Sociap Occupations (a and b)

The children who made cheese last week made butter this week, and vice versa. They cut squares of cheesecloth or bnaper in which to wrap their products to take home. In cutting the squares we talked about what a square is, and what they must do to get it, and measured exactly to get a four-inch square. Some of the children had to try two or three times to get their squares exactly four inches.

They have had more drill in counting by 5's. In playing, they sold their butter and cheese for a price which was a multiple of 5. The children suggested that the store that kept butter and cheese kept eggs also, and they played that the farmers brought eggs with the cheese and butter and in this way we got at the idea of a dozen. The children measured with a ruler different objects with which they had been working to find out how large they were.

Miss Andrews

Cooking(a dnd b)

Cooking (a and b) We examined ground preparations of wheat and noticed difference in the size of the grain and im the amount of dark and white substance. The children did not know the difference between the two and supposed the dark to be shell. The children were asked what the farmer did when the wheat was fully grown, nnd they said he cut it, stacked it, took it to the barn and threshed it. We examined the threshed and unthreshed wheat, and they were told that it was then taken to the factory to be prepared for

cooking. We cut open the grain and examined the substance inside and found that one of the preparations was simply the whole wheat ground; another simply the whole wheat grain ground fine, and a third and fourth had a large part of the outside removed; another was a ground preparation of the inner portion of the wheat. Starch was written on the board as being the name of the inner substance; and woody fibre, the outer substance. We separated the starch from the woody fibre. They cooked the woody substance and found that it simply softened in the water and did not change the color of the water. They were given pure starch to examine, and found that they could not see the grain because it was so fine. A drawing of starch grains was put on the board and their structure examined. The starch was mixed with cold water and the children found that it simply changed the color. We cooked this preparation and found that the mixture immediately thickened. They compared it to jelly and paste. In examining the drawings of the starch grains, they could easily see the reason for the thickening in the water. The heat burst the outside covering, permitting the starch to mingle with the water. They then balanced farina with the flaked wheat to see what proportion of water was needed The number work was similar to that of last week.

Miss Harmer

PK

Sewing:(a and b) Continued work previously reported.

O.K. Miss Tough

Music
Shop
Gymnasium

History (a) The children have done this week exactly the work done by the corresponding Group last year. They have been able to act out their parts in a very surprising manner when compared with what they could do the first two weeks of school. They are still deficient in suggesting expedients. Their hand work has been the making of bowls, using the first form of the potter's wheel - a flat disk of wood turning on a smooth surface.

Miss Camp

History (b) Have finished their clay bowls.

They went over again the uses to which they could out the different parts of an animal. They had already spoken of the flesh and the marrow of the bones for food, and the skin for clothing; the bones and the horns for weapons and knives. We examined some wool to see the use to which the hair of an animal could be put. Miss Hill

Science (a) We talked about the nature of a forest where primitive people would find food; how the thickness of the growth would cause straightness of the trunks of trees and the exclusion of the light would prevent plants, except such as could reach the light by climbing. Miss Andrews

Science (b). Have discussed the same subjects as (a). Have suggested that the climbing plants could reach the light without stiff trunks. They talked about the types of leaves

and how the incision of the leaves would permit the light to fall through much more easily than the entire leaves.
Miss Andrews

Cooking:(a and b) Same as Group III.

Sewing:(a and b) Continued work previously reported.

Music

Shop

Gymnasium

History:(a) We finished the story of Hiawatha, most of which has been read to them from the Riverside Primer, telling additional parts about the leadership of Hiawatha.

Miss Hill

History (b) The children seemed interested in the organization of the Iroquois and the number of sachems to each nation, so for the sake of the number work I gave them the number in each nation, and we added these up to get the 50. The Mohawks had 9, the Oneidas 9, the Onondagas 14, the Cayugas 10, and the Senecas 8. Some of the children added these up in their heads correctly. They were told that the badge of office of the sachem, or head chief, was a pair of deer antlers; the ceremony of "raising up" and the assumption of the name of the departed chief, was his installation. They were told that they women had the power to degrade a chief, if they disapproved of him, by removing his horns. We recalled the pictures we had seen in Catlin of the Mandan chiefs, showing the head-dress with the ends of buffalo horns.

