

degree of coördination. These topics are well adapted to the commission plan of procedure.

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## AN ATHENIAN BOY'S DAY FROM SUNRISE TO SUNSET

AN ACTIVITY IN ART, ENGLISH, AND HISTORY

### I. What the Children Did

A. The children made a book to be used as reference by succeeding classes.

1. They decided on a table of contents.
  - (a) They organized the table of contents into chapters, having each chapter a different phase of the Greek boy's day.
2. They wrote chapters on these topics, collecting materials from the following sources:
  - (a) How the Athenian boy dressed  
Compton, *Picture Encyclopedia*, Volume III; Hall, *Our Ancestors in Europe*, p. 36; Harding, *Old World Background to American History*, p. 26.
  - (b) What the Athenian boy ate.  
Compton, *Picture Encyclopedia*, Volume III; Burnham, *Our Beginnings in Europe and America*, pp. 52-54; Hall, *Our Ancestors in Europe*, p. 36; Harding, *Old World Background to American History*, p. 26.
  - (c) What kind of home the Athenian boy inhabited.  
Burnham, *Our Beginnings in Europe and America*, pp. 53-54; Hall, *Our Ancestors in Europe*, pp. 40-42.
  - (d) How the Greek soldiers dressed.  
Burnham, *Our Beginnings in Europe and America*, p. 58; Southworth, *American History with European Beginnings*, p. 6.
  - (e) Some important buildings in Greece at the time this boy lived.  
Atkinson, *An Introduction to American History*, pp. 45, 46, 48; Hall, *Our Ancestors in Europe*, pp. 30-32; Harding, *Old World Background to American History*, pp. 41-42.
  - (f) How the Athenian boy was educated.  
Atkinson, *An Introduction to American History*, pp. 42-44; Hall, *Our Ancestors in Europe*, pp. 45-51; Monroe, *History of Education*, pp. 1-50.
  - (g) How the Athenian boy amused himself.  
Atkinson, *An Introduction to American History*, pp. 32, 44, 67, 68; Burnham, *Our Beginnings in Europe and America*, p. 70; Hall, *Our Ancestors in Europe*, pp. 29-34.
  - (h) A letter the Athenian boy wrote to a Roman boy.  
Atkinson, *An Introduction to Amer-*

*ican History*, pp. 40-52; Harding, *Old World Background to American History*, pp. 13-56.

3. They illustrated their book by:

- (a) Collecting pictures of
    - (1) Greek soldiers.
    - (2) Greek buildings.
    - (3) Greek statues and copies of paintings.
  - (b) Making from colored paper pictures of the following things:
    - (1) Greek temples.  
Burnham, *Our Beginnings in Europe and America*, p. 67. Hall, *Our Ancestors in Europe*, p. 31.
    - (2) Greek dresses.  
Hall, *Our Ancestors in Europe*, pp. 35 and 41.
    - (3) Greek shields.  
Burnham, *Our Beginnings in Europe and America*, p. 58; Southworth, *American History with European Beginnings*, p. 6.
    - (4) Greek helmets.  
Burnham, *Our Beginnings in Europe and America*, p. 58; Southworth, *American History with European Beginnings*, p. 6.
    - (5) Greek lyres.  
Compton, *Picture Encyclopedia*, Volume I, pp. 15 and 24.
    - (6) Greek weapons.  
Burnham, *Our Beginnings in Europe and America*, p. 53; Hall, *Our Ancestors in Europe*, p. 37.
    - (7) Greek warships.  
Burnham, *Our Beginnings in Europe and America*, p. 60; Southworth, *American History with European Beginnings*, p. 3.
    - (8) Greek Chariots.  
Hall, *Our Ancestors in Europe*, p. 5.
  - (c) Making line drawings of
    - (1) A Greek sunshade.
    - (2) A Greek fan.
    - (3) A drinking bowl.
    - (4) A spoon.
    - (5) A Grecian urn.
    - (6) The Doric column, the Ionic column, and the Corinthian column.
    - (7) A wax tablet.
    - (8) A Greek scroll.
    - (9) A stylus.
    - (10) A Greek lamp and stand.
4. They filled in the following outline maps:
- (a) Greece, showing how the population centered around the coasts.  
Hall, *Our Ancestors in Europe*, p. 7.
  - (b) Europe, Asia, and Africa showing the colonies of Greece at 400 B. C.  
Hall, *Our Ancestors in Europe*, p. 15.
  - (c) Outline map of Europe showing route of the Greek boys' travels to Rome.
5. They assembled their book.
- (a) They made a frontispiece, a title page, a dedication page, and compiled a bibliography for their book.

(b) They made a cover.

- (1) They printed with white ink on black paper the words "An Athenian Boy's Day From—To—."
  - (2) They cut out in colored paper a mountain with the sun rising over it and another mountain with the sun setting behind it.
  - (3) They pasted the first of these pictures below "From" and the second one below "To," making "The Athenian Boy's Day From Sunrise to Sunset."
- (c) They bound the book
- (1) They fastened the cover and the pages together with clamps.

## II. Information Gained

### A. How the Athenian Boy Dressed.

1. The Athenian boy wore a straight, plain dress made of a fine wool.
  - (a) The skirt was draped in folds about the body and the sleeves were pinned up at the shoulders.
2. The Athenian boy wore sandals, made of various shapes and sometimes covered with gold leaf.
3. The Athenian boy wore a bright colored band around his head.

