covered his weaknesses. After eight or nine weeks of real work every child in the room had been knighted. This did not mean that all had these habits to perfection, but when a talkative child could control his tongue three times better than he did at first his growth in control merited reward. In all discussion the criticisms were given in a spirit of helpfulness and were accepted without anger.

This unit gave a well adjusted balance between the real and ideal and showed how the necessary habits may be instrumental in solving the children's immediate problems. It also proved that chivalry is not dead, but merely lies dormant waiting the awakening touch.

Hazel Brown Welsh

LA MAISON FRANCAISE

A Unit for a Beginners' French Class

AT THE beginning of their first year in the study of the French language pupils usually have trouble in memorizing long columns of French words and expressions which they must necessarily use frequently in order to obtain a speaking acquaintance with this language. In order to vitalize French and to overcome the above-mentioned difficulty, the following "unit" should prove helpful.

I. What the Children Will Do

A. They will decide to make a scrap-book containing pictures of "La Maison Française," giving both exterior and interior views.

B. They will study French books to get an idea of a French house and its surroundings.

1. They will look for French gardens, flowers, etc.

2. They will get a definite idea as to the exterior part of the house.

3. They will decide what rooms they will want to put in their house and what furniture they wish to place in each room.

4. They will list the words they will have to use in 1, 2, and 3 above.

C. They will carry on class discussions, using French nouns as frequently as they can.

D. They will collect for their scrap-books pictures from books and magazines.

1. They will select pictures good in composition, in color, and in placing.

2. They will find pictures which are typically French.

E. They will make their scrap-books.

1. They will design attractive covers for them.

2. They will plan and arrange the material in their books and paste it in.

3. They will label each article placed in the scrap-book, using the French name.

F. They will criticize constructively each others' books, and will suggest any improvements they can.

G. They will play a game in which they use the words learned in making their books.

1. They will select two leaders from the class.

2. They will choose sides, the members of each side having their scrap-books.

3. They will, carefully covering the names but showing the pictures, each in turn ask a member of the opposite side what a certain article is.

4. They will ask and answer all questions in French, using complete sentences.

5. They will give a point to the side which succeeds in asking the opposite side a question which they can not answer.

6. They will declare winner that side which has the greatest number of points at the end of the game.

H. They will sometimes exchange scrap-books with another French class of another school, or will sometimes donate them to a French class in a different community.
II. What the Children Will Learn

A. They will learn a great many useful French words which they will be able to employ in conversation.

1. They will learn the following list of words which apply to the garden, flowers, etc.

- **le jardin**—(the garden)
- **la cour**—(the yard)
- **l’arbre**—(the tree)
- **l’herbe**—(the grass)
- **la rose**—(the rose)
- **la pensée**—(the pansy)
- **des fontaines**—(the fountain)
- **des bancs**—(benches)
- **le clôture**—(the fence)
- **le portail**—(the gate)
- **le balançoire**—(the swing)
- **les pommes de terre**—(potatoes)
- **la betterave**—(the beet)
- **l’asperge**—(asparagus)
- **la tomate**—(the tomato)
- **la salade**—(the lettuce)
- **le haricot**—(the bean)
- **le chou**—(the cabbage)
- **les petits pois**—(peas)
- **le chou-fleur**—(cauliflower)
- **le rais**—(the radish)
- **le céleri**—(the celery)
- **l’oignon**—(the onion)
- **le concombre**—(the cucumber)
- **le muguet**—(the lily-of-the-valley)
- **le lis**—(the lily)
- **la violette**—(the violet)
- **la pâquerette**—(the daisy)
- **le coquelicot**—(the poppy)
- **des cerisiers**—(cherry trees)
- **des pruniers**—(plum trees)
- **des poiriers**—(pear trees)
- **des pommiers**—(apple trees)

2. They will learn the following list of words that apply to the exterior of the house:

- **l’extérieur**—(exterior)
- **le grenier**—(the attic—store-room)
- **le mansarde**—(the **attic**—good enough to live in)
- **le toit**—(the roof)
- **la cheminée**—(the chimney)
- **la cave**—(the cellar)
- **le premier étage**—(the first upper-story)
- **le rez-de-chaussée**—(the first floor)
- **la porte d’entrée**—(the entrance door, front door)
- **la fenêtre**—(the window)
- **le balcon**—(the upper porch)
- **la véranda**—(the lower porch)
- **le volet**—(the outside blind, or shutter)
- **las serrure**—(the lock on the door)
- **la clef**—(the key)

3. They will learn the following list of words in regard to the interior of the house:

- **Le Vestibule**—(The Hall)
- **un porte-manteau**—(a coat-rack)
- **un porte-parapluie**—(an umbrella stand)
- **les marches de l’escalier**—(the stair-steps)
- **les murs**—(the walls)
- **le plafond**—(the ceiling)
- **le parquet**—(the polished floor)
- **la pendule**—(the clock)
- **La Cuisine**—(The Kitchen)
- **une table**—(a table)
- **un escabeau**—(a stool)
- **une armoire**—(a cupboard)
- **un rayon**—(a shelf)
- **un fourneau de cuisine**—(a kitchen stove)
- **des pots**—(pots)
- **des casseroles**—(sauce pans)

