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PROJECTS OF COMMUNITY VALUE

IN PLANNING community projects it is necessary to have a definite community in mind. In order to plan projects that will function the community must be studied—its location, the lay of the land, drainage; the water supply and sewerage system; the people of the community, their nationality, characteristics, and occupations; the organizations of the community clubs, charities, and so forth; the churches, the schools, and the needs of the community. All these will have an influence directly or indirectly on projects of community value. The greater the understanding of the community, its needs, and possibilities, the greater will be the success in planning, and carrying to completeness, the projects.

A project, as defined by Dr. W. H. Kilpatrick, is the pursuit of a purpose. Community projects have a two-fold purpose, and hence a two-fold value; value to those carrying out the project, and value to those to whom it carries over.

More and more our schools are getting away from the old idea of being a formal and disciplinary preparation for life, and into the newer, happier idea of better and truer living. The everyday problems are being brought to the child for consideration and discussion. In the civics lesson the present governmental problems are studied, problems of the community, the city, the state, and on into national and international problems.

Home economics is especially fortunate in being a comparatively new subject in the curriculum, and therefore not having so many antiquated forms of presentation and

theory to overcome. Partly for this reason the work can so easily become a part of every community, reaching out and influencing it toward many needed reforms, and improved conditions in many institutions of community interest.

Mary E. Maxcey in *Girlhood and Character* has clearly set forth the duties of the home economics teacher as well as of all teachers in the following statement: "If a girl approaches her twentieth year without feeling that her immediate concern includes the condition of her community in labor, health, sanitation, and education, some one has failed in her education." This is fully and completely applicable to the education of every boy as well. "Children are the building stones of a community" is often quoted, and a community which has failed to give every one of them a chance has failed in its first obligation.

Every child should have a partnership in the solution of home, school, and community problems, especially those affecting the health of the community. Here the home economics department can do some truly constructive work in the line of corrective health work and in interesting the children to see the community needs.

The community which I have had in mind while planning these projects is of about fifteen thousand population. Coal and oil are the main industries; both make for a transient population with a strong foreign element.

The citizens as a whole are very loyal, and proud of their little city; the churches, the schools, and the miles of pavement are their greatest pride.

The town is comparatively new, and there is much to be done; especially the health of

the community has had very little attention or consideration.

The drainage of the locality is poor, and the anopheles mosquito is prevalent. The water supply is good and fairly adequate; the sewerage system is good but not adequate. The health officers are very lax in law enforcement and the sanitary conditions could be greatly improved. The schools constitute the leading spirit in the town, the town as a whole co-operating with them to an unusual degree.

CONTROL OF MALARIA

Project for a class of either girls or boys.

Aim:

To eliminate the anopheles mosquito and so control the spread of malaria.

Method:

Study of the life habits and reproduction of the anopheles.

Microscopic study of mouth-parts of mosquito; and its method of spreading disease.

Culture cages (screened) in room to study development and show effect of oil.

Survey of community made, locating possible breeding places.

Map of community with water-holes or tanks designated by pins.

With definite line of attack worked out present to city officials, or an interested club as the Rotary, Commercial, etc.

A "Dry-up" campaign declared—a district assigned to each pupil to visit regularly to see that there are no uncovered receptacles or cans of water in which mosquitos might breed.

Marshy places drained, or covered with oil.

Requirements:

Co-operation of city officials and as many of the citizens and children as possible.

Bulletins and pamphlets regarding the development and life habits of the anopheles, and of the control of malaria.

NOTE—With very little change in method this project can be used in eradicating flies, rats, or other health-menacing insects and rodents.

BOARD OF HEALTH

Project to be carried out by whole room or by classes of school children.

Aim:

To control preventable diseases, and thereby increase average school attendance.

Method:

Board of Health organized in room having above stated aim; also draw up constitution and by-laws setting forth full duties, responsibilities, and definitely desired achievements. Regularly elected officers.

Preventative Rules of Health worked out by class.

Hands away from mouth.

Nothing but food put into mouth.

Teeth and tongue kept clean.

Daily evacuation of the bowels.

Good habits of eating, rest, recreation.

Individual drinking cups.

Use of handkerchief in sneezing and coughing.

Washing hands before eating.

Out-door wraps not worn in school-room.

Chart made containing children's diseases with a space for each child's record.

Survey made of room checking diseases each child has had.

Cards containing first symptom of each disease. When several cases of a communicable "one-time" disease are reported in community, children not having had disease given examination daily by the board officers; this would be especially effective in mumps or some forms of rash.

Slight colds isolated in room as much as possible.

Developed colds required to remain home.

Quarantine laws studied; chart made with length of isolation, period of infection, color of quarantine flag, etc.

Study work of city board and secure its co-operation as much as possible.

Preventative measures for diseases studied.

Attendance of absences caused from communicable diseases kept by board officers.

Comparison made with absences from room having no board of health.

Requirements:

To be effective in results the co-operation of the whole school is necessary—a School Board of Health, with special officers to each room.

Concise and dependable information regarding symptoms and measures of prevention.

Co-operation of parents and all citizens very much desired—a real requirement, in fact.

Interesting bulletins and pamphlets.

A SANITARY SURVEY

Project would be especially interesting to the boys' class in Household Arts. Could also be carried out by girls' class.

Aim:

To find what conditions in the town are a menace to health, and what a high school pupil could do to remedy these conditions.

Method:

Make a sanitary survey of town. Work done by districts.

Make sanitation maps—noting unsanitary conditions of the following:

- Stables
- Pumps
- Streets
- Dirty premises
- Garbage
- Outside toilets
- Vacant lots
- Dumps—rats and flies

Standing water—mosquitoes

Bad housing

Groceries

Meat markets

Bakeries

Dairies

Study conditions making for unsanitary conditions.

