead and old Fort Dearborn. I told them the story of Kinzie's early life up to the time of his arrival with his family at Fort Dearborn. One forenoon was spent in the excursion to the Rush Street bridge to see the site of the old fort and the marble tablet commemorating its founding. We located the Kinzie Dwelling, and talked about the changes in that region since 1803. Some of the children showed a lively sense of the contrast between the present scene and the former one, saying: "What should we think to see the Indians here now?"

The remainder of the time has been spent in reading from "Stories of Illinois." The children are delighted to have books which they can use by themselves, and several have read a good deal at home. The book has proved a great spur to one child in this group who has been discouraged over his reading, and insisted beforehand that he knew he could not read and did not care to have a book.

Via has had an extra hour for reading and writing, which was spent in drill on difficult words in their reading and in writing out on the blackboard sentences concerning their history. Their ambition outruns their power of accomplishment to such an extent that it is difficult to hold their interest in the writing. They find that they cannot do what they wish to do and get discouraged.

Miss Hoblitt.
Science. (a) 2 hours.

They collected earth worms which they are to study later on in connection with their study of soil formation. They went to a sandy place in a neighboring lot and noticed the roots of the plants. Some one had dug a hole over three feet deep which gave a good opportunity for seeing the lengths of the roots of the grass which grew in that kind of soil. The children do not work well out of doors. Even in collecting earth worms they were very much scattered, much more so than Group V. This is due, I think, to the fact that over half of the class are new children. In doors we planted beans in sand. Some of the seeds are to be well watered; others will be watered just enough to keep them alive.

Miss Hill.

Science. (b) 2 hours.

One hour was spent in discussing the meaning of the conclusions drawn from the experiments of the previous week and in writing the records.

The second hour was spent in arranging a new experiment. A strong growing leaf was submerged in a glass of water and put in strong sunlight. Bubbles of gas were seen coming off. When the leaf and the glass were put in indirect light, the bubbles came off less rapidly and ceased altogether when placed in the dark.

In order to collect enough of the gas to test, some algae were arranged under a funnel with the tube leading into a test tube filled with water and inverted over the funnel. The apparatus was put in the most sunny part of the room and left until the next lesson. Bubbles had already begun to come off from the algae when the children left the class.

Mrs. Mealy.
Number. (a)

Smeas for Group V.

Number. (b) 1/2 hour.

The multiplication tables were formulated up to the sixes, and each child was asked to write them, for reference in future work when necessary. The writing seemed to be more interesting to the children than the oral work had been.

Miss Tough.

Sewing.

The drawers were cut out and put together with French seams.

Miss Harmer.

Manual Training. (a and b)

These groups are to make a model of Fort Dearborn. They have spent the two periods this week in planning their work. One group cut the dowels into lengths of 12 inches, and fitted them at the ends. Since all the material had not come, some of the other group were obliged to continue their work on the basket weaving. The boys have completed their willow mats, and most of them have made baskets of wire foundation interwoven with wood fiber.

Miss Jones.
History.

They have continued reading Eggleston's American History stories.

Miss Bacon.

Number.

Subtraction continued.

Miss Bacon.

Science.

I read to the group from Atkinson and Coulter chapters relating to the effect of plants upon the topography of the land.

The children gathered seeds of beach plants and planted them in rich soil, and some of them in the same soil as that in which they were found, as a check experiment. This experiment is to show whether the plants will grow more luxuriantly or not at all under conditions generally better for plants. These plants will be kept free from other plants for it was thought that it might be that sand burs never grow in rich soil because other hardy plants would choke them out there, plants which would not grow in sand.

Mrs. Heddy.

Cooking. 2 1/2 hours.

A chicken was cut up for the class, and the general structure of flesh, bones, joints, organs, etc. noted. Intense interest was shown in the work, which owing to lack of time was not completed, and will be taken up again next week. The chicken was boiled and creamed for luncheon. The bones which had been removed were used for soup. A luncheon was planned for next time and its cost calculated.

Manual Training.

They completed one set of dominoes, marking them with small tacks.
Then they played a game with them in quick addition. Many of them are quite slow with this kind of work.

Miss Jones.
History. (a)

Pizarro's conquest of Peru continued. The children have made a comparison of the Peruvian civilization and the Spanish, and have been much troubled over the same question as has bothered archeologists,- why had the Peruvians reached such a state of civilization, when over the mountains the people were still in a comparatively savage state.

At first the greed and cruelty of so brave a man as Pizarro troubled them, but they have decided to judge him by a different standard from that of to-day. The children have furnished all the information for the discussions. This they have got through reading.

Miss Bacon.

German. (a)

The work of Group VIIIa has been of interest because of their quick understanding of new words learned in the language lessons. For instance in one half hour besides the usual review and the repetition of their verse of poetry, they learned the following:

1. Hier ist ein Brett; auf dem Brett ist eine Tasse und eine Untertasse.


Miss Teller.

German. (b)

The work with Group VIIIb has been of less interest than usual because it has been poetry for memorizing. They do not study well at home and the time spent in drilling any one child in the class hour is
hour is practically a loss to the rest of the class. The four verses of Heine's poems are well learned now, and it will be a long time before I will try any more poetry. Spelling lessons (written) show the lack of outside work and the inability to learn easily through the eye.

Miss Teller.

French. (a)
Number work; stories simply told.

Miss Dey.

French. (b)
Number work, with conversation and memorizing of simple verse.

Miss Dey.

Science. (a)
This week the work has been a continuation of the work of last week, expanding the points which were too lightly touched upon. I took up the molecular theory of matter, in order to explain why water expands when heated. Of course the children were incredulous, and had a good many questions to ask. I am afraid the explanations were not entirely satisfactory to the class, for as they said, it was all too indefinite, and we really knew nothing about the truth of it. We shall continue the work on the molecular theory next week.

Mr. Gillet.

Number. (b)
This week we took up short division. The children had a very superficial knowledge of the process, but by no means a practical knowledge of it. Besides this they still have a little trouble with their tables.

Mr. Gillet.
Cooking.

We spent an hour in review of sponge cake and omelet, and in writing directions for sponge cake.

In the second hour we discussed the different ways that had been used in making batter light, i.e.—gluten beaten in wheat flour, air beaten in egg for omelet and sponge cake, baking powder, and soda and cream of tartar mixed in water. They examined and tasted to show the difference between a sour and a salty flavor. An experiment was made by each child to find the proportion needed for a neutral solution.

Miss Harmer.

Cooking. (b)

The use of a gas, other than air, as a raising agent was discussed. The action of soda with an acid was tried and the gas given off noted. The gas from baking powder when brought in contact with moisture was tested and found to be the same. Acid, alkaline, and neutral states were tested by means of litmus paper in all of the solutions used. The practical work was making of soda biscuit and molasses cakes, the former giving the use of the acid of sour milk and the latter the acid of molasses.

One hour was spent in making written statements of the work done. It is difficult for the class to express itself in writing.

Miss Tough.

Sewing. (a and b) Girls. 2 hours.

The sewing of seams was begun on the aprons, and very careful work has been done so far.

Miss Tough.

Printing.

They have finished printing the songs, and have set up and printed work for their German class.

Miss Radford.
History. (a and b)

The children have taken their outline from Fiske's History and have filled in the details from Guerber, Moore, and others. They have discussed the necessity for union, the formation of congress, and the powers assumed by that body as the necessity arose. They have read the lives of Warren and Hancock and the part they played in the forwarding of the work of revolution.

Miss Bacon.

Latin. (a)

They are studying the past stem of the Latin verb and the tenses made from it. Also the past participle passive and its uses.

Miss Schibsby.

Latin. (b)

They are reading on in their books, with frequent translation at sight, dictation, and spelling matches to fix the words in their minds.

Miss Schibsby.

Science. (a)

The children began the work of the week by writing out accounts of the nebular hypothesis. These accounts were lamentably poor, and yet they showed an idea of the forces supposed to have been acting. So on Wednesday we took up the work in a different way, beginning with a description of the solar system as it is now. Then I put a part of a sentence on the board; i.e.—Before there were any planets in the solar system it was......, and they finished the sentence thus: "A mass of hot gases whirling around", and I wrote that on the board. We went through the theory thus, (and in every case the phrases I put on the board were temporal and they were always able to complete them), until we
had accounted for the world of rock with waters and an atmosphere. They then read this connected account. Later on the aggregation theory and the theory of the cold nebula will be given them. They were next asked to think how these rocks which were probably once liquid would harden, and they were asked to remember in this connection how water became ice. To help them further I gave them this experiment: Melt a good deal of flowers of sulphur in an earthen vessel. Allow it to cool and watch the crystals form across the top. When a thin crust has formed cut a hole in it and pour off the molten interior. Cut the crust around the edge and show the children the crystals lining the vessel. From this they decided that the rocks must have hardened by crystallizing and that the crust hardened first around a molten center. They began then to study the different things which go to make up this crust. To help them in this I had them copy in their note books from the board short descriptions of and tests for quartz, felspar, mica, granite, and syenite, explaining the difference between rocks and minerals. Next week's report will show how this work is to be developed. The purpose in giving them crystalline rocks now is that they may understand the formation of the first clastic rocks.

Miss Averett.