- **La Salle à Manger**—(The Dining Room)
- **des chaises**—(chairs)
- **un buffet**—(a sideboard)
- **un tableau**—(a picture)
- **une cheminée**—(a fireplace)
- **un tapis**—(a rug)
- **une vitrine**—(a china-closet)
- **une desserte**—(a serving table)
une nappe—(a table cloth)
une assiette—(a plate)
un couteau—(a knife)
une fourchette—(a fork)
une cuiller—(a spoon)
une cuiller à soupe—(a soup spoon)
un verre—(a glass)
un verre à eau—(a water glass)
un verre à vin—(a wine glass)
une corbeille à pain—(a bread basket)
une carafe—(a carafe)
une assiette à dessert—(a dessert plate)
une tasse à café—(a coffee cup)
une tasse—(a cup)
un soucoupe—(a saucer)
une serviette—(a table napkin)
une bouteille—(a bottle)

Le Salon—(The Parlor)
une carpette—(a carpet, a drugget)
un canapé—(a sofa)
des coussins—(cushions)
des fauteuils—(armchairs)
une chaise-berceuse—(a rocking chair)
des rideaux—(curtains)
des tentures—(draperies)
des stores—(shades, inside-blinds)
des statuettes—(statuettes)
un casier à musique—(a music cabinet)
une bibliothèque—(a bookcase)
un piano—(a piano)
un tabouret de piano—(a piano stool)
des poufs—(footstools)
des cache-pots—(ornamental flower pots)
un guéridon—(a small table)
un phonographe—(a phonograph)
des disques—(records)

La Chambre à Coucher—(The Bedroom)
un lit—(a bed)
une table de toilette—(a dressing table)
une commode—(a chest of drawers)
un réveil-matin—(an alarm clock)
un téléphone—(a telephone)

La Salle de Bains—(The Bathroom)
une baignoire—(a bathtub)
une douche—(a shower bath)
un lavabo—(a lavatory)
des robinets—(faucets)
un porte-savon—(a soap dish)
du savon—(soap)
des serviettes de toilette—(bath towels)

B. They will learn through continual repetition the gender of the words listed under (A).
C. They will learn indirectly something regarding French ideals and customs.

III. Skills Selected for Emphasis
A. Skill in the use of the French language
1. In asking and answering questions in French
2. In discussing conversationally what they were reading
B. Skill in the use of books and magazines
1. In choosing the best material from the books and magazines given them
2. In the handling of vocabularies in French books
3. In using the table of contents to help them find the material they desired
C. Skill in the artistic arrangement of pictures in the scrap-books
1. In spacing material properly
2. In matching, blending, and contrasting the colors

IV. Attitudes and Ideals Fostered
A. Appreciation and love for the French language
B. Good citizenship
1. Choosing good leaders in the game
2. Using fair play in the game
C. Appreciation of French customs and ideals
1. Studying the house and thus seeing the people
2. Indirectly getting a picture of French ideals

V. BIBLIOGRAPHY

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LESSON PLAN

The following lesson plan is made according to the suggestions given by Miss Katherine Anthony in her article on “Helps in Lesson Planning,” Virginia Teacher, July, 1927. It is given here to show how the daily lesson planning is related to the large unit of work previously planned, and how each day’s lesson may develop naturally and spontaneously out of the major activity.

PART ONE. PRELIMINARY DATA

Grade: Eighth.
Time Allowance: Five forty-minute periods
Major Unit: “La Maison Francaise”
Minor Unit: “Making the scrap-book”
Materials: Examples of attractive covers for books of this sort
Paper for making the cover
Library paste
Water colors

PART TWO. STEPS IN THE LESSON

(Note: The material for the scrap-book has already been collected.)

I. Making the Cover

1. Examining examples of attractive covers
2. Discussing the qualifications of a good cover
3. Designing an original cover for the scrap-book

Subject Matter
Qualifications of a Good Cover
1. It must be simple and neat.
2. The coloring should blend or harmonize.
3. It should suggest the content of the book.

II. Arranging and placing of materials in the books

1. Getting pupils’ suggestions as to the suitable arrangement of material in books
2. Giving further ideas for arrangement
3. Pasting material in the books

Subject Matter
1. Materials should be placed in an orderly way.
2. They should be definitely placed before pasting.
3. They should be pasted very carefully in order to produce a neat effect.
4. The pages should not be crowded.
5. Material should be arranged in the following order: (a) exterior, (b) hall, (c) parlor, (d) dining room, (e) kitchen, (f) bed-room, (g) bath-room.

III. Labeling material in the books

1. Asking questions as to how to label effectively:
   (a) Should we print or write words in labeling?
   (b) Where should we place words—at the top, bottom, or side of article?
   (c) Should labeling be uniform throughout?
2. Practicing printing words
3. Putting the words in the book

Subject Matter
1. Printing is preferable to writing in labeling, because it is clearer and neater.
2. Use the same style of letters in labeling.
3. Write straight; be sure your labels do not run down hill.

IV. Assignment

For to-morrow bring your finished scrap-book to class. Before you bring it, think of some improvements you could make in it were you to make another. Then, to-morrow, in class, we shall see whether we can suggest improvements which could be made in other books.

Mary Moore Aldhizer