

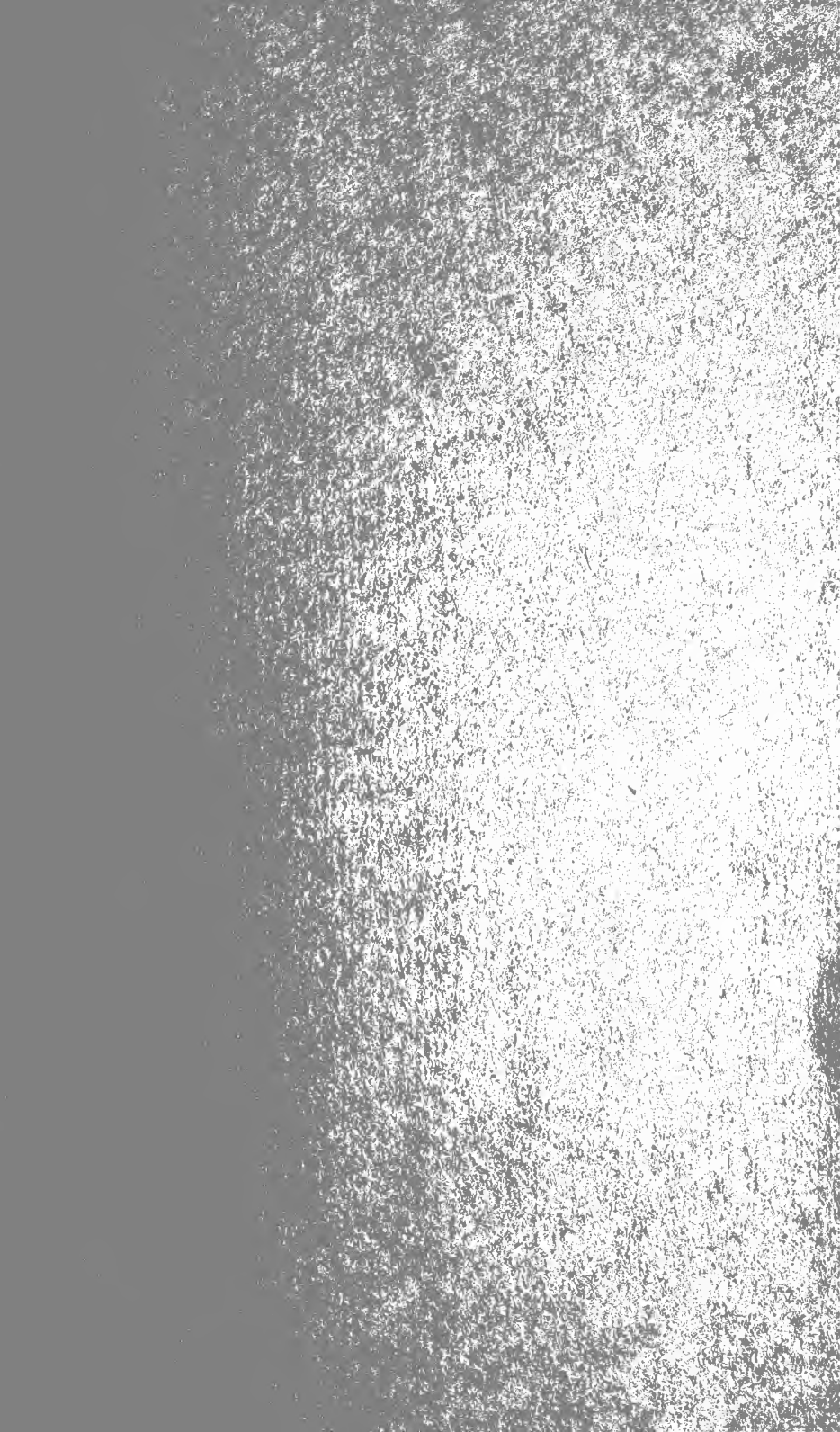
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Sample Projects

Second Series

UNIV. OF
CALIFORNIA

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506 West 69th Street
Chicago

Preface

The second series of sample projects is issued in pursuance of the plan announced in the first number, published in September, 1920. Since many are using the material for study in courses in education, a number of contributions have been included to provide the basis for discussion of various moot questions. For example, can projects be classified? If so, how? Is it useful to attempt it? Can the teacher plan in advance or must she depend entirely upon chance to determine her course? Do projects always involve correlations? Do they always proceed to some objective result?

How can projects be most usefully described? What are the advantages and disadvantages of indicating certain definite steps or stages in the process? Should the writer take the point of view of the teacher? Of the pupils? Or of both? Which feature of the account is of greatest value to other teachers?

This series is introduced with a criticism and analysis of a piece of project work done in a class in English conducted as a demonstration class for students in the summer session of Teachers College, by Miss Olive Ely Hart, head of the department of English in the South Philadelphia High School for Girls. An account of this work by Miss Hart herself will be found in the *English Journal* for November, 1920, under the title, "Friends by Mail." It was thought that this criticism would serve as an outline for similar studies. A more formal outline, by the editor of the series, which appeared in the *English Journal* for November, 1918, has also been included to meet urgent requests for it.

To those who have permitted the printing of their accounts in this pamphlet thanks are due. Many of them are numbered among the original subscribers to the enterprise. Others have both contributed and subscribed. The task of developing the ideal embodied more or less clearly in these accounts will now be taken up by the newly organized National Conference on Educational Method and its monthly journal.

JAMES FLEMING HOSIC.

Chicago, March, 1921.

A Composition Project in the Junior High School

*Rose A. Carrigan, Assistant Director of Probationary Teaching,
Boston, Mass.*

The work chosen for discussion in this paper was a project of corresponding with the Szecho-Slovak cripple children of Dr. Bakule's school in Prague.

CRITERIA FOR JUDGING THE WORK

1. Was there whole-hearted purpose on the part of the children or was the work imposed upon them?
2. Did the work involve a true life experience, which made it a worth-while undertaking?
3. Were the pupils permitted to do genuine thinking?

4. Were there resulting values from the standpoint of a school curriculum built upon the needs of society and the abilities of the children?

5. Was the role played by the teacher in keeping with the philosophy underlying learning through projects?

6. Does the character of this project and the method of working it out promise a "leading on" to further activity?

EVIDENCE AND DISCUSSION

I

Was there whole-hearted purpose on the part of the children or was the work imposed upon them?

The approach to the work was made through a visit to the project exhibit, better known as the project study room, an accessory to Dr. Hosis's course in "Project Teaching Applied to Education." The children went with a definite purpose in mind. They went to see what a group of Czecho-Slovak children had sent to America by way of introducing themselves and becoming acquainted with American children. There they saw the pictures of these children and read letters from them in which they told much about their own lives. Accompanying the pictures and letters were beautiful wood cuts which the foreign children had made to illustrate one of Kipling's "Just So Stories." These the Horace Mann Children examined with interest.

At a later lesson these young people showed unmistakable evidence of deep seated interest in the Czcho-Slovak cripples and eagerness to know them better. They discussed their impressions in class with naturalness and freedom. They commented upon the afflicted children's perseverance in the face of great difficulty and endeavored to work out a reason which might have occasioned such persistence. They contrasted the conduct of these willing workers with the greater indifference towards work of our American children, and tried to decide the cause. In response to the teacher's question as to what they might do about it, it was proposed by a member of the class that they reply to the letters they had read. It was explained that the response must be a group response and therefore all would need to participate in the thing together. All agreed to the proposal and at once entered into the planning with zest. Ted, the overgrown boy in the class, said he had a picture of Niagara Falls, which he had taken himself and he would send that. There was no doubt as to the purposeful activity with which the individuals of this class responded to the situation and decided to get into correspondence with the crippled children of Czecho-Slovakia. The start had all the earmarks of work purposed within and not imposed from without.

II

Did the work involve a true life experience which made it a worthwhile undertaking? Is corresponding with real human beings who have impressed themselves upon our attention in some significant way a true life experience? Is letting the heart go out in sympathy and understanding to the oppressed and sorrowful of worth while value? Is extending the hand of comradeship to the heavily burdened a worthy undertaking? Is getting into sympathetic relationship with

lives worked out in circumstances foreign to our own a characteristic of worthy democratic living? If the answer to each of these questions is "Yes," then it must be acknowledged that Miss Hart's children embarked on an enterprise which is a complete life experience, indeed, exceedingly worth while.

