

## History:

We took up in review and developed more fully Rameses conquests in Syria and the battle with the king of the Hittites in which Rameses was left alone and overcame uncounted numbers, - which is the subject of one of the great poems of Egypt. The facts for this were obtained from Maspero's "Life in Ancient Egypt and Assyria".

We next imagined a long time to have intervened during which the Phoenicians established more colonies in Asia Minor and islands of Greece, and Cadiz in Spain, - Carthage being left for a later development. We imagined the towns to be prospering, to become somewhat overcrowded, and the colonies as outlets, as well as business ventures.

In one period we took up the result of Solomon's introduction of foreign gods to please his foreign wives in the division of his kingdom and the separation into two and ten tribes. We brought in next the Assyrian Sargon, who became powerful, conquers Israel and deported the ten tribes to Median and Persian cities. With these two kings (Rameses and Sargon) we have attempted to show how warfare was conducted, as it seems at this time to have reached as high a development as it gained (with the exception of the Greek phalanx and the Roman cohort) until the time of gunpowder. We compared the Egyptian and Syrian chariots and the number of men in each (two in the Egyptian, three in the Syrian), their shields and arms, and the method of massing infantry and cavalry. The reasons for the deportation of the Israelites was brought out to be a desire to mix up the people so that there would be little chance for revolt, and to make the kingdom homogeneous by the use of one

language. One period was spent in putting more putty on the map,-- putty brought by one of the children from home. Another of the children brought four small barrels filled with flour and bags of oats and cotton to serve as merchandise in our boats.

Miss Runyon

Physiography: going on with the general causes of difference in climate and of the main things which affect climate secondarily. They discussed the trade winds, and by comparing the heated air from the torrid zone with air from the furnace, gave me the idea of the cold wind pushing the hot air up. They had before followed the drafts in the room and found the direction of cold and hot air currents. Then with the suggestion that the wind would blow that way if the earth were standing still, but if it were whirling something else would happen-- one of the children immediately told the direction the winds would blow around the earth, and without any help that they would blow in the same direction south of the equator.

Science-hand-work: They continued their work in hammering copper, and some of the children reached the point where it was necessary to put it in the furnace to soften it. Miss Andrews: They talked about where copper is found and whether readily separated from its ores. They looked at a piece of copper ore in class and saw that it was found uncombined with anything else.

Miss Hill. OK

Cooking: Reviewed briefly the chief points brought out in study of wheat. Filled bags made in sewing class with wheat, weighing to find exact amount used. These bags of wheat to be used in shipping.

Miss Harmer.

Sewing: Calculated the amount of cloth required for bags for wheat. Bags cut and sewed.

**Art work:** Beside the illustrating work that they have been doing on *Hiawatha*, we have begun some constructive work, one period a week. Last week we began the temple of Harnac. The ground plan is drawn on a board made in the shop; the arches are to be built up in clay. Miss Gushman.

**Music:** Have completed an Easter song and found its pulse.

Hens are cackling over their nests;  
Chickens peep out from their mothers' breasts.  
The girls are taking the eggs away  
For us to color for Easter day.

Gold and green and yellow and red,-  
The children are putting the eggs to bed;  
And laying the boxes safely away,  
To send to their cousins on Eastern day.

Mrs. Kem.

History: The points taken up after the charter and its resemblance to the United States constitution (in house of representatives, Senate and president) were the changes it would make in the colony. All old settlers were given full ownership of land, - large tracts reserved for support of minister, governor and as an endowment to a school for Indian children. To make these lands profitable, laborers were necessary; so the "Indentured servant" scheme was started. In connection with this the children read "True Stories of Kidnapped Children" from Eggleston's Stories of American Life and Adventure." There was still a dearth of women in the colony, so the brilliant scheme of a member of the London Company of sending over respectable women to be sold as wives -- the pay to cover their passage expenses-- was put in operation. The children were much amused at this relic of Mediaevalism. They were told also of the Dutch ship with its first load of Negroes which came at nearly the same time, and of the advantages to the colonists of slaves because of their ability to work in the heat and marshes.

