

Each child cooked an egg in the shell according to best results obtained in the experiment. The eggs were opened at the end of the lesson and results compared. This revealed the most interesting facts as to the nature of yolk and white.

Miss Harmer.

Art. Work: Same as V. *OK*

Sewing: Continued work last reported.

French:

History (U.S.) Have done about the same work as group VI.

Miss Bacon.

Science: Talked about the position of the earth at the change of seasons and made models, showing the positions. Compared the size of the Zones. O.K. Miss Camp.

Hand-work: Continued making baskets.

Cooking: Same as VI.

VII. B.

History: We took up the story of Columbus in a simple form, bringing out his home and school life and interest in navigation; then the sources from which he obtained his information concerning the earth, and his conclusion that it was round. We took up his attempted to find someone to pay the expenses of the voyage; his experiences in Portugal, in Spain,- the interview at La Rabida, and his final success. The attention of the children was called to the model of the convent in Jackson park, and the models of the three Spanish ships.

We discussed the question as to whether this was a great thing for Columbus to have done, inasmuch as he was not the first to conceive that the world was round. We brought out the fact that his belief had been strong enough to lead him to do the thing about which others had ~~had~~ only theorized.

The voyage, the landing at the West Indies, his reception in Spain, attempts at colonization and later voyages, and finally his death were talked about, and read about. And then the whole was summed up in order to write it.

Latin:

French:

Number work:

Continued the working out of the cubical contents of a room. The new points taken up was the making of the metric measures in connection with the conversion of the cubic feet of air into litres.

History: (U.S.) They have had one study hour and have taken up the development of the city. They saw that the city had need of a police department because of the great number of people that came in during the boom of '34, '35. A good many hard characters came, and the police force was found insufficient. So the idea was developed that in the new charter there should be *made for* a chief of police appointed ^{by} the mayor, and ^{the chief} he was to appoint his assistants. We have also taken up the development of the public schools from the private schools. We talked of Miss Chappel's as a typical one, which was started as a private school in 1832. It grew to be a school of quite a considerable size. Sometime before this, when the township was surveyed, section 16 in the township was given to the public schools as ~~a~~ *provis* fund. This land had been sold, and the money had been in the treasury a year or two, as no schools had been started. Miss Chappel said that since hers was the only school, she ought to get some of the money. The people agreed with her, and she then handed in a list of her pupils and received from the public fund a certain amount proportionate to her number of children. This was the first public school money paid out in Chicago. Then in 1837 a regular public school was established, in which the teacher was hired by an examiner.

OK
We have begun to discuss the need of water works and of a sewage system. *The authority for this is Andreas* Miss Bacon.

Botany:

the children have each selected and staked out a plot of ground two feet square in a vacant lot, and purpose making a study of the behavior of the plants growing in it. They have begun making a list of all the different kinds of plants they can discover. Most of the plants are as yet small seedlings and require careful observation to be distinguished from one another. The names of only a few are known, and at the outset the difficulty for some mode of designating them presented itself. One of the children suggested the drawing of the seeds until they are sufficiently well developed to be identified. This plan was adopted and the children are now engaged in completing their lists by the use of this method.

They have also undertaken to estimate the total number of individuals of each species upon their plots. A.C. Moore.

French:

Group VII (a)

After a review of their vocabulary including some new words for the parts of the human body, they were given the subject of the kitchen. The purpose of this was to associate French with their cooking lessons, which I learned could be conducted in French.

The vocabulary was presented to them in as many different ways as was practicable and calculated to make a ^{vivid} varied impression. They visited the kitchen to see the various appurtenances and utensils, heard the words pronounced and read them aloud from the board. The usual tasks of the cook, such as lighting the fire, putting on the water, opening the oven, etc, were illustrated and expressed in French.

The next day they were questioned about what they had

done the day before, and taught how to answer. This conversation was written on the board, and they were asked to read it aloud and copy it to take home. Much stress was laid on the cultivation of ear-memory, and the ability to pronounce.

Before leaving the subject they were asked to write a composition on the kitchen of at least five sentences. This seemed particularly distasteful to them, and several who failed to bring papers had to spend the recitation time making up this work. They seemed to enjoy the spell-down and word game, which we had at the end, very much.

The principal subject for the second week was the garden.

