

2. Guiding the children in writing the story
  - A. Each child will choose one of the sentence stories. He will read this silently asking for help if necessary. Then he will read his sentence to the class.
  - B. Each child will make up a sentence about the character he has and tell it to the class. I shall write these on the blackboard.
  - C. The children will all read the entire story silently. One child will then read it orally. The class will be encouraged to suggest changes in the story.
  - D. The children will give the story a name.
3. Checking on the story

For the next reading lesson I shall have the story printed underneath the pictures on the poster.

- A. I shall have the class read silently and then orally following such directions as:

Find and read aloud the line that tells what the rabbits liked to eat.

Find and read aloud the line that tells where the dog lived.

- B. I shall have a phrase and word drill by using such directions as:

Find the word that tells what kind of ears the dogs had.

Find the word that tell where the kitty-cats were.

MADLINE W. WHITLOCK

#### PROBLEM SOLVING IN THE FIRST GRADE: SOLDIER CAPS FOR WASHINGTON'S BIRTHDAY

NOTE: This plan is used for two reasons. First, it shows that although an experienced teacher makes brief plans, yet she thinks her lesson through in definite incidents or stages. Second, Miss Cornell has used a traditionally formal exercise as an opportunity for creative expression on the children's part.

##### PART ONE. *Preliminary Data*

GRADE TAUGHT: Low first.

TIME ALLOWANCE: One forty-five minute period.

MATERIALS: Pictures of children wearing different kinds of paper caps; newspapers and pins for making pattern caps; large sheets of white paper and scraps of red paper for making real caps; pins.

##### PART TWO. *Steps in the Lesson*

1. Initiating the problem

What do we still need to make us look like soldiers in our Washington's birthday parade?

How can we get soldier caps? Can any one tell us how to make a cap? Would you like to try to make your own patterns?

2. Making the patterns

A. Each child will make his own pattern, the teacher making suggestions only where it is absolutely necessary.

B. Each child will show his trial cap to the class. They will compare it with the pictured caps and with other caps they have seen.

C. The class will select caps to be copied for the parade, making any suggestions for improvement they wish.

3. Making the real caps

4. Marching with the finished caps.

RUTH CAREY

#### OTHER ACTIVITIES IN THE TRAINING SCHOOL

##### HEALTH LAND IN THE FOURTH GRADE

When the Fourth Grade children compared their actual and normal weights last fall, there was a great stir. Almost fifty per cent were underweight and a five-point certificate could not be awarded unless something could be done about it. The aim of every child is to own a five-point certificate, so every one was eager to find the trouble and correct it if possible.

In response to the question, "Why are people underweight?" a list of causes was put on the board. Others were added as references giving probable causes were read. Since improper diet was discovered

to be the most probable cause, a survey of the foods eaten by the children at each of their three daily meals was taken. The results were tabulated on a chart and hung in the room. The breakfasts ranged all the way from none at all to perfectly balanced meals. It was easy to see that the up-to-weight children ate the best breakfasts. The meals for the day were rated by a food chart (*Peabody Journal* of Ed.: Vol. 1 No. 6). This chart showed the foods necessary for building, for giving energy, and for keeping healthy. The under-weights found that they were neglecting one of these three kinds in their daily meals. This chart stayed on the board for about three months and it became a habit to compare actual meals with perfect ones. The interest in this chart led the children to write and give a health play.

In this play the King and Queen of Healthland sought aid in helping boys and girls to live healthier lives. The servants brought in foods one at a time and each food had to give convincing arguments before it was permitted to enter Healthland. This resulted in a debate, because the king and queen had to give arguments that would keep out undesirable foods and admit desirable ones. All the foods the children had been eating came. Tea and coffee were the last to ask for admittance and the whole court of Healthland left in order to fight them.

The interest which the children took in this activity secured the interest and co-operation from the homes, therefore a surprising number of the fifty percent have come up to weight during the past six months.

MARIE ALEXANDER—4B Grade

#### TRAINING SCHOOL NEWS

##### *A Second Grade Health Play*

After the children had discussed what one must be to become a five-point child and found out that many of them were under-

weight, they were eager to do something to overcome this condition. From stories and poems which they read or heard they found that certain foods were builders and would increase their weight. The foods that made the most impression were milk, hot cereal, and vegetables.

