

We continued the subject of Christmas, and took up the signs of its approach. The children thought of the delivery wagons with their packages, of the store windows with their toys, of Santa Claus at Seigel & Coopers, and of the Christmas trees at the stores. They cut windows out of paper, and cut out toys and put them in the windows, and made drawings of the Christmas trees.

We continued making Christmas presents; for the babies at home, rattles made with bells, and reins and bells for older brothers and sisters. They also made a game of Ring Toss by winding hoops with tape. Some of the children made games of Go-bang, and some of the older ones made a set of matching cards.

Part of the time was spent in making pop-corn balls to be given to Group III (a). They made stockings out of tarlatan by whipping it with yarn and filled them with candy for Group III (a). They also made some decorations for the Christmas tree which they had on Wednesday. Mr. Ball acted as Santa Claus and gave out the presents.

We have spent about ten minutes each day during the last week in singing songs around the piano, learning new songs and calling for those that they already knew.

Miss Scates

OK

Social Occupations (a and b)

They have taken up the shearing of sheep. We talked about where it would be done and why it was necessary and then which sheep would be sheared. The children thought that the lambs would not have any more wool than they needed

for their protection during the summer, so that it would be only the sheep at least a year old that would be sheared. We talked about the time of year when this would be done,- that is, when the weather had become settled and danger of cold was past; and also discussed the manner of shearing, how the sheep were kept from struggling, and the kind of shears that would be used.

The children planned in the sand-box a place for sheep shearing and troughs where they would be washed. Some of the children made a railroad near their farm in order that the wool might be taken away to factories.

In hand work they started a hay rack for the use of the sheep in the winter. They thought the sheep would crowd too much if they were left to feed in the same place, and so they planned dividing the rack up by boards into spaces just large enough for one sheep.

Miss Andrews

Number (a) They spent one period in trying to count by 2's.

The children appeared more evenly graded than in Group III (b)

Miss Jackerstein

Number: (b) We spent two periods in counting by 2's. The class were very uneven. Some of the children could count very well and some very little, without help. In the second period they worked a little better.

Miss Lackerstein

Cooking: (b) Cracked Wheat and Farina compared.

Review of Farina. Structure, color - starch. Lumping - caution. Comparison with cracked wheat. Differences, likeness. Where is the starch in the cracked wheat? Is there any danger of lumping? Why not. Which will cook in the shortest time? Why. As time did not permit, the pupils cooked farina.

Suggestions for number work.

$3 \text{ Tb} = 1/2 \text{ of } 1/4 \text{ of a cup.}$

This may be used as the basis for the use of the term $1/8$. If each fourth were divided into two equal parts, how many parts in a whole cup? Then give the term one eighth to one part, etc., etc.

Mrs. Paxter

Sewing: Same as last week. O.K.

Art work (a and b)

Have finished their ~~pictures~~ ^{figures} of the farmer.
Miss Cushman

Shop work: (a and b)

They have been working on some spindles. Two of the boys have been working on some stands for the quilting frames.

Mr. Ball

History (a) Have continued the story of the cave people in about the same way as last year. Special time has been spent on the combination in hunting the mammoth, and in defense against the cave tiger. They have had the story of little Mok - the cripple boy who became an artist.
Miss Camp

History (b) Have tried dyeing with logwood and with berries gathered in the lot. They took the pieces of basswood fibre and selected the number they would need in making a mat, then began to dye half of the number in order to make a design in weaving the mat. They tried to make borders for the mat on paper, and drew their designs with curved lines. When they tried to weave them, they found that they would have to change their pattern to conform to the material, and made their design with straight lines.
Miss Hill

Cooking: (a) Cracked Wheat.

Weighed to get the proportion of water. Difference in structure from ground wheat. What difference in color? Where is the starch in the cracked wheat? Will it lump easily? Why not? Grains are coarse and starch on the inside partly covered by cellulose. Which preparation will take longer to cook - farina or cracked wheat? Why? (Grain coarse)
Mrs. Baxter

Hand work (a) One period was spent in making a sand map of the locality of Ab's people, and one period in writing a description of a mammoth hunt and getting an idea of the relative size of the animal and the weapons used in hunting it
Miss L. J. Jerstein.

Science:(b) Planted bean and corn seeds in pots for a study of light relations.
Miss Andrews

Sewing(a and b) Continued ^{sewing} on ~~their~~ work bags. Miss Tough
O.K.

