

- Act II, Sc. 1, ll. 33-50, Sc. 2, l. 10, ll. 38-39, Sc. 3, ll. 94-96, Sc. 4, l. 27, l. 131.
 Act III, Sc. 2, l. 12, Sc. 5, l. 141.
 Act IV, Sc. 2, ll. 3-4.
 Act V, Sc. 1, l. 65, Sc. 8, ll. 33-34.

MERCHANT OF VENICE

ILLUSTRATIONS

- Perry: 878, 879, 1826—Venice.
 Thompson: 3278, The Rialto, Venice; 3140, Ducal Palace; 3141, St. Mark's Square; 55s, "Lock up My Doors"; 3347, Grand Canal; 1145, "How Like a Fawning Publican He Looks"; 565, "The World Is Still Deceived with Ornaments"; 575, "Take Then Thy Bond, Take Then Thy Pound of Flesh".
 Underwood: 2032 to 2035, Genoa; 2056 to 2064, Venice; 8998, Venice, Canal.
 Metropolitan Museum of Arts: Moonrise, Venice, by Coleman.
 Tuck: Several series of postcards.
 Theater Magazine: May, 1920, Genevieve Hamper as Portia; December, 1920, Walter Hampden as Shylock; June, 1916, illus. of Shylock and Portia in the Trial Scene; May, 1918, illus. of scenes in the Merchant of Venice; November, 1918, illus. of scenes in this play.
 Century Magazine: November, 1911, May, 1916, May, 1910, October, 1906, Shylock.
 McClure's Magazine: February, 1908, Irving and Terry in the Merchant of Venice.

MUSIC

- Victrola, 74673, Shylock's Speech; 74673, Mercy Speech, by Marlowe; 55060, "Tell Me Where Is Fancy Bred"; 64194, Mercy Speech by Ellen Terry; 74708, The Casket Scene.

SLIDES

- Chicago Transparency Co.: 12 slides.

MEMORY PASSAGES

(Total, 37 lines)

- Act I, Sc. 1, ll. 74-75, ll. 77-79, Sc. 2, ll. 11-15, l. 50, Sc. 3, ll. 32-33, l. 90.
 Act II, Sc. 6, ll. 36-37, Sc. 8, ll. 65-73.
 Act IV, Sc. 1, ll. 179-182, ll. 370-372, l. 410.
 Act V, Sc. 1, ll. 83-88, ll. 90-91.

ADAH LONG

The Association recognizes the need of a more fundamental study of educational questions and the fact that such study involves the use of a new technique of investigation and research. A further advance is necessary in our method of achieving and exercising leadership.—Dr. William B. Owen, President of the National Education Association, Chicago, Illinois.

PROGRESS BOOKS

THE worth of the fundamentals in learning has been realized for many centuries but, in keeping with the narrow conceptions of the moment, there has often resulted an undue emphasis on drill. We must not, by forgetting the minimum essentials, bring about a reaction that would put too much emphasis on drill. Yet how are we best to teach these fundamentals? How are we to get the child's attention and lead him to want to learn all he can about those things which he must know?

The need of a plan which would help the child to learn the minimum essentials thoroughly, and still keep him interested in his work, was felt in the Training School of the Harrisonburg Normal School. The advantage of giving the child a whole term's work at one time, of letting him know what was expected of him, and giving him the responsibility of his own advancement was realized.

Out of a need, and an understanding of certain things which must be considered in meeting this need, the Progress Book idea was evolved. The Progress Book stressed the minimum essentials. It was a return to the old-fashioned idea of drill, *but with a stress on better teaching.*

The course of study served as a starting point. The teacher in each grade had to consider what fundamental things the child had to learn before he could pass from her grade. With these in mind, goals were set which each child must reach to obtain credit on his term's work.

In the elementary grades each child was aided in making a book in which to keep a record of his progress as he advanced from goal to goal. Hence the name, Progress Book. In the Junior High School record posters or graphs were used for this purpose.

The books were made of yellow paper with covers of a heavier paper. Brads were used to hold the back and leaves together. The average cost of the books was only a few cents for each pupil; the child assisted in making his book.

In the third and fourth grades the child copied the assignments or goals into his book. In this way he gained an idea of what was ex-

pected of him in the term's work. Then, too, he got a glimpse of the scope of the work and was given a better chance, working from day to day, to see it as related units.

