### Action Plan for Learning

#### Teaching with Primary Sources Summer Institute for Teachers -- 2011

<table>
<thead>
<tr>
<th>Title</th>
<th>The Great Gatsby: Setting the Scene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area / Grade Level</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Grade English</td>
</tr>
<tr>
<td>Investigative Question</td>
<td>What was life like during the “Roaring Twenties”?</td>
</tr>
</tbody>
</table>

#### PA Academic Standards and Common Core Standards

- Reading, Writing, Speaking, and Listening
  - **R11.A.2** Understand nonfiction appropriate to grade level
    - **R11.A.2.3** - Make inferences, draw conclusions, and make generalizations based on text
    - **R11.A.2.4** - Identify and explain main ideas and relevant details.
    - **R11.A.2.5** - Summarize a nonfictional text as a whole
  - **R11.B.1** Understand components within and between texts
    - **R11.B.1.2** - Make connections between texts
  - **R11.B.3** Understand concepts and organization of nonfictional text
    - **R11.B.3.1** - Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fiction texts


Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literature 6–12

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

Source: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### Learning Objectives

Upon completing this unit the student will be able to:

- Understand how societal norms and values are presented through literature
- Compare and contrast norms and values from 1925 and 2011
### Learning Objectives
- Analyze primary sources from the 1920’s and investigate main topics that appear during this time
- Create a 1st person fictitious journal with 4 or more entries that reference historical facts or events specific to the “Roaring Twenties”.

### Duration
60 minutes
*This is the 1st lesson in 2 week unit on The Great Gatsby*

### Materials and Citation of Resources

<table>
<thead>
<tr>
<th>Handouts</th>
<th>1920’s Factsheet / Assignment #1</th>
</tr>
</thead>
</table>

|-----------------|---------------------------------------------------------------------------------|

| Daughters of movie magnate call on the president. Misses Edith and Irene Mayer, daughters of Louis Mayer, head of the Metro Goldwyn Mayer Corp., wearing fur and fur-trimmed coats]. 1927 National Photo Company Collection. DIGITAL ID cph 3c11357 urn:hdl:loc.pnp/cph.3c11357 [http://hdl.loc.gov/loc.pnp/cph.3c11357](http://hdl.loc.gov/loc.pnp/cph.3c11357) |
### Materials and Citation of Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publication Details</th>
<th>Digital ID</th>
<th>URL</th>
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<tbody>
<tr>
<td>Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929</td>
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</table>

### Inquiry – Based Instruction

I will use an Inquiry Based Learning Model [IBLM] with the following components:

#### Connect – The teacher will have the students develop an understanding of the ways that values and attitudes change over time based on current events, economy and invention. We will begin brainstorming by asking what elements would appear in today’s literature that wouldn’t be understood in the 1920’s.

#### Wonder – The teacher will have the students formulate questions about life in the 1920’s. (fact sheet)

#### Investigate – The teacher will introduce primary sources from the 1920’s to the students. Students will analyze and discuss.
### Inquiry – Based Instruction

<table>
<thead>
<tr>
<th>Construct</th>
<th>The students will formulate an idea regarding life in the setting of <em>The Great Gatsby</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express</td>
<td>Students will create a first person journal of a fictitious 1920’s character.</td>
</tr>
<tr>
<td>Reflection</td>
<td>The student’s will reflect on what they learned by sharing their journals and throughout their reading.</td>
</tr>
</tbody>
</table>

### Description of procedures

In this unit, students will read and analyze F. Scott Fitzgerald’s novel *The Great Gatsby*. *The Great Gatsby* is set in Long Island, NY following World War I. This is the first lesson in this unit.

To begin, the teacher will announce to the classroom that they are beginning a unit on *The Great Gatsby*. Before they begin reading, the students will be required to investigate the setting of this novel. The teacher will explain that although history can be learned through facts and statistics; culture and societal norms are often more easily understood by investigating what life was like for the average person during that time period.

**Connect** – As a warm-up, the teacher will ask students to come up with current societal differences that they perceive would be unfamiliar to someone from the 1920’s. For example:

