year; the other vice-president shall serve two years. This shall be determined by lot after the election. Thereafter, each vice-president shall serve a term of two years.

A vice-president shall preside in the absence of the president and assist the president in all duties pertaining to that office.

Section 3. Secretary-Treasurer. A secretary-treasurer shall be elected to be responsible for all the duties required by those offices. It shall be necessary to keep the minutes and records of the Association. As treasurer, it shall be necessary to handle the funds of the Association.

Committee
Pauline B. Williamson
Katherine L. Bullock
Rachel E. Gregg

VII

HOW REYNARD FOOL ED BRUIN
A THIRD GRADE GROUP COMPOSITION

Louise Watkins Walker, Director

Our reader contained several interesting stories of how Reynard, the sly fox, fooled his forest neighbors, so the class decided they would like to make a new story about him. They discussed his characteristics and found him to be sly and tricky, tactful in flattering the other animals and making them think he was working for their benefit before he began to play a trick on them.

The first question to arise was what animals we must have in our story for him to trick, and the fact that forest animals can understand each other was introduced. So they decided it would be more interesting for Reynard to trick a clumsy animal and one with whom he was used to speaking. Finally the bear was chosen, and it was suggested that he be returning from a nearby farmer's house with a load of stolen chickens and that Reynard should fool him into giving them up. The children gathered the threads of the discussion and told the story as a whole. Then the teacher stood at the board and wrote the story as it was given by the pupils, each contributing a sentence. Afterwards the class discussed the order in which the sentences were written and rearranged them; weak places were pointed out and improvements made. Then the completed story was read to several other grades.

This work made an appeal to the children through their natural love of stories, and they enjoyed every bit of it, but a great deal of good was being derived. The group work encouraged cooperation; real thinking was done, for they recognized problems vital to the story for whose solution they were responsible; unconsciously the essentials of a good story were recognized, for each seemed to realize how naturally and smoothly a story must progress. Incidentally much good work in mechanics was brought out, for instance, the use of quotation marks. The story follows:

HOW REYNARD FOOL ED BRUIN

Once upon a time there was a good farmer who lived near the edge of some woods. He had a lot of nice fat chickens. Night after night he had been missing some of his chickens from the hen house. And at last he set a trap near the edge of the woods to catch the thief.

A few days after that the fox was going through the woods and he saw a lump of cheese fastened to a steel bar. Sly Reynard knew that he had been stealing the farmer's chickens and guessed that the trap had been set for him.

A few nights later as the moon was shining very brightly the fox was going through the woods when he met Bruin returning from the farmer's chicken yard.

"Good evening, Uncle Bruin," said Reynard, "what is that you have there?"

"O, I've been to the hen house to get some fat chickens for my cubs," said the bear.

Then Reynard said, "I'm so full of cheese that I couldn't eat a bite more. If it were not for that we could have a big feast with cheese and chickens and invite your wife and cubs."

"Where can you get cheese?" said Bruin. If you will show me where to find some cheese then I'll give you one of my chickens."

"I know a chicken is not worth a piece of cheese but I'll do it because I'm so tired of cheese," replied Reynard.
“I’ll have to take my chickens home first,” said Bruin.

“I haven’t time to wait for you to run home and then for you to come back,” answered Reynard.

“Well, I’ll have to take the chickens home first, because I can’t carry the cheese and the chickens both,” said Bruin.

“I’ll help you carry your chickens after you get the cheese,” said the fox.

So they started off in the direction of the trap. As soon as he caught sight of the cheese Bruin said in an excited way, “O Reynard, I can get the cheese lots quicker if you will hold these chickens.”

As Reynard took the chickens Bruin rushed after the cheese. As soon as he touched the cheese—snap! went the door and the bear was caught.

As Reynard ran down the path on his way home he laughed and cried out, “Ha! ha! ha! Uncle Bruin, how do you like the cheese? I’ll have a feast with my little ones eating your chickens.”

TEACHERS’ SPIRITUAL REWARDS

Teachers who do their work well and who, either in fact or by faith, see the world made better as a result; individuals made healthier, wiser, happier; sin and suffering made less; the common wealth made more; social purity and civic righteousness increased; public laws made more just; patriotism broadened and purified; State and Nation made stronger and safer against attack from without and decay from within; and the world lifted onto a higher plane and into a brighter sunshine and a purer atmosphere, are possessed of wealth unseen and for most unseeable.—P. P. CLAXTON, Commissioner of Education.

When we measure the services rendered by the schools we cannot escape the belief that society is not making sufficient contribution for their support—JAMES M. COX, Democratic candidate for President.

A BOOK OF OUTSTANDING IMPORTANCE

BRIGGS’ The Junior High School

And still they come. Three texts on the Junior High School within a twelve-month is a good record and the best of it is that each is better than the last, as of course it ought to be. The first was Bennett’s (see The Virginia Teacher, March, 1920) which impressed one, as every first book in so large a field, as a sort of scrap-book of information and opinion, combined with the personal experience of the author, himself a practical schoolman. Next was that of Koos, (see The Virginia Teacher, July, 1920) a definite effort to set forth a logical consideration of the factors that have entered into the establishment of this type of school and the probable readjustments in school curricula and organization that will follow. The Junior High School, the third of the number, by Professor Briggs, of Teachers College, Columbia University, is the result of ten years of study of and instruction regarding this problem, and bids fair, as a scientific treatment of the matter, with its pages literally a mass of statistics summarized in some 80 tables, not to be surpassed for some time.

The fourteen chapters of this book cover a wide range of topics, including the historical development, claims and objections, curricula and courses of study, methods of teaching, buildings, costs, and results.

The groundwork is laid in the first three chapters, occupying nearly one-third of the book. In the first, are taken up the needs for reorganization of our present school system; for example, the non-flexible and traditional grouping of grades, the lack of relation of the work of the elementary school to life situations, the lack of progress of the average grammar grade pupil, the need of men teachers as well as woman teachers for early adolescence, the lack of provision for individual differences and needs, and the