

- B. Teacher leads children to want to make the imaginary trip.
- II. Deciding where to start.
- Find four large Virginia rivers running east on map, page 123 in text.
 - What cities are right underneath each other on these rivers?
 - Why are these four large cities located just underneath each other?
 - What is the "fall line?"
 - Why can we not start at the source of the Potomac River?

Subject Matter

- Four large Virginia rivers running east are the Potomac, the Rappahannock, the James, and the Appomattox.
 - Cities underneath each other on these rivers are:
Alexandria on the Potomac
Fredericksburg on the Rappahannock
Richmond on the James
Petersburg on the Appomattox
 - A city needs among other things water power for factories; falls near each of these cities supply water power.
 - The "fall line" is the rocky ledge over which all these rivers must flow to reach the ocean.
 - Boats cannot go over either the Great or Little Falls of the Potomac.
- III. Taking the trip
- Using oral reports and pictures
 - Judging oral reports by previously set up standards

Subject Matter

- Face the audience.
 - Show pictures to everybody.
 - Talk about one main thing.
 - Ask the class a question.
 - Have the class ask you questions.
- IV. Making a record of what we saw
- Making a class table
 - Copying it into note books

Subject Matter

Things seen on a boat trip down the Potomac river:

Bridges: Chain, Key, Memorial, Highway, and Long
The Lincoln Memorial
The Washington Monument
Arlington Mansion
Arlington Cemetery and Ampitheatre
The Dome of the Capitol
Alexandria
Mt. Vernon
White House
Gunston Hall
Marshall Hall
Wakefield
Stratford

PAULINE SHREVE

WILD FLOWERS IN VIRGINIA

A NATURE STUDY UNIT FOR THE SECOND GRADE

- I. What the Children Did
- They set up the following problems:
 - How to learn the names of the wild flowers.
 - How flowers choose their homes.
 - How flowers care for themselves.
 - How they protect themselves.
 - How they scatter their seeds.
 - How wild flowers benefit man.
 - How wild flowers dress.
 - They took excursions to help solve the problems.
 - They read poems and stories about flowers. They memorized a number of poems to recite at opening exercises.
 - They made booklets containing pressed flowers, pictures of flowers, and original stories and poems about flowers.
 - They learned games and story-plays about flowers.
 - They drew flowers for a blackboard border.
- II. What the Children Learned
- They learned the names of the more common wild flowers in their vicinity:

violets, arbutus, wild rose, honeysuckle, dandelion, daisy, lady slipper, Jack-in-the-Pulpit, columbine, buttercup, laurel, anemone, Queen Anne's lace.

- B. They learned that different flowers choose different kinds of homes; some thrive best on sunny slopes; others need damp shady spots.
- C. They learned how wild flowers care for themselves:
1. Flowers have various ways of protecting themselves; they may have spiny seeds, tough stems, rough leaves, thorns, thistles, an unpleasant odor, or an acid taste.
 2. They get food through their leaves and roots; some rare plants catch insects.
 3. Seeds are scattered by water, wind, insects, birds, animals, and man.
 4. Flowers have habits of behavior just as people; they breathe, they turn toward the light, many of them close up at night, and some of them have a regular time of opening.
- D. They learned that wild flowers benefit man:
1. Flowers make woods and meadow lovely, such as dogwood, redbud, arbutus, honeysuckle, violets, and buttercups.
 2. Flowers are used for medicine, such as bloodroot, and the common winterberry.
- E. They learned that flowers attract insects by their color; the insects in turn help the flowers by scattering the pollen.

CORDELIA ARMSTRONG

A fund for the establishment of scholarships at Oxford and Cambridge for American students, and at Harvard and Yale in the will of the late Lady (Charles) Henry, of London. The scholarships are to be open to either men or women. Lady Henry was of American parentage.—*School Life*.

WHAT THE RADIO-MUSICAL LIKE

ANATION-WIDE expression of opinion by radio listeners shows that their favorite composer is Beethoven, and Wagner's Overture to Tannhauser is the favorite type of music. These opinions were obtained through a questionnaire recently distributed by the New York Edison Company in connection with the Edison Hour, which is broadcast weekly over WRNY.

Radio listeners to the number of 4800 cast a total of 79,800 votes for 50 composers and 18 types of musical compositions. Following close after Beethoven—considered by musicians the master of composers—with 3245 votes, comes another of the great immortals, Franz Schubert, with 2971 votes. Third is our popular American composer, Victor Herbert whom 2935 of the 4800 included in their preference.

Second in popularity to Wagner's masterpiece, the Overture to Tannhauser, as a type of musical composition, comes the Poet and Peasant Overture by Franz von Suppe, with the Marche Militaire of Franz Schubert third. The musical tastes of men and women are practically alike. Instrumental solos proved to be more popular than vocal solos, with 2720 votes favoring the former, and 1422 for the latter. 2110 votes were cast for orchestral music alone.

One of the significant things shown in the questionnaire, which seems to indicate that the tastes of listeners everywhere are alike, is that the relative positions of the leading composers and compositions were the same for each thousand of the questionnaires tabulated. The space left on the questionnaire for remarks provoked much lively comment. The men had more to say, and were much more positive in their opinions than women. Thirty asked for jazz, and more than 135 denounced it in no gentle terms.

Radio announcements came in for their