The child was made to realize from the first that his progress depended upon his own industry. For example, to reach the first goal, which meant completing the requirements of the first page, the pupil must work. When he had learned all he could about the particular phase of the subject involved in the first goal, and had passed the test, he was allowed to go on to the next goal. No one was to be held back by his slower classmates if he showed himself capable of advancing faster than they. If, however, he failed on the test, he had to keep studying on the first goal. A second but different test was given to the child when he was ready for it. If he failed on the second test he had to keep trying until he was able to show that he had mastered the subject matter involved in Goal I.

The practice or written work was not done in the Progress Books. The tests themselves were generally taken on other paper. The Progress Book was intended to be a guide to what the child was to study during the term. It contained the child's assignments and was a record of his progress.

In the third grade a graph was put on the first page so that the child could note his advancement. A child likes some tangible proof of the satisfaction of his work, so a "gold star" or check-mark was put on each page as he completed its requirements satisfactorily.

With the idea in mind of what the work in a particular subject included the teacher could soon work out a Progress Book in that subject. For an illustration I have worked out a Progress Book in fourth-grade language work which could be put into use. The directions for study are necessarily expressed in simple terms so that the child will understand them.

In order that the teacher can make sure that the pupil has learned the subject matter involved in each goal, tests must be given. At least one illustrative test has been worked out for each goal. The child generally requires more than one test, however. For that reason several tests have been worked out in connection with the first goal. The teacher can

prepare further tests as they are needed. The tests are not, of course, in the child's book, but here each test has been placed, following its respective goal for the sake of clearness.

A chart has been worked out on which the child can keep a record of his progress. In column one the number of the goal is placed; in column two the nature of the goal, that is, the topic being studied, is indicated; in column three the number of tests which the child needed to complete the goal is noted; in column four the teacher indicates with a check that the child has completed the goal; and in column five the date of beginning and finishing the piece of work is recorded.

PROGRESS BOOK

Subject: *Language*

Grade: *Fourth*

Name

PAGE II

GOAL I

I know that

1. Every sentence should begin with a capital letter.
My book has been lost.
2. Every telling sentence should end with a period.
Mary is waiting for you.
3. A question mark should be placed at the end of an asking sentence.
May I go with you?

GOAL I—TEST 1

1. Write two telling sentences.
2. Write two asking sentences.
Punctuate the following:
 1. My books are on the table
 2. Where is your pencil
 3. I can't find it
 4. Where is the fire, John

GOAL I—TEST 2

1. Write three good telling sentences about something that you did this morning.
Write three asking sentences.

GOAL I—TEST 3

1. Write two telling sentences.
2. Write two good sentences to ask the class.
Punctuate the following:
 1. Are you going to the party
 2. I like to play base ball
 3. I saw a robin today
 4. Did you see the nest

PAGE III

GOAL II

I am careful to remember that

1. A new line of poetry should begin with a capital letter.

RECORD CHART

1 GOAL	2 NATURE OF GOAL	3 Number of Tests Required	4 CHECK	5 DATE	
				Begun	Finished
I	1. How a sentence begins (—with a capital letter.)				
	2. Telling and asking sentences	1	(Check)	April 20	April 27
II	1. Other uses of the capital letter				
	2. Abbreviations	2	(Check)	April 27	May 7
III	1. Use of is and are				
	2. Use of was and were	1	(Check)	May 8	May 16
IV	1. Use of see, saw and seen				
	2. Use of come and came				
	3. Use of take and took	3	(Check)	May 17	May 28
V	1. Use of can and may				
	2. Use of let and leave	2	(Check)	May 28	May 31

"Beautiful hands are those that do
Work that is earnest and brave and true,
Moment by moment the long day through."
—Longfellow

- Names of persons should begin with a capital letter.
Robert Louis Stevenson
- The first word and all important words in the heading or title of a story, poem, or book should begin with a capital letter.
My Vacation in the Country
- Every title should begin with a capital letter when used with the name of a person.
Where is Dr. Brown?
- Every abbreviation should be followed by a period.
Mr., Dr., wk., hr., mo.
- The names of days of the week and months of the year should begin with a capital letter.
Tuesday was the first day of May.

GOAL II—TEST 1

- Write two telling and two asking sentences using the full name of any of the following:
Yourself, a friend, a neighbor, the principal of the school.
- Write one stanza of a poem that you have learned.
- Write the title of a poem, story, or book that you have read.

