

chose which squirrel they should be, no one wanted to be the squirrel that did not work. All but two children had seen a squirrel. They drew, and cut out of paper, the trees and the squirrel, in illustrating the story. Another song has been given them, called "The Winter's Forethought", from the **Patti Hill** book.

The bees' preparation did not appeal to the children, although we had honey for luncheon on the day we talked about it. When we talked about the squirrels, we had nuts for luncheon, and the children noticed that while they had to crack them with a ~~hammer~~, the squirrel's teeth did this for him.

One of the children brought to school a bird's nest twined with horse hair, and fastened to the branch by a cord. The children had noticed empty bird's nests in the park, and we talked about the migration of birds at this time of year.

They cooked flaked wheat, and tried putting back the cooked cereal into the cups they had used for measuring it when dry. This showed them how much it had swelled.

The older children made some portfolios in which to keep their drawings. We tried this week giving the children some odd-shaped blocks, hammer and assorted nails, and letting them see what they could make. None needed any suggestions. Some made chairs and tables, and the older children tried cars. The new game given them this week was "Going to Jerusalem."

In connection with their work on the tables, one of the older children noticed the regular spaces marked off on the kindergarten table, and said he thought they were two inches apart. One of the teachers suggested that he get one of the blocks which he knew to be a six-inch block, and see if it

would cover three spaces on the table. He found that it would cover six, and said that the squares must be one inch apart. In making a shovel for taking up leaves, the children used rulers, and made the handle eight inches long.

S.A.

Miss Scates

Music

Gymnasium

Social Occupations: (Five hours a week)

They planted their winter wheat in the garden, and corn in the window boxes, and have continued measuring corn with the small measures they made in the shop for buying and selling. Some of the children chose to buy corn for a mill, some for chickens, some for horses and cows, and for different purposes for which corn would be used. In this way they became a little more acquainted with halves and quarters. Some of the children can work with ease with numbers under ten, but not all. We talked about the transportation of corn from the farm to the consumer, and played games. The children made the different conveyances out of blocks and took different parts in the transportation. The idea of sending letters or telegrams to the farmer, ordering corn, was a new idea to them. They thought that personal orders were necessary. They have also had some practice this week in writing and reading Arabic numbers, and began to use U. S. money.

Out in the garden they found a great many insects which had gone into winter quarters, and they talked about their habits. We found some cocoons and examined and talked about them

Miss Andrews. *OK*

Group NI (a)

Cooking: Reviewed ground wheat, using quarters, and worked out quarters in cupfuls. Miss Harmer

Group III (b)

Cooking: Wheatena compared with flaked wheat.

1. Comparison as to form. Wheatena, granular - corn flaked.

What do we find between grains and flakes? Air.

Where do we find the largest air spaces? Between flakes of corn

Which do you suppose is the heavier? Most of the children decided the wheatena was the heavier. It was then balanced by the flaked corn and we found that it required six cups of corn to balance one of wheatena. The younger Group found it a little difficult to grasp the idea that the unequal bulks were really equal masses. Group IV (a) were able to calculate the amount of water needed, from what they knew about corn. The number work included $1\frac{1}{4}$ and $6\frac{1}{4}$ or $1\frac{1}{2}$ cups.

Group IV (a) also worked out the problem of the number of people that might be served if each child's portion made enough for two. am.

Mrs. Baxter

Group III (a and b)

Sewing: Sewed together the silk strips which they are preparing for weaving.

O.K.

Miss Tough

Shop work: In connection with their farm work, they are making two-wheel carts for hauling corn to the barn. Most of the wheels are cut out and finished, and some of the children are working on the axles. No new tools are used, but this gives practice in those they had already had.

Mr. Ball

Art work: Are drawing pictures of a farmer sowing his seed. They first act out the scene and so get the figure from the motor sense rather than the visual.

O.K.

Miss Cushman

Music

Gymnasium

History and Science: We talked about the rivers running down mountain sides, and breaking off rocks as they came, and about the spring floods due to the breaking up of the ice and melting of the frost in the rocks; of the river in the plain coming down full of soil in the spring, overflowing their banks and as they retreated leaving the clay, and so making the river bed deeper and the banks higher. Each child then made up a story of how people would first begin to use clay. One child said that the ~~story~~ father would bring some home for the baby to play with. The baby would stick his fist in it and then get tired, so that when it dried they would see they had a bowl. We talked then of the use of the bowls for storing nuts and berries. Before this the people had only skin bags and baskets made of branches. They then went on to make the bowls with this use in mind.