This was chosen as appropriate for the springtime. The vocabulary was presented to them by visiting the garden and having them use a gardener's implements, spade, ^{hoe} bow, rake, etc., expressing their acts in French. They also planted seed. The new words were written on the board and after pronouncing them they were asked to copy and take them home to study.

The next day there were given a conversation on the subject. Much stress was laid on the cultivation of eye, ear and muscle memory.

After a review of the present tense of the verb avoir, by seeing, hearing, pronouncing and writing it, they were given a little poem by Berenger, "La renoncule et l'Oeillet."

"La renoncule un ^{jour} dans un bouquet

Avec l'oeillet se trouva reunie;

Elle eut le lendemain le parfum de ^{oeillet} l'oeillet.

On ne peut que gagner en bonne compagnie."

They learned this by heart. The names of the seasons came up naturally in the study of the garden and flowers. After learning these they were given a lesson on the different parts

of a clock or watch by illustration. This was given in preparation for a study of time suggested by "le printemps" and the other seasons. The week's work was concluded by a spell-down and word game in review of their entire vocabulary. O.K.

Group VIII for 1st & 2nd weeks. April 1st-
An anecdote which they had had before "La Fontaine, le grand Fabuliste" was acted for a review.

"Le petit Roi de Rome" had been begun, and most of them knew the vocabulary. The story was read from the board and much stress was laid on the correct pronunciation, as well as the translation. Then they were asked to copy and take it home to learn. When the story had been learned they acted it. This part of the work seems to interest them the most, and serves to give them the most vivid impression of the story.

The present tenses of the verbs "avoir", and "être", were reviewed by seeing, hearing, pronouncing and writing them. They were given in addition the present tense of the first conjugation with parler of the first conjugation as a model. Attention was called to the similarity between the endings of the first and second persons plural of the verbs avoir and parler, -ons and ez. This new verb was given in preparation for a new dialogue.

Before ^{leaving} learning "Le Petit Roi de Rome", they were required to write a composition on the subject of at least five sentences

La Fontaine,
Having had an anecdote about La Cigale et la Fourmi, one of his fables was read to them, and they were asked to translate. Then a dialogue which I had written, based on the story, was read and translated from the board. They were asked to read and copy and learn. The derivation of several of the words from the Latin as fourmi, from formica from which we have the name "formic acid" in Chemistry, was brought out. The dialogue was recited and

acted until most of them knew it. At the end of the week they had a spell-down and word game including both vocabularies given them. O.K.

Art work: Made a charcoal drawing of three trees.

This was drawn on gray paper a larger size than the one used by younger children. O.K.

Group IX.

History (U.S.): Same as VIII.

Number work:

In connection with Miss Harmer's work they needed to know the ratio of revolution of the small to the large wheel in spinning. They got the diameter of the large wheel and worked out the circumference and divided it by that of the small wheel, using the rule that the circumference is approximately 3 and 1-7 times the diameter, which they had used in finding the contents of a globe last fall. The numerical work involved a division of fractions, and as they were rusty in this, a half hour was spent in practice.

O.K.

Miss Bacon.

Sewing: Girls continued work on skirts. Boys cut out aprons for use in printing shop.

Art work: Worked on a design to be carved on the music bench. They were shown drawings of primitive musical instruments. Out of these they tried to make a design which should be suitable in sentiment and composition. O.K.

Miss Cushman.

We have continued working on childrens' games. We made swings, bouncing balls, reins, buzzars and pin-wheels, and spent a half hour out-doors each day playing with them.

We finished planting our garden,- one half the ground was planted in flowers and one half in vegetables. Seeds were chosen which would come up and mature during the school year.

We cooked flaked rice with pears, and moulded it in cups.

C. K.

Miss La Victoire.

Group I.

Much of their time has been spent out-of-doors. They have made their garden beds and planted nasturtiums, pop-corn and sweet corn, sun flowers, carrots and cabbage. The selection of seeds was made on the basis of some food principle contained. Onions, for having the food element in the underground stem, radishes and carrots as being a type of thickened root with a store of food. This gave three ways of storing food. All the grains were taken so as to have a type of storing in the seed. Peas were chosen as a type storing food in the seed, though in a different way from the grains.

With Miss Lackerstein the group played number games with the blocks, using cubes and finding the relationship between the different sized cubes.

