

gained feeling for the mass of the figure and for proportion. Two pieces were preserved, - one of an Indian crouching behind a tree and drawing a bow; I have seen composition work by adults that was not better done. There is also a figure of an Indian carrying a deer, in which the action is finely represented. This Group shows a feeling for the surface of the figure which the other division does not, that is, when putting on a piece of clay in a patch, they work it into the general mass until they get a smooth, continuous surface, showing a feeling for the continuity of the skin and the union of the piece with the mass of the body.

PK

Miss Cushman

Music,

Gymnasium

History: In reading over the text of the Treaty of Greenville (1795) by which the Americans got large grants of land from the Indians, including six square miles at the mouth of the Chicago river), I came across a provision for lands for George Rogers Clarke and his men. I had left the impression on the children that he had received no reward for his services, so I told them of this provision by which land had evidently been set aside for him, but that I was not able to find whether he ever made use of it or not. I left this as a question which they might inquire about.

We took up next the grant of the six square miles at the mouth of the river, and discussed what a square mile is. I gave them the amount paid the Indians for all this land obtained by this Treaty, i.e. \$20,000 down and \$9,500 annually in money or goods. This was given simply to satisfy the desire of children for exactness not because they appreciated in any sense whether the money was a due value.

Then I told them of the Treaty of 1803 by which the Americans got still more land, and of the decision to build a fort at Chicago, and its name - Fort Dearborn. This was in some ways a repetition of last week's work, but it was taken up from a different point of view.

Then I told the children very simply about the war of 1812; that the English and the Americans were at war, among other things because the English insisted on impressing American sea-men, etc. Then I asked them to point out on the map a part of the country owned by the English and they indicated Canada and then gave me the part then held by the Americans. I told them that the same year the Fort was built (1803) the

Americans bought from France the country on the west side of the Mississippi river, that is, the Louisiana Purchase, and that this enabled them to navigate the Mississippi river; that before this the Spanish, who owned the country before France, made trouble for the people who went down the river.

Having settled the parts of the country owned by the English and the Americans, I asked them if the English wanted to get possession of America how they would try to do so, and the children suggested that they would come down through the St. Lawrence and the Great Lakes to the west. We mentioned the forts they knew about on this route, and the fact that they were there to protect entrance to the country by waterways. I told them of the English attempt to get the Indians on their side, and of their taking of the fort at Mac^kinac, and the impression this gave the Indians that they would be successful, and that subsequently many of them took up this side.

I then asked them to note the dangers to the people at Fort Dearborn - that there was a possibility of an English attack, and probability of an Indian attack. Then I told them of Gen. Hill's message to Capt. Heald to evacuate the fort if he deemed best, and retreat to Fort Wayne. The children were asked what they would have done in Capt. Heald's place, and part said they would leave, and part said they would go. One boy said he would stay since it was his duty because he had been sent there to keep the fort. Another said he would send the women and children to Fort Wayne, but someone suggested that the Indians would attack them on the way. They were told that Capt. Heald had on hand provisions for several months, and that he could not take these with him if he went to Fort Wayne,

and he could not take these with him if he went to Fort Wayne; that in spite of the advise of the Indians ^{who brought} and of the message of ^{John} King ~~King~~ who knew the Indians so well, Capt. Heald decided to go to Fort Wayne but deemed it best to ask for an Indian escort, promising them the supplies in the fort as a reward; that he waited a week for the Indians to assemble to make this arrangement with them; that Capt. Heald is said by the Indians to have promised them everything in the fort, which included whiskey, guns and ammunition. The children were asked if this would be wise on his part, and someone said that the Indians were treacherous and would be likely to turn the ~~guns~~ against the Americans; that even if they were true to their promise and escorted Capt. Heald and his party to Fort Wayne, they might use the guns against other Americans. They were told that whether Capt. Heald had first promised this and then been dissuaded by his officers, or not, he destroyed the guns and ammunition that he could not carry with him and emptied the whiskey into the river. One of the children asked why he did not let the Indians have the whiskey - that they would have become drunk and therefore been unable to fight against the Americans. They were told that whiskey might simply have made them more unruly, or that if they were drunk they would not have been a safe escort, and that Capt. Heald seems to have had confidence in their promise. They were told that the Indians discovered the destruction of part of the supplies of the Fort, and gave this as a reason for not keeping their promise to furnish a safe escort. The children were told of Capt. Wells' arrival with 30 friendly Indians, and the story of his life - how he was captured when a boy and had grown up with the Indians and

had fought with them against the Americans, had married the daughter of Little Turtle, the chief who had adopted him, but when convinced that he was a white man he had left the Indians with the understanding that if he and his adopted father were compelled to fight against one another, they would take care not to harm one another. In connection with this story, which was given them from a newspaper account with a picture of Capt. Wells published in the TIMES-HERALD during the Fall Festival, the statement was made the Capt. Wells was twelve years old when he was captured and that he had so far forgotten the event, that he could not be convinced that he was a white man, by his brother who found him, until he remembered having one day in play thrown a stone at his brother and cut his forehead, and discovered the scar. As a matter of judgment the children were asked if this could be so and decided that all in the class were under ten years of age, and yet all were sure that if they were captured they would remember it.

