This story, in the children's own words, of the way in which they planned and carried through a project, not only makes very interesting reading, but is also an excellent example of the importance of encouraging youngsters in the elementary level to work together on real problems towards individual and group improvement. Nellie E. Cook, coordinator of primary grades, Bethesda elementary schools, in Maryland, has furnished us with this account of the class work at the Lynnbrook School which was under her guidance last year.

"WORK EXPERIENCE" is a familiar term to students of secondary education, but in the realm of literature dealing with elementary education, one looks long and hard for accounts, or even evidences of the development of such programs. Proof that young children can participate in such programs if they are related to child needs and problems real to them, is found in the program of work experience at Lynnbrook School, Montgomery County, Maryland.

Utilizing the school grounds was a concern of all the children. Initial planning, therefore, was a total school enterprise. In order to carry through this enterprise each grade was delegated certain responsibilities. The second grade's share was developing an area for an outside theatre.

A concept of how these seven- and eight-year-olds shared in the experience can be gained from excerpts of the diary which they kept during the period of work.

Monday, March 18.

Today we took another walk around our school grounds to make a survey of things that need to be done. Leaves have piled up by the bicycle racks. Weeds are growing by our doors. The primary playground has many stones and sticks on it. When we came back to our room, we decided there was plenty of work to be done.

(This story of our walk was added to our scrapbook record. The class also drew pictures of what they had seen. We organized our drawings into these headings.

By the Bicycle Rack
By the Swings
Near our Door
The Terrace

These drawings were dated.)

Tuesday, March 19.

We have listed the outside work we were to do. Here it is.

Raking Leaves
Pulling Weeds
Picking Up Paper and Stones
Raking the Terrace.

We chose the committee on which we would like to work.

Wednesday, March 20.

We need tools to do our jobs. Some of the boys will bring rakes and shovels. Helen, George, John and Larry will bring wagons. Nancy thought that we would need gloves to protect our hands. The boys will bring overalls and the girls may bring aprons.

Thursday, March 21.

When we brought our tools in today, we discussed how to use them.
Larry showed us how to carry a rake and Bobb showed us how to carry a shovel and a hoe. We will put them in a special place when we get through with them. The tools will be shared by all of us.

We check off our jobs as we do them. Each day we plan what we have to do. We meet as a class and then meet our chairmen of jobs. We take turns working outside and working inside.

We are making charts showing what we have done and telling our plans. Visitors to our room can see what our plans are.

**Tuesday, March 26.**

Most of us are now working on the terrace. We are planning to have an outside theatre there. All of the classes may share the theatre with us.

The fourth grade teacher, Miss Souder, gave us a plan that she and Mrs. Reid, a high school teacher (who is a landscape gardener,) had worked out for our playground that will help us.

This will take us a long time. This year we are just getting the theatre started.

**Friday, March 29.**

A committee made pictures of the terrace as it is now, as we want it to be in June, and as we want it to be in the future.

We are planning to give the play of Drakeshill in the theatre in June.

A group of children have read the story of Drakeshill, a duck who had many adventures. It is a good one to play. Many children are trying out for parts before we choose the final cast.

**Tuesday, April 2.**

There are many big bushes in the way on the terrace. We are going to ask the fourth grade to help us with the hard work of clearing them away.

**Wednesday, April 3.**

The fourth grade sent a committee to say they would be very glad to help us.

**Friday, April 5.**

The fourth grade will bring their own tools. They will have their work period the same time as we do.

**Wednesday, April 10.**

Today we had an assembly with the fourth grade. It was decided that they would take the stage part of the theatre and we would work on the terrace part where the audience would sit. Charles and Carolyn had charge of our part of the assembly.

**Thursday, April 11.**

We are working on the second mural of our playground, the spring one. (The first one was Winter on Our Playground, in connection with our study of weather.) There are three scenes showing us raking, weeding and getting soil from the woods.

**Our Work Committees.**

**Jobs to do**

1. Rake the Terrace
2. Pull Weeds
3. Picking up Paper
4. Picking up Sticks and Stones
5. Carrying Things Away

**Tools**

- rakes
- gloves
- baskets
- baskets
- wagons

**Committee Chairman**

- Bobb
- Bill
- Larry
- Mary Louise
- Helen

170

Educational Leadership
Friday, April 12.

Today we made small scenes for our mural. These scenes were shown and we chose the best one for each. We will sketch in the picture with yellow chalk. Four children will work on each scene. We will use paint.

Monday, April 15.

Nancy and Shirley mixed the paint for our mural. Mike thought we should put newspaper down to protect the floor. Fred read to us our standards about the care of brushes. Mary Louise read the chart that tells about what we want to do when we make a picture.

We want our pictures
1. to tell a story
2. to be alive
3. to be large
4. to be colorful
5. to use all the space

Wednesday, April 24.

On both ends of the terrace we have put plants that we have transplanted from the center of the terrace. Helen, Bill and John brought us some plants from home.

Here is a chart about transplanting.

How to Transplant.

First we dig a hole large enough so as not to cut the roots of the plant. We lift it out carefully. Some soil is on the roots. We put water in the hole where we want the plant to go. After we put the plant in the hole we put soil around it. We press the soil down firmly.

Thursday, April 25.

As there is little sun on the terrace we have had to sow shade grass seed. We sow it in wide sweeps with our right hands. John showed us, as he had helped his father. Bobb’s committee had raked the terrace many times so that there were no large lumps in the soil.

