

Science: They have taken experimental work in electricity.

I began by having each one contribute what he knew of batteries, whether used to give currents, as in light, in bells, etc. We used the Daniells' cell and the dry cell: zinc and carbon and zinc and copper cell. They then made the general statement that the cell or battery ~~is~~ the source of electricity must contain either two metals, or a metal and a carbon and some liquid, or some chemical substance (chemical substance meaning to them something that was used up).

They have experimented with two or three kinds of bells until each got the idea that there was a magnet acting in the bell, which did the work their fingers did when they rung it. Then they set about to see if they could make magnets. One or two did not agree to the elimination ~~of~~ iron, and one boy tried the effect of a magnetic current ^{on} and a bar of solder.

The next experiment was to find out if there was any difference in the two ends of what they used - file, ^{cold} chisel, nail and scissors. Second, they were to find out whether the current were stronger at the ends. Third, whether the wire alone was magnetic.

O.K.
NRC Miss Camp

Science: Have continued the physiography of the prairie.

We have taken up the effect of glaciers, its direction and the effects still to be seen. No

Miss Andrews

Group VIIIa

Cooking: Same as VII

Group VIII b

Cooking: They have continued the study of proteid foods. The first lesson was the method of retaining juices by the application of dry heat. Practical work was the cooking of Hamburg steak with Maitre d' hotel butter. The next lesson was the extraction of juice in the preparation of beef tea. After the juice was extracted, they took the beef and made a rich brown sauce for it, and served it with cream potatoes for their luncheon. Cream potatoes were reviewed. In the third lesson they studied the retaining of all juices in a medium of boiling water. A leg of lamb was boiled for five minutes to thoroughly sear the outside. Then the temperature was lowered and it was cooked fifteen minutes to the pound. Vermicelli with white sauce was cooked as review work. a. Harned

Group VIII a

Textile work: Same as VII

Group VIII a and b

Sewing: Have basted and hemmed both dish cloths and towels which were cut out by the younger children.

Miss Tough OK

Art: Same as Group VII, with additional study of figure.

The subject was "A Puritan Girl".

Miss Cushman

Shop: Group a and b are making some stands for the dissecting microscope. This is an oblong piece of wood which they saw across the grain and chisel across the grain at an angle of 45 deg. This is new work for them, as it requires more care than chiseling with the grain. An opening is cut in which a looking glass is to be inserted for reflecting light. Each member of the class is making one.

Mr. Ball

History: The work of John Smith for the Virginia colony has been finished and summed up. A description of the colony as it was when he left it, was read from "Virginia" by John Eston Cook. This showed the prosperous condition of the colonists, peace with the Indians, five hundred colonists, and plenty of domestic animals. The condition six months later, after the starving time, was described, and the reason for it given as hostility of the Indians, when they found that Smith was gone; lack of a head in the colony; and disinclination to work on the part of the colonists; and the unhealthy condition of Jamestown. This had reduced the colonists to sixty. Nearly all animals had been consumed for food, and the colony was on the point of being abandoned.

Dale was taken up as the next governor of importance, and his military rule described in detail. His value to the colony was brought out by noting the new settlements he made, teaching the colonists to work by forcing them to build the houses and palisades of the new town, his wisdom in doing away with the system of community of goods. His harshness in dealing with rebellious citizens was commented on, and the children thought that the punishments of boring holes through the tongue, breaking on the wheel and the like, were unheard-of cruelties. They were asked what the punishments were at that time in France, in Spain, and some one remembered the Inquisition, and they found that such punishments were common.

One period was spent on current events. The topic was the situation in South Africa. The children had forgotten the beginning of the struggle, so a brief history of the Boers was given, and their gradual retreat from Cape Colony to the Transvaal by the annexation of territory which they held to the English lands. We traced the boundaries of the South African Republic on the map, and noted the topography of the country, and with a small newspaper map saw the location of the British forces and the points where the struggle would begin. They found that on the west there were few passes, and that whichever side held these passes held the country. The children are reading the papers from day to day to follow the course of events.

Q. K. L. R.

Miss Runyon

Latin: The whole week has been spent in reviewing the verb. It has been done by means of various kinds of games and by spelling matches. One of the games which interested the children was as follows: A sheet of paper was divided into three columns. In the first column a Latin form and the infinitive from which it came, was written by the teacher, e.g., vici, from vincere. In the second column, the person to whom the paper was given, was to write out what the form vici was (first person, singular, active, past complete, short e declension); then he turned over the first column, leaving only the infinitive exposed, and passed the paper to a neighbor. In the third column, the person

who received the paper was to write the Latin word called for by the English in the second column. When this had been done, the paper was passed to the person who had written the second column, and the Latin form of the first column compared with the Latin form of the third. If the two differed, the persons who had written the second and third columns were to compare their work to see who had made the mistake.