### B. What the Athenian Boy Ate:

1. The Athenian boy had two full meals a day, plus a light breakfast.
2. The staple food of the Greek boy consisted of grains, wine, grapes, and olives.
3. The only meat of the Greek boy was that of the sheep and the goat.
4. Sardines and anchovies were got from the Mediterranean Sea.
5. Honey was used instead of sugar.

### C. The Kind of Home the Athenian Boy Inhabited.

1. His house was built of sun-dried bricks and was two stories high.
  - (a) The house was built along a narrow, winding street.
  - (b) The house had a flat roof and blank walls.
  - (c) The first story had no windows; the second story had one or two windows.
  - (d) The floor was made of small pebbles.
  - (e) A porch ran around the house and was held up by columns.
  - (f) The house was rather simple and inexpensive although made up of a wide hall, a main room, a court, a dining room, a kitchen, bedrooms, a servant's room, and a pantry.

### D. How the Greek Soldiers Dressed.

1. The Greek soldiers were well prepared for battle.
  - (a) They wore helmets, which were pulled down over the eyes for protection.
  - (b) They wore sandals.
  - (c) They carried javelins, swords and shields.
    - (1) The javelins were thrown at the enemy.
    - (2) The shields were held in front of the soldiers.

2. The Greek soldiers crossed the Mediterranean on warships.

- (a) The warship was built of wood, with about twelve oars and was rowed by the soldiers.

### E. Some Important Buildings in Greece at this Time.

1. The Parthenon.
  - (a) The Parthenon was a famous temple built on the Acropolis.
  - (b) It was surrounded by a porch, held up by Doric columns.
  - (c) In the Parthenon was a statue of Athena, made of ivory and gold.
2. The Gymnasium.
  - (a) It had a large marble porch held up by columns.
  - (b) All around were statues, vases, and marble seats.
  - (c) It was surrounded by gardens with fountains and trees.
3. The Theater.
  - (a) It was built on a hill without a roof and so that the floor would slope to the center.
  - (b) The seats were made of stone.

### F. How the Athenian Boy Was Educated:

1. The Athenian boy walked to school with a slave, called a pedagogue.
2. The school room was very bare.
3. The Athenian boy learned to play the lyre, to recite from a scroll, and to write on a wax tablet with a stylus.
4. The Athenian boy had much training in athletics.
  - (a) He ran races, played games, and learned to throw the discus.

### G. How the Athenian Boy Amused Himself.

1. The Greek boy went to a festival.
  - (a) The main function of the festival was athletic contests, in honor of one of the Greek gods.
  - (b) The victor of the contests was crowned with an olive wreath.

### H. Current Events in Greece as Told in the Athenian Boy's Letter:

1. The Persians and the Greeks fought in three battles.
  - (a) The Greeks won in the battle of Marathon.
  - (b) The Persians won in the battle of Thermopylæ.
  - (c) The Greeks won in the battle of Salamis.

## III. Skills Selected for Emphasis<sup>1</sup>.

### A. English:

1. I emphasized clearness and distinctness in speaking.
2. I emphasized arranging facts to secure unity.
3. I emphasized correct form in writing a page:
  - (a) Write name and date in upper right hand corner.

<sup>1</sup>Selected in the light of the present needs of my class.

- (b) Write the title on the first line without end punctuation.
- (c) Capitalize the important words in the title.
- (d) Leave a margin on the left side of the page.

B. Art.

- 1. I emphasized the using of crayons smoothly, good spacing in mounting pictures, and the use of correct letter forms in printing.

C. Penmanship.

- 1. I emphasized correct letter formation, especially *o* and *a*, *f* and *b*, *e* and *i*.

D. Map Making.

- 1. I emphasized the use of scale miles.
- 2. I emphasized accuracy in locating places on the map.

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THELMA WOODCOCK

## THE HOME ECONOMICS TEACHER IN VIR- GINIA

### HER TRAINING AND EXPERIENCE

WHAT TRAINING and experience have the present home economics teachers in Virginia had? What is the average salary of these teachers? What should be the required training for home economics teachers of the accredited high schools?

The purpose of this paper is to answer such questions as these. To obtain accurate information of present conditions in Virginia, a questionnaire was sent to each of the 234 home economics teachers in Virginia: the names were secured from the office of the State Board of Education at Richmond. Further information concerning the training and experience of the teachers in the state-aided and Federally-aided high schools was secured from Mrs. Ora Hart Avery, Supervisor of Home Economics in Virginia.

The questionnaire sent out was as follows:

- I.
  - 1. Name of your school.
  - 2. Address of your school.
  - 3. Is it an accredited high school?
  - 4. Please check the grades in which home economics is taught:
    - a. Elementary Grades
    - b. Junior High School
      - 7th grade
      - 8th grade
      - 9th grade
    - c. Senior High School
      - 1st year
      - 2nd year
      - 3rd year
      - 4th year
  - 5. How is your home economics department supported?
    - a. Federal aid
    - b. State aid
    - c. Local School Board
    - d. Parent Teachers Association
    - e. Fees from students taking work
    - f. Other ways—What?
- II.
  - 1. What Virginia certificate do you hold?
  - 2. How many years' experience have you had:
    - a. In teaching home economics?
    - b. In teaching other subjects before