

Ritchie, Primer of Sanitation and Physiology (with Virginia supplement); World Book Company.

Optional—Basal:

Winslow, Healthy Living (with Virginia supplement); Charles E. Merrill & Co.

Agriculture—Basal:

Duggar, Agriculture for Southern Schools (revised Virginia edition); Macmillan Co.

Writing—Basal:

Locker Easy Method Writing, grades 1 to 7; W. C. Locker, Richmond, Va. (Extended to July 1, 1924).

Drawing—Basal:

Industrial and Applied Arts; Mentzer, Bush & Co. Or Industrial Art Textbooks; Laidlaw Bros. Or Practical Drawing; Practical Drawing Company.

Music—Basal:

Hollins Dann Music Series, grades 1 to 7; American Book Company.

Optional—Basal:

Progressive Series; Silver, Burdett & Co.

Home Economics—Basal:

Matthews, Home Economics; Little, Brown & Co.

SUPPLEMENTARY LIST, ELEMENTARY SCHOOLS

Reading—Supplementary Primers:

Barnes Primer; Laidlaw Bros.
New Elson Primer; Scott, Foresman & Co.
Reading-Literature Primer; Row, Peterson.
Story Hour Primer; American Book Company.

Wide-Awake Primer; Little, Brown & Co.

Reading—First Supplementary:

Everyday World, grades 1 to 5, inclusive; Macmillan Company.
Literary World, grades 6 and 7; Johnson Publishing Company.

Reading—Supplementary:

Story Hour, grades 1 to 5, inclusive; American Book Company.

Howe, grades 1 to 5, inclusive; Scribners.

Reading Literature, grades 1 to 5, inclusive; Row, Peterson.

Studies in Reading, grades 1 to 5; inclusive; University Publishing Company.

Bolenius Silent Readers, grades 4 to 6, inclusive; Houghton Mifflin Company.

Wide-Awake, grades 1 to 5, inclusive; Little, Brown & Co.

New Elson, grades 1 to 5, inclusive; Scott, Foresman & Co.

New Barnes, grades 1 to 4; Laidlaw Bros.

Edson, Laing, grades 1 to 5; Benjamin H. Sanborn Co.

Winston Silent Readers, grades 3 to 7, inclusive; John C. Winston Co.

Carpenter, Geographical Readers; American Book Company.

Sheppard, Geography for Beginners; Rand, McNally Company.

Carpenter, Around the World With Children; American Book Company.

Webb, Our Bird Book; Pioneer Publishing Company.

Jackson, Life of Booker Washington (for colored schools); Macmillan Company.

Tyler, Virginia First; Author.

Jones, Keep-Well Stories; Lippincott & Co.

Rosser, Uncle Jim the Fire Chief; Southern Publishing Company.

McVenn, Good Manners; D. C. Heath & Co.

Hallock & Winslow, Land of Health; Charles E. Merrill & Co.

Brooks, Story of South America; Johnson Publishing Company.

Wayland, History Stories for Primary Grades; Macmillan.

Supplementary for Third Grade:

Robbins & Rowe, Work and Play With Language; Row, Peterson Company.

Supplementary English:

One thousand six hundred Drill Exercises in Corrective English; Noble & Noble.

Supplementary History:

Eckenrode, Told in Story; Johnson Publishing Company.

Supplementary Civics:

Binford, Young American Citizen; Johnson Publishing Company.

DRAMATIZING A HYGIENE REVIEW

HOW can a junior high school subject be reviewed with best results to the class and with least possible conscious effort on their part? This problem was met in the Harrisonburg Main Street School in a class which had studied First Aid by working out a little play. In order that the pupils themselves might initiate this activity, several copies of a hygiene play¹ written and acted by another junior high school class were secured. A number of the students took the parts of the characters and read the play to the class. The teacher's hopes were realized when, immediately after this reading, several of the pupils suggested that they write a play themselves.

An outline of the work gone over in class—of which the play was to be a review—was made by the teacher. The class of thirty-three was divided into six committees, and a chairman for each was appointed. Each chairman was given a copy of the outline, and was made responsible for seeing that his committee got together and wrote a play in-

¹Freeland—Modern Elementary School Practice, pp. 165-173.

volving as many as possible of the principles of First Aid which had been studied.

From the six plays written the best one was chosen. The cast practiced after school every afternoon of the week preceding the presentation of the play.

The customing was very simple—a long dress for the mother and a high hat and a kit for the Doctor. The properties consisted of a long table at the center of the stage, a few chairs, and a couch improvised from a camping cot furnished by one of the boys, a cover, and a few sofa pillows. The few stage properties needed were furnished by the children.

The class made the programs—small folders of white drawing paper with a small picture—a Red Cross nurse, a First Aid kit, or a Red Cross bandage—and the name of the play on the first page, and the cast of characters on the inner page.