Miss Shibsby

Science: Have continued their experiments on the size of a shadow when the screen is at different distances from the light, the object remaining stationary. They have also made a series of experiments when the screen is stationary and the object moved. They made diagrams of these experiments and compared the results in each, finally making these statements:

Whenever the distance of the screen from the light is twice the distance of the object from the light, the height of the shadow is twice the height of the object, therefore the surface will be four times as great.

In the second experiment, the size of the shadow varied with the distance of the object from the light directly.

They did not get farther than this but will take it up again when they find from their diagrams the object of their problem, the intensity of the light is expressed in exactly the same terms.

O.K.
R.B.C.

Miss Camp

Cooking: Same as Group VIII b

Textile work: The children have been interested in the work of the Indians and have planned to make a mat, carding, spinning and weaving the wool just as the Indians did. They have cleaned and carded the wool, and are getting ready to spin it.

C. H.

Miss Harmer

Sewing: Are finishing work left from last year, such as designs in cross stitch on canvas, to be used for mats and cushions, holders for the kitchen, etc.

S. K. A. H.

Miss Tough

Shop: The boys are making a set of drawers for library cards. This is made out of hardwood and simple joints will be used in making the drawers. Other members of the class are working on a set of book shelves started last year, or finishing other objects begun in the spring.

Mr. Ball

Latin: They have had the same review of verbs as Group IX.

We have been reading from Rolfe Dennison's "Junior Latin Book".

It has been used as a text-book. We have taken up the first paragraph of the story of the article on Roman History.

Professor Hale's method is being used in reading, viz., deciding which of several cases a noun may belong to, and letting them become gradually eliminated as we proceed.

Miss Shibsby

Science: Same as Group IX

Cooking: Same as Group IX.

Sewing: Have worked on muslin aprons for use in the cooking class and denim aprons for the printing shop. These were started last year.

S.F.

Miss Tough

Shop: Part of the Group are working on a music bench started last year, others on unfinished work of last spring, such as stamp boxes, etc.

Mr. Ball

General Subject: The necessary daily activities going on in the home. These were taken up in order to illustrate to the children the need of a systematic arrangement of work by the mother, and to emphasize the family's need of the mother as a supervisor of the work done in the home. The children suggested as activities: washing, ironing, mending, baking and cleaning. The younger children made tubs, clothes racks, ironing boards, iron holders, tape measure, and from tea lead, small pans.

They made the mother's dusting cap and duster, dust pan and brooms. The older children made wash boards and wove some felt for iron holders, and made sewing baskets with a needle holder. They constructed a stove out of wood, which was painted black.

We had a new song connected with the work, illustrating the different occupations.

In telling about how the soiled clothes were made clean at home, each child used the motion of rubbing on the board. The older children went to the shop for the first time and sawed all the part of the constructive work they were to use. They measured also the simplest parts, and found this very interesting.

During the last week the boys for the first time were willing to play that they were mothers or sisters in the home.

We cooked flaked rice, each child cooking a small

quantity of himself. We weighed the flaked rice and found the difference between its weight and that of wheat. We found that wheat weighed twice as much and that it would use up twice as much water.

Miss Skates.

OK

Social Occupations: Continued the discussion of fall work on a general farm. They went to the garden and gathered seeds from the Morning Glory and Wild Cucumber vines, to store for spring use. They made paper envelopes in which to keep all of their seeds. The different adaptations of seeds and seed vessels for furthering dispersion, have been talked about as seeds have been found.

An excursion to the surrounding lots was made to see what changes had been made in the plants since the week before. It was found that the warm weather had caused many of the buds to open and that the leaves of the dandelion, which had made rosettes for protection against the cold, had lifted up as they do in the spring.

The children prepared the soil for a window box, spading it up and getting it in fine condition. They have each planted a bulb (hyacinth, narcissus and freesia as these are more easily grown under the changing conditions of the school atmosphere) in a pot which they are to have the entire care of. They have played in the sand box, laying out farms and making the necessary buildings.

For number work they have had practice in counting by fives, playing games with sticks five inches long.

