We cooked farina. The children weighed it and found the proportion was 7 parts of water to one of farina.

On Tuesday we made baskets, using a frame work of copper wire and weaving the wood fibre through the copper wires. The next day we carried the baskets to the woods, where we found violets, butter-cups and trilliums. Some cocoons were found, which the children carefully shook, to see if they were good. Some of the violet plants were brought home to plant.

On Thursday and Friday we took up street cleaning, made dump carts out of cigar boxes, with card-board wheels. The brushes for sweeping were made of hair cloth and wood. Then the children played theyr were street cleaners.

Miss La Victoire.

Science and History: Spent an hour weeding in their garden.

On Wednesday they went on an excursion with the kindergarten children and Group II to 85th St., and found many kinds of wild flowers and swamp plants. We found cocoons and ~~marks of the~~ galls on oak twigs and on goldenrod.

For number work they estimated the cost of the excursion to each child, the buss and car fare amounting to ten cents.

In hand work they have continued the stamping of their curtains.

One period was spent in dictating a record for the paper.

O.K.

Miss Andrews.

Art work: Made a drawing in color of a single tree. Miss Cushman.

O.K.

History: Continued dyeing wool. They found that the logwood did not give a good color, the purple turning to brown when washed in potash, and not a good fast color when used alone. So they tried washing the wool in alum first and succeeded in this way in getting a better color. Miss Hill.

Science: Groupm II went on an excursion of which they estimated the cost. They found some dragon fly larvae, and an hour was spent in studying them. Miss Andrews

Textile work: Group II carded their cleaned wool, and found out (1) how the fibres would have to be arranged to make an even thread; (2) how cross-fibres would interfere with the evenness of the thread; (3) how dirt would interfere. The clean, fluffy mass was drawn out in a long "sliver" one inch wide. When thin places occurred, the children found they could take a loose strand of wool and fit it in. This gave them a clear idea of the interlocking of the wool due to the wavy character of the fibre.

Group III took the yarn on the bobbins obtained from the factory and prepared it for dyeing. They knew the yarn would have to be in loose hanks to dye well. Two children worked together. Two chairs were put together, and one child regulated the yarn and the other delivered it from the bobbin. They found it very slow work and very small skeins were produced. These were wound loosely into hanks to prevent tangling.

They examined a picture of the colonial reel for winding skeins, and the whole class are making a reel in the shop. The picture was examined in order to divide the work among the different children. Dimensions are to be worked out in the next lesson Miss Harmer.

Cooking: Group III reviewed the lesson on the potato. Miss Harmer.

Art work: Group II drew a red barn. They noted particularly the shape of the mass and the ~~silhouettes~~ as they were silhouetted against the sky. Miss Cushman. O.K.

Shop: Group III. Made a bobbin stand This necessitated exact measurements and the boring of holes opposite each other to insert wire for holding the bobbins.

History: All of the children had seen Chinamen, and one had been in Chinatown, San Francisco, and told us a good deal about it. We took up the houses, first the exterior appearance where the ornamental feature is the roof. We compared the steep roof of the Chinese with the flat roof of Assyria and Egypt, and recalled the fact that the little rain in those countries made the flat roof feasible. They were told of the sameness of the architecture in China,- houses, stores and public buildings being similar in construction. We found clay to be the chief material used. We pictured a street where the walls of the houses were joined close together, no windows open on the street, and only a step or two to the door. Then a plan was draw for them of the arrangement of the interior of atypical Chinese house. The door opening into a court-yard with rooms at right and left. The court-yard paved, with perhaps a pool of water for gold-fish, and trees and flowers. Opposite the door, a long hall, dining room, with side rooms. Separate apartments for men and women, and in the houses of the wealthy, two or three court-yards, arranged in the same way, surrounded with rooms.

They saw a picture of the long wall, were told why it was built, and time it took to build it, material, size, etc. The length of it was comprehended in part by telling them that it was longer than from Chicago to New York.

Miss Runyon.

Science: In making the generalization referred to in last report, I found that some of the children had never had any actual work in metals, in moulding them. Hugh and George were the only ones who had had this, so they were kept busy writing, while

the rest began the process of moulding. We burned sand, as it has been proved that burned sand makes better molds. We sifted it twice to insure its evenness and absence from foreign matter then mixed it with water so that it would retain its shape on being pressed with the hand. Because they had not had any work of this sort they were first to mould weights to get an idea of theconditions to be met. They pressed weights down in the sand, and when they got a perfect mould, filled the hole thus formed with melted lead. O.K. Miss Camp.

