

History: The story this week has been that of George Rogers Clark. It was given in the same way as LaSalle, viz., the story was told simply, the main points reviewed, then the account read from Parkman. The children were told that after LaSalle's time the French claimed the Mississippi Valley because of his explorations, and that a colony was started at the mouth of this river, but little more was done because the Iroquois, who occupied the territory between the Great Lakes and the mouth of the Mississippi, were hostile to the French; that after a time the French and the English disputed about the territory held by each, and France had to make a treaty with England, giving the English all of the land east of the Mississippi. They were told that after a few more years England and the American colonies were at war in the Revolution and that at this time George Rogers Clark, a Virginian volunteered to take Kaskaskia and Vincennes, the two forts held by England in the west; that Patrick Henry, the Governor of Virginia, believed the scheme feasible and granted him six thousand dollars to carry it out. His march across the country was described and his surprise and capture of both forts, after many hardships. The children were told that owing to the capture of these two forts, when a treaty was made with England at the end of the war, England was compelled to give to the American colonies the land east of the Mississippi Valley, below the great Lakes. They were told that Clark never

never received a regular commission in the army, and no reward for his services except a sword from Virginia. This was presented to him at a time when he was in great poverty and he is said to have exclaimed in great anger, "When Virginia needed a sword I gave her one; now she sends me a toy. I want bread.", and to have broken the sword with his crutch. They were told that in the year Illinois became a State, Clark died, and was buried in Louisville, Kentucky, where a headstone with his initials alone marks his grave.

The rest of the time this week was spent in reading and writing.

Miss Runyon.

Science: They have been talking about the beaver as of importance in the fur trade of the French in the early days of Illinois. They discovered, after making a list of all the animals that are like the beaver and belong to the same family, that the only characteristic in common was the habit of gnawing. Their teeth were studied and the chisel-like shape noticed, also the lack of any side teeth. OK

Miss Andrews.

Number work: This Group keep the accounts of the School. For these few weeks they will have methods of summing up numbers.

OK Miss Bacon

Physiography: Spent their time in work at meridians and parallels as a means of readily finding the location of any place on the globe. We took up the zones and climate as depending on the sun.

Vocal Expression: They have breathing exercises on the idea of forming a bow, the body being the bow and the string being imagined attached to the foot. In this way they have expanded and contracted. The diving position was taken for expansion, and bending at the waist line for relaxation. They have read for expression, the life of Marquette, written for their reading lesson. In this, the chief aim was to get them to give the idea of a sentence.

Cooking: Same as Group V.

Textile work: Same as Group V (b).

Sewing: Continued the work on articles previously started, such as holders, needle-books, sofa pillows, etc.

Miss Tough

Art Work: Continued clay figures.

Miss Cushman

Music

Shop

History: This Group have been taking up the adventures, discoveries and explorations of Pizarro. We spent some little time on his early life, then followed him to America and his first and second trips to Peru. In order that the children might understand later on what it was he really did, and what a great conquest it was he made over Peru, we have taken up a study of the people of that country. The children were interested to know why their books called them semi-civilized people, and they finally concluded that it was because they had no method of writing. They were surprised to find that these people made military roads, established military colonies, had reached a high state in agriculture, had domesticated certain wild animals, had built great castles and forts. *of stone.*

They have spent one hour this week in writing out in what respects the Peruvians were more civilized than the North American Indians and why we considered them semi-civilized. They have read a good deal for themselves, using Myra Pratt's "Pizarro, and the Conquest of the Peruvians".

additional Besides this they have been given by the teacher ~~a great deal~~ *taken from* ~~of information~~ *she using* "The Discovery of America", by

John Fiske.

Miss Bacon

Group VII (a)

History: We took up the Navigation Acts, their ~~causes and~~ effects upon the trade of the Colonies; and the causes for the French and Indian Wars. *The children thought* The Colonies ought to have gone

to war with England just as soon as they were strengthened by the addition of the Dutch colonies. It seems impossible for them to see that the Colonists had any feeling of loyalty towards England or any reason for it.

We spent one period in reading from Scudder's Life of Washington, and one in writing.

