

History: Three periods this week. One was spent in recalling what had been given last quarter concerning the forces at work in Europe which helped to make the discovery of America possible at this time. The other periods were spent in reading and talking about the ideas of the shape of the world in the Middle Ages, the fears and superstitions of navigators, and in reading the story of Prince Henry the Navigator from Guerbers "Stories of the Thirteen Colonies". Miss Runyon.

Science: Two hours a week. Took up a review of the seasons, and of the zones into which the earth is divided. Their number work has been in connection with this. This has been the division of the circle into 360 degrees with the story of its origin, and the use of the degrees in getting the proportion of the zones. They found out the length of a day on March 21 and in June 21. and the total increase in length of the latter over the former, the number of days between and the average increase per day.

Miss Camp and Miss Hill.

Latin: VII.A. This group began the story of Cornelia and her jewels before the spring vacation. This week the Cornelia story has been finished and the story of Mettius Curtius begun. Both these stories have been reported in the work of other groups. In addition the Latin story "Flevit Iesus" etc has been given to them.

VII B. has studied the story of Coriolanus as one of their series of legendary Roman days. It has also committed to memory the song. The story of Coriolanus has been adapted from Livy, De Urbe Condita, Bk. I. and is as follows:

Erat olim homo qui cognomen Coriolanus habebat. Erat homo patricius et superbus. Erat invisus plebi Romano expulsus est

Roma, et ad Volscos venit. Volsci erant hostes Romanorum. Volsci exceperunt Coriolanum libenter ducem militum Coriolanum fecerunt Volsci. Coriolanus milites in Romam duxit. Romani erant territi, quando videbant multos milites. Oratores de pace ad Coriolanum Romani miserunt. Erat frustra. Mater Veturia tum et uxor Volumnia cum duo filiis Coriolanum venerunt. feminae flebant, clamantes altis vocibus, lacrimis et precibus Coriolanus persuadebatur. Dixit Coriolanus, "O mea mater, servavisti tuam patriam, sed amisisti tuum filium". Ita factum est. Cor. milites ex terra Romana ducet. Tum Volsci erant irati. Eum ceperunt et occiderunt.

Miss Schibsby.

Science: A half hour a week. Made a summary of the work of last term of the societies of plants in dry conditions and in wet conditions.

Miss Andrews.

Music: Are writing a group song.

Shop: Paul Harper is working on a pen tray, gouging it out of the solid block. The wood is sweet gum. The block is 9 1-2 x 3 7-8 when the center has been gouged out deep enough, it is decorated with chip carving.

Others in the group are working on stamp box from "sweet gum". This brings in a good many new principles, - such as chiseling across the grain, cutting on an angle. It is the most difficult piece of "built up" work that has been given them. It is in four pieces. One of the boys is working on a book rack, using black walnut wood and a simple design. One is making a small corner shelf of her own design.

Mr. Ball.

French: Have been taking up the story of the son of Napoleon,

Le Petit Roi de Rome.

Le petit roi de Rome etait en general docile et obeissant. Mais quelque fois il avait des acces de colere. Un jour il avait un acces tres violent. Il pleure, il crie, il se roule par terre.

Sa gouvernante, madame de Montesquiou, ferme toute de suite les coutrevents et les fenetres.

Etonne, le petit roi s'arrete, il ne pleure plus, il ne se roule plus par terre. Pourquoi faites-vous cela? demande-t-il. Pour que le peuple francais ne vous entende pas pleurer et crier. Croyez vous que les francais voudraient un prince qui crie, qui pleure et qui se roule comme cela par terre. Ah! croyez-vous qu'on a puis m'entendre?

Certainment. J'en suis bien fache.

Pardonnez-moi, Maman, J'essayerai de ne plus le faire.

This had been dictated to them after they were familiar with it, and written from dictation.

They have also taken up gardening, dramatizing as usual:

Maman me donne un carre dans le jardin. Je prends la veeche et je retourne la terre. Je ratisse le jardin avec mon rateau. Je le divise en plusieurs plates bandes. Dans une plate-bande je plante des fleurs. Je fais des trous avec mon plantoir. Dans une plate-bande je saine des graines, et je encouvre les graines de terre.

Mlle. Ashleman.

This brought in the use of pronouns, gave them a new synonym for "go",-- Je me rends. They were interested in finding the French word for lettuce, "salad" is the English word for the dish of which lettuce forms so large a part.