Science. (b)

On Monday the children returned to the work on the growth of North America, beginning with the Carboniferous period. References to their books which would tell them something of how coal is made were put on the board and the first half of the hour was occupied with reading these. The second half hour we discussed their reading. The point chiefly emphasized was the difference between the complete decay of dry
vegetable matter in the presence of plenty of oxygen and the manner of decay when in the presence of abundant moisture and deprived of oxygen. They went to work at once upon an experiment of burning leaves to illustrate complete decay. They have been given note books and are expected to keep accurate accounts of their experiments. When this experiment has been finished by all the children, it will be discussed by them, the results summed up, and entered in their note books. Their work at home has been on the history of Stony Island. The papers which they handed in on Friday were carefully criticized as to the intelligent order of statements, accuracy, and completeness. Instead of being corrected, attention was called to the faults by questions and references given which would enable them to find the correct answers to the questions. These papers were to be corrected and handed in again on Friday, but only one came in. The children who had difficulty with the papers were taken aside and the troublesome questions discussed while the others went on with their experiment. This will be the usual way of dealing with the written work.

Miss Averett.

Mathematics. (a and b)

All of the time has been put upon long division.

Mr. Osborne.
Latin.
Division A are reading on rapidly, doing a good deal of sight work. Division B are going more slowly. Both divisions have reviewed the syntax work they have done so far, the parts of speech and their functions, the elements of the sentence, subject and predicate, prepositions and prepositional phrases, etc.

Miss Schibsby.

Science.
The work this week was chiefly given to showing the resemblances between one celled plants and one celled animals. In order to do this laboratory work on spirogira and pheurococcus was done and the resemblances of these organisms to gonium, volvox, and amoeba discussed. The differences between the plants and the animals were also considered. On Friday Mrs. Healy took up the study of Tradescantia with the class and showed the children the movement of the protoplasm in the cells of the tradescantia.

Mr. Garrey.

Mathematics.
We have spent all the time upon multiplication. The laws have been developed and practical problems illustrating them have been solved. The children are now learning to use a polynomial multiplier.

Mr. Osborn.
We took the cook’s work, that of baking. The children baked some hoe cakes, which they ate for their luncheon. They free cut out of paper the utensils, such as measuring cup, spoons, mixing bowl, etc., that they had used in baking. They made rolling pins out of dowel rods, also meat skewers. They then used them with cookie cutters in the clay. Out of tea lead the children modeled some of the dishes the cook uses.

The next day cupboards were made out of spool boxes.

On the floor we marked off with chalk a space large enough for a kitchen and then with the Hennesey blocks each child made one article of furniture that belongs in the kitchen, for instance one child made the stove, another the table, another the cupboard, etc. When all this was finished there was one large kitchen, each child having contributed something for it. This was carried out by Table 2 while the younger children, Table 1, each had an individual kitchen, using the smaller blocks.

Miss Dolling.

O.K.
Social Occupations.  

This week the work began with a dramatic play. The children built the farm and the mill with the large blocks, and some played that they were farmers, and others millers. The farmers carried wheat to the mill, the miller ground it, and the farmer paid the miller by letting him keep some of the flour. Then the flour was carried home in sacks and made into bread. Afterwards it was explained to the children that nowadays the farmers could not take their grain to a small mill near by, but sent it many miles away to a large mill which ground the wheat of many farms. When the farmer wanted flour, he merely went to a grocery store in the nearest town and bought the flour there.

The next step was the grinding of their own wheat which they had threshed and winnowed the week before. They pounded it in a mortar and then compared it to some fine white flour. They saw that the inside of the grain was soft and whitish like the fine flour, and suggested putting their meal through a sieve to get out the coarse yellow particles. After putting it through a sieve it was a good deal finer, but still some of the yellow particles remained. They suggested putting it through a still finer sieve, but as we did not have one, the process of bolting was explained to them, and we sifted the flour through some cheese cloth, which took out all the yellow particles, and left the flour fine and white. They have about three tablespoonsful of it, and are going to bake it into a cake.

They have finished the covers of their story books.

They also played grocery store. The children built the grocery store, where the different forms of grain are sold. They used the blocks for packages of grain, one cubic inch representing one pound.
they sold packages varying from one to ten pounds. Before the game was over they could recognize any number of pounds without having to measure the blocks. And in cases where they did not have the package representing the given number of pounds, they would put two smaller blocks together which would be equivalent to the amount required.

Miss LaVictoire.

Social Occupations. (b)

This group showed some desire to work in numbers, so striking while the iron was hot, Miss LaVictoire took IIIa and I took IIIb. They began by counting the number of children present, the number altogether, and the number absent. They wrote numbers from 1 to 10 on the board. In making the 8 one suggested "make the letter S, and then draw a straight line up." In making the number 4, another suggested, "make the letter L and draw a line through it." They reversed the curves in making 2, 3, 6, and nine. After being shown the correct way, they wrote the numbers without trouble and enjoyed the work very much.

In reading, IIIb are still working on the Hare and the Tortoise. They are getting to recognize words out of the sentences, and are learning the letters rapidly. They seemed somewhat confused over W, and could not remember it for some time.

In hand work they have been making their books. They did not handle this so well as they did the chicken coop. The reason for it was, I think, that the piece of work was larger, and harder to handle.

In social occupations we have come to the miller. The wheat has been flayed and winnowed and ground. They have sifted it through a strainer and then through cheese cloth with good success.

Miss Lackersteen.
Cooking.

They reviewed the work on the ground and flaked wheat as to the amounts of water required and the methods of cooking. In the half hour given to preparation work each child made a diagram of the cup on the blackboard and divided it into thirds, halves, and quarters. The children criticized the drawings and from this got the relations of the divisions to the whole and to each other. The children of Group IIIb seem to have a definite idea of the 1/3, 1/2, and 1/4. Most of the children in Group IIIa understand how to divide and use the divisions after an explanation.

Miss Harmer.

Art. (a and b)

The children of this group have been illustrating the story of "The Hare and the Tortoise", using the water color boxes with three primary colors.

Miss Cushman.
Primitive History. (a)

They have taken up the life of the people of the shell village. They have had two stories, the first of which they contributed. In this story they brought out the fact that the children of the shell village would be as much at home in the water as on land. The plot was the story of the adventure of two boys and a girl who had swum across a narrow channel to a small reedy island where they were frightened by the appearance of a sea serpent. They changed the cause of their fright to the appearance of a rhinoceros. In the story of Ab and Oak's fright from a sea serpent, it was stated that the visits from such animals were extremely rare. The cause of their fright was changed by the suggestion of some of the children who remembered this statement.

A story was told them of four boys building a raft on the shore of a small bay out of sight of the village.

The hand work has been making the seines. They have also spent an hour in trying to further their experiments in cocking the chestnuts.

Miss Camp.

Primitive History. (a)

This group has started to make a net with sticks and strings. The children worked in pairs, one holding the sticks, and the other tying the string. The children are very awkward in tying the knots, only one or two being able to tie them so that they would hold. They worked very earnestly.

Miss Lackersteen.

Primitive History. (b)

They have been constructing on the sand table the country and houses of the shell people. They have an idea of the marshy condition of the
country and the vegetation. They have talked about the food supply of
the people. They constructed the dip nets and the seines, working out
the ideas by themselves. They have also told stories about the shell
people, giving an idea of their life.

Miss Schibbsby.

Reading. (a and b)

Continuation of work reported last week.

Miss LaVictoire.

Cooking. (a and b) 1 hour.

The cooking of the fruit for immediate use was talked about as a means
of improving the flavor of that which was poor and preventing the decay
of the over-ripe fruit. The apples were quartered, pared, and stewed in
a syrup made of one half cup of water and half as much sugar as water.

1/4 cup of rice was cooked in 8 times as much water.

A general review was taken of the methods made use of by the class in
preserving fruit.

Miss Tough.

Sewing. (a) 1 hour.

The sewing of the seams on the work bags was continued. The work
shows marked improvement in quality from week to week.

Miss Tough.

Weaving. (a and b)

They made a loom of four twigs tied together with cord. The warp and
woof of the cloth was examined and reasons for having the warp stronger
was shown in the weaving.

Miss Harmer.
Art. (a and b)

They are illustrating stories of primitive life. They are using the large sheets of gray paper. Two or three children of each group are chosen to decorate the paper. In this way they gave the scene of hunting the mammoth. The children are allowed to follow their own plan in doing the work. It has been done without any disagreement. I find that the results are better when we use the large surface decoration than when they work at their desks on small paper.

Miss Cushman.

Manual Training. (a and b)

They have completed their brush houses. They are now planning to make wooden dolls which they will dress in the sewing room. They spent one day in discussing how they could be made. They have discussed the proportion of the lengths of the arms, and legs, and the size of the head. The stock has been prepared. They themselves are to decide how they are to be made.

Miss Jones.
History. (a and b)

During the last two weeks they have completed "The Children of the Cold". The reading has always been accompanied with discussion. The digging of the well through the ice for fresh water was mentioned as one of the things to be done when building the winter house. The children were asked whether water would ever freeze to the bottom of the lakes, and some thought it would; they were asked where it began first and most of them knew at the top; then they were asked about the space occupied by the ice as compared with water, and got at the reasons for ice freezing but a moderate depth. All illusions of a similar kind have been followed up and the vague ideas made as clear as possible.

We spent some time in trying to decide how we could go to the land of the Eskimos from Chicago, and what would be necessary to take with us if we were an exploring party. The different ways of reaching the polar regions from Europe and America were shown on the globe to bring out the fact that the Eskimos as a race extend around the Arctic circle.