Spent a half hour in the garden, weeding their plots.
Miss Andrews.

Textiles: Carded wool to use on spindles which are being made in the shop. Miss Harmer.

Cooking: Made potato soup. Some oft the children brought strawberries, and we made a rice custard to serve with them.
Miss Harmer.

Art work: Drew buildings showing relative size of buildings, fences and trees. O.K. Miss Cushman.

History: To make more vivid the first attempt to explore beyond the mountains of Virginia, I read to them "The Knights of the Golden Horseshoe", from Cooke's "Stories of the Old Dominion." We looked up the Blue Ridge and Allegheny mountains on the map, and saw how little of the land claimed by Virginia had been used up to this time. The golden horseshoes with which Gov. Spottswood presented the members of his party were to commemorate the shoeing of their horses with iron for this trip, and this brought out again the fact of the scarcity of iron used in Va., and gave an opportunity to tell of Gov. Spottswood's aid in introducing its manuafacture.

We had now come to the time when the history of Virginia is bound up with that of the other colohies, so the children were asked what they remembered of the three colonial wars, or Wing Williams, Queen Anne's and King George's in which the French and English in America carried on the quarrels of Europe. They did not recall much except that there were such wars, and were not very definite as to where the French were in America, so the map was taken up, and we discussed to what the claims of each were due, and how the settlements of the French and English differed, and how the Indians affected each.

To find out how a colony attacked could let others know, we took up means of transportation at this time, dangers attending it, etc.

One period was spent in reading, onein writing.

Miss Runyon.

Science: Spent a half hour in the garden, and a half hour in getting their records in order and making corrections. Some time was spent in discussing the result of their experiments in oxygen.

New work begun was the function of roots. The children did not have a clear idea of how the roots absorbed the nourishment from the soil. To find out whether water dissolved anything from the earth that the roots could absorb, they poured some water upon a given amount of soil and let it stand to find out next week whether it had ~~absorbed~~ disolved anything. O.K

Miss Andrews.

Have been adding up the number of miles in Space of ten degrees, taking 12 ~~miles to a degree,~~ spaces to Hong Kong. to find how far it is to Hong Kong. Two of the children who finished their calculations, are working on the lead for the potter's wheel. Miss Camp.

O.K.

Textiles: One of the children gave the story of the invention of spinning & of the spindle as it was developed from the twig. They were particularly pleased with the invention of the top. They practiced spinning with the distaff and spindle. Miss Harmer.

Cooking: Reviewed the potato.

Art Work: Same as IV. O.K.

History(U.S.)

Each of the class is now provided with a volume of "The Boys of '76." We discuss just enough of the battles in class to give them an idea of just what they are trying to do in war, andthen the rest of the reading is done at home. We discussed the state of the country financially and politically, and from the results of this discussion the children said that the olny thing to be done was to form a government of the colonies. It was bought before their minds that they still belonged to Eng., and one suggested that they would have to break off from England, and that this ought to be done formally. When asked if it had been done, two of the children thought of the declaration of Independence. We discussed what would ~~be that would~~ be done first to form a government. From their study of colonial history what departments would be decessary to carry the war through to the end successfully. Miss Bacon.

Science: Are finding out by geometrical construction whether there would be a greater surface from which roots could grow by cutting the slips at right angles to the stem or obliquely.

Miss Hill.

Spent their time in rewriting papers which they had written alone in the study hour, as the work had been poorly done. O.K.

Miss Andrews.

Cooking: Reviewed the composition of milk.

French: Are still working with their garden. They had had the phrases for telling the state of the weather, for telling how to make a garden, what tools they use , anme of plants, etc.

Miss Ashleman.

Art work: Same as IV. O.K.

History: (Same as Group VI). Miss Bacon.

Latin: Have finished the Horatius story and begun Scaevola.

Miss Schibsby.

