

ing this function. It is a difficult problem. We can only hope that the enlightened statesman who has discovered and so clearly stated the principle will continue his study of the theme and suggest some practical and reliable criterion by which all men may readily know which laws are intended to be enforced and which are simply protests against something which the executive and legislative branches of the government consider dangerous.

We alluded above to the train of reasoning by which the governor of Tennessee supports the conclusion that the teaching of evolution is a peril to the state. The question of the truth or falsity of the theory does not enter into this argument very conspicuously. It even appears, though he does not say so, that it might be more dangerous if it is true than if it is false. The propositions may be linked together thus: 1. The constitution of the state of Tennessee declares that "no person who denies the being of God or a future state of rewards and punishments shall hold office in any civil department of this state." (Tennessee has not yet had its Bradlaugh case.) 2. Future rewards and punishments must be meted out "obviously by those laws which God has revealed to us." 3. The laws of God "have been revealed to us in the Holy Bible, *if at all*" (Fie, fie, Governor, why "*if at all*!") 4. "Therefore our civil institutions are directly related to the Bible and our whole scheme of government is inseparably connected with it." 5. "The integrity of the Bible in its statement of man's divine creation is denied by any theory that man descended from any lower order of animals."

The sum and substance of this argument seems to be that it is necessary to have an inerrant Bible to provide an indisputable basis for that belief in future rewards and punishments which the constitution of Tennessee makes a condition of office-holding.

—*The Christian Century.*

CONTRIBUTIONS FROM THE TRAINING SCHOOL

A SPRING POEM PROGRAM

WHEN a fifth grade literature class in the Training School decided to give a program of spring poems and to invite an English class from the College, they set to work to arrange the best program they could. While searching through readers for spring poems, they became familiar with many beautiful ones and formed the habit of reading poetry more frequently. After reading these poems aloud to the class and discussing them, bringing out the main points, they selected the most beautiful ones for the program.

They were then ready to write an invitation to the English class. Since the most carefully written invitation was to be used, each child did his best. In doing this their knowledge of correct form in letter-writing was strengthened. As the invitation was promptly accepted, the children were even more eager than before to make the program a success.

A class committee lengthened the program by adding two spring songs and also explanations of some drawings which they had made illustrating poems and stories. Deciding that written programs should be made, this committee planned them and appointed two pupils to stand at the door to give them out.

Those taking part practiced outside of class and then rehearsed before the class. After this rehearsal the children criticised each other's reading, using the following aims:¹

I. To make the audience see the pictures.

II. To make the audience experience the humor, sadness, or excitement of certain passages.

¹Pennell and Cusack—*How to Teach Reading.* Houghton Mifflin Company.

III. To make the audience feel that the real character is talking.

IV. To make the audience appreciate and love the poem.

V. To read with pleasing, easily-understood voices.

VI. To enunciate clearly and pronounce words correctly.

VII. To read smoothly.

VIII. To stand correctly.

The children took complete charge of and gave the following program:

1. Song—Springtime Is Coming

2. Poems—Bob White

The Voice of Spring—Felicia Hemans

The Blue-Bird—Eben E. Rexford

The Wind and the Moon—George Macdonald

The Brown Thrush—Lucy Larcom

Green Things Growing—Marcia M. Craik

April Rain—Robert Loveman
Dandelion

Robin's Come—William H. Caldwell

The Pussy Willow

The Buttercups and Daisies

Ready for Duty—Anna B. Warner

3. Explanations of drawing illustrating—

The Sugar-Plum Tree—Eugene Field

The Duel—Eugene Field

Dr. Dolittle—Hugh Lofting

The Ugly Duckling—Hans Christian Andersen

4. Song—Robin Dear

The following poems were studied in getting up the program:

I. Curry-Clippinger—Children's Literature—Rand McNally and Company.

The Brown Thrush—Lucy Larcomp. 374

The Wind—Robert Louis Stevensonp. 384

Daisies—Frank Dempster

Shermanp. 385

The Wind in a Frolic—William

Howittp. 391

Pippa's Song—Robert Brown-

ingp. 399

What Does Little Birdie Say?

Alfred Tennysonp. 413

The Planting of the Apple

Tree—William Cullen

Bryantp. 417

Daffodils—William Words-

worthp. 419

II. Wheeler—Graded Literary Readers

Fourth Reader—W. H. Wheeler and Company.

March—William Wordsworth p. 233

Robin's Come—William H.

Caldwellp. 254

The Yellow Violet—William C.

Bryantp. 257

Spring—Celia Thaxterp. 259

How the Flowers Grow—Ga-

riel Setounp. 301

III Duncan-Evans-Duncan—Farm Life Readers—Book Four—Silver, Burdett and Company.

Song in March—William G.

Simmsp. 235

March and April—Wm. H.

Haynep. 244

After the Rain—Wm. Words-

worthp. 245

Plant a Tree—Lucy Larcom..p. 256

The Blue Jay—Susan H.

