

Science: Made a generalized map showing different conditions and soil in which plants could live: rocky soil, forest loam, fresh water lakes and arid regions, and noted the different types of plants that would form the societies in these different regions.

To find out what kind of soil would have most moisture in places having an equal rainfall, the children filled two funnels one with clay and one with sand, and poured water upon both at the same instant and carefully watched to see which the water would run through first. The water in the sand ran through in half the time that it took to come through the clay. In discussing the result the children concluded that sand will absorb water readily, while clay absorbed it slowly, but retained it.,- while the sand did not. The fact was brought out that the ideal soil would have both characteristics, that of the clay and of the sand, and the other characteristic not in either,- abundance of nutriment.

Miss Andrews.

Had planted some southern pop corn and some Northern. This week they found that the northern corn had germinated in nine days, and the southern took twelve. They made a note of this for their records and discussed the reason, and thought it might be due to the longer season in the south; that northern corn had adapted itself to a shorter season by more rapid development. From this they went on to discuss the adaptation necessary for a dry hot climate and talked about the kinds of plants which grew on sandy beaches and dunes where the sun was hot and the water immediately drained off.

Miss Andrews.

Sewing: same as last week.

Art work: Illustrated their favorite occupations in the school.

Drew the geranium.

Latin! The story of Mettius Curtius finished. The history of the kingly period of Rome gone over rapidly and briefly to give the children the historical setting of the stories we have studied.

The story of Coriolanus the next to be taken up was told them in its historical context. Beside this the class has learned the following song:

Flevit lepus parvulus, clamans altis vocibus.

Quid feci hominibus, quod me sequuntur caribus.

Neque in horto fui neque olus comedi

Quid feci hominibus, etc.

Longas aures habeo, brevem caudam teneo.

Chorus.

Leves pedes habeo, magnum saltum facio.

Chorus.

Caeco mea dulcis est, pellis mea mollis est.

Chorus.

Quando servi vident me, lepus! lepus! vocant me.

Chorus

Domus mea silva est, lectus meus durus est.

C Chorus.

Dum montes ascendero, canes nihil timeo.


Chorus.

Dum in aulam venio, gaudet rex et non ego.

Aus einer Handschrift von 1575. The song was sung by class with

Mrs. Kern.

Miss Schibsby.

History: We worked on the period between 1823 and 1833. Then we reviewed all the history of Chicago, the children giving orally the work. One of the children had been absent for a couple of months and this review was ostensibly for her benefit. One period was spent it writing, one in collecting and binding the papers of the quarter.  Miss Bacon.

sewing: Working on articles periously started, such as holders, cushions, etc.

Science: Continued to work on carbon dioxide, and have been working out the volume of air in a room, in order to find out the amount of fresh air needed in D and C in the school for a certain number of people. They worked out this by first finding the equivalent of a unit in the English system, such as the cubic inch in cubic centimeters, getting the volume of air in the room.

A half hour a week has been spent in calculating the length of pendulum as related to time of vibration, using three cogs. Miss Camp.

Latin: The singular of the first three declensions has been learned and there has been a good deal of practice in distinguishing the various forms and in using them in sentences.

The story of Polycrates and his ring finished, and a story from the gradatum taken up, the Incautus Fur. Miss Schibsby.

Art work: Showed the first step in the carding of wool., and the second using the hands in drawing out the fibres.

Miss Cushm

History: We have gotten to the formation of Chicago under a town charter. They had the names of several men in the early town of Chicago and were interested in the first ^{election} ~~location~~ under the charter. We followed it out from the posting of notices to the coming into office. ^{of the officials} Then, since ^{Chico} ~~this~~ had ^{taken on} ~~assumed~~ the dignity of the town, they assumed that they should have better streets and bridges. To do this they decided they would have to tax the people. In Andrea's history ^{is given} ~~found~~ the record of the first taxes levied and how much each man paid. We had the per cent. of assessed valuation of the land, the per cent. of taxation, and from this the children worked out how much the fourteen men ^{whom they knew} were worth. They were given a list of questions in regard to the levying of taxes at the present time.

In current events ^{they} ~~I am giving them~~ ^{are given them} lists of questions to look up. Last week we took up the Philippine islands and one of the children reported on readings from Worcester's new book. They also looked up the products from China, which we use, and what products we sell, preparatory to a study of the Chinese question. They also looked up the size of Porto Rico, finding it contained 3 1-2 times as much land as Cook county. ^{OK}

Number work was connected with history, - the calculation of taxes.

