

Group VIIIb

October 14, 1899

Number: The time has been spent in explaining and balancing the budget of the school. The children then added up the tuitions to see if they corresponded with the account in the budget.

We figured out how much ~~shikken~~ material the children would use in a month, and in a week, and in a day.

OK,

Miss Bacon

Group IX

October 14, 1899

Latin: Review of grammar work. Work on note book covers.

Miss Schibsby.

History: Last year this Group began the study of the Virginia colony, and got as far as the first three years. It was ~~kk~~ thought best to review the work done then before going on and it was taken up in this way:

The children were asked to tell what they could remember, or what they could imagine to have been the condition in England at the time of the founding of the first colony in America. The children said that England was crowded. They were asked to tell what they meant by this, whether it meant that there were more people in England then than there are now. They said "No, there are more now". Then they were asked to explain what they meant by the crowded condition.

After some difficulty they got the statement that industry had changed, and in place of small farms or large farms supporting many families, the industry had turned toward the raising of sheep for wool. This required few men in proportion to the amount of land, thus throwing out of work a great many.

It was also brought out that the land gradually came into the possession of fewer people, so that there were great ranches, and the wealth resulting from this had to very luxurious living. Large parks reserved for hunting, great

History: estates, and as a definite thing, the cost of Sir Walter Raleigh's shoebuckles which amounted to several thousands of dollars. The great train of servants which it was thought necessary to accompany a great man in any journey or to have about him in his household, was also mentioned. An extract from More's "Utopia" given in Sheldon's General History, page 431, was read. One of the children said concerning the cost of clothing, luxuries, etc., "Well that gives work to poor people". They were told of the Bradley-Martin ball, which some of them remembered to have heard about, and all agreed that such extravagance was wrong. Were asked to think about where one should stop.

In regard to the industrial troubles at that time in England, and why more people were supported in England now, we brought out the fact that new occupations had opened, such as railroading, printing, telegraphy, etc. One of the boys said, "But now the machines are doing the work of men," and told of a printing plant visited where type was set by machinery, paper printed on both sides, and folded, by steam.

Attention was called to the fact that the present generation had a problem to meet similar to that of England in the time of Raleigh.

The political situation was also taken up, and the children brought out the fact that France was already acquiring land along the St. Lawrence; that Spain had large possessions in Florida, the West Indies and Central America, and that

if England were to have any share in the land which she claimed by the discovery of John and Sebastian Cabot, she must start English colonies.

Then, England and Spain were at war. Spain drew her means of carrying on the war from the New World, and a colony in America would be a stroke at Spain's source of supplies.

very briefly the children told about the colony founded by Sir Walter Raleigh on Roanoke Island, and its failure. They were asked to tell why a new attempt was made by the London Company, and someone remembered the destruction of the Spanish Armada, which made the traversal of the seas safer for English ships.

One period was spent on current events. The fall festival in Chicago was the topic. The children had been assigned divisions of the subject, such as the occasion of the celebration, description of the decorations of the city, plans for the celebration, and the distinguished guests to be present.

Miss Runyon.

Science: They have begun the work on photography by finding the law of inverse squares and marking its connection with the time of exposure in a pinhole camera, to give a practical basis for their experiments. They cut out squares of paper 2"X 2" and 4"X 4", and found the distance from where the shadow of the first just covers the second. They did the same thing with squares 3"X 3" and 9"X 9".

Group X

October 14, 1899.

Science: Same as Group IX.

Latin:

History: The first week was spent in reviewing the work done on Virginia in the Spring Quarter. The children re-read the History of the Virginia Plantation by Captain John Smith. They began the advanced work at 1616 when Dale left the colony. This week they have discussed the development of the plantation system. They had read that tobacco at this time was the chief product, and ^{that} ~~how~~ all the men ^{engaged} ~~went into~~ its production. They were told how quickly tobacco exhausted the soil, and since land was in such abundance, men took up great plantations, and after the soil was exhausted in one field, ~~as~~ instead of fertilizing it they left the field and took up new land. The larger plantations were situated on the rivers, and being far apart, the roads were not in good condition. These facts prevented any governmental system of education, so the children of wealthy parents would have to be sent away to school, and the poorer ones would receive no education at all.