Miss Hall

Group IV (a)

History:

Miss Camp

Cooking: Same as III (b)

Group IV (b)

Cooking: Same as III (a)

Group IV (a)

Science: (Half hour) Have talked about the action of heat upon wood fibre, and have boiled several kinds of wood fibre and noticed the softness.

Miss Andrews

Group IV (a and b)

Textiles: Worked out the development of the spindle from the stick.

Miss Harner

Sewing: The new children began work bags of crash, stitched with colored Bulgarian cotton; others commenced needle bags of canvas and flannel, stitched with colored wool. These are for their own use, to be kept in their workbags. Miss Tough

Shop work: The Groups from IV up to VIII have been making
spindles for textile work.

Mr. Ball

Art work: Group IV(a and b)

Art work: Have been working in clay, making bowls. They had
done the same thing with Miss Hill, and simply reviewed the
process in the art work. *O.K.*

Miss Cushman

Music

Gymnasium

History and Science: They have continued experimenting with the seeds of the pea and the bean, which they planted, to find out the effect of different amounts of moisture.

In their work with Indians, they continued making their wigwams, and talked about the life of Indians on the plains, comparing with the Mandans. They knew the general plan of the village and the government of the tribe under one chief. They talked about hospitality, saying that any Indian had a right to go into any wigwam and help himself to the food from the pot. They talked also about Indian games, and thought that nearly all were for increase of skill, making them better runners, or giving better aim with the bow and arrow, or greater endurance. They were told that the older chiefs looked on at these games and watched the boys who came out ahead.

They also talked of the ways Indians had of keeping records; how they were obliged to put pictures on their robes and wigwams of whatever they wanted the tribe to remember. They also had the taking of the scalp from the enemy, which served the same purpose of letting other people know of their deeds.

They compared the different ways of hunting buffalo in summer and in winter: in summer on horse back, in winter on snow shoes, driving the buffalo into deep places where they could easily overcome them. They talked about how the buffalo in the north pawed through the snow and got the green grass, and in the south had only the dry grass.

History:

We reviewed what the children had given the week before about the skins used for clothing. The children were asked whether the Indians would leave the hair of the buffalo robe on the skin when they wanted to use it for clothing. They decided that for summer wear at least it would be better not to have it. They were asked how it could be removed, and some thought of scraping it off with a stone knife. They were told of the process of using a lye made of wood ashes, and then of drying and smoking the skin so as to close the pores and render it flexible even after it was wet. Some of the children spoke of their shoes which had been wet and dried hard, but the cause of the hardening was not brought out as it should have been here.

We took up next methods of ornamenting clothing by wampum in designs, by porcupine quills, and methods of coloring them and by trophies of the war or hunt, such as the teeth of animals or the hair of victims. Care was taken to emphasize that the use of scalps or of animals' teeth or claws was simply as a proof of the bravery of the warrior.

The children were told that different tribes made their moccasins differently, and that the tribe an Indian belonged to could often be told from his moccasins. In this connection I referred to the "Black-feet" Indians, of whom some of the children had heard, and told them that the name was given them because they lived in a country where the soil was very black and soon made their moccasins black. Three pairs of moccasins were brought to school and the children tried to draw a pattern to show how a moccasin would look before it was made up. None of the children were able to do this, so I ripped up a moccasin and spread it apart and the children cut freehand

a pattern of the different parts to take home and make moccasins for themselves if they wished. In doing this, two or three of the children made concave curves where they should have made convex, and in other ways showed inaccuracy of observation.

From Catlin's "North American Indians" we saw pictures of the costumes of many chiefs in their dress suits with head dress, etc. We contrasted the Mandan houses with those of the Algonquins and noted the fact that the former were much more advanced toward what we would call civilization, so far as their homes were concerned. This was shown by the privacy afforded in the house by curtaining off portions for different members and by the bedsteads which were made by driving poles into the ground and stretching across raw hide which shrank in drying and formed a flexible mattress.

We have talked a good deal about Indian life in general, and this week has been spent chiefly in collecting together the information which the children have gathered, into more definite form. It was for this purpose that we have taken up special topics.