One day was spent in finishing figures to be carved for dies.

^{OK} Latin: Story of Polydates and his ring. The story of Incautus fur begun. In addition a couple of stories at sight among them the story of Midas' Golden Touch (from Gradatum). Have had drill in grammar work and practice in writing Latin stories.

Incautus fur.

Pastor nomine Panurgius multas oves habebat. Uno die dives

vicinus viginti ex numero cepit. Pastor ad iudicem venit furemque accusavit. Iudex erat vir in honestus. Divitem hominem timuit et preces pastoris spernebat. Tum pastor ad furem venit et dixit "Retine oves sed da mihi arietem ducem gregis". Fur erat incautus arietem dedit. Pastor animal in humero posuit et coepit redire domum. Sed dum oves vocem et tintinnabulum arietis audiverunt celeriter ad ducem omnes cucurrerunt. Ita pastor suas oves iterum obtinebat.

Miss Schibsby

Science: Continued discovery of action of sulphur dioxide. In carrying out this experiment they constructed the pump for carrying gas from one flask into another. They had to do this in order to get the gas in a dry flask,- that is not above water. Two hours were spent in making different alloys. the alloys made were pewter, fusible metal, type metal and solder. These alloys were made for the younger children to use, who could not work out the proportions. The proportions used were as follows: Bismuth 2 for the fusible metal, lead, tin, or as the children worked it out: bismuth 1-2, tin 1-4, lead 1-4. They then found the time required to melt each of the metals separately, and the time to melt the alloy. The class as a whole took up one metal, the others having been taken up in the same way. They found in calculating the time taken to melt the alloy was less than the sum of the minutes required to melt the component parts. Then being told that they had not worked carefully enough, they again performed the experiment, doing it more carefully, and taking the average, of different mixtures took less time than one of its parts. As soon as the class had worked out this fact for all the alloys they are using, I expect they to draw the general deduction that the melting point of alloys belonging to this class is lower than

that of the metals it contains.

Miss Camp.

French: Have had the first conjugation entire. We have also continued conversation in connection with their history, about Jean d'Arc, and concerning sewing and making of candy.

Mlle. Ashleman.

This week the children talked about Easter and the flowers coming, - and the coming back of the birds, and played with the "fifth gift", making bird houses. This was "free play", i.e. not dictated in any way. They made bird-houses of ~~card-board~~ ^{wood} and took them home.

We took up next the making of a garden, and went out to find a good place. All the children thought a sunny place necessary, and selected one, without reference to the soil. The spot selected was poor soil,-- much gravel, so we talked about kinds of earth, and how soil was made.

Construction work has been the making of garden tools-- rake, hoe and spade,- and a wheel barrow. The last was made of card-board,- the others of wood and tin.

The stories have been the "~~Man~~ ^{Shoe-maker} with the hundred sheep,- The ~~ship-maker~~, and the Elves. This last has been dramatized by drawing and cutting out of dark paper to paste on lighter.

They have cooked hominy ~~and~~ grits.

O. K.

Miss La Victoire.

Work in the shop has been started with the kindergarten children. A group of four took their first lesson in planing. Seed labels were prepared for them all but planing and cleaning with sand-paper.

Mr. Ball.

Music: Are writing on slips of music paper with the words, the Easter song by Group III to present to the members of the Group.

Mrs. Fern.

History: Have been reviewing the words that they learned last ^{quarter} year and practicing writing them and identifying the same words in print.

For their Java prints they have been experimenting with Indigo dyes. They found that the powdered Indigo did not dissolve in hot or cold water, and that something else is needed. They put lime water with the dye, and found that they were able to print with it, but upon washing the cloth, or drying in the sun, it faded. So they are experimenting with washing the cloth first in copperas before ^{the} dying.

Number work: They have been studying the cube, finding the relations of the small cube to large cubes.

In hand work they have done some paper cutting.

Miss Andrews.

Cooking: Examined wheat grain, talked about the different parts and effect of boiling water on them.

Miss Tough.

Art Work: The art work for the spring quarter for all the groups is planned to give the pupils ability to draw objective appearances. For this purpose still life and out of door nature work will form the subject matter of the work. Group I drew oranges with colored chalk. They saw color and light and shadow.

Miss Gushman.