History: (U.S.) Have been going on with the social conditions in Chicago from 1831. We have taken up the life of the people, conditions in which they lived, food, houses, clothing, occupations and social features.

I told them that the people sent to the legislature and got a charter, and asked them what things ought to be seen to by the town in a small place of 300. They worked out that there would be a fire department, because there were several frame houses; and because there was not enough business to keep a regular department busy, the citizens would have to be the firemen. ~~Each house had two leather pails.~~

The children said there would be some part of the men who would need to see to things, and they thought they would be aldermen. I told them they elected five trustees, and that these trustees appointed the president of the town and the officers. ^{and thought there ought to be an} They ~~elect~~ ^{assessor} and collected ~~the~~ taxes, and some one to see to the bridges and roads. They thought there would also be needed some ~~one~~ for the police department, or a sheriff.

They read from Wau-bun and were especially interested in the ^{trip} ~~shop~~ which Mr. and Mrs. John Kinzie ^{took} ~~kept~~ in 1831. They were told of the time it took Mr. and Mrs. Kinzie to come to Chicago from Winnebago -- a week-- to Chicago, traveling on horseback along the Indian trails, as there was not even a road in 1831.

Miss Bacon.

Latin: This group has studied the Coriolanus story in not quite so simple a form as group VII, mainly for a study in use of cases. They have also committed the song to memory.

Cn. Marius olim consul Romae erat. Vicerat urbem Coriolarum

They said there would have to be money raised to build bridges & roads

et ea causa cognomen Coriolanus habat. Erat patricius superbus et sua superbia invictus erat plebi Romano. Qua re expulsus Roma, ad volscos, hostes Romanorum acerrimus venit. Volsci eum libenter exceperunt et et militum ducem fecerunt. Postea Coriolanus magnum exercitum romam duxit. Dum Romani exercitum ~~exercitum~~ exercitum videbant erant territi et oratores de pace ad eum miserunt. Sed C. responsit, non sum Romanus sum hostis Romae." Tum sua mater et uxor cum duo parvis filiis ad eum venerunt. Feminae flebant clamantes altis vocibus, "Parce, O coriolane! hanc terram quae te genuit et alvit! " denique persuadebatur lacrimis et precibus et dixit, "O mater mea! meae iram vicisti et tuam patriam servavisti sed amisisti tuum filium." Et ita factum est. Cor. exercitum ex terra Romana duxit. Ex causa volsci erant ita irati ut eum caperent et occiderent.

Miss Schibaby.

Number work: One hour. carrying on the calculations of the number of cubic centimeters of air in $\frac{1}{2}$ room C. They measured the room, some choosing to measure in feet and reduce to the metric system, others measuring direct. They started from the fact that they would have to know the amount of air in the room to know how long the supply would last with people in the room. they spent 1 and 1-2 hours at least in getting through the metric system, weighing a gram of water and going over the different units and abbreviations for them. They then got the cubical contents of the room as it would be if rectangular, then found the contents of the two "jogs", and subtracted them. They preferred to do this in centimeters, working as much as two hours with that measure, drawing a cubic inch and finding out how many cubic centimeters in the block.

Miss Camps

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Group VIII

Sewing: Continued draughting of patterns for skirts from individual measurements.

Miss Tough.

Music: Is writing Group IV's Christmas song to present to the members of IV.

Art Work. Draw flowers in color on gray paper. *C. K. P. Eashman*

Cooking: Reviewed vegetables and made records:

1. classes of veg. with composition of each.
2. Method of testing for each class to identify new vegetables.
3. List of vegetables belonging to each class.
4. Method of cooking each class.

Miss Harmer.

Shop: Are at work of articles with simple carving. The girls are working on desk blotters. The aim is to get a complete set of desk appurtenances: blotters, ink stand, bill file, stamp box, and pen tray and rack.

Mr. Ball.

Group IX.

History same as VIII.

Number work: The children were very much interested in taxes, so the entire time had been spent in working out from the tax roll the amount each man whose name they had was worth, and what the assessed value of his land was, in Chicago in 1825.

History - We found the boundaries of ~~the~~ ^{Wayne} county in 1796 - 1803, - Wayne County, in which Detroit now is, extended clear over and took in Chicago. We saw that in 1809 the territory of Ill. was created and made into one large county. As the country settled the counties were made smaller and smaller, and after eight contractions, in 1831 Cook county was formed.

Miss Bacon.

O. K.

Sewing: Girls cut out material for skirts from the patterns draughted. Boys worked on loom. Each week one boy is taught to darn a stocking.

