

Eliot's *Silas Marner* (University of Wisconsin) 7 reels.

Homer's *Odyssey*, "Adventures of Ulysses" (Atlas Education Film Company) 2 reels.

Tennyson's *Idylls of the King*, "A Connecticut Yankee in King Arthur's Court" (Fox Film Company) 8 reels.

Irving's *Rip Van Winkle* and *Sleepy Hollow* (University of Wisconsin) 5 reels. (W. W. Hodkinson Film Company) 7 reels.

Longfellow's *Courtship of Miles Standish* (Argonaut Film Company) 5 reels.

Shakespeare's *Julius Caesar* (New Era Film Company) 6 reels.

Companies

National Board of Review of Motion Pictures, 70 Fifth Ave., New York, will furnish information regarding any educational motion pictures. See especially the list of "Selected Book Films" published each fall in collaboration with the National Association of Book Publishers.

The Library Journal, published by R. R. Bowker Company, 62 W. 45th St., New York, N. Y., publishes lists of the new motion pictures based on literature.

Daylight screens for classroom motion pictures, may be obtained from the Trans-Lux Daylight Screen Company, 36 W. 44th St., New York, N. Y. \$25 to \$150.

CAROLYN I. WINE,

Chairman.

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NOTES FROM THE TRAINING SCHOOL

DEFINITE OBJECTIVES

IF MY class and I were going on a picnic some time and I should say to one of the boys, "John, will you please look in my purse, get some money, and get us something to eat on our picnic," John would be justified in taking *any* amount from a penny to every penny in the purse, going *anywhere* from Timbuktu to Kamchatka, staying a day or a year, and bringing back a neighbor's ox or a bag of peanuts for the lunch. If I should say instead, "John, we leave for our picnic in half an hour. Will you please take this five-dollar bill, go to Mr. Crack's store, and bring us two dollars and fifty cents' worth of crackers and the rest in cheese? Please come back in fifteen minutes," the lunch would be ready for the picnic.

If John knows he must just "learn fractions," he works along in an aimless fashion. If he knows that other boys of his age and intelligence can add five examples in fractions like $2\frac{1}{2} + 3 + 12\frac{3}{4}$ in ten minutes, he has a definite goal. He now knows *what* he must do, learns the *why*, and soon gets the *how*. He soon drills himself when and where he pleases as much as he pleases. He can then take out his watch and test himself, and say when he has accomplished the feat, "Eureka," and proceed with a feeling of satisfaction to the next goal. If John knows instead of really reading (orally) he is just "saying off words"; that his "saying off words" is dull, monotonous; that he does not accentuate important words; that he does not indicate phrases and clauses, and that other boys of his age and intelligence do these things, he has a job that he can get to work on. He knows *what* he must do, *why* he must do it, and by effort *how* to do it. He can work on his job when, where, and as long as he pleases. He can practice on his schoolmates, members of his family and friends, and when it has been decided

by his class or in some other way, that he has succeeded, he can proceed to another task with the satisfaction that comes from knowing of his success in the last. In thus working on his goals John develops initiative, stick-to-it-ive-ness, inquisitiveness, acquisitiveness, courage, and self-confidence.

DAISY H. WEST

A HOME-MADE LIBRARY FOR FIRST GRADE

No schoolroom is complete without a library; every teacher should establish one in her room. "But where do you get the material?" the teacher will ask. This is always a particularly difficult problem in the first grade; books suitable for these children to read are apt to be expensive.

When the first grade in the Harrisonburg Training School had exhausted the supply of books available for them the following scheme was used to supply inexpensive materials. The best stories in the *Free and Treadwell Primer*, *Free and Treadwell First Reader*, the *Story Hour Primer*, the *Story Hour First Reader*, *Happy Hour Stories*, and *Elson Primary School Reader, Book One*, were taken out of the books, sewed together, fastened in a piece of construction paper, and bound each with the name printed on the front.