OK
Miss Hoblitt

Physiography: The work previously reported, had been done on the assumption that the children were to take up world geography. When it was discovered that they were studying in history the colonies, we took up ~~instead~~ the physiography of the eastern coast. ^{the U.S.} They looked at maps and considered them in regard to the general elevation and character of soil - sandy coast on the south and rocky coast in New England - and from this we are reviewing what they know of the formation of the earth, to get at the geological causes of their conditions.

Miss Hill

Group VII (b)

Physiography: In drawing from maps, the children were not able to grasp the idea of proportion at all. If they did not make maps exactly the size of those in the book, they found that they could not get them right. So we took up the relative sizes of different bodies. They were not able to do this without first finding out the way they could divide a whole into parts, and got an idea of fractional value. To do this, they took paper

dividing into a different number of parts, first by doubling until they got thirty-two parts. Then they wanted to have twenty-seven parts, and found they would have to start differently, that is, by dividing into thirds. They also divided paper into twenty-five parts by folding into five parts first. From this they went on to divide rectangles into any number of parts. Some are able now to do this in their heads, others have still to fold the papers or draw. One or two have found out that if they double the divisions in one direction they can have it in ^{the} another and it does not change the number of parts.

Miss Hill.

Group VII (a and b)

Vocal Expression: Have had the same exercises as Group VI. They have also had "My Shadow", and are reading "Alice in Wonderland." I have had them tell me of bright things, trying to have them see color and tell it to me in their voices. With them I am working for carrying power of voice as well as expression.

Mrs. Rutlin

Group VII (b) *(Two weeks)*

Cooking: Beets and Creamed Potatoes.

Object of lesson stated. Review of Potato and comparison of Beet with Potato. Food Storage. Constituents of both. Principle constituent of Beet - sweet juice. Principle constituent of potato - starch. Caution about method of cooking each. How can we retain the juices?

Practical work: boiling, peeling, slicing, seasoning.

Creamed potatoes was a review lesson, and was performed by one pupil. Recipe of cream sauce used for tomato soup of preceeding week, was reviewed and multiplied by three.

Remarks: Beets were tough, as they usually are in the fall. It would have been better for practical purposes to put them on to boil before the theoretical part of the lesson..

Suggestions in number work: Pupils might get a small pocket note book. On one side the individual recipe might be written, and on the opposite page the recipe for a family of three, four or six, - whatever the teacher might suggest. Thus:

Cream Sauce

$\frac{2}{3}$ c. milk
1 Tb. butter
1 Tb. flour
2 sp. salt

Cream Sauce for 3 people.

$\frac{6}{3}$ equals 2 c. milk
3 Tb. butter
3 Tb. flour
6 sp. salt

Mrs. Baxter

Cooking Onions and Sweet Potato as a review of or application of beets. Sweet potato required to be cooked with the skin to keep in the sweet juices. This point pupils were able to give without any trouble.

Onions. Pupils were made to see that some qualities that were objectionable might be modified by proper cooking. Strong flavor of onion objectionable to many people. Some of the pupils the lesson from last year and suggested

that the cover be left off, and the doors closed and windows lowered to allow the escape of odors.

Group VII (b) *a. H.*

Textiles: Comparison of jute with cotton. Prepared slides were put under the microscope. Pupils made drawings and compared these. They found the twist in cotton, and said that cotton would make a better thread because of this twist in the fibre.

Comparison of wool and cotton. The difference in behavior brought out by means of burning. Difference in odor and combustibility. Odor of burning wool compared with that of hair.

Practical application (suggestions).

1: In case of fire in a room, how might it be smothered?

2: How can we be sure we are buying wool goods? *a. H.*

Mrs. Baxter

Group VII (a and b)

Sewing: Worked on shop aprons, sofa pillows and the repairing of kitchen aprons.

Miss Tough

Group VII (a)

Art work: Are studying figures as last week, one of the children posing as Rip Van Winkle. We have taken other parts of the story, that is, Rip as an old man, as he looked when he woke up in the mountains.

Miss Cushman.

Art work: We illustrated the sailing of the Mayflower, with special reference to posing, and talked about the difference between the Mayflower and the modern ship.