III

Were the children permitted to do genuine thinking?

When one is conscious of a need and seeks to satisfy that need by testing out suggestions that come to mind, there is genuine thinking. As has already been stated, the children were tremendously impressed by the persistency of the Slovak children in spite of their great handicaps. So impressed by this were they that they attempted to analyze the situation to find out how it could happen that children so afflicted should persevere in the face of great difficulty until accomplishment crowned their efforts. One suggested that, unlike themselves, there was nothing else that the cripples could do, so they might as well work, but another wiser child suggested that their great need of earning a living was the true source of their strength. This led to the threshing out of the subject of ideals of conduct, and here there was indication of much genuine thinking.

Later the pupils faced the need of working out a practical plan of procedure in their enterprise of correspondence. A plan to have their pictures taken to send was settled upon and carried out before the next lesson. Little by little other details were settled. It did not take them long to find out that since it was a group undertaking there ought not to be duplication in the individual letters. Consideration of a point of contact between their own lives and the lives of their correspondents also featured in their final plans. At last it was definitely decided what line of attack would be made by each writer and in general of what her letter would treat.

A difficulty which they had to face and solve was the fact that the Red Cross authorities, who were responsible for the coming of the exhibit, would sanction correspondence of the Slovak children with a school as a group only, and not with individuals. This was a little disconcerting and disappointing as the fall would find the children distributed in the different school buildings. They attacked this problem and suggested several tentative solutions.

These illustrations furnish, perhaps, sufficient evidence to prove that the project was provocative of genuine thinking in real situations.

IV

Were there resulting values from the standpoint of a school curriculum built upon the needs of society and the abilities of the children?

One of the great needs that exist in our world at the present time is that of getting individuals of different nations to become acquainted in personal ways, that they may thereby know and understand each other better. If the children of the present generation cultivate such acquaintance now, may we not hope that the effect will be a lessening of the chances of having another great war in the future? We are afraid of what we do not know; we hate because we have not seen the qualities which merit love. What social value can be greater than the cultivation of the personal touch, the mutual understanding, which

leads to the love of our neighbor whom we have begun to appreciate and understand. A school curriculum which does not provide lavishly for this development is not worthy of a place in our educational scheme. This project takes account of this social need.

But the school curriculum must also provide for certain skills and abilities of which society has need. A few of these in the field of English composition are ability to think clearly and speak convincingly; to write a technically correct letter which holds the interest of the correspondent, and provokes a response. It is the belief of the writer that the project which is under discussion in this paper contributed in full measure to the development of these skills and abilities.

At first the children, with the exception of Pauline, admitted that they did not know how to begin their letters. An hour's discussion, however, apparently clarified their thoughts and in oral preliminary planning the way was prepared for the inclusion of much interesting material. One would predict fine success in the final letters.* The urge

is so strong that the best of workmanship on the mechanics, too, will undoubtedly be forthcoming to match that of the letters received.

The first responding letter ready was written and read by Pauline. It was remarkably well done and indicated that the enterprise was wholly within her power. She defended her omission of the information that she was born in Russia on the ground that she had decided to reserve that for a second letter after an introductory acquaintance had been established. Note that she hoped for and expected a continuance of the correspondence. A wealth of social values was provided by this project. The work was within the ability of the children.

V

Were the rôles played by the teacher in keeping with the philosophy underlying learning through projects?

The rôle of the teacher, as the writer understands it, is in every case to further in any way she can the purposeful activities of the children throughout the stages of the development of a project, i. e., from the launching to the final issue of success or defeat; also, she must see to it that the social and other educational values already discussed are not missing. Later she will check the products. Was Miss Hart true to these trusts? It seems to the writer that she was. She began by so setting the stage that interest in these foreign children would result; she placed her class under the magic influence of their pictures and work. The following day she brought to her pupils' consciousness anew the appreciation of these little sufferers when she asked, "What was your impression? Did you get anything mightier than the physical defects?" Next she played the rôle of leader when she opened the way to decisive action by her question, "What do you think we ought to do about it?" She gave the needed help when she threw into high light their tendency to duplicate what another had said, and when, little by little, she stimulated them to realize that every

*The letters were up to expectation and were taken to Europe by Dr. Hosić to be shown to educators and finally placed in the hands of the children in Dr. Bakule's School.

letter must contain the vital factor of a contact of interest between the writer and the reader. Again, she co-operated when, in give and take discussion, her offering set an ideal in taste, or suggested that the writer use imagination and put herself in the reader's place. "Is he likely to be interested in that?" "Why?" "Why not?"

VI

Does the character of this project and the method of working it out give promise of "leading on"?

Already Miss Hart's children have been at no small pains to circumvent the conditions laid down by the Red Cross, which provide that correspondence shall be with a school group only. Each member of the class wishes to continue to get news from Dr. Bakule's children during the coming year. The class problem in this connection, as has already been stated, is, "How can we manage this since, in the fall, our class will be scattered in many schools?" They expect to find a way. This indicates their desire to continue the enterprise started at the summer session.

There can be little doubt other "carrying on" as well will result. Improvement in the quality of their letters is bound to result from their zeal to write as well and as interestingly as did the Czecho-Slovak children.

CONCLUSIONS

It seems to the writer that no more impelling group project than the one which is the subject of this paper could be desired in a school. The outcomes from the standpoint of educational criteria and social usefulness are bound to be highly satisfactory. The situation which made this project possible happens to be unique, it is true, but the ingenious teacher can find other and various means for engaging the interest of the children in enterprises which will furnish real life experiences as fraught with excellent results as was this composition project.

The Project Method of Teaching

- I. What the Project is:
 - A. Organization of school life in accordance with life in the home and community—a "project" is a single complete unit of purposeful experience.
 - B. Not to be exactly identified with motivation, interest, self-activity, socialization, correlation, recapitulation, developmental method, incidental teaching, self-government, naturalism, though indebted more or less to all these concepts.
 - C. A principle of education, not a rule of procedure, a formal "general" method, panacea or new discovery.
 - D. Makes no claim to embrace the whole of learning nor every type of useful experience.
- II. Why the name?
 - A. "Method of experience" is too broad and too vague.
 - B. "Problem" suggests a purely intellectual process.
 - C. "Project" emphasizes both thinking and doing.

III. The need and value of the Project Method:

- A. School studies tend to become exceedingly formal—their social origins and uses are too often lost sight of.
- B. Hence they fail to provide children with real and fruitful experiences leading to actual control of social values.
- C. A true project provides a complete "life unit"; the elements are as follows: situation, problem, purpose (end in view), plan, criticism of plan, execution, organization and judgment of results, appreciation (of values).
- D. It enables the learner to obtain for the control of experience major parts of the social inheritance (solutions of life problems) which the school is supposed to hand on.
- E. It utilizes the principles of modern educational psychology and gives due emphasis to attitudes (interests and ideals) both as conditioning the acquisition of skills and knowledges and as sharing with them the place of honor among the results aimed at.
- F. It is economical in that it provides for a wealth of related and concomitant ideas centering about the core of experience which constitutes a given "lesson."
- G. It adds to the units of organization now available for class work or individual study, namely, the question, the topic, the chapter, the lesson, etc., a new type of unit with large possibilities.

IV. The Project Method in relation to present school practice:

- A. Serious difficulties lie in the way of an attempt to introduce in a thorough-going way the Project Method into our schools as now organized and conducted.
 1. A different tradition prevails.
 2. More knowledge of learning processes, more technical skill, and more scholarship are required than for the use of "logical" or "formal" method—the teacher must play various rôles.
 3. It is difficult to organize a system of projects so as to provide for the entire body of attitudes, skills, and knowledges which we wish children to gain in school.
 4. Time is easily wasted by over-emphasis on some phase of the process—even on "teaching children to think."
 5. The course of study must be largely reorganized and rewritten.
 6. School equipment must be adapted.
 7. New measures of results must be applied.

Chickens—and Some Other Things

Beth P. Barton, Everett School, Lincoln, Neb.