Shop:(a and b) Are making two-wheeled hay racks.
Mr. Ball

Art work:(a and b)

Have been doing illustrative work with special reference to types of landscape such as sea shore and a rocky coast.

C.H.
Miss Cushman

Music

Gymnasium

History (a) Owing to the illness of one of the teachers,

Group V (a) was combined part of the week with Group V (b). In the time which was spent alone, they looked at the map of the United States to find the mountain formations in the western part. I showed them pictures of the Colorado Canyon and the tableland of Arizona and New Mexico, and talked about the Pueblo Indians, especially their surroundings, and agricultural and horticultural activities. We took up their houses in the cliffs, and spoke of this as protection from other tribes by which they were surrounded, and as an opportunity to overlook their fields. When I began talking about the cliff houses, I asked the children why they would build them there, and some said because it would be cooler, and others, because the houses were partly built, and it took some time before anyone suggested for protection.

Miss Will

History (b) We finished making hominy, and pounded it in the mortar. Group V (a) visited us during this period and members of V (b) described the process, while each waited his turn to pound a while. One period was spent in looking over an Indian calendar of the moons of the year and in talking about the Indian methods of keeping records. We spoke of the method of using cords in which knots were tied to indicate the number of animals possessed, and of the device of using cord with a double knot to indicate 5 or 10 and of different colored cords to indicate different classes of possessions. I told them of the famous Dakota calendar in which one man kept a history of his tribe in pic-

Some of these I reproduced for the children and let them guess when they represented. One of them was a picture of a man with dots all over his face. The children suggested that these might be freckles, then finally pimples, and that he might have the measles, then I told them it was a year when small-pox had attacked the tribe. I also drew one or two pictures for them taken from Indian records and let them interpret them. One of these was the stock picture of an Indian guide with a group of Englishmen with guns, describing the direction in which they were going, and the fact that they had made camp at the place where the picture was drawn on a piece of bark. The children, without any help, interpreted the whole picture. They said that the men with hats were white men, and those without any hats were Indians. They recognized the number of guns indicated, and the fire as meaning a camp, and the rising sun as the direction eastward. I then took up with them a little the way in which picture writing evolves hieroglyphic writing and told them about the Aztecs and their calendar stone. The children seemed disappointed to find Indians more civilized than the Iroquois.

I have given them another Rabbit story which I wrote for them upon the board and they read as I wrote it. All but one of the children were able to read almost as fast as I wrote it with very little help and the one who needed help was given it by one of the other children. They enjoy this method of reading very much, and I do not find that the change from the printing to the script troubles them, ~~although they read with great difficulty.~~

Miss Duxton

Science: (b) They began work on tanning a rabbit skin. Two were soaked in lime water and they were then able to remove part of the hair. Most of the hair had not been sufficiently loosened, so they were put back in the lime water. Three of the children are coming over during vacation to finish the work.

Miss Hill

Shop: (b) They have been working on a frame for an aquarium. This has given them practice in the making of a ribbed joint and a half loop. The work is nearly ready for the glass sides.

Mr. Ball

Cooking: (a) Talked about milk, noting the thick yellow part on the top and the thinner white part below in the bottle. Considerable interest was manifested in the fact, stated by one of the class, that one could buy only a very small bottle of cream for the price paid for a large bottle of milk; when attention was called to the proportion of cream to milk, in the demonstration bottle, the reason for this was easily seen. The children made statement that butter was obtained from the rich part of milk. It was decided that, as butter came from it, and the butter contained fat, there must be fat in the milk. Some milk was heated, the amount in the sauce-pan being noted; there was found to be considerably less after heating, and as steam had been seen passing off during the process, it was inferred that milk contained water. On top of the heated fluid was found

a thin skin which was removed and examined. The class was asked to recall what had been learned about albumen in the egg, and compare it with this part of the milk. It had been thickened by heat and had the same general appearance as the albumen in the egg, so it was called milk-albumen. One child was asked to prepare cocoa for the class, so it was necessary to calculate what amount would be necessary for seven, if $3/4$ of a cup was required for one.