From the fact that nearly all the transportation of products was done by boat, the children thought it would be probable that the planters would send their products

directly to England, as this would be the easiest way; and since they sent them directly, they would probably buy most of their manufactured products there from England.

On account of this fact, no large cities grew up in Virginia. They concluded that since most of the planters were gentlemen from England, they would belong to the Church of England, and that that church would become the established one of the colony, and they were told how the minister at this time was paid in so many pounds of tobacco.

They concluded that the planters, being gentlemen, would not be accustomed to work, and would have to have a great many laborers on their plantations. They were told of the lot of slaves brought over, and of how the planters encouraged the slave trade on account of the necessity of the times. The story of the importation of wives by Edwin Sandys was considered of importance because of its influence in changing adventurers into staid citizens. Married men would then be obliged to settle down in homes and immediately became interested in the government, and gave up the thought of returning to England.

For this work, the children have had no one textbook but have used for reference Thwait's "English Colonies"; "Old times in the Colonies" by Coffin; "Home Life in the Colonies" by Alice Morse Earl; "History of the United States" by Higginson.

OK

Miss Bacon

Sub-Primary. Groups I and II October 21, 1899

General Subject of the Family.

We took up the different members of the family, and talked about the father's work and the mother's daily occupation, and what the sisters and brothers ^{did} in the home did. Nearly all the children had babies in the family and were anxious to tell about them. The fathers of nearly all the children were lawyers or professors in the University, so there were no particular occupations to be explained. The children suggested making their father's desks. They were given pieces of wood: two for the sides, the top, and back, and told to find a way to fit them together that would look like a desk. They did the nailing and painted them, when finished, in any color they chose.

When it came to the mother's occupation we had difficulty in finding any definite task as so much of the home work was given over to servants. Finally we found that if the mother were not in the home to tell each servant what to do, that things did not go so well, and the idea of the mother as superintending was brought out. The mother's care of the baby was appreciated, even with the nurse. The children made the bed for the baby, using cigar boxes. They suggested making blankets and pillows, and these were made.

The chief business of the brothers and sisters seemed to be going to school, and the children suggested that they make school bags for the older children. They seemed to regard this

as something apart from their own school work. Then a play was suggested in which the children were to act as different members of the family. This was rather difficult as there are only two girls in the kindergarten, and none of the boys were willing to be mothers. It was not until several days passed that any boy was willing to be a sister.

We have played games to encourage learning of the children's names, such as Spin the Platter, Bean Bag racing, and Ten Pins, the player calling out the name of the child to succeed him.

We started rhythm games also with the piano, the children attempting to do what the piano suggested - such as running, walking, etc.

We repeated the same cooking lesson.

The story has been that of the Hare and the Tortoise, and was illustrated in chalk by the children.

OK.
Miss Scates

Social Occupations:

We continued the work of a general farm. We talked about the products of a farm where some of the children had been. One day they talked about what they had for dinner the night before, and discussed where the different foods would be obtained. Wheat was the product taken up for special study.

Part of the children chose to be millers and part farmers. The farmers took their wheat to the mill to be ground and the millers ground it in the mortar. This made what the children recognised as the flour which makes brown bread, and we compared it with a sample of whole wheat bread. The question then arose how to get white flour. The farmers wished their wheat made into white flour, and the millers were unable to do it.

In cracking the wheat they noticed that the inside was white and made a powder, while the outside was in the form of a tough brown husk or shell which could not be ground into a powder in the mortar. They recognised that the toughness of the seed coat made this.

At last one of the farmers suggested that if they had a fine sieve they might get the fine flour out, and so they took a fine sieve and found that even then some of the brown came through. After sifting it through a piece of cheesecloth the seed coats were all left behind. This was compared with a sample of bran and found to be the same.

We then discussed a large mill, and how the separa-

of the white inside from the brown outside was accomplished.

The transportation on an old-fashioned farm of the wheat to the mill and the flour and bran back to the farm, was talked about. The children were told of the method now used by farmers of selling their grain directly to the miller and buying their flour at any store. The children had an idea that the store was the only place to procure food, and had not thought where the store could obtain its supply.

In number work the children have played with blocks and have learned to recognise 2,3,4,5,8,. They can count by 2's to 12, and in their blocks had made an exchange of the long blocks for an equivalent number of inches in short blocks.