One very cold morning the children were asked why it was cold. Several said it was because the pole was tipped away from the sun. On questioning them further, I found that they had an idea the pole, or the earth, tipped toward the sun at one season and away at another. This they illustrated by movements. A globe was obtained and carried around a Bunsen burner as our sun, and I think now all have the idea that the pole remains parallel to itself in the revolutions about the sun, and that the difference in season is due to the position of the earth in the orbit. Then the children were asked if they could show on the board how a ray from the sun would strike the earth in summer, and how in winter. One child was able to indicate this in a rough way. Then the ray was
made larger by the teacher, and the difference illustrated on the board and then on the floor, where the sun shone through the window at an angle. Some of the children thought at first that spreading the sun’s rays out over a greater area would make the earth warmer. They were asked if they had ever used a sun glass, and those who had appreciated the fact of concentration of rays.

Two periods were spent in finishing covers for books to hold their reading lessons. These were made of straw board covered on the outside with leatherette paper and on the inside with marble paper, and the two pieces joined by a piece of muslin to which two inch strips were sewed to hold the leaves. None of the children were able to finish a book without getting paste on the outside, and without help in turning the corners and getting the edges straight; but all were very much interested in the work.

The Story of the White Seal, by Kipling has been read to them, and Miss Bickell is reproducing it in simple sentences for their reading lessons. The "Story of the Norsemen" in the Little Classic series, Educational Publishing Co., has been secured for both groups, and forms a part of their reading. During the time that two of the children read eighteen or twenty pages, two others did not finish a page with the teacher’s help. This was in Vb and illustrates the difference in ability in reading.

An Eskimo fire drill was presented to the class and a period spent in trying to make fire. We succeeded in getting the smell of fire and some smoke, but no spark.

Miss Runyon.

Reading. (a)

Continuation of the previous work.

Miss LaVictoire.
Reading. (b)

A simple outline of "The Story of the Nraemen" was begun. This was read through by the more advanced children, some of whom helped the slower ones, while others took such a word as mountains, heathens, and formed little words from the letters. This gave practice in both spelling and writing. The slower ones were asked to sound new words, and when such a word as strong, or through occurred several times on a page, they were required to find it, thinking each time of its name. This taught them the forms of the words, fixing them more firmly.

Miss Bickell.

Science. (a and b)

The sun-dial which they had put up in the garden last week had been pulled down and the first hour this week was spent in putting one up more securely. This was also destroyed, so that we have given up having one in the garden, and are to have one fixed outside the window.

Indoors the children noticed the currents of air in the room and took the temperature at different parts, e.g. the thermometer hanging on a chandelier, near the floor by the window, and over the register. Some time was spent in learning to read the thermometer, and afterwards in number work in finding the differences in temperature in degrees.

Miss Hill.

Number. (a and b)

The time was one hour this week. The work was continued on distance; in counting the number of blocks, and then measuring the blocks in rods, yards, and feet. In account of the small amount of time and the four days between lessons in consecutive weeks, the work has been very unsatisfactory.

Miss Camp.
Cooking. (a and b) 1 hour.

The work of last week was repeated; it consisted in the preparation of tomato soup in which the acid of the tomato is neutralized by soda before adding the milk.

A better understanding of the necessary steps was shown.

Miss Tough.

Art. (a and b)

They have been illustrating the stories which they themselves composed. We have been using the large paper for them. I allowed four children to work at one group. In this group one child has been given charge of the entire piece of work. It was his duty to plan the picture as a whole, and to give directions to the other children, and to assign certain portions to the children.

They have been using the water colors. We have been talking about the water colors, and have discussed how neutrals could be produced from the primaries.

Miss Cushman.

Manual Training. (a and b)

The snow shoes, for which they made the foundation of willow, when dry, broke so that they were unable to do their weaving with them. They decided that they would have to do a different kind of wood, and put it off for some other time. They decided to make the Eskimo game of pin and cup ball. They started with a cube of wood, with which they are to make a ball. Some of the children said we must make a circle on it, so we drew a circle on the board, and the children spent nearly the whole division in deciding which was the circle and which the ball.
They found that by cutting the corners off the square, they could approach the sphere circle, and decided that they would try cutting the corners off the cube to see if the would have a sphere.

Miss Jones.
The children have been much interested this week in the making of small maps of Fort Dearborn and the surrounding region. They had referred to the map so constantly that they were tolerably familiar with it, and were able to suggest and to indicate roughly on the blackboard most of the points which they wished to indicate on their maps. After they had done this they looked again at the map to correct a few wrong impressions, and then were asked to make their maps from memory. Via were much more interested in their work than the other group. They were nearly all dissatisfied with their first map, and wished to make a second one. Some volunteered to work on them at home. They were allowed to have a second period in which to finish their work, and are still asking to be allowed to do it again.

The return of an absent pupil to this group was made the occasion of spending one period in review of the story of the first Fort Dearborn and it was found that they all had it well in mind. They were allowed to go around the class, each one in turn telling one fact that he remembered, and the material that they had to offer was not exhausted until we had been around several times. They enjoyed this little review and asked at the next lesson to be allowed to repeat it. We went on, however, with our story. I asked them what they thought would be done when the war of 1812 was over, and they answered that the people would build a new Fort Dearborn. Then I told them about the new Fort, and showed them a picture of it which they were interested in comparing with the drawing of the first fort. Then I told them of the proposal to make the southern shore of the lake the boundary of the new state of Illinois. One child exclaimed immediately: "Why, then Illinois wouldn't have any lake shore, and the boats wouldn't come there." Another had already suggested the canal to the Desplaines, and they saw at once that
it would be a mistake to leave Chicago out of Illinois. I told
them accordingly of Pope’s services in changing the northern boundary
to bring Chicago within the new state.

Miss Hoblitt.

Science. (a)

I told them the story of how sand is made, beginning with the rock.
Some of the children said there was sand in Chicago because it had once
been the bottom of the lake. I showed them pictures of sandy country—
deserts—and of rocks.

Many of the earth worms which were brought into the house last week
had died. The children watered the box they are kept in, and looked
it well over.

Miss Hill.

Science. (b)

They found that the algae had given off a half test tube of gas.
The children discussed the probability of this gas being carbon dioxide,
but decided that it was not, because carbon dioxide came off in darkness,
and this gas came off rapidly in the bright sunlight, and not at all in
the darkness. The children knew the effect of carbon dioxide upon a
lighted taper, but did not know a test for oxygen. Some oxygen was
made and the test with a glowing coal made. Then the gas formed by the
algae was tested. A glowing coal on the end of a match was put into
the tube and it burst into flame, proving the gas to be oxygen.

The effect of this phenomenon upon the atmosphere was discussed.
The same apparatus was set up and left in the dark the same length of timeto see how much carbon dioxide would be given off and at the end of the
time only a small bubble of the gas had been given off. The children
that the proportion of carbon dioxide given off being so small in comparison to the amount of oxygen, kept the atmosphere well supplied with oxygen. The children were told that the oxygen given off was the result of the making of starch after the absorption of carbon dioxide, and that the green matter in the leaf did the work. The importance of green plants as food makers of the world was emphasized.

Mrs. Healy.

Number. (a and b)

We continued the work in keeping the accounts which involved the use of the liquid measure, and the addition of columns of figures of two places in currency.

Miss Camp.

Number. (b) 1/2 hour.

The early part of the period was devoted to oral drill on the tables. The formulating in note books of the tables up to 7 was completed. Problems from the cooking class accounts were given to the class to be solved at home.

Miss Tough.

Sewing.

The vents were made in the drawers, the openings stayed with a straight band to prevent tearing down. The stitches used were back stitches and hemming. The tops of the drawers were gathered by a few children. The band was measured, and after the basting, each gather was fixed in place with a back stitch. The other side of the band was sewed in place. The children will finish at home the work planned.

Miss Harmer.
Art. (a and b)

We have been having the elements of angular perspective, and the scientific principles of color.

Miss Cushman.

Manual Training. (a and b)

They have begun on their models for their block house of Fort Dearborn, using the 3/4 inch dowels, cutting them in lengths of 12 inches, making the block house 12 inches square. They decided that they would cut the dowels so that they would fit as the logs of a log house, fitting the dowels together as they went along.

Miss Jones.
History.

They have continued their reading from Eggleston's History of the United States. Each day they have asked for a lesson to prepare at home and have read from three to four pages by themselves.

Miss Bacon.

German. (Last week.)

Group VII are working with some esprit de corps and on the whole the growing attention is proved by the more exact retention of phrases and sentences. A fire in the neighborhood gave an opportunity to work on the vocabulary, embracing the words: das Feuer, die Flamme, der Ofen, der Rauch, and der Dampf, besides the adjectives of color.

German.

The event of the week for Group VII was a luncheon on Wednesday. Up to Wednesday they spent the time in preparing a vocabulary suitable for the cooking and serving. At luncheon the conversation turned naturally on the dishes and their contents. Thursday and Friday the hours were spent in copying the written words which they had already learned through the ear.

Miss Teller.

Literature.

They have read chapters from Howard Rylee's 'The Many Adventures of Robin Hood'. They have also examined prints of Landseer's 'Red Deer of Chillingham' and 'A Deer Family', finding the proper animal terms for naming and describing them. They have memorized three stanzas from Scott's Alice Brand.

Mrs. MacGlintock.
Science.

We discussed the effect of climatic conditions upon plants, preparatory to an excursion to Washington Park greenhouses. We spent the remaining time on the records.

Mrs. Healy.

Number.

They are reviewing the multiplication table which they began last year, and have discovered that division is the opposite of multiplication. In multiplication they brought in problems from home.

Miss Bacon.

Cooking. 1 1/2 hours.

The chicken soup started last week was finished, and cocoa prepared for luncheon. One child was to prepare cocoa for the class and this necessitated the calculation of amounts for ten people from the individual recipe. The work for next week was planned.

Miss Tough.

Manual Training.