Music: Have been working in ear-training and in recognizing scale incidents. They are learning "Columbia, the Gem of the Ocean", and "Singing" by C.B. Hawley for chorus practice. Mrs. Kern.

Shop: Henry and Francis in this group are doing some of the work originally laid out for group III. They are making picture frames and shield-shaped match-scratchers. The picture frame is 5 1-2 4 3 1-2. The children have to draw a line between the opposite corners to find the center. Then they take the compasses and with a radius of 1 1-4 in. draw a circle. They learn in doing this that the distance between the two points of the compass is one-half of a circle, and this helps them to divide the circle, e.g. if I give them a two inch circle, and ask what is the distance between the points, they say it is a half of two. I try to train their eyes to see when the two sides of the circle are equal.

Another child in this group is making a pencil sharpener. This has compound curves that it would be impossible for a child to draw, so we use the template and mark around to give the shape. The curves are then cut out with a bracket saw. The same is true of the match-scraper. It trains the eye to see when the semi-circles are equal. Some very quickly detect a slight difference.

Mr. Ball.

History: From sub-division into several tribes doing different things, the group has united into one nomad tribe, and have talked about the places where they would be likely to find pasture for their herds,- how often they would need to move,- the things they would have to carry with them, and the various kinds of animals they would keep. They then began the construction of tents to be set up later. They measured on lathes the length they would need the poles, and drew pictures of the shape they wanted to make them..

I read them the story of Abraham and Lot and the division as soon as their herds and followers had increased because there was not enough grass for all. In connection with the discussion of the character of the land where grass grew, we brought out the fact that they would many times be far from water sources, ~~and that water supply~~, and that water would have to come from what the children called the "under-ground" water,⁹ from wells and cisterns. They would have to make that point the center and lead out their herds from that,- returning at night to the same place. Then, when the grazing possibilities of that region were exhausted, they would have to go on to another stream or well.

They also got the idea that beside contending for the right of pasturage, ~~and the~~ difficulties that would arise in connection with the rights of water; all this was done in connection with the story I had read them. In talking about the care of the flocks and herds and how they would know where to go to find grass at different seasons, the children said that the oldest man would know most about these points,- and in both classes they chose the children as leaders who really were the most intelligent, instead of being influenced by personal

feeling as had been done heretofore.

Miss Camp.

Science: Two hours a week:

Reviewed their experiments ind dissolving soils and got the idea that the water dissolves the nourishment out of the soil so that the roots can ^{absorb} ~~dissolve~~ it. They have been studying seeds to find the embryo in the seed, and comparing it with the seedling of the same seed which had grown,- comparing the different parts of the seedling and the embryo and talking about the storing of seed in the embryo *around it.*

In the shop they began a flail.

Miss Andrews.

Cooking:

They reviewed the various preparations of corn they had had: flaked, ground, hominy grits, with regard to the amount of water to a cereal and the time required to cook. Miss Harmer.

Art Work: Drew a narcissus in a bowl using colored chalk.

Group III

History: same as II.

Cooking: Same as II.

Sewing: began work on needle books with canvas covers. These are to be made in same way as those in Group II, but in addition with initials on cover.

Miss Tough.

Cooking: same as II.

Science: Half hour. Have made a list of the things needed for the garden.

Shop: Have made top and windmill same pattern as described for other groups, and pencil rack. This is six inches long and 2 wide. has chamfering on the upper edge. Requires use of compass and

bracket saw in cutting out curves for rest; boring of holes.

Some members of this group are at work upon spool stands.

The wind-mill is made by the more advanced. Some are working on a little bracket shelf, 8 1-2 x 3 1-2. The top shelf is in the form of a semi-circle, and the support is cut out with the bracket saw.

Mr. Ball.

Other work of this Group is the same as II.

group IV.

History: The time this week has been spent in sailing the boat and learning new places on the map and the products that would be likely to be secured at each; i.e. by seeing mountains in the distance think of the possibility of obtaining copper, tin or iron, and a broad level stretch or gentle slope, of flocks of sheep, and therefore wool.

Another period was spent in looking over pictures of oriental countries. We had pictures of the Phoenician coast, views of Tyre, Damascus, ancient houses, streets and dress. We talked about the pictures which the children had seen elsewhere of oriental dress, bringing out the flowing garments and bright colors or white used. The children were asked why white would be used in the East. They said it was because it was cool, or "looked cool", and the climate was very warm.