- Write the abbreviations for Virginia, October, year, month, pound, ounce.
- Write the summer months.
- Write the days of the week.

PAGE IV

GOAL III

I know that

- Words that are used in speaking of one thing are called singular words.
Is should be used with singular words.
The flower is pink.
Words that are used in speaking of more than one thing are called plural words.
Are should be used with plural words.
The boys are playing ball.
- Was* should be used with singular words.
The train was late.
Were should be used with plural words.
The children were in the woods.

GOAL III—TEST 1

Fill in the blanks with *is* or *are*

- The flowers pretty.
 - He at the gate.
 - The boys late.
 - John not at home.
- In each sentence cross out the incorrect word.
- James (were, was) here yesterday.
 - We (was, were) playing in the yard.

3. The children (was, were) listening to story.
4. (Was, were) anyone hurt?
Write a sentence using *are*.
Write a sentence using *was*.

PAGE V

GOAL IV

1. *See* should be used in speaking of the present time.
I see the stars.
Saw should be used in speaking of the past time.
I saw the parade.
Seen should be used with *have*, *has* or *had* in speaking of the past time.
I have seen the robin's nest.
2. *Come* is used in speaking of the present time.
Come to see me today.
Came is used in speaking of the past time.
He came home last week.
3. *Take* is used in speaking of the present time.
You may take the book home.
Took is used in speaking of the past time.
The boy took the box to school yesterday.

GOAL IV—TEST 1

Fill in the blanks with *come* or *came*.

1. Mary home at once.
2. Christmas on Saturday.
3. Has the paper?
4. Yes, it an hour ago.
Write two asking sentences using *seen*.
Write two telling sentences using *saw*.
Write two telling sentences using *seen*.
Write two sentences using *came*.

PAGE VI

GOAL V

- I know that
1. To ask permission I should use *may*.
May I go down town?
When speaking of whether a person has the power or ability to do a thing or not *can* should be used.
Can you lift the box?
 2. Some one else always *teaches* us what we learn.
Mary is going to *teach* me to knit.
We have to do the learning ourselves.
I am learning to knit.
 3. *Let* seems to ask permission.
Let me go with you, John.
Leave means to go away from or to let a thing remain where it is.
Leave the box alone, Mary.

GOAL V—TEST 1

Write two sentences using *may*.

Write two sentences using *can*.

Write one sentence using *teach* and one using *learn*.

Mark out the incorrect words in these sentences:

1. (Leave, let) me go with you.
2. I will have to (leave, let) you now.
3. Will mother (let, leave) us go?
4. When you go (leave, let) Mary go with you.

PAGE VII

GOAL VI

I remember always

1. To write the title in the center of the first line of my paper.
2. To skip a line between the title and the first line of my composition.
3. To leave a margin when writing a story or letter.
To indent when I begin a new paragraph.
4. To write my name in the upper right hand corner of my paper.

GOAL VI—TEST 1

1. Write a short composition telling about something interesting. You could write about what you did Saturday.
(To be checked by things which child is supposed to have learned in Goal VI.)

PAGE VIII

GOAL VII

I know that a letter has five parts:

1. The Heading—
348 Main Street
Harrisonburg, Virginia
April 30, 1923
2. The Salutation—
Dear Jane,
3. The Body—
In the body I shall tell Jane all that has happened while she has been away.
I must be careful to begin a new paragraph when I start to tell her something new. I have learned to indent when I begin a new paragraph.
4. The Polite Ending—
Your loving friend
5. The Signature—
Lucy Grey

GOAL VII—TEST 1

Write a letter to a friend. Remember that it is to be mailed if it is written well enough.

PAGE IX

GOAL VIII

I know that
A business letter is something like a friendly letter, but is much shorter. In a business letter one says only what he has to say.
I shall look in some of the language books

on the Reference Table and find out just how a business letter is written. I can write a business letter.

GOAL VIII—TEST 1

Write a business letter. If you like you might order a pencil sharpener. We need a pencil sharpener. The one who writes the best letter will be allowed to send his letter in ordering it.