After the play, the class wrote up instructions for the use of the First Aid measures that had been demonstrated—how to give artificial respiration, how to treat fainting, how to set a broken arm, etc. Thus by writing down what they had seen and heard, they fixed the knowledge more firmly in their minds.

The use of this form of review was an advantage to both teacher and pupils: the children's interest was aroused—this furnished an incentive for the children, and by so doing made the teacher's work easier; the pupils actually *did* the things they had studied, which is always desirable; they received good training in cooperation and in working with committees; and the summing up in writing of what they had learned impressed it firmly upon their minds. In a word, the children enjoyed doing the work and at the same time learned more than they would have, had the work been done in a formal way.

SAM LOSES HIS HEAD

Scene: Living room in Mrs. Keepclean's home; table in center, couch on left, chairs near center.

Characters: Bill, Sam, Mother, Joe, Ruth, Henry, Jim, Doctor.

(MOTHER is seated to left, reading. Enter JIM and SAM, coming from school).

MOTHER (after boys are seated) Have you boys studied your lessons for tomorrow?

SAM: Going to do that now. We have a test on First Aid tomorrow.

JIM: That is right!

SAM: Jim, will you explain this thing to me about the course of the blood through the body?

JIM: (explaining) Well, you see, it's this way: The blood leaves the left side of the heart through the aorta; then it goes to the smaller arteries and circulates all through the body. It is then carried through capillaries to the veins, and the veins carry it back to the heart. It enters the right side of the heart, is taken to the lungs to be purified, comes back to the left side of the heart, and is ready to start all over again.

Now, Sam, suppose you found me with a deep cut in my arm—how could you tell whether the blood was coming from an artery or a vein?

SAM: You ask in vain.

JIM: Well, in bleeding from an artery, the color of the blood is bright red and it comes out in jets. Now, what is the first thing you would do if you found me with a cut artery?

SAM: I'd call a doctor and keep cool.

JIM: Yes, that's important, but—

MOTHER: But suppose you couldn't get a doctor?

SAM: If I couldn't get Dr. Byers, I'd get Dr. Firebaugh—there are always plenty of doctors.

JIM: But in case we couldn't get a doctor—

SAM: Oh, I know! I'd 'phone for Miss Hill.

JIM: Aw, don't you know Miss Hill is busy looking after scarlet fever patients? The thing to do would be to press between the wound and the heart. Now, for instance, if this artery were cut—(Jim grasps Sam's upper arm) you would press right by this big muscle; or you could put a tight roll of cloth in the bend of the elbow and then bend the arm up as far as possible, like this—(demonstrates).

MOTHER: Suppose an artery in the temple were cut, Jim?

JIM: You would press with your thumb about half an inch in front of the upper part of the ear, like this—(demonstrates). (Tak-

ing up books) Well, Sam, I'd better be going. Don't forget to brush your teeth, for, as Miss Wagstaff says, a clean tooth never decays!

SAM: So long, Jim. (Exit Jim). Mother, Jim always gets the highest grades on First Aid, but I remember the important points.

MOTHER: How's that, Sam?

SAM: I call the doctor and keep cool. I remember when Bill got hurt last year I kept cool, all right. I was so scared I was cold as ice.

BILL (off stage): Oh, Sam! Come help me. (Exit Sam).

MOTHER: How different those two boys are! Jim is so calm and Sam is so excitable! I do wish—Mercy! what has happened?

(Enter BILL and SAM, carrying JOE.)

SAM (excitedly): Bill found Joe with a broken arm and a cut head.

MOTHER: Oh, let me 'phone for a doctor!

(Exit Mother).

SAM (rushing around aimlessly—To himself): Keep cool, keep cool.

BILL: Sam, bring me some water and my First Aid kit. (Exit SAM). (BILL seats JOE in chair and talks to him soothingly. SAM enters with pan of water, hits arm on chair, and spills half of it).

BILL: Aw, Sam, don't break your neck. Where's my kit?

SAM: Oh, I forgot that. (To himself) Keep cool, keep cool. (Rushes out).

(Enter MOTHER).

MOTHER: What shall we do? I've 'phoned three doctors and they are all out.

(Enter SAM with kit).

SAM (to himself): Keep cool, keep cool. Bill, keep cool!

BILL: Well, I'll have to set that arm temporarily. (Opens kit).

(SAM seizes pan of water, dips handkerchief in it, and starts to squeeze water into wound on Joe's head).

BILL: Hey there! don't put water into that cut. Don't you know pus germs will form?

MOTHER: I'll get some iodine and fix it up.

(MOTHER bandages head while BILL puts splints and sling on broken arms. General conversation while this is being done. SAM continues to rush around, getting very much in the way).

(Enter RUTH).

RUTH: Oh, Mrs. Keepclean—my brother was unloading wood out here and he's dislocated his shoulder!

