

paper, he couldn't use the apostrophe of possession. Perhaps that is to say that that particular skill is of small consequence. But we are supposed to teach it. Of the one hundred and fifty-one high school pupils, sophomores, juniors, and seniors whom I have carried through a series of drill exercises of this kind, I have found only one who did not need it.

Where one wishes to show up the massed progress of the class as a whole, then before the two processes just described, a final test based on the cycle plan, like the initial test, should be given.

The whole experiment is interesting from start to finish. The only boresome part is making the exercises and tests: so many sentences. One thing is certain; any teacher who tries it once will try it again and again.

The same plan as described here may by slight changes be employed for teaching the run-on sentence, the comma fault, capital letters for sections of the country, for proper adjectives—any of those familiar obstructions in the path of the high school teacher of composition. Working them out as separate problems—briefly, perhaps, as there are so many—at least has the merit of coming nearer to the concrete; it brings tangible results.

BONNIE GILBERT

## COMPOSING POETRY IN THE GRADES

FOR the past four years the teaching of real appreciation of poetry has been one of the great aims of our training school and, so far, has proved a successful objective. Most of this success is due to the efforts of Miss Mary E. Cornell, who first took such keen interest in this experiment in the beginning first grade that the other grades realized its importance and soon imitated her enthusiasm.

Beginning in the kindergarten and continuing all through the grades, a great number of appropriate and beautiful poems are

read to and by the children. The kindergarten and first grade groups are led through their love for the Mother Goose rhymes and the Peter Patter rhymes to a keen appreciation of the poems of Rose Fyleman, Elizabeth Knoble, Christina Rossetti, Mary Mapes Dodge, Robert Louis Stevenson, and others. By the time the children reach the fourth and fifth grades they are enjoying the works of Whittier, Longfellow, Tennyson, and a score of others.

Through familiarity with their favorite poems, through group discussions, and through picture studies, the children are often inspired to create good verse themselves. Of course, in the primary grades, most of the original poems are made by the group—one child contributing a thought or line, another a rhyming word, and so on. In the third and fourth grades some of the children can write quite beautiful poems individually, provided the work is given encouragement and stimulation. The reader is referred to the article by Miss Mary E. Cornell, "Poetry in the First Grade," in *THE VIRGINIA TEACHER*, April 1926.

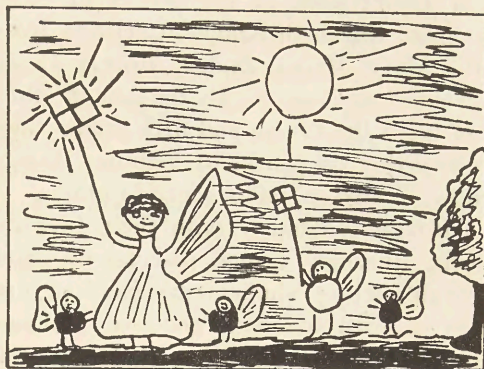
The following are a few examples of the types of poems composed in the various grades in the training school:



ELFIN SWINGS

The fairies go a-swinging on the branches of the trees:  
The wind blows softly, and makes a fairy breeze.

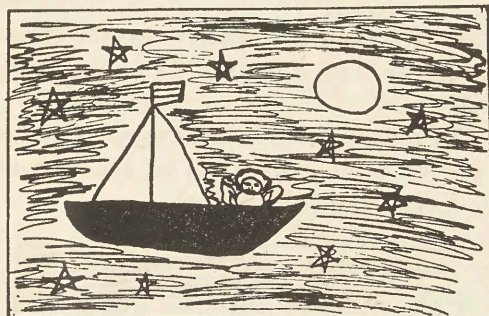
Composed by a group of children in the 1-B Grade after becoming familiar with the poem, "Differences," by Rose Fyleman, and further stimulated by a lovely picture of the fairies swinging on the branches of the trees. Also illustrated by a child in the 1-B Grade.



#### THE FAIRY PRINCESS

There is a fairy princess,  
Who comes to us at night.  
She brings us happy dreams;  
She comes by fairy light.

Composed by a group in 1-A Grade after hearing a number of fairy poems and studying a beautiful picture of the fairy princess. Illustrated also by a child in the 1-A Grade.



#### THE DREAM FAIRIES

These are little dream fairies.  
They come to us at night.  
They come on shining moonbeams,  
From the moon so bright.  
They carry us to dreamland,  
On a dream ship so fair.  
We dance and play the time away,  
Then slide down the moonbeam stair.

Composed by a group in the 2-B Grade. Inspired by the same poems and pictures as the above 1-A group. Also illustrated by a child in the 2-B Grade.

#### OCTOBER LEAVES

October leaves are falling down, falling down,  
falling down;  
October leaves are falling down, in the autumn.  
Rake some leaves and make a fire, make a fire,  
make a fire;  
Rake some leaves and make a fire, in the autumn.