Miss Cushman

Music

Shop

French

History: Same as Group VII (b).

Group VIII (b)

History: We continued the early history of Chicago, taking up the subject of taxes, the marking off of town lots, the condition of streets, with the first public debt, incurred to pay for drainage - and modes of travel. The children were greatly interested in the subject of revenues, and raised questions as to the justice of laying school taxes upon people who had no children or sent their children to ^{private} schools. The question of franchises also came up, and they thought at first that a streetcar company ought to refuse to pay for its privileges. We spent one period in reading from Waubon, to get some idea of the difficulty of travel in the early days; and one in a general summing up of work in connection with the writing done in the study hour.

OK
Miss Hoblitt

Group VIII (a)

Latin: Continued the Pyrrhus story in the same way as reports last week.

Pyrrhus.

Pyrrhus rex Epiri olim cum Romanis pugnabat. In uno proelio auxilio elephantorum vicit. In eo proelio Roman fortiter pugnabant, et post proelium Pyrrhus dixit, "Cum talibus viris omnem terram vincerem."

Postea Pyrrhus victus est et in Græciam rediit. Paucis annis postea Pyrrhus iterum in Italiam venit. Fabricius vir

honestus contra eum missus est. Nocte medicus regis in castra Fabricii venit et dixit "Da mihi multum aurum tum Pyrrhus venenox occidam." Fabricius non respondit sed vinctum medicum ad regem reduxit. Pyrrhus Fabricius laudabat et dixit, "Est difficilius Fabricium ab honestate vertere, quam solem a cursu

Group VIII (b)

Latin: Went over the Pyrrhus story again because some of the children had not been able to get it.

Group VIII (a)

Number work: With Group VIII (a) we have continued the study of the decimal system and have taken up the process of addition, subtraction, multiplication and division of both integral numbers and decimal fractions, at the same time, that the children may see that there is no difference in the operations between the decimal fractions and the whole numbers. The problems given them to solve have been those taken from their history and science work.



Miss Bacon

Group VIII (a and b)

Science: Have been finishing their experiments with the battery, the dry cell and electric bell. The children have gone on to make their own cells with strips of copper and zinc, by soldering the iron to the metal, and fastening the metal with a piece of wood as a support. After discovering

that their current was strong enough to make a magnet, they put an electric bell in circuit to see if they had a current strong enough. When it succeeded, they were each given a bell that had something the matter with it, to adjust in their own circuit, to use in some part of the house. In this last work on the bell, two children necessarily worked together.

The theoretical points worked out by means of these experiments were as follows:

1. The position of the needle or nail in the coil makes a difference in the resulting magnet as to the direction in which it points when freely posed.
2. Up to the limits which they have been able to find, the more coils there are about a magnet, the stronger it is.

Also, they think they have found that the closer the coils are to the nail the stronger the current is, but have not yet enough data for such a conclusion. They have, however, found that unless the end of the nail is within the coil, it is not so strong as when the coil runs way to the very tip.

O.K.

KAR. Miss Camp

Note VIII (b) one half hour. Read to them from Mrs. Basten's "Geology of Chicago"

Miss Andrews. OK

Vocal Expression: Have had the same exercises as Group VII and are reading "Grandfather's Chair" by Hawthorne.

Mrs. Butlin

Group VIII (a)

Cooking: Same as Group V.

Group VIII (b)

Cooking: Have had beef stew, which brings out a principle when juices are partly retained and partly extracted.

a. H. Miss Harner

Group VIII (a)

Textiles: Continued the weaving of mats with Hawaiian fibres.

art Miss Harner

Group VIII (b)

Textiles: Carded wool and wound it on the distaff.

art Miss Harner

Group VIII (a and b)

Sewing: Prepared work for the lower Groups by measuring and cutting into required size, the material for towels and polishing cloths for the kitchen. Hemmed the kitchen towels and polishing cloths which the younger children had basted.

Miss Tough

Group VIII (a)

Art work: Made the same illustration as Group VII (a)

Miss Cushman

Group VIII (b)

Art work: Are studying figure posing. The subject is the landing of the Mayflower.