To show more distinctly the idea of the long house as typifying the confederation of the Iroquois, I gave them the position of the five nations. The Senecas were farthest west, and were called "The doorkeepers toward the setting sun"; next came the Cayugas, the Oneidas, the Onondagas, and the Mohawks, the latter being called "The doorkeepers toward the rising sun." They were told that they

They were told that they were also often distinguished by calling the Senecas the "first council fire" , the Cayugas the second, and so on, indicating the position of various families in the long house.

The children were asked how a message would be sent in case a grand council were to be called, and we got at the idea that a runner would be sent from one council fire to the nearest, and this nation in turn would be required to send its own runner to the next, etc. In this connection we took up the runners of Indians, and were given some facts in regard to these, such as the ability to run 80 miles in a day easily, and the fact that there were trails which were used as roads by the Indians into almost all parts of the country.

I told the children something about the property rights among the Indians of the Iroquois tribe, that the cultivated land in general belonged to the tribe, but wild land cultivated was recognised as belonging to the person who worked it; and that orchards were found on some of these lands, showing the permanency of the home.

We enumerated what might be considered as personal property among the Indians, and found it to consist of chiefly of clothing and weapons, and in the case of women, also of utensils. We were told that these were usually buried with the person, with the idea that they might be needed in the future life.

The children were told that when the hunters or warriors of the Iroquois left their homes for a long expedition they frequently took their families with them. In th this case the mortar and pestle used for grinding the corn was placed on the threshold and was as safe a barrier against any possessions left in the house, as locks and bars. We brought out the fact that the Iroquois, among themselves at least, were extremely truthful and honest.

Miss Runyon

Science: (a and b) We have talked about the geography of the United States, taking it up in connection with its geological history. They were told that the bason of the Mississippi was once an inland sea, and talked about the effect of this upon the level of the country and the formation of the soil. We noted the two mountain ranges in the east and west, and the central plain.

The children were much interested in the history of the earth, and asked questions which led us back to its formation. One of the questions asked was why, is gravity acted on the earth, and the sun was much larger than the earth, the earth could keep from going into thesun. I tried to illustrate this by asking them if a ball were thrown into the air in what direction it would go, provided there was nothing to turn it from the motion with which it started, and they said it would go straight ahead. I then drew diagrams illustrating centrifugal and centripetal forces, and asked them how water moved when poured into a basin.

Miss Hill

Textiles: (a and b) Continued their work on baskets.

Cooking:(a and b): Talked about eggs.

Examined the various parts - shell, white and yolk. Found air space at one end of the egg, between skin and shell. Noticed that some eggs, on being shaken, "rattled" and had apparently more air space than others; these were found to be the older ones, and it was decided that something was lost by the egg being kept, and this space was filled with air. This led to finding some means of telling fresh eggs from stale ones, and when water was suggested in which some might float and others sink, the class was able to tell immediately that the ones with the most air in them would be the ones to float, while the fresh ones with full shells would sink.

Portions of yolk and white were placed in test tubes in hot water, and after a few moments the change in appearance noticed. One of the class thought that starch was contained in the egg because the changes appeared to him similar to those seen in starchy food. Lack of time prevented tests to see if starch was really present.

Spinach and eggs were prepared for luncheon.

OJL Miss Tough

Art work: (a) Designing. Wigwams made with Miss Hill were decorated with watercolors. The decorations chosen were incidents in Indian life; drawing the different animals familiar to the plains Indians and the totem chosen by each child. Much ingenuity and unlimited patience prevailed throughout,

and a most varied and interesting set of wigwams is the result. This Group has also planned a set of designs for Indian mats to be woven with Miss Harmer. One child prepared at home several additional designs for this Group, very good both in form and color, and full of the Indian spirit.
O.K. Mrs. Brown

Art work:(b) Designing.