Preparation of ^{custard}~~cocoa~~ was repeated, the separation of the white and yolk of egg being more successful than last week. O.K. Miss Tough

Art: (a and b) Have been making a drawing of their Iroquois house. O.K. Miss Cushman

Shop

Music

Gymnasium

History: ^{effect} We spent the time this week in bringing out the ~~fact~~ in Chicago of the land speculations: what kind of people would be likely to be attracted by the excitement; the need for better police forces and for protection from fire, and the many demands that would come upon a ~~new~~ city springing from a small village. I asked the children what the houses were built of, and they said of wood and imagined that they might be very close together along the river. I asked whether they thought it would be necessary to protect against fire, and one of the boys suggested that they might get elephants to carry the water. He was taken seriously and asked where the elephants would come from. He said Africa. He was asked how they could be brought to Chicago, and suggested that they could swim across the ocean. We measured on the globe the distance from Chicago to New York which most of the children knew about, and then to Africa and after a few minutes the theory was reduced to an absurdity, although the children still wanted to trace by islands the way the elephants could come. They were then compelled to go back to the more prosaic way of suggesting that each family have fire buckets, and told how they might organize so that in case of a fire they might pass the water rapidly from man to man.

We have spent some time this week in reading some work that they had begun. The children have shown a good

deal of interest in doing work outside, and have begged to take home to read typewritten sentences and stories, and I have permitted them to do so on the promise that they would be returned the next day. Only one or two have been lost so far. They asked to be given some work to be done during vacation, so I gave them some, though I have never suggested it, and it is only when they have asked for it that it has been given.

One period was spent in letting them read from the "Heart of Oak" books. There are enough of these books to go round the class, and I was pleased to find that the children could read the stories I gave them, quite easily, and enjoyed using the books.

Miss Dunyon

Science: They have discussed the time after the Silurian period and how we know that the land must have risen from the sea in this part of Illinois before the time of the vertebrate period. We decided that this was because no traces are found in the rocks of anything higher than the mollusks.

Miss Andrews

Shop work: Some of the children are working on towel racks for the school. These are made of four swinging arms attached to a back board.

Some of the children are starting an emigrant wagon or typical prairie schooner. The top is to be covered with cotton cloth in the form of the early wagon.

Mr. Ball

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Group VI

Dec. 23, 1899

Art work: They spent some time this week in helping group VII who were getting ready to make plaster casts of their bas-relief. The help consisted chiefly in bringing the water and helping the people who were at work, but they saw the process and gained something in that way.

O.R.

Miss Cushman

Cooking: Same as Group V (a)

Music

French

Gymnasium

Science (b) Only part of the class were present and they went on with their map of the yard. They made it with reference to the points of the compass, making ~~xx~~ north at the top. They made this on the scale of 1 / 2 inch to the yard, and put in the house, barn and roadway.
Miss Hill

Cooking (b) Review Custard - Creamed Beef.

Constituents of egg given. Term albumen.

Constituents of milk. (Albumen) Effect of heat on albumen? Caution about cooking anything containing it.
How do we make a double boiler?

Recipe:

1 yolk
1 Tb sugar
1/4 s salt
1/2 c milk

Process reviewed.

Separation of yolk from white caused some trouble, and pupils found that if a small amount of yolk was mixed with the white the latter could not be beaten ~~light~~.light.

Creamed beef.

Each pupil was given a bit of beef to taste. They found it salty. How could we make it less salty if we found it necessary? Pour water over it. What kind of water would you pour over it? One boy said "Hot water". Why would you use hot instead of cold? Because it dissolves the salt more easily. Beef contains albumen. What must we remember? We must not boil the beef to remove the salt.

You may make creamed beef. How do you suppose

it is made? White sauce poured over it. Shredding of beef with knife and fork instead of ~~using~~ fingers. Why? Review of white sauce. Mrs. Baxter

Sewing: (a and b) Continued work on designs for sofa pillows O.K.

Shop work: (a and b)

Some of the children are working on towel racks, others are still working on their protractors.

Art work (a) They made casts of their bas-reliefs, in plaster Paris. Most of the bas-reliefs, representing scenes in the French and Indian wars, had at least three figures. We took the best quality of plaster Paris and mixed it with water and poured it over the clay figures. After it had set, the clay was dug out. Where oil clay had been used it sometimes came out in one piece; the other clay required a great deal of patience in removing it. This formed the model for the cast. We then carefully oiled this, using linseed oil, and mixed some more plaster and poured it in. When this had set, the children very carefully removed the outside plaster mold, leaving the cast. Some of the children stayed late in the afternoon working to get these finished, and were greatly pleased with their work. They had visited the Art Institute with me and seen the casts there, and this gave them an idea how these were constructed. O.K.