The following project was carried on in the fourth grade of the Everett School, Lincoln, Neb. With the exception of one or two improvements this is a true report of the project.

Project—To try to find out how to raise poultry in town where space is limited and yet make it profitable.

Our discussion in geography one day last spring brought us to consider the different industries that were being followed by people of our own city and its suburbs. Poultry raising was mentioned. One little boy in the class had just been given two little chicks and he was anxious to tell the class about them. He said that he was going to buy a few more and start a little poultry farm in his own back yard.

The next morning he brought his two little chicks to school. The other children in the class were very enthusiastic about his plan to buy more chicks and raise them. The children asked him such questions as: "Where will you buy the other chicks?" "What will you have to pay for them?" Several of the boys and girls expressed the wish that they could buy some, too.

I asked a few of the children why they wanted to raise chickens. Some said, "To earn money." Others said, "To eat," and one little girl said, "Because I think they are cute and would make nice pets." Then I asked them if it would pay to raise chickens in town? From the discussion that followed I found that most of them knew very little about poultry raising. Finally one little boy said, "I think we had better find out something about poultry raising before we buy our chicks." The rest of the class thought that was a good idea and it was decided to study poultry raising and find out if it would pay us to keep a few chicks in our own back yards.

Our next step was to organize some plan for this study. I asked the class to suggest ways of finding out the things we would need to know. The following suggestions were given: "Send for poultry magazines," "Visit the poultry farm at the State Farm," "Read library books on poultry."

Two or three of the children who had chickens at home decided to keep a record of the cost of chicken feed for one month and a record of the number of eggs produced in one month. At the end of the month they were to make a report for the class. The members of the class divided into groups. One group got library books on poultry raising. Some of these books were read during the reading period, others were read by individuals, who gave a report during the geography period. Another group collected pictures and illustrative magazines showing equipment for poultry raising. From this collection they selected what in their judgment seemed most helpful, and made a large poster for use in the room.

I told the class that they could get interesting bulletins by sending to the Department of Agriculture at Washington, D. C. This they decided to do, and during the language period each member of the class wrote a letter to Congressman Reavis, asking for these bulletins. These letters were read during a following language period, criticized by the members of the class and the one which the class thought best was sent.

In answer to this letter we received six very interesting and helpful bulletins, giving valuable information on practically every phase of poultry raising. As these bulletins were read in class or reported upon by individuals, the class as a whole formulated a summary of the information which they considered most valuable to them.

One little girl suggested making booklets in which they could keep this summary. The rest of the class agreed to this, so the booklets were made and decorated during the art periods. Each individual designed his own book cover. The writing in these booklets was done during the penmanship lesson. Everyone took a pride in this booklet because he realized that it was something of real worth to him.

This project carried over into the arithmetic work also. When the three children brought in their reports on the cost of feed for their chickens in one month and the number of eggs produced in one month, then the class worked out the profit or loss as the case might be. They also worked out problems showing what they had gained by not having to buy this supply of eggs at the store.

One little girl had suggested that we visit the poultry department at the State Farm. One afternoon was taken for this trip. Here the children saw the model types of poultry buildings, self-feeders and so on. After this visit the children wanted to build a poultry farm on a table in the room. Plans were made for this. Each member of the class chose what part he wanted to make. They decided to use cardboard for the buildings.

This building of the farm also led into the arithmetic. They learned how to find the perimeter in finding how much fence they needed to make. They also had many occasions to use measurements.

When our project was nearing completion, the class summed up orally what they had learned about poultry raising and reached the conclusion that it would pay them to have a back yard poultry farm.

COMMENT

The working out of this project developed in the children the qualities of responsibility, judgment, initiative, better power to organize material. It also developed the library habit and gave them better ideas of thrift. Some of the children were planning to join the poultry club, which is managed in much the same way as the school garden club.

Hawaii in the Fourth Grade

Louise N. Borchers, State Normal School, Bridgewater, Mass.

A lesson in music appreciation had been given on classical pieces such as "Humoresque," "The Narcissis" and the like. One day two Hawaiian pieces had been chosen for discussion and study. They then were played. The children noted the peculiarity in rhythm and tones, also the many repetitions of the same theme. The student teacher in charge had brought a ukelele, that being one of the instruments used in both pieces. She played and sang a familiar Hawaiian tune. The children became very much interested. They marveled at the simplicity of the instrument. They wanted to know how to play it and all about its mechanism. One boy said he had one and would learn how to play it. Noticing a peculiarity in this instrument and a peculiarity in the music, as compared with previous pieces, the children began to feel there must be a difference in the life of these people, as compared to other people already studied. "I should like to know more about these people," said one boy. "I should like to know if they

only had this one kind of instrument to play on or whether they have as many different kinds as we Americans have?" The class needed no further urging. The project was launched.

Both desk geographies came to the tops of their desks. Each of the fine reference books on music ("Books on Music and Musicians") were taken from the library shelf in the corner of the room. When the question, "What are you going to look for?" was asked by the teacher, most of the children wished to continue on the thought of music; they wanted to find out what the Hawaiians did during their spare moments, their vacations, and what kind of amusements they had. The teacher felt she needed to suggest other lines of study as well, if they wished to know more about the life of other people. The children suggested topics. These the leader of the class placed on the board and while the group on music were busying themselves, the rest of the class formed itself into groups, each selecting a topic most interesting to himself, then going to that section of the room where that group would meet. The leader appointed two assistants to help form these groups, as well as help distribute reference books on topics chosen. Information was sought at home, magazines were read and maps consulted. It took many recitations to cover the discussion on these various topics, but at the end of the study the children had a valuable amount of information about Hawaiian industries, climate, rainfall, agriculture, amusements, history and government.

With this knowledge as a basis they were now ready to take an imaginary trip to Hawaii. This trip was suggested by the teacher, whose purpose was to make it a review. To the children it did not seem a review, as new problems continually presented themselves. They had to find out and decide upon a suitable season in which to go to Hawaii, the length of season in which to go to Hawaii, the length of time one might care to stay (why not a short time or why not a long time), the kind and amount of clothing needed for their stay, the amount of money needed for fare, board, room and sight-seeing trips, and the various routes one might travel. Arrangements to be made for accommodations also needed consideration. This led to a very detailed newspaper study of weekly sailing bulletins, of time tables and hotel catalogues. In discussing time tables, careful study was made of the various letters, numerals, and symbols. In the midst of this problems originated from the children. They were eager to calculate the distance from New York to Hawaii. This led to calculating distances between various other places on the time tables. Drill in estimating the time it took for trains to make connection between two places was needed. This required a study of the clock. Learning to tell time in the primary grades now proved to be of value.

Deciding upon the best route and the best time, we started on our journey. After checking our trunks and seating ourselves we noted various buildings, cities, towns, and rivers on the way. We noticed the scene at the wharf upon arrival at Honolulu, the mode of traveling, the buildings. The life in general was pictured more vividly this time. The early history, as well as the present day history was brought out in the stories read to the class by the group who studied the topic, "History." We went to private and public gardens, compared the trees, flowers and birds found there with ours in America. We watched

children play games and adopted some for our own use at recess periods. The sand table was used in portraying the life of the Hawaiians in miniature form. Children made pamphlets in which they kept stories written on "Hawaiian Life," pictures, maps, and drawings.

Thus this was a project that involved music, geography, history, arithmetic, spelling, penmanship, drawing and manual arts. Nature study was also touched upon. Both oral and written language were involved. This project brought the pupils into a more direct contact with things, processes, activities, facts, interests, modes of procedure and ideals that are significant in modern life. It led to further study of more difficult problems.

Clean Teeth

Ellen C. Wilhelm, Overlea, Md.

AIM OF THE TEACHER

Better health habits in the children to be sought through the organization of a Clean Teeth Brigade.

CHILDREN'S AIM

To find out all we can about how to make our teeth last longer.

SITUATION

The teacher noticed many children had bad breaths and unclean teeth.

She began talking about care of the teeth at one of the morning exercises. She brought out the great importance of keeping what teeth you have, in this way: "Did you ever knock off a finger nail? Ever have a horse tramp on your toe and cause nail to come off? Ever hit the wrong "nail" when using a hammer? What about the nail that came off? Another grew on?"