The children dropped many different kinds of seed into water, and noted those that floated and those that did not. The children, after a few questions were asked, decided that those seeds that floated could be carried by water long distances.

Miss Andrews

Cooking: One of the children balanced the flaked wheat with the flaked corn, and worked out the amount of water required to cook the flaked wheat. This required the adding of thirds and quarters. Especial attention was given this week to order of work in washing dishes.

Miss Harmer.

Art work: Have been working in simple colors, illustrating farm life. They made a picture of a farm, giving special attention to the horizon line. After this they drew a corn field with the corn stacked. The technical point was the difference between things near at hand and at a distance. This week they have drawn a farm house from a block house, to get an idea of mass and position in a landscape.

Miss Cushman

History and Science: The first of the week they went out of doors and built houses there. They built a log cabin, first building it with square corners. Then they found that if they made the end pieces like a gable they could arrange the logs on the ground so that they would rest on each other, thus forming the roof and the walls at the same time. When they built the square log cabin they had difficulty with the roof. They hit upon the other way quite alone.

They examined arrow heads, and all but one child in the class thought that the arrowheads had been found in the ground accidentally. Some of the children thought that they must have been made by men because they were regularly shaped. Then they examined them and found that the edges had marks which were more or less regular. They tried chipping pieces of flint and found that the marks made were the same. From this they concluded that men really made the arrowheads by chipping stone. They began next to plan how they would fasten the head to a piece of wood to make a spear.

The children look at the work more as a game. Whenever they begin to use anything that would not be found in the woods someone is sure to say "That isn't fair."

Miss Hill

Cooking: Same as Group III

Textile work: They carded wool ready to spin. One of the children told about the shearing of sheep as he had seen it.

Miss Harmer.

Art work: Have been working in clay. Continued the subject of hunting with clubs, begun last week.

Miss Gushman.

Sewing and Shop work:

Continued the work reported last week.

Music: Reports on work in music will be inserted once a month, as it is deemed better to report this work topically.

Primitive life: Most of this week the children have spent in talking about the kind of land that lies around here and the kinds of things that grow on it in relation to the soil. All had been to the lake shore or sea beach and had seen what sort of things grow in the sand. We found that the dunes were held together by the long roots of grass; that the roots were not there to support the dunes but the long roots were there in order that they might have larger surface with which to absorb water. We took the growth of things they knew and compared them with the growth in the lot, which is farther back from the shore and not so sandy. From this, they are going on to study plants

Miss Hill

Group V (b)

Primitive history: One of the names chosen by the children last week was Corn Finder, so on Monday the story of Hiawatha's fasting was read to them. Three of the children had heard it before, but all were deeply interested in it and seemed to thoroughly appreciate the beauty of the language. The children were told to think over for the next day some sign that they could put in front of their wigwams which would indicate the name of the tribe. Only one child in the class suggested writing the name; all the others knew that the sign must be pictographic. The next morning each child was given a sheet of paper and a pencil, and asked to illustrate the sign he had thought out. Everyone produced something. Some had taken their own name, such as Corn Finder, Wolf killer, Corn Grinder

Finder, and attempted to draw that. The most typical of these was that Corn Grinder Finder drew a blanket in which the picture of himself at the grinding mill was to be woven. The blanket had a border, and he named the colors of it. One whose totem was a bear attempted to draw a bear sitting up front face the two chief points brought out by him entirely undressed were the shape of the head and the shape of the body and feet of a bear in such a position. In the talk that followed this illustrating, the children were given the name "totem" and its significance was explained. They went on an excursion to the Field Museum and saw totems there. Our Chief Pontiac had been promoted to another class, so a new Chief was elected and the story of Pontiac read to the children from Miss Catherwood's "Heroes of the Middle West."

One period was spent in trying to make the children realize that the Algonquin tribe moved about a great deal on the plains. This was done chiefly by describing the buffalo as the animal that was of most use to them for flesh, food and clothing, and which they were therefore obliged to follow.

One of the points brought out in connection with the buffalo was its habit of assembling around certain salt licks. It seemed to be a new idea to the children that there was salt in the ground in marshes. They thought that this habit might be utilized to advantage by the Indians. They also brought out the strong sense of smell of the buffalo, and the necessity

in hunting it of getting on the side opposite the wind. The great extent of the prairies was brought out by trying to realize how far off a herd of buffalo could be seen. We took up also the parts of the buffalo which the Indians used in addition to the skin and meat, that is, the use of the horns and bones and hoofs which were made into glue.