Miss Gushman

Science (a)n Have spent their time in fitting up their electric bells and the working of their circuits.

Miss Camp

Science:(b) Have set up a telegraphic circuit and a motor which is out of order. The number work growing out of this has been the multiplication of fractions.

Miss Camp

Science (b)

Miss Andrews

Sewing: Continued the work last reported *O.K.*

Shop work(a) and (b) Have finished the constructive part to their microscopes. This was a box 2 inches wide and two ft. 6 inches long. There was an opening 2 inches long near the center, cut out at an angle of 45 deg. and on this a mirror is to be placed to throw a light to a piece of glass placed across the top.

Mr. Ball

Shop work (b) Have been working on some frames.

Mr. Ball

Art: (b) Have been sketching from the figure.

E. H.
Miss Cushman

French

Music

Gymnasium

History: Only two of the children were here, so in order not to get too far ahead of the rest of the class I have taken up ~~more~~ fully than I had intended the life of Washington. We have been reading his life from Scudder's Washington, which gives a very full and interesting account of his boyhood ~~and~~ including some letters written by him when he was nine years old. One of the children read that he studied trigonometry; they groaned and then declared that he was 17 years old at the time. I reminded them that this was more than a hundred years ago, and that it is possible to study it earlier now. One of the children asked me whether I did not think they would be glad some day that they had learned it, and I was able to assure them that I did.

They have continued by turns drawing the map. The most noticeable thing about their work was the utter lack of independence in such simple things as planning it to a scale twice as large as the map they drew from. They frequently, in measuring, used the ruler as they would a stick, measuring from the 12 inch mark and simply getting the distance by placing their finger on the place. When I told them I wanted it exact, and suggested that they begin at the 1-inch mark and double the amount, they found difficulty in doing so. They at first declared that they could not double 1 and $7/8$ inches, and when I insisted that they do this unaided, one got $3\ 6/8$ and another $3\ 3/4$ and did not know that they had the same measurement. After

being thrown back on their own resources they finally worked it out and drew the map by the scale, though it took a much longer time than I had anticipated.

Miss Runyon

Shop work: They have been making pin hole cameras. The making of these required exact measurements. The two sides had to be larger than the top and bottom and had to be ^{twice} ~~placed~~ the thickness of the wood, to allow for nailing. Some of the cameras are finished and others nearly complete. An arrangement had to be made at the back to insert a photographic dry plate and a hole ~~was~~.03 inch in the screen of the camera through which the light could strike the plate. This hole is made in ^{metal} ~~the middle~~ and acts as a lense.

They have also been working on the screen for the dining room. This is to have four sides, and requires special care in making mortis joints.

One period a week, two members are detailed to look after work on the music bench. This has been put together, and is finished with the exception of the top.
Mr. Ball

Art work: Spent the time this week in teaching them to draw a head from a cast. They showed a great deal of interest in it.

Miss Cushman

Number work: So many of the children have been absent since

Number work: We took up the question of extracting roots and involution. After we had squared numbers I showed them how to use logarithms in raising a number to any power by simply raising the logarithm to the power. This was shown to be exactly the same as adding the logarithms. I then asked them if they had a number squared if they could tell what number had been squared. Marion said that if they divided the logarithm by 2; for this I gave them the term, and told them that to extract the root of any number you take the logarithm and divide it by the index of the root you wish to obtain.

Miss ~~Wagon~~ ^{more}

Sewing:

The girls learned how to run the sewing machine, the boys worked on the loom.

Miss Tough

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next

the last drill that most of the time has been spent in working with them individually, going over the same principle as at the last reported. One of the children has declared on three separate occasions that she thought she understood the work, and then has brought in incorrect work, and the same process has been gone over with her individually.

I spent some time in getting them to put into words the way proportion should be worked, and then asked them to learn it. I also asked them to express in words the examples I gave them about finding the ratio as a simple expression of division and proportion as an equality of ratios. With some of the children I had to go back to show them the actual processes of multiplication and division.

Miss ^{Morse} Mason

French

Music

Gymnasium