Art Work: Books in charcoal on gray paper. *J.R. V. L. L. L. L.*

Music: Are learning for chorus drill, "Clear and Cool" from Chas. Kingsley's Water babies. Are also working up a group song.

Shop: Are working on the decorative side. Some are making mirrors and stamp boxes. They have begun a music bench with is to represent the work of several groups and to remain in the school. The top is 16 in. wide and 3 ft. long, and is made of 1 1-8 in. oak, and will be carved in low relief. Music will be the theme of carving. The supports of the bench are to be cut in some fancy shape. The outlining of the carving will be done by several groups, and the finished work by the older children. One of the boys is making a long narrow shelf for the school, to be used for a vase. It is to be carved in low relief.

A good deal of the wood work for the potter's wheel has been done by the children. Mr. Ball

French: The group has now learned perfectly the present imperfect and next future tenses of avoir and etre, and almost any regular verb of the first conjugation. They ~~also~~ also use the compound tense unconsciously. They have taken the pronouns, mon, son, ton, notre, votre and leur, and understand making adjectives agree fairly well. They have had the anecdote of Napoleon at Milan, and are reading Jean d'Arc.

Anecdote.

A l'epoque de la campagne d'Italie une dame des environs

de Milan invit. Napoleon a diner. C'etait le jour avant la prise de Milan. A table le general ne parlait pas beaucoup, il avait l'esprit occupe des operations militaires du len demain. La dame, pour animai la conversation et aussi poussi par la curiosite, dit, quel age avez-vous, general, vous avez l'apparenceance jeune et pourtant vous comptez deja beaucoup de victoires.

Madame repondit Bonaparte, - aujourd'hui je suis encore jeune, mais demain j'aurai mille ans Milan.

The verb sentences were picked out and put in different tenets, and the different idioms noted, e.g. quel age avez-vous, etc. The same sentence was composed with different pronouns.

The words to be used in gardening were also taken up.

Miss Ashleman.

Science: (To be given at end of subject).

Latin.

This week we have taken up the out-door games of children. On Monday we made marble bags and played marbles. Then we made jumping ropes. The children twisted the ropes from the fibre and put on wooden handles. On Thursday we made reins out of carpet braid, using ~~newspaper~~ fasteners. The children planned so that they would fit. On Friday we made tops with button moulds and meat skewers. The tops were decorated according to their own fancy. Some used colored stars, which had the appearance of circles as the tops went round, and some used stripes.

The story for the week has been that of the ~~Man~~ with the hundred sheep.

They have cooked the flaked wheat and found the proportion of water needed by comparing with flaked corn. They found in the hominy the outer shell was removed and in the wheat it was left on.

Miss La Victoire.

O.K.

History: and Science:

Began making their garden. They spaded up the ground and brought rich earth and heeded it in and raked it over and got ready for planting the seeds. They planted last week wheat, and in the cold frame, gourd seed, as the ground was not warm enough for gourds, and since they need a long season, they were planted now to be transplanted later. With Miss Lackerstein they took measurements of their own height, to compare with their height in June in order to see whether they grow at a greater rate in the spring than at other times, as plants do.

They spent a half hour in reviewing the general physical characteristics of the different peoples they had studied about, and talked of the general characteristics of the Red race, in order to finish the five types. Miss Andrews. *OK*

Sewing: Continued work on holders.

Miss Tough.

Art Work:

All groups worked out of doors. The easels and boards were put out on the lawn and the children drew in colored chalk. Special emphasis was placed upon the color of the sky and ground, and upon the fact that these two planes recede.

Music:

A. K.

Botany:

They made a further study of seeds and seedlings to find out the different ways of storing seeds, in the cotyledons and outside. They studied the morning-glory as a type of albuminous seeds, and peas and beans as starchy seeds with the store of food in the cotyledon.

One half an hour was spent in setting the table for luncheon, bringing in all the number work possible. They decided how many places were necessary,, and how the total number should best be divided between the large and small tables. I gave them a half or a third as many dishes as they would need, and they calculated the additional number necessary.

Miss Andrews. O.K.

Art Work:

Same work as Group I, only that they drew all that they saw within a given space. We talked of color of receding planes and of the relation of themselves to their pictures. It was difficult for them to express the distance of objects from themselves (as a tree half way across the yard.) Miss Cushman.

Sewing: Same as last week.

History and Science.

Cooking: Made complete records of corn preparations.

Miss Harmer.