In hand-work they made a box for insects. Some pussy-willows were brought by one of the children, and a half hour spent in studying them,- putting them in water to watch them blossom. Each child also took a stem home to watch it develop.

Miss Andrews.

Drawing: Sketched out of doors. The continued the sketch began last week, paying special attention to the color of sky, ground and their own relation to the space.

Miss Gushman.

Science: Spent one-half hour in the study of the willow and in planting peas in their garden. They started an experiment with pea seedlings to find out whether its roots would go toward water or toward earth, when the earth and the water were in opposite directions. They took a box with a coarse wire netting on the bottom which group V had made for them in the shop, and lined it with filter paper in which they made holes, through which the roots of the seedlings were placed so that they came out a half inch below the wire netting. More filter paper was put over the seeds and kept wet. The box was suspended above the ground and left ~~out of doors~~ to see whether the earth or the water influences would be the greater.

Miss Andrews.

History: Each of groups II and III has united the separate tribes in which they had been working to form one tribe of shepherds. First the sort of place the shepherds would have to choose to dwell in was talked about and, of course, the grassy plains were soon selected, since their flocks were their chief possessions. The geographical positions of such plains was then taken up and the children drew pictures of them on the board and afterwards modeled in sand a map showing the beginning of the mountains, the high plains, the river plains, and the sea shore. One point brought out in making this map was the water courses had formed during the spring rains (owing to the nature of the soil) an irregular gulley, or gullies. These streams of course dried up in the summer. When the problem of how water could be obtained in sufficient quantity for the flocks and herds was given the children, - with a few suggestions they got the idea that under this loose soil there might

be under-ground water which could be reached by digging.

The characteristic features of the shepherd life were brought in in the story of the tribe. It was necessary to move from place to place, since the pasture in one place would finally be used up. The beast of burden they had and the various articles the tribe would have to carry with them were talked about and also their ways of getting water. The stories of Abraham and Lot, of Isaac and Rebecca were told them. They made pictures of a well with trees with Isaac approaching on a camel. They also modeled water jars in clay. In making these jars the points brought out were the form to be chosen, both for ease in carrying on the head or tied to the side of a donkey,- and also with small mouth to prevent rapid evaporation.

The groups are now in the process of making tents to take out of doors. They first took small sticks and fastened them together in the way they wanted their tents really to be. Then they fastened their larger poles in the same way. After this they returned to the small sticks and made the tent covers out of cheese cloth, finding out the proportion between the poles and the length of cloth needed.

O.K. Miss Hill and Miss Camp.

Study of textiles, etc. Same as given III in report of Feb. 3

Miss Harmer.

Art work: Out-of-door work on one day. A cow was tethered in the lot near, and the group sketched it, filling in the background of sky and ground. The work of those who had been in the school all the year was excellent. On one day the weather prevented the children from going out, so pictures of the pine

and oak were shown them. The contrast between the forms of these two trees was noted, then the pictures were put ^{away} again and the children required to draw from memory. Miss Cushman.

group III.

Study of textiles: They were told the story of the probable invention of ~~knitting~~ spinning, first how the spindle was developed from the twig. When the shepherd boy had twisted the fibres together to form a thread, he wound them on a twig to keep them from tangling. He is supposed to have dropped the twig, when the yarn unwound, and he saw that the twist came out. He reasoned that by twirling the twig in the opposite direction the twig could do the work he had previously done by rolling the fibers against his knee and thigh, and would do it faster. He discovered also, that when the twig was weighted with yarn it would spin faster and the weight would draw down the carded wool and assist in the spinning. So when he took a new twig he weighted it with clay or a piece of wood. This piece when it developed into a disk is called a "whorl". The spindle then was made longer to accommodate a larger amount of thread, and we had the distaff.

The children practiced spinning with the distaff.

In the next lesson they were given some Germantown yarn to take apart to work out the construction of the thread. They found it was made of four strands, and in separating one of these strands they found simply the twisted parallel fibres of wool. Then they were to work out how this yarn was made from the thread spun on the spindle. They were asked if they would always get the four strands, and worked out the ideas two three or more threads could be used, and that the technical name was two-ply, three-ply, etc. To make yarn the different

they had spun the yarn. They worked out the idea that the strands would have to be drawn out evenly because looseness would give an uneven thread. So they would need a stand on which the bobbins would revolve at the same time. This was worked out on paper to be made in the shop.