When asked why it was cooler than black, one of the children recalled a story he had read of Franklin's experiment when he placed a piece of black and a piece of white cloth over snow and found that the snow under the black melted first. They were told of Group VI's experiment with the thermometers, and talked of the colors included in "white" light, and of reflection.

Science: Have divided their time between the actual making of their thermometers with alcohol and mercury and a discussion of the reasons for doing each thing. The attempt to make them understand the scale on various thermometers was carried on in connection with their making. They did not seem to get the idea very readily. They also showed difficulty in making their numbers, so a little time has been spent in writing the Arabic numerals. Miss Camp.

A half hour spent in discussing the animals that were first domesticated and comparing pictures of the wild bear with those of the domestic pig of to-day. We spoke of the dog as probably the first animal domesticated, and gave our reasons for this. Miss Andrews.

Cooking: Made flour from oats by crushing whole grains in mortar and sifting through cheese-cloth. Noted the coarse part remaining and compared with same in wheat. They found the flour from oats darker and more moist than that from wheat. They concluded from appearance that flour from oats could not be used to make the same kind of bread as that from wheat. They next compared flaked corn and corn meal.

Music: Same as I.

Art work: Drew Lotus pods in charcoal. Pictures of Egyptian architecture and decoration were shown in which the lotus forms were used. They drew it as a preparation for their work on the model of Karnack. Miss Cushman.

Shop. Are making about the same things as III. Wind-mill, pen rack, and an easel for holding photographs. Mr. Ball.

History: One period was spent in recalling what we had done last quarter and collecting all that had happened under two main divisions, "The Starving time", and the "Era of Prosperity", though these terms were not given.

For the sake of bringing out the independence in feeling of the colonists, I told them briefly,-- they asking questions and expressing their ideas as we went on,-- of the beginning of the feeling of antagonism to King James government, and of the attempt of the king to prove that the London company had not governed well, and his recall of the charter; what effect this would have on the colony. Following this we took up the movement in England which led to the beheading of Chas. I., and that during this time the Virginians drove out Gov. Harvey who had appropriated to his own use the public funds and granted to others for a consideration land which some of the colonists had paid for. The children showed great interest in this, taking sides of course, with the Virginians. They were asked to tell what they would have done in the case, and to think of the various ways in which the wrong might have been remedied. Considering the king's position, they were next asked to put themselves in his place, and say what they would have done. Most of the class agreed that they, having sent the governor there, would not consent to have him sent away, and would have done as the king did,-- insist on reinstating him.

One period was spent in discussing briefly the grant of Maryland to Lord Baltimore, because this brought out the fact that Lord Baltimore who had desired to settle a colony in Virginia was refused because he could not take the oath of supremacy, then say as a Catholic under a king who represented

the Church of England, and who granted him a large territory in the new world, he naturally was compelled to tolerate all religions. This served as a theme to recall what they knew about Rhode Island, and to mark these two states as the only ones in which religious freedom of thought was recognized. Miss Runyon.

Science: one and three fourths hours have been spent in studying pea seedlings which had come up during the vacation. They noticed that the seeds placed in the ground had swollen, and that some seeds soaked in water had swollen to the same size, and the question came up as to how the water had got inside. They found the small hole on the side of the pea (the micropyle), and thought it might have gone through this hole. To find out whether this had taken place they covered the hole of several seeds with paraffin and put them in water, making a check experiment by putting in some seeds without paraffin. They found the seeds whose micropyle had not been covered were a little larger than those that had, and they decided that while the water could go through the pores, ^{in the seed coat} it must also go through the hole. They wrote a record of this experiment.

Miss Andrews.

A half hour spent on a discussion of the country of Virginia in more or less detail, and then took up the consideration of the whole eastern coast. They drew maps of the coast line west of the Appalachian range to get a general idea of the slope of the land and its characteristics which would be of importance to early settlers.

Miss Hill.

Music: Have completed the writing of the group song on the staff on the blackboard, after naming by syllable all pitches. Mrs. Kern.

Art Work: Made a study of books and candle in charcoal. The drawing of the books involved the study of perspective.

Miss Cushman.

Shop Work: Are working on a bracket shelf, 5 in. x 3 1-2. The shelf is semi-circular in form, and the joining of the top to its support involved some skill.

Mr. Ball.

Group VI.

History (United States).