How about teeth? If you have one knocked out, or it decays, does another grow in?

Children: "No, except with little youngsters. They have some teeth that are called milk teeth, but even their molars come only once. If you happen to lose a tooth you have to go through life until you die without one there. You can get false ones, but they are very unsatisfactory as compared to natural ones."

PURPOSE DEFINED BY CHILDREN

"Well, how can we make our teeth last longer? What makes decay? Let us find out."

GATHERING INFORMATION

A committee of five was chosen to go to the dentist and ask him to tell them. The dentist was glad to see them, as it promised trade for him through larger acquaintance. The children looked in magazines and papers for pictures and advertisements about teeth, bringing in all they could find.

PRACTICE

They brought their brushes to school and had a *brush drill*. They learned to brush down instead of across and to brush inside of teeth as well as outside. All did not have tooth brushes, I am sorry to say,

when this campaign started but when the day arrived that the boys had chosen for their drill every child owned one.

ASSOCIATED ACTIVITIES

The children made up songs, as, for example :

This is the way we brush our teeth

“ “ “ “ “ “ “ “
“ “ “

So early every morning.

Tune—Here We Go 'Round the Mulberry Bush.)
and

Johnnie get your brush

“ “ “
“ “ “

(Tune—Johnnie Get Your Gun.)

JUDGMENT, SELF-DIRECTION, ASSUMING RESPONSIBILITY

They made up a little drill and play called “Passing of the Film.” They charged five cents admission for this. They were told they might decide as to the best expenditure of the money earned. They held an open forum and finally decided to buy pleasure books. Some of the children in other classes outside the game thought “Passing of the Film” had something to do with movies and curiosity was aroused.

OUTCOMES FOR THE CHILDREN

1. They learned that soap and water with brush is an excellent way to clean teeth.
2. That Ivory soap is cheap and hard to beat.
3. That soap and tooth brush should be kept as clean and sanitary as possible,
4. That bicarbonate of soda is good for a sour mouth.
5. That acid in mouth eats away enamel.
6. One child of his own accord brought litmus paper and showed that acid turns it pink.
7. That many tooth pastes and powders do more harm than good and why.
8. That a dentist should be asked to recommend a tooth powder, and that this is as important as to ask your physician to recommend a stomach powder.
9. They had a keen pleasure in this research work. They became interested and advised their classmates to take care of their teeth. They did good neighborhood work, I feel sure, in many homes by spreading valuable information and good vigorous examples.
10. They gained skill in group activity and in handling and expending money.

The School Paper

Anna E. Butler, Principal of Demonstration School, Pittston, N. J.

THE SITUATION

My seventh grade was considering the good and weak points in their written composition work when one of the girls remarked that

she thought Alice's story was told well enough to be put in the newspaper. Immediately a boy remarked, "Couldn't we issue a school paper?" The class was keenly interested in this idea and several offered reasons why they thought it was worth doing. The class was soon one hundred per cent in favor of adopting the project. Thus a Type I project was launched.

PURPOSING AND PLANNING

Purposing and planning went on as the class proceeded to get the paper ready within two weeks' time. A title was selected after several suggested ones had been considered. An editorial staff was appointed. Committees were formed to perform various special duties. Everyone was held responsible for some part in the work.

EXECUTION

Material was organized and arranged in a paper. Five readers, who had been selected by the class, read the paper aloud, Friday afternoon before the group.

JUDGING THE RESULTS

As soon as the paper was read the children began to offer comments favorable and unfavorable about their paper. They wanted to issue another, but asked if one month might be allowed to get it ready in. They issued four papers before the school year ended and they gave evidence that they enjoyed the time taken up with the reading of the "Signal," as they called it.

EDUCATIONAL COMMENT

The project made composition work much more worth-while to the children. All school subjects were introduced in the project. Spelling was especially improved from such activity. Children were whole-heartedly interested in the project, for the specific purpose had come from the class. All the way through the children were purposing, planning, executing, and judging. It was a co-operative unit worked out in whole hearted purposeful activity in a social situation. I observed that the children were much more interested in reading periodicals, magazines and the daily papers. Three members submitted material during the year to the daily newspaper of a nearby city for publication. Thus I am convinced that the project led on to other fruitful activity.

An Unselfish Christmas

Myrma McGeehon, Youngstown, Ohio

The Christmas spirit was in the air. All the children in second grade were chatting about what they were to get and give. One day in conversation period, Billy told us that he had been talking to a little boy who never had any Christmas presents, but possibly an orange or a stick of candy. This led to a discussion of the many, many poor children around us and our little group were anxious to share their joys with those less fortunate. So, it was decided to have a Christmas party for the children of a settlement house.

In the first place the invitations were sent, written by the children. Then preparations were begun for the festivities. Of course,

we must have little gifts for our guests, so we determined on stocking dolls, which we would make and dress for the girls, and scrap books which could be made for the boys. Then, we wanted to make candy and pop-corn for all the children. We knew it would not be a real Christmas party without a tree, and we were puzzled for a while about where we might get one. Finally we remembered that there was always a tree in kindergarten, so we wrote and explained our plans to the kindergartner and asked if we might include their tree in our party, inasmuch as it was not to be at the same time as theirs. After receiving a reply to this request, we set about to make trimmings of colored papers for the tree. We selected games which we thought our little friends would enjoy playing while they were with us. Finally the long and eagerly awaited day arrived and the finishing touches were placed in the morning for the afternoon's merry-making. The tree was trimmed and the gifts wrapped and placed around it. The candy and pop corn were made and carefully deposited in little individual packages. Then the children suggested that we did not know just exactly how to receive our expected guests so we sat down to talk about manners.

In this project there were unlimited developments of educational value. The formation of the project with its unselfish motive was of vital importance, for they came to know the meaning of real happiness through giving happiness. Composing and writing the invitations and the request for the tree brought in language and spelling training. Making the dolls and dressing them involved hand-work, skill and a use of judgment. Selecting the material for the scrap books called for discriminating reading and a wise choice of pictures, also some number training in the measuring and the spacing of the pictures. Hand-work and ingenuity found place in the designing and creating of the ornaments for the tree. Into the candy and pop corn making came an invitation into business and some arithmetic, for we bought the materials and computed the cost. The interest manifested by the children in the making of these, denoted a sure indication of "carrying on" into future activity. The trimming of the tree and wrapping and arranging the gifts called forth artistic ability. To conclude the real happiness and joy which the culmination of the project brought to the children was a vital factor.

A Review Lesson on the Vikings

Sixth Grade, Woodlawn School, Baltimore County, Md.*

In their study of the Barbarian Conquerors in Europe, the Sixth Grade were interested to find that one of these groups of invaders was the Vikings, a people they had studied while in Fourth Grade. The facts they had learned in this earlier grade served to stimulate an interest in the additional information they found in their history text, "Our Ancestors in Europe," and in books in the school library. The class thought that, since the present Fourth Grade in the school had studied about the Vikings early in the year they might enjoy hearing the Sixth Grade review the topic. They therefore decided to conduct an oral review and to invite the Fourth Grade to hear the lesson.

* A three-room school.

In preparation for this lesson, their main problem was to select such material as would prove most interesting to the Fourth Grade. Accordingly, they first made an outline of topics which would best tell a unified story of the Vikings—a story which the Fourth Grade could understand. A list of topics he thought suitable, was prepared by each member of the Sixth Grade, and a history period was devoted to discussing these lists, and deciding upon the final outline to be used. This final outline follows:

1. Location of the countries where the Vikings lived. (Several maps were used to show these countries.)
2. A description of the Viking Countries. (Climate and surface features.)
3. How the Vikings lived.
4. How the Vikings dressed.
5. The appearance of the Vikings.
6. How the Vikings traveled.
7. Going A-Viking.
8. Explorations.
9. Raids and warfare.
10. Viking Heroes.

Each child selected from the list a topic upon which to prepare a short report. Thus each member of the class felt responsible for telling a part of the story. Several history periods were spent in giving each child an opportunity to make an oral report, the other pupils offering suggestions. The willingness of each one to help his classmates and to act upon the suggestions offered showed a spirit of real co-operation.

