

Pr.	5.6
Gr.	4.3
H.S.	4.6
H.E.	6.5
Whole Group	5.1
Whole Group Less Gr.	5.4

Examining the frequency and the kinds of errors in the whole group we find

161 or 66 percent failed on No. 16,	.003).0936
140 or 57 percent failed on No. 30,	$3 \frac{7}{8} - 1 \frac{5}{8}$
126 or 47 percent failed on No. 29,	$62.50 \div 1 \frac{1}{4}$
107 or 44 percent failed on No. 22,	23)469
72 or 30 percent failed on No. 28,	6.25×3.2
70 or 29 percent failed on No. 27,	Add $2 \frac{1}{6}$, $6 \frac{3}{8}$ and $3 \frac{3}{4}$
65 or 27 percent failed on No. 29,	Add \$8.00
	5.75
	2.33
	4.16
	.94
	6.23
64 or 26 percent failed on No. 21,	24×234
48 or 20 percent failed on No. 16,	Subtract 567482
	106493
	<hr/>
46 or 19 percent failed on No. 18	8754×8

The writer submits these results to teachers of arithmetic without comment, except to state again that the pupils who took this test are all graduates of accredited high schools¹ of Virginia within the last four years.

HENRY A. CONVERSE.

¹The writer will be glad to furnish to principals of high schools information as

to type of errors made by pupils who are graduates of their respective high schools.

PURPOSEFUL ACTIVITY IN THE THIRD GRADE

A PURPOSEFUL activity or project in the form of dramatization of plays has just been completed in the 3-B grade of the Harrisonburg Training School. The entire project, from beginning to end, was the work of the children—initiating, planning, executing and judging. Of course it was not without many defects, but the benefits derived by the children were more than anyone expected, and many children who were usually backward came up to the standard, offered valuable suggestions and did splendid work in a most surprising way.

The beginning was natural, coming entirely from the children. One group asked to "play a story" which they had read. Consent was given and the performance was staged. The children were delighted with this and asked if they could give other plays. Then another child suggested that they make their plays like real ones and have costumes. To this a third child added the idea of a stage, a real curtain, and eventually the idea of scenes was initiated. Plans rapidly developed, and by the end of the reading period the children had decided upon dividing the

class into various groups, and each was to give a play. When one child found a story that he wanted to play, he could call a group together and if it was agreeable to all concerned, that story was decided upon. And so in this way six groups originated, giving the following plays:

1. Peter Rabbit
2. Tom Tit Tot
3. The Three Bears
4. Snow White and Rose Red
5. Red Riding Hood
6. Epaminondas

Every child in the room was to take part, but one child was selected as the manager of the play, and under his leadership it made rapid progress.

In order to decide upon the plays that they could best give, much reading had to be done. Stories of every sort were read, and one child, who had heretofore had an aversion to reading, began reading with interest. He was rewarded by being made manager of his group by the children. The reading taught the children new words, gave them new thoughts, and added to their knowledge of good stories. Aside from valuable work for the children in reading, the following subjects were used:

1. Arithmetic

One child had to have a paper costume. She had to decide on the number of rolls of paper needed, and then she estimated the cost. All of the children in her group were interested and offered suggestions as to how it could best be made. Then one of the student teachers in Arithmetic class made problems for the lesson regarding various phases of the play work. One of the examples read: "One roll of paper costs 10c, Jean needs two rolls for her costume. How much will the costume cost?"

2. Writing

The children decided to write invitations to their friends about the play. They did the best writing that they could, and the results were very good.

3. Spelling

The question of what words they would need to know in order to write the invitations came up. These words were written down and next day given as a spelling lesson. Such words as "delighted," "invited," and "January" were given.

4. Language

The question uppermost in the minds of the children, and one that presented a real problem to them was—What shall we say on our invitations? Suggestions came and the children talked it over. Then each child was to write his invitation in the nicest words that he could use. Some of the results were crude, but the children had practical application of sentence making and punctuation.

In every worthwhile project other things develop besides the subjects of school life and real book knowledge. Things that make for good citizenship and a well rounded life often start from the small incidentals of school life. To make the child think and act on his own judgment is one of the desired results of teaching, and is a desired outgrowth of good instruction.

The children developed tremendously along many lines, as shown by the following illustrations:

1. *Co-operation*—The spirit of helpfulness predominated during the entire two weeks spent on the work. Whenever one

child could help in any way he did so, and entirely in a way that suggested interest rather than a desire to display a superior knowledge. When children needed things for their various costumes various children offered to lend, and when the children promised they never seemed to forget.