Miss Andrews

Cooking: In the first lesson we examined the whole grain of corn with the husk on, then the grain after the husk was removed, then how it was flaked for cooking. They were shown the arrangement of the kitchen and the order of the desks where they are to do their work. The whole process of cooking flaked corn was done for the children, and they were asked to observe each step. Then each child used $1/4$ cup of flaked corn, using the same quantity of water. The first morning they did not wash their dishes, but were shown how to collect them in an orderly way. The second week they compared flaked wheat with flaked corn. To find out how much water to use, we balanced an equal bulk of flaked corn on the scales, and found that wheat was twice as heavy, and they used twice as much water in cooking. It was cooked in the same way as the flaked corn of the previous week.

Miss Harmer

Sewing: They had done no sewing before. They were given pieces of silk to cut into strips of uniform width. These strips are to be woven into curtains by the older children. From this work the children gain control of their hands and accuracy of the eye, which will enable them to do better work in sewing when that is taken up. Miss Tough

Shop: They have been making some posts and rails for the fences of their model farm. The tools used were the saw, plane, bit for boring holes, the child's chisel for cutting, and a very little use of the knife. The chisel and the knife are two new tools for these children. They started to put their fence together, and planned the lengths of the span between the posts and how many posts they would have to a side and where they would turn the corners. Each child has also begun to make a hay wagon for the farm. So far they have made only the bottom of the wagon.

Mr. Ball

History: We have followed the same general plan of working with things as given last week. They have been experimenting with different kinds of stones and various kinds of foods. They would readily name the different grains and nuts and apparently be able to put the same kinds together, but when we had the actual nuts and grains, it was necessary to spend some time bringing out the chief characteristics of the starch foods, like wheat which gave them their bread, and the oil nuts, to show that they were like the fat in the butter of their food.

In telling them the story of the way the water rocks were made, they were simply given the two general kinds.

(1) Sandstone and slate as made by the settling down of mud into the older rocks; and (2) limestone as made by the shells of animals. These shells were treated by sulphuric acid so that the shell would not "entirely disappear" but would be made into a white deposit.

The method pursued in any kind of an experiment may be illustrated by the way in which they cooked their chestnuts. This was done first by the whole class, then two children were to repeat it, using the same method. Chestnuts were to be boiled in a glass beaker, so that they could see the simmering, and roasted in the flames instead of in an iron pot. It took fifteen minutes for a child to get a beaker perfectly dry on the outside and fill it with the right amount of water. At the same time it took another child ten minutes to discover that he could regulate the heat by moving the Bunsen burner

Group IV a

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instead of moving the nuts. The reason for this inability to do these simple things, seems to be that the children have never done anything independently.

Miss Camp

Science: Have talked about the constituents in food. They have found that most food contains water, and have discovered acid, sugar and starch in many foods.

Miss Andrews

Cooking: Flaked wheat.

What is this I have in the pan? Why is it called flaked wheat?

Review of lesson of preceeding week. Children were asked to tell what they knew about the cooking of this preparation.

They were able to give the recipe. This was $\frac{1}{3}$ cup of flaked wheat, but as there was not quite enough to satisfy the little people, the teacher suggested that a little more be taken.

This quantity was $\frac{1}{2}$ cup, but the idea was new and had to be developed. An apple cut into two equal parts, and a tumbler half^f filled, helped them to realize the meaning of half. The quantity of water was determined by the children from what they had had the preceeding week, i.e.

if $\frac{1}{3}$ cup cereal requires $\frac{2}{3}$ cup water
 then $\frac{1}{2}$ cup cereal requires $2\frac{1}{2}$ cup water
 or 1 whole cup

Suggestions for number work: Review idea of " $\frac{1}{2}$ ". Let pupils cut squares, circles into two equal parts. Or have at hand pint, quart or gallon measures. By measuring discover:

1 cup equals $\frac{1}{2}$ pt.
 2 pts. equal $\frac{1}{2}$ qt.
 2 qt. equals $\frac{1}{2}$ gal., etc.