The method used in exchanging books is important. In this case exchange of books was done during the fifteen minutes before school opened and during the half-hour library period on Friday. The children went to the library table where the books were laid out so that they could select the one they wanted. The book selected and the one being returned were taken to the librarian who marked the cards. Two sets of cards were used. Upon one card containing the name of the book was recorded the name of the child taking it out and the date; this was kept on file. On the child's individual card, kept in an envelope in the back of the book being read, was recorded the name, number, and date of each book taken

out. This device kept the number of books each child read before his mother as well as the teacher; it stimulated great interest among the children.

Two kinds of library periods were given each week. A half hour was given every Friday when the children read the books they had or the ones on the table that were not to be taken out. During the reading club period, given twice a week in place of the regular reading lesson, the teacher checked the reading as explained later.

Like all other libraries, this one had rules that were to be observed. During library periods a card with "Silence" printed on it was posted in a conspicuous place in the room to help the children remember that they were in a library. During the period the "library atmosphere of quiet, dignity, and orderliness" prevailed over the room, for it was turned into a miniature library; conversation was restricted so that quiet for reading was preserved. As in a real library, the children were fined for every book lost, five cents being the amount. This eliminated much carelessness, and very few books were lost. The children were allowed to keep a book a week, but they were urged to read a new one every day.

It is very important to check the library reading. When a child knows he will be checked, he learns to read more thoroughly. A variety of methods in checking stimulate interest in the reading. The following checks were used:

1. The stories were told by the children during the reading club period, at opening exercises, or to another class.
2. Favorite parts of the stories were chosen by a child and read aloud during the reading club period.
3. Questions on the books prepared by the teacher were answered. Sometimes these were written on paper and then put to others in the class who had read the same story.
4. True and false statements about the

story (which had been prepared by the teacher) were answered.

5. The stories were illustrated with crayon or with colored paper.

6. The stories were dramatized by the children, groups co-operating in this.

7. Sentences that best explained the illustration in the story were chosen by the children and read aloud.

The children gained much from their library. First, they learned how to use a library. Second, they had the practice necessary for efficient silent reading. Third, in the reading club they learned to read effectively to an audience which, after all, is the main object of oral reading. Fourth, they learned how to select books. Perhaps if we adults had learned this when we were beginning to read, much of our time might have been spent more advantageously. Last and most important of all, there was created in practically every child a desire to read.

PATTIE HOLLAND
IDA PINNER

AN ADDED INTEREST IN MOTHER GOOSE
RHYMES

The lesson described below was a review of all the Mother Goose rhymes that the lower first grade children had read, using the *Child's World Primer* as basal. This included: Little Boy Blue, Little Bo-Peep, Baa, Baa, Black Sheep, Lucy Locket, I See the Moon, Star Light, Star Bright, Little Betty Blue, Humpty Dumpty, To Market, To Market, Sleepy-Head, and Jack and Jill.

Using a small hand printing-set, each of these rhymes was printed on a sheet of white art paper 9x12 inches. A picture illustrating the rhyme was drawn and colored at the top of each sheet. If the teacher does not possess this skill, she can find suitable pictures in old primers or magazines.

Direction sentences, giving the children a definite rhyme to look for, were printed on strips of white paper 12x4. The rhymes were placed along the base of the black-

board and a direction sentence given to each child. He read this silently, then found the rhyme called for, and read it aloud to the class.

This can be varied by flashing the direction to the entire group and allowing them to judge whether the rhyme chosen by a child is correct or not.

This lesson was of especial value because it was oral and silent reading combined. The rhymes were used not only for reading material but as a decoration for the room.

The direction sentences used were:

1. Read about the little boy under the haystack.
2. Read about the little girl who lost her sheep.
3. Read about the sheep who had three bags of wool.
4. Read about the little girl who lost a pocket.
5. Read about when the little girl saw the moon.
6. Read about the little girl who made a wish.
7. Read about the little girl who lost her pretty shoe.
8. Read about the egg that could not be put together again.
9. Read about the man who went to market.
10. Read about the little girl who put a night cap on her head.
11. Read about where Jack and Jill were going.

LUCILLE ALLEN

Scholarship and scholars are slowly but steadily coming to their own, and there is no possible reason why either scholarship or scholars should be starved while those whose occupation is with far less valuable and far less important instruments of civilization, are deemed worthy of every comfort and luxury—NICHOLAS MURRAY BUTLER