


maintenant prenez votre ouvrage ~~ix~~ et mettez votre ouvrage sur la table. Prenez le tablier.

2. Que tablier le petit ou le grand?

1. Le grand, et aussi attachez votre tablier. Maintenant prenez la pelotte a" epingles, le de' les ciseaux, le coton, deux bobines de soie, l'aiguille. ~~Mettez le couteau dans le sac~~  
Mettez votre ouvrage dans votre sac et asseyez-vous.

#### Group IX

History: Finished writing up their records, and spent one period on current events.  Miss Bacon.

Number work: finished computation of the mass of an orange.

Miss Bacon.

Sewing: Same as last week.

Cooking: same as group VI

Shop: Are making blocks for arches, beams and boards to illustrate kinds of architecture. Some are making levers for Miss Camp, others are still at work on blotters, stamp boxes, etc.

Mr. Ball.

Music: Are naming scale incidents and have attempted to sing a round, (Frere Jacques) in three parts.

French: The same lessons for cooking and sewing as with group VIII.  
One composition as follows:

La cuisiniere marche vers la table et prends le tablier;  
alors elle marche vers le buffet et prends la tasse et mesure

une tasse de sucre et une tasse de creme et une cuiller de  
beurre et elle prend un morceau de chocolat. Alors elle marche  
vers l'armoire et prend la casserole et mets le sucre et le  
beurre et la creme et le chocolat dans la casserole. Elle  
marche vers le fourneau et prend l'allumette et allume le gaz,  
et mets la casserole sur le fourneau. Elle marche vers la table  
et prends la cuiller. Elle marche vers le fourneau et tourne les  
bonbons de chocolat. Les bonbons bouillent. Elle prends la  
casserole et marche vers la table, prends l'assiette, et elle  
beurre l'assiette et verse les bonbons dans l'assiette. Elle  
marche vers le buffet et mets l'assiette dans le buffet.

We talked about the necessity for side-walks in the streets as a means of getting about from place to place. We built stores and houses and side-walks, blocks being selected which would be appropriate for each. Then we talked about the snow covering the side-walks and how it could be removed, and made shovels. They put stepping stones across a muddy street, and built dump carts to keep streets clean.

Their story was the story of the lion and the mouse, and they illustrated it in clay, showing a good idea of form. Afterwards it was illustrated in chalk.

In cooking they made rice custard.

#### Group I.

They have been studying Chinese life,-- the life in Peking especially, the raising of ducks and geese on rafts in the river. The crowded streets of the city,-- method of lighting,-- kinds of Chinese boats in the river-- the products of China- tea-rice- silk. The children dictated their report for the paper. In speaking of the great wall the children wanted to write that it was a journey of three days on donkeys from Peking to the Wall, but one child objected, and wanted to tell how many miles it was. The other children said "We don't know how many miles",-- but the first child asked if we could not find out how far the donkeys could go in a day and after looking in a book they found that the donkeys could go 30 miles in that country. As they could not tell how much three thirties were, they found out by calling 30 3 tens and so found the distance to be 90 miles. Their handwork

was thatching their house. They also made sticks for a number game, each child making six, some 3 in. and some 5 in.

Miss Andrews.

Cooking: Talked about corn as the way it grows, and the different forms used for food. Compared flaked corn and corn meal as to which would require longer time and more water. Both were cooked.

Miss Tough.

Sewing: Same as last report.

Singing: Same as last week.

#### Group II

History: The whole week was spent in working out the advantages of different locations chosen and the things it would be necessary for them to ~~use in connection with~~ get from other tribes because of the difficulty of production at home. One child, engaged in raising wheat, worked out the flail for threshing.

Miss Camp.

Cooking: Talked about corn and balanced flaked corn on scales against corn meal, finding that it took four cups of the former to balance one cup of the latter. Thus they knew that corn meal would require four times as much water in cooking as flaked corn. Cooked and compared the two.

Miss Tough.

Hand-work: Worked on copper trays, noticing that the copper was growing very brittle from the hammering.

Miss Andrews.

Reading: Have been playing a game connected with their history. They have been engaged in various occupations during the past week, and "threshing", "pounding grain", "Making thread" etc. were written on the board for different ones, and if they understood, or could read the word, they showed it by doing the work.

Miss Bacon.

