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OREGON DAILY EMERALD





Definite Results Observed, Is Theory.

When you teach a person to make a table you do not first set him to planing a board until he can plane perfectly, or pound nails until he can drive them perfectly; you give him lumber and tools, and set him to making the table. Whether or not the result is perfect, he is interested in making it because he gets certain definite results.

This is the principle on which the project method of teaching is based, says Professor Harl R. Douglass, of the school of education .. The project method is used in much of the work of the University high school. The theory of this method is that if a student has someting to do, and can see for himself that he is accomplishing definite results, he will be really interested in his work. The three principal characteristics of the project method, says Professor Douglass, are: First, the project method consists of a definite unit of work on the subject-in manual training, for example, the making of a table, or in domestic science, the making of a cake; that is to say, having a definite goal toward which to work.

Definite Goal Set.

The second characteristic is that the project method secures on the part of the pupil the feeling that he is a comanager in the project, for he helps in planning the ways and means of accomplishing his end. The third characteristic is that there is a definite goal toward which pupils work, and by which they can measure their progress.

"The project method is a method we are building on in the University high school this year," Professor Douglass said. In many high schools there is a lack of a strong motive or incentive for doing a high type of work, he said, a condition much more common today than it was 30 or 40 years ago, when only the most ambitious went to high school at all. Now that everybody goes to high school, students seem to lack ambition: "the project idea," said Professor Doug-



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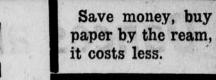


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