Check responsibility to person, neighborhood, or city.

Study city ordinances to see what conditions are the result of lax law enforcement.

Interest city officials by showing findings. Secure permission to start a clean-up-campaign.

Secure co-operation of children in ward schools, thereby instilling civic responsibility in them.

Make follow-up recommendations to Board of Health.

Requirements:

Co-operation of the city officials to stimulate children to their best efforts.

Public recognition of the work to help secure co-operation of whole town in corrective measures.

WHO'S WHO IN HEALTHLAND MERCHANTS

Project for a cookery class studying marketing conditions.

Aim:

To make girls observant when marketing. To secure co-operation between school and business men, thereby creating an interest in the school.

Bringing to the merchants a realization of a possible sanitary standard.

Method:

Visits made to various stores featuring "sanitary" in their advertisements. Noting sanitary measures and precautions. Visits made to various other stores. Chart made listing desirable sanitary measures and precautions for a standard grocery store.

Various stores graded under each point on map.

A report to city health officers on conditions found detrimental to health.

Requirements:

Understanding on part of class and of merchants of the real value of the project. Co-operation of merchants.

NOTE—This project would especially function as a follow-up step after the Red Cross nutritional worker had finished a three-months institute.

Institute is now in progress in this particular place.

WHY AND WHAT IN FOOD

Project for a cookery class studying food values.

Aim:

To improve selection of food in cafeteria.

Method:

Place suggestive and positive posters in conspicuous places in cafeteria. Caloric values of principal foods on menu worked out and placed on bulletin board. One placed outside for help in selection. One outside for help in checking.

Occasionally have child dressed to represent some desired fruit, vegetable, or milk come in and give pantomime.

Sing a representative song.

Give small favor to all eating particular food.

On bulletin board place a health slogan every day. As: "If you want a skin like silk, drink each day a quart of milk."

"Eat 14 carrot soup and be worth your weight in gold."

"If you'll take greens, you'll reach the pink of condition."

"Why use rouge when you can supply it from within? Chemists say that the basis of many rouges is iron; take iron in the form of spinach and beets."

Requirements:

Correlation between the cafeteria workers and the cookery class.

Menus made out in advance so girls will have time to fix caloric boards.

SPECIAL CLASSES

Project for a cookery class in studying malnutrition.

Aim:

To increase weight and general condition of a group of undernourished children.

Method:

Serve to a group of six children suffering from malnutrition a mid-morn lunch, noon lunch, and mid-afternoon lunch. Make suggested menus for breakfast and dinner.

Class to make menus, prepare food, keep accounts, do marketing, check results, study conditions.

Take turns in serving.

Record of each child kept and checked weekly.

Height

Weight

General appearance

Attitude in school

Ability to learn

Requirements:

Consent and co-operation of parents of children being served.

Children of near same age.

Knowledge of home conditions.

Record of diseases and other possible causes of malnutrition.

Children to be in accord with project, following all suggestions.

Physician to examine children to make sure there are no organic troubles.

NOTE—A similar project may be carried out in working on a dietary for specific diseases.

CLOTHING FOR "OUR BABY"

Project for a sewing class, to make a complete layette for a special baby.

Aim:

To bring to the girls the realization of a new life in all its sacredness.

Method:

First develop a spirit of enthusiasm, a "Santa Claus" spirit in having everything ready before the baby is expected. Select the baby—if possible one with some special interest to class, or some member of the class.

Study layettes, and budgets.

Decide on number of garments, amount to be expected. Make budget.

Discuss materials needed and quality.

Purchase materials (girls).

Cut and make garments.

Emphasize daintiness, simplicity, service.

Use opportunity for as much sex-education as the girls are ready for.

Study and discuss the baby, its care and its rights; also care of the mother.

Bring out the importance of every girl's health and her individual responsibility to coming generations.

Requirements:

An unborn baby; if a needy case the project will have added value. Having necessary materials provided.

"THE CHRISTMAS SPIRIT"

Project—renovation for a second-year clothing class.

Aim:

To give satisfaction from a usually unpleasant task.

To interest the girls in the needs of others.

To gain practice and skill in making over, but more an appreciation of the possibilities.

Method:

Garments (wool) ripped, washed, ironed. Out-of-date and worn garments secured from towns-people for the purpose.

Through conferences with school principals select the most needy girls; estimate their size or measure if possible—ages 6 to 16 years.

In class have each girl select material she wishes to use and plan dress with following points in mind.

Attractiveness

Practicability

Cleansing possibilities

Suitability

Class criticism on finished dresses. Exhibit of dresses adds interest.

Little girls brought in and dressed by class—(dresses given a reward—not because needed). Hands and faces washed, hair combed, dressed, and then taken to mirror.

The true Christmas spirit of giving and receiving developed.

Requirements:

Work planned for completion just before Christmas holidays—the Christmas spirit a big aid in developing interest and enthusiasm. All garments disinfected before handling in class.

NOTE—Beginning classes may add to project by making sateen bloomers—2 pairs for each child.

HEDWIG SCHAEFER

DEVELOPMENTS IN HIGH SCHOOL MATHEMATICS

I AM A fundamentalist rather than a modernist in the teaching of mathematics. Such being the case, what I have to say is based largely on personal experience rather than on modern theory.

High school mathematics has several branches and I have endeavored to touch on all of them lightly, for, of course, no detailed study could be given in the time allotted.

Let us discuss first geometry, which so often proves a bugbear to the average high school pupil. This subject is no longer a mystery, or should not be if led up to in the proper way. In the old days we started with the formal proofs with very little introduction—but not so now. In the present day