- “What do we wear, drive and eat that would be new to someone from that time period?”
- “What is going on right now in our government that sparks debate?”
<table>
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<tr>
<th><strong>Description of Procedures</strong></th>
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<tbody>
<tr>
<td>• “How do most Americans feel about our current economy / money situation?”</td>
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<tr>
<td>• “What are the unnecessary “wants” of the average American today?”</td>
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<tr>
<td>• “What do teenagers and young adults like to do for fun?”</td>
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<td>These questions will be answered by students volunteering in an open forum.</td>
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<td>The teacher or another volunteer will record the answers on the board or a poster where everyone can see them.</td>
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<tr>
<td><strong>Wonder</strong> -- The teacher will then hand out a 1920’s fact sheet / Assignment #1 to each student. The class will briefly review the list aloud, noting how it focuses on facts and generalities. The teacher will ask the students if they can formulate an opinion on the warm up question based solely on this information. The teacher will then introduce the term “primary sources”.</td>
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<tr>
<td><strong>Primary Sources</strong>: Original documents, photographs, manuscripts, recordings, maps and drawings that were created during the time period that is being studied. The teacher will explain that by analyzing these primary sources, we are better able to understand the factors that shaped the cultural values and attitudes of the time period. The teacher will then divide the class into groups of four and have the students arrange their desks so that they are able to discuss with their group. Each group will be given a copy of the primary sources listed in the materials section:</td>
<td></td>
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<tr>
<td>1. “Armour’s Star Ham Advertisement” – This advertisement for a “new” kind of ham recipe references the buffet style dinner parties that were popular during this era. It has a picture of a young couple dressed in period clothing. It also includes a mail-in form, where the consumer can receive a free recipe booklet.</td>
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<td>2. “Buick Advertisement” – This advertisement for Buick shows two females dressed in the style of the era. The picture implies that women are a</td>
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<tr>
<td>Description of Procedures</td>
<td>target audience. Like most print ads from this period, it contains a large amount of copy. The copy compares the engine of the Buick to that of a racecar driver which is not a common comparison today.</td>
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<td>3. “Bridgeport Lace Curtain Advertisement” -- This is an advertisement for curtains for your car windows. The copy references being able to change your clothes inside your car. I chose it because it depicts how cars were viewed as an extension of the home. Having accessories for your car is also viewed as a symbol of wealth.</td>
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<td>4. Careers for women compiled and edited by Catherine Filene -- This is an order form for a book that contains essays on 160 career paths for women. You can note from the text that many women of that period were transitioning from their former occupations as nurses, teachers or stenographers. The author contends that these essays are a “revelation” to working women.</td>
<td></td>
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<tr>
<td>5. Daughters of movie magnate call on the president. Misses Edith and Irene Mayer, daughters of Louis Mayer, head of the Metro Goldwyn Mayer Corp., wearing fur and fur-trimmed coats. – This is a photograph of the daughters of a movie executive on their way to meet the president of the United States. It illustrates the emerging idea that “new” money has its place in society. It is also an excellent portrait of fashionable women.</td>
<td></td>
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<tr>
<td>6. New-York tribune. (New York [N.Y.]) 1866-1924, July 01, 1919 – This is an image of the front page of the New York Tribune announcing the beginning of Prohibition. This is not technically a source from the 1920’s but Prohibition had a major influence on the time period.</td>
<td></td>
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<tr>
<td>7. Vacuum cleaners on display at the J.C. Harding &amp; Co. store, probably in Washington, D.C – This is a photograph of a storefront window display. It illustrates the new prosperity of the 1920’s where household appliances were starting to be viewed as necessities. Like the above advertisements, it shows that women were now a target market.</td>
<td></td>
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<tr>
<td>8. “What do Boys and Girls Like? – This article gives the results of a survey that compiled data on the current pastimes of children during this era. Some of the activities included are: marching, checkers, dressmaking and roller skating.</td>
<td></td>
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</tbody>
</table>