We won’t walk on this ground while the seeds are growing.
**Terrace Committees**

<table>
<thead>
<tr>
<th>Jobs to do</th>
<th>Tools</th>
<th>Chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transplanting plants</td>
<td>spades, trowels, watering cans</td>
<td>Helen</td>
</tr>
<tr>
<td>Putting up string</td>
<td>string, pegs, hammers</td>
<td>Arthur, Donnie</td>
</tr>
<tr>
<td>Making signs</td>
<td>wood, paints</td>
<td>Paul, Raymond</td>
</tr>
<tr>
<td>Loosening soil</td>
<td>spades, rakes, shovels</td>
<td>Bobb</td>
</tr>
<tr>
<td>Sowing grass seed</td>
<td>bag, hands</td>
<td>John, Mike</td>
</tr>
</tbody>
</table>

_Monday, April 29._
Working on the playground showed us that inside jobs had to be done too. We chose these committees.

<table>
<thead>
<tr>
<th>Jobs to do</th>
<th>Chairmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleaning closets</td>
<td>Carolyn</td>
</tr>
<tr>
<td>Cleaning window seats</td>
<td>Charles, Donna</td>
</tr>
<tr>
<td>Washing and waxing window sills</td>
<td>Alice</td>
</tr>
<tr>
<td>Washing and waxing tables</td>
<td>Larry</td>
</tr>
</tbody>
</table>

Tuesday, April 30.
We need these tools to do our inside jobs.
- cloths
- a pan
- cleansing powder
- wax

Our mothers will share with us these things that we need.

_Thursday, May 2._
Today we had another assembly with the fourth grade to discuss the problems of what to do about poison ivy and ticks.

Before the assembly we made charts and posters on
1. How to Get Rid of Poison Ivy
2. What to Do if We Became Infected
3. What to Do if We Got a Tick on Us While Working.

_Monday, May 6._
Other boys and girls in our building have been working outside too. We invited them to our room to share with them what we have found out about poison ivy and ticks. Nancy's father had helped Nancy with her chart as he is a doctor.

_Tuesday, May 7._
Carolyn's father is chairman of our PTA Building and Grounds Committee. He met with a committee which took him to see our work. He and some of the fathers have helped get rid of the poison ivy. They came on Saturday.

_Friday, May 10._
Another assembly today will discuss the exits and entrances we will need on the stage. This part of the theatre is
worked on by the fourth grade, but we are all planning together. If we have more children to plan, we will have more ideas.

Monday, May 13.
The whole class went out today to see how far we are on our work and what needs to be done. We decided that we needed more plants at each end of the terrace. Some plants are not growing. Bill said it was because we hadn't planted them deep enough. The rain had washed away some of the soil. John and Mike rolled a log to the top of the terrace to hold back the soil.

Tuesday, May 14.
We wrote this note to our parents:
Dear Mothers,
We would like to have some more plants for our terrace. Do you have any that you could share from your garden?
Your child,

Wednesday, May 15.
Bruce told us of a place in the woods where we could get ferns for our terrace. We took wagons and shovels. We found some lovely ferns on a place that we named Fern Hill.

Thursday, May 16.
The ferns we found yesterday made us very interested in plants. We have made a chart of the things we would like to find out about them.

Friday, May 17.
Here is our chart on plants.
1. How do plants grow?
2. What parts do plants have?
3. What uses are plants?
4. How do we care for them?

A committee is looking among our library and science books to get help to answer these questions. The sixth grade teacher, Miss Robertson, was in our room today and said her boys and girls had books to share with us about plants. We dug up some plants and brought them in to study.

Monday, May 20.
We are bringing our playground record up to date. In it we have kept our record of all the things that happened on our playground, games we play, walks we have taken, work we did, our new playground equipment, our assemblies, and many other things.

Tuesday, May 21.
We are still working on our play of Drakesbill. We are choosing the final characters. We've had lots of fun. All of the class has some part in it. Some of us will be a chorus. We have divided into four groups to make scenes of Drakesbill for the hall.

One scene will be in paint, one in crayon, one in cut paper, and one in colored chalk.

Wednesday, May 22.
We have read our scrapbook of playground happenings. This book we have kept all year. It needs more pictures. It also needs some poems that we can make up of our very own.

Friday, May 24.
All of the primary classes have been to our room to see our charts, pictures, and the mural about our work on the playground. We have had a discussion of what we have done and have asked the other classes to share in this.

Wednesday, June 12.
The weather has not been very good
for working out of doors. The play of *Drakesbill* which we planned to give in the theatre may have to be given indoors because of the cold weather. Next year when we are in the third grade we will continue our work on the theatre. We hope many classes will use it for outdoor activities. (The class felt satisfied that they had accomplished their aim, that of making a beginning on a study that will last over a period of time. They realized too that extenuating circumstances such as weather may cause replanning.)

**Values of This Type of Program**

This part of the year's program dealing with the care and use of the school grounds was worth while, and a real work experience for the children who participated in it. It gave opportunities for sharing and working together of different age groups, of organization and committee work, and of taking and sharing responsibilities. The community also participated in the planning.

The program provided not only for learnings in group living and working together, but also for growth in knowledges and skills in many areas. Letters inviting other classes to attend assemblies and keeping records provided experience in the communication arts. Keeping records also helped in understanding time and weather changes. Drawing, painting, and the making of signs furnished opportunities for art. Health and safety were emphasized through care of tools and hands, removing dangerous stones and sticks, and precautions about ticks and poison ivy.

Planning and working together in a very real way furthered the developmental growth of the individual and of the group. To that end all school experiences are directed. And in this sense, work experience has a place in the modern elementary school.