Their first work on the spinning wheel will be making three-ply thread from the yarn. Miss Harmer.

Cooking: Have cooked different oat preparations and made records for the Cook book. Miss Harmer.

Shop: Are making small flasks or boxes for holding sand to form moulds for metal. The boxes are in two parts and have to have guides on the sides so that they will come together accurately.

Other members of the class are making holders for spindles to wind yarn on. These consist of two upright pieces, 15 in. high with a half piece bored, and four wires through for the spindles to revolve on. Mr. Ball

Art Work: Continued their study of last week, noting their own relation to the landscape. They were sometimes made to realize their distance from objects by running to them. There is a tendency on the part of all the children to place remote objects in the front of the picture, and it requires great effort to make them express space relations on paper. Miss Cushman.

C.K.

Study of textiles: Same as III.

History: One period was spent in looking over Rawlinson's "Ancient Monarchies" for pictures of Assyrian life. We saw vases of an earlier period and later, the children picking out the earlier by the absence of handles; lamps, and where the wick was explained; bronze and flint implements; a slab of the pavement of a palace, showing an elaborate design; the Propyleum of the temple at Khorsabad; houses in an Assyrian village; method of transporting stone on a raft by using skins as bouys; bits used to guide horses; battering rams; musical instruments; method of moving one of the large wigned bulls,- etc. The children were much interested, and conversed very learnedly about the different pictures.

Two periods were spent in reading a play written for them in which their own names appear, describing the trip of a Phoenician merchant from Tyre to Egypt and return.

The rest of the time was spent in reading to them the story of "Darius, the Persian boy who knew about Zoroaster", b from "Ten Boys, etc." This followed the story of Cyrus the Great which had been told them. The children show marked improvement in ability to retell stories, some of them being able to tell from beginning to end, and in good order, most of the points of a story that has been told them.

Two periods were spent with Miss Bacon in reading, coming on the days when they did not read with me, so that they are now having reading four times a week. Miss Runyon.

Science: Have gone on with their work on thermometers. Spent two have hour periods in learning to write numbers through 212, and to read numbers as far as 1900, given as the melting point of iron. O.K. Miss Camp.

History: Most of the time has been spent on the story of Bacon's rebellion.- the causes which led to it, the navigation laws of England, the proroguing of the General Assembly, and finally the lack of protection from the Indians. The children were asked why the refusal of Gov. Berkeley to send an army against the Indians should have so incensed the people; whether they could not fight the Indians in self-protection, without a commission. We brought out the point that self-defense is permissible at all times, and that what the people really wanted was a raid against all the Indians in the vicinity of the towns. Berkeley, it was found had a contract with the Indians to furnish skins on which he made quite a profit, and this was brought out as a reason for his reluctance to send an army against them. Another reason, which, however, did not seem to appeal to the children, was his loyalty to the king, since he feared an army when once it had settled the Indians, would turn its strength against the obnoxious laws.

Bacon's rebellion in going without the commission was sympathized with by the class, since as usual that fact that some white people had been killed far outweighed the feeling of any injustice that might be done in killing friendly as well as hostile Indians in a general attack.

The opposition army of Gov. Berkeley, the popularity of Bacon, his attack on the Governor and the burning of Jamestown were brought out with the picturesque setting which belongs to them.

One period was spent in an attempt on the part of the children to write a record of the rebellion. This was the first time they had attempted to write their own ideas of a history subject. The result was fair. Miss Runyon.

Science: Spent a half hour in the study of the pussy willow as the children did not seem to know much about it. They planted in the garden onion seed and onion plants, and started an experiment to find out what gas is evolved from a growing plant when in the sunlight, to see whether that gas is the same as in breathing, or due to some other processes. They put some green algae in the bottom of a beaker and inverted a funnel over it; over this they inverted a test tube filled with water, in order to collect the gas made by displacement. The apparatus was placed in the bright sunlight. Bubbles immediately began to come off, and it was left for enough gas to collect to test.

Miss Andrews.

Spend two periods upon the measurement of the whole earth in its division into zones by circles, parallels and meridians. They compared incidentally the sizes of the continents and oceans.

O.K. Miss Camp.

