

History: We compared the New England and Southern colonies as to character and life of the people, and discusses the probabilities as to trade between the two regions. The children suggested products which would be likely to be exchanged, and decided that N.E. was better situated to lead in manufactures, and the South, in farm products. They saw, too, that trade between the colonies could not go on without jealousy and interference on the part of England.

M. Hoblitt

Group VII (b)

History: The children discussed whether after the death of Henry the Navigator the work would be carried on. They concluded that having formed this school, and inspired the scientists with his enthusiasm, the work would go on, and that the sailors who had been sent out on voyages and had made discoveries, would be willing to undertake even more after his death. We then began the story of the life of Columbus. We followed briefly his boyhood and education, and began seriously his life when he began the work of map maker. The children thought that a man interested in scientific geography and astronomy, would naturally drift to Portugal and to this school established by Henry; and would become acquainted with and interested in the work of the Portuguese. The children were astonished to learn that at this early date Columbus was not the only one who had a belief in the rotundity of the earth, and

were told of his going back to the work of Toscanelli, getting his ideas from that. They were told something of the personality of Columbus so that he would appear a real live man.

They saw how his intense belief in his theory and his enthusiasm would effect people. They read of his appealing to the different courts for help, and were told that the reason he was refused at several courts was because he demanded so much for his services, and not because the people did not believe in his theory. They studied ~~about~~ his final success in interesting Isabella in his idea, and of her granting him means to start on his expedition. They followed him on his trip to the Canary Islands and the West Indies, and noticed his finally reaching San Salvador. We read of his different experiences in the West Indies; of the desertion of one of his captains with the Pinta; of the wreck of the Santa Maria; of his colonization scheme; the completing of the fort on San Domingo, and the colony started from the crew of the wrecked boat.

The children were told of his return home, and his reception at Portugal and finally at the court of Isabella. They were rather amused at the presumption of the Pope in giving to Spain all the western world.

The book used for reference, is "The Discovery of America" by John Fiske; that used by the children is Eggleston's "School History of the United States."

Miss Bacon

Number work: Have continued the work of keeping the accounts of the school.

Miss Hill.

Cooking: Had the same work as the three previous Groups.

As a review have prepared tomato soup.

Miss Harmer

Group VII (a)

Textile work: Are making baskets of different sizes for use in the sewing room.

Art work: The members of this Group are illustrating the story of Rip Van Winkle. They have represented the landscape in the Catskill Mountains and have tried to represent them in different atmospheres: sunny, moist, etc. Then they represented a village at the foot of the mountains, and as practice in technique have been drawing from a block house, and talking about perspective. They have also had figure posing, the children taking turns in posing as Rip. Finally they represented a whole scene in colors. Charcoal had been used first.

Miss Cushman

Group VII (b)

Art work: Illustrated scenes from Miles Standish. We talked first about composition, and then they attempted to illustrate

*Long at the window he stood, and wistfully gazed on the
landscape,
Washed with the cold gray mist, the vapory breath of the
east wind,
Forest and meadow and hill, and the steel blue rim of
the ocean,
Lying silent and sad, in the afternoon shadows and sun
shine.

They have also been taking different passages where John Alden went through the woods to meet Priscilla, and have drawn the house of Priscilla, with people standing near by. In this the talk was on perspective.

Miss Cushman

Sewing and Shop work: Continuation of work of last week.

History: We discussed the massacre of Fort Dearborn, the building of the second fort, the admission of Illinois to the Union, the canal project and its rejection. We decided that both state and town were the gainers by the extension of the boundary line so as to bring Chicago within Illinois, the children's reasons being that Illinois ought to have a lake coast, and that Chicago ought to be in Illinois because that state was more thickly settled than the region farther north. A picture and a description of Fort Dearborn in "Waubun" were of service to us and the children were also interested in some bits of description from Harriet Martineau's "Strange Early Days".

Miss Hoblitt

Group VIII (a)

Latin: They have continued the Latin work of last week, emphasizing and reviewing it. We have taken up the actor case of the feminine, or a declension, and also t as meaning he, she or it. This was done in the same way as with Group b last week. In reviewing we took up the story of Pyrr^{us} in his war against the Romans, and I asked the children in the different sentences to point out the actor, the object of the action, and the action verb, until they could do it readily.

Miss Shibley

Latin: They have taken up the same story in the same way as Group VIII a, but have taken the whole story. The new words were put in their dictionaries and learned by having a spelling match. The story has not yet been translated, but the children have answered questions in Latin which show that they understand its meaning. In grammar work we have done a good deal with the actor, the action and the object acted upon, of the feminine declension. We have taken up in addition the actor case in apposition (the explanatory noun, as it is given to them) and the actor case in the predicate. This has not been thoroughly understood as yet.

Miss Shibley.

