

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

O.K.

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. Bell

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.

O.K.
K/BL.

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 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 $\frac{2}{3}$ 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 ^{similar} 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. m

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 ^{the sheep} 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 ^{Kentucky} ~~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 oily fibres of the raw wool slipped apart easily, and decided not to wash it.

O. H.
an 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. Ball

History: We began by forming a tribe. They elected a leader. Among the qualities they thought a leader should have ^{was} ~~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 of 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 matting 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.

C.K. L.L.R.

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 (~~must~~ ~~be~~) 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 ^{find} 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.

OK

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.

A.H.

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

A.H.

Miss Tough

They are taking up the study of vegetables, and the first lesson was a review of white sauce and the ^{cooking} 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.

O.K.

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.

A.H.

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

History: The life of Marquette has been finished. It was reviewed by reading simple typewritten sentences, then reading the same sentences in script. One period was spent in a geography lesson on the lake region and the Mississippi valley. We used the relief map, and questions were asked to bring out the fact that Marquette as a Frenchman could come into the West only through the St. Lawrence and the great lakes. Quebec and Montreal were pointed out as French cities, then the route of Marquette was followed as far south as the Arkansas river. The reason for his turning back was given as fear of the Spanish who he heard were further south. Then the region occupied by the French, the Spanish, and the English was pointed out and finally the Mississippi river followed to its source. This was done with some difficulty by the children as they found it hard to tell the main stream from those that flowed into it, and some of the children had taken the boundaries of the States for rivers.

The life of LaSalle was begun, to be studied in the same brief way. A good deal of time is being given to reading and writing, as the children are interested in it and nearly all the children are able to read and write for half an hour without apparent fatigue. The book used for Marquette and LaSalle is "Heroes of the Middle West" by Miss Catherwood. In learning to read it was suggested to the children that they notice words that they see along the street, such as the names

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on wagons. They were asked how many would recognize the word "ice" on an ice wagon, and all said they would. None were able to tell how the word "groceries" would look. *C. K. L. R.*
Miss Runyon

Science: They have continued the review of the geography of the world as a whole. Studied the relative size and position of the continents, and their names, and learned to use parallels and meridians as a means of locating the continents in their own drawings on the blackboard globe. *O. K. K. R.*
Miss Camp

Cooking: Same as Group V.

Textile work: Same as Group V.

Sewing: Have turned and basted hems of stated width, on the dish towels which they have cut out similar to those done by Groups Va and V b. *OK. H.*
Miss Tough

Shop: Have been making boards for pencils, one for each Group in the School, and painting them. Strips of leather are to be looped across, so that each child may have his own pencil.

They have also been making some larger boards for the daily program. These are to be covered with felt. No new principles are involved.

Mr. Ball

Art Work:

Object, to appreciate aerial perspective. In connection with their history they took as a subject the Chicago river and shore of Lake Michigan, as they appeared to Marquette
Miss Cushman

History: We spent the week in reviewing conditions in New England down to 1700, taking up the causes for coming to America, reasons for a ^{local} growing government and for co-operation among the colonies, and the development of home industries, first to meet their own immediate needs, and then for trade.

Miss ~~H~~oblitt

Group VII a and b

Science: Have been finding the general shape and direction of North and South America, their relative positions and size, using the scale on the map. They have drawn maps and located the warm and cold currents in the ocean, and compared the parts of the land they know about with the parts of Europe to see what difference the currents make.

Miss Hill

Group VII a

Number: Are keeping the school accounts. The leader of the class is going to enter them in a book. Separate children add up the columns for the book and give the totals for ^{daily} ~~daily~~ products, vegetables, meat, sewing, etc., to the leader.

Textile work: In connection with their history they are working on the development of industries in the early history of this country. They are going to take up the study of flax.

Al H. Miss Harmer.

~~History:~~ Their history is a study of conditions in Europe previous to the discovery of America. We talked about the industrial side of the history they had studied, brought out the chief products which China, Japan and India supplied to Western Europe. We talked of how the trading companies were formed and their importance. As actual work they began the making of Japanese baskets. They are to take up next the silk industry of Japan.

OK Miss Harmer.

Group VII a

Cooking: They are going to review briefly the work done on vegetables last spring. The first lesson was on the potato and the preparation of potato soup, paying special attention to smoothness and seasoning. The second lesson reviewed the tomato and the preparation of tomato soup, reviewing the alkali and acid experiments. In the third lesson one child prepared cream potatoes as a review, and the class studied the preparation and composition of beets.

OK *OK* Miss Harmer

Group VII b

Cooking: Tomato Soup.

Review of last week's work. Tomato soup this week.

