

15" x 24". Each was made into a stage with the appropriate settings and costumes for the scene. Standpatter dolls made from wire represented the characters. The scenes were: Prince Henry, the navigator, watching his ships; Columbus landing in America; Columbus before the Court on his return; Balboa discovering the Pacific Ocean; Magellan passing through the Straits of Magellan; Cortez at the Court of Montezuma; and Ponce de Leon searching for the Fountain of Youth. The group in geography made a movie of wheat production and manufacture. Several art periods were utilized for the work. In each case the work had to be accurate and through committees it was checked and rechecked.

These phases of their work were summarized in a series of "at homes" to which pupils in four other rooms received written invitations to attend at different times. The pupils showed and explained their theaters to their guests, gave a Spanish dance, and sang Spanish (in costume), Italian, and American songs. Each repetition not only clinched the facts more firmly, but the appreciation of the guests also gave the pleasure and satisfaction merited from a task well done.

The brevity of this report gives a very inadequate account of the work accomplished by these two student teachers and their 38 pupils during nine weeks. The teaching outline submitted by the one in history consisted of 40 typewritten pages. As they improved in techniques and gained confidence, additional teaching assignments were given to them. During the week they were preparing for the Columbus Day program, the student teacher in history was also teaching the music and penmanship. She also assumed responsibility for introducing in the opening exercises a poem that they were to commit for Columbus Day, an article from the current news about the use of light from Arcturus in opening the World Fair,

another concerning Le Maitre's theory of an expanding universe, another which included a translation of Columbus' notes about trade with the Indies, and still another which stated that Queen Isabella did not pawn her jewels in order to finance Columbus. The requirements of the course of study in other studies were also met. If possible such work was correlated with history and geography. Much remedial work in reading was demanded. These student teachers were not without disciplinary problems some of which required the cooperation of the homes.

Formal recitations seldom took place. Supervised study was a continuous procedure, as the student teachers worked constantly with the pupils. From the standpoint of the old time "study and recite" procedure, all of the work was quite informal. However, a constant effort was made to see that all the work undertaken—formal or informal—by the student teachers and their pupils was carefully planned.

ELIZABETH R. SMART

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## WHEN THE GIRL SCOUT GOES TO SCHOOL

**E**VERY teacher knows what it means when her pupils come into the classroom moved, not by a sense of compulsion, but by a lively appetite for the subject to be taught.

It is a delightful and encouraging sight

to see a group of boys and girls gathered around a teacher who has aroused their zest for learning. Eyes sparkle; the plainest faces in the class are eager and expressive. "Discipline" in the old sense has become a meaningless term. Teacher and pupils are working together in a happy co-operative group. The pursuit of knowledge has become also an adventure in companionship. In such a group no one is more eager and alert than the members of Boy Scout or Girl Scout troops.

But such a keen interest in the subject taught cannot be awakened even by the most gifted teacher unless learning proceeds through the realities of personal experience as well as through a study of textbooks.

Fortunately, the modern textbook gives abundant recognition to this principle and is used by the wise teacher as one of the many educational tools at her disposal. She knows that there are various other ways of directing and enlarging the experiences of her pupils and employs them to make the textbook "come alive," instead of being an unrelated mass of dead rules and dates.

A great city, for instance, provided parks, museums, and art galleries to be visited, perhaps a water-front crowded with the shipping of various countries and full of the romance of far voyages; factories, markets, and shops bringing raw materials and finished products from every quarter of the globe; city departments of health, sanitation, and protection whose services are familiar to every household.

Geography no longer begins with abstruse definitions of latitude and longitude but with back yards and neighborhood streets. History works backward from current events or starts with the early days of the child's own "home town." A love of growing things and of the denizens of the outdoor world is aroused by school gardens or window boxes planted and tended by the pupils, by bird houses made in the