Science: Have been taking up the physiology of digestion. We started out by gathering together in discussion what they knew about food and its digestion. They seemed to have a very vague idea of how it got into the blood, but kneww that the blood carried it to different parts of the body, such as supplying the lime to the teeth and bones. Two of the children in the class recalled the experiment with saliva and starch made last year, and I tried the experiement of having these children tell what they had done and the results. We then passed on to what part of the digestion was done in the stomach. They were told the name of the fluid of digestion was gastric juice, and that this contained pepsin, acid and rennin. We then took two foods to see what effect gastric juice had upon them, one fluid food and one solid. : milk and albumen. The effect of each constituent was tried separately, in order to find out which accomplished certain ends toward the final end of solution. They brought out various conditions for the experiment, such as shaking, heating to the temperature of the body, time for it to act. The experiments took one full hour without time for records except the briefest sort of labels, and the records had to be written two days after. This does not work well, the children remembring only the most striking things, and most of them forgetting that they have carried through a control experiment;- that is the egg and milk treated simply with water to see if that would dissolve it.

They took great interest in the making of cheese with

rennet and in the account given by one of the children to a ~~of a~~ visit to a cheese factory. They raised of their own accord the question as to whether there was anything more in the whey they could get out. O.K. Miss Camp.

Cooking: Made experiments with rennet as given for Group VIII last week. Miss Harmer.

(b)

History: Have spent the time in reading Marquette's life fr from their book, hunting up the places mentioned on the map, and in filling in an outline map of their own. Two or three of the children have been at St. Ignace and "walked the paths Marquette walked in". Special attention has been paid to the route through Lake Michigan to Green Bay, up the Fox river to the portage, and across th e portage to the Wisconsin which flows into the Mississippi, in order to contrast it with the route later used through the Chicago river, found to be easier, and to give force to the fact that when the Iroquis had driven away the Kaskaskias and other tribes friendly to the French, the Chicago route could not be used with safety, hence the development of this part of the country was delayed.

A good deal of time has been spent in getting the children to picture what they read, as some of them pronounce easily words they do not know the meaning of, read rapidly, and have no very clear idea of a paragraph after they have read it, nor put together bits of description of Marquette or Joliet so as to form an idea of their appearance or character.

Miss Runyon.

Latin: Have begun grammar work. I take up a simple sentence and analyze it with them. We have formulated definitions for nouns, verbs, adjectives and pronouns. They have also had short

sketches of the seven kings of Rome and of the consular period up to Coriolanus. Have translated the story of Columbus at sight.

Science: We have gone over the processes occurring in the stomach during digestion, discussing the mechanical and chemical processes involved. We did a few experiments with artificial gastric juice, trying its taste, etc., action on milk and albumen.

We then took up intestinal digestion, discussing how the food reaches the intestines and in what condition. Also how the digested products are absorbed into the blood from the intestines. Mr. Rogers.

French: One afternoon was spent on an excursion, which furnished the topic the day before, the children answering in French questions as to the time, place, when we should see, etc. After returning they wrote a composition on it.

The rest of the time has been spent on the story of La Salle's life, which was told them briefly, and about which they answered questions. We are getting ready to dramatize parts of this. Miss Ashleman.

Art work: Worked out of doors. They [redacted] the difference between the receding planes which were above the eye and those below. They discovered the difference first by observing [redacted] placed at a height and then on the floor After they had discovered this I told them that these planes if extended would seem to meet at a point opposite their eyes. Then I asked them to draw a house on a hill and one in a valley. They worked on the problem with much interest, and seemed especially pleased that it seemed difficult. O.K. Miss Cushman.

History (U.S.)

We took up the claims of England, France and Spain in America. In connection with this ~~we took up~~ added a short description of the voyages of Columbus, of the Cabots and some of the French explorers. We discussed the reasons why England wished to colonize under the reign of Elizabeth,- that the wool growing industry had driven out of employment many of the farmers. I gave them a description of the attmept to form a colony on Roanoke Is, and its failure; then the fact that the death of Eliz, occurred, and Jas. I was not far sighted and felt no special interest in colonization, and it was left to private men to form a Company and undertake the work. We read of the grant given to the London and Plymouth Companies, the former in the south and the latter in the north. We discussed the objects of these companies, tht they wished to form a basis for discovering the north-west passage to India and to discover gold. We read of the trip over and the settlement of the colony on the James river. We then discussed the form of the government. From their study of city government the children recalled the fact that there was the executive, the legislative and the judicial departments. We investigated to see whethere there were these elements in the government at Jamestown. The children found in the letter which the king wrote laying out the form of government that there were these three departments, but that they were divided differently from what we have them now; that certain judicial power was given to the governor and that the council made the laws, but this council was appointed by the king, and not elected by the people, as in Eng., although the king had promised that the colonists should have all the rights of Englishmen. The question came up whether the English had any

right to the land in America. Some of the children said the land belonged to the Indians because they had lived there so long; others said that it could not belong to them unless they did some work on it. They did not know whether the Indians had done anything to cultivate the land and were set to reading to find out.