Theoretical study of textiles: Have done same work as III.

Art work: Have done the same work as III and IV, but having it adapted to their greater skill.

Miss Cushman.

History: 'U.S.)

Have taken up the battle of Long Island and have written it up and are reading now the battle of Lake Champlain in "The Boys of '76". They were very much interested in the fact that Arnold, who led the battle on Lake Champlain, failed because he was a general, and not an admiral, and therefore tried the same tactics on water that he would have used on land, and found that they would not do. They were interested also in the fact that the gun boats were so very small that when the Americans wanted a fleet they proceeded to chop down the trees, hue out the timber and build the ships in a few months; and that the gun boats were only large enough to carry one small cannon.

The children need to read aloud, so the last week I have been having them do all the reading in class, reading aloud from "The Boys of '76". Miss Bacon. *OK*

Science: Have made another diagram of the moon's phases, as the previous diagram was not clear. Miss Andrews.

Cooking: Directions were given for the preparation of the foamy omelet.

1. Care of eggs in shipping and in the home.

1. Jarring the egg, breaking the membrane around the yolk.
2. porosity of shell. water evaporated and replaced by impure air.
3. Odor. H_2S

2. Difference between yolk and white considered.

Yolk: Oil in yolk prevents its catching the air and getting light. This is beaten not so much to increase its bulk as to break the membrane and get it fine-grained.

White: Elastic nature of albumen in white considered.

Directions given for beating in the greatest quantity of air.

1. Stretch albumen with each stroke.
2. stretch only in one direction.

3. Air beaten in should be pure cold air, as being capable of greatest expansion.
4. Care of pan: rub rough edges with salt.
5. greasing pan:
6. Mixing omelet.
7. Temperature for cooking. Gradual expansion of air cells to keep fine grained. Miss Harmer.

Study of Textiles: Same as III.

French: Have continued learning vocabulary of occupations in the school or home. We made lemonade, describing the process. When we sat down to the table we found we had no napkins, and not wishing to disturb other classes, we proceeded to make some from paper. This required the folding, measuring and tearing, bringing in the difference in the terms "to cut" and "to tear", and numbers in telling how many inches long the napkin was to be. Imagining the room to be dark, we brought in the idiom *il fait sombre*, called for a candle, lighting it etc.

Then we washed the dishes, learning the new words for dish-pan, dish cloth, warm water, and reviewed again the words for the dishes we had used. The children are now ready I think, to conducting their cooking lessons in French.

Mlle. Ashleman.

Art work: Same as III, so far as subject was concerned.

C.N.

Latin: Have filled in a short narrative of the history between the founding of Rome and the story of Horatius, to put in their little Roman histories between those two stories. The narrative is to be printed when a copy of it shall be put on file.

Miss Schibsbey.

Number: The time, an hour and a half was spent in working out the same problem given VII (a)

Miss Camp.

History: So much interest was shown by most of the class in getting a good account of the story of Columbus for their records, that more time was spent on it than had been expected. After the record was complete, it was corrected as to spelling, capitalization and punctuation and copied. This took two periods, and several of the children did the copying at home.

The rest of the time was spent in reading from Wright's "Children Stories of the American History", about De Soto, and in questions to bring out a clear understanding of what they read. As we had only one book, it was necessary for the children to read distinctly. Most of the children read too fast or too low and without expression, so that other members of the class complained, and we had constantly to stop and try again.

Miss Runyon.

Cooking and textile work same as given for younger groups.

Art Work: same as for younger groups. C.R.

French: The next subject in gardening was the care of plants.

This involved several new words and new actions. We found a caterpillar on a leaf and discussed what should be done with it. We had had the word tuor but the children thought they did not care to kill it, but to protect our plants we had to get rid of it, so we threw it over the fence. We took up next other insects which eat the plants, butterfly and bees, and learned

the idioms se posent in expressing the alighting of the butterfly on the flower, and J'ai peur, for I am afraid; also the negative form. We took up various common flowers, learned their French names, and as some of the children did not know them, - their English names as well. We had also the idiom jour de fete, and pretended to pick a bouquet for a birthday gift.

To aid them in learning the vowels, which had given them some difficulty, and the pronunciation of "nom", I gave them to learn the following enigma:

Cinq voyelles, une consonne,
En Francias composent mon nom,
Et je porte sur ma personne
De quoi l'ecrire sans crayon.