Number work: Have been working on notation and numeration of decimals, based on U.S. money.

Miss Bacon

Group VIII (a and b)

Science: They have formulated what is the source of energy in the bell and its connections. The children made out the two essential parts, the iron core and the wire coil, and the battery. The experiments to show the action of the soft iron core were as follows: Each member of the class was given iron in different conditions and shapes. One of the members of the class suggested that another metal might do, and was given solder to find whether that would become a magnet when placed in the coil. Each set of two children tried soft iron

in the shape of nails; steel in the shape of a coal chisel, a blade of the scissors and a sewing needle. Having magnetized a soft iron nail, they found it was still a magnet when the current was cut off, but not so strong as when the current was passing. They then put away the nails, and found that the next day the current was still strong. They tested them until they found that there was no magnetism left. They went through the same experiments with the steel, but have not yet drawn the conclusion that the soft iron must be used because it does not permanently retain the magnetism.

In carrying out these experiments they also worked out the principle: the more the coils of wire about the nails (up to the limit they could use) the stronger the resulting magnet. They did this by balancing on the scales the load a nail would carry after a certain time, with a certain length of wire about it, against the load it would carry with a larger amount of wire.

Miss Camp

Group VIII (b)

Science: Geology of Chicago. Silurian period.

The children have been testing the character of the rock found in the only quarries around Chicago. After testing it, they found it to be limestone. The character of the fossils of this stone were noted, and the fact brought out that as they were nearly all mollusks, there must have once been a sea over all of this region, and as Silurian fossils are the only ones

found, the sea must have receded before the next geological period. Record of this work.

Miss Andrews

Group VIII (a)

Cooking: Same as VII.

Group VIII (b)

Cooking: Cream onions, and sweet potatoes, and a review of cooking meats, retaining all the juices.

Miss Harmer

Group VIII (a)

Textile work: This group is working with Hawaiian fibres, making mats and bringing in design works by means of different colored fibres and strips of different widths. Were given the different methods of basket weaving, and each child selected a different one to use. The two chief methods of weaving were:

I) Woven

- 1) Plain or check
- 2) Diagonal
- 3) Pattern by different colors and different widths of strip
- 4) Twine

II) Sewed or coiled

Miss Harmer

Textile work: Same as Group VI.

Art work: Have done about the same work as Group VII (a), and the same general points have been brought out.

Group VIII (b)

Miss Cushman

Art work: Have been illustrating from Miles Standish, with a good deal of stress on composition.

Miss Cushman

History: Fiske's "History of the United States" has been secured for the children to use as a means of review and general reading. We read over in this all that was given from the founding of Jamestown to the first Assembly, and the children expressed surprise that the account given was so much more meagre than that which they had been given in their talks. The questions at the end of the chapter were taken up to enable the children to see how much of the text they had grasped in one reading.

In their talks and discussions we have taken up this week Yeardley as a governor; a discussion of the Charter he brought over; of the beginning of the cultivation of tobacco for export trade, with the effect this would have upon the amount of land each planter would require; and the coming of the negroes, and the wives for the colonists. The children were told to associate these three events with Yeardley's government. A little talk was also given on the sending over of indentured servants and convicts, and the fact brought out that imprisonment at that time did not necessarily mean that the person had committed a crime as we now consider it. The children were told of the practice of imprisonment for debt, and we referred to some of Dicken's stories. One period was spent in drawing a map of the United States from the Atlantic states to the Mississippi and to the Canada line, putting in in this section the country claimed by Virginia in 1783.

This date was taken because it showed the relative claims of the thirteen colonies at the end of the Revolution. Then, comparing the territory which Virginia claimed at that time, with the present United States map, the children noted the States which have since been formed out of Virginian territory. For review they wrote a paper on Dale as a Governor.

Miss Runyon

Latin:

We have spent quite a while on the verb, in the same manner as before. The new story given was "Capra et Lupa" from Aesop. It was given them to understand first at hearing, then was dictated, then made the basis of a review of the declensions and conjugations. This has been done after Dr. Hale's method of gradually eliminating all cases until the only possible one is found.

Miss Shibsby

Number Work: This work is connected with their study of light, in connection with the camera they are making in the shop. They drew the figure illustrating the intensity of light to distance, using first one, then two, then three screens. This figure would be a pyramid whose apex would be the light, and whose base the last screen. With this figure we drew the line from the light to the middle of the screen, bisecting the pyramid. This was in order to estimate the relation of the distances of the screen from the light. We have varied the distance of the different screens, and they have all got the idea that it varies inversely as the square of the distance.

They have not had the term "inversely" as yet, but express the idea by a phrase.

Miss Moore

Cooking: Same as Group VIII (b)

Textile work: Same as Group VI.