Swettp. 276

Dandelion—Nellie M. Garra-

brantp. 278

Bob-White—George Cooper ..p. 98

The Little Brown Seed in the

Furrow—Ida W. Benham..p. 128

IV. McGovern—Nature Study and Literature—A. Flanagan Company.

The Blue Bird—Eben E. Rex-

fordp. 207

Jack-in-the-Pulpit—John

Greenleaf Whittierp. 233

Song of the Grass Bladesp. 239

The Dandelion	p. 243
An April Welcome—Phoebe Cary	p. 249
V. Ada M. Skinner and Frances G. Wickes—A Child's Own Book of Verse—Book Two—The Macmillan Company.	
The Swing-Away Bird—Lucy Larcom	p. 6
My Lady Wind	p. 10
The Bee and the Flower—Alfred Tennyson	p. 20
Ready for Duty—Anna B. Warner	
April Rain—Robert Loveman.	p. 40
The Wind and the Moon—George Macdonald	p. 61
Little Bud Dandelion—Helen B. Bostwick	p. 66
VI. Farm Life Readers—Book Five.	
Bird's Song in Spring—E. Nesbit	p. 216
The Apple Blossoms—Wm. W. Martin	p. 238
Spring in Carolina—Henry Timrod	p. 252
Green Things Growing—Maria M. Craik	p. 265
A Song of Clover—Saxe Holm	p. 282
To a Butterfly—William Wordsworth	p. 283
FRANCES HANBURY	

A SUPPLEMENTARY READING LESSON FOR BEGINNERS

Learning to read is still considered the child's all-important task when he enters school life. This task must be made interesting or the child's work is drudgery. How can we make beginning reading an exercise full of genuine pleasure for the learner and for the teacher? The following supplementary story illustrates one scheme I have used with beginners.

This group of first grade children had had about six weeks of pre-primer work, consisting of action sentences and chart

lessons. They had acquired a reading vocabulary of about sixty words.

I used this supplementary story as an introduction to the Go-To-Sleep story in the Child World Primer. The latter was to be read from the book on the following day. The supplementary story would give more practice in the use of the new words in the lesson from the book. As a result the amount of formal drill would be reduced.

In writing the supplementary story I tried to preserve continuity of thought, since unconnected sentences scatter the child's attention instead of holding it. The story was as follows:

Come, Baby Ray, said Mother.
Run to your little bed.
Sing to me, Mother, said Baby Ray.
Mother sang and sang.
Soon Little Dog Penny ran to the door.
He saw Baby Ray asleep.
Good-night, said Little Dog Penny.
Good-night, said the kitty-cats.
Good-night, said the white rabbits.
Good-night, said the yellow ducks.
Good-night, said the pretty chicks.
Then they all went to sleep.

As an introduction I tried to tell only enough of the story to arouse their interest. The story was then developed by asking questions about it. The children were eager to find the answers and read them. One child read the story aloud after this study.

The story was printed on poster card-board, and an attractive picture illustrating it was pasted at the top. This poster can be kept for use with another class. In this way the teacher will accumulate a set of supplementary stories for use with the primer.

OLIVE M. FLORY

WORKING FOR ACCURACY AND SPEED IN ARITHMETIC

We discovered a need for more accurate work in our fourth grade arithmetic class in the Training School. We found the fol-

lowing scheme successful in developing accuracy without sacrificing speed.

First, we gave the children a number of examples to work and scored the papers according to the number tried and the number correct. We made a distribution of these scores, found the median, and divided the class into three groups.

Each day we gave each group of pupils an equal number of examples in multiplication to work in the same time. The examples for the first group contained the most difficult multiplication facts, the ones for the second group were simpler, and and those for the third group the simplest of all.

Types of Examples Used for the First Group:

7,806	9,483	5,497	6,089
57	68	76	89

Types of Examples Used for the Second Group:

6,843	9,476	8,493	6,473
46	63	57	89

Types of Examples Used for the Third Group:

6,483	2,943	7,125	6,234
23	52	45	63

We tried to show the children that it was better to work a few examples and have them all correct than to work a large number and miss part of them. Each day the results of the preceding day's work were put on the blackboard so that each child could see his standing. When a pupil was able to work all the examples in one of the lower groups correctly in the given time, he was allowed to progress to the next group. If a pupil for two successive days did poor work he was placed in a lower group. (We allowed two days because poor work on one day might be due to some accidental cause, such as the child's not feeling well.) By the end of the third week the lowest group had been eliminated;

the children were all accurate with this type of example.

The following table shows how the children gained in accuracy without any loss in speed.

TABLE COMPARING CLASS MEDIANS IN ACCURACY AND SPEED IN MULTIPLICATION

	<i>Median Attempts</i>	<i>Median Rights</i>
First Week	9	6
Second Week	9	7
Third Week	9	9

ETHEL HOLLAR

TEXTBOOK VS. TEACHING

A PROFESSOR of English in one of the colleges of Virginia is wont to deplore the fact that the students coming to his institution are given to confusing literature with the history of literature. Conversing with freshmen he frequently asks, "What literature have you studied?" and receives the answer, "Met-calf's."

I believe that this little anecdote is in many ways significant. Too frequently in our teaching the essential is neglected and the means are made the end. This is no special criticism of English teachers; teachers of all subjects are equally guilty. But the problem of the English teacher is the one most interesting to us and the one which we must study.

Let us consider grammar.

A teacher comes into a system and is told that she is to use such and such a text and cover a certain number of pages, said pages dealing with such thrilling matters, let us say, as gerundives, participles, infinitives. If the teacher is wise, she may touch upon gerundives, participles, infinitives, but only incidentally; in the fine frenzy of running to earth the elusive verbals she will certainly not allow her students to forget the existence of such things as nouns, pronouns, and verbs. Also, if she is wise, she will make the grammar text a