swallow my mortified embarrassment. Usually, no matter how poorly a speaker may have carried off his part, some few sympathetic hands will give a timid clap. But for me there was not a movement. Nobody even looked my way. With a sort of suppressed air the chairman of the meeting continued the program.

I tell this experience to show the difficulty, not to discourage, for the sequel was almost amusing. It is true that neither at this session nor at any session of the three-day meeting was there any public mention of my effort, but I found encouragement in the fact that many of the brethren came up privately to approve, and almost all of these had some illustration in support. I am convinced that improvement in rural schools of the south depends upon convincing the people that they will be benefited in every way by paying for good schools, and that certainly one honest method of increasing the funds for the purpose lies in the direction of at least approximately fair assessments. There seems no other way of bringing this about except by continual preaching. There are signs of conversion. Now and then we see a stray paragraph in some newspaper which hints at a confession of sin. And how much better it would be to get the increased support for local schools from the people themselves rather than from any outside source. It seems to me that we stand in constant danger of forgetting a great fact. We are in danger of forgetting that being worked on and uplifted by outside organizations and outside finances goes but little way toward building up a people into the kind of manhood that is needed for democratic citizenship.

JAMES H. DILLARD

VI

PUTTING LIFE INTO REVIEW WORK

AN APPLICATION

When my sixth grade pupils had finished studying the Central States, we decided to build on the sand table a representation of the Great Lakes. This was to be used in reviewing the products of the states, cause of location of the cities, and everything of importance that we had studied during the past month.

First the class was divided into the following committees: (1) lakes, (2) mines, (3) cities, (4) boats, and (5) products. Each committee discussed its work, the children talking freely and making many suggestions. By having each committee know exactly what to do, confusion was avoided.

I think the most important thing the lake committee learned was the elevation of the lakes. Lake Superior was built the highest, the rapids were made, and the Soo canal was built around it. The other lakes were built lower, and then Ontario made a big drop, showing Niagara Falls with the Welland canal built around it.

The iron mines were located on the northern shore of Lake Superior, and brick dust representing iron ore was sprinkled around the opening of the mine and over the top of the mountain range. The copper mines were located in the same way. Bits of coal were sprinkled over the prairies, showing where to find the coal mines.

The cities were located by means of little cardboard signs held erect with toothpicks. The lakes were marked in the same way with the height of each lake on the signboard.

Products were brought and loaded into small paper boats sailing the lakes. Several were leaving Duluth loaded with iron ore, (bits of broken brick), and wheat from the Red River section. Near Cleveland and Toledo, boats loaded with pig iron (small nails) showed us where the iron had been smelted. Grain, flour and lumber from Chicago and Milwaukee could be seen on boats throughout Lakes Michigan and Huron, and some nearing Buffalo showed us that their cargoes were bound for foreign ports. A bag of flour, half emptied, helped locate Minneapolis on the Mississippi River near the falls of St. Anthony.

One committee at a time worked at the sand table until all was completed. In the class discussion which followed, several criticisms were made which sent the various committees back for further information. My, how these children studied their maps and textbooks!

The interest in the whole work was unexcelled, and with but few exceptions, each child put his best work into it.

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