**Investigate** -- Students will be asked to analyze and discuss the primary sources with the other group members.

**Construct** -- Together they will jot down any details that they find within them that would be possible answers to the warm-up questions as pertaining to a person
<p>| Description of Procedures | living in the 1920’s. The teacher will act as a facilitator during this portion of the lesson. She will visit each group and direct the discussion as necessary. Students will be given 30 minutes to complete this portion of their investigation. <strong>Express</strong> -- Students will then rearrange their seats to begin their individual evaluation. Each student will be assigned the task of writing at least three fictitious, dated journal entries. (Handout #1). The journal entries are to be written as a first-person narrative where the student is a teenager or young adult living in 1925. Within the entries, the student will embed 4 details specific to 1920’s cultural attitudes or facts. The students will be reminded that this is a creative writing assignment and that they should feel free to create their character in any way that they see fit. For example, they can choose to be an aspiring millionaire, politician or a teenager who is balancing her social life with the life that her parents want for her. Students will be given most the remainder of the class period to work on this assignment. <strong>Reflection</strong> -- Five minutes prior to the end of class, students will be asked to share some of their work by reading one or more of their journal entries to the class. Students will turn in this assignment at the end of the class period. |</p>
<table>
<thead>
<tr>
<th>Rating Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>engaging, creative, and thoughtful</td>
<td>used varied structure and lengths of sentences</td>
<td>contained less than 6 grammatical errors</td>
</tr>
<tr>
<td></td>
<td>coherent and cohesive structure</td>
<td>developed 4 or more details inferred from sources</td>
<td>somewhat well developed and detailed</td>
</tr>
<tr>
<td></td>
<td>developed 3 or more journal entries</td>
<td>used of details to convey personality of the character created</td>
<td>general vocabulary and simple sentences</td>
</tr>
<tr>
<td></td>
<td>less than 2 grammatical and spelling errors</td>
<td>logical organization</td>
<td>structure contains minimal errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>developed 3 details inferred from sources</td>
<td>obvious organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>developed 3 journal entries</td>
<td>developed less than 3 details inferred from sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>used of details to convey personality of character created</td>
<td>developed less than 3 journal entries</td>
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<td></td>
<td></td>
<td>contained less than 4 grammatical and spelling errors</td>
<td>form appropriate for content</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>details to convey personality of character created are insufficient</td>
</tr>
<tr>
<td>Assessment Rubric</td>
<td></td>
<td></td>
<td>contained less than 6 grammatical errors</td>
</tr>
</tbody>
</table>
| 1 | • confusing and difficult to understand  
• developed less than 2 or fewer details inferred from sources  
• developed less than 3 journal entries  
• did not develop character at all  
• more than 6 grammatical errors |
Name: __________________________ Date: __________________________

The Great Gatsby – 1920’s Factsheet and Assignment #1

1920’s Factsheet

“The Roaring Twenties”, “The Jazz Age” and “The New Era” were all terms used to describe the period between the end of World War I and the beginning of the Great Depression. During this period, the mindset of the population shifted from being a country at war, to being a country that was starting to focus inwardly on wealth and prosperity. Below are a few of the major changes that occurred during this decade:

Economy

- Economic prosperity
- High quality of life (hot and cold running water, electrical appliances)
- Growth of big business and industry
- Mass-produced automobiles

Arts and Culture

- Movies with sound
- Radios in most homes
- Birth of jazz
- Harlem Renaissance

Society

- Increasing rights for women; changing role of women (19th Amendment, Women's Trade Union League)
- New, carefree style of fashion and behavior (flappers)
- Prohibition (18th Amendment, Temperance Movement, speakeasies)
- Rise in organized crime (bootlegging, gangsters)


Assignment # 1 - Dear Diary, …

Today we have investigated primary sources in order to develop a better understanding of the attitudes, events and material things that shaped life in 1925.

Your assignment is to complete at least three (3) journal or diary entries from a teenager or young adult living during this time period. Use a first person voice (as if you
are the person writing this journal). You are to embed (4) instances of 1920’s cultural attitudes, events or material goods within the assignment.

“For Buffet Suppers—

Same Old Crowd—But a Brand New Treat!

When the old crowd gathers for another good time—surprise them with something delightfully different. “Star” Ham a la King! It’s dainty, not too heavy; yet deliciously satisfying.

This is one of the clever ways of serving Armour’s “Star” Ham. You’ll find these soup recipes—all practical, unusual, and easy to prepare—in our booklet “60 Ways to Serve.” The coupon will bring you a copy free. Send for it today.

Armour’s STAR HAM

CAREERS FOR WOMEN
Compiled and Edited by
Catherine Filene
Director of the
Intercollegiate Vocational Guidance Association

A complete and authoritative guide to one hundred and sixty occupations open to women. Each subject is described by an expert in that particular field, who tells frankly and concisely the advantages and disadvantages of the occupation, the salary that may be expected, the opportunities for advancement, the necessary qualifications, and the best preparation.

To every girl who has felt that her choice of career is limited to nursing, teaching, and stenography, these articles will come as a revelation, enabling her to choose from among one hundred and sixty possible vocations just the career that will bring her success and happiness.

An idea of the range and authority of the articles is given in the following partial list of the occupations described.

- Actress, singer
- Architect
- Agriculturist
- Air pilot
- Accountant
- Administrative clerk
- Advertising saleswoman
- Advertising manager
- Associate professor
- Attorney
- Bandmaster
- Banker
- Bank teller
- Barber
- Bank teller
- Banker
- Bank manager
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Address __________________________

Careers for women compiled and edited by Catherine Filene [Prospectus] Boston [1920].
Boston, 1920. Printed Ephemera Collection; Portfolio 79, Folder 50. DIGITAL ID rbpe 07905000 http://hdl.loc.gov/loc.rbc/rbpe.07905000
Daughters of movie magnate call on the president. Misses Edith and Irene Mayer, daughters of Louis Mayer, head of the Metro Goldwyn Mayer Corp., wearing fur and fur-trimmed coats]. 1927 National Photo Company Collection. DIGITAL ID cph 3c11357 urn:hdl:loc.pnp/cph.3c11357 http://hdl.loc.gov/loc.pnp/cph.3c11357
U.S. Goes Dry, Sale of 2.75 Beer Permitted; New York Greets Prohibition Wave Quietly