Mrs. Baxter

History & Science:

They have been talking about their houses, and have been making huts in the shop. We took up then the killing of animals for food. They thought of the spear which might be invented from the practice of throwing the stone from the hand. We talked of trapping animals in the woods, and thought from the springing of the branch in the trap the idea of the bow and arrow might have come. They talked about what it would be necessary to know in order to lay traps for animals, that is, where they would go for drink, for their food, etc. Then they talked about the young of animals, and how old they were before they walked. One child said that kittens did not open their eyes until they were six weeks old. We tried to get at the idea of the longer infancy of children, and the difference in maturity of children brought up in the forest and in town. Most of the children thought that a child in Chicago would have to be fifteen years old to take care of himself, though some said three years.

Two periods were spent in cooking nuts. They heated stones and put them in the water, thus heating the water to boiling point and cooking the nuts that way. They also roasted them and noticed the difference between the roasted and the boiled nuts. The children were asked why the roasted nuts cracked open more readily than the boiled ones, and some one suggested that the water was less hot, others that the water protected the nut from the heat.

Miss Hill

Cooking: Same as for Group III

Group IV a and b

Textile work: The work is connected with their study of primitive history. The first morning the children examined their clothing to see the different kinds of cloth, and then picked to pieces different kinds of material to get an idea of the different kinds of fibres. Then we talked about where the raw material is obtained, and they examined stalks with the cotton in bolls, flax with the seed pods and with the fibres in the stalk, the silk of the cocoon, and the wool as it is sheared from the sheep. They were then to select the fibres that could most easily be made into thread, and wool was decided upon because of the length and coarseness of its fibre.

In the second week we talked about the country where sheep are raised - the large western ranches - where the sheep gets its food and drink and how it is taken care of. Then we took up the seasons of the year for shearing, and the method. This was given by one of the children who had seen it done. We compared the methods of the cotton farm with the large western wool ranches.

In the third lesson the children took some of the wool of the fleece and examined it, and found that the first thing to be done was to separate it from the burrs and dirt. Then they wanted to wash it, and were given some scoured wool to compare with the raw wool and decide which would separate

spin most easily. They found the oil fibres of the raw wool slipped apart easily, and decided not to wash it.

Miss Harmer

Shop: They have been making pen-holders on one of last year's models. This brings in measurement on straight and oblique lines and drawing of right angles. It requires sawing in these different directions, and planing and **boring** holes. The bracket saw is used for cutting the circles, and the special child's back saw. Planing to the bevel is required, gluing, nailing, and finishing with sandpaper.

Mr. Bell

History: We began by forming a tribe. They elected a leader.

Among the qualities they thought a leader should have was, of course, bravery and strength. They thought he would have to be a young man. It was only when the teacher suggested that he should have experience that they suggested an older man. They talked about the place where the tribe was living and the reason why it should move. The only reason given was the absence of game. For a new place they only thought of abundance of game and it took a long time for them to consider the danger of hostile Indians, and no one thought of clay beds, though when packing up their things they thought they would have a great deal of pottery to carry with them.

They have talked about buffaloes and ways of hunting them. This was largely review

Miss Hill

History: Group V b

We talked about the methods of breaking up the Indian village and removing to another place. The children who had been commissioned to investigate the new place reported that there were only traveling Indians there and few of them, and there would be no objection to our taking possession. The children were asked to suggest ways in which the chief would announce the migration. They suggested that a special messenger be sent about, and this was the signal for the gathering together of dogs to carry the burdens, and of packing up such household goods as they were to carry with them.

Then the final signal was given by the removal of one pole from the chief's tent. This was immediately followed by the taking down of the tent poles of all the tribe.

The family relations of the Indians was taken up in this way: The children were asked how many fathers there would be in one Indian family, and answered one; and when asked how many mothers they also said one. They were told that an Indian had several wives. One of the children suggested that if this were the custom now there would not be need of so many servants. The children were asked, in such a migration as we had planned, who would look out for the children - whether the father for all his children or each mother for hers, and they decided for the latter. Then they were asked which of the two would be the most important - the father or the mother, and decided that the mother would have the chief control of her children, hence the mother's importance would be the greater. The teacher then asked which would be the most important in the whole tribe, and they decided on the chief, so the statement was brought out that in the individual family the mother was the most important; in the tribe, the chief, who stood in the place of a father to the whole tribe. The children were given the name Algonkin as the name of our tribe, and were shown on the relief map the territory occupied by the Algonkin Indians.

The children had been asked to think up names for

Themselves as Indians - names that would be significant.

Nearly all selected names , some were names of Indians they had heard about, others were original, such as Corn-finder, Swift-foot and Wolf-killer.