Invitations to hear the history lesson were sent to the Fourth Grade and to the supervisors. These letters were written during composition periods. A poster announcing the lesson was placed in the hall and another sent to the Fourth Grade. The Sixth Grade also drew and cut out pictures of Viking ships which they used to illustrate some phases of the lesson.

In preparing the reports, physical maps were studied in order that the class might become familiar with the surface features of the Viking countries. Each child used an outline map upon which he indicated the surface features. A study was also made of these countries, particularly as to climate and location, including latitude and longitude. During the lesson, especially good use was made of the physical wall map in indicating the home of the Vikings, the routes traveled in seeking new homes, and the islands and the part of North America touched in their voyage.

When the lesson was given, a girl acted as teacher, standing beside the blackboard upon which the topics were written, and calling upon pupils to give reports. The confident way in which the reports were given proved the ability of children to assume responsibility when the opportunity is given. The reports had not been memorized but were given in a conversational way. After the lesson the reports were written. Several of these reports follow.

WHERE THE VIKINGS LIVED

The early home of the Vikings was a land in the far north, on the shores of Norway, Sweden and Denmark. It was a land of peninsulas and islands. The country was very mountainous in parts, and spurs of these mountains ran far out into the sea. Great cliffs, some of them hundreds of feet high, rose out of the ocean. These cliffs were ragged and rough as if torn apart by giants' fingers. The Vikings believed that Thor, the God of War, had broken the rocks by hurling his hammer at the mountains. In many places the sea came up into the land, and made a fiord. At the head of each fiord, there was usually a valley where the soil was fertile and a little grass would grow. But on the cliffs and mountains only trees could live, as far as you could see the deep forest stretched, mile after mile, along the mountains.

HELEN CLARKE.

HOW THE VIKINGS DRESSED

The Vikings made their clothing from the skins of wild animals which lived in the forests. They wanted ornaments to wear, but as their rocks gave them little gold or silver, they sailed to other lands, and brought back gold and silver ornaments, and other things which they wanted.

The Viking men were great warriors. Each warrior wore a shining coat of mail, over which was thrown a richly colored mantle fastened at the shoulder with a pin of gold or silver set with stones. Strapped at his side was his broad, short sword, while in his hand was a long lance. His helmet, ornamented with a dragon head, glistened in the sunlight as it rested on the warrior's mane of hair. His round shield was wonderfully ornamented.

FRANCES CHANEY.

THE VIKING SHIPS

The true home of the Vikings was the sea. The same forests that gave the logs for their houses on land, gave also the timbers of their sturdy ships. The front of the ship was high, and had a fierce-looking head upon it, often a dragon's head. The stern of the ship, too, was high and was built in the shape of a dragon's tail. The head and tail were covered with gold, and the gold shone in the sunlight like fire. Their square sails were painted with gay colors and round the sides were hung the colored shields of their crew of warriors.

KARL REICHERT.

GOING A-VIKING

The Vikings liked to sail far out upon the sea. They loved the great ocean; for it was like themselves, big and strong and boisterous. Other European people had never dared to sail out very far from their own shores. They believed the earth was a flat disk; and so they were afraid that they might sail out over the edge.

But the hardy Norsemen were afraid of nothing. The sea was to them a joy, a plaything and a friend.

When a Viking said, "Let us go A-Viking" they meant sailing

on the sea in search of new lands; robbing and plundering the lands which they found, and finding joy in their wild out-of-door-life.

MARGARET LEHMANN.

EXPLORATION

The Vikings wanted many things which their barren lands could not give them, and they were always ready to make new ventures in the hope of finding what they needed. The sea was an open path to them.

The most distant shores were visited by these daring sailors. They made new homes for themselves in Iceland, and on the cold shores of Greenland. Farther still they sailed, and found a coast sloping to the south. This they followed for many miles, till they came to an island at the mouth of a river. Here they landed and found a rich country where grapes grew in plenty; the woods were full of game, and the rivers of salmon. The Vikings named this new land "Vineland." It was five hundred years before any ships from Europe came to that shore again; for the Vineland was our "America" which Columbus again discovered long afterwards.

The Northmen also poured into England and won a foothold there. Into Germany and France and Italy they came.

THELMA LINE.

VIKING HEROES

One of the bravest and strongest of the Norsemen in Iceland was Eric the Red. One day he said to his comrades, "Let us sail away to find strange lands." So they sailed away. After sailing for a long while they came to the shores of a new land all covered with ice and snow. Going a little farther they saw many green things. "We will call this Greenland," they said. And so they did.

During the study of the Vikings the children became much interested in Viking songs. They even attempted some original songs and some of these were read during the lesson by the children who wrote them. A few of these are included in their original form.

A VIKING SONG

I'm a daring Viking bold;
Many, many tales I've told,
Of long sea trips
And Ocean dips.
I just love to search for treasure,
Searching is my greatest pleasure.

At the dragon's head I stand
Always looking out for land
And all the many towns I plunder
Came to me as quick as thunder.
Home I went
Old and bent
Never more to plunder.

HELEN CLARKE.

Face to face to sea am I
 Going with pleasure
 With an empty ship.
 Going so gay with dangers threatened
 Just to get a boat of treasure
 And come back laughing!

EDWARD WEBER.

I am a Viking strong!
 To the sea; To the sea!
 I have often gone.
 In many battles I have fought
 In other lands across the sea,
 My dragon-ship has taken me.

AGNES WILSON.

I am a Viking from the North
 Where the fiery north-lights glow,
 Where the north wind hard doth blow;
 Many treasures I have stold
 Many stories of me they've told!

FRANCES CHANEY.

“Out of this icy North
 O Dragon-ship, sail forth;
 Flee, flee this world of snow
 Where the fiery north-lights glow,
 Haste, thee, brave keel, away;
 I seek a fairer day.”

“I am the God Thor!
 I am the god of war!
 Here in my fortress,
 Reign I forever!
 My eyes are the lightning!
 The blows of my hammer
 Ring in the thunder!”

MAURICE DITMAN.

LIST OF SPELLING WORDS NEEDED

explorers	ventured	Denmark
warrior	islands	fiords
daring	plundered	Scandinavian
voyager	heroes	shields
expeditions	mountainous	helmets
skalds	Norway	peninsula
sagas	Sweden	armor
ornaments	raids	giants
descendents	dragon	

REFERENCES USED BY CLASS

BOOK	AUTHOR	PUBLISHER	PAGES
Our Ancestors in Europe (Text for Grade)	Jennie Hall	Silver Burdett & Co.	157-160
Barbarian and Noble	Lansing	Ginn & Co.	115-122 137-150
Viking Tales	Jennie Hall	Rand, McNally	15-199
Builders of Our Country	Southworth	Appleton & Co.	1-9
History Stories of Other Lands	Terry		
Book III, The Beginning	Terry	Row, Peterson Co.	177-181
Book IV, Lord and Vassal		Row, Peterson Co.	14-22
America's Story for Ameri- ca's Children	Pratt	D. C. Heath	1-22
Trading and Exploring	Luther	American Book Co.	88-147

DRAMATIZATION OF A SCENE FROM ALICE IN WONDERLAND FOURTH GRADE

When the invitation to attend the review lesson on the Vikings was received by the Fourth Grade, they thought they should like to do something for the Sixth Grade to show their appreciation of the invitation. Since they were studying "Alice in Wonderland," they decided that they might dramatize an incident from this story. They thought the Sixth Grade might enjoy the Mad Tea Party, in Chapter VII, of "Alice in Wonderland." During the reading period, the parts of the play were read by different members of the class. The class decided on four children whom they thought could best take the parts. The dramatization was given immediately after the close of the Sixth Grade lesson and was managed entirely by members of the Fourth Grade.

A School Bank

Avice Wright, State Normal School, Emporia, Kan.

The following class problem arose as an outgrowth of the school bank. The pupils wanted to know more about banking than their school banking work gave them. The best way to learn more about banking seemed to be to do what bankers do. But the bank can't run without the community. So the problem arose, how to establish a play bank and a play community.

The play bank was an important part of the arithmetic work in the 7-B Grade the first semester of this year.

To establish a play bank and a play community.