No emphasis was laid upon the massacre itself. The children were simply told that when the troops got as far as about 18th St. the Indians fell upon them from behind sand hills and many were killed; the rest surrendered and were afterwards delivered as prisoners to the English at Detroit.

To bring out the faithfulness of certain Indians, they were told about Black Partridge who came to the fort and gave up the medal given him as a sign of peace with the United States, saying that he could not control the younger men, and could not keep the medal and be at war; also of his rescue of Mr. Kinzie's daughter and of his many proofs of faithfulness. On Friday

the story was retold by the children in a very connected and complete way.

For reading, in addition to the accounts written for them on the explorers of the Middle West, I have given them the Algonquin legends used by Group V. One of these legends is called "How Haster Rabbit dined with the Woodpecker Girls". When it was given to Group V, none of the children seemed to find anything unusual in the title, but when Group VI read it, three or four broke into spontaneous laughter; their sense of humor was also shown when I told them that the Indians used to say that the first white man of Chicago was a negro. This was ^{Point du Sable} Jean Baptiste, who first owned the Kinzie house.

I drew a rough map of Chicago for them and showed where the river divided into north and south branches, where the fort was located, and John Kinzie's house. At the earliest opportunity they are to make an excursion to the Historical Museum and see a model of the fort.

Miss Runyon

Science: The children were very anxious to go on an excursion, and as no time could be found without interfering too much with school arrangements, they all stayed one afternoon and we went to the park to hunt for animals in the water. As we had expected, however, the frost had killed all the plants and animals in the ponds but the green-houses furnished a good many examples of climatic conditions. One period was spent in writing what they knew about the beaver. Most of the children were able to write two original sentences.

Miss Andrews

Cooking: Recalled method of growth of carrots and classified them as to part of plant to which they belong. Cut vegetable and found water, and by tasting, found sugar. Decided from quality of cellulose that long cooking would be required. Recalled other vegetables which had been cooked, in which sugar had been found. Boiled carrots and made white sauce for them.

J.K.
Miss Tough

Textiles: Practiced spinning.

Miss Harmer *ea*

Art work: We put up Fort Dearborn in blocks and they drew the different buildings in charcoal, showing their relations to each other and the difference between the ends and the sides of the buildings. The average result of the class was much better than last year. Their clay work and that of Group V, has been the best of that of any of the Groups.

O.K.
Miss Cushman

Sewing: Continued the work of last week.

J.K.
Miss Tough

Number: This Group had difficulty in adding numbers and I noticed that some of them even added by one's, so I went over the same work with them that we had in Group V (b). We added by ten's beginning with ten, then added by tens beginning with eleven, twelve, and so on. When they got that idea we got the pairs that made ten and went on with the work as it had been given to V (b).

Miss Bacon *O.K.*

Music

Gymnasium

History (a) : We continued the story of Washington's relations with the Ohio Company, his appointment as commissioner, his preparation for the journey, etc. One period spent in writing proved that some of the group had still very hazy ideas as to the causes of the Seven Years War and the next recitation was accordingly devoted to getting that subject cleared up. The children need considerable help in their reading of Scudder's Washington, and more time than usual was devoted this week to reading in class, so that we have ~~failed~~ covered very little ground.

Miss Hoblitt

History: (b) Have gone on with the conquests of Pizarro and his discoveries. This week they have followed out the discovery and exploration of the Amazon river. They read of Gonzalop^d crossing the Andes mountains, of his finding a small river flowing toward the east and deciding that if this was followed out it would come to the Atlantic Ocean; of his building a rude boat and sending a few men on the voyage of discovery and of how they reached the Atlantic Ocean through the Amazon river.

They have also followed Almagro in his explorations into Chili, ^{they} and have noted the founding of Lima and Quito, ^{in Peru} and the Spanish towns along the northern coast of South America.