Wilson to Go Directly to Washington

Early Report from Ship Fails to Influence His New York Visit

Congress to Hear New York's Prayer

Railroad Appropriation and Indian Bills Are Suggested

Wilson's Visit May Be Premature

Wilson to Go Directly to Washington

Crown Prince Again Reported to Have Fled

George Gould “Big Night” in New York

New Bills Are Drawn to Enforce Law

Proposed Act Defines an Offense and Provides for Its Enforcement

Vacuum cleaners on display at the J.C. Harding & Co. store, probably in Washington, D.C. [between 1909 and 1932]. Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929. DIGITAL ID cph 3c11334
urn:hdl:loc.pnp/cph.3c11334 http://hdl.loc.gov/loc.pnp/cph.3c11334
What Do Boys and Girls Like?

Several thousand girls and boys on the playgrounds of the South Park Commission of Chicago were recently furnished with ballots listing 150 different sports and leisure time activities, all in vogue in the south parks, with the request that they check off those that they like, sign their names and state their ages. The results are very interesting and surprising. The ten- and eleven-year-old girls agreed that nothing is so much fun as marching; with the ten-year-olds the movies came third; with the eleven-year-olds second and with the twelve-year-olds first, while in this last instance marching dropped from the top of the column to fourteenth place.

The first five choices of the ten-year-olds were marching, swimming, movies, parties and roller-skating; of the eleven-year-olds marching, movies, gymnasium, dancing, swimming and parties; of the twelve-year-olds movies, parties, reading, volleyball and swimming.

The game of checkers is more popular at eleven than at either ten or twelve. Cooking is ninth at ten years, just above O'Leary, eighth at eleven and sixth at twelve, where it came between swimming and roller-skating. The twelve-year-olds have placed in their first thirty choices for dressmaking, although the ten-year-olds put it fifteenth and the eleven-year-olds twenty-fourth.

The ten-year-old boys gave the five honor places to: football, baseball, tennis, baseball, swimming, marbles and tops; eleven-year-olds to baseball, football, swimming, marbles and movies; the twelve-year-olds to swimming, football, movies, baseball and skating.

While swimming went down with advancing years among the boys, it went up among the girls being sixth at ten, third at eleven and first at twelve.

Reading received its highest vote at eleven, but was then lower than at any age among the girls, ninth place. Radio made its appearance as twenty-eighth at eleven and moved up to twenty-sixth at twelve.

“Such tabulations as these,” says the Chicago Post of December eighth, “have their significance for students of child psychology. They indicate clearly that childhood is in a period of changes in more than physical growth and that educational methods to be effective must take note of the varying accents in child interest.”

A Notable Development for the Colored Citizens of Orangeburg, S. C.

The playground for colored people at Orangeburg, provided through the joint efforts of the local people and a gift of the Harmon Foundation, is an excellent example of the enterprise of colored citizens. Including the Harmon Foundation gift of $2,000 and free labor on the part of the colored citizens, estimated at $800, total receipts to date have been $4,469.46. The Committee has been so enthusiastic over developing the property that they have incurred a debt of over $1,500, making a total expense of almost $6,000.

The colored people have transformed this spot of weed land into a garden. Artesian water supplies the sunken garden and the wading pool. The State College of Agriculture plants the ground and the students cultivate it. About half an acre is given over to the raising of camas, asters and other flowers. Another half acre, fenced with barbed wire, contains the home-made playground equipment of see-saws, ladders, slides and a long smooth log about two feet above the ground which the children call the wooden horse. The log is sustained by two supports near the end and the long body hanging between has sufficient freedom to swing from side to side or up and down whenever sufficient weight rests upon it. There is also a “flying Jenny” or old-fashioned merry-go-round on the playground.

A refreshment booth has been built with materials donated by merchants in the lumber industry. A large pavilion sheltering perhaps one-fourth of an acre has been framed and raftered with native logs cut from a clump of trees on one corner of the playground. It is being roofed with corrugated galvanized iron. This pavilion is intended to shelter the picnics and assemblies of colored people of the entire county, who are already using this playground as their social center.

Worcester Reports

The annual report of the Parks and Recreation Commissioners of Worcester, Massachusetts, which has just appeared, shows an increase not only in activities and in attendance, but in physical facilities. The Parks and Recreation Commissioners made a valuable addition to the city’s recreation facilities in the purchase of eight...