These children have put their totems in water colors on notebooks in which they keep their reading and writing lessons. They also designed Indian mats. They were shown some good examples of Indian designs, and after a short interval told to make a design for their own mats. Their clear analysis of these designs, and their ready grasp of the essentials led them to make excellent pattern, original and wide in variety. None of them were imitations.
O.K. Mrs. Brown

Music

Shop

Gymnasium

History: The time this week has been spentnin reading to them from one of Fergus' Printing Co.'s leaflets a description by Mr. Marshall of the social life of the village of Chicago as he saw it in 1834. This is very graphically told, and the children laughed heartily over the adventures that befell people in returning home from prayer-meeting in the days when the streets were covered with soft, yielding mud, in which they sanl deeply, and there were no lamps to show them the way out.

Miss Runyon

Science: The children brought up the subject of deer's horn and we discussed the growth of these - their uses and why they came off. The reason I brought up this subject was because when we talked about it before I was unablw to tell the children at what time of the year the horns were shed. Shedding occurs in the early winter, after the mating time of the deers.

Miss Andrews

Textiles: We took up the probable early development of weaving among the Egyptians and worked out the beams and the upright loom The children were puzzled to know how a heddle could be prepared to stretch the warp strings for regular weaving, and each child is to prepare a small loom at home and work out some device for this, the best one to be selected for their own weaving. They have not seen Heddles of any kind, and are supposed to invent them.

Sewing: Continued work previously reported.

Art work: They had been down to see the monument of the massacre of ~~Fort Dearborn~~ 1812. I asked them about it, and when I told them I had not seen it, they offered to show me the pose if the figures. This was what I wanted. Three of them arranged themselves in the group in which Black Partridge is rescuing Mrs. Helm from an Indian. I talked about the artistic arrangement of the group and let the three children stand in the window so the figures would appear as silhouettes. This centered the attention upon the action of large masses and eliminated details. I had the best result from this figure drawing that I have ever had from this group. In giving criticism I referred to the previous work on clay figures. Of their own accord they do not make any connection between the clay work and the drawing.

O.K. Miss Cushman

A

Art work: Design

Have also prepared a set of designs for Indian mats. This group does work less strong in color but better in form than Group V; there is also less individuality. One mistake was made by the teacher at the outset in this work. The Indian examples were passed around and then hung up where the children could see them. The teacher soon found that the letter and not the spirit prevailed in the work, and removed the drawings from sight. The children then drew upon themselves and made a satisfactory lot of drawings.

O.K. Mrs. Brown

Art work: This remark with respect to placing models before hildren, represents what I consider to be a very important point in teaching design. Many ~~institutions~~ system of instruction have copies of standard works drawn first. I think the result is to destroy originality - that the original drawing should come first and the standard follow.

C. K. Miss Cushman

Music

Shop

Gymnasium

History:(a) We have continued the story of the Seven Year's War. The children have read for themselves Scudder's account of Washington's expedition to Fort le Boeuf , and the subsequent capture of Fort du Quesne and Fort Necessity; and additional details have been given them in class. When told of the great difference as to the French and English in numbers, and asked which side was in the better position for attack, they said that it was the English, and that the best plan for the French was to act on the defensive only. The waterways leading towards the St. Lawrence were chosen as the best means of approach to the French strongholds. The children were highly indignant over Washington's difficulties in raising and equipping his force for the expedition to Fort du Quesne and insisted that Gov. Dinwiddie ought to be sent back to England and kept there; If a man like Capt. John Smith or Washington had been governor of Virginia, there would have been no trouble. They were puzzled over Washington Scudder's statement that Washington was "no sunshine soldier", "softy", "Greeny", and "on that comes and goes" being among the interpretations t at they offered

O.K. Miss Hoblitt

History (b) Have started on the explorations and circumnavigation of the globe by Magellan. They were given as the reason for his trying to circumnavigate the globe, to see whether the Spice Island belonged to the half of the globe which the Pope gave to Spain, or to the half of the world

belonging to Portugal. An hour of last week was spent on the political geography of South America, in fixing in their minds some of thecountries of South America and the important cities. Miss Bacon