Art work: These children are at the point where we differentiate the aesthetic methods in art; treating art from the art standpoint, rather than from the mere story telling point. I first explained to them how art began, and we talked about the motives which prompted the beginnings of art. We talked about the fact that children begin in very much the same way that the races did. I asked them what it was that made them enjoy drawing when they were children, and some of them said that they liked to tell the story, and some, that it was fun to make marks. We decided that probably these two motives were present in primitive races. I explained to them that while I allowed the younger children to work in this way in the school, and begin with story telling, these older children had reached a point which corresponded to the maturer races, and should appreciate the beautiful, and think of art as appealing to the eye, so that hereafter I should expect them to consider the beautiful arrangement they gave me, as well as the telling of the story. We talked of the differentiation of art, as painting, sculpture, architecture, etc. Because the pictorial appeals to them more than any other, I am begin-

ning a careful study of the meaning of lines and composition.

The Group was taken on an excursion to the Art Institute, and I had them particularly notice the different kinds of horizon, whether high or low, and the effect. I had them also pick out the particular lines on which pictures are composed. We especially contrasted "The Song of the Lark", and "The Temple of the Winds" by Loeb. They noticed that the one was composed on horizontal and perpendicular lines, and that the effect was one of quiet and repose, while the other picture was composed of curves, and the effect was one of unrest. We then talked about the difference between imitation in art, and interpretation.

In looking at these pictures, one of the children said that she thought it would be impossible for drapery to be as it really was in the picture of Loeb's. The class discussed what was the aim of the artist: to represent drapery as it should be,- and decided that his aim was to express some beautiful feeling. This gave them an idea of the difference between the representation of Nature simply for its own sake and as a means for representing an idea.

I asked them to remember the composition and general color scheme of one picture, and in the next lesson to make a memory picture of it. This was done.

In addition, they have been illustrating from Miles Standish, paying special attention to composition.

Miss Cushman

History: The past week the children have taken up a study of conditions in England, and the effect of those political conditions on the colony. We read and discussed the attitude of James I in adhering to the divine right of kings, and the attitude Englishmen took as to the inherent rights of Englishmen; the trouble these conflicting ideas brought, and the dissolution of Parliament by James I. They read how the people, being debarred from discussing these political conditions in Parliament, carried over these discussions into the London Company, which was made up mostly of liberal minded men of the day, and how the king, knowing that the Company was made up mostly of Liberals of the kingdom, took a great interest in the Company, and struck at the Company, thinking to crush them. We discussed how the king would go about to take away the Charter of the Company, and the children thought that if James would not appear to arbitrarily take the charter away, he must find some pretext for doing so. When asked what pretext he could make, one child suggested that if he could prove that if the Company had not lived up to the terms of the Charter that would be a legal reason for ~~xxxxxxx~~ annulling it.

We took up the terms of the Charter, and went over them to see if, from what we knew of the facts, the Company had failed in any way to live up to them. So far as we could discover, they had not. Then we read how Governor Butler of the Bahama Islands, in order to gain favor with the king,

visited Virginia on his way to England, and upon his arrival in England accused the Virginians of poor government, and of carelessness in regard to the health of the colonists; that the king took this as a pretext for taking away the Charter.

mWe then discussed what rights the colonists would have under the new government, and decided that the power the Company had had would now be held by the king, and therefore he would appoint the governor and the Council. The children prophesied that in this case the governor and the Council, in any difficulty, would take the side of the king.

We defined the terms "parish" and "city" as used in the colony.

The reference books used by the children have been Fiske's "Virginia and her neighbors", and "The Colonial Cavalier" by Maude Wilder Goodwin. Parts of "Old Virginia and her Neighbors", have been read by the children. My idea in giving them the adult book has been that they might have books of real value that would make the beginning of a library; if they could not understand the whole of the book now, they could go back to it later on, and perhaps the fact that they did not understand all of the book, would lead them to re-read it.

Miss Bacon.

Latin:

We have continued reading in the Latin book. Most of the time has been spent in this reading, using Dr. Hale's

method. I have also read to them, and asked them to give me an idea of the meaning.

Miss Schibsby

Science:

This Group is using the same principles of light as group IX. With them I took up first the functions of an angle, explaining what a function was, and explaining what they knew of ratio and proportion. The functions of the angle we took up as a series of definitions, as sign, co-sign, tangent and co-tangent, secant and co-secant. Then I showed them how in a right triangle, if you had two parts you could find the other parts. This we did by the aid of tables of logarithms. I explained how the table was constructed, and showed them how to use them.

Miss Moore

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 tin lead, small pens.

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.

O. K.

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. *W*

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.

E.K.

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. ^{One} Some of the children thought that they must have been made by men because they were regularly shaped. Then ^{all} they examined them ^{again} 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.

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Miss Harmer.

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

Q. K.

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 ^{the school} 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