III. Prove, by giving an example or examples, that only those who are mentally and physically sound should marry.

IV. Compare Kallikak family with Edwards family, and give conclusions drawn from this comparison.

V. List traits which you have inherited from father or mother.

VI. Prove whether acquired characteristics are inherited or not.

VII. Prove the importance of education, this being true.

*What the Pupils May Do:*

I. Debate the question of Heredity versus Environment.

II. Study causes of feeble-mindedness and formulate remedies.

*References:* Walters, Heredity.

*Objectives:* To learn the value of training to man
1. Education
2. Habits

*What the Teacher Will Do:*

I. Have a class discussion on training and find out the children's ideas of its meaning. List the factors suggested by them. Lead them into a discussion on the good of education.

II. Have the children write out the good habits they think everyone should have. Discuss these and take a vote on them, ranking them according to the votes received. Discuss the laws of habit formation.

*What the Pupil Will Do:*

I. Select one of the habits ranked by the class, or one the pupil is more interested in, and develop it. (Use the laws of habit formation. Keep a record of the times you have a chance to put the habit to use and do it, and also the times you do not do it.) At the end of a month draw a graph showing the improvements in the formation of the habit.

II. Write a paper of 200 words on "The Part Training Plays in Man's Life."

*What the Pupils May Do:*

I. Select and form another habit and make a similar report as before.


**Happenings in Our Training School**

*The First Grade Has a Circus Parade*

Just after promotion in February it was necessary to get the children in the high first grade started on a worthwhile activity. Because of the interest children have in animals, the telling of stories about pets at home was encouraged. Stories and poems about pets were read to them and songs about the funny tricks of animals were learned. Animal picture puzzles were made and worked out by the class. This stimulation had the desired effect, for the children were anxious to make stories, pictures, and puzzles to put in their booklets. They were also eager to have a circus.

While they were planning this, they learned that the low first grade was planning a circus too. Then they decided to co-operate with them by preparing the parade while the low first grade prepared the stunts for the performance in the big tent. In getting ready for this each child told what he had seen in circus parades and the class chose from the many suggestions what they would have in theirs. The line up for it was as follows: Elephants, ponies, monkeys, seals, giraffes, camels, leopards, lions, sea lions, and bears. The clowns and the steam piano were not forgotten in this great parade. Most of the animals were made from patterns traced on heavy cardboard, cut out, and fastened together with paper fasteners. These animals could work their legs. This ability to move and the bright colors with which they were painted made the parade quite gay. The clowns were just as active although they were made of cloth and stuffed with cotton.
Cages had to be provided for the more dangerous animals. The children decided that orange crates and shoe boxes could be made into substantial cages. As the children were responsible for getting this material several excursions to the grocery and shoe stores had to be taken. The cages were made by cutting down the sides of the shoe boxes and fastening the top of the box to the bottom by paper posts in each corner. Large cords were stretched across the openings for bars. The wheels were made of round pieces of cardboard and fastened to the body of the cage by paper fasteners. The horses stood on box lids and could be moved by means of four wheels fastened beneath.

When everything was made the children decided that the best way to show the parade would be to place the animals and cages on tables. Eight tables were arranged octagon shape and the parade placed upon them. The ticket office was at the entrance of the room. Here three children sold tickets for a penny a piece. Most of the children brought cakes, candy, peanuts, and popcorn from home to sell. They put them in small paper bags, which when half full sold for a nickel a piece. Each of the other children was responsible for a certain part of the parade. On show day the spectators, after seeing the parade, were escorted to the low first grade to see the big circus performance.

Working out this parade was a very worthwhile activity since it called forth the best workmanship of which the children were capable; made use of materials that otherwise would have been thrown away; called forth good leadership and team work as all the work was done in committees; strengthened reading habits by leading the children to select and read stories in their spare time; developed skill in the accurate use of the ruler and tape line by requiring the class to measure for booklet covers and for the cages; and increased skill in manuscript writing by causing the class to compose stories and poems for booklets and to print tickets and various signs to advertise the circus. Besides these things it gave the children untold enjoyment in their work.

Callie Givens Hyatt

Four thousand eight hundred copies of a farm account book prepared and distributed by the University of Wisconsin were used, under supervision of teachers, by pupils in seventh and eighth grades of rural schools in Smith-Hughes high schools for keeping records of their home farms.

Personality is not a mysterious something with which the fairies endowed you as you lay in your cradle at birth. Personality, at least as other people see it in you, is the manner in which you present and express yourself in your face-to-face relations with other people. To be able to approach people easily, impress them favorably, and talk with them pleasantly is a resource of the highest importance to anyone who would live a happy, useful life in our social world. Yet such ability comes only with intention and practice.

—E. E. Dodd

The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupation that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible.

Education is the leading of human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means, the training which makes men happiest in themselves, also makes them most serviceable to others.

—Ruskin

If we had lost our own chief good, other people's good would remain; and that is worth trying for. Someone can be happy. I seemed to see that more clearly than ever when I was wretched.

—George Eliot.