We took up next the various attempts to make the colony successful by producing for the English markets. (1) the attempt to establish silk industry, because of the abundance of native mulberry trees, and its failure because of the fact that tobacco paid better. (2) Attempt at making a wine country as France. This failed practically for the same reason. Tobacco was easily cultivated and brought more money. (3) English wheat did not thrive because the richness of soil made it grow too fast, and become mostly leaves. They were told that the tobacco exhausted the soil, and after one or two crops of tobacco, wheat thrived better. Then we discussed

briefly king James attempt to limit the amount of tobacco that could be imported to England,- the action of the colonists in sending it to Holland, and the attempt of the king to force all ships to stop at England and pay a duty,- the first shadow of the coming struggle between the colonies and the mother country.

Historical sewing: Continued work on bedding. Miss Harmer.

Cooking: Reviewed work of previous week. Miss Harmer.

Practical sewing: Continued work on holders.

Geography: Talked about the elevation of the land in Va., whether the rivers were numerous, and the effect of the rivers on the slope of the land and the soil. They measured the height of the rooms on the first and second floors and from the results conjectured the height of the school-house. This was in order to have some standard by which they could tell about how high fifty ft. would look. Some of the children before measuring, guessed that the house was 100 ft. high-- all the guesses were too high. Miss Hill.

Science: Put a plant under a glass and left it in the sun a while, and noticed that moisture collected all over the sides of the glass. They concluded that the moisture must have come out from the leaves in the process of breathing. They wrote a record of this experiment. In order to find out what was the nature of the gas that came off they put a large growing plant under a bell jar and put a tumbler of lime water in with it and left it over night. In the morning they found that a coating had come over the lime water. In order to find out what this meant they took a test tube of lime water and blew through the tube into it, and found that it became cloudy and milky as the water under the bell jar had. They concluded that the gas



from the plant must be the same that came from the lungs.

They wrote a record of this experiment, and spent the rest of the time in work upon copper trays. Miss Andrews.

Art Work: Illustrated the sailing of the Mayflower, and talked about the colors of the early sunrise,- reflections in the water, and the appearance of a rocky coast. They also did some drawing from memory of poses taken by members of the class.

Miss Cushman.

### Group VI

#### History:

The children have followed out the effect of the port bill upon the people, and have noticed the sympathy which all the colonists showed in this crisis, and have studied the first form of the Continental congress and the declaration of Rights. The answer of the king in declaring that the colonies were in a state of rebellion was brought out, and the forethought of the colonists in gathering together stores of ammunition at Concord and Lexington, and the seizure of these by the British. They read Paul Revere's ride, and had two reading lessons on the battle of Lexington, "The Minute Men", by Mira Pratt and a story from "From Colony to Commonwealth" by Moore. They have also written up as far as they have gone in history.

Miss Bacon

Number work: Fifteen minutes a week, have been playing "Buzz" (saying buzz in place of a number or its multiple). In this way we worked out the multiples of seven up to twelve, and of eleven, and five. Miss Runyon.

Science: As several moths had come out of the cocoons, they group studied them and made drawings of the male and female. In their regular work they compared the temperature of the

stations in the U.S. of the same latitude, finding out what other conditions beside latitude affect climate. Miss Andrews.

Cooking: Review of vegetables in preparation of vegetable soups.

They cooked without directions, and wrote a paper on the following outline: (1) What the vegetable is made of; (2) How to cook it, (3) Why necessary to cook it in this particular way.

Miss Farmer.

Music: Have started the analysis of Group III's song which they will write to give to the members of the Group.

Art. Work: Same as V.

Pioneer work: Wrote a paper as a record of previous work.

#### Group VII

##### History:

They have now begun to take up rapidly the succession of empires beginning in the east, and then the gradually increased area by the coming in of new conquerors, adding to the dominions and unifying, or attempting to unify the old and the new. They were told about the Semitic peoples, how they developed early civilization, and were given the Euphrates valley and Egypt as the two earliest centers of civilization, and were shown that these places are the ends of a crescent of fertile land. The ambition of each people was to possess the whole crescent. The Hebrews were located, and connected as a branch of the Semites. They were told of Sargon's deportation of the ten tribes, and of Nebuchadnezzar's later attack on Jerusalem and transporting the remaining two tribes to Babylon. We took up and discussed the Hanging Gardens as one of the wonders of the world, and the contributions to civilization

which we can trace back to the gémites .