We have been waiting for the lumber which just came. While waiting they completed the set of dominos. They tried marking them by burning, but it was not successful. At last they decided to mark them with small tacks. They completed one game and have used them in their number work.

Miss Jones.
History. (a)

We have been finishing the story of Pizarro's conquest of Peru. The special topics this week have been the organization of the new empire by Pizarro, the use which he made of the civilization which had already been worked out by the Peruvians, the ease with which he controlled the country on account of the fine military roads which radiated from the castle. They have also taken up the explorations of Gonzallo Pizarro to the east of the Andes, the discovery and naming of the Amazon River, the discovery and exploration of Chili, and the attempted conquest by Almagro.

Miss Bacon.

German. (a)

Group VIIIa have had oral drill in spelling, "instantaneous" arithmetic, and general review of idioms learned thus far. In addition discussions on the weather embraced the sentences, "Es regnet nicht heute Morgen; es ist doch trübe. Der Himmel ist grau und die Erde ist braun".

"Das Eis ist überall; es schneit und der Schnee is kalt und weisz".

"Die Sonne scheint heute und der Himmel ist blau; das Gras ist ziemlich grün". Group VIIIa leave little to be desired in aptitude for the German language. They go more rapidly than is to be expected.

Miss Teller.

German. (b)

This group seemed rather demoralized during the first two days. Their inequality in concentration makes a general progress, even and sure, quite impossible. For the sake of arousing the spirit of emulation it was thought worth while to write a play. Siegfried was chosen as the hero. Different versions are to be studied, and the most dramatic incidents in his life chosen for the play. The description of the first
scene is already half done. 

Miss Teller.

Literature. (a)

1. Has heard readings from Howard Pyle's "The Merry Adventures of Robin Hood".

2. They have discussed each day a figure and an image.

3. Have talked about three pictures of deer: Landseer's The King of the Forest, and The Monarch of the Glen, and Bonheur's On the Alert. They have found and have been guided to find the words for the deer and the epithets to describe them, and terms appropriate to the chase.

4. They have memorized Shakespeare's "Under the Greenwood Tree".

Mrs. MacClintock.

Latin.

Same as last week.

Science. (a)

On account of absence for a part of the week, the time for science has been cut very short. In the hour and a half we continued the discussion of the molecular theory, bringing up the evidence which seems to support the theory. In this connection we took up solution, the mobility of water, evaporation, the changing of water into steam, and oxidation. In the last half hour the children wrote what they remembered of the discussions, and tried to answer such questions as: Why do we think there molecules? How large are they? What makes water expand when heated? What is evaporation? Under what conditions ought water to evaporate fastest? In each case they were asked to give the reasons for their answers. I avoided the very technical points, so that I think they have a fair idea of the theory.

Mr. Gillet.
Number.  (a)

The class has brought problems to illustrate the multiplication and division tables. For example: If there three cupfuls of flour in one cake, how many are there in four cakes? There are 4 times 3 cupfuls. If there are twelve cupfuls of flour in four cakes, how many are there in one? They have spent two half-hour periods in long division.

Miss Baird.

Number.  (b)

They are working problems in their books at home. Some children are far ahead of the class in their home work, but only one is behind the class in their class work. We have continued the work in division of simple numbers, and have had some practical work with the school accounts for the month.

Mr. Gillet.

Cooking.  (a)

The method of preparing sponge was reviewed. The materials used in batter cakes were given to the class. The correct quantity of material was given in the recipe. They were able to give the method of mixing and baking without suggestion. The next morning tea cakes were made from recipe without discussion.

Miss Harmer.

Cooking.  (b)  2 hours.

Tests were made of the gas given off by combining soda with an acid, soda and cream of tartar in water, and baking powder in water. In each case the gas extinguished a lighted match, and clouded lime water. The work of next week was planned. Muffins were made to show the use of baking powder.

Miss Tough.
The overcasting of the seams of the aprons was begun. The seams were trimmed to within one fourth inch of the stitching. This was started by measurement and then done by the eye. A request was made for reading to be done during this period and a book has been found interesting to the class, and this will be read after the work is well started.

Miss Tough
history.

This group has one hour a week in history with me. They have followed the trend of events in the Revolutionary war. They have discussed and read up the formation of the continental congress, how it was elected, how many delegates from each colony, and the work it accomplished. They have taken up the evacuation of Boston, the removal of the troops to Canada, the plan of the British to cut the colonies in the middle, and the Americans to make an aggressive move by the expedition against Quebec. The children have read from Fiske, Guerber, and Moore. Twice they have written out for "Miss Bruere the work they have discussed."

Miss Bacon.

Science. (a)

The end toward which we are working is that the children may get some such idea as this: The crust of the earth was once probably all crystalline rock, something like granite. This crust was wrinkled and the ridges of the wrinkles formed the beginnings of the continents, while the water flowed into the furrows between the ridges and so made the ocean. The crystalline rock of the land was worked on by rain water, the streams made from it, the waves of the sea, and the gases of the atmosphere until it was broken up into pieces, part dissolved out, and ground up, and from such fragments were made the sandstone, conglomerate, and shale of the land, and from the lime dissolved the sea animals made their shells. These shells later formed our limestone. It will take them some time to work this out. We have gone at it this week in the following way. They first had their exercise in the identification of rocks. They can recognize quartz, felspar, and mica, and can tell good specimens of granite from good specimens of syenite. They got this very quickly and showed their ability to recognize a rock from a simple di
description of it. Then by using the sulphur experiment of last week, and giving them specific incidents, I tried to give them the idea that the earth's crust is dynamic and that the wrinkling of the crust probably caused the ocean basins. The first idea they had no trouble with but the second they failed to get. Poor attention was the cause of this, I am sure, for when they had to stay after twelve until they understood, it took them only ten minutes to get it. We then went on with the experiments in solution and crystallization. This will be continued next week.

Miss Averett.

Science. (b)

The experiment to illustrate complete decay of vegetable matter was discussed and they found that the same things that happened in burning happened out of doors all the time only more slowly. We next heated leaves in a sealed clay pipe, and they saw that then the leaves were deprived of oxygen, the carbon and bituminous matter accumulated. They worked this out by comparing the weight of ash left by complete combustion with the weight of charcoal left after partial burning. They were told that the excess in the latter case was due to excess carbon, and that this carbon made the coal. Their home work has been on the Stony Island story. It seems very difficult for them to follow the natural sequence of events alone, though they can do it in discussion without fail.

Miss Averett.

Mathematics.

We have developed the tables of linear, surface, and cubic measure, also the idea of ratio, and the two methods of sloving the "rule of three" problems.
About twenty-five problems have also been solved.

These children have prepared work three times per week, and unprepared work once. 

Mr. Osborn.

Art.

This group has been working in watercolor in still life. They have been learning the use of washes.

Miss Cushman.
Latin.

They are reading very rapidly, doing some preparation at home and some sight work. Their grammar work has consisted in the study of the prepositional phrase and its functions, and in the analysis of more complex sentences.

Miss Schlbsby.

Science.

They spent one hour in a written lesson.

They spent one hour studying living, moving protoplasm in the cells of the stamen hairs of the tradescantia. The children were able to see the granules in the simple protoplasm slowly moving, and to make out the other parts of the cell.

Mrs. Healy.

Mathematics.

One recitation period was given to developing the idea of concentration, co-operative government, and freedom. These ideas seem to be understood and seem to be reacting accordingly. Already the attitude of the class seems more mature and business like. We have worked 25 examples in multiplication, involving polynomial multiplier, and have written our note books as far as multiplication. The process has been as follows: concrete cases examined, the principle discovered, statement of the principle by several pupils, best statement repeated by teacher and applied by pupils; in a week or two this principle written up on the board with blank spaces for the principle words, these filled out and copied into note books.

Mr. Osborn.

Art.

Still life in water color. Study of chrysanthemums.

Miss Cushman.
Last Friday the children met from two to half past two. They started from what they had done last year in the club. The constitution which was voted on last year was read and several new names voted in. The constitution allows any member of the school to become a member of the club. They appointed a committee to attend to the financial part of the club house, and to confer together with an advisor to consider the best method of raising the money. They elected new officers: a president, a secretary, and a treasurer. Then they voted to take charge of the Friday afternoon exercises in addition to the work which they had already assumed. A committee was appointed to take charge of these exercises, the committee consisting of three members. The children voted to have a general advisor, and Miss Bacon was appointed to fill that position.

Miss Bacon.
We studied the grocery store and the milkman as the source of supply needed by the cook.

The children played grocery store; some were clerks, some mothers, and others delivery boys. One girl asked for paper and pencil; she said: "I am going to be the cashier". So we paid her and she always wrote out a receipt. The next period they illustrated on paper what they had been doing.

The older boys made grocery baskets out of fiber on a wire frame. The younger children made cardboard baskets. The older children made milk wagons with seep boxes, adding paper tops, and cutting out the doors and windows. After they had finished the wagons they asked for paper to cut out the driver and the milk bottles. They spent two periods on these wagons.

The latter part of the week we talked about the dining room, the place where the meal is served. With the blocks each child built the furniture in that room. We had some toy dishes for the tables. These plays seemed to be so realistic to them. They are always ready with suggestions we cooked flaked rice.

Miss Dalling.
Social Occupations.

The first part of the week was spent in getting a clear idea of the transportation of the wheat from the farm to the big mill, and the distribution of the flour from the mill. This was first worked out through a dramatic play. Some of the children were farmers, some were train men, some were mill hands, and some were grocers in different towns. The farmers took the wheat to the nearest small town where it was put on the train and sent to a mill in a large city many miles away. Here the millers received it and after making it into flour, put it on another train and sent it to the grocers in the different towns.