Science (a) They have gone on with the geography of the early colonies, finding out on the relief map the easiest ways across the Appalachian mountains. Some of the children thought that the Potomac, and others that the Mohawk valley would be the best. We talked about railroads of to-day, and I told them that those going through New York went through the Mohawk valley, They had already discussed the soil of New England, and the effect of glaciers upon it, and the difficulty in clearing it because of the glacier action. They saw from this that it would take much longer to settle this part of the country than to open up the West
Miss Hill

Science (b) Have finished the measurement of Room A and some have begun the measurement of the yard, the barn and the house and roadway, in preparation for making a map of the school grounds.
Miss Hill

Number (a) Have continued the work of keeping the school accounts. Miss Hill

Art work:(b) Are working in clay in connection with their history. Miss Cushman

Sewing: Have continued the work previously reported.

French: The children of Groups VII (a and b) seemed to understand with great difficulty, during the first days, the simplest phrases, or even the simplest nouns. Their ears had not become accustomed to French sounds. It was necessary to go back to the beginning to learn the names of things and a few verbs. They have learn the names of the parts of the room, and of some objects around them, and of the parts of the body, the hands, the clothing, and a few colors. They have commenced to count, each being required to tell how many a hands and fingers he has, how many chairs there are in the room, how many children, etc. They have learned the difference between large and small, long and short, by comparing different objects. They are now able to conjugate the present of the verb to be and the verb to have which has been continually used in all questions up to this time in order that the pupils may understand without being compelled to translate into English.

Mlle. Delpit

Music

Shop

Gymnasium

Group VIII

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

History (b) We have taken up the history of Virginia down to the settlement of Jamestown. We discussed the claims of England upon America, based upon the explorations of the Cabots, the Pope's bull which prevented early interference with the claims of Spain, and the various reasons which led to later explorations and settlements. Sir Walter Raleigh's explorations were taken up briefly. In this connection the children were much interested in Richard Hakluyt, and were able to suggest for themselves most of the reasons which he gave for the settlement of the new country. We read extracts from his writings on this subject, and also from the directions which he gave to the settlers of Jamestown. The formation of the London Company was also discussed, together with the plan for the government of the colony of Virginia and the preparations for the expedition. We had the story of the early life of John Smith, in order that the children might see how self-discipline fitted him for his leadership in the colony.

The references used by the teacher were Winsor, Doyle, Thwaite's "Colonies", Fiske's "Old Virginia". In class we have had "Stories of the Old Dominion" and "Settlement of Virginia." O.N. Miss Hoblitt

Latin:(a)

We have taken up the Capra et Lupa story, and have studied it carefully, so that they really know it. We

sprnt about four days upon it, and at the end of that time they could tell it without having tried to cimmit it to memory.

Then we took up the story of Senex et Mores which was studied last year. Miss Schibsby

Capra et Lupa

Lupus capram in alta rupe stantem videt. Voluit capram occidere et consumere. Dixit,"Cur remanes in rupe? In rupe non sunt herba et aequa. Relinque nudam rupem et descende in agros. In agris sunt dulcia aqua et herba. " Capra risit et dixit,"O amico meal Non sunt aqua et herba in rupe sed est salus ibi. In agris sunt aqua et herba sed tu autem, hostis meus. Ego non dulcia tutis praepono. Remanebo in rupe."

Latin (b) We have taken up a good deal of work with grammar, have taken up the subject and object cases of the singular and plural of the three declensions. In addition, we have studied the Regulus story and had at sight the Capra et Lupa story, and the Asinus story. We have begun to study a Christmas hymn by Gregory the great.

Asinus

Erat olim stultus asinus. Asinus pellem leonis invenit. Asinus pellem indutus est et tum in agros ivit. Omnes homines erant in territa; putabant,"Est leo ferox. " Stultus asinus gaudiebat, erat laetus, et sua laetitia circumsilibat. Dum asinus celeriter movebat, aures asini eminebant. Tum homines asinum cognoverunt. Homines pellem

detraxerunt, et asinum graviter puniverunt. Flevit tum ~~mi~~ miser asinus, clamans altis vocibus.