Miss Runyon.

Latin: The work in Latin has ben a general review of the work of the year. The review took the form of plays based on the stories and dictionaries. The stories were assigned to groups of the children and with some assistance they turned them into plays which were then acted out before the class. We then put the words learned into some note books arranging them as a dictionary of reference and had a spelling match on them. In advance we have taken up the story of Mettius Curtius.

"Olim rima in foro romano apparuit. Romani saxa et terram in rimam iactabant, sed erat frustra. Rima manebat profunda. Tum auxilium a deo petebant. pous dixit "Maximum bonum Romae in rima expulso, tum auxilium dabo et rimam explebo." Diu Romani non comprehendebant. Tum mettius Curtius vir nobilis et bonus dixit, "Animus fortis est maximam bonum Romae." Tum suum equum magnifice adornavit et in forum magn equitavit et suum equum in rimam incitavit. Mox deus rimam explevit. Romani semper M. Curtium laudabant et pulchrum factum in memoria terrebant.

The story has been taken up as one in a series of stories illustrating Roman history. It has been work up in the usual way. The class has also begun to learn a little Latin song, learning the music with Mrs. Kern.

Miss Schibsky

Physics: Visited the power-house and began to calculate the horse power of the engine there.

Miss Hill.

Science: They continued the study of the methods of plants to ward off unwelcome insects, and wrote records.

Miss Andrews.

Music: Are composing a song for decoration Day.

Art Work. Drew from five-minute poses.

Cooking: same as VI.; Sewing: began pin cushion of art canvas.



History: We have been taking up the history of Chicago from 1812 to 1830, first Chicago as a village with only fourteen families in it. The children had very little idea of pioneer life, so we spent a good deal of time on a description of it, - how the people lived, - houses, dress, food, modes of conveyance, and a study of streets and bridges. We found Wabun, - a book of Mrs. Kinzie's very helpful on this. Also, Andreas' history of Chicago, and Kirkland's. They have spent two half hours writing, and one-half hour on current events. In current events each child has been given a topic which he is to keep informed upon from the daily newspapers, and report each Tuesday.

Miss Bacon.

Latin: They have studied the story of King Alfred and the cakes.

The story has been studied mainly with a view to bring out the force of the ablative and dative cases. The story is found in the Gradatim. The following is the version used with the children:

Alfredus erat rex Brittanorum. Cum Danis saepe pugnabat. Olim Dani copias regis vicerunt, et fugaverunt regem. Rex hospitium in parva casa petivit. Incolae non regem cognoscebant sed durum lectum et exiguum cenam regi dabant. Postridie agricola suas oves pascebat uxor casam verrebat et rex ignem incendit et liba torrebat. Anxius suis multis curis rex laborem praetermisit et tum flammae liba adusserunt. Dum femina factum vidit erat plena irae. Pigrum hominem increpabat et aures regis verberabat. Rex tamen poenam patienter tolerabat. Dum rex Danos ex Brittaniam expulerat multa bona agricolae et uxori dabat, et in loco amicorum habebat. They have taken up considerable grammar work in the past three weeks; have had four cases in the

the singular and the fifth is being led up to. Have begun the story of Polycrates and spent two periods in turning English stories into Latin.

Miss Schibsy

Science: Are carrying along two lines of work (1) the arrangement of the large clock and the number work in connection with it, and also working out the texting of air in the presence of carbon dioxide, continuing their work on the relation of carbon dioxide to plant ~~wax~~ life.

Miss Camp.

Cooking: Same as VI.

Sewing: Continued articles reported last week.

Music: Are preparing to write Group IV's Christmas Song to present to the members of the latter group.

Art Work. Draw from poses. Most of the poses assumed were in connection with war; shooting with a gun or bow and arrow.

#### Group IX


History: Same as VIII.

