Scott—"Breathes there a man—"
Bates—America the Beautiful.
Crevecoeur—What is an American? (From Letters of an American Farmer.)
Bryce—Democracy and Kindliness (from The American Commonwealth)
O. Henry—Selections from The Four Million, and Cabbages and Kings.

Grade VIII, second semester—
Character Development (7)
Scott—Lady of the Lake.
Scott—The Talisman.
Shakespeare—Merchant of Venice.
Kipling—If.
Holmes—The Chambered Nautilus.
Lowell—The Vision of Sir Launfal.
Dickens—Oliver Twist.
Jackson—Ramona.
Foss—The House by the Side of the Road.
Whittier—Barbara Frietchie.
Twain—The Prince and the Pauper.
Lowell—The Heritage
Gale—Miss Lula Bett
Newman—Definition of a Gentleman.
—The Charm of Fine Manners.
Shakespeare—Hamlet's Soliloquy.

2. On the treatment of animals:
Seton—Lives of the Hunted.
Ramee—A Dog of Flanders.
Twain—A Dog's Tale.
Ollivant—Bob, Son of Battle.
London—Call of the Wild.

HELEN WAGSTAFF

In medical education in America, the truly excellent is still exceptional; we are still near the beginning, in the opinion of Abraham Flexner, secretary of the General Education Board. Nevertheless, no nation in the world has within the past 10 or 12 years made such progress in the organization, improvement, and financing of medical education as the United States.

WAS IT HISTORY OR SCIENCE OR JUST LIVING?

A RECENT unit of History in the fourth grade was centered around the life of Matthew Fontaine Maury as a scientist. As there was no available material suitable for the children to read on this subject, I began each lesson in the form of a story, thereby stimulating the children to ask questions, carry on discussions, and perform experiments.

We divided Maury's contributions into two main heads: first, Maury's contribution to the farmer, including in this the study of the atmosphere, vapor pressure, weight of hot and cold air, rain, dew, frost, weather maps, and charts. Second, Maury's contribution to the sailor, including in this the study of sounding instruments, dredges, composition of the ocean, temperature, waves, and tides.

For the first lesson I told the children a brief story of Maury's life, laying special emphasis on his contributions to the Valley as well as to the whole world.

During our study of the atmosphere, Prof. J. C. Johnston was asked to come to the school to explain to the children the uses of the barometer and thermometer and how they work. The children were intensely interested in all he said and kept him busy for almost an hour answering their many questions. Following this we studied how rain, snow, dew, and frost are formed. Such questions arose as "Why is there no dew on a cloudy or windy night?" and "Why do we use salt in freezing ice cream?"

In our study of the ocean we discussed various topics, such as the sounding instruments and dredges, the depth of the ocean at various places, why it is so important for sailors to know the depth, and the various kinds of little animals that Maury found in the bottom of the ocean. The children were particularly interested in the peculiar little phosphorescent animal that throws out a bright light like a fire-fly when it is disturbed. Since corals and oysters do not swim, the question arose as to how they got their food. Still other topics discussed were tides, what causes tides, and waves.

The children performed various experiments to prove our statements about the dif-

ferent topics. In our study of the atmosphere the children showed how dew was formed by experimenting with ice and water. They poured a little water in a glass jar for a few minutes. Soon they discovered that vapor had formed on the outside of the cold jar. Then by mixing ice and salt in another jar and leaving it for a few minutes they found that frost had formed on the outside of the jar, thereby drawing the conclusion that frost was simply frozen dew. During the study of temperature arose the idea of keeping a weather chart. A chart was made and the children recorded the temperature three times a day. They were quite interested in noting the great changes that took place within a few hours.

The children mixed a little water and salt in an open jar to show that water evaporated from the ocean, leaving the salt behind. As a proof that the bottom of the ocean is always cold, the children weighed hot and cold water and found that cold water is quite a bit heavier than warm or hot water. From this fact they drew the conclusion that the cold water sinks or pushes the warm water to the top.

As a review of the whole subject the B class debated against the A class as to whether Maury's contributions were of more benefit to the farmer or to the sailor. This was a splendid review and as every child was very enthusiastic about it the two speakers were well supported by the members of their group.

VERGIE HINEGARDNER

WORKERS COLLEGE OFFERS SUMMER COURSES

Short summer courses are offered this year by the Brookwood Workers College at Katonah, N. Y. A "labor institute" of one week will be held June 23 to 28 especially for delegates to the annual convention of the Women's Trade Union League, although attendance will not be restricted to them. A two-weeks course will be given July 7 to 20, which is designed for officers, organizers, business agents, and members of unions. Current labor problems will be the basis of this course.

PUBLIC RECREATION NOW AND TEN YEARS AGO

PUBLIC recreation leadership, one of the newest of municipal duties, has spread to forty-five states and 680 cities. Originating about 1885 in the "sand gardens" set aside for children's play in Boston, it has received the greatest stimulus since 1906, the year Theodore Roosevelt and others organized the Playground and Recreation Association of America. Only forty-one cities had established public recreation leadership prior to 1906.

In compiling its Year Book statistics from cities' answers to its recent questionnaire, the Association has made an interesting ten years' comparison. The expenditures of cities for public recreation during 1923 totalled $14,000,000, more than twice as much as was spent during 1913. The amount issued by thirty-three cities in bonds for recreation purposes last year was $10,399,661, over eight million dollars more than was issued by twenty cities in 1913.

The number of cities reporting public recreation leadership in 1913, was 342; in 1923, 680. An increase of 175 percent is shown in the number of playgrounds and recreation centers under leadership, 2,402 such centers being reported for 1913 and 6,601 for 1923. For every person who attended a summer recreation center during 1913, the Association estimates, three persons attended such a center during 1923.

In spite of the encouraging progress in public recreation, the Playground and Recreation Association of America estimates that more than 400 cities of 8,000 population or above are still without a single playground or recreation leader. As in the past, the Association stands ready to help cities to establish systems of recreation under leadership. It will continue to offer its services to cities having recreation programs and wishing to strengthen them. Last year it helped 450 cities in various ways through the visits of its field workers and answered 16,000 inquiries on recreation subjects. Evidence that cities are awakening to the economy of year-round provision for play is an increase of 150 percent in the number of workers em-