History: Same work as Gorup 11,- a continuation of the work last reported, working out the things produced, and some basis for exchange. They constructed a plow,- beginning with a small stick for digging,- then the stick drawn along over the ground, then the plow drawn by oxen.

Sewing: Gordon and Winifred told new children in class what they knew about wool. They all reviewed the principle of carding by hand,- saw the advantage of making a spindle and distaff to spin the wool, and were told to suggest some easy method for cording. One child said she could bring a comb. Hand-cards were examined and the principle worked out by the children. One child suggested making one with stiff card-board and pins.

Miss Harmer

Cooking: Farina and wheatena compared.

1. Part of wheat grain used in each.
2. composition; comparative amount of starch and cellulose in each.
3. Balanced on scales to compare weight.
4. Reviewed thickening of cereals.  
action of heat and water on starch,-- on cellulose.

Observations made by class:

1. Farina has more starch;
2. Wheatena has more cellulose;
3. Weight is equal
4. Starch thickens the water.
5. ~~Starch~~ Cellulose swells in the water--the water remains clear.

Results obtained.

Farina having more starch requires more water;

Wheatena equals 6 parts water to 1 part cereal.

Farina equals 7 parts water used and found to be right

proportion.

Miss Harmer.

History: Three kingdoms have now been studied: the Phoenician, the Palestine and the Egyptian. Before showing how this whole territory was conquered first by one king and then by another, we took up more fully Solomon, - at peace with peoples on all sides of him. The children thought of the two methods by which this could be done without fighting: (1) tribute-not too heavy, and maintained through fear of his army, and (2) marriage relations. They were told that Solomon had a wife from Egypt, one from Phoenicia and a great many others. One of the children remarked that a man could not have more than one wife now, and another said that he did not see why it would be wrong. From the class the fact of the need for additional support was brought out and the possible conflict of families within a family. One of the children said with much feeling, - "The man wouldn't know which one to love! They might all want him, and after he had married them, he could not get rid of them, - and they would just be an old nuisance to him." They were told that in these early days it was not easy for a woman to support herself, and after her father was dead and her brothers married, - she would be left without any one to care for her, so marrying was the easier way; and besides, so many men were killed in war that there were not enough to go round.

We took up next the difference between the Hebrew religion and the heathen as brought out by the feeling each had towards its god, or gods. We brought out the fact that the heathen prayed to their gods to prevent them from doing harm to them, or to get favors which depended upon the will of the god. The Hebrews' God represented abstract right, rewarding good deeds and punishing bad deeds?

We took up next the conquests of Rameses II (though he chronologically comes before Solomon), and studied his conquest of much of the Palestinian coast, demanding and obtaining tribute of the Phoenicians. The children attempted to find out how he could keep the territory he had gained, and be sure of having the tribute paid. They discussed the distance from Egypt to Phoenicia, and beyond to the Hittite country against which Rameses attacks were chiefly aimed, and saw that a large army could not be spared. So they decided that a few would be stationed in each country, and the king made subject either by dethroning him and putting some one else in his place subject to Pharaoh, or by a marriage alliance. They discussed vigorously how long a country would pay tribute, what the tribute would be, (products of the country) and that revolt would begin at the first moment it was safe.

Miss Runyon.

Reading: Sentences connected with their history.

Cooking and sewing omitted on account of holiday.

Music: Are making an Easter song.

Shop: Are making pen racks.

Art work: Are drawing a picture of Hiawatha breaking rocks.



History: We reviewed the government of Dale and compared him with previous governors, bringing out the fact that at the time of his return to England Virginia was for the first time in a prosperous condition.

We took up next the great charter of 1619, brought over by Gov. Yeardley, by which the governor, the council, and the house of Burgesses (two elected from each settlement or "Hundred") made any laws not in conflict with the laws of England. I gave the children the statement that the aim of the charter was to let the people have some share in the government, and tried to get from them what would be a fair number to represent each district. It was very difficult to get ideas of government from them- much more so than with group IV. Some of the class thought all should vote on all laws, others that one would be enough. At last one member suggested two or three and gave good reasons. One period was spent in reading to them from "Story of the Settlement of Virginia" a description which told the story of the colony from the time of Lord P~~la~~ware to the new charter in a different way than it had been given them. They were called upon to interpret passages of which the meaning was not plain, and to fill in parts from what they knew. The whole served as a review. One period spent in writing, one in reading by them.

