

situation.

school and adapted to his own classroom

Each teacher brings his own subject to the laboratory for the diagnosis and correction of reading disabilities. These include testing his vision and making a reading graph, planning a remedial program based upon the findings, and giving lessons with an electrically operated machine which conditions the subject in proper mechanical habits of reading. Where necessary, the testing and instruction are supplemented by intelligence and psychological tests and by silent reading.

THE THIRD GRADE MAKES AN ART LOAN

THE third grade of the Madison College Training School was given the use of two of the Cipek prints, "Chasing the Pig" and "Spring." When the children began to consider the best place to hang these lovely prints, they found that the walls of their room were too crowded to accommodate both pictures at once. One child suggested sharing the two pictures with another room, and after some discussion, the children decided the loan should be to the 1A grade. They thought the picture "Spring" would be better for the younger children, as all of the children in this picture were younger. "Chasing the Pig" would be better for them in the third grade because the picture showed older children, they said. Besides, the children in the picture were grouped just the way they were trying to group subjects in the pictures they were drawing. Furthermore, the coloring of this picture matched their room better.

In deciding how the picture should be presented to the first grade, some thought that they should point out to the first grade children certain things to notice: that the colors harmonized, that they were echoed many times, and that the children in the picture were drawn large because they were the most important thing in the picture.

Fred said he thought it would be nice to write a story to go with the picture. The others agreed, discussed what might be said, then started writing their stories. The plan was to select one story to go with the picture, but when the stories were read to the group, so many were interesting that selection was too difficult. Therefore it was decided to write one for each first-grade child.

This brought on the problem of preparing the writing so that it could be read easily by a first-grade child. It had been some time since these third-grade children had used manuscript writing and it took much practice to recall it. They practiced writing large and plainly, they practiced spacing their writing better. They also practiced making more space between words, less space within the word, and better spacing for the story as a whole. They worked until each one had written his story in such a way that he thought it could be read by a first-grade child.

At the appointed time they took their stories with the picture and went to call on the first grade. They first stood around the room and talked about the picture as a group, then each third-grade child picked out a first-grade child and read the story to him. The first-grader in turn re-read the story to the third-grader. The younger children then showed their partners things of interest in their room, and the occasion ended with a feeling that everybody had had a profitable and enjoyable time.

This was a very simple adventure, such as might happen in any situation, and it afforded many learning opportunities. First, it was an unselfish adventure; the third-grade were building both a social and a helpful attitude toward younger children. Second, the adventure called for a knowledge of certain art principles. Third, there was a need for skill in writing, and practice was thus motivated. Lastly, it was an adventure which called for much oral conversation and many group decisions; it therefore helped to socialize the group.

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