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stultus - asinus qui non cogxitabat
cf. mus stultus in "Mures et Feles

invenit - throw something on floor, hunt for it, on finding it "Inveni!" cf. invent, invention.

pellem,-leo, asinus - by picture illustrations

agros - pointing to them from window. agri-culture

territ[illegible] - the trembling expression

laetus - showing great joy

celeriter - first move slowly, then quickly, telling them moveo leniter, tum moveo celeriter

aures eminebant - point to ears for aures

eminabant - pull ears down, then saying "aures eminebant" move them up again. cf. eminent

circumsiliebat - action

Miss Schibsby

Science (a): We have taken a small motor and run it by attaching it to a battery. They then diagramed it to show the application of the same principle that is used in the electric bell with the coil making the magnet. One period has been spent in putting up electric bells.

Miss Camp

Science (b): Spent the same amount of time as (a) taking to pieces some cells and diagraming the arrangement of materials.

Miss Camp

Science: Wrote records of their electric work, and spent three half hours in drawing pictures of types of animals of the Silurian Age, which they had seen in the Walker Museum.
Miss Andrews

Textiles(a): Have continued the preparation of mats.

Textiles(b): Worked out the necessary material to be prepared in the shop for their loom.
Miss Harmer

Sewing: Continued the work previously reported.

Art work (a): Have commenced some figures in clay chosen from their history work. O.K. Miss Cushman

Art work (b) Have continued the work of last week on the figure of the potter. O.K. Miss Cushman

French (a and b):
This Group has rapidly distanced Group VII , and seems capable of making very satisfactory progress. They recite together twice a week, since they are at about the same point. They have already learned the names of the parts of the room, of the parts of the body, and of the clothing. In connection with the parts of the body and the parts of the clothing, they have learned the difference between the right and left, have counted their eyes, hands, fingers, and have learned to understand the questions "How many have you?" "How many are there?" so that they could

respond "I have ten fingers"; "There are fifteen chairs." "I do not know how many hairs I have", etc. In connection with the parts of the room they have learned the dimensions and compared the walls, ceiling, floor, table, chairs, etc. We have used the comparatives Less than and equal to. From dimensions we have gone to form and them to position, and have used the prepositions on, under, in, before, behind, by the side of, and have been able to respond to the question "On est ceci?" "Ou est cela?" They have taken the objects they have named either from the table or the drawer or from behind the door, etc. They have conjugated the present of the verbs to be, and to have, which they used in all their questions, and the verbs to give, to count, to take to go, to put, to tell, to speak, to respond, to read? Each of the verbs was, when possible, accompanied with the action, in order that the children might not have to translate. We have not yet taken up the rules of grammar, except for the distinction between masculine and feminine nouns and adjectives. This week the children have learned the fable of "The Fox and the Raven," which was told to them; and they have conjugated the present of the verb to be in the interrogative and the negative forms, which will enable them to follow a little oral conversation, still very simple.

Mlle. Delpit

Music

Shop

Gymnasium

Group IX Dec. 2, 1899

History: We took up the situation in the Virginia colony after Gov. Berkeley was recalled, and the children were told that few of the governors after him remained for more than a year, and that some of them preferred to remain in England and govern through deputies. They were also told that the at this time became a member of the House of Burgesses, and when asked what effect this would have , they said that the would be identified with the House of Burgesses and in the absence of the Governor, the House would get training in the menagement of affairs.

One period was spent in discussing the founding of William and Mary College. In doing this we took a little review of the sovereigns in England from the time of Elizabeth to William and Mary, and this brought out the fact that James II, who succeeded Charles II, was banished and his daughter and her husband called to the throne in his place. We mentioned William and Mary College as the second one in America, Harvard being the first, and the children were asked how the youth of Virginia had been educated before this time. They remembered Berkeley's remark," I thank God there are no free schools or printing presses in Virginia."/ and said that wealthy families living on isolated plantations, would have tutors for their children or would send them to England to be educated, and the children of the poorer classes would go without.

