Kilpatrick, W. (1918). The Project Method. *Teachers College Record,XIX*(4).

This text by Kilpatrick emphasised the importance of purpose in learning and the general emphasis that schools have in teaching. There must be a purpose to learning and it must be done in a way that teaches students to enjoy learning instead of being forced to learn. Schools generally fall onto the side of coerced learning which, though can be effective some of the time, does not teach the student to learn and enjoy learning. This causes the student to detest school and sets them behind socially and academically.

* For the sake of understanding, project means purposeful act.
* Fundamental principles are not always the best for learning
* Purposeful acts are indicative of a worthy life, thus purposeful acts should be a typical unit of school procedure
* Education based on purposeful acts prepares the best for life, while also presenting what worthy life is to your students
* When acts are purposeful and done wholeheartedly, the product is better, when acts are forced, though the same product is achieved, it is of lower quality
* When learning through satisfaction and learning through coercion are put together, it creates tension and hampers learning of both groups
* Learning done with satisfaction and purpose will be of higher skill, knowledge, and what was learned will stay with the student longer
* Coerced learning will “quench the flow of thought”, student will become unwilling to learn.
* Our schools tend to run on the side of coerced learning - standardized tests
* Educational procedure must be done purposefully in regards to the student, otherwise it is a waste
* It is our job to guide the student through their interests and achievement into wider interests and achievement
* Taking your students input and getting to know your students will allow for less coerced learning
* Coercion *may* lead to purposeful learning, but should only be used as a last resort
* Generally have 4 types of learning, ones that embody some idea or plan in external form, enjoy an esthetic experience, straighten out some intellectual difficulty, obtain some item or degree of skill or knowledge. Too much emphasis on the 4th type of learning.
* With the child social and the teacher providing purposeful instruction we create learning called character building