Art Work: Same as group II. *O.K.*

Sewing: Continued work previously started.

Miss Tough.

History:

The children had not had work enough in putting together in an original way what they had learned in history, and in taking initiative and attempting to organize others to carry out plans. So two of the four periods were spent in using the map and the merchandise which had been prepared. When the matter was proposed to the children they were told that whoever could get up a plan which would include all the children, assigning them work, could manage an expedition. There was some difficulty in deciding who should manage the first sail, as several volunteered. The matter was voted upon, but only two members of the class could be got to vote for any one,-- not because they had any objection to the candidate, but because, as one explained,-- they wanted to vote for themselves. The voting was done by acclamation, and after three attempts with the same result, they were shown that a deadlock existed, because only two had been nominated, and each of these could only secure two votes, the other members refusing to vote in the hope that they might become candidates. When told that nothing could be done until the matter was decided, one voting member changed his vote, giving three to one, which was declared an election. The first plan which was proposed and carried out by this child was to found "that city back of Gibraltar" (Cadez), probably because this involved the longest possible sail. The members of the class were called upon to help load the boat with provisions, to take places on Crete, where the leader had decided to have a wreck, and to be natives in Spain.

The next expedition was in search of metal. Mountains

were seen in the distance, and a search was started to find out whether they contained metals, copper, tin being especially desired. As in the former case, all the children were assigned places. The parts assigned in this case were not very definite, very active, or very original,- but the effort was a real one.

One period was spent in reading and one in telling them the story of Cyrus the Great as given in Lord's "Beacon Lights of History". This brings in the legendary history of Cyrus's childhood, and the rules of the Persians, "To ride, to shoot the bow, and to tell the truth".

They were told that Cyrus belonged to the Aryan race, and this people connected with their earlier study in the fall, when the Aryans had moved down into Greece, into Italy, and into the region of Media-persia. They were given the name Semites as covering the peoples along the East coast of the Mediterranean and Egypt, and asked what we had to-day that we got from the Semites. They answered at once, our religion, and were able to tell how this differed at that time from the religion of other peoples. Of course in this we mentioned the Hebrews as the particular branch of the Semites from whom it came.

Miss Runyon.

Science:

Have spent all their time in the making of thermometers. The points brought out, beside the incidental points, such as conduction of heat by the different substances-- are the vaporization of water at a certain temperature; the replacing of air by the vapor of alcohol, in order to get an empty space for a column of alcohol to expand and contract in. About ten,- sometimes more, minutes of each period were spent in

writing temperatures of the substance they are using, and
practice in writing numerals. O.K. Miss Camp.

Cooking:

Compared corn preparations studied.

| | water | time |
|-----------------|------------|---------|
| 1. Flaked corn | 1:1 | 8 min. |
| 2. corn meal | {white 5:1 | 45 " |
| | {yellow | |
| 4. Whole hominy | 7:1 | 4 hours |
| 5. Cracked " | 6:1 | 1 hour. |

Weight compared for amount of water required.

Time required to cook different preparation.

Sewing: Worked on needle-books.

Art Work: Did about the same work as III. One of the boys drew
the school building. No suggestions were made to him and
the result showed a fair observation of masses. Miss Cushman.

History:

The reason for the beginning of Maryland, and what it stood for was reviewed. We took the feudal form of the charter,- the sending of the two Indian arrows each year to the king,- the perpetuity of the grant and the rights it gave the governor. Since Lord Baltimore died soon after the grant, and the land then went to his oldest son, this gave an opportunity to ask about the division of land among children of a parent in Virginia. The children said it went to the oldest son, which was correct, and then we took up the discussion of what became of other children, and what the method of division is now. We talked of the public lands, and how they were granted to individuals, and saw that in many cases younger sons would get new lands and move farther back from the coast. That many of the indentured servants would also do this, when their time of service expired. The discussion brought out the fact that there were no towns, and no chance for small farmers. To make the ideas more vivid, the children were asked about public lands now, how titles to them could be secured, etc.

We took up the death of Charles I and the coming of the Cavaliers, and the distinction between the cavaliers and the Roundheads. This brought up again from another side, the difference between the colonists in Virginia and other colonies.

One period was spent in writing about the method of grinding corn in Virginia by burning out the stump of a tree, forming a mortar, and hanging above a hugh limb to be moved around as a pestle. This description is given in "The Colonial Cavalier", by Maud Wilder goodwin. Miss Runyon.