After discussing the clothing, we took up the subject of food. The children named corn and potatoes as food of the Indians, which was unknown in Europe before the discovery of America; and of game, berries, wild fruit and nuts, as their chief subsistence. They were told that the Indians had also beans and squashes and that succotash was a favorite Indian dish. They were asked which of these foods could best be kept for winter, and said corn. They were told of the Indian custom of making "cashes", and the danger of starvation when these were opened by their enemies.

The children said that the reason corn and vegetables could keep during the winter when buried in the ground and protected from moisture by skins, was because the cold could not get down into the ground. They were told of the method of preserving meat the pemican - and of the rations a warrior would take with him on a long trip: parched corn ground fine and mixed with maple sugar. This was compared in nutritive value with the pork and beans of soldiers. We took up also the methods of cooking. The children mentioned boiling and roasting as the Indians had no oven. They were given some methods devised by Indians for cooking, such as the tripod, and the framework of wood which held the fish above the fire.

One period was spent in discussing the medicine man. The children were told that the name came through the French, that it meant doctor, but that the Indian medicine man was not at all a doctor as we understand the term but was more of a magician or mystery man. The process of making the medicine bag was described. A boy at about fourteen or fifteen decided to become a medicine man. His first act was to fast for some days. Then he went into a sleep and dreamed, or thought he dreamed, of some animale who was to become his special protector. Upon awaking he proceeded to find and kill the naimal and made a bag of its skin. Into this he put a variety of things all supposed to be of some magic value. This bag he kept most carefully during his life, and it was buried with him. Then we spoke of his dress, which was constructed or added to during his life; and of his process of curing diseases by scaring them away. The children were told that the Indians discovered some herbs of medicinal value, and of their use of

sweat houses. Their reading this week has been an Algonquin legend called "The Amazing Adventures of Master Rabbit".

Miss Runyon

Science: (One hour) This week we have talked about the habits of the beaver - how he builds his house, and of his teeth, used for cutting.

They have also begun to take up the world as a whole and found out the great natural divisions of land and water, and noticed the proportion of land to water.

Miss Andrews.

Group V (a)

Cooking: Reviewed what had been previously learned about macaroni, in its manufacture and method of cooking. String beans were examined and found to contain among other things water and cellulose. Classified them as the seed-pods of the plant. From their composition, we decided that they should be cooked in a small amount of water.

Textiles: Carded wool for spinning while waiting for their spindles which are to be made in the shop.

Group V (b)

Textiles: Some of the children were not able to spin well enough to take their wool home, so have practiced in class, those who did it easily helping the others in spinning and fastening the thread.

Miss Harmer

Group V (a and b)

Sewing: Continued the work reported last week.

Miss Tugh

Shop work: These children, with members from other groups, have been fixing up the chairs given by the South Side Academy.

Group V (a and b)

This consisted of scraping and sand-papering, preparatory to varnishing. They have learned considerable about the grain of the wood, and have discovered that unless they sand-paper with the grain, they scratch the wood. They have also discovered how much easier it is to mark up a chair than to repair it. It is believed that this knowledge has compensated for the time spent on the work.

Mr. Ball

Group V (a)

Art work: Have just finished their clay figures. Have commenced making a drawing of the place where their tribe lived, - in wigwams beside a stream near a forest. *E.K.*

Group V (b)

Art work: Are just completing their clay figures. Two of these are exceptionally good. One represents an Indian crouching in the act of drawing a bow; the other is that of an Indian carrying a deer on his back. For this, the child made up the framework of the deer and did it all in his own way, using a photograph as a help. *E.K.*

Miss Cushman

Group V (b)

Number work: Number work:
Are working in the summing up of numbers.

Miss Bacon

Group V (a)

Reading: Has been the same as before. They spent two half-hours in dictating the sentences to their teacher from their history. They write part of these themselves - the easier sentences - and then these are typewritten and used as reading lessons.