The next day each child was given a large piece of paper and a pencil, and diagrams were made representing the ideas worked out the day before. Circles were used to represent towns and cities, squares to represent farms, and lines for railroads. This finished the study of the wheat.

The latter part of the week has been devoted to the corn field on the farm. First they made a list of things they had seen corn used for—sweet corn, hominy, corn meal, food for chickens, etc. Then a picture of a stalk of growing corn was put on the blackboard and discussed.

They said the roots held the corn upright and also brought food to the plant, the stalk held the ears and the husk protected the corn. They could think of no use for the roots, but some knew that the juicy stalk was fed to cattle and they were told how the farmer chops and saves the stalks for food for his cattle in the winter when green food is scarce. The husks are used for food for cattle, and the corn itself. The silk they suggested could be used for doll's hair, and the husk could be used for mattresses. Then they planted some corn in their little field to get the idea of the hills and rows, and compared the plant-
ing of the corn with the planting of the wheat, and were told the reason
for planting it do. They knew that it was planted in the spring, and was
harvested in the fall.

Friday they were given several ears of corn. One group played they
were farmers and removed the corn from the cob, removed the silk, and
took it to the other group who were millers. This group ground it in
the mortar, and it is now ready for bolting.

In number the children have begun playing with some new digit dominoes

Miss LaVictoire.

Art.

This group has been hearing the story of the hare and the tortoise.
There was a demand for illustrating the story in their story books.
The method of developing the lesson with this group was as follows:—
While the children are seated in a circle the teacher explained to them
what is to be done. In this case the teacher brought out the cast of
a rabbit for observation. They talked of what the rabbit seemed to be
doing. It was decided that he was in the condition of the hare when
he waked up. Their attention was called to the resemblance of the
head to an egg. The teacher drew a rabbit on the board, using the form
of the egg for the body and head. This drawing was quickly erased,
and the children went to their desks and drew in charcoal. The result
showed observation of position, and of the salient characteristics of the
subject. They all represented the main features of the story. This
day's work led to a desire on the part of the children to model the
rabbit. This same method was followed in the lesson. At the end of
the period all the children went back to the circle. Each drawing was
held up beside the model, and the children were asked to offer suggestions
which would help the child to improve his work. As a rule they are
eager to make these suggestions. This general work in the circle seems
to give a class spirit.

Miss Cushman.
Primitive History. (a)

This group have divided their time between continuing the story of the four shell children and the hand work in making the rafts. They began a trip down the river to the little valley near Ab's cave where they fell in with Bark and Beach-leaf. This story brings out the adventures of the two children and the contrast between the life of the shell village and that of the primitive people. The village children desire Bark's bow and arrow and Bark shows them how to select the wood suitable for the bow and the arrows. The points which the children brought out in the selection of the bow, as in past years took the following order: first the wood must not break but bend, and second, it must spring back to its original form, not only when it is green but when it is dry. This last point was brought out only with much discussion. From their experience in making their rafts, they decided that the wood could not be poplar nor willow, and proposed bringing ash, maple, and fir.

Miss Camp.

Primitive History. (b)

Their constructive work has consisted in making the rafts in connection with the work on the shell people. We took up a comparison between the life of the shell people and that of the cave men. The stories about the life of the shell people took the form of a transition between the shell people and the cave people. These stories will be printed or typewritten.

Miss Schibsby.

Reading. (a and b)

The reading has been a continuation of last week's work. The time --1 1/2 hours-- was equally divided between reading and phonics.

Miss LaVictoire.
Cocoa was to be prepared for luncheon and the children talked about the places from which it is obtained, how it grows, and the methods of preparing it for the market. The materials necessary to prepare \textit{immersion} cocoa for luncheon were talked about, also the way in which they are put together, and the reason for each step.

Some difficulty seemed to be experienced in remembering just what to do when it came to the practical work. This seemed to be due to an interruption in the theoretical part of the work. The process will be repeated next week.

Sewing. (a)

Hems were measured and turned at the tops of the work bags; these were to be one inch wide when finished and 1/4 inch allowed for turning in. Rulers were used for all measurements.

Art. (a and b)

The children have this week modeled small copies of the Barye tiger. The work of one child in the group was remarkable. She gave the proportions and pose of the tiger perfectly. From the study of primitive life the children are very much interested in large animals. There are nineteen in this group and it is necessary to do a great deal of the teaching in the circle. The method followed in Group III was also followed here.
History. (a and b)

I told the children of Nansen's plan to cross Greenland on snowshoes, starting from the east side. With geographies the children found Greenland and Norway from which Nansen was to come, and traced his route by the regular ship to Iceland, and then be a special ship as far as he could get to the coast of Greenland. I then asked them to find the latitude of the south end and of the north end, in order to compare the latitude in which he crossed with his later attempts to cross the pole. We found the latitude by the globe scale and with the flat maps, then they were told the latitude of Chicago, and found that the difference of latitude between Chicago and the south end of Greenland was about as great as between the south and north ends of Greenland. They were asked whether Greenland were an island, and some of the geographies did not so represent it. The children were told that it was because it has not been long since Greenland was found to be an island. The children were asked to give the latitude of the north pole and the south pole, then of the equator. None of them knew what this would be, but Kathryn said: "I don't know as you would call it that, but I should think it would be just normal."

The children were interested to know whether Nansen used a kayak, and in order to give them an idea of what it would be necessary to carry with them I asked them to find out from their cooking teacher how many pounds of food a person needed a day, so that we could calculate the weight of food for the six persons, during their trip across Greenland. They are also to calculate the number of miles traveled, by using the map scale.

The question of the boat brought up the determination of the best wood
to use, and the children said at once that they should not use willow, because in making their snow shoes they had found that it would break very easily. They are to consult Miss Jones in regard to the best kind of wood for the boat and the sled, having discussed what it needed in each. We discussed what material would be best for the sleeping bags, and for the men's clothing: whether fur or wool. Some of the children thought wool would shed water better than fur. We had linen, cotton, and woolen clothing in the class, and tried putting water on each to see how quickly it would soak in. We decided that fur would be the best for the sleeping bags, and wool for the clothing, chiefly because wool would permit the evaporation of perspiration. Some of the children doubted whether they would ever get warm enough to perspire in that climate.

Some descriptions have been read to them to show the nature of the difficulties met.

Miss Runyon.

Reading. (a)

They have had the same work as Group IV and in addition they have finished their book covers and are putting in lessons on the Eakino.

Miss LaVictoire.

Reading. (b)

For drill work the group is divided a few minutes, the more advanced reading silently while the slower ones write words which have just been erased. Then the slower ones read silently a few simple phrases while the other division reads aloud. The fourth part of the story of the White Seal has been read and some of the groups have pasted it into their books.

The slower ones have shown surprising facility, when taken alone,
in forming words with the phonogram "ash".

Miss Bickell.

Science.  (a and b)

The hour was spent in trying to get an idea of the movement of the air. The children first took the temperature of different parts of the room, and discussed how from one stove or register the heat traveled out of all sides. They drew a picture of the gymnasium with arrows showing the direction of the air currents. They also lighted a Bunsen burner, and noticed how the heat traveled out from that, bringing their hands gradually closer to it. They found that it was possible to hold their hands very close to the sides of the flame and found that it had the effect of making the air around hotter than it was, when they put an iron dish over the flame, but that it was hottest over the flame. After they had done this and talked about the heating of houses, I asked them how it would be out of doors when the air was heated. Some of the children thought it would go on up and up. A few thought it would spread out immediately and the rest thought it would rise first and then spread. All of them said that the air would be very hot at the equator, and we then made out the general direction of the trade winds.

Miss Hill.

Number.  (a)

Va have been practicing writing numbers, and dividing the length of the block, 24 rods, into four equal parts. They did this by finding what was half of the 24, and then half of that half. When they drew the plan of the block on the blackboard, instead of following this method, they invariably started out with what they thought was one fourth the distance
when it was suggested that there was a more accurate way, only one child thought of it. One half hour they played with the new dominoes, building up the numbers, and succeeded in finding a way to build every number without suggestion except 9 and 7.

Miss Camp.

Art. (a and b)

The teacher selected two groups of four children, and gave them the story of Socrates and Nino. One child in each of these groups was given charge of the work of the group, and the were given large sheets of gray paper 36 by 48 inches. These sheets were tacked on the wall. In one group the result showed unity and simplicity combined. They assumed the places assigned to them by the leader and contributed to the whole work without any disagreement. The other group did not work successfully. In the same paper they showed a number of unrelated incidents. This may have been due to the selfishness of the boys who had charge of the work. The other members of the group represented the same theme on the blackboard.

Miss Gushman.
We have taken up the stories of the American Fur Company and thejour-
ney of Gurdon Hubbard from his home in Montreal to his trading station
in Illinois. This included a good account of the difficulties oftravel in those days, and a description of the Chicago Portage which made
the children realize more fully than before the advantages of the pro-
posed canal. We talked about ways of raising money to carry on the
work of digging the canal. One child suggested sending to France or
England for help, but agreed that it would be better to use one's own
money than to borrow. Then they said that all the people of Illinois
ought to pay for the canal. They were asked if the state as a whole
could do anything to raise the necessary funds, and they suggested that
Illinois go into the fur trade with the Indians. This however did
not seem feasible because it would interfere with the business of the
American Fur Company. At last some one in the group said that the
state might sell some land. The teacher then told them of the laying
out of Chicago into city lots, and the grant from the government of
public lands along the path of the proposed canal as well as the failure
to raise the money according to either of those methods. We then went
on with the treaty made at Chicago in 1821 between the Indians and the
white men. The children in VIa asked for the Indian chief's speech
on this occasion to take home with them and copy. VIb at their own
request copied it in class from the blackboard.