For reading they are using the Settlement of Va., in the Historical Series, taken from the writings of John Smith.

In current topics we are discussing the railroad project of Cecil Rhodes. As the children were rather ignorant of the geography of Africa, we looked up relief maps. They are now trying to find what products we could get from Africa.

O K

Miss Bacon.

Science: The children brought together and tabulated the results of their work upon their garden plots. The numbers of each species were found to be fairly uniform. In one or two cases the figures were so strikingly out of harmony with the general results that it was thought advisable to question their accuracy. Various sources of error were suggested and an investigation soon revealed the real difficulties which were remedied. Averages were made out followed by a general discussion of the significance of the results. Mr. Moore.

Number: The difficulties encountered in translating fractional parts into decimals and then into decimals of per cent. have occupied this class' entire time. The children who finished their problem, began estimating the amount of air that would enter a room at a given rate through a given orifice. They took the area of the window as a square meter, and found from the weather map that the greatest velocity of wind in Chicago is about a mile a minute. This was reduced to meters, and from

from this they got an idea of the amount of air that passed through a room at that velocity through that aperature.

Miss Camp.

Latin: Have studied the Pyrrhus story and the Columbus story mainly with a view to grammar study. Are working along on verbs and keeping up their noun study. Miss Schibsby.

Art work: Drew out of doors a group of buildings in relation to all the surrounding landscape. The results were very good, both in color and proportion. Miss Cushman.

History: Same as Group VIII. Miss Bacon.

Number: Have been working out the taxes on certain property they know about, bringing out the different principles of taxation. This work was given to clinch the work done in taxes taken up in connection with their study of Chicago.

There was some percentage work which came up in connection with their science with Mr. Moore. They found a certain amount of sand took up a certain amount of water, and they were to find out how much 100 grains of sand would take up. They worked this out, stating it by proportion. Miss Bacon.

Science: After examining clay, sand and humus, and making experiments on their water relations, the children went out into the field to verify and apply their results. Various kinds of soils were identified, and it was seen that the types are rarely met with, but that most soils are mixtures of clay, sand and vegetable matter in varying proportions. Observations were made upon the tendency of soils to dry out and the most characteristic plant which grows on each was noted. Mr. Moore.

Latin: The group has been reading Caesar. In addition they have done at hearing the Columbus story translated into Latin, and a French anecdote which they had been studying with Miss Ashleman. They had a spelling match on the words in Caesar which we havet met with frequently. Miss Schibsby.

French: An excursion was planned to the country, and the children were told about it in French, and then answered questions as to where they were going, where they were to meet, time, etc. One afternoon a thunderstorm came up and formed the topic of conversation. One of the children's reports of this lesson

is as follows:

Mercredi le 2 mai a lecole il fait sombre dans la salle. M. Ball entre dans la salle et M. Ball dit, "Comment vous portez vous, Mlle?" Mlle. ré pond, "Tres bien, merci beaucopp" Alors Mlle dit, "allumez le gaz, s'il vous plait, il fait sombre dans la salle, j'ai peur. M. Ball allume le gaz cinq becs de gaz, et il dit, "Oh Mlle. vous avez peur? J'ai honte de vous. Ie suis sur que Helene et Phebe n'ont pas peur.

Compositions have been written at home on the excursion.

In advance grammar work they have taken up the passive voice, hav ing many examples, and writing sentences illustrating its use. We have continued the reading of Jeanne D'arc, and they have written from dictation parts that they had read.

We have begun a comedy by Moliere, Le Medecin Malgre lui. One scene has been modified for them, and has been chosen to bring in a large number of idioms. Mlls. Ashleman.

Sewing: Work in sewing for all groups is a continuation of work previously started. Nothing new will be started this quarter.

Rhythm.

The children are given a song with strongly marked two pulse rhythm. They are asked to keep time to its movement by swinging their right hands. Each swing is called a pulsation, or pulse. They are led to notice that one pulse is stronger than another. The strong pulse is called accented. On each accented pulse they are to give a larger swing of the hand. After accomplishing unison swinging, the teacher shows them how to suggest by circles drawn on the board, the rhythm of a melody. This process is repeated with with 3 and 4 pulse rhythms.