Miss Cushman

Music

Shop

French

History: We took up this week the events leading to the cancelling of the Charter of the London Company. The children were told of Butler's false report, of the visit of the commissioners, of the presentation of the Thirty-nine Articles of Inditement to the Company, to be answered in three days, and the heroic work of the Company in dividing the articles among different members who worked night and day to finish them; then of the intimidated judges, and the charge that the Charter permitted the Company to import to Virginia an unlimited company of Englishmen, and therefore they might as they chose, depopulate His Majesty's kingdom. The best description of this was found in Doyle's "Virginia". The children summed up the whole affair as a pretext on the part of the king to get control. They read next of James' intention to make a new Charter, and of his death before the scheme was completed. The children imagined that he would have taken away the Assembly.

One period was spent in reading the description of Virginia at the death of King James, from Cooke's "Virginia".

For their written work this week they were asked to find from the index in their History, the date of the landing of the Pilgrims of Plymouth, and then to write a description of what was happening in Virginia a year or two before or a year or two after that date. This brought out the beginning of representative government, the cultivation of tobacco, the bringing of the slaves, the wives for the colonists, and the beginning of prosperity. Several inaccurate statements were made in their work, such as attributing the gift of the Charter to the voluntary act of Governor Yeardley, instead of the London Company, and the slaves as due to the fact that they would be useful in the cultivation of tobacco, so the work was gone over again,

and stress laid on the fact that truth is essential in history, and accuracy as important as in mathematics.

From that we went on to take up the situation in England under Charles I. Their History stated that Charles "had trouble with his parliament", so we discussed what the trouble was, and the methods he used to raise money. The chief facts brought out were that the taxes had to be voted by Parliament, and that they refused the taxes unless the King would promise certain conditions. They were told what methods the King used to get money and were asked whether he could get any from Virginia, as this was now under his control. The children thought of the taxes on tobacco. They were asked if the Assembly had the same right of voting on taxes, with Parliament, and said that they did have under the old Charter. They were asked to consider whether, in view of the trouble he was having with Parliament, in London, the King would undertake to collect the taxes from the people of Virginia without the consent of the Assembly, and drew the conclusion that he would be forced to recognise it.

Miss Runyon

Latin: They have been working on a couple of stories at sight.

One of these is the story of the Argonautic Expedition. This has been made the basis of grammar work for the use of cases. After it was understood at hearing, it was dictated to them.

Miss Schibsby

Science: We have been studying refraction as illustrated in the case of light coming from water into air, and have seen that the light is bent from the perpendicular at the point where it leaves the water and that at other places it moves in straight lines.

Two experiments led us to this conclusion. In each we had at the bottom of a glass cup a bit of solder, hidden from sight by a paper band around the glass, in the first experiment about the lower two-thirds of the glass, and in the second experiment around the upper half-inch or so. When water was poured in while the eye was not moved, the solder came into view; in the first experiment we saw it over the paper band, and in the second, we saw it both over and under the paper. We drew diagrams in each case to illustrate the path of the light from the solder to the eye.

This is preparatory to getting at the action of light in prisms and in the lenses of the camera.

*G.K.
K.B.*

Mr. Jones

Vocal Expression: The children were asked to bring it anything they wished to learn to read well, and brought "Miles Standish". This has been used in dramatic form so that we may learn to differentiate character and how to read description.

Mrs. Butlin

Textiles: Spun from carded wool on the distaff and spindle. This was taken home and the children have planned to spin fifteen minutes a day for a month. Then their thread will be brought to school, scoured, dyed and woven into an Indian mat.

a. H.

Miss Harmer

Sewing: Worked on crash shoe-bags and cross-stitch designs on canvass for pin cushions and mats.

Miss Tough

Art work: Some of these children are working on a screen for a part of the Hall used as a diningroom. *(Other)* The work is to be done by them to illustrate various passages from "Miles Standish". These designs are to be painted on rice paper. The points brought out were, the placing of the design, the arrangement of

the picture itself, and the beauty of line and mass aside from color. They are sketching the panels first in black and white.