Miss Hoblitt.

Science. (a)

In account of the number of new children in this group, I have left
my original plan of beginning with Chicago and then taking up the
more general geographic conditions, and then the story of how the rocks
are ground up, the rivers made, etc. We began with sand and from that have gone back and traced it from the rock, at the same time following the river which helped to grind it up and carry it back to the sea. They have also started some seeds which we hope to be able to use in experimenting upon the work of roots, etc.

Miss Hill.

Science. (b)

we spent one hour in discussing the uses of leaves and summarizing the results of experiments done in the last two weeks. The fact that many plants make more food than they need for growth, and their habit of storing this food in different parts of the plant was brought out. The plants which do this and are on this account used for food by man, were named. The children were told about insectivorous plants and their habit of supplementing their method of obtaining nutrition.

Mrs. Healy.

Number. (a and b)

Simplified school accounts have been the basis for studying the United States currency, and incidentally bringing in some practice in multiplication. The first set of accounts given them contained a number of different items, so that each figure in the column had to be obtained separately. This involved too much writing so that in the second set they were given items all of the same character, so that they could get six or seven items under the same head to add, without writing out each head. They seemed to enjoy this work very much. They are interested in the cost of things used in the school.

Miss Camp.
Number.  1/2 hour.

A part of the time was spent on oral drill on the tables, up to seven. Some problems connected with the cooking classes, involving the use of the tables, was given.

Miss Tough.

English.  (b)

Two half hours this week have been given to the composition of the acorn story. The first part has now been completed. The second part will commence with the full-grown tree.

One half hour I read to the class Lamb's "Wanderings of Ulysses". In connection with this his route was followed on a map. A great deal of interest is shown by the class in the pictures of the life of those days.

Miss Bruere.

Art.

We are beginning to paint in water color. As we use the Prang three color boxes, it is necessary to give the children some of the fundamental principles of color. While the class was in the circle we brought out a box, and with paper and brush we showed the children how to make green, orange, and purple. Of course the children were allowed to contribute as much information as they could. Then they were asked to suggest methods of making yellow-green, blue-green, blue-violet, and red-violet. Their attention was called to the primary colors, red, blue, and yellow. It was explained that the combination of these colors produced white light, and that if any two of them were taken, the third was always complementary because it was needed to make white light.

Then they experimented with the effect of complementaries, when placed
side by side, and the result when they were combined. At first the children called all the neutral colors brown and gray. I am trying to have them express the color either as neutralized purple, green, or orange as the case may be. After this general class lesson, they were given simple objects such as a red apple, an onion, an orange, a lemon, etc., against a background of gray paper, and their attention was called to the apparent change in the background when objects of different colors were placed in front of it. For instance when the yellow was placed in front of the neutral gray, the background appeared to have purple in it, and when green was placed in front of the background it emphasized the red.

Miss Cushman.
History.

They have finished their stories of American history, with the exception of Isabel and George they are able to read independently. Next week we shall begin the regular historical work.

Miss Bacon.

Science.

One hour was spent in an excursion to the Washington Park conservatory to note the differences in plants caused by climate.

Mrs. Healy.

Number.

They have been working on the multiplication tables. They have taken up the threes and the fours. They worked out the fours from the legs of the chairs, these being the most convenient things in the room. They were given some work in division, and discovered that division was the opposite of multiplication. To-day they made up problems, using their tables of threes and fours, and telling whether their example was one in multiplication or division. There are two children in the class who cannot remember the tables abstractly, but seem perfectly familiar with them when they are given concrete problems.

Miss Bacon.

Cooking. 1 1/2 hours.

Some chicken previously boiled was prepared for luncheon as croquettes. This involved the use of eggs and cracker crumbs to form a crust, immediately on the outside of the meat and prevent the absorption of fat in cooking.

Miss Tough.
History.

After the organization of the government of Peru as a Spanish dependency, a skip of several hundred years was made up to the time of its revolt. We studied the founding of the republic, and then as in last year's work, took up rapidly the wave of democracy which swept over the South America at the beginning of the nineteenth century, which resulted in the establishment of republics all over South America, except in Guiana. One half hour was spent in locating these different countries, and getting their relative position and size. The children asked which was the largest republic in the world, and then began comparing in size the different republics in South America, France, Switzerland, and the United States.

Miss Bacon.

French. (a) 1/2 hour daily.

On entering the classroom, I found this group interested in a frog. Advantage was taken of the interest already aroused to discuss the animal's appearance and habits. The meaning of words was acquired by illustration or analogy, and in a few cases, by definition. For instance, etang was reached through Lake Michigan, petit lac, and étang. Translation is rigidly excluded. This series of lessons is to be followed by La Fontaine's fables of La Grenouille et la Bœuf.

Miss Dey.

Science. (a)

This week has been given up to experiments. The children were given their choice of one of three experiments, one to show the expansion of air when heated, one to show solution, and one to make thermometers. I did not tell the children how to perform the experiments, but tried to
have them work out their own ways and means. Sometimes when the
means suggested were too intricate or too inexact, I suggested that there
was a better way. In most cases they did the work themselves, without
much help from me.

The experiment to show the expansion of air was not successful.
The reason for this was, I think, that the boy did not use enough care to
see that all the connections of the tubes were tight. We shall try it
again, and if not successful this time, we shall try another experiment to
show the same phenomenon. Those who did the experiment on solution
were more successful, apparently, but they did not make their measurements
carefully, and did not make care to have the solution cool slowly.
The work will have to be repeated to make more careful measurements.
This experiment will give opportunity for considerable number work.
Blowing the glass bulbs for their thermometers requires a good deal of
patience, but it has been done successfully done by one boy, and the
others are doing better. It is difficult to blow the glass just hard
enough, and not too hard.

We have taken the full time this week for these experiments, and
we shall not finish them until next week at the earliest. The children
are learning that it does not pay to be careless in their work in
science, for the result cannot be right if the work is faulty.

Mr. Gillet.

Science. (b)

The children are still working on the scales in the shop. The
balance with the even arms has been finished. They are busy adjusting
the lever with uneven arms.

In the class work we studied the relative advantages of the three
classes of levers.

Movement exercises are still being used.

Mr. Marks.

Number. (b)

Continuation of the work of last week. On Friday we took up long division, using 12 as divisor. The children knew the tables of 12, and this helped them greatly. They saw that long division was very similar to short division, and seemed to have no special difficulty.

Mr. Gillet.

Cooking. (b)

A visit was made to a rolling mill where the process of flour making was seen from the grain as it is unloaded from cars (carrying it from the farmers' nearest station) to the finished product used in bread, cake, etc., with which the children have been working. The cooper shop in connection with the mill, where the barrels are made, seemed especially interesting to the children, as the whole process was plainly visible to all.

Miss Tough.

Sewing. Girls. 2 hours.

Continued the work of last week.

Miss Tough.

Printing. (b)

They have finished the songs which they composed, and have set up and printed the first selection of poetry for their collection. They have also set up and printed two lessons for their German class, and two reading lessons for Group V.

Miss Radford.
Science.  (a)

The work on crystallization was continued. At home the children wrote up in their note books accounts of class experiments with sulphur, bringing out the point that often crystals form in the cooling and solidifying of a molten mass. From their experiments with copper sulphate, they drew the following conclusions: crystals also form from solution, the more slowly the solution cools, the larger the and more perfect will the crystals be, temperature is one of the conditions governing solubility. These points they got readily and independently. I tried to get them to see for themselves that a hot saturated solution becomes supersaturated in cooling and hence crystals form, but they did not seem to think of this. So we left it until after further experiment and began to work on this question: can different substances in the same solution from separate crystals? Why? We also went into the field for the purpose of collecting rock specimens. To illustrate the formation of veins they have some very nice specimens, also to illustrate small intrusions, and porphyries.

Miss Averett.

Science.  (b)

The work of the week has been the application of last week's experiments to out-of-door things. They summed up these experiments in the written accounts of the formation of coal and the processes of decay involved. Problems were given them based on their experiments. These problems were to find the proportion of mineral ash in leaves, and other similar things. They were so unsuccessful in thinking these things through that the problems had to be discussed in detail by the group. A second set was then given and the results are better. To be sure
that they can work with the results of their own experiments, they have been planning for themselves experiments for next week which will enable them to determine the proportion of ash, of gas, and the kinds of gas in each of two different kinds of coal which will be given them. Besides this they have been given references to different geologies and readers, and from these are busy locating on small maps the various outcrops of Carboniferous coal.

Miss Averett.

English. (b)

One half hour was given to answering brief questions on the history lessons of the previous week. Before this I dictated about fourteen words with which they had difficulty in previous lessons. These words are being preserved for future use, and each week new ones of the same kind are being added to the list.

Miss Bruere.

Mathematics. (a and b) once

Drill work in long division thrice per week; assigned lessons three times a week. This week we have been studying the "rule of three"; it is hard work and I am not sure but that it should be deferred until later. However we shall try it for a few days more. (For method see report of Group X.) The next lesson is to write out with ink on unruled paper five real problems. The best of these will be printed and preserved.

Mr. Osborn.

Art.

This group has been working in water color, following the same general plan as that pursued in Group VI.

Miss Cushman.
Monday and Tuesday we spent in preparing for our Thanksgiving party. The children made candy boxes, and decorated the flower pots with pumpkin colored paper. They made paper balls for the chandeliers. We went to the grocery store and bought a pumpkin for the center of the table.

