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The Project Method in Laboratory Psychology

R. H. Sylvester
Drake University

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THE PROJECT METHOD IN LABORATORY
PSYCHOLOGY

R. H. SYLVESTER

Of course every experiment is a project, literally, but usually there are two outstanding weaknesses. One is the failure to connect the study closely with other courses and to bring general lecture and text-book material to bear upon the experiments. The other is the tendency to follow directions literally with eyes and hands, with but little real cerebration.

In our efforts to bolster up our courses, we have fallen into a plan involving some features of Dean Seashore's project method in general psychology. At hand in the laboratory are some twenty textbooks in general psychology, and carefully prepared suggestive references on each experiment, to the books touching upon it. In addition to the encouragement thus offered, students are further stimulated toward real thinking by receiving special credit for the discovery of additional points and for original ideas of their own. They are urged particularly to use the text-books and their lecture notes of their earlier courses in general psychology. In this last feature, results have been particularly gratifying.

DRAKE UNIVERSITY,
DES MOINES, IOWA.

SPEECH SOUNDS OF PRESCHOOL CHILDREN

BETH L. WELLMAN

Beginning in 1924 and extending over a period of four years the Iowa Child Welfare Research Station, in coöperation with the Department of Speech of the University of Iowa, has been studying the development of preschool children in the ability to produce correctly the consonant elements, consonant blends, vowels and diphthongs of the English language. The project has involved the coöperation of a number of individuals from both departments.

The method consisted in having the child produce sounds spontaneously, without visual or auditory pattern. Toys and pictures were used to elicit conversation that would contain the desired sounds. The sounds were recorded in the symbols of the International Phonetic Association, and the position of each sound in a word, initial, medial or final, was noted.