

6. What is the proper arrangement of books on a certain shelf?
7. What form of cards is used in the catalog? what shape?
8. List three advantages of the hand-made card catalog over the printed catalog in book form.
9. How are cards arranged in the catalog? Why?
10. What information is listed on each card?

II. Find and later replace on the shelves 25 reference books selected by your teacher.

Note—Should the students not have access to a card catalog system, the following are suggested as substitutes for Part II of this assignment:

- I. Make a card catalog of the school library.
- II. Organize the school library, basing the work on the *Standard Catalog for High Schools*.

Assignment IV

The aim of this assignment is to apply information gained in the previous assignments.

- I. Should the Filipinos Have Their Independence?
- II. Radio—Its Origin and Development
- III. The Ice Age of North America
- IV. Peculiarities of Southern Literature
- V. Japanese Prints
- VI. The Development of the Alphabet
- VII. The History of the Saxophone
- VIII. Should the President of the United States Serve Six Years and Not Be Eligible to Re-election?
- IX. Luther Burbank's Gift to the World
- X. The Revival of Antiques

BIBLIOGRAPHY

- I. For the Teacher
 1. Brown, Zaidee, *Standard Catalog for High School Libraries*. The H. W. Wilson Co., New York.
 2. Cross, E. A., *Fundamentals in English*. Chap. XI. The Macmillan Co., New York.
 3. Slater, John Rothwell, *Freshman Rhetoric*. Chaps. VI and VII. D. C. Heath & Co., New York.

4. Wilson, Martha, *School Library Management*. The H. W. Wilson Co., New York.

II. For the Pupil

1. Briggs, McKinney and Skeffington, *Junior High School English*. Chap. III. Ginn & Co. Boston.
2. Briggs and McKinney, *Ways to Better English*. Chap. VI. Ginn & Co., Boston.
3. Dodd, Mead & Co., *The New International Encyclopedia*.
4. *Reader's Guide to Periodicals*. The H. W. Wilson Co., New York.
5. *Standard Atlas of the World*. Rand McNally & Co., Chicago.
6. Webster, *International Dictionary*. G. & C. Merriam Co., Springfield, Mass.

III. For the Teacher and the Pupil

1. *Course of Teaching the Use of Library with Notes on Library Progress*. Educational Committee of American Library Association, Chicago.
2. *Library Manual for High Schools*. Department of Public Instruction, Harrisburg, Pennsylvania.
3. *List of Books for High School Libraries*, by Estella M. Slaven. Department of Education, Columbus, Ohio.
4. *Teaching, No. 47*. Kansas State Normal School, Emporia, Kansas.

PAULINE CALLENDER

HORTENSE HERRING

A LESSON PLAN IN POETRY APPRECIATION

Part One. Preliminary Data

Grade: Fourth

Time allowance: One forty-minute period

Major unit: Poetry appreciation

Minor unit: Enjoyment of lullabies

Materials: "The Slumber Boat," by Alice Riley

"Wynken, Blynken, and Nod,"

by Eugene Field

Moonlight pictures

Part Two. Steps in The Lesson

- I. Enjoying familiar poems
 1. Matching titles of poems with names of poets
 2. Matching titles and names of poets with parts of poems.
 3. Giving children a chance to say or read poems they have enjoyed

- II. Creating the atmosphere for the new poem, *The Slumber Boat*
1. Helping children visualize a scene at night where a mother is putting her baby to sleep.
 - (a) Studying moonlight pictures
 - (b) Discussing colors seen at night
 2. Developing the word *Lullaby*
 3. Giving motive question:
Listen to see what the mother sings about in this lullaby.
- III. Helping the children enjoy the poem
1. Reading it to children
 2. Discussing motive question
 3. Asking questions to enlarge their appreciation
 - (a) Where will the baby sail?
 - (b) What will he do while he is sailing?
 - (c) When will he come back?
 Children were expected to read or quote parts of the poem in answer to the questions.
 4. Listening again to find out the main thing each stanza is talking about
 5. Fitting the words to the music as played on the Victrola
- IV. Comparing the poem with *Wynken, Blynken, and Nod*
1. Reading *Wynken, Blynken, and Nod* to the class
 2. Asking questions to guide the comparison:
 - (a) What parts of this poem are like *The Slumber Boat*?
 - (b) Why is this, too, a lullaby?
- V. Stimulating the children to further activity (done during the period following)
1. Guiding the children in illustrating either of the poems
 - (a) Describing pictures shown in the poems
 - (b) Discussing the use of colors in these pictures
 - (c) Discussing subordination, *i. e.*, having one main idea in a picture

2. Encouraging the children to find other lullabies to read to the class.

MARIE ALEXANDER

WANT TO BE A TEACHER?

An Interview With Dr. Stratton D. Brooks

FROM the Missouri hotel telephone receiver at your ear, comes a briskly hospitable rumble:

"You got in early? Fine. Come on out, and we'll have our talk about teaching right away . . . No, no, it's not inconvenient to see you now. Come right along. You don't want to hang around waiting for a chance to see a man. I know. I've been there myself."

Cordial, understanding, quick to adapt himself to changes—that's Dr. Stratton D. Brooks, president of the University of Missouri. That one-minute telephone talk with him tells you all those things.

You hang up the receiver, grab your hat, and dash hot-foot out along the homelike streets that lead to the campus. A pleasant place, Columbia, Missouri. College towns are likely to be. This one calls to you, but you streak along, bent on reaching Dr. Brooks' office in record time. You don't want to keep him waiting.

He says you haven't as he motions you to a comfortable chair and sits down again behind his big desk. "Just ready for you," he declares.

He would be, you think appreciatively. Sturdily built and alertly energetic, short, gray-haired Dr. Brooks seems the elastic sort sure to be "just ready" for whatever turns up.

Must have been that sort all of his life, for his record shows a steady stepping along. Country teacher, high school principal, vice-president of a Michigan state normal school, high school inspector on the staff of the University of Illinois, assistant superintendent of schools in Boston, superintendent of schools in Cleveland, back