An action verse composed by a group in the 3-B Grade to the rhythm of London Bridge. Paraphrasing helps children gain confidence in writing verse.

The following verses are composed individually by children in the fourth grade. They were all stimulated by other poems, by pictures, by the season of the year, and by observation of the weather and sky.

#### THE STARS

Once two little stars came peeping,  
Peeping through the sky.  
Said one to the other,  
"It's time we are dining,  
So here is the pie."

Then they began to eat,  
With the moon for a table.  
Said one to the other,  
"For putting the dishes away,  
I don't believe we are able."

Composed by JANET LEE MILLER, 4-B Grade

#### WHO IS THE WIND?

Who is the wind, I wonder.  
He is always running around the house,  
With a great, big blunder.

How does he move so fast, I wonder.  
Sometimes he moves so fast,  
It sounds like thunder.

Composed by JANET LEE MILLER, 4-B Grade

#### LITTLE SNOWFLAKES

Little white snowflakes, so gentle and fair—  
They have the winter's best of care.  
They come dancing, dancing in a line,  
Covering every tree, bush, and vine.  
Composed by DELPHINE KEISTER, 4-B Grade

#### THE SNOWFLAKES

Oh! the snowflakes come falling, falling down,  
They cover the bushes and trees and ground.

The pretty scene is like a fairyland,  
With its dainty white trees on every hand.

But when the sun shines all the day,  
At first it is golden, but soon melts away.

Composed by HELEN BRILL, 4-B Grade

#### SPRING

Everywhere that Spring stepped the grass grew  
green,  
And the prettiest flowers came up that ever  
you've seen.

Tiny birds began to sing,  
Animals ran to greet the Spring.  
Said the pansy to the hyacinth, "Aren't you glad  
Spring is here?"  
"Yes, I am," said the hyacinth. "She is such a  
dear."

Composed by DOROTHY LEE BAUGHER,  
4-A Grade

## SUNSET

I wonder where the sun goes when it sets behind  
 the hill,  
 And everything is so silent, so quiet, and still,  
 Does it go to skyland through the long, long hall?  
 Or does it make a lamp for the fairies' ball?  
 If I could have a wish, I'd wish right away  
 That I could go with the sun just for a day.

Composed by DOROTHY LEE BAUGHER,  
 4-A Grade

VIRGINIA BUCHANAN

## A BANQUET IN CÆSAR'S HONOR

*A Unit for Use in the Study of "Cæsar" in  
 the Second Year of High School*

### I. *What the Children Did*

- A. They decided to give a banquet in Roman style in honor of Cæsar's victorious return from Gaul.
- B. They had a meeting and chose the following characters:
  1. Marcellus, the host.
  2. Julius Cæsar, the guest of honor.
  3. Claudius, a friend and officers of Cæsar.
  4. Marcus Brutus, Cæsar's closest friend.
  5. Lucellus, a Senator friendly toward Cæsar.
  6. Marcus Antonius, Cæsar's ally.
  7. Cornelia, Calpurnia, Valeria, Portia, Gracia, and Maria, wives of the men.
  8. Roman citizens, foreign ambassadors, prisoners, hostages, professional entertainers, and slaves.
- C. They decided that the conversation should deal with current topics of the period: Cæsar's triumph in Gaul, the flight of Pompeius and the Senators, the rising of the Plebes, the theater, Cicero, the uprising in the East, the fashions.
  1. Each student studied to perfect himself for the part he was to play.
  2. He supplied the class with information necessary for the success of the play, but retained enough to make his own part an individual contribution.
- D. They selected committees to be in charge of each aspect of the banquet.
  1. The Costume Committee studied Roman customs in dress and designed the costumes.
    - a. They presented pictures to the class showing Roman costumes for each rank and position.
    - b. They helped each student make a costume suitable for his part.
  2. The Decoration Committee studied interior decoration in Rome and arranged the gymnasium for the banquet.
    - a. They arranged one long table and couches on which the guests reclined.
    - b. They used "tapestry" of dyed cheese-cloth as hangings and as covers for the couches.
    - c. They gathered pictures, rugs, skins, and statuary and made armor of cardboard to lend atmosphere.
  3. The Menu Committee was in charge of the food and service.
    - a. They selected and prepared the food.
    - b. They trained the serving men in the proper forms.
    - c. They made "dinner gifts" for each person.
    - d. They helped the Decoration Committee in choosing dishes, table linen, and utensils.
  4. The Entertainment Committee prepared for the guests' amusement.
    1. Gallic prisoners-of-war gave a pantomime of the creation of the world by their gods.
    2. Professional entertainers gave an acrobatic exhibition.
    3. Eastern prisoners presented the death of Hector in Grecian style.

### II. *What the Children Learned*

- A. They learned the social divisions of Roman citizens and the distinctive dress of each class.