The idea in giving this work has been to show how South America came to be ~~explored and colonized and how it~~ developed into what it is at the present time. They have read for this from "The Conquest of Peru by Pizarro" and the teacher has used for reference "The Discovery of America" by Fiske. The children have written for a half hour on the

discovery of the Amazon. In preparing for this writing, a half hour was spent in getting into shape what they wished to write, then a few minutes was spent in selecting the words whose spelling they thought would trouble them and writing these out on the board and copying them on paper. *Q.R., Miss Bacon*

Number: (a) Have continued keeping the school accounts.

Miss Hill

Number: (b) Have continued measuring Room A and drawing a diagram on paper. One of the class finished his paper and has begun drawing a map of the yard. This is to give the children an idea of what maps are for and how they are made.

Miss Hill

Science: Have looked at the map of North America to get its general form and have talked about its geological history. In connection with this they have looked at rocks to see the difference between old rocks which have been subjected to heat and pressure and rocks laid down by water. They pointed out the Laurentian Hills.

Miss Hill

Cooking: (a and b) The general work has been the same as that for Group V (a and b). The children of the older Groups were asked to name the vegetables that belong to different classes, and to give directions for cooking them. They seemed to have little difficulty in classifying them and ^{in giving} directions for cooking them even though they had never cooked the special vegetable.

Miss Harmer

Textile work: (a and b)

Continued basket work.

Miss Harmer

Art: (a) The children were taken on an excursion to the Art Institute to notice particularly sculpture and bas-relief. We looked at early Greek sculpture and at the Parthenon frieze and a model of the Acropolis. The children showed a good deal of interest in this and in the statue of Athene with her shield, but were most interested in the Egyptian and Assyrian room. Through the courtesy of the teacher of the modeling class in the Institute, the children were permitted to go into the room where pupils were working on large clay figures. This interested them more than anything else they had seen. I have noticed that the boys in the school are more interested in modeling than in any other form of art expression. Some of them became enthusiastic to model a large bas-relief to represent a battle between the English and the French.

Art: (b) They are representing some scenes in connection with the early life of Pizarro. Particular attention is being paid to the ~~direction~~ ^{drawing} of the figures. Certain children pose to illustrate the story, and the work is almost entirely visual.

O.K., Miss Cushman

Sewing: (a and b)

Worked on shop aprons and sofa pillows.

O.K., Miss Tough

Music

Shop

Gymnasium

French

Music:Original song.

Spinning Wheel Song.

1st verse composed last spring.

2d verse composed this autumn.

The spinning wheel goes round so fast
It makes a sound like this:
Br - r - r - r . The threads
They twist and never miss -
We'll weave the threads
As tight as we can
To make the canvas strong,
And then we'll shape it into tents
With poles just twelve feet strong-
O Spinning wheel! O Spinning wheel!
How prettily you go.
O I could spin on you all day
Because I like you so.

-2-

The spinning wheel it hurries on
And makes so many things;
Br - r - r it goes
As with a hundred wings -
From cotton, wool and silkworms' cocoons
It makes thread, yarn and silk,
And then we dye them brilliant tints
Or bleach them white as milk.
O Spinning wheel! O Spinning wheel!
How prettily you go!
O I could spin on you all day
Because I love you so!

History: (a) Same as Group VII (b)

Miss Bacon

History: (a) We continued the history of Chicago to the year 1848, taking up public improvements which had been previously suggested by the children, such as waterworks, the fire department and the police force. We noticed also the rapid growth in trade and in population with the corresponding increase in territory and the number of wards. The children repudiated indignantly the Englishman's title of "little mushroom town". They were eager for a much fuller knowledge of the early schools in Chicago than it was possible for me to give them, the details furnished by the history being very scanty. In connection with the work on the fire department, they were interested in the resignation of Chief Swenie, and a brief sketch of his long service.

We spent two periods in a brief review of our subject from the beginning and in looking over the papers written during the term. One of the children wanted to know during the review whether people were not growing more civilized all the time, but was unable to define civilization except by ruling out cannibals and other people who "eat things that we wouldn't eat" and who worship idols. *E. R.*

Miss Hoblitt

Science: (b) Continued reading Mrs. Bastin's article on Chicago and went on an excursion to the Walker Museum to see remains of the Silurian Age and the relief map of the Ice Age showing the glacier in America.

Miss Andrews

Latin: (a) We have taken up the story of the Donkey with the Ass's Skin and proceeded with it in the usual way.

Miss Schibsby

Latin: (b) In grammar work we have taken up the subject and object case of the masculine and feminine declension and of the neuter declension, in both singular and plural. We have begun the Regulus story and I have given them the story of the Ass with the Lion's Skin for translation at hearing.