I. To find out as much as possible about banks in general. Each pupil contributed here through advertisements, etc.

II. Such questions as follows developed into small problems from a group recitation to discuss I.

1. How much money is necessary for a group to have in order to establish a bank?

2. What is meant by capital? Resources? Liabilities? Directors? Stockholders? etc.

3. Are all banks of the same kind? (This brought out State, National and Federal Reserve.)

The above questions necessitated a library hour in which the banking laws of Kansas were considered.

After the library hour, the officers, president, vice-president, receiving teller and paying teller were elected. The president presided and conducted a parliamentary meeting considering the following questions. For example:

1. What kind of a bank shall we have?
2. What shall be our capital?
3. How many stockholders? How shall our directors be chosen?
4. What sort of bookkeeping is necessary? (This involves a distinct knowledge of debit and credit.)
5. How shall our bank books be balanced?
6. What is the correct way to write a check? A deposit slip?
7. How do we keep the stub of the check book balanced?
8. What kind of business shall I have? (This involves also study of partnerships.)
9. What can I use to represent things to sell?
10. Where will we get our stock? (Herein enters the wholesale house and its study.)
11. How can I make my goods so attractive that every one will buy? (Out of this grows the poster problems—attractive posters are made by the class to use as show windows.)
12. How shall I mark my goods? (This calls for a marking word similar to one which merchants use.)

After the play community has been in progress for some time and profits are realized the problem of investment arises and various types of investments as savings accounts, real estate, endowment, stocks and bonds follow. In connection with real estate the problem of tax is met.

AVICE WRIGHT,
Supervisor of Mathematics.

A Circus

PROJECT

A circus in the schoolroom produced by the children of the Second Grade.

SITUATION

A circus had recently been to the town; all the children attended.

APPROACH OR LAUNCHING THE PROJECT

"Let me see the hands of all the children who went to the circus. Good, I am glad so many of you went! Mary, tell me something that you saw at the circus that you liked very much." Then will follow a general discussion of the things seen at the circus.

"How would you like to have a circus here in our room?"

"All right, what parts of the circus could we produce?" As each

suggestion came up we would discuss it and if practical would write it on the board. We probably would decide on:

1. Elephant walking the bottles and other "stunts" by the different animals.

2. The clown.

3. The band.

4. The ring-master.

5. Make posters.

Children decide who is to take each part.

CORRELATION

1. Language:

(a) Each animal described named, where lives and other things of interest we can find out.

(b) Word drill on names of animals.

(c) Name and describe with imitations—instruments in the band.

(d) Writing the posters.

2. Hand work:

(a) Making posters.

(b) Making simple costume accessories such as paper hat and neck ruff for clown. All costuming would be very simple—a mere suggestion, the children's imagination and imitation would suffice.

3. Physical exercise:

(a) Imitating the animals by different motions that are characteristic.

4. Geography—locating and talking about places where the animals live.

5. Arithmetic:

(a) Simple measures required in hand work.

(b) Selling tickets.

We would use the entire room as a stage or circus ring with the simplest equipment. The entire procedure would be as informal and as much in the hands of the children as possible to maintain at the same time some semblance of decency and order and aiming at worth while activity.

An Unusual Project

THE SITUATION

1. A class of 36 boys and girls in the Seventh Grade, and between the ages of 16 and 17. One boy was 18, and had been through the first two years of high school in the State of Washington, but was retarded because he hadn't memorized the particular lists of facts, most of them useless, which were required for entrance to high school in that system. The others were retarded for similar reasons, and, of course, hated the "baby" work which they were sometimes required to do, such as making small wooden toys in the manual training course.

2. The manual training building was in a corner of a large grounds.

3. There was a kind of summer resort nearby where this particular product could be used, and a friend of the school was ready to buy this product just as soon as it was completed, or partly completed at the cost price, or a little more than cost.

4. Construction work was decreasing because the war had broken out, and lumber was plentiful and could be had for this purpose on credit.

THE MAIN PROBLEM

1. To construct a summer cottage that could be moved to the beach nearby, if not built on the beach.

THE AIMS (as I now see them).

1. To create whole-hearted purposeful activity, (a) in geometrical drawing, which I had to teach, and in manual training for the boys, and (b) in design for the girls, which I also had to teach.

2. To give the boys in the same way practical training in house-planning, furnishing, decoration, and practice in woodwork that the average man may put to use in doing odd bits of repairs, etc.

3. In the same way to teach the girls design, color harmony, planning for health, economy, convenience and house decorating and furnishing. Also to teach the following:

4. Principles of arithmetic such as lumbering, carpeting, painting, papering, percentages, square and cubic measure.

5. Business forms, including letter writing and bookkeeping.

6. Some study of textiles, etc., in regard to the relation between durability, supply, cost of manufacture and price.

7. Habits of clear thinking, correct speech, and other habits in regard to English could be developed in class discussions, letter writing, etc.

8. If circumstances would permit the historical and comparative study of design and architecture could be touched upon.

9. Also geography in the location of sources of raw materials, places of manufacture, transportation and geographical controls involved in each.

METHOD

In general the method is suggested by the above outline, but the following should perhaps be added:

1. In regard to plans the general type would be decided by the pupils, in this case in harmony with the wishes of the purchaser, but the difficult details would be prepared by others representing the architect. In this case the manual instructor could have had the assistance of another teacher and myself who had some experience in building.

2. The various minor projects and problems would be worked out by committees to save time, but would be later discussed in class. Much of the work, however, such as arithmetic, bookkeeping, etc., would be done by all pupils. In such things as letter-writing the best would be selected, or a combination made of the good points from all.

3. Throughout stress would be placed on division of labor, co-

operation, interdependence, majority rule, committee methods, parliamentary procedure, etc., thus emphasizing certain qualities of good citizenship.

MISCELLANEOUS REMARKS

1. The project here would perhaps not be of the pupils' proposing, but I think it would soon become their real purpose, and the activity would be quite as whole hearted.

2. This would be a real project because difficult problems would be met and overcome in order to accomplish the main purpose.

3. This kind of project, of course, could only be taken up in this form under special conditions such as outlined above.

4. The co-operation of at least the class teacher, the manual training instructor and the art supervisor would be very necessary, and, of course, of the authorities such as the superintendent.

Plan for a Project in How to Study Spelling

THE SITUATION

The children of the Fourth Grade in question are an average group of boys and girls who have been given a definite period for preparing an assignment of five new words a day and a review at the week-end. They have been left to their own resources as to method of preparation, and the record kept of the results shown in the written lessons is discouraging except for two or three instances of children who do perfect work quite regularly.

THE TEACHER'S PROBLEM

The teacher is very anxious that the children shall find a more effective way of studying their spelling.

METHOD OF PROCEDURE

The teacher may present the results of a few weeks' work by the children by scores and also by placing on the blackboard some list of words which the children generally spell correctly, and also lists of words very often incorrectly spelled.

This should serve to launch the problem when the teacher suggests, "I wonder if we cannot find out what is the matter and make considerable improvement. Surely the trouble is not that we do not try."

The children's response will bring out their feeling that the poorly spelled list is composed of more difficult words. This gives the opportunity to study them and learn why these words are more difficult. Such facts as the unphonetic spelling of whole words or of parts will come out.

Since difficulty should be a challenge rather than a discouragement, the immediate problem is to discover the best way of studying such words. It may be suggested that John and Mary succeed in spite of the difficulties. Why is this? Possibly the children will ask these two for help. John or Mary may be able to tell from introspection how they tackle the difficult words. If not the teacher will have to take a more leading part and perhaps question whether we all study our spelling by just mentally repeating the letters of a word until they sink into our minds and stay. Applying this question to a

single well chosen word should bring out the suggestion, probably from John or Mary, that we need pay little attention to the parts of words which are spelled phonetically but should pay special attention to the unusual parts and note their peculiarities. Finally the group might be led to try the scheme individually on other difficult words from the list, and then to suggest a means for testing the success of the new method. This would lead to the practice of the discovered plan and its application to future lessons, with the teacher continuing the record keeping for comparison of new results with old at some future date.

This project should be only one step in the big problem of improving results. Other possible helps may be made the bases of similar problems.

