

III. What we see on the trip

A. Cheyenne

1. Grazing and farming
 - a. Ranches
 - b. Cattle and sheep

B. Denver

1. Beautiful scenery
 - a. Gateway to National Parks
 1. Yellowstone
 2. Glacier
 3. Garden of the Gods
 4. Grand Canyon
2. Mining
 - a. Minerals found
 - b. Mining processes
 1. Placer mining
 2. Hydraulic mining
 3. Smelters
 - c. Mining towns
 1. Temporary
 2. Permanent

C. Phoenix

1. Old Santa Fe Trail
2. Dry farming
 - a. Why necessary
 - b. Plowing
 - c. Cultivation
 - d. Crops
 - e. Rotation of crops
3. Irrigation
 - a. Intensive cultivation
 - b. Gunnison Tunnel
 - c. Reclamation Service
 - d. Colleges of Agriculture

D. Salt Lake City

1. Metropolis of InterMountain district
2. Points of interest
 - a. Mormon Temple
 - b. Tabernacle
 - c. Salt Lake Cut-off

E. Carson City

1. Capital of Nevada
2. Carson-Tucker project
3. Comstock Lode

ETHEL SPILMAN

This article will be concluded with lesson plans in the August number of THE VIRGINIA TEACHER.—Editor.

VI

A READING LIST FROM THIS MONTH'S MAGAZINES

"Holidays in the Old South," by Mrs. Elizabeth Pringle. *Scribner's*.

"Relation of Physical Education to Moral Development," by J. M. McCutcheon. *School and Society*.

"Strange Career of Ex-Empress Eugenia," Anonymous. *Current History*.

"The South for Hospitality," by Thomas S. Settle. *Survey*.

"Political Culture," by J. Madison Gethany. *The Outlook*.

"Along One Side of the Mexican Border," by Frederick Simpich. *National Geographic Magazine*.

"The Crisis in Our Schools," by George MacAdam. *The World's Work*.

"The Spirit of the Wets," by William J. Foster. *The Atlantic Monthly*.

"Satanism and the World Order," by Gilbert Murray. *The Century*.

"Cotton or Food: Will the South Clothe or Feed the World?" Anonymous. *The Southern Review*.

"The Education of John Marshall," by S. E. Morrison. *The Atlantic Monthly*.

"Ideals and Disillusions," by Phillip Gibbs. *Harper's Magazine*.

DICK BOWMAN

The teaching profession has the right and it is its duty to place constantly before the public the fact that increased expenditures for school maintenance and teachers' salaries are not measures for the selfish benefit of teachers, but for the upbuilding of a public institution which American communities have always been willing to support on the most generous scale.—From resolutions adopted by the National Education Association, Cleveland, February, 1920.

From now on communities will pay for the education of their children or let them grow up ignorant.—M. V. O'Shea.