As a drill for recognition of different rhythms, individuals are asked to think of a song familiar to the class, and to express it by circles on the board, the others guessing what song was expressed.

In taking up the rhythm of a new song, the teacher makes the class familiar with the melody by repetition, then asks individuals to express on the board their idea of its rhythm. After this is done the teacher sings the song according to the various drawings and the class decides in which the accented pulses are shown correctly. To decide whether a song begins on an accented or unaccented pulse, the same process is used.

Mrs. Kern.

We cooked farina, repeating the lesson of last week. Only one child remembered the proportion.

We took up the trade of the carpenter and the children played every day with blocks. They built the carpenter's shop and his bench and the different things he makes,-- fences, flower pokes, and sidewalks. On Friday they made a continued play,- built the carpenter's shop and the homes where the people lived who employed the carpenter, and the lumber yard where the carpenter went for his lumber. Two of the children were carpenters, and two were lumber men, two were horses, drivers etc., and the rest mothers and fathered who ordered work done. Group I, united with the Sub-primary for this game. The carpenters made and delivered the work ordered.

In connection with the work of the week the children have made saws of wood and tin, and hammers. Then we went into the shop and they helped prepare wood for a fence. We spent two days in making the fence for our two garden beds.

Miss La Victoire.

O. K.

History and science:

Have been working on their boxes to hold insects and specimens found on their excursions. They had read to them some of the Indian stories and have talked about why the Indians told these stories, and what the myths mean. One very rainy day we had the cloud myth, and talked about the real nature of rain.

They worked an hour in the garden, and spent an hour and a half in the Sub-primary department. Miss Andrews.

Cooking: Wheatena. Proportion of water to cereal given, 6 : 1. The pupils found out for themselves that 1/3 cup of cereal requires 2 cups of water. The teacher found a little difficulty in getting the children to find out the amount of hot water required if 1/3 cup of cold water is taken to prevent lumps in the mush.

Particular attention was paid to the details of dish-washing. Mrs. Baxter.

Art work:

Drew from memory their garden and then made a picture of themselves raking and hoeing. Miss Cushman.

History:

Have been making bowls of clay, patterning them more or less on the Indian bowls. Some of the children have succeeded in getting fairly round bowls by turning on a board and modelling between the thumb and fingers. Miss Hill.

Cooking: Same as I.

Science: Finished the flails they were making in the shop and worked the rest of the time on the garden and outdoors in the vacant lots. Miss Andrews.

Textile work: Twisted the drawn out sliver to make a thread. They found that when the sliver was too thick the fibres simply united together in a hard knot, and they could not make thread.

Miss Harmer.

Art work: Illustrated the cleaning of wool. They have not drawn the figure lately, and the work was not as good in consequence. There were pupils who had not been in the class when they drew the figure before, consequently we took various measurements to find out how many times longer their figures were than heads. They measured themselves, and then an adult, and compared the results. They also measured the span ofthe arms and compared with the height of the person. The object of these measurements is not that the children shall draw methodically and mathematically. It is only to impress upon them the fact that there is some relation between size of parts. Otherwise they would draw a head as large as the entire figure.

Miss Cushman.

Textiles:

Dimensions were worked out for the reel. There was quite a difference of opinion about the size necessary, which was decided by vote of the class. A working drawing was made. Miss Harmer.

Number work: Multiplying by 2 and 4. They were asked how many inches there are in a foot? in 2 ft., 4 ft? etc. How many ounces in 1 lb., in 2, and in 4; how many minutes in 1 hour., in 2 and in 4. Some of the children were not able to do the work; for others it was found too easy. Mrs. Baxter.

Cooking: They compared the potato and tomato, making drawings of cross section on the vegetable and marking out the percentage of water etc.

They were given their first lesson in white sauce, as they were to make tomato soup. We reviewed the cooking of starch in hot water, and were told that now we were going to burst the starch sacs in hot fat. I made white sauce for them, giving no directions or explanations, they simply watching the process. Then they repeated what they had seen. One failed.

Miss Harmer.

Other work same as II.