Physiography: Discussed the sort of country first settlers found in Virginia, and what they would have to do to make it habitable. The class decided that each man would have about twenty lbs. of luggage to carry, so that they could make only about five miles a day,- so would build near the landing place.

Miss Hill.



**Pioneer life:**

**Sewing:** Measured and cut out material for bedding. Three children ginned the cotton for the quilt.

Miss Hammer.

**Sewing:** Cut felt into strips for holders and wove with braid.

**Cooking:**

Compared corn flour with ground and flaked corn. Corn meal absorbed 5 parts water to 1 part corn. Corn flour being a fine preparation of the starchy part of the corn, absorbed eight times as much water as cereal. Corn-starch chocolate pudding prepared. Mixed and prepared same as cocoa;- served in custard cups.

**Science:** Wrote record of last week's experiment and worked on their copper ~~trays~~ trays and bowls.

Miss Andrews.

**Music:** Same as last report.

History: We took up the effect of the resistance of the colonists to the tax on tea, and the "Boston Tea Party". The king thought he must punish the colonists for this show of independence, and passed the Boston Port Bill, shutting up the ports. The children traced the effect this would have on the people-- what things they would be deprived of,-- and what set of people would be harmed by it. They thought that they people would resent this, and thought that they were not strong enough to do it alone, and the call for the congress composed of one member from each colony<sup>was issued</sup>. They read an account of this from "From Colony to Commonwealth", and in class spent a half hour in getting together all they knew of importance about the Port Bill. One period spent in writing up what had thus been summarized.

Science: From the U.S. weather maps, using reports of different dates, the children gathered statistics of the weather accompanying high and low barometer. The state of the weather was noted often stations at which the barometer was high and of ten at which it was low. Each child compared his result with that of the others and as <sup>all</sup> every except one had found that in the majority of cases, fair weather accompanied a high barometer and cloudy or rainy weather low, they decided that they might safely say such was the rule. Miss Andrews:

Cooking: Classification of vegetables.

1. Use of dividing into classes.
2. Class of each vegetable cooked.
3. Directions for cooking each class.

Classes cooked: (1) starchy, (2) sweet juices, (3) strong juices.

Spinach was cooked introducing a new class: those valuable for

mineral salts contained. Special directions for cooking to preserve mineral salts.

Sewing: Continued design work on canvas mats.

Pioneer life: Development of carding-machine from hand cards.

Music: Same as last report.

French: Have been taking up the polite forms of address, such as "veuillez vous asseoir", "si vous plait", - avec la bonte"etc. These are used in connection with other words learned in dramatization. One child goes to the piano, - asks another to come and help find some music, - another to come and accompany her in singing, and then the three sing a song in French which they have learned. Three verses have been learned.

Miss Ashleman.

#### Group VII.

History: Asia as a continent was studied. We attempted to determine, since it had extremes of cold and heat, in what part civilization would develop most quickly. The equatorial regions were ruled out because the influence of heat "made people lazy", and did not stimulate to find clothing, shelter, or develop agriculture because of the abundance of natural fruits. The arctic region was ruled out because, until people had learned how to protect themselves, they would not live, and conditions of climate <sup>at</sup> would prevent progress. We next took up the temperate zone as best suited to provide and stimulate. The children picked out on the map the large mountain ranges and wrote their names on the board, having decided why these ranges would act as barriers to people passing from one part of the country to another. They selected the

large rivers which would afford a means of passing from one country to another.

We reviewed next, in brief, the reasons for great migrations, and the time it would take to get from one great plain to another and the conditions that would isolate peoples when once the great barriers were crossed, as for instance in China. We then took up China as an isolated country and studied its civilization and found what it had contributed to the civilizations of the west.

Miss gunyon.

Botany: Study of a specimen of very large branching thorns which one member of the class had brought from the south, in continuation of their study of plant protection. Continued the writing of records on this subject.

Miss Andrews.

Cooking: Same as VI

Sewing: Continuation of work last reported.

French: Have been taking an anecdote of La Fontaine written in the present tense. They act out the description of La Fontaine taking a pear from a tree in his garden and putting it on the mantel piece; a friend comes to see him, and eats the pear while waiting for the novelist. When La Fontaine appears, he asks in distress for his pear, which the friend denies having seen. Then La Fontaine declares that the pear was poisoned, and the friend confesses.

Miss Ashleman.