Rip Van Winkle

Project, to present a dramatic version of a portion of Irving's *Rip Van Winkle* to an audience of children and teachers in the Summer School of Teachers College, Columbia University in August, 1917.

SITUATION

The class had completed six lessons in "Readings from Literature," by Halleck and Barbour. The opening question of the course was, "What have you read for fun which you could recommend to the rest of us?" *Zenobia's Infidelity* was read for fun and the fun was made to include ultimately discussion of the principal interests, the character of the Doctor, and so on. There followed a similar study applying the same points of view to "Wee Willie Winkie," by Kipling.

DEVELOPMENT OF THE PURPOSE

Then the instructor announced that the class had been invited to compete with other classes for the privilege of giving a play in the auditorium. Should we undertake to do it? The class were enthusiastic. Then followed the question, "What shall we dramatize?" The children themselves ultimately decided to take *Rip Van Winkle*, and because of the shortness of the time, to give only the last two scenes.

PLAN

Committees were appointed, largely on the suggestion of the members of the class, the cast was determined by tryout, the "book" prepared by committees and submitted for criticism. Properties were collected by committees. One or two rehearsals were held outside of class time. An art student made a sign for the inn.

EXECUTION

On the appointed day the pupils arranged the stage to represent a street by means of screens and a large play house from the kindergarten department. They dressed up to represent Revolutionary costumes, and went through with the two acts, with prompting only from the stage manager, who also took part in the action.

JUDGING THE RESULTS

After the play was over, the members of the class talked freely

among themselves as to how well they had succeeded. They regretted that they had left out some of the best parts, but were glad that other parts went pretty well. They were particularly proud of Rip Van Winkle, who was heartily congratulated on his success—kissed, in fact, by one enthusiast.

A Project in Geography

Fourth or Fifth Grade, Anne Bingham

AIM

To teach sources of food and various industries of the world.

SITUATION

During summer school such vegetables were planted in the school garden as could be harvested at the beginning of the fall term—turnips, parsnips, carrots, etc.

LAUNCHING OF PROJECT (Beginning from where children are)

First an excursion is made to the garden for inspection to see what changes have taken place since summer school. (Here bring out simple principles of sciences and nature, viz. effect of heat, light, moisture, time, soil, etc.) The vegetables are found to be large enough to be harvested.

Question: What shall we do with the vegetables? Probable proposals: (1) Have party; (2) Take some home; (3) Take to market at the grocery store and sell.

QUESTION OR PROBLEM

How to harvest vegetables or the best way to harvest them; how prepare them for market? Others? At which store to market them? Which grocer is paying the best prices? (Comparison of prices will develop problems in arithmetic.)

Trip to grocery decided upon. Let children experience the selling of the vegetables by transacting the business. While at store, notice other vegetables, such as potatoes, onions, etc., that the farmers from the country round about have brought in to market. Notice other things in the store. Here are oranges; bananas, grapefruit, etc. Were they raised here? Why not? *Where were they raised?* This will lead to the study of California (West), Florida (South), and other states where the fruits are grown.

Other things the children will notice are coffee, which will touch on Brazil, canned fish, will lead to the fishing industry on Pacific and Atlantic coasts, tea from Japan, canning industry, milling industry, packing house industry, as in Chicago and Kansas City, industry of drying fruit, grape and raisin industry, sugar, etc. Other projects which may be developed are:

(a) Transportation—How the orange, tea, etc., get to our grocery store and how the wheat in our section is made into flour and sent to other parts of the country? Here we will develop the idea of interdependence.

(b) Physical geography. Why certain fruits are grown in certain places, etc.

(c) Reading—In order to find out where the various products

come from the children will have to be able to read and will get much practice along this line.

(d) Keeping a record of what they found out will involve writing.

An Individual Project

Jennie M. Gordon

Oakland, California.

SITUATION

A screen porch of a ranch house.

Six gallons of heavy rich cream in a large barrel churn which is revolved by a crank turned by hand.

A boy who did not like to churn.

Cream ready for him to churn.

PROBLEM

How to get away from turning that crank.

PURPOSE

To find an easier way.

PLAN

1. The boy took a solid chair, adjusted the churn and sat down. He tilted his chair back against the wall started the churn, and kept it revolving by foot power instead of hand power.

2. He thought of his mother's spinning wheel, which was driven by foot power, whereupon he proceeded to make a treadle in order to make the work easier. He constructed a crude treadle of wood and fastened it to the churn after the manner of a spinning wheel.

3. While testing this method and re-adjusting the bands he thought of the small motor outside which was used on the pumping plant. He changed the band and attached a belt connected to the motor on to the crank. The motor did the work.

EXECUTION

Butter came. Work completed on time. (Mother's judgment.)

VALUE

The boy has now an electric plant, and *all* cranks are turned by electricity.

"Our Library"

Minnie E. Walsh

The question of home-reading in the 6th, 7th and 8th grades has developed into quite a problem the past year. In the light of what I have learned about the problem-project method, or principle, I feel that it can be brought to bear upon the solution of our difficulties. The plan sounds crude as here stated but, as I understand the principle, it grows step by step and in an imaginary situation it is hard to determine what the different steps might be.

Our course of study furnishes a list of books for home-reading, and requires the pupils of the three upper grades to hand in, during the year, a written report or review of ten of these books which they

have read. Difficulty in obtaining books and the written requirements have tended to defeat the aim of home reading, viz., to foster and encourage a desire to read good books.

The Public Library is at some distance from the school and hence it is inconvenient for pupils to go there. The library has endeavored to meet the situation by sending to outlying schools traveling libraries, a case of 40 or 50 books for a grade containing about 4 or 5, possibly 6 of the required books. Many of the books served but one purpose, that of filling the case. Last year the Library Committee criticised the condition of books returned after the long usage by many children of foreign parentage. Pupils as well as teachers and superintendent felt that the criticism was unjust.

The pupils suggested starting a Library of their own. I was perfectly willing to co-operate and asked how they proposed to do it. They decided upon a series of entertainments to be given every other Friday afternoon in the School Auditorium, charging 25c admission. They realized how the people in their district (foreign born), respond to such things. "Shall it be just a 6th, 7th and 8th grade Library?" "No, we want it to be 'Our School Library,' so we want all the teachers and pupils to help!"

As far as possible the school subjects were to be so planned as to work in with the idea, making use of Oral English, Dramatization, Music, Physical Exercises, etc.

The entertainments were given and the results were all that could be desired. We are now ready to purchase books. The project carries over and furnishes purposeful activity for the home-reading and for oral and written English.

Pupils of the three upper grades are furnished with list of required books; they may use any book by the required author. Making use of the Public Libraries, each pupil is to be held responsible for the reading of one book a month, so read that he or she can come before the class and give an interesting review of the book, also hand to the committee a written report on the book. After listening to the oral reviews, the class is to decide which books they would like for "Our School Library." Pupils will be led to feel their responsibility in selecting the best books for their reading and making the best kind of review, if they wish the class to select their book for the Library.

The written reviews are to be passed upon by a committee of six, a boy and a girl from each of the three upper grades, elected by their respective class. This committee will act with the teacher who has charge of the home-reading as she has to mark and send in the written reports at the end of the year. If a written report does not "measure up," the committee returns it to the writer with suggestions for improvement, before the book can be purchased for "Our Library."

Another committee to purchase the books is elected by the pupils, possibly 3 or 4 members from each of the upper grades. (The Civic Class takes care of these elections using the Preferential Ballot.) This committee looks up publishers, price lists, etc. After consultation with

the principal, they have power to make all arrangements for purchase of books, when classes have read and received enough books to make it worth while to order. By the end of the year "Our School Library" will be well started, and I feel that the home-reading will be given a stimulus by the mere fact that the books are the pupils' own.

A Mock Trial by Eighth Grade Pupils

G. Sidney Leach

PROBLEM

How does a jury (and incidentally a court), work?

THE APPROACH

T. Did you notice in the paper last night the item about the burglars who were caught robbing Smith's house on Maple Avenue? (Business of receiving miscellaneous strands of information from some of the pupils who live near by.)