Miss Bacon

Music
Gymnasium

History: I finished reading to them from Parkman the story of George Rogers Clarke, then one period was spent in going over the story with the relief map and tracing the route of Clark. We found Virginia, from which he started, Kaskaskia and Vincennes, the forts taken, and the Ohio river, on which his boat came from Kaskaskia while he and his men took a short cut across land. We saw where Detroit was located, the fort whence the English captain came by water and conquered Vincennes, which made it necessary for Clarke to go back and retake it. Then for the sake of review and the children who had been absent we went over the route of LaSalle, Marquette and George Rogers Clarke, tracing the great waterways into the continent. We found in this way three ways by which people could go to the Mississippi river with only short portages. The children were asked if there were any other ways besides the waterways, and mentioned the Indian trails. They were told that these were the roads of Indians and that some of them were so well laid out between distant points that they were afterwards used as roads by the white people. In Morgan's "League of the Iroquois" is a chapter on Indian trails which is excellent. The children next named the parts of the country which were held by the French, the Spanish and the English.

The children were told of the determination of the United States to build a fort at Chicago, and of the name Ft. Dearborn given it in honor of a ^{general} captain. They subtracted the date, 1803, from 1899 to find out how long it was since then. They looked at a wood-cut of the fort, and expressed their view of what life would be at it in those days.

For their reading lesson they have also read the Algonquin legend, and the Life of Marquette, written for them. One period was spent in writing.

Miss Runyon

Science: We talked about beavers and looked at pictures of them and discussed the question of the use of the beaver's tail; whether it was to plaster his dam or used only as a rudder. We found that the best authorities believed it was used as a rudder.

Cooking: Examined string beans and found water and cellulose quite abundant. Decided that this vegetable was the seed-pod of the plant. Direction given for one person to prepare white sauce for the class; class calculated the amount of various materials needed. *OK.*

Miss Tough

Textile work: Same as Group V.

Sewing: Continued work of last week.

OK. Miss Tough

Art work: Are completing the figure of an Indian saluting Marquette. *O.K.*

Miss Cushman

Music

Gymnasium

History: We continued the study of events leading up to the Seven Year's War. The children were asked to suggest a plan by which the colonies could be better prepared for united action in case of war. One suggested that they move up closer together. Another objected that this would be to lose just what they were ~~the~~ fighting the French for - more land - and asked dramatically, "What do we do now?" We have a governor for each State and then a President for all." Another suggested a "parliament" of representatives from each colony. Franklin's Albany Plan was then presented to them. They thought at first that the colonies were foolish not to adopt this plan, but agreed at last that the differences between the northern and the southern as to manners, customs and their own local government, would make their ~~union~~ not so easy a matter after all. The discussion of the Albany Plan led to many questions, such as, "What does my father vote for when he votes?" "What if Congress should make a law that the States didn't like?" Accordingly, most of one period was spent in discussing the three departments of government. We next took up the claims of the French and the English to the Ohio valley, the first moves on each side to its occupancy, the interference of French with English traders and their Indian allies. When it was proposed to send a commissioner to the French, and the children were asked what kind of man would be chosen, the developing method was brought to a temporary pause by the reply "A man like George Washington I know, for it was him."

O. K.

Miss Hoblitt

History: Are following out the conquest of Peru by Pizarro. They discussed the civilization of the Peruvians, and then decided that it would not make very much difference to those people whether they were under one master or another, and this, connected with the fact that they considered the Spanish as gods, led to the easy conquest of this people.

Group VII (a)

Number: Have spent most of their time on school accounts.

Miss Hill

Science: (One hour)

Class did not meet this week.

Miss Hill

Group VII (b)

Science: Have found out how they can divide different rectangles into any number of parts. They then went on to measure Room A and find out how many sq. ft. there are in it.

Miss Hill

Group VIII (a)

Textiles: Continued weaving baskets.

af - Miss Harmer

Group VII (b)

Textiles: Study of fiber continued. Structure of wool fibre through microscope. Drawings made by each pupil. After observation through the microscope the teacher showed the class a model of a fibre made out of paper, which showed the scales. By means of this device they were able to interpret the cross lines in the fibre.

Mrs. Baxter

af

Shop work: Some of the children are still working on their microscopes. Others have been making instruments to prove that opposite angles are equal. This is simply two sticks crossed and fastened in the middle by a rivet. However the upper stick may be moved, the angles opposite the center are found to be equal.

We are using in the shop a great many cigar boxes, both as a matter of economy and to show the children how much can be done with material that is often cast aside. Spindles, the pin-hole cameras, and protractors have been made from this kind of wood.

Mr. Ball

Group VII (a)

Art work: Are beginning bas-relief in clay of some Indians connected with the French and Indian war.