Wednesday morning before the party the children drew pictures of Thanksgiving. Most of the children's pictures had turkeys in prominence. The children were all delighted with the party.

Miss Delling.
Social Occupations.

This week the children sifted their corn meal. They discovered that it did not need as many sittings as the wheat flour. When the meal was finished they had about a cupful, which is to be used in making corn bread. In hand work they have commenced some little wagons for hauling corn, or other farm produce. These wagons are made of cardboard, and the problem was to get the flat cardboard into box shape. They worked this out, using their own measurements, and doing their own cutting. On Wednesday I told them the story of Thanksgiving day.

Miss LaVictoire.

Cooking.

We examined the grain of corn and found that it was made of starch and woody fiber, similar to the wheat. We found that the preparations of corn were similar to those of wheat: cracked, ground, (coarse and fine), and flaked. Corn was measured and weighed—one or two ounces—then popped, remeasured and reweighed. In three different experiments, two ounces of corn was found to have lost 75 grains of the unpopped corn. The corn was popped in the covered sauce pan. When the children removed the cover they could see the steam escape, and thus discovered the presence of water they also found its approximate weight from this. This explained also the difference in the proportion of weight to bulk in the preparations of the grains.

Miss Harmer.

Sewing.

They have finished the grain bags and the shipping tags. They measured and cut their book covers 12 inches by 15 inches. They have begun even casting the edges for firmness and decoration.

Miss Harmer.
Number, in connection with social occupation work.  

We have talked more about corn. The children have ground and bolted the corn in the same way they did the wheat. I had them draw corn stalks on the board, and they got the idea of the joints in the stalk very well. Their proportion was not very good as to length and breadth.

They flayed oats in the same way as they did their wheat, and planted the seeds on their farm.

In number we have played more with Mr. Osborn's domino blocks. They are very quick to make the numbers and to separate them into their component parts. They don't take the blocks out of the "bone yard" by ones any more. If they want five blocks they take three in one hand and two in the other. If they want seven, they take four in one and three in the other. I ask them what they can find in 6, and one says 4 and 2, and another 5 and 1, three 2's, etc. They do it readily. There is a good response from every member and all seem to enjoy it immensely.

Miss Lackersteen.
Primitive History. (a)

On the history side the children finished the story of the shell of the shell village boy, who after an accident was carried to Bark's cave. His mother followed him to care for him, and persuaded her husband to join forces with One Ear, who on account of his age was glad to have an additional hunter in the family. This story was partly told by the teacher and partly brought out by questions and discussions of the children. The question of time and the way they measured time has come up several times incidentally, and was now taken up in order to find out how they could be sure that ten years had passed. They spent one period with Miss Lackerstten to gather together all their measurements of time, minutes, hours, days, weeks, months, and years, and seasons. The majority of the children knew very little of the months, and thought that there were only two seasons, a warm and a cold. Their ideas about the changes of the moon are very vague and more time will have to be given to it.

Miss Camp.

Social Occupations. (b)

We took up the removal of Mr. Ab and his people to the Fire country taking with them Snail, the shell boy. Reasons for migration. Nature of the country. Briefly the origin of mountains, earthquakes, etc. Reading from the story of Ab.

Miss Schibsby.

Cooking. (a and b) 1 hour.

A review of last week's work was taken and the preparation of cocoa repeated.

Miss Tough.

Sewing. (a) 1 hour.

The work on the hems of the work bags was continued, and the measuring,
turning, and basting the edges.

Miss Tough.

Textiles. (a and b)

A blanket was woven of the thread which they had \textit{never} spun. A few children finished their blankets in one hour. In the next period the blanket was cut from the loom, and the ends tied in a fringe.

Miss Harmer.

Primitive History. (a)

I had IVa for half an hour. We talked about time. I asked them how they thought Ab and Oak and the cave men and the shell people told time. I had such answers as this. 1. They counted sixty seconds, then sixty minutes, etc. 2. They made hour glasses and filled them with sand. 3. They told time by the sun. I was surprised to see only two children agreed with the sun theory. The rest divided their opinions between the first and the second of them. We developed the sun theory. We then took up the seasons. To many there were only two seasons: the hot and the cold. They finally consented to the four seasons but they had no idea how to divide the months according to seasons. There was but one in the class who knew the names of the months from January to December in their order. They knew the number of days in the week, the number of weeks in the month, and the number of months in the year. They also knew the number of days in a month, and the number in a year. They could have told more if time had permitted. They seemed thoroughly awake and interested.

Miss Lackersteen.
History. (a and b)

We went on with the equipment which Nansen provided. We found that he planned 2 1/4 lbs. of food per person per diem, and the children were asked how much this would be a day for six. Several were able to tell what it would be without the 1/4, and then Dorothy Penn got the $\frac{5}{4} = 1 \frac{1}{4}$.

They were told that the distance to be traveled was estimated to be 400 miles, and were asked if they traveled 10 miles per day, how many days it would take. This was difficult and none of the children got it alone. In attempting to translate the number of days into months, none of the children in Grade 4 could tell the number of days in a month, except by saying that there are four weeks of seven days each.

For another year I should want a large map of Greenland made, on which the children could lay off distances traveled each day or week, and add it to each preceding amount.

We spent the rest of the time in reading to them Nansen's account of his equipment, and his first encounter with the Eskimos.

Miss Runyon.

Reading. (b)

Having read silently the "Story of the Norsemen", the more advanced children have been reading it aloud. In some portions they alternate rapidly. In others where the interest is strong a single child reads the whole incident. For the drill in sound all the words containing the letter a are selected from a given page. By sounding the words the children discovered that there are more than two sounds of a; this led to grouping. The long, the short, the Italian, and the broad are the sounds noticed. More drill will, however, be necessary, before the children can readily find the a, as in father and in all.

Miss Bickell.
Science. (a and b)
To find out how heat moved through water the children heated some in a beaker, noting how long it took the water at the top to become hot, and observing how the heat moved. One child said the water would become hot first at the top, because hot water would always be on the top. In order better to notice how heat actually does move, we put some crystals of copper sulphate in a beaker and noticed how the blue band rose higher and higher until it reached the surface. We also put some of the crystals in a glass of water and allowed them to stand to see if the blue would spread as rapidly without heat. The children then compared the rate with which heat spreads through air, metal, and water. Many of the children were familiar with steam heat in houses, a few with the hot water method. We discussed this latter method. Then I asked them what effect a warm current flowing near land would have upon the climate of that land. They of course knew that it would heat it. On the globe we followed the direction of the gulf stream, and talked about its effect upon the countries near which it flowed.

Miss Hill.

Art. (a and b) Designs for weaving.

When the designs for pin cushions were made by these groups in October it was very difficult to impress upon them the superiority of straight lines designs over spirals, scallops, circles, and ovals, for their weaving patterns. As the looms had in the meantime been finished, they were brought into class, and the complicated process of making a curved line thoroughly demonstrated to them, and the designs previously made were corrected according to these clearer ideas.

Mrs. Brown.
History.  

We have had only two periods this week. One of these was spent in a review and in looking at a map which showed the location of the Illinois and Michigan canal. We spent the other in reading from the book the account of the treaty of 1821, and in listening to the story of James Galloway, one of the early settlers near Chicago.

Miss Hoblitt.

Reading.  

The first part of the acorn story has been finished. The children spent one half hour in reading sentences selected from it, and in spelling the words from dictation.

One half hour was spent in reading from the story of the "Adventures of Ulysses".

Miss Bruere.

Science.  

We talked about the gradual cooling of the earth, and the formation of continents. The children have brought to class a great many specimens of limestone containing fossils, and the talk has been largely about how the rocks are formed on the bottom of the sea and the special formations of the Mississippi Valley.

Miss Hill.

Number.  

1/2 hour.

The amount and cost of material for a thanksgiving dinner for seven people was calculated.

Miss Tough.
Sewing. (a and b)

They sewed on the drawers and the chemise, and cut a skirt from a pattern.

Miss Harmer.

Music. (b)

Group VIb who have one period a week, have responded to a request from Miss Dolling for a "Good-bye Song" for her Kindergarten children by the following:

Art. (a and b) Design—Technique—Balance.

The low relief panels, which had been made to illustrate the principles evolved during the previous lesson, were criticized in class, lack of balance corrected, and additions suggested which were subjected to the same tests for balance. This led to the observation by the group that the masses balancing each other might be subdivided in many times, if only their centers of weight are properly placed.

Charcoal pencil drawings as plans for new panels were then made to fix the new ideas.

Mrs. Brown.
History.

They have been reviewing their work of last year on the Virginia and Plymouth colonies, for the benefit of the children who were last year. The social differences between the two colonies are the ones which seem to have made the greatest impression on them. Then they began their work on the products of New York. They discussed the kinds of occupations which could be carried on in such a country as Holland, with its size and the features it has. They concluded that the Dutch people would necessarily be a commercial and a manufacturing people. I told them something of the commerce of the Dutch with the East Indies, and of the length of time it took to make the trip. They looked at the map and concluded that it would be much shorter to do straight west if only America were not in the way. They knew from the study of the Virginia colony that at this early time, the Europeans believed that the American continent extended only as far west as the Allegheney "mountains. Then I told them that the great aim and end of all discoveries at this time was to find the rumored passage which extended through the continent. They were then ready to read from their Guerber the story of Henry Hudson's exploration of the Hudson River. One half hour was spent in locating the different countries and some of the countries which are spoken of, such as India, China, the different East India islands, Holland, England, Portugal, and Spain.

Miss Bacon.

German.

