

ciation. Yet both of these meetings went on record in favor of an independent Department of Education, showing that there is a clear mandate from the organized educational workers of the Nation against submerging education in any department.

It is now a common remark among members of Congress that regardless of the action that may be taken at this session with reference to Federal subventions, the creation of an independent Department of Education is a reasonable probability.

A GEORGE WASHINGTON PROJECT IN THE KIN- DERGARTEN

GEORGE Washington's birthday served as a stimulus for a project in the kindergarten of the Keister School of Harrisonburg, Virginia. On Wednesday, February 20, at the beginning of the free work period, the children gathered together for a discussion.

The teacher asked these kindergarten children if they knew whose birthday came during the week and several quickly answered, "George Washington's." The teacher told them the story of how Washington's father gave him a bright red hatchet and how he chopped down a cherry tree. Later in the discussion a small boy stated that Washington was the first president of the United States and the teacher added that Washington had fought courageously and had been a great man.

The discussion now centered around the hatchet and the children said that they had hatchets at home and that they were nice and sharp. They liked red hatchets especially well.

The children were shown a red hatchet pasted upon a piece of manilla paper and they began to cut their hatchets out at once, and a good hatchet it was too. Some little children were slow, but with careful guidance and encouragement they kept at work.

The proposal of a George Washington book was placed before these kindergarten children and all except one little girl gave a positive answer. The children were not

skilled enough in folding and tearing the paper for the books, as this was their first experience at book making. The books were prepared by the teacher. Two pieces of manilla paper, torn into two parts, and then folded again, constituted a book.

By this time several children had finished their hatchets and were ready to paste them in their books. The question as to what Washington used the hatchet for was then taken up. Nearly every child knew the answer, and they explained how cherries looked. The teacher showed them a picture of some cherries, some of them never having seen cherries before. Now this aroused the interest of the little girl who didn't want to cut out a hatchet. She immediately set to work drawing some cherries, not in a book but on a large piece of manilla paper. After she had drawn several bunches, she expressed a desire to cut them out, and this she set about doing.

The children then discussed the point of Washington's being the first president of the United States. Since Washington was a great leader, the teacher suggested drawing a flag on the front page of the books. This idea pleased the children because they knew that flags were always used in parades and on Washington's birthday. They may not have grasped the significance of the flag, but they knew that it meant the United States. Some of the children knew what a flag looked like, while others did not. They were shown a picture of a flag.

The same little boy knew that U. S. stood for the United States. He had probably learned this from the valentine mailbox which the children had made. The letters "U. S." were printed on a piece of paper and he copied them underneath his flag.

Some children were working on cherries, others on flags, and the little girl was pasting her cherries on a piece of paper. The problem for discussion now was what could be drawn upon the remaining page. One little boy said he could put a picture of Washington, but upon being asked if he could draw it, he replied that he could not. They then decided that they could write Washington's name and they copied "George Washington" in their books. Some could print their names without any assistance, while others had to copy them.

The next point in the work was to tie the books together. They punched the holes and put the cord through the holes. The ends were tied together by the teacher.

Several children had now finished their books. These children drew pictures of cherry trees. They were so interested they didn't want to stop. By the end of the period, which was fifty minutes, every child had finished and there were in all five books and three drawings.

This work was followed up on Thursday. The little boy who was so interested on Wednesday brought a very good picture of Washington to school with him. He said that he wanted to make another book and put the picture on the front page.

Four of the same children and two new ones sat down at the drawing table. The new ones, upon seeing some of the books, decided to make books too. The teacher told them the same story and they set to work.

The little boy made his own book and pasted his picture on the front page.

The new children made their own books and then set to work making hatchets.

Several of the old children drew cherry trees and flags on manilla paper, arranging two on a page in an artistic way.

The little boy told when Washington's birthday came. He copied "Feb. 22" under his picture. The meaning of the month and days was explained to him. He drew a cherry tree on the next page and upon being questioned about Washington's home at Mount Vernon, he answered that he had seen a picture of it. He drew a large house with pillars which really resembled Mount Vernon.

The story of Washington's bravery and of how he rode horses was now given, and the little boy drew a picture of Washington on his horse. He then tied his book together and wrote his name upon the back.

At the end of the period there were three books and five drawings. The children had worked like Trojans. They didn't want to stop and were proud of their work.

There were many benefits derived from this project. The kindergarten children's interest in George Washington was aroused and his life was made concrete to them. They left with eyes and ears open for more information concerning him.

They learned how to contribute to a discussion and how to work together. They were interested in one another's work and tried to help one another.

They learned to feel a pride in their work. One little girl decided that her drawing of a cherry tree looked like a big fire. She set to work to draw a better one.

It gave them experience in making a book and in printing. The printing of their names and "George Washington" sponsored the feeling of the significance of the symbol to them. They derived skill in the use of their crayons and scissors and learned how to combine colors.

The children had to think. By careful questioning their ideas and opinions were brought to light.

The biggest benefit of all was that the kindergarten children received training in good citizenship. They saw through the stories that Washington was truthful and good. This project helped them to form ideals and good habits in the children.

THELMA EBERHART

THE CHILDREN'S MORALITY CODE

This morality code by Wm. J. Hutchins was awarded the Donor's prize of \$5,000 in the National Morality Codes Competition, 1916, for the best Children's Code of Morals, the judges being Professor George Trumbull Ladd, of Yale University; Justice Mahlon Pitney of the Supreme Court of the United States; and President Mrs. Phillip North Moore, of the National Council for Women. All the states participated, and the competition was under the auspices of the Character Education Institution, Chevy Chase, Washington, D. C.

Arranged as a four page folder, the Children's Morality Code is available in quantities from the National Capital Press, Washington, D. C.

FOR ELEMENTARY SCHOOLS

BOYS and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.