2. *Judgment*:—In the selection of characters, (a) Who will be best, and (b) Who looks most like the persons in the story. In number of scenes to be used, (a) Deciding on what should be used in each, (b) How long to make each. Costumes, (a) Kinds, (b) Of what material, (c) Furniture for the stage.

3. *Leadership*:—Each group had a manager who was responsible. The manager looked after costumes, stage set, etc. (Children who were usually backward, or sometimes very quiet, developed amazingly, and the best performance was given by a group that ranked low in scholarship.)

4. *Self-criticism*:—The children who were not on the stage watched and gave suggestions as to where the play could be improved. These were sensible, helpful suggestions, and tended to make the play much better in every way. If a child failed to talk enough, others would immediately tell him.

5. *Handwork*:—In the making and planning of costumes. In the "Peter Rabbit" play the rabbits had caps with ears for their costumes. To the children this presented all that was desired in the way of a rabbit make-up. In the making of pictures to illustrate stories, (a) Selection of colors, (b) Cutting and pasting of various parts, (c) Criticism of finished picture and possible retouching or remaking for improvement.

6. *Ability to solve difficulties*:—One child couldn't unbutton her coat. After much trying she slipped it over her feet and escaped. The way she solved her difficulty will help her in aiding herself in other trying difficulties. When the curtain fell during the performance given to parents, and scarcely more than three minutes elapsed before the performance was resumed.

7. *Spirit of fairness*:—No child was allowed to monopolize conversation. Each had an equal right to suggestions and also his share of the work.

8. *Development of imagination*:—In making pictures. Part of a costume sufficient for the whole.

The children really lived the parts, and aside from visible outgrowths of the activity, there were many that have made a lasting impression. Ability to speak before a crowd without embarrassment, self-expression, freedom of thought and action, discernment and ability to give and take equally as well were all developed. The things accomplished lead on and up and the work just completed will be a valuable step in the work of the children and will largely affect the work they do in other grades.

BERTHA MCCOLLUM.

TEACHING BANDAGING IN TWO WEEKS

HOW thirty pupils could learn to apply correctly twelve different kinds of bandages in two weeks was my problem. Realizing that bandaging is one thing that must be learned by doing, I divided the class into groups and had each group strive for a goal. This plan the pupils accepted with much interest. They elected six members of the class to be captains of the groups. These captains chose their groups, consisting of about five or six members each.

All of the groups started to work with much vim, first watching me apply three different kinds of bandages. At the beginning of each day I applied several new bandages until all twelve kinds had been demonstrated.

Each captain made a score card, putting the names of the twelve different kinds of bandages across the top and the names of the members of the group down the left side of the card. As soon as a pupil put one bandage on correctly, a check was put by his name under that bandage. A check could not be given until the teacher sustained the judgment of the group leader on the bandage.

A large poster, with the names of the bandages across the top, but with names of the groups down the left side, was placed in the class room. This was done so all the pupils could see the work of each group.

When all of the members of one group got a check for a certain bandage, the group

was awarded a star, which was placed on the large poster. The group working most quietly each day was also awarded a star.

At the close of the two weeks, when all had about completed the bandaging, we had a contest between the groups. Two members from each group were elected by the group to take part in the contest, one to do the bandaging and one to act as patient.

All six groups were given the same kind of bandage, and when the signal was given they started work. The judges took into consideration the neatness of the bandage and the length of time it took to apply it. Group Four, girls, and Group Six, boys, were the winners.

The thirty pupils were interested throughout the entire time and, moreover, accomplished a great deal of work.

ELIZABETH COLLINS

REPORT OF COMMITTEE ON SELECTIVE IMMIGRATION

Immigration an Investment in Family Stocks

Our immigration policy in the past has been too much a matter of temporary economic or political expediency. One of the most encouraging recent developments is the rapidly growing conviction on the part of our people that, as Dr. H. H. McLaughlin has stated it, "immigration is a long-time investment in family stocks rather than a short-time investment in productive labor."

The Two Fundamental Principles in Immigration Legislation

Two essential and fundamental principles should be recognized in our future immigration legislation. The first is numerical limitation. The second is careful selection within the established limits.

Suggestions for New Legislation: I. Percentage Limitation Based on the 1890 Census

Americans have been doing a good deal of serious thinking on the question of their future immigration policy. It is a difficult problem, but public opinion is crystallizing around