Group VII (b)

Art work: Have been making a study in charcoal of a cluster of chrysanthemums. We talked about the artistic arrangement of the flowers in a bowl. *P.K.*

Miss Cushman

Music

Gymnasium

French

History: We spent the week upon the history of transportation as connected with Chicago down to 1848, taking up the county roads, the stage coach, the ferry, draw-bridge and swing-bridge, and the Illinois and Michigan canal. The children also suggested other necessary improvements, among them being the paving of streets, the fire and police departments, railroads, etc. We compared travel by rail and by water as to advantages of each, the difference in expense and the reasons for this difference. In connection with the risks of transportation, the subject of insurance came up, and the children had many questions with regard to it, - what insurance ~~xxxxx~~ meant, how the insurance companies could afford to pay insurance, how such an arrangement could be fair on both sides. We spent one period in reading from "Waubun" and one in preparation for writing done in study-hour.

C. K. Miss Hoblitt

Group VIII (a)

Number work: Have been working entirely on the formal side. They have been developing the multiplication table and have been drilling on that and working in multiplication and division by two or more figures. The problems that have been worked have been drawn from their science, history, and work in the kitchen.

Miss Bacon

Group VIII (a)

Latin: We have finished the Pyrrhus story and have taken

up Aesop's fable "The Ass with the Lion's Skin." We have gone through it learning new words, and then the story was dictated. We had a spelling match on the Pyrrhus story and the children answered questions in Latin, on the story, until most of the children had learned the story by heart without trying to commit it.

Group VIII (b)

Latin: Have finished the Pyrrhus story and have taken the story of Regulus. Only about a quarter of this has been illustrated and dictated? For grammar work, we took up the actor and object of masculine nouns in the singular, and the actor and object cases of both masculine and feminine nouns in the plural.

Miss Schibsby

Group VIII (a)

Science:

Miss Camp

Group VIII (b)

Science: Have continued the reading aloud of Mrs. Bastin's article on the geology of Chicago. This was published in Harper's Magazine for 1890.

Miss Andrews

Cooking: Have continued the cooking of protoid foods, and prepared foamy omelet. Have reviewed steamed rice.

Miss Harmer

Textiles: Continued work on their Hawaiian mats.

ap
Group VIII (b)

Textiles: Worked out the development of the spindle.

ap
Group VIII (a and b)

Miss Harmer

Sewing: Continuation of work last reported. *W. M. S.*

Group VIII (a)

Art work: The same work as VII (b), making a study of composition *7* still life. *O.K.*

Group VIII (b)

Art work: Commenced to make a series of illustrations giving some of the picturesque phases of life in the school or connected with the school. They commenced by taking the potter. One of the children posed as a potter turning out a clay bowl. I drew the figure and let them watch the process, then rubbed out the drawing and asked them to sketch it. I led them to consider the outline as the edge of the mass. Up to this time we have drawn figures in mass, without paying special attention to the outline or edge, but now the children are old enough to consider outline as the edge of the mass, and this will lead to a more accurate study of planes. *O.K.*

Miss Cushman

Music

Gymnasium

French

History: We took for this week the events in England leading to the death of Charles I. This was not gone into in much detail. The king's stand for divine right, and the Parliament's for the rights of man, were brought out as the two sides of the struggle, and the difference increased by the religious element. They were told of the king's attempt to get on without a Parliament and his failure; and the "Long Parliament" which got its name from the fact that the members took a vow not to be dismissed without their consent. We defined the Cavalier party as that belonging to the king, and the same with the Royalist party; the Puritan or Roundhead party, as that of the Parliament. They were told that the name "Roundhead" was given them because of their wearing their hair cut short while the Cavaliers wore theirs long. They were told that the fact was discovered that the king was collecting an army to use against the Parliament, and that Parliament then began to raise an army to defend its own rights. Cromwell's influence was mentioned, and his "Iron Sides" described to show the character of the army under him; then the death of the king on the ground of treason against the people; and the beginning of the Commonwealth.

The children were asked whether this war was a rebellion or a revolution, but they were not able to distinguish the terms. The fact that revolution meant change, was brought out, and the success of the war used to determine whether it was a revolution or a rebellion. They were asked whether during the time of the Commonwealth there would be immigration to New England, and concluded that since the Puritans were in power in England there would be no reason for Puritans to emigrate, but that the Cavaliers would not be happy there and would be likely to go to Virginia which was strongly in favor of the king.