**History:** Have been taking Chicago as a military post. I told them a little about the war of 1812, and how the British had gained influence over the Indians through the northwest, and <sup>how</sup> during this time the Indians sided with the British. We took up the life at the fort, and Capt. Heald's attempt to reach Detroit and his massacre by the Indians, and a description of the fort.

One half hour spent in sorting out the principal events, - those that helped on the movement, and in making an outline of them.

Miss Bacon.

**Sewing:** Began work in skirt drafting. By means of a given table of measurements and certain individual measurements, taken by pupil, pattern is drafted to fit person. The process involves drawing of straight horizontal, vertical and parallel lines, and the construction, by use of compasses, of the arc of a circle and a right angle, for each of which a definition is formulated by the class.

Miss Tough.

### Pioneer Life:

Developing a machine for carding. The following points were suggested by the class.

1. Principle of carding by hand
2. Coarse wooden comb,
3. Finer combs,
4. Fine steel comb fastened in leather forming the hand comb.
5. Two carders pulling in opposite directions.
6. Enlargement of hand-comb; lower card fastened to table, upper card swinging from above.
7. Machine card: a cylinder, covered with needles to take place of lower card; another cylinder with needles running in opposite direction and rebobbing in opposite direction for upper card. The next difficulty was to remove the carded wool from the machine. The hand-cards were again examined and wool carded. They then suggested another cylinder with needles running in the same direction to carry off the carded wool. They examined a diagram of a carding machine which closely resembled the one they had planned.

Each improvement was made to lessen labor and increase produc-

tion. The cylinder was suggested because it could be run by power. This led to the kind of power used.-- electricity, steam, or water. Water-power was explained: a description of a factory settlement situated on a strip of land between the canal and the river. The principles of a water wheel explained.

Miss Warner.

Science:

Have been working out the same principles as Group IX,-- in the formation of calcium carbonate, both in relation to the geological formation of sedimentary rock, and in connection with the study of gases (oxygen and carbon dioxide) taking up their relation to vegetable and animal life. They have begun to construct an apparatus to show the effect of pure carbon dioxide upon plant growth and of oxygen. In all of this work the children put together their own apparatus and <sup>in</sup> experimenting with the two gases have suggested methods of finding out differences in weight and in action on other things, of course notably upon combustion.

Miss Camp.

science: Continued experiments with carbon dioxide. They blew into the lime water until it became again clear, then boiled it until it became milky. They wrote up the records of their work as far as they had gone.

Miss Hill.

French: Have taken the same label as group VII, only that the verbs have been put in the historical past tense.

Miss Ashleman.

History: Same as VIII

Science: Time has been spent between work upon their maps which are to show location of various resources of the country dependent upon geological formation. The points worked out will be given in detail when the maps are finished. About three fourths of an hour has been spent each week in discussion of the agencies at work to change the formation of the earth considered mechanically, - i.e. connected with the formation of sedimentary rocks.

One half hour has been spent in working out the proportion between the length of the finger and the whole arm. Each proportion was noted for the construction of an apparatus to be used in testing rates of speed of movement of finger and fore-arm and arm. One member of the class is working out practically the length of the lever to be used for the arm motion. This is a problem which may be construed either geometrically or geometrically.

Miss Camp.

Number work:

Miss Andrews wanted some small dies made for group I to dye cloth in patterns, so group IX are making them in the shop. In number work they are finding out the arithmetical and geometrical side. They are now at work upon the trefoil.

To do this they had to have a triangle, and as they did not know what kind of a triangle, we drew several sorts and named them, and finally decided upon an equilateral.

Miss Bacon?

Cooking: same as VI

Sewing: Same as VIII



Pioneer Life: Developed the carding in similar manner as group VIII with some suggestions.

Music: Have sung the French round, "Frere Jacques" for the sake of the practice in keeping a part. The girls took one part, the boys with the piano a second, and the teacher a third.

Mrs. Kern.

French: Have taken up the uses of son, sa ses, bon bonne, mon, ma mes and le la les using them with the present and indefinite past of avoir. They have memorized an extract giving Marquette idea of Chicago, and have written original sentences telling who he was, where he lived, etc. I have also dictated French sentences to the class for them to write.

Miss Ashleman.

We have been talking about the ways the children come to school, the way they go down town, and the way they go to other cities-- directions and transportation. We made sleds of wood and built street cars with blocks and modeled a street out of card board. We talked of trains as a means of communication and drew the trains of cars which carried the children different places. We built coal trains and played we were carrying the coal from the mines to the city.