They began a fable of the Country Mouse and the town mouse, and wrote compositions on gardening. In these they substituted the new French word by a drawing, - spade, rake, watering-pot, etc.

Group VII (a)

Latin: Have put into their dictionaries the words of the stories they have studied, - Romulus and Remus, Cornelia and her jewels, Mettius Curtius and the Lepus song. Miss Schibshy.

Number work : Spent all their time on the problem given them last week, of the number of rays of light incident at 45 degrees in comparison with the rays at 90 degrees.

(Insert diagram)

Botany: They are doing some of the work done by Group VII in the winter,- taking up the societies of plants in a desert.

Miss Andrews.

Other work has been the same for both groups. Sewing, Cooking and study of textiles same as younger groups. *History same as VI.*

French: The subject for the week was time. This seemed to follow very naturally upon learning the seasons. The children were taught the various parts of a watch and a clock by illustration. These words were read from the board and copied to be learned. Great effort is made to have the children hear and pronounce as much as possible. This is secured by drilling them together in unison, and then each individually while the rest write.

The expressions for telling time were taught by context, illustration, pronunciation and writing. A short dialogue was given in which the time was asked, and the subject of time was treated generally. The week's work was completed by a spelling-match and word game, reviewing their entire vocabulary.

W. R.
Miss Handing.

Group VIII

History(U.S.)

We followed out the development of the water-works system until the city took it under its own control. This brought up a discussion of the advantages of municipal ownership,- bringing out the fact that the city could furnish it cheaper because it did not intend to make any profit. We got from Andreas and Kirkland's histories the names of the towns that used the river water. The Chicago was then a clear stream. As it began to be

used for navigation it became impure, and wells were sunk. This lasted until the boom which began in 1834. In 1832 Cook, who *the state of Ill.* was the senator for Ill. got the government to grant ~~him~~ land for a canal from Chicago to La Salle. The land was surveyed for five miles on either side of the canal and blocked out to be used in the construction of the canal. The state of Ill. was given every alternate block to use in the construction of the canal. As soon as the canal was a settled thing, the boom began.

We mentioned the custom which grew up when the water became impure, of carrying water in barrels about the streets for sale. Then the wells were sunk, and when these proved insufficient, a company was formed to get the water from the lake. The first water-works were started then; a crib was built about 150 ft. from the shore, and pipes run. These were placed too near the surface and froze in the winter, causing a water famine. Then the city bought out the company, sunk a crib farther out and put in heavier pipes and established a ^{sewer} ~~sewer~~ system.

The children asked questions about the water works of other cities, and were told of towns where reservoirs are used.

Their paper this week was on the government under the charter of 1832, and why the people made the departments they did, due to the needs of the times. *OK* Miss Bacon.

Latin: The week has been spent in reviewing grammar for the benefit mainly of two new pupils. The class has done a good deal of translation at hearing, - the story of Pyrrhus, of Numa Pompilius and Ancus Martius, and have written stories in Latin. Miss Schibsby.

Physiology: It was the general idea or plan in the work for this quarter to follow through the physiology and physiological chemistry of digestion, and if time would permit, the completion of this division of the field of physiology, to go over into some work on respiration and circulation.

This choice of subject for the beginning was made because of its more or less practical side and because of its greater natural tendency to arouse the interest of the pupils.

The class has met three times and the work covered so far has been a discussion of the effects of the saliva upon the different kinds of foods, the effect of chewing upon the foods, the alteration which starch in particular undergoes in cooking, in salivary digestion. The changes in the appearance of the starch were watched with naked eye and with the microscope.

Mr. Rogers.

Number work: Have continued the problem of finding the subical contents of a room.

O.K.

Miss Camp.

Study of textiles: Groups VIII and IX have continued the work reported for group IX, on March 10. During the intervening weeks they have been writing their records. They worked out the development of the spindle the same as group III.

The next development was the invention of the Indian spinning wheel. The spindle here was inserted in a stand so that it would revolve horizontally, and the spindle was turned by a larger wheel. The number work of the relation of the large wheel to the small was worked out with Miss Eason. The spinning is the same as with the spindle, and is called "intermittant" spinning because the carded wool must first be drawn