

1. Annual and daily inspection of school children by class room teachers.
2. Correction of physical defects.
3. Instruction in proper health habits.
4. Physical activities for children of elementary grades.
  - a. Skipping, hopping, and marching.
  - b. Formal, as "setting-up" exercises.
  - c. Informal, as play.
  - d. Rhythmic activities, as singing games and dancing.
  - e. Mimetics—recreational and vocational activities.
  - f. Games, as song and ring games.
  - g. Athletics.
    - (1) Badge tests.
  - h. Stunts and apparatus work.

Physical activities when they are well chosen, organized, and supervised will:

1. Develop the physical element of the individual nature through the promotion of health.
2. Help educational results by obtaining a prompt response to commands and situations.
3. Help to develop social and moral qualities.
4. Develop the desire for recreative activities.

MEARLE PEARCE

## BETTY TAKES ORIENTATION BY CORRESPONDENCE

THE Class of '23 of Stoneville High School was assembled in front of Bell's Drugstore waiting for the bus to take them to the nearby city, where each would take the train for the school of his choice. There were seven of them—four girls and three boys, eager to begin college life. Individual differences had led each of six to choose a different school, while one, Betty Ray, remained at home, thinking that a high school education fully qualified her for intelligent participation in any phase of life.

All too soon the bus came and hastened Betty Ray's six lively classmates on their

way to college. She stood on the pavement waving her handkerchief until the bus rounded the corner two blocks up the street and was lost to sight. Betty turned on her heel and started for home. Even though her eyes were misty, she was thinking, "they can go to college and continue their studies if they want to, but give me the carefree life and big times that I am going to have in Stoneville this winter."

One chilly morning late in spring Betty was diligently cleaning out her writing desk, reading over again the letters from favorite acquaintances which had been accumulating for months. She noticed a postmark, "University, Va., Nov. 12, 1923," and opened the envelope.

"Oh, here's one of Dick's old letters—football from beginning to end, of course. Gee, wasn't he happy when he made the team? I never thought he had enough ambition to become a doctor, but his letters sound like he surely is fascinated with college life."

"Iva's written me once a week the whole winter," she thought as she saw the address, "Roanoke Business College, October 20, '23."

"Oh, this is her first typewritten letter, and here is that paragraph of short hand that she refused to translate for me; said I'd have to go to school and learn to read it myself and of course she wants me to come to Roanoke Business College! But what I learned at high school is enough for me. Still, I would like to know how to typewrite and read this aggravating short hand.

"When did I get this letter from Joe? February 2nd. Oh yes, after Christmas; still raving over science! It's no wonder he raves over it, because it was interesting in high school. And they have everything in college laboratories you need to work with. I didn't think Joe would like a co-ed school, but to read his letters one would think there wasn't another school on the map but William and Mary. Just think, there are almost as many girls as boys in his science class. Really, I would like to know more about nature, and modern inventions.

"'Toots,' in the whirl at Sullins, still writes often," Betty thought. "She said in her last letter that she would be in two public recitals next week. Where is that letter?"

What did she really say? Here it is in my pocket. She says, 'One doesn't understand music until she has really studied it and heard artists. I wish you could hear some of the artists I have heard this winter; I believe you would feel just as I do about it. Even the music we give here at school is far superior to the music at Stoneville. The seniors presented a play last night that was grand. If my course in dramatics brings me up to a level with any in the play, I feel that my time will be well spent. Honestly, Betty, you don't know what you are missing; you are just letting your opportunities of development slip between your fingers.'—I wish she wouldn't write those things; she almost makes me think I am missing something."

Betty sat gazing out of the window after she read "Toots's" letter, wondering if what she had written was really so. Then she resumed her task of straightening out her desk.

"This letter from Tom, I'm going to read from start to finish. He didn't like high school any better than I did."

V. P. I.

Dear Bettie, February 21, 1924

We're going to have holiday tomorrow, so will take time to answer all letters right now.

Haven't heard a line from Stoneville this week. What's the matter? Is it as dull as ever? Didn't realize it was so dull until I came down here and have been with the other fellows. I'll declare I never thought there was so much to learn about farming and agriculture in books until I started studying. I have learned some tricks that will surprise Dad when I tell him and show h'm. Can't wait to grow a crop on Red Hill. Good farming depends on up-to-date information as well as good thinking and reasoning. Me for a farmer. I would have trudged along in the same old rut if I hadn't come to Old Tech. I wish I could make some of the fellows around Stoneville ambitious enough to want to get an education.

"Betty, here's a letter for you."

"Thank you, mother.—Oh, from Mary Ellen. I can't get the letter open quickly enough; it has been two weeks since I have heard from her."

There wasn't much of the envelope left after Betty succeeded in tearing it open.

H. T. C.

Betty dear, May 8, '24

Few are the chances we have these days to write letters, with our studies, picnics, weenie roasts, music and expression recitals, receptions, club meetings, tennis matches, and observations at the training school.

We had the most interesting observation in the kindergarten this morning. It is really surprising how quickly these small children, almost babies, catch on and enter into the day's program. The more observations we have, the greater becomes my desire to try teaching myself. Although a school teacher does have to shoulder responsibility, I know the work will be interesting. One of the student teachers told me that the pupils are always suggesting things that you never dreamed of thinking about yourself.

I have been thinking and wondering lately how some girls can start teaching on leaving high school without any professional training. I can't understand how they do it. I wouldn't attempt teaching without having done student teaching.

"Mary Ellen's letter is just like the rest. They evidently are right; it is six to one. I really haven't accomplished anything this winter because I don't have sufficient training in any one line to qualify me for a leader anywhere. What will I make my profession? Where shall I get my training?"

ELIZABETH COLLINS

PRACTICE TEACHING

In the accompanying table are shown comparative data of the practice teaching requirements in a number of city teacher-training schools. The mid-score of ten cities is 432 hours.

City	Clock Hours Required in Observation & Practice Teaching	In What Semesters Placed	Length of Course in Years
Boston	612	1, 2, 5, 6	3
St. Louis	540	3	2
Rochester, N. Y.	540	3, 4	2
Cincinnati	540	5th year	5
Cleveland	432	3	2
New Orleans	432	3	2
Philadelphia	420	1, 2, 3, 4	2
Detroit	360	1, 2, 3, 4	2
New York City	306	1, 2, 3, 4	3
Chicago	300	3	2
Carnegie Report—			
1917	264	1, 3, 4	2