Music

Shop

French

*There is confusion between Mrs. Brown
the report of design & illustration, Miss Cushman*

History: We discussed the trouble going on between the King and the people in England, and then followed its results ~~to~~ the colony of Virginia. In this connection the terms applied to the different parties were noted, as, Cavalier, Roundheads, Whigs and Tories, etc. Bacon's Rebellion was considered of importance as showing the independence which had grown up in Virginia, the people defying the Governor, who stood for the King. The children looked up for themselves the reasons for the Rebellion, why Berkeley would not lead his men against the Indians nor allow the people to go against them, on account of its disturbing his trade with the Indians, which was very lucrative. We discussed also the result of this.

The children used the words Rebellion and Revolution indiscriminately, so right here we defined those terms, and we decided that a Rebellion was revolt against authority, and a revolution must necessarily involve a change.

In connection with the life of Berkeley, we read descriptions from "Prisoners of Hope" by Miss Johnson. The pupils then spent three days in summarizing the history of Virginia. They made an outline, first of the large events, and then filled in with the smaller incidents, then each child took one theme, as for instance, the trouble between the King and the people, and wrote that up minutely.

The children have used Fiske's "History of the United States", School Edition and besides this they have been referred to "Old Virginia and Her Neighbors", and "Stories of the Old Dominion." *by Fiske*

OK
Miss Bacon

Latin: Have continued reading.

Miss Schibsby

Science: Same as Group IX except that we have also looked over several lenses, drawn some of them in section, and have begun a determination of the angle of minimum deviation of our prism.

Mr. Jones

Sewing: Boys worked on denim aprons and cuffs for the printing shop. The girls continued work on skirts for themselves, which were begun last spring. AA

Miss Tough

Textiles: Have made the working drawing of a rathe, to be made in the shop, which is used as a convenience for warping the Kentucky loom.

AA

Miss Harmer

Vocal Expression: Same as Group IX.

Art work: Are at work upon the screen of which panels are to be woven with Miss Harmer. The points brought out concerning the screen, were first, the necessary height; then the extra height left to the choice of the children; width of the space to be screened; width of panels, and number, left to the children, the width not to be bulky, to be easily managed by the children and not too light to stand firmly when placed. The material and color was unlimited, width unlimited, thickness limited; the color of the panels limited to two tones, pattern was unlimited. Material to be used, to be considered in regard to durability and fitness to surroundings and purpose.

Some of the children in this Group have been working on signs and letters for use in the School. Legibility, rather than mere beauty of form, was made to influence the character of these letters. Some good examples of type of the

sixteenth century, were given them as models, as in these letters fine proportion and simple form made them more fitting. The spacing of the word, and the spacing of the several letters were the necessary points brought out.

Mrs. Brown

Art work: Have done practically the same work as Group IX, viz., sketching the panels for the screen, but treating the drawings as pages in a book, spacing and sketching the part in which lettering is to be made.

Miss Cushman

Music

Shop

French

General Subject: Preparation for winter.

We took up first the preparation going on outside the home. We spoke of this first as shown in the putting on of closed cars and storm doors, the cleaning out of chimneys and furnaces, and getting in a supply of coal. We spoke of the appearance of the park at this time of the year, raking up and taking away the leaves, potting plants, etc. We made a visit to the park and saw these processes going on. The children examined the shovel used for taking up the leaves, and the rack in which they were taken away, in order to make them afterwards.

We talked about Nature's preparation as seen in the color of the leaves and their falling, and the withering of flowers. The children brought the changed leaves to school, and painted the difference in leaves.

We had a new song about the wind and the leaves, which was dramatized by the children.

"When we were asleep and could not see,
The wind blew the leaves down off the tree;
They danced and they whirled around and around,
And then fell down and covered the ground."

This was sung to the tune of "The North Wind" in the Patti Hill book.

We talked next about the preparation of the squirrel, the bird and the bee, and talked about their habits. The children looked at pictures of these, and I told them a story about three little squirrels. Two squirrels commenced to store up their nuts when the leaves fell, the third played and would not gather any nuts. One night when they were all asleep, it snowed, and the idle squirrel had nothing to eat, and had to beg. The children asked to act this out, but when it came time to