Number work: The continued trying to find the rules for the construction accurately of a trefoil to be made in the shop and used as dies in coloring cloth by one of the younger groups. The circles of the trefoil were drawn on the board and the children saw that it was triangular in shape. They drew an equilateral triangle and found by experimenting that if they took the angles as the center of a circle, and with a radius of one-half the length of one side, they could get three circles tangent to each other, and that the greatest width of the trefoil was twice the length of the side. From this rule they found they could make trefoils of any size. On working out the kind of a triangle they would use we worked out, and learned the

names of the equilateral, isosceles, scalene, etc. We discussed also whether a right-angle triangle could be equilateral, and if not, why not; if an isosceles triangle could be a right angle triangle, etc. and how these triangles could be constructed geometrically.

Miss Bacon.

## Science:



In connection with their work on the formation of sedimentary rocks and soils the children had gained too much the idea that carbon dioxide was the only gas contained. We stopped to work up the action of a gas like sulphur dioxide in some practical cases, as bleaching, killing small plant like in connection with fumigation. This necessitates construction of apparatus. One-half hour study period was spent in working out the relation of the finger to the length of the arm, each child working individually, then an average of the class work taken to use in constructing an apparatus for the comparison of the rapidity of motion of finger and arm.

Miss Camp

Latin: I have given the class more dictation and written work than before. I found some of the children lacked confidence in spelling the Latin and also in writing Latin stories. I have not drilled them sufficiently in that as we have worked hard on grammar to the too great exclusion of other things. They have taken up the same story as VIII and have worked up the ode of Catullus. They have spent a good deal of time writing Latin stories or turning English stories into Latin. I find they have a good deal of difficulty as yet, but shall keep up and think it will be excellent practice. They have taken on one new story: "Samos est insula parva in mare Aegeo. Polycrates olim rex Samiorum erat. Erat vir fortunatissimus et sua superbia exultavit. Sum hominum felicissimus". Amasis rex Aegypti et amicus

regis audivit et dixit, "O rex cave! Numquam erat homo qui omnino felix erat, et felicitas numquam manebat aeterna. Sed poly-crates risit. Magnificum orbem in mare jactavit et dixit, "Eum quisquam orbem inveniet tum felicitas mea concludetur." Postridie pikeator magnum piscem ad aulam tulit. Dum coquus piscem secuit, Ecce! ibi erat orbis. Breve tempore postea rex in proelio victus est et postea imperator Pers isus eum cepit et occidit. MissSchibsy.

Sewing: Drafting of skirts continued by girls. Boys worked at fitting up loom. Miss Tough.

Cooking: Same as VI.

Art. Work: Same as VIII.

Music: Are writing group II's Valentine Song to give to the members of group II.

Pioneer work: They wrote up a description of the processes of carding, from the primitive hand method to the machine, with drawings of each. The following is one record:

#### I. Carding with the hand.

In hand carding or in any carding, your intention is to pull the fibres out straight. You pull the wool in opposite directions.

#### II. Comb carding:

The first comb carder was a wooden comb with a few coarse combs or needles in it.

#### III. Improved comb carder.

The improved comb carder consisted of a wooden comb and a lot of teeth. This you held between your knees or with your hand and the sitting position was very uncomfortable.

#### III. Hand carder:

Front view

Side view.

This is where all the fine teeth are put all on one card, and of course you will have to have one on the carder to pull in the opposite direction over the other.

#### IV. Jack-carder.

you have a very large card fastened on a table or plank and have another card swinging over it.

#### V. Machine or cylinder card.

this machine or cylinder card is the most improved card of all.



The children went on and finished the subject of transportation. They talked about the protection of people by gates and signal houses, of viaducts and the use of depots where people could wait for trains. In talking about the signal houses they decided that men would have to go up and down by a ladder, and they went into the shop and prepared wood for a ladder and nailed it together. This took two days. When we talked about the viaduct they cut one out of colored paper and mounted it on white paper, - free hand cutting. In talking about the trains and the depots they went to the sand box and made the tracks and stations in sand, and built up the tracks with blocks and named the stations.

They had a song about wind and rain, and drew pictures of rain and snow.

In cooking they cooked whole rice, but forgot the proportion of water, one to four.