PAGE X

GOAL IX

I can use a dictionary to find out how to spell a word or to learn its meaning. I have looked up these words and written down their meaning:

book	flower
pencil	shoe
picture	hat
knife	finger

GOAL IX—TEST 1

Look up these words in the dictionary and write out their meaning:

winter	ring
brook	leaf
chair	bottle

GOAL X

I know that

- We use *two* when we mean the number *two*; as two people, two boxes, two books. I have two books in my desk. We use *too* when we mean more than enough or also. I have too many boxes to carry. I am going too. We use *to* in all other cases. I am going to bed.
- Their* is used to show possession. Their books are on the porch. *There* is used to begin a sentence. There were many people hurt. *There* is used to denote place. I was there last year.

GOAL X—TEST 1

Fill in the blanks with *to*, *too* or *two*.

- I have brothers.
- I am going to ask if I may go
- If you go, take Jane
- I have pennies to give the boy.
- Give me some
- We have many lessons to study. Write a sentence using *to*. Write a sentence using *too*. Write a sentence using *two*. Mark out the incorrect word in each of these sentences:
 - (There, their) is a good place for a picnic.
 - Did they bring (there, their) fishing rods?
 - No, (there, their) was no room for them.

- I can hear (there, their) dog barking. Write two asking sentences using *their*. Write two telling sentences using *there*.

PAGE XI

GOAL X—TEST 1

I have noticed that

Sometimes a letter or letters are left out of a word to make the word shorter. Words that are shortened by a letter or letters being left out are called contractions.

When one or more letters are left out in a word we put a little sign called an apostrophe (') to show that a letter or letters have been left out.

Some contractions are

isn't for *is not*.

it's for *it is*.

aren't for *are not*.

wouldn't for *would not*.

can't for *can not*.

There are other contractions which I must find in the language book and learn.

were not	do not
does not	will not
should not	can not
will not	is not

PAGE XII

GOAL XI

I am careful to remember that:

Singular means one.

Plural means more than one.

A noun is the name of a person, place, or thing; as woman, town, drum.

Most singular nouns form their plural by adding *s* or *es* to the singular; as ocean—oceans

branch—branches

I must study other words that form their plural by adding *s* or *es* to the singular form of the noun.

GOAL XI—TEST 1

Write the plural of the following:

citizen	potato
carriage	neighbor
hero	mountain
village	crutch
stick	soldier

PAGE XIII

GOAL XII

I know that

"A word ending in *y* when preceded by a consonant changes the *y* to *i* before adding *es*."

I know that there are some nouns which do not for their plural by adding *s* or *es* to the singular.

Some of them are:

lady—ladies
family—families
enemy—enemies
fairy—fairies

city—cities
 Some other words which form their plural differently are:
 thief—thieves
 wife—wives
 half—halves
 knife—knives

GOAL XII—TEST 1

Write the plural of the following:

lady	wife
family	half
knife	city

Write sentences using the plural of these words—enemy, thief, fairy.

PAGE XIV

GOAL XIII

I must "learn by heart" the plural of these words:

man—men	mouse—mice
woman—women	goose—geese
child—children	foot—feet
ox—oxen	tooth—teeth

GOAL XIII—TEST 1

Fill in the blank in each sentence with the plural of the word which is in parentheses.

1. I have two (foot)
2. The (goose) flew away.
3. The (woman) helped the (child)
4. Each of the (man) drove a yoke of (ox)
5. Sometimes (child) are afraid of (mouse)
6. I have two new (tooth)

PAGE XV

GOAL XIV

Stories I have read:

(This is just a suggested list. The child's page might read something like this.)

1. Christmas at the Cratchits—Dickens.
2. The Spelling Match (from Emmy Lou) by George Madden Martin.
3. The Trojan War.
4. William Tell.
5. Robin Hood Stories.
6. Alice in Wonderland, by Lewis Carroll.

GOAL XIV—TEST 1

1. Where was Alice at the beginning of the story?
2. While sitting on the bank Alice suddenly saw
3. What happened to the Duchess's baby?
4. The name of Alice's cat was
5. Who wrote Alice in Wonderland?

PAGE XVI

GOAL XV

Poems I have learned:

(This is a sample of poems that the child might fill in on his page as having learned.)

1. How the Flowers Grow—Gabriel Setoun.
2. Robert of Lincoln—William Cullen Bryant.
3. The Brown Thrush—Lucy Larcom.
4. The Village Blacksmith—Longfellow.
5. Four Leaf Clover—Ella Higginson.