Three problems were given the tribe to solve, one problem being given to a group of three children. The first was stated in this way: Suppose you were an Indian mother and had to take your baby with you to the fields where you planted the corn or on a long march where you carried the burdens because the men had to be free to hunt or fight. How could you carry the child so as to leave your arms free? All three of the children decided on some way of strapping the baby to the back. One was by a band around the waist, but the child was told that this was the soft part of the body and that the weight of the child would hurt. Another child would have the band around the shoulders. None of them thought of having the weight sustained by the forehead and shoulders combined.

The next problem was how to grind the corn so as to get it finest with least waste and dust, with stones. This brought out a rather ingenious hand mill, a sort of combination and the oriental, and the modern coffee mill, which the child evidently thought was original. They were told of the Indian custom of hollowing out the stump of a tree, and grinding by means of the branch of another tree bent so as to act as a pestle.

The third problem was: Suppose the buffalo was very difficult to catch without horses, but in the winter, when snow was on the ground it was found that the hoofs of the animals sank into the snow so that his speed was impeded. How would you arrange so that your own feet would not sink in the snow and you could outrun the buffalo? This brought out an awkward snow-shoe, the children thinking at first only of sticks fastened together by thongs or sinews, with an oblong shape. This was gradually modified.

In all three cases, the teacher made first a rough drawing as the child explained his plan. Then the child modified the drawing himself to show just what he meant.

In constructive work, the children have begun the long house of the Iroquois. They have gathered the willow posts and cut them, and are to make the mattings for the sides from grass. They are also planning during the quarter to make a model of an Indian village.

Two periods each week are spent in reading either typewritten slips or script. One period this week was spent in trying to write.

Miss Runyon

Science: We have continued talking about the animals that lived before man's appearance upon the earth. They were told that in the early rocks no traces of animals were found, and the children decided that the reason was because the earth was

not in a fit stage for life. We took up the different animals predominant in different strata, first the soft animals, like the mollusks, then the early fishes, then the gigantic reptiles. These were compared with reptiles which exist now, and we found that in many respects they are the same. From their heavy tracks, and traces of bodies, the children thought they (mammals) must have been slow moving bodies. The connection between them and the birds was noted - the beak-like heads of the reptiles and the birds, also the birds which appeared later with teeth and heavy bones which prevented their flying.

We next took up traces of the mammoth and mastadon not found in rocks but in soil, and in connection with their remains, the finding of tools and sometimes bones of men, showing that the mammoth existed during the time of early man. We spoke briefly of the large ferns and trees which formed the coal beds.

As a proof that man existed at the same time as the mammoth, they were shown the picture of the drawing on ivory of a mammoth found in a cave. The thick fur of the mammoth was taken as an indication of the climate that existed then in what is now the temperate zone.

We spent one hour in discussion how their traces were found, and how we could tell the different strata without digging down. This brought out the outcropping of rocks in different places. We discussed where these were found, and the causes, and the help that the glacier erosion had given in this respect.

Miss Andrews.

Sewing: Have cut into squares of required size, material to be used for dish cloths in the kitchen. This required accurate measuring and careful cutting.

Miss Tough

Cooking: They were given directions for dish washing, and the order in which the utensils were to be kept, on the tables and in the drawers. They were asked to recall what they had found out last year about the composition of potatoes and the rule for cooking them, also what they had learned about white sauce; this they were able to do with very little effort, and when it had been recalled, one of the class was asked to give it in such form that the new members of the class might know just what to do. Potatoes were boiled and white sauce prepared

Miss Tough

They are taking up the study of vegetables, and the first lesson was a review of white sauce and the making of spaghetti. In the second lesson they reviewed the experiment with the potato and prepared cream potatoes. In the third lesson they reviewed the experiment with the tomato and had spaghetti with tomato sauce.

Miss Harmer

Textile work: Has been connected with the industries of the Indians. The first lesson reviewed the work they had done last year, then they began making Indian baskets.

Miss Harmer

Shop: Are working on spindles, reels and bobbin holders for the textile department. This brings in the same tools used last year, but in a different way.

Group v b

Shop: One of the children is making a pen rack for a birthday present. Three are working on towel racks for the kitchen. No new tools are used. The rest of the group is working on odd pieces, finishing work begun last year.

Mr. Ball