MOTHER: Oh, I'll call the doctor again!

SAM (to himself): Keep cool, keep cool.

(BILL and SAM bring in HENRY and put him in chair).

BILL: You say this shoulder has been dislocated before?

HENRY: Yes. See if you can set it.

(BILL clears table, then he and SAM lift HENRY to table).

SAM: Keep cool, keep cool.

(BILL sets shoulder, helps HENRY down, and seats him in chair).

RUTH: Oh, I feel like I'm going to faint!

(They put her on couch. SAM starts to put pillow under her head).

MOTHER: No, her feet must be higher than her head. Bill, rub her wrists while I get some ammonia. (Exit MOTHER).

(MOTHER enters and gives RUTH ammonia).

SAM: What's that for?

MOTHER: It's a stimulant.

SAM: What's a stimulant?

JOE: I know what it is. It's something taken into the body to make the heart beat faster. Corn is a stimulant.

SAM: Corn?

JOE: Yes, corn whiskey.

MOTHER (standing back and looking at JOE, RUTH, and HENRY): Well, any one would think we were rehearsing for a play, we've had so many accidents.

(Knock at door. Enter DOCTOR, followed by JIM).

DOCTOR: Good evening, people. My, it looks as if you have a hospital here.

MOTHER: Well, we have, Doctor, almost. Bill found Joe with a cut head and a broken arm, and before we got him fixed up Ruth came in and said her brother had dislocated his shoulder. Then by the time Bill had set

that, Ruth had to go and faint, so here we are with three patients on our hands.

(DOCTOR looks over each patient, talking to them as he does so).

DOCTOR: Well, they look like they ought to get on all right now.

SAM: Yes, Bill fixed 'em all up.

My, but Ruth looks white! She looks like that man who was nearly drowned last summer.

DOCTOR: Sam, what would you do for a person who was nearly drowned?

SAM: I'll call Bill and keep cool.

MOTHER: Well, if you didn't keep any cooler than you did today, you wouldn't keep very cool.

DOCTOR: Bill, can't you give us a demonstration of artificial respiration?

BILL: I can try, Doctor. Get up here, Sam.

(Puts SAM on table, face downward, BILL kneels on table beside SAM, presses with palms of hands on SAM's ribs, then releases pressure).

BILL: Now, this is the Schaefer method.

RUTH: Named after Miss Edna Shaefer?

BILL: Oh, no—named after some man a long time ago. (Continues explanation). This ought to be done about twelve or fourteen times a minute, but if you don't have a watch to time yourself, you can count. We learned a better way than that down at camp, though; when we press down we say "Out goes the water," and when we let up we say "In goes the air." That makes it about the right time. This method is better than the old Sylvester method, because it's so much easier to use.

DOCTOR: Well, Bill, I hope you will be a doctor when you grow up.

SAM (sitting up on edge of table, facing audience): Bill surely can do the doctoring till the doctor comes. (Then, nodding his head slowly) and the next time anything like this happens and I lose my head, I'm going to sit right down till I find it again!

HELEN WAGSTAFF

On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.—DANIEL WEBSTER.

EDUCATION IN ACCIDENT PREVENTION

EACH year 76,000 people are killed in the United States by accident, of whom twenty-five per cent or nineteen thousand are children under fifteen years of age. For every death there are twenty-six serious injuries—nearly two million people hurt and maimed and crippled. It is not a pleasant picture and it is a shameful one when we realize that this waste of life and limb is wholly unnecessary. It can be changed, if we will. The reason for this appalling loss is largely psychological, for we as a nation have not learned to think in terms of conservation as applied to human life. The secret of preventing accidents lies in teaching the children of the country to form habits in accordance with the ordinary laws of safety and common sense. With this in view the Education Section of the National Safety Council has been working since 1919 toward the development of education in accident prevention in the public and parochial schools of the country. The plan of making safety instruction an integral part of all regular curriculum subjects was worked out and its practicability demonstrated by Dr. E. George Payne of New York University, at that time Principal of the Harris Teachers' College in St. Louis. Other cities felt the need and developed similar work along the lines followed by St. Louis, notably Detroit, Cleveland, Cincinnati, Louisville, Milwaukee and several others, and achieved remarkable results in the reduction of the death rate of school children.

Briefly the plan is this. The various phases of safety in the home, in the school, at play and on the streets are used as themes for study and discussion in each of the conventional school subjects. For example, English class work offers an unlimited field for work in accident prevention through reading, composition, speeches, debates, etc. Drawing has an equally extensive scope for safety teaching through posters, construction, sand-table models, scrap books, bulletin-boards, etc., and an arithmetic class can use accident statistics for their city, state or country as a basis for graphs and problems, learning meanwhile the value of keeping accurate public record of accidents so that the extent of the accident