GOAL XV—TEST 1

1. Describe the Village Blacksmith.
2. What lines tell you that he worked hard?
3. Why did the children like to stop at his door?
4. Where was the Village Blacksmith's Shop?
5. Who wrote The Village Blacksmith?

PAGE XVII

GOAL XVI

As a sample of pictures that the child might fill in on his page as having studied might be suggested:

1. Landseer, "Shoeing the Horse."
2. Millet, "The Gleaners."
3. Boughton, "Pilgrims Going to Church."
4. Millet, "The Angelus."
5. Adan, "End of Day."

GOAL XVI—TEST 1

1. In the Landseer's picture, "Shoeing the Horse", what story did the picture seem to tell you?
2. Describe the horse in the picture.
3. Who seemed to watch the work of "Shoeing the Horse"?

PAGE XVIII

GOAL XVII

I have told these stories in class:

(This page is to be filled in with the name of the story and the author as the pupil tells a story satisfactorily.)

PAGE XIX

GOAL XVIII

I have helped a group dramatize a story. (The play can be a story that the pupil has read and likes well enough to want to dramatize, or an original play which he, with his classmates, can write under the teacher's supervision.)

Note—I have attempted to include all of the important things in fourth grade language work in the Progress Book. To the formal work stories, poems, pictures and dramatization have been added to show the treatment of that phase of language work.

The teacher would have her hands full, supervising the child, under such a plan, it

may seem. But it is surprising how much the child can accomplish, unaided, when his interest has been aroused. He is kept busy. He has his own progress to look out for and does not have time to be idle. He is not going to let his classmates excel him if he can help it. Then, too, the Progress Book idea provides for individual needs. The dull child can advance at his own rate and get credit for his work. The bright child can go as fast as his energy and interest lead him. This plan seems to be a means of solving the "skipping problem". Often a child skips and then fails because of the work that he has skipped, but under this plan the child is required to learn thoroughly all of his work. He is not kept back by his slower classmates. The child is given a definite thing to do and required to do his best. He learns to cooperate with and help his classmates. The brighter child can explain or help the slower pupils out of a difficulty, thus really relieving the teacher. The best thing about the Progress Book is the child's interest and enthusiasm in his work. He gets a wholesome whole hearted joy out of his attainments which comes with a consciousness of work well done.

Below is a composition by a fourth grade girl which seems to express her valuation of a Progress Book.

OUR PROGRESS BOOK

We made our Progress Books today. I am glad we made them because we will know whether we have good grades or not. In our Progress Books we will study adding and subtraction. When we reach a goal we get a check. I feel glad because when we finish one thing we do not have to wait for our classmates.

ELSIE PROFITT

A BOOKSHOP

I know one town of three thousand inhabitants which has been culturally revolutionized by the possession of a really good second-hand bookshop.—Beatrice Forbes-Robertson Hale.

ARE THERE OTHERS?

That nation which employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation.—H. A. L. Fisher, President of the Board of Education of England.

REPORT OF COMMITTEE ON RESOLUTIONS OF THE NATIONAL EDUCATIONAL ASSOCIATION

These resolutions were presented at the Representative Assembly, Oakland, California, Friday forenoon, July 6, and unanimously adopted.

THE *education bill*—We reaffirm our sincere, devoted, and unqualified support of Federal aid and Federal recognition for public education without Federal interference in any way with State and local control as embodied in the Towner-Stirling Bill. We believe that National leadership in education and the efficient administration of the educational activities of the Federal Government demand the creation of a Department of Education with a Secretary in the Cabinet of the President. We know that the aid furnished to the States and territories of the Federal government has been a most important feature in the development of their school systems. The deficiencies now existing in our system of public education will be most effectively and rapidly removed by providing Federal aid for the removal of illiteracy, for the Americanization of the foreign born, for the development of a more adequate program of health service, for the training of teachers, and for the equalization of educational opportunity as provided in the Towner-Stirling Bill.

No backward steps—We affirm our faith and confidence that the American people will not be misled by the erroneous conclusions of those representing the Carnegie Foundation with reference to the cost of the public schools. Analyzed in the light of the increased attendance in all schools, the longer school year, the varied educational opportunities now offered, and with a view to the changed purchasing value of the dollar, the costs of public education are not excessive. The investment which is being made in the education of each child as reflected in per capita costs, is inconsiderable in comparison with the important civic, economic, and social returns that are expected from that investment.

We believe that in expenditures for public education, as for all other public enterprises,