Science: Botany:

We took up the arrangement of food in the ^{Seed} cotyledons. We took to pieces, and examined ^{the food and found} the place where the food supply was, in relation to the cotyledon. We found seeds in which it was inside, and seeds in which it was packed around the cotyledon. They examined morning glory, gourd, pine cone seed peas and wheat.

They made careful drawings of the seedlings which had come up out of the ground, i.e. of the pea and morning glory, in order to compare them with drawings of a later time.

In number work they computed the cost of all the seeds that would be necessary for all the groups to have for their gardens. They began in the shop some insect boxes, making them from plans which had been previously drawn. O.K.

Miss Andrews and Miss Camp.

Cooking

| Review of corn preparations: | Am't of water | time. |
|------------------------------|---------------|---------|
| flaked | 1:1 | 5 min. |
| ground | 5:1 | 1 hour. |
| Hominy grits | 6:1 | 1 " |
| Whole hominy | 7:1 | 4 " |

Sewing: Work on holders continued.

Art Work: Drew the same subjects as the others. As these children were older more attention was paid to the accurate drawing of trees, etc. O.K. Miss Cushman.

History:

We took next a good view of the country and discussed where were the strongest points held by the British. The children concluded that these would be the points that the Colonies would probably strike at. They knew from the French and Indian war that Quebec was the strongest fort in America, and that probably would be where they would go. Then they concluded that Washington would send part of his men up to take it because he had the largest army. We then discussed the easiest way to get there, since the Colonies had no battle ships, and few boats, the children concluded it would be easier to go up a river, since by water would be easier than by land. We then traced the course of two rivers, one from the St. Lawrence and one from the Atlantic, whose sources were nearly together. We then decided that the Kennebec and Chaudiere were the rivers that the army went down. After we got the army before the city of Quebec they read the description of the battle from "The Boys of '76". Two periods were spent in writing a description of this expedition. Miss Bacon.

Science:

OR

The children made clay models of the earth and moon on a very small scale to get an idea of the relations in size. We talked about the orbit of the moon and of its phases. Then, using a bunsen burner for the sun, in a darkened room they revolved the moon around the earth and noted the different parts illuminated, causing the moon's phases. We discussed the different motions in the solar system: the moon around the earth, its rotation on its axis; the earth's rotation on its axis and

and its revolution around the sun, carrying the moon with it; then the rotation of the sun on its axis, and its revolution about something as a center, carrying the earth and all the planets with it.

Miss Andrews. ^{OK.}

Cooking: (*Groups VI, VII, VIII, IX*)

Vegetable foods (vegetables and cereals) previously studied.

I. Compared vegetable and animal foods.

1. Material giving form and substance.

2. Nutriment filling cells.

Given by children:

Vegetable foods.

1. cellulose

2. starch

3. water

4. mineral salts

5. Fat (small am't)

Animal foods.

1. connective tissue.

2. albumen

3. water

4. mineral salts.

5. Fat (large amount).

Elizabeth Campbell observed that there were simply a few things of which foods were composed. We classified these "food principles".

1. Starch - sugar - cellulose.

2. albumen -- connective tissue.

3. fat.

4. Water

5. Minerals.

The next question was, Why are foods so different? In reviewing the composition of vegetables we found these food principles were combined in varying proportions.

They were told two things essential to scientific cookery:

1. Action of heat and water on the different food principles and the best way of treating them to bring to a most digestible condition.

2. Crude analysis of foods.

The next question was, When several of the food principles are combined in one food, what method should be followed. One of the class answered, "Why, of course, for the one in largest amount." Ralph Holmes wanted to know "Why do we bother-- why can't we use cook books?" "Didn't those people analyze food and then make the recipes?". We went back to the earliest times and considered the methods of cooking and how,-- probably, an accumulation of recipes was made. They decided as a class in favor of the method of analysis,-- rather than the "trials of experience". They took up the study of the egg which they were told was the purest form of albumen. The review briefly the cooking of starch and cellulose to find if that would give them any help in the cooking of albumen. They could find no connection and Beth said they would have to experiment with it. They were given definite directions for the experiment. Albumen was to be examined at scalding, simmering and boiling temperatures. They had no thermometers and could only determine the temperatures by the physical changes in water. They were not sure of these, and water was brought to boiling point in a beaker and changes carefully noticed.

Scalding-- air bubbles on sides of pan,

Simmering, " " rise to surface.

Boiling water " break on surface.

White of egg was dropped into cold water which was gradually heated and records were written of observations.