Group VII show marked improvement in their attention. This may be explained by the fact that they have reached the point where stories can be told in simple German. Each story is then used as the basis for
conversation and word drill. The little books used for the vocabularies from day to day help to fix the written work in the mind.

Miss Teller.

Number.

As Group VII were tiring of the drill work, we changed to concrete problems. The children bring in the problems from home. Some of the problems have been very long and complicated. Several of them contained several different processes. For example: A woman had 40 hens; each laid 8 eggs; she gave away 24 eggs; she sold the rest at 2¢ a piece; she had 80 dollars in the bank. How much did she have altogether? This was proposed by Paul MacClintock.

They have asked to print these and make an arithmetic.

Miss Bacon.

Cooking. 2 1/2 hours.

One hour was spent in planning and calculating a Thanksgiving luncheon, and calculating the cost of it. Small receipts were given to them, and calculation was made from them for the amount required for the whole class, as each child prepared something for the class.

The remainder of the time was given to the preparation and service of luncheon.

Miss Tough.

Music.

Group VII have written their new song "The Fox Hunt" upon the board, each individual doing a share, and have copied it into their blank books. They have been working for about six periods on sight reading.

It was found unwise to give them work from a printed paper, as some mem-
bers of the group found the small notes confusing to the eye. The method used has been: each child in turn goes to the board and writes one pitch of the scale of C, with its scale name underneath. After this is complete, the teacher slightly modifies the scale to make a simple melody which the children read individually with the syllable names. It is finally sung by the whole class in chorus with an attractive piano accompaniment. This work seems less dry to the children of this group, than to the older ones, thought the latter make better progress.

Mrs. Kern,
History. (a)

They have spent two days this week in studying the map of South America. They have got the general proportions and shape, and have drawn a map, putting in the mountains and rivers. To-day they will add the political divisions.

Miss Bacon.

German. (a)

Group VIIIa are interested in a review which is to result in a series of printed reading lessons for next year's beginning classes. They have finished learning the four Heine verses: Mein Kind, wir waren Kinder. More grammar explanations are possible with this class than with any other. They readily distinguish the "männliche, weibliche, and sächliche Hauptwörter.

Miss Teller.

German. (b)

Group VIIIb are working steadily. They have reached the conversation between "Mime der zwer" and Siegfried. They have memorized as a song for Siegfried a verse from "des Knaben Wunderhorn"—Ich gehe mit lust durch den grünen Wald.

The phonetic difficulties are disappearing.

Miss Teller.

Science. (a)

The work has been a continuation of the work described last week.

Mr. Gillet.

Number. (a)

we have taken up long division with a remainder, and proved the exam-
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The class have made up their own problems, illustrating them with objects. As soon as they understood the principle, we took larger numbers. 20 is the only divisor we have used.

Miss Baird.

Number.  (b)

We went on with the work in long division, still doing only very simple problems.

Mr. Gillet.

Sewing.  (b) Girls.  2 hours.

We continued the work of last week.

Miss Tough.

Music.  (a)

Group VIIIa has had sight reading work, using the exercises in Eleanor Smith's Second Book of the Model Music Series. They take up one exercise at each period, individuals singing it alone, and finally the class singing it with piano accompaniment. This occupies half the period, the rest of the time being given to song singing. The work for two periods has given place to composing the words for a song on Robin Hood.

Music.  (b)

Group VIIIb proceed as has VIIIa with the sight reading work. They are not further advanced.

Mr. Kern.

Printing.  (b)

The children of VIIIb have finished printing "The Fairies" and "Under the Greenwood Tree" for their collection. They have also printed for Group V one reading lesson and one spelling lesson.

Miss Radford.
History. (a and b)

They have had two recitations. As Miss Cushman wished the art work to correlate with the history, one half hour was spent in the selection by the children of different historical events which they would like to picture. This is to be done in the form of a mural decoration for the walls in room E. There were four subjects chosen for large pictures: Priscilla and the Spinning Wheel, Washington taking command of the Army, Paul Revere's Ride, and the Death of Pontiac. The details of this will be given by Miss Cushman in connection with their art work.

Friday's lesson took up the movement of Washington to fortify New York and thus protect the Hudson from the south. We took up the result of this movement, the dislodgment of Washington, the failure resulting from Lee's disobedience, the retreat across New Jersey, the gradual diminution of Washington's army, and finally the aggressive movement of Washington in the battles of Trenton and Princeton. We took up the reasons for the small numbers in Washington's army, the power denied Congress, etc. This is taken up in order that when the children come to study the Constitution, they will see that it only assumed powers which by experience they found absolutely necessary for the carrying on of a strong government. The writing of the history work is done under the direction of Miss Bruere, and corrected by her.

Miss Bacon.

Science. (a)

The children began work by reporting the results of their home work. They had often asked the difference between a mineral, a metal, and a rock, and so were given this problem to look up at home. The distinction was worked out with them not by definition, but by summing up of properties
of such things as they were familiar with. Then the difference between crystalline and non-crystalline rock was given them. They wrote out accounts of separating alum and copper sulphate by crystallization from solution, and began an experiment with lead acetate to find out if one always gets from solution what one puts into it.

Miss Averett.

Science. (b)

The time has been spent in working out the experiment for coal for which they made individual plans last week. As no one plan was complete, they worked out a complete one together and then began to carry out their plan. So far they have succeeded in making gas from bituminous coal and burning a jet of it. They are still working with the coak, trying to burn all of it except the mineral ash, which they know must be in it. They have also located the Carboniferous coal areas on their small maps, and are finding out which are anthracite and which are bituminous areas.

Miss Averett.

History Written Work. (b)

The history papers of last week were gone over in class and the rest of the half hour taken up in a spelling lesson. The papers are to be re-written in ink during the study hour at home.

Miss Bruere.

Art. Design—Technique—Rhythm.

Bearing in mind the larger laws which had been mastered in a larger way, this group was led to make a rhythmic arrangement of more complicated and less suggestive forms, than had been given for experimental use
in the previous lesson in design.

These forms were copied exactly from an old Italian brocade carefully dissected and arranged unrhythmically upon small pieces of paper. Each member of the group was given a slip and with it a piece of very transparent Japanese paper upon which to trace the forms.

A line of general direction was first determined upon, and the selection of the various forms and their positions in the rhythm were determined by their fitness to this line. This was done, in order that in their eagerness to get something out of the puzzle, that the children should not transgress a law they themselves had really established during their first lesson in the subject in hand.

The first arrangements were rather lacking in compactness, but among them were several examples of occult symmetry, which were really good, and unexpected, as obvious symmetry was the natural thing to look for in this first use of the terms in tracing. It indicated a deep impression of balance received during the arrangement of the branches in the earlier lessons.

The next day the rhythms made the day before were criticized in class. The defects were pointed out entirely by the children themselves, and not a week point passed unnoticed.

The groups then started in to make new rhythms and the work on the whole was most creditable. The children soon discovered how limitless was the variety of forms possible to produce from the few simple terms given them and each one worked with unflagging zeal in the hope of finishing more than one good design. Before dismissing the group the Italian design from which the terms had been taken was shown them and it was quite unlike anything they had imagined it to be. They expressed themselves on the whole as glad that each one had thought of something
different from all the rest and from the original.

This group is showing fine progress artistically this quarter.

These rhythms can be used as stencil pappers for many bits of furnishing for the club house, such as pillow covers, curtain borders, etc.

Mrs. Brown.
Art. Design—Technique.

Door paneling for house interior.

Before starting upon a definite course of action the designs made at the time of their last lesson in design were studied by the class as a whole with a view to bringing out proper points of difference between rectangular forms for architectural work and those for other purposes. Some of the designs made at the previous lesson were set aside as unfit for door paneling under any circumstances and classified according to their fitness for special uses. Then a drawing upon the blackboard was made by each member of the group, and each drawing was criticized in turn by the class according to the standard previously established in the lesson and as each criticism was offered, the child making the criticism corrected it as far as he was able; new criticisms were thereby suggested and fine progress was made, as was shown by the sketches on paper of the original and the corrected designs.

There was greater variety than is usual in the designs of this group.

A clear sense of appreciation of points gained in the previous lesson was shown throughout the group.

Several of the designs were of sufficient merit to warrant their use for the interior of the club house, and one was selected which represented most nearly the composit work of the group.

Mrs. Brown.
Mathematics.

We have nearly completed the theoretical work in the three fundamental operations. Special attention has been given to note books the past week. Our work is, on the whole, very satisfactory.

The method has been somewhat as follows. 1 is what part of 2? 3 is want part of 5? 5 is what part of 3? This comparison of the numbers is called finding their ratio. What is the ratio of 2 to 4? Give this in two forms. There are two common ways of writing the ratio of two numbers, say a and b: a \( \div \) b or a/b. Now for the application. If a certain quantity costs a certain sum of money, what will twice the quantity cost at the same rate? 1/2 of that quantity? 3/5 of that quantity? If 3 oranges cost 16\( \xi \), what will 6 oranges cost? 6 is twice 3, hence 6 oranges will cost twice as much as three oranges. Indicate the whole operation before performing any of it.

This is the ratio method. There is another method which is worth while. We will use both in each example and so have a check upon our work. The other may be called the "one" method. Someone suggest it. Several hands raised. (Children not allowed to give it all at once). One child selected who says: If three oranges cost 25\( \xi \), one orange will cost 5\( \xi \) and 6 will cost 30\( \xi \). Now this work is indicated as before. Then a number of problems involving this idea are solved in both ways.

Mr. Osborn.

Art.

This group has been making plaster of paris casts.

Miss Cushman.