Miss Schibsby

Number: (a) Multiplication and its proof, and division and its proof have been given. This Group needed some help with the multiplication table and so we have spent perhaps five or ten minutes in gathering that together and working it out by ratio. If four 4's are 16, eight 4's would be twice that or 32. Then from the 4's we worked out the 8's each result being twice what it would be if multiplied simply by 4. Then we have multiplied by numbers of two or more figures.

Miss Bacon

Cooking: (a) Same as Group VII.

Cooking: (b) Reviewed beef stew, which they had two weeks ago, and preparation of vegetables for a stew.

Miss Harner

Textiles(a) Have continued work on their Hawaiian fibres. Two of the children have finished napkin rings done with coiled Indian sticks made with ^trods and palm fibres.

Textiles: (b) Had their last lesson in spinning previous to taking their work home.

Miss Harner

Sewing (a and b) Finished hemming towels and polishing cloths for the kitchen.

E.K.
Miss Tough

Art work:(a) Same as Group VII (b)

Art work: (b) Are continuing the work of last week, illustrating the life of the potter, working with water color on rice paper.

E.K.
Miss Gushman

Music

Shop

Gymnasium

French

History: One period this week was spent in reading about the settlement of Maryland as given by Fiske, and another in writing on this topic, attempting to write full statements from the outline given by Fiske at the close of the ~~chapter~~ period. The children were asked to see how many of these questions they could answer without referring to the page of the book where the description was given. The idea in this was that they might test themselves, and to see how much they had grasped in going over the subject. None of the children were willing to look back and the teacher declined to tell anything more than whether the answer given to the question was right or wrong? On this basis they wrote an hour with apparent enjoyment, most of them doing very well.

The rest of the week was spent in taking up Bacon's Rebellion. This is being read by the class from "Stories of the Old Dominion" with the idea of grasping the thought in order to write it up in connection with an outline.

Miss Runyon

Latin: We have gone on with the story of the Argonautic Expedition and have had spelling matches and drill in grammar, as usual

Miss Schibsby

Cooking: Same as VIII (b)

Textiles: Mrs. Brown talked to them about design for their screen, and they began to make a Navajo loom for the panel of the screen which is to be woven with cotton warp and ~~cotton~~ ^{Palm} fibre, dyed dark green.

Miss Harmer

Science:

Miss Camp
Miss Moore
Mr. Jones
Mr. Stewart

In science it is sometimes best to report the work by topics rather than from week to week, as so little time is spent each week. Whenever possible, weekly reports will be given in order that the fullest statement of the processes may be obtained.

Art work: Are continuing the work reported last week.

OK, Miss Schissby *Cushman*

Music

Shop

Gymnasium

French

History: They have begun the history of the founding of the Plymouth colony. They reviewed what they had already had about the religious troubles in England under Elizabeth and James I in connection with the Virginia colony. They studied the separation of the Pilgrims from the English church, and their ^{persecu-}presutions in England, and the reason for their going to Holland.

In order that they might see what this stay in Holland did for the colonists in preparing them for their life in America, we studied the life of the Dutch and noted that they were pre-eminently a trading and manufacturing people. The children had read that the Pilgrims in England were nearly all farmers and they concluded that in the twelve years spent in Holland they would be forced to learn trades ^{which} ~~and that this~~ would fit them for their colonization later. They also discussed why the Pilgrims were not willing to remain in the Netherlands, and from reading and reasoning they concluded that the English people would not want to give up their nationality and that they would be afraid that after the twelve years' truce between Spain and Holland the old persecutions of the Protestants might begin.

In studying the Pilgrims, the children have read short biographies of Brewster, and Bradford, the leading men of the colony. They were told the story of Bradford's History of the New Plymouth Plantation. They have done considerable reading - about a half hour a day - for themselves. This has been done from historical readings called "Colonial Heroes" by James Parton and "The History of the Plymouth Plantation" by Gov. Bradford, and Fiske's School History.

Latin: We have continued translation at sight with the necessary grammar work; using their books.

Miss Schibsby

Textiles: The children have continued the work assigned them on different parts of the loom.

Miss Harmer *as*

Cooking: Same as Group VIII (b).

Sewing: Continued work last reported.

S.H. Miss Tough

Art: Continued work last reported.

C.H. Miss Cushman

Music: Original song "Ocean Storm". Spring and Autumn Quartet.

" The storm is coming on,
The blue white waves dash high,
The wind blows loud,
The ships speed on,
And darkness fills the sky.
The lightning flashes bright,
And thunder rolls and roars;
The wind is battling with the sea,
And down the torrent pours.

The angry waves grow calmer,
And the sun breaks through the cloud;
The rainbow shows its beauty
Through the scatt'ring, shifting shroud."

Shop

Gymnasium

French