Through the courtesy of the Cream of Wheat Co., each child was given a sample of cream of wheat and a chart to be kept by each child for four weeks. Before the end of the four weeks almost one hundred per cent of the class was eating hot cereal several mornings each week.

The children also became interested in other things that make for healthy living. They ordered tooth brushes to be sold in the school. They prepared posters, appointed an advertising committee, and conducted a tooth brush campaign. Each child had as his goal the brushing of his teeth at least twice a day.

The Life Bouy Soap Co. sent samples and charts on which "Keeping Clean" records were kept by means of gold stars for completed goals. This phase of the unit made the children more careful of their clothing and their bodies.

One child said that his mother was so interested in the health work that she wanted to come to school to hear more about it. The class then decided that perhaps all the mothers might be interested so they planned to invite them to a play.

They decided to have the following characters in their play; mother, father, child, nurse, doctor; friends of health (milk, eggs, apples, pumpkins, carrots, potatoes, beets, hot cereal, sleep, play, fresh air, tooth brush, and cleanliness); enemies of health (candy, coffee, dirty hands, fingers-in-the-mouth, and germs). They made the costumes for these characters and decided what they should say and do.

This is the plot they worked out. The family was made up of a father, mother, and little girl. The father warned the child against becoming friends with injurious

foods or with bad habits such as putting fingers in the mouth. The child disobeyed and became ill. The doctor and nurse were sent for and they found that the child could not get well without the aid of the health friends. These came gladly when the doctor sent for them and they cured the child. Then the tiny health fairies danced in and all sang a health song to the tune of Here We Go Around the Mulberry Bush. Thus the lessons in health were brought home to the class and to the mothers in a most impressive manner.

BERTHA MCCOLLUM—2A Grade

#### PRACTICE SHEETS IN THIRD GRADE NUMBER WORK

An investigation of such courses of study as Moore's Minimum Essentials, Baltimore County Course of Study, and Virginia State Course of Study, was made to find out just what in arithmetic should be covered by the third grade. As a result the examples are arranged according to difficulty into a series of jobs; for instance, the 100 addition facts are given like this  $\frac{8}{6}$  to be worked in four minutes. The time limit is gotten by using the median speed of an average group of children in the 3 B Grade and verifying it by other groups in the grade.

A set of practice sheets are provided for each job in addition and subtraction. The examples are taken from the drill pages in the Alexander-Sarratt Primary Arithmetic (B. F. Johnson Publishing Co., Richmond, Va.). The sheets are made from 9x12 ins. construction paper or any cardboard. The examples are arranged in rows; below each row of examples a section is cut out. The child fits this sheet over his paper and he writes the answers on his paper under the examples like this;

4	6	8
+2	+5	+3
<hr/>		
9	7	6
+2	+3	+7

The idea was gotten from the Stuebaker Economy Practice Exercises in Arithmetic (Scott Foresman and Co.) There is an answer card to go with each set of practice leaves. Both are filed in portfolios available to the child.

Each child is given a copy of the arithmetic jobs to take home. The pupils enjoy writing a note to mother and father asking for their help in getting ready for a test day. The practice leaves may be taken home and at odd moments in the day at school they may be used for practice by the pupils. They can check themselves by the answer cards.

Special days are set aside as test days. At such a time each child takes a test on the goal for which he is ready. No jobs are skipped. When the pupils are taking these tests an attempt is made to have ideal testing conditions in the room. Any method of testing may be used. Each half minute the time may be put on the board and the child copies the time he sees on the board when he finishes.

Each child keeps a record of his progress. All errors are tabulated and each child knows why he failed to pass the test. He also knows what he must do to pass the test the next time. Individual help is always given when needed. This work has given interest, definiteness, and thoroughness to the number work in this grade.

GLADYS GOODMAN—3B Grade

Student government by men students of the University of Wisconsin has been abandoned after 20 years' effort of the men to administer disciplinary powers granted by university officials. The student court in a body submitted its resignation this fall to the board of regents, and discipline of men students reverts to the faculty. Woman students, however, have built up a strong organization, and activities of the women's self-government association are steadily increasing in effectiveness and importance.