Miss La victoire

In number work they played with blocks and counted by fives with their sticks, five inches long, and were able to count up to 100, but can use numbers in any combination to ten, and in even additions to twentyfive. ~~twentyfive~~. In one period of number work a story was told them in which numbers by fives were brought in, and they could tell in advance what the number would be: it was a story of a boy picking up sticks to use for different things,

In science they finished their map for their house and made pictures for the walls on Japanese rice paper. They made an excursion to Washington Park green house especially to see the growing bamboo and the Japanese pine tree that is threr. They took notice, also, of the tropical conditions existing in one of the rooms and compared it with the climate of Java. We noticed what kind of plants would grow in that kind of climate. The moist conditions were also noticed and the fact brought out that frequent rains caused the excessive moisture.

Miss Andrews.

Sewing: Squares of felt for holders for their own use in kitchen were prepared for them so far as the cutting in strips for weaving was concerned. They measured with ruler the length of strips of braid required for weaving and cut them off. These are to be woven between the felt strips in checkerboard fashion, pinned and basted in position, then sewed around the edges. The lining will be cut, pinned, pasted, and sewed, and initials worked.

Miss Tough.

Science: Finished hammering their copper trays and began cleaning them with acid.

They made a list of the plants they want to plant in the garden and talked about the time at which the garden should be prepared. They began the subject of roots. Some of the children thought it was mere accident that the roots were in the ground; and that if the roots were taken out of the earth they would either die, or the plant would live with the roots in the air. So we planted a pea seedling in a bed upside down, and the next day found that the root had completely turned around and gone into the ground. In discussing why the roots should be in the earth, the fact was brought out that they could only take nourishment from the earth; also that the earth must be moist. Most of them did not understand the connection between the nourishment and moisture. Most of them thought the water was simply taken up into the roots. So we started an experiment to find out if the water could take anything out of the earth. We took some earth and put in water and let it stand; some hot water and earth, and some cold. In the next lesson we are to see whether anything has been taken from the earth by the water.

Miss Andrews.

Sewing: Finished work bags.

Miss Tough.

Cooking: Examined wheat grain. Each child cut grain in two and noted the brown outer part and the white part in the center. They named these parts (1) woody fibre (2) gluten, (3) starch, -having names written on the board and section of enlarged grain of wheat drawn to illustrate.

Miss Tough.

March 10

Group III

Primitive industries:

Practiced spinning with distaff and spindle. Miss Warner.

Cooking: Ground preparations of wheat, examined and compared.

Miss Warner.

History: Spent two periods in constructing paper chariots. The body of the chariot was made in one piece, and made to assume the sugar-scoop form by bending and pasting strips of soft paper to hold the bottom and sides together. Wheels were drawn with the compass, and axle and pole to which the horses are harnessed made by folding paper to get the necessary thickness.

The history part has consisted of review, and in advance the founding of Carthage by emigrants from Tyre. The children were told the legend of Dido and her purchase of as much land as could be covered by the hide of a bull, - of how the hide was cut in strips and made to <sup>enclose</sup> ~~xxxx~~ the greatest possible area. They were told that this is only a legend, but the probable elements of truth were brought out, viz. that it was founded by people from Tyre who left their home because of a dissension in the ruling power, either priest or king. The need of priests, and how they might be influenced to assume power was brought out.

We took up the government of Carthage; - its democracy, - two judges elected yearly and a senate of 300 representing families.

One of the problems of the new city, as of Tyre, was how to get pure water into the city. The children suggested the aqueduct as this was the method used in Tyre. In developing how this could be done, one of the children suggested that "water always seeks its height", and showed how a mountain stream could be used. They were told of the great arches built to carry the water on a level, and that the mechanical device seemed not to have been known, or that the conveying pipe was probably of stone and not so easily adapted to curves. They were told that pipes did not go to individual



houses, but to public reservoirs, and that skin bottles, or clay water bottles were chiefly used.

I told them also of the constant communication between Tyre and Carthage, and that Carthage soon began to be a bigger city than Tyre. We noted its location on the map and the advantages it would have in trading. Miss Runyon.

Cooking: Took up a study of oats. Talked of locality and mode of growth and uses of various parts of plant, noting similarity to wheat just studied.

They found by weighing cracked oats and rolled oats that former would take two and one-half times as much water in cooking as latter. Cooked the two and noted difference in time required. Miss Tough.

Hand work in science: Continued hammering of copper dishes.

Miss Andrews.

Sewing: Worked on canvas needle books.

Reading: Twice a week.

Number work: Have had some games with number sticks.