In their writing period the children were aske to connect each of the sovereigns they had had with some event in Virginian history. Only one or two could do ths without help, although all knew the sovereigns. In order that the children might get a knowledge of dronology as well as the relation of events to one another, I have from time to time gone aside to give them the starting of a colony, in order that they might have an idea of when in Virginia history it was begun. With this in view, we have taken up the beginning of the Carolinas as given in Fiske, noting especially that some of the colonists were people of Virginia who preferred the wilder life or had small farms and appeared to have no chance among the great planters. This was done in order that the difficulty over the southern boundary, when it comes up, might have a foundation, because the Virginians claimed that Carolina was not only a part of their land, but that the people were their own colonists.

Miss Runyon

Latin: We have been going on with the Argonautic expedition, and have gotten as far as the preparation of the ship. We have done a good deal of analysis of sentences, that they may see the relation of ideas in the sentence.

Miss Schibsby

Scienve:

Science: Since our last report, we have finished, aside from the calculation, the determination of the angle of

minimum deviation of our prism; most of us have finished the work on conjugate foci, have determined the length of a convex lens, and are working on the construction for the image in a convex lens; a few of us have begun a little work on reflection.

The determination of the focal length is made in three ways:-

(1) The lens is held near the wall farthest from the window and is moved back and forth until the image of the windows is as distinct as possible. The distance from the lens to the wall is then measured.

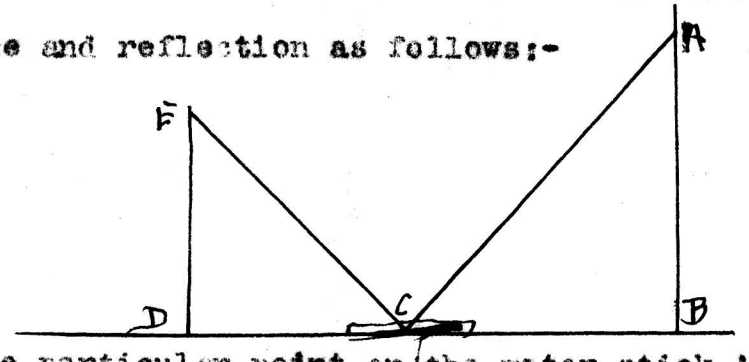
(2) The lens is held above a paper in direct sunloght. When the spot of light is as small as possible, the distance from the lens to the paper is measured.

(3) A candle and a screen are placed on opposite sides of a lens and the position found where the image is distinct when the distances from the candle to lens and from lens to screen are the same. Half the distance from the candle to the lens is then taken as the focal length.

The results obtained agree as closely perhaps as we could expect. This work, in connection with what we found out about conjugate foci, and with a definition of the principal focus, gives us all that is necessary for the ordinary construction for the image in a convex lens. This construction we make four times, with dimensions which I give. In the last two, the object is nearer the lens than the focal distance, and this seems at first to

puzzle a little all who have yet done it, but it is coming out all right.

In reflection we first hold a meter stick perpendicular to a mirror and see how far behind the mirror the various marks on the meter stick look. This gives us at once the ordinary construction for the image in a plane mirror. We then find the relation between the angles of incidence and reflection as follows:-



A is some particular point on the meter stick AB, which latter is perpendicular to the table BD. On the mirror at C a bit of paper is placed, and the eye E is moved until the image of A is in line with C. Then the distance ED, DC, CB and BA are determined, and this gives us data for determining the relation between the angles ACB and ECD. This work is just begun.

Mr. Jones

Sewing: Have continued work previously reported.

Art: Are continuing the work on their leaflets, illustrations from Miles Standish.

Miss Cumhman

Music

Shop

French

Gymnasium

French: Have followed the same line as Groups VIII (a a and b) and had worked to the same point at the beginning of the week. They have got a little ahead in the last few days, and have seen, but in a general way still, the different forms of the present, past and future of the verbs to hold, to go and to tell, which we have taken up in the story of "The Raven and the Fox", also the verb to be.

Mlle Delpit