T. I wonder what will be done to them? Pupils. They'll go to jail.

T. Where are they now, then? One boy says they are now in the lock-up, but the Recorder will send them to the County Jail and maybe they'll be tried there. The teacher asks why they are not tried in our town and finds that the Recorder can not really try anybody except petty offenders like automobile speeders, and that he has to send the bigger cases to the County Court to be tried. (This is real information to the teacher, usually.)

T. That is very interesting. How many of you ever saw a regular trial in a real court? One or two raised their hands.

T. How many would like to go with me to Hackensack some afternoon and see a trial? We'll go there instead of coming to school. Everybody wants to go except a few of the girls. A few afternoons later they go and see a trial.

The jury had been partly chosen in the morning. Two jurors remained to be chosen. This was done and the trial was held. The evidence was very clear and there were only two witnesses. The case was finished, the judge charged the jury and it retired to deliberate. After half an hour it brought in a verdict of "Guilty" and the prisoner was sentenced to six months in jail.

Next day the class met for civics and were full of discussion concerning the case. The teacher asked if they would like to have a trial of their own in a real court of their own. They would, very much. Before they got far it developed that no one had seen the beginning of the trial in the court house. One boy volunteered to find out from his father and have the information ready for the class next day. Then the children voted for judge and lawyers, and agreed that the rest of the class should be a panel from which the jury should be chosen to try the case.

It now developed that they had no prisoner and no charge to try him for. One boy volunteered to be prisoner and a committee was elected to draw up an indictment against him. The trial was to be held later and it was decided that in-as-much as the trial itself would

take in nearly the entire room, they should get permission to hold it in the auditorium and invite the other grammar grades to attend.

COMMENT

The above applies to a criminal case. It could be varied to apply equally well to a civil trial. The details could be elaborated and made as true to life as possible or they could be made more informal, if it seemed best.

As a result of it the children might learn:

1. The way a real court is carried on. (Dramatizing it after seeing the County Court would fix it still more firmly in mind.)

2. Something of written composition (on the part of those who drew up the accusation).

3. Ability to speak correct English (on the part of the lawyers, judge, and witnesses).

4. Power to judge the worth of statements—the jury.

5. (Incidentally, they would understand very clearly the workings of a jury and a court of justice.)

I have but roughly indicated a general outline and have no doubt that if I started to work it out with a class, it would have to be modified at places.

A Problem in History—Fourth Grade

Edith Veggeberg, Chicago Public Schools

INTRODUCTION

Discussion of the life of Sir Walter Raleigh took place in class. It was found that he was a favorite of the Queen, and received a charter for land in the New World. But before sending out a colony, Raleigh sent an expedition to report the existing conditions. After these precautions were taken he sent out the colony, but his efforts were a failure.

PROBLEM RAISED

Why did the colony fail?

COLLECTION OF MATERIAL

1. During the discussion of how this problem can be solved, the pupils find that they must know:

- a. Size of colony.
- b. Character of colony.
- c. Purpose of colony.
- d. Difficulties of colony.

2. The pupils are then given time to look up the necessary material. For this their textbooks and reference books are used.

3. Reports and discussion of the material take place, and an outline is worked out on the board.

- a. Size of colony.

- (1) 108 men, but no women.
- (2) Richard Grenville, Commander.
- (3) Ralph Lane, Governor.

- b. Character of colony.
Men adventurers.
 - c. Purpose of colony.
Plant a settlement to find gold.
 - d. Difficulties of colony.
 - (1) Men were cruel to Indians.
 - (2) Food became scarce.
4. At this point a subordinate problem arises: Why did the food become scarce? Through reading, skillful questioning on the part of the teacher, good thinking on the part of the pupils, it was found that:
- a. Colonists took only enough food for the voyage to America.
 - b. Land had to be cleared before any crops could be planted.
 - c. Time was required to mature any crops that might have been planted.
 - d. Indians refused to give colonists food because of cruelty shown them.
 - e. Colonists wasted time looking for gold.
5. The only way the colonists could solve the food problem was to send to England for supplies. Grenville went but while he was gone the colonists searched for gold, and found only hardships. In the midst of their despair, Sir Francis Drake arrived, and agreed to leave food for the colonists. But a storm arose, and the colonists lost heart, and returned with Drake to England.

PROBLEM SOLVED

Sir Walter Raleigh's colony failed because:

- 1. The men were adventurers, and not home builders.
- 2. The men were not far-sighted enough to make provisions for home and food.
- 3. Colonists were unfriendly to the Indians.
- 4. Failure to find gold.
- 5. Lack of persistency.

Ulysses in the Sixth Grade

By Bessie Morris, Chicago Public Schools

INTRODUCTION

a. In story form and as dramatically as possible the teacher told the story of the blind poet, Homer, who traveled throughout Greece from village to village, singing the songs of each. These songs were collected by a Roman tyrant, who had them put into two volumes. Sympathy for this blind musician was aroused and the children wanted to hear the rest of the story.

b. This story was written many years ago when the people believed in many gods. One child said that in the stories of the Norse Heroes they had read about the gods. The class made a list of the gods and what they stood for. This was a good point at which to bring in some of the important Greek gods.

c. Of the Iliad only those portions which involved Ulysses were

selected. The class was tense with interest during the telling of "Helen's Capture," and "Ulysses Plowing the Seashore."

IMMEDIATE PROBLEMS

The children at the conclusion of the story (Iliad) were eager to know:

- a. What became of Ulysses, his friends, his family.
- b. How he got home.
- c. What relation the gods had to Ulysses.

SOURCE OF MATERIAL

To answer these we consulted Church's "Story of the Odyssey." The children brought a number of books from home, among which were: mythologies, stories by Hawthorne and Baldwin, Round the Year in Myth and Song, Palmer's Odyssey. The children elected their librarian, who gave out the books and examined them after each person used them.

CARRYING OUT THE PROJECT.

a. In the course of the story problems came up, and the children during recitation made a list of those facts which were not clear to them. These were used as our topics. In assigning them the children were asked to volunteer for the topic in which they were most interested.

1. Individual Topics.

- a. The gods *appeared* like mortals but just how did they differ?
 - (1) Gods had power to change their appearance and become invisible.
 - (2) They determined fate of mortals.
 - (3) Food was nectar and ambrosia, etc.

The child who made this report gave illustrations from the Odyssey to explain his statements.

b. Basis of fact for this story.

c. Children liked to look up myths connected with characters mentioned in the story. In this way the fascinating story of the underworld was evolved, and the children eagerly searched for available material on Pluto and his queer kingdom.

- (1) Pupils brought pictures of Cerberous, etc.
- (2) One artistic person read a few verses of poetry about Charon, the ferryman who ferries souls over the river of darkness to await judgment.

2. Group Topics.

a. Geographic setting of story.

- (1) Children worked in small groups. Each group studied about a different portion of land mentioned in the story. To bring out their subject the children used many legends peculiar to the country.

(2) A second group selected their material from the recitations of first group and took up the geographic factor directly affecting lives of the characters and how.

b. How the Odyssey in general makeup differed from other stories the class had read.

c. Sports. The boys volunteered for this and one made a discus of cardboard; another brought a toy spear; another made a tiny chariot. After their explanations they demonstrated the use of them.

CONCLUSION AND APPLICATION

a. The children were too immature to take notes in any systematic manner so they wrote compositions on the reports given in class.

b. The reports during the discussion period were criticized by the children from the standpoint of good English.

c. The story was studied according to incident rather than chapter. Each child after class discussion of the incident wrote a one sentence summary of the incident. On the next day these were written on the board and discussed. The children decided which summary was best. These were kept in their note books with pictures (when possible to obtain them), of the characters mentioned. Those who had gone on an excursion to the Art Institute wrote in their note books descriptions of the statues of these people.

d. Dramatizing an incident.

The children decided which incident they wished to dramatize. They chose "Ulysses at the Palace of Alcinous."

(1) One child wrote a modernized version of the incident in play form. One recitation period was used in explaining this form.

(2) The children elected a committee and they with the teacher went over the manuscripts submitted.

(3) Class voted on the one preferred.

(4) From previous exercises in oral reading the children easily selected the characters and arranged for rehearsal outside of school.

(5) Owing to peculiar conditions the time for art could not be utilized in designing the costumes. To accomplish this, the children organized a "Greek Club" outside of school and prepared their costumes.



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