What is it that we use in cooking in potato? (Starch, cellulose)

own *it is* What is ^{it is} tomato? Answer was, "Nothing as we can eat raw tomato." ²

What does tomato contain? Water, acid, cellulose. What other ingredients do we need to make tomato soup? Butter, flour and milk. What is the effect of mixing acid with milk? As there was a new boy and the teacher was doubtful about three of the

old members, one of the pupils performed the experiment of adding acid (vinegar) to milk. What can we add to the acid to prevent its curdling the milk. Soda was suggested and added

Remarks:

The teacher ~~asked~~ failed in making the most of this lesson as she should have added the neutralized vinegar to milk to show that it really prevented curdling.

Recipe:

2/3 cup milk
1 Tb flour
1 Tb butter
2 sp. salt
1/3 cup tomato
1/2 sp. soda (bicarbonate of)

Mrs. Baxter

Group VII a and b

Sewing: Have measured and cut into yard lengths, material for kitchen towels. They found that this material was difficult to cut straight, and decided that the drawing of a thread at the point where they were to cut would make better work of it

O.A. *a.H.* Miss Tough

Art: Studies in proportion and the proper filling of space. As subject-matter they were given still life in black and white and in color.

et Miss Cushman

Shop: They cut out of wood a semi-circle and divided it into degrees. This was done by calling the semicircle 180 deg. bisecting it to get 90, then bisecting each part again to get 45 deg., dividing each arc of 45 deg. into three parts, making

15 degrees in each, and then each 15 deg. into three parts, making 5 deg. The whole semicircle was then divided up into segments of 5 deg. each, drawing the radii to the center.

Mr. Ball

History: We have taken up the history of Fort Dearborn, 1803-1812. We recalled the French explorers who stopped at Chicago, and the natural advantages of the site; and then described the building of the fort, using a blackboard map to show its location and that of the Kinzie House, and noting also the difference between the present and the former course of the river. From "Waubun" we read together of the early life of John Kinzie, and then the children were lead to evolve the character of a typical frontiersman, strength, courage endurance and daring being suggested by them as necessary qualities, and honesty, kindness and gaiety being suggested as very desirable. The aim throughout has been ~~to~~ to enable the children to work out the situation for themselves as far as possible. For example, the discovery of a marsh west of the fort led to their adding ducks, geese, etc. to the food supply.

Miss Hoblitt *m. H.*

Group VIII a

Latin: We have reviewed the work done last year, taking all of the stories studied. This has been done by giving to each child who was in the class last year, a copy of the story, and asking him to make it clear to a new child by illustration or in any way he could devise. In addition we have taken up one new story, that of "Fables et Mures" by Aesop. We have begun grammar work. I first gave them the feeling of a noun, a verb, an adjective and a pronoun. I pointed to the desk, to the

walls, to the floor, and tried to make them feel that I was pointing to a thing, ~~xxx~~ but that each had a different name. After this idea was clear, using the same nouns, I added the adjective, and showed them that the new word was simply descriptive. For the verbs, I performed the action, using such words as they already knew. I kept at this until they could tell whether any word I asked for were a noun, an adjective or a verb.

Miss Shibsby

Group VIII b

Latin: Last year this Group had the grammar work given for VIII a. They have begun this Quarter the declensions. I began by giving them the idea of a sentence. I put a noun, like John on the board, and asked if it expressed a complete idea. Then I added an intransitive verb, like walks, and asked if it expressed a complete idea. Then I took the same noun and put a transitive verb with it, such as makes, and asked if it meant anything. All asked "John makes what?", so I ~~xxxxxx~~ showed them that this verb required something else to make its meaning complete. We spent some time trying to decide when a verb was complete and when it needed something to complete it, and they got the idea that some verbs do not need any other word, and others have to show what is acted upon, which we call the object of the action. The thing that acts we called the actor, and the verb itself the action.

Next I wanted to show them the value of the Latin inflection system, and so I put the sentence "The girl loves her doll" on the board. Then I put on the same sentence in Latin "Puella amat puppam". Then I changed it around in English and made it read "The doll loves the girl", and changed it in Latin to "Puppam amat puella", and they saw that while in English the change of order changed the meaning entirely, in Latin it makes no difference whatever, except to render the thing placed first more emphatic. Then I took up other examples of Latin order and put them together, using sentences they knew in Latin, and from that we decided that the short a was the actor case, while am was the object of the action case, and the t referred to the man, woman or thing, that is, he, she or it. After we had thus taken the actor, the action and the object of the action, I added descriptive words, and by examples showed them that the adjective must agree with the word it describes, in ending, and that the actor word must have its adjective in a in the actor case, while the acted upon, or object, must have its descriptive word ending in am.

Two stories were given them to translate at sight, "Feles and Mures" and "Lupa et Capra".

Miss Shibsby