Some rainy day songs have been learned.

In cooking we repeated flaked rice that we cooked a month ago. A few children could do it with no help, and most of them needed very little. They remembered the proportion of water.

#### Group I.

History: We began the study of the Javanese people. We found on the globe the locality of the group of islands, their nearness to the equator, and talked about the climate in that region. I told them about the Javanese village at the Fair, how the people built their houses, and the physical characteristics of the people.

In number work they played games with sticks which they had made in the shop, finding out all the figures that they could make with different numbers of sticks,- triangles, squares, rhomboids, pentagons and hexagons, and computing the perimeters, counting by fives. Some of the children used the three-inch sticks and counted by threes. They measured water and found out how many pints in a quart, and how many gills, and what fraction a gill and a pint were of a

In handwork they continued the furniture of their house and made a veranda around it. One period spent in dictating a report of their work for the School Paper.

Miss Andrews.

Sewing: Finished work-bags.

Cooking: Talked about wheat and the different parts of the plant.

They examined the grain in different forms to determine comparatively the time of cooking, amount of water.

Art Work: They drew from an object-- some corn in the husks, using colored chalk. Miss Cushman.

Music: Have completed their Easter song:

Easter day is coming soon.  
The rabbits will be here and lay.  
In the garden we shall find  
Eggs to paint and give away.

## History:

The time was spent upon the further working out of the different things they had made-- with a little idea of scarcity value and the value assigned to different things because of their use either as ornaments, weapons, or food itself. It took a good deal of time to get the children to realize the value of anything except that they were very eager to ~~gmk~~ rate the value of the rare shells which they were trading for ornaments high, probably because they were attracted to them themselves. Two periods were spent in finishing their smelting place and drawing and cutting out various things they were making. They succeeded in melting large pieces of lead in the new and improved smelting place, which was the result of several attempts and the combined advice of neighboring tribes.

Miss Camp.

Hand-work: They made clay dishes, ground wheat, cut animals out of paper, and twisted some wool into thread. *OK*

Miss Hill.

Cooking: Same as Group I, and in addition balanced flaked wheat against wheaten to find ~~compositix~~ comparative amounts of water necessary in cooking.

Sewing: Work on bags continued.

Musci: Have been working at rhythm and at the connection between keyboard and staff.

Art work: Illustrated the places where their tribes are living-- mountain side, plain, and sea shore.

Miss Cushman.

## Group II

### Science:

The children planted beans and peas in pots.

We talked about the properties of copper. They heated their copper trays and found they became very soft and coated with black. They put them in water while they were hot and the black came off, and left the copper in a plastic condition. The children thought that the black was due to smoke, and to prove that it was not, they coated one of the trays with smoke from the gas jet, and found that the character of the smoke was very different from the black scale. They looked at a piece of copper that had been put in the furnace four times and compared it with a piece that had not been put in at all, and found that the piece put in four times was very much thinner. One of the children suggested that part of the copper had come off, and that was the reason it was thinner, - which was the case; so we developed the idea that the coating of copper had come off on account of the heat which had made it unite with the air, and that the black scale was not the same as smoke.

Fifteen minutes were spent in number work games, in finding the number of inches in perimeters of various figures. As they used the three and five inch sticks on the kindergarten table, (divided into squares, - they found out what <sup>number</sup> kind of ~~figures~~ <sup>sticks</sup> make a square, triangle, etc., and what figure has the greatest area. They found out that it was a figure with right angles.

Miss Andrews.

History: have done the same things as Group II. In the trading they showed more idea of the value of things and bargaining to obtain a higher price than was offered by a would-be purchaser.

Miss Camp.

Cooking: Reviewed all the wheat preparation, calculated the amount of water necessary to a definite proportion of cereal, and compared time required to cook each preparation. Miss Harmer.

Sewing: Continuation of work last reported.

Historical sewing: Children told of the different primitive methods of carding. Carded raw wool on hand-cards. Miss Harmer.

Music: Have perfected their Easter song.

Art Work: Have done the same work as II. With this group and all groups up to VI we began having five minute poses, afterward drawn from memory. Each model decided on an action which he wanted to represent, took the pose and stood for two minutes, and the class guessed what the pose represented, and drew it from memory, showing by their picture whether they had the correct idea.

Miss Cushman.