History: After the children had got an idea of the houses of China from description and pictures, interior, exterior, material, etc., we took up the furnishings of atypical rich and typical poor house. They were told of the high post elaborately carved beds, draped, of the wealthy, and of the beds used by the poorer people,- a sort of clay shelf under which a fire is built, the smoke and heat going through a flue under the floor, and thus warming the room in cold weather. They were told of the pillows used by the Chinese, hollow bamboo, or a wooden cylinder used to support the neck; of the use of mats and cushions, more than chairs. The floors we found out were chiefly of clay, and often damp, so that the padded soles of shoes were necessary. We spoke of the dishes, and of chop-sticks and the method of using both hands in eating. In connection with furniture they were shown a picture of a bamboo forest, and we talked of all the different things that could be made from bamboo. The picture particularly delighted the children, and nearly all seemed to have very vivid images of the tree and to connote with it many industries. Of their own accord they brought up the question of transporting it.

Two periods were spent in reading with me, two with Miss Bacon in writing. Part of the reading time was devoted to building up words from syllables, and in recognizing syllables.

Miss Runyon.

Number work: Fifteen minutes a week in number games. Miss Lackerstein.

Textile work: Practices spinning with distaff and spindle and compared it with hand spinning, observing the following points:

(1) many more fibres would interlock; (2) requires less work and time; (3) Thread is more uniformly twisted.

Miss Harmer

Cooking: Did the same thing as III, but for them it was a review.

MissHarmer.

Science: Spent a half hour in the garden. Miss Andrews.

Art work: Began the construction of a rough model of Karnak. They object of this work is to impress upon them the characteristics of lintel construction andm more especially to give them a more vivid impression of Egyptian life. The questions which they asked while they were working on it have convinced me that the work will more than accomplish its purpose. They have realized that this vast structure was a monument to the priest and king; that human life was of little value in the eyes of the ruler. They have seemed to comprehend with no suggestion from me, the difference between the mechanical devices of that day and the present. They have been eager to know about the religious rites that were observed in the inner sanctuary They foum out how tall they must make their large columns and began to make them out of clay. They will cast them in plaster. The keenness of this group was shown by a pun one of them got off while at work. One of the boys molded a little man out of clay and set him upon one of the pillars. Isabeel said, "There's the high priest". All the children appreciahed the joke.

Miss Cushman.

History:

We took up the means of transportation in colonial times in two ways; one, by reading parts of the journal of Hezekiah Prince (New Eng. Magazine, Feb. '94) who travelled 1200 miles on horseback in 1794, and gives a good deal about the roads at this time,- corduroy road, Indian trails, and bridle paths, and the hospitality shown travelers. Then we took up the first postal roads and times established by Gov. Spottswood of Virginia. This gave the days and places where mail was received from the east and from the south. We found each place on the map, measured roughly with the map scale the distance, and compared the time taken them with the present. One of the children had heard a pioneer of Indiana tell of the cost of postage on a single letter received there in early times, ((twenty-five cents).

In preparing to see on what grounds the colonies would unite, as in the Revolution, we took up the reasons which had formed each colony as a separate thing in America, instead of all going to Virginia where the first beginning of English colonies had been made. We took up the differences between the Massachusetts Bay and Plymouth Colonies, and the colonies that had been formed from them; Pennsylvania for the Quakers, Maryland as a place for Catholics, but open of all denominations except Jews(?) The Carolinas, and the antipathy between the settlers and Virginia, Geoggia for debtors,-- the Dutch, Swedes, etc. The children said that the only thing that would made these colonies unite would be a common danger. The Indians were mentioned, but we found that they were not equally dangerous to all colonies, at least at the same time. When it came to

the French and Indian war, we found that the French, Spanish and Indians were allies against English and Indians. By locating each we wfound that the danger was more widespread than ever before, and were told of the call for a meeting of representatives at New York, but that only four colonies responded.

Two periods were spent in reading "two wars with the French", and "George Washington's Boyhood", from their reading books.

Miss Runyon.

Twxtiles:The children examined different colonial reels for winding skeins and decided upon the clock reel to be made in the Shop. They made a working drawing of the different parts. Miss Harmer

Cooking: Same as IV.

Science: Poured acid on the earth from which the had dissolved all they could with water, and found by the change in color of the acid that something must have been taken out, and this acid is being evaporated slowly to see whether what was taken out is soluble, or is only coloring matter. As we have no hood we have to let it evaporate in the air.

A record was written of this experiment, and a half hour was spent in the garden.

Miss Andrews.

Art work: Drew out of doors, sketching the school house building. They noted the difference between a building which was near them and one which was far away.

Miss Cushman.