Have written a description of the army as Washington found it when he took charge of it at Boston. They have been reading about the siege and the evacuation of Boston in "Boys of '76" by Coffin. We got in mind the relative positions of the thirteen colonies and planned the trips that Washington and different men of the age might have made by looking at the map and trying to tell what states they would come through in going from place to place, i.e. when Washington went from Mount Vernon to Boston. After this I asked the children to bound several different states, and they did it very well.

Miss Bacon.

Science: One and a half hours. Drew diagrams of the earth in relation to the sun, showing the change of seasons. They did not get the idea very well in regard to the inclination of the axis, so this had to be repeated, and with the aid of a globe they found out what the seasons would be if the axis were

parallel to the plane, and also what it would be if at right angles, and then they saw what it would be at the inclination of the ^{23 1/4°} angle. Then they drew another diagram which was better, and afterward talked about the other planets in the solar system and their relation to the sun. Miss Andrews.

Cooking: Review of vegetables. They made records for cook book,

1. classes of vegetables with composition of each.
2. Method of analysis or test for each class to identify other vegetables.
3. List of vegetables belonging to each class.
4. Method of ^{cooking} making each class, according to composition.

Miss Harmer.

Latin: Have studied the story of Coriolanus, and begun learning the song. Coriolanus is made a basis for grammatical study. Adjectives of the different declensions were taken up. The class has been led to formulate for itself the relations of adjectives and nouns as to how far agreement is demanded.

Miss Schibsy.

Shop: One of the children is making a combined wind mill and weather vane. The wings are 6 in. long x 1 inch wide, and in construction learn the making of their first joint, - cutting half through the stock of each piece, and making a cross. The main stick is made of half inch square stock, one piece 16 in. long, the other 6 in. The piece which shows the direction of the wind is 5 in. l. l 3-4 w., and both ends are cut into fancy shapes to give a chance for original designing.

Other children are working on an easel 9 1-2 x 4 in.. This requires considerable "laying out" before putting together.

Music: Are writing on slips of music paper with the words, the Easter song by Group III to present to the members of the Group.

Mrs. Kern.

French: Household work is being studied. They have taken up the setting of the table. One lesson spent in learning le couteau, l'assiette, la cuiller, le plat, la tasse and la sous tasse. They are able to set the table naming the dishes, and to ask for any dish they want at the table.

We took up next the washing of dishes and learned bassin, le savon, la cruche, le pot à l'eau; je lave, je j'essuie and je verse l'eau. There were so many reflective verbs needed to give in French the process of washing dishes, that this was not much of a success.

We began to learn

La toilette de Polichinelle.

Ta-la le relle,
Petit Polichinelle.
Ta-la-li relle,
Vient de le reveiller.

Reviewing words and actions in connection with the table, and the different motions, or things that could be done with an object, the following sentences were learned:

Je prends la banane,

Je roule,-- je jette, j'attrape,-- je coupe,-- je passe.

Voulez-vous une assiette bas, s'il vous plait.

Je vous remercie mille fois. Il n'y a pas de quoi.

Qu'est-ce que c'est que ça?

Je mets le sucre dans le sucrier.

Le sucre est dans le sucrier.

Voulez-vous du sucre?

Oui, s'il vous plait. C'est bon. Nous mettons, etc.

A model of Jean d'Arc's house was given me, and

interested the children, so one lesson was spent in learning the name for the different parts of the house.

toit-- quatre murs,-- le perron, la porte, la fenetre, la cheminée. One window was blue and one black, so they learned une fenetre bleue, et une fenetre noire. And maison.

The class went into the kitchen and made cocoa, learning to tell the process in French:

Je prends l'allumette; j'allume l'allumette. L'allumette brule. J'allume le gaz. Le gaz brule. J'eteins l'allumette. Je prends la casserole. Je mesure le sucre. Je mets une cuillerée de sucre, de l'eau et d'eau dans la casserole. Je mets la casserole sur le feu.

At the table one day, we had no napkins, so we made them out of paper, describing the process in French. In this lesson the children learned the difference between "coup" and "déchire" Je prends le papier. Je mets le papier sur la table. Je mesure le papier. Je plie le papier. Je déchire le papier.

Je marche vers la table. Je prends l'allumette. J'allume l'allumette et j'allume la chandelle dans le bougeoir. La chandelle brule. J'eteins l'allumette et je jette l'allumette dans le panier.

Miss Ashleman.