

of By-Laws. They often suffer four years as the result of a foolish social blunder. Therefore, someone — faculty, Student Council, Big Sister Class, or Freshman Commission—owes the new girl the information and entertainment necessary to start her on the right path. After that it is largely a matter of individual responsibility. The best system of Freshman Training would not forestall all problems of discipline. After all,

"Ships sail east and ships sail west  
By the self-same winds that blow.  
It's the set of the sail,  
Not the strength of the gale,  
Which determines the way they go."

## BIBLIOGRAPHY

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Good, Carter V., "Freshman Week at Miami University," *School and Society*, November 13, 1926. pp. 614-615.

## CORRESPONDENTS

Presidents of Student Government of:

1. Duke University, Durham, N. C.
2. Mississippi State Woman's College, Columbus, Miss.
3. Randolph-Macon Woman's College, Lynchburg, Va.
4. Sophia Newcomb College, New Orleans, La.
5. State Teachers College, Farmville, Va.
6. State Teachers College, Fredericksburg, Va.
7. State Teachers College, Harrisonburg, Va.
8. State Teachers College, Radford, Va.
9. Sweet Briar College, Sweet Briar, Va.
10. William and Mary College, Williamsburg, Va.

ELIZABETH ELLMORE

It is a false principle that because we are entirely occupied with ourselves, we must entirely occupy the thoughts of others. The contrary inference is the fair one.

—Hazlitt.

When all is summed up, a man never speaks of himself without loss. His accusations of himself are always believed; his praise never.

—Montaigne.

## A SECOND-GRADE LANGUAGE PLAN

## Part One. Preliminary Data

Grade: IIA

Minor Unit: Vocabulary Building

Time Allowance: Thirty minutes

Material:

1. Original poem read to class to introduce the lesson.

*The Cunning Artist*

Jack Frost is such a cunning elf  
Who paints for you and me,  
Such lovely scenes of fairyland  
Just where we best can see.

I see a fairy, wee and light,  
And dainty as a feather,  
And here I see so many more  
A-frolicking together.

And when he's painted everything  
As pretty as can be,  
This cherry little elfman turns  
And starts to painting me!

2. Original story printed on the board

*The Clever Painter*

With *nimble* fingers a *little painter* that I know paints *lovely* pictures on my window pane. He uses *dainty* strokes and *wee* fairies *swinging* on *feathery* clouds that seem to float across a *beautiful* sky of crystal, *glistening* in the sunshine.

He sometimes paints trees and flowers such as fairies have in fairyland and little children see in dreams. Oh, he does think of such *pretty* pictures for me!

This painter sometimes wears an *azure* suit with wings *gauzy* as a butterfly's. A *tiny* cap is on his head and *wee pointed* shoes are on his feet. I cannot see him with my eyes, but I can find the pretty pictures that he paints to make me *happy*, and I can feel him when he is having a *frolic* and touches me with his *icy* brush on my nose or finger tips.



Jack Frost is the name of this *jolly* painter who *steals* in during the night to paint his pictures.

3. List of words written on the board to be substituted for those underlined. The words that have the same meaning are here grouped, but they were not so written for the children. The words from the story are in italics.

- |                    |                      |
|--------------------|----------------------|
| 1. <i>nimble</i>   | 8. <i>glistening</i> |
| quick              | shining              |
| light              | sparkling            |
| lively             | 9. <i>azure</i>      |
| swift              | blue                 |
| brisk              | 10. <i>gauzy</i>     |
| 2. <i>little</i>   | silky                |
| wee                | thin                 |
| tiny               | 11. <i>pointed</i>   |
| small              | peaked               |
| 3. <i>painter</i>  | 12. <i>happy</i>     |
| artist             | glad                 |
| 4. <i>lovely</i>   | merry                |
| pretty             | 13. <i>frolic</i>    |
| beautiful          | good time            |
| 5. <i>dainty</i>   | a prank              |
| rare               | 14. <i>icy</i>       |
| delicate           | cold                 |
| 6. <i>swinging</i> | chilly               |
| swaying            | 15. <i>jolly</i>     |
| 7. <i>feathery</i> | smart                |
| airy               | cunning              |
| downy              | merry                |
| fluffy             | 16. <i>steals</i>    |
| soft               | creeps               |

#### Part Two. Steps in the Lesson

##### I. Developing the right mind-set

- A. I read the poem, *The Clever Painter*, to the children and asked the following questions:
1. What are the pictures that Jack Frost paints?
  2. How does Jack Frost turn and start to painting me?

##### II. Giving the directions

- A. On the board there is a story about this same clever painter which can be read. Read to find out how this clever painter was dressed.  
(This was discussed before the second assignment was made.)

- B. Look at the underlined words in the story; then look at the list of words printed on the board to find other words that mean the same as those underlined.

##### III. Choosing the best words

- A. They chose as many words as they could from the list to substitute for each of the underlined words which I pointed to.
- B. They worked through the story, substituting the best word for each of those which were underlined.
- C. They used the new words in sentences to show that they thoroughly understood their meaning.

BERTHA M. MCCOLLUM

#### UNIVERSITY ENCOURAGES PRACTICAL STUDY OF BOTANY

A wild-flower contest, to continue 10 years in the schools of the State, has been projected by the University of Texas with the purpose of familiarizing teachers and pupils with wild flowers of their own locality. Annual exhibits will be prepared by the schools to consist of 30 specimens, 10 each gathered in the fall, winter, and spring, pressed and mounted according to directions announced by the professor of botany of the university, who is director of the contest. The scheme contemplates preparation of exhibits in triplicate and retention of one set by participating schools. The best exhibit in each county will be sent to the university. At the expiration of the 10-year period the university will have a collection of wild flowers from different parts of the State, and each school participating will possess an exhibit of 300 authentically identified wild flowers of its locality. The process of collection is purposely made gradual in order that pupils may learn the specimens thoroughly, and that the numbers received at the university at any one time may not be too great.