In speaking of the hunting of smaller animals and of animals not used for food, the point was brought out that the killing of the fiercer animals simply showed bravery of the hunter, and that some token of his skill was usually kept, such as the paws or the teeth.

The children were asked when Indians fought with each other what token of bravery they kept and mentioned the scalp. Emphasis was laid on the fact that this scalping was simply a proof of the bravery of the Indian. What was done with it, was asked and the children thought it was put on the tent. They were told of its use in ornamenting clothing, and the fact was brought out that the Indian's clothing was often his richest possession.

The children have begun to read from a book called "The Story of Hiawatha". One period was spent in trying to write.

Miss Runyon.

Group V (a and b)

Cooking: Are continuing the study of vegetables. Have reviewed briefly the composition of the potato, tomato and beet. and the important facts to be remembered in the cooking of each

They then took up the onion. With the tomato they got the taste of acid and sugar and compared them with the solutions of plain vinegar, and sugar. In the onion they found that the odor and taste were due to a pungent oil which volatilized.

This was illustrated by the fact that the odor passes through the house in cooking; pungent was illustrated by the fact that the oil makes the eyes water and the tongue sting. They were told that the whole cooking of the onion depends upon the character of the essential oil.

The children realized that if the onion were cooked in a closed vessel this oil would be retained on the cover with the steam and go back into the water and through the onion, the flavor growing stronger with the cooking. If they wanted to get rid of this odor, therefore, the best plan would be to have it pass off gradually from the steam from an open vessel; and to prevent its passing through the house, to have closed doors and an open window; that they could further reduce the flavor by reducing the amount of water, removing part of the water while the onions were cooking, thus removing a large quantity of the oil, and replacing it with fresh water. The children saw the oily appearance on the surface of the water while the onions were cooking.

In review they cooked sweet potatoes.

Miss Warner.

Textile work: Have been spinning with the hands and working out the development of the spindle from the stick.

Miss Harmer

Group V (b)

Number work: The children have been writing and reading numbers up to 100, and have been multiplying and reducing fractions in connection with the cooking lessons.

Miss Bacon

Textile work: Have been carding wool to take home to spin for a mat. Each child has planned to spin fifteen minutes a day at home, and expects to have enough thread made in one month for a large mat.

Miss Cushman

Science: Excursion to Walker Museum to see relics of pre-historic times. The study of modern prairie animals was begun. The buffalo was taken up, his relationship to some domestic animals talked about, and the common characteristics of the bison and domestic cow. The reason of the cud chewing habit was discussed. As the eating of much grass was necessary to nourish the animals, and the exposed places they were obliged to go into to get it necessitated its being eaten hurriedly, with a constant lookout for dangers, there was no time for chewing, but later when they were in a secluded spot the balls of cud could be brought up and masticated.

Miss Andrews

Art work: Have illustrated different actions in connection with hunting; some carrying the deer on the shoulders, others creeping out from behind a tree with bows and arrows.

Miss Cushman

Shop work and Sewing: Continuation of work last reported.

History: They have taken up this week and finished the story of LaSalle. The story was first told to them in a half hour, very briefly giving them the chief events, that is, who LaSalle was, what he tried to accomplish for France, how he planned to do it, and the difficulties he met, ending with his death by assassination. The next day, as some new children had come into the class, the story was retold by the class for their benefit. On the third day the story was read to them from Parkman. It was found that the first brief statement and the re-telling had made it possible for the children to appreciate the older book and more complete history. The rest of the time this week has been spent in reading and writing. The children are given first a typewritten copy of sentences connected with their history work. This week they have had the story of Marquette written in simple sentences. Then the same story is given them in script, so that they can recognise the written words, and then they are asked to write a part of it

Miss Runyon.

Number Work: This is the beginning of their formal work in number that is, addition, subtraction and multiplication. They are given the price of an article, and the number, to find the cost. They add the results, and then they have been shown how to arrange these numbers in columns. They have added now numbers above ten, so that they have something to carry to the second column.

Miss Bacon

Cooking: Same as Group V.

Textile work: We talked about the Indian blankets and examined several. We planned to make a blanket from the raw wool of the fleece in the same manner as the Indians did. Each child will belong to a particular tribe and work out a design peculiar to that tribe.

Miss Harmer.

Art work: This Group is also working in clay. They are illustrating the figure of an Indian saluting parquette. The technical point is the feeling of proportion. In order that the children shall not be conscious of the form of the figure itself, we talk about the function of the various muscles.

Miss Cushman .