History:

This week we read about the campaign in "Boys of '76", then sent home the books and the children are to report in school on the reading done. We spend five minutes of each period in discussing what they have read, figuring out in a general way the campaign and what the battles have to do with it.

We have been discussing what things the general government could better handle than the separate states. The children concluded that the post-offices and the post roads, could be better handled by the United States than by the separate governments; that the army should be managed by the central government, and all relations with foreign countries. The children also thought that Congress would have to adjust the relations with the Indians on the frontier.

They gave orally the declaration of Independence,-- what it was and how it came about-- and then wrote the account.

Miss Bacon.

Science: Continued work with the perpendicular and parallel lines. The problem before them was to demonstrate that an oblique line between two other lines is longer than a perpendicular, and ~~to show that~~ that therefore slips cut slanting will have more room for roots than if cut straight. Miss Hill.

Number work: The pupils had read in their history about the difficulties of Washington in raising sufficient funds. He received 410 Spanish dollars, 2 English crowns, 1/2 French crown and 10 1/2 English shillings. They wished to know how much these sums would represent in our own money. They were interested in working it out, but found difficulty in multiplying

large numbers by 10. Therefore the teacher planned the next lesson in such a way that the pupils might discover the law. Columns of figures were arranged thus:

9 x 10 = 90
8 x 10 = 80 etc. 90 x 10 equal 900 100x 10 equal 1000

Then figures were used which did not end in zero, as 21 x 10 The law was beginning to dawn on some, but as the teacher did not want to force it upon the pupils, she will be obliged to take up the same work again. Mrs. Baxter.

Sewing: Continuation of spinning. Pupils brought to class the spindles made in the shop. They found some difficulty in using them as the mass of carded wool would get twisted around the spindle. This suggested the distaff. Mrs. Baxter.

Science: Are doing some work in slipping. They have slipped the geranium, and have divided the shoots of the umbrella plant from the main stem. Miss Andrews.

Cooking: Have made tomato soup. The point brought out with them was the curding of casine by milk and the nutralizing of acid with soda. They tasted the acid of the tomato and of the soda solution, nutralized them, and tasted again. Miss Harmer.

History: Same as VI.

Miss Bacon.

Science: Have found out that their slips were growing all right, so tried another method, that of dividing the root of plants. They divided the root of the fern and "cinqfoil". Miss Andrews.

Latin: Have gone over the Scaevola story. Margaret and Caryce have revied it with the others, and while the others were being drilled they were given the Columbus and Lepus story to translate.

Miss Schibsby.

French: Have been studying the life of La Salle. At first they were given in simple French a mere outline of his life. Then we went into details and studied the construction of boats in connection with La Salle's building of a ship for his trip down the Mississippi. This part of the lesson was illustrated by pictures and diagrams on the board. The children seemed impressed with the resemblance between the structure of a boat with its keel and ribs to a vertebrate with its back bone and ribs. One suggested that it was perhaps a conscious imitation.

We next took up a little song "La Toilette de Polichinelle", suggested by Mrs. Kern for her singing class. La Cigale, La Fourmi et Le Rat is acted from time to time for a review.

Miss Harding.

Art work: Continued work of previous week.

History: Finished the reading of the life of Marquette. Two special points brought out in this connection was his efforts to convert the Indians, and his reception by them; the Kaskaskias getting a promise from him that he would return and teach them further. His attempt to keep this promise in 1674 brought him to Chicago, where he was compelled to winter in camp on account of illness. In the spring he visited the Kaskaskias, then on the Ill. river, and died on the return trip. The children were read extracts from his journal written on this trip, and from the journal giving the account of his death, and the removal of his remains to St. Ignace. The other point brought out was the change in the route from the earlier one through the Fox river to the Wisconsin. On the first trip Jolliet and Marquette were told by the Indians that the easier way was through the Illinois river to one of its branches pp the Kankakee to St. Joseph, or Desplaines to Chicago portage. The Chicago portage was used for descending and the St. Jospph for returning. The topigraphy which caused the flow ofthe great lakes to the St. Lawrence and of the Mississippi and its branches to the Gulf of Mexico was brought out again. They children wrote a short record of the two trips of Marquette, describing the routes. Miss Runyon.

Latin: Have taken up a brief sketch of the history of Rome between the expulsion of Tarquin and the Coriolanus story. Have gone at it in the usual way, getting the ideas of the words first then working up the whole story by means of questions, dictation, translation, spelling matches, etc. Miss Schibsby.