

All these lectures are to be supplemented by problems and projects.

In the short course on Administration of children's work, only important phases can be included, such as the general scope of the work, within and without the walls; co-operation with civic agencies, work with schools, and problems of discipline and policy.

The course in literature should be presented not from the standpoint of purchase or acquisition, but from the standpoint of recommendation to the juvenile patrons of the library and to persons interested in bringing children into contact with good books and reading.

The main purpose of the course in story-telling is to discover talent, and there should be enough work to make this discovery sure.

To sum up, we should make this unit of instruction, that is, work with children, strong enough in our training class curriculum to train students for active elementary service in children's work.—CARRIE E. SCOTT, of the Indianapolis Public Library.

THE LEE HIGHWAY

OUR school is situated on the Lee Highway so that the children are interested in the steady stream of foreign cars past our door. On learning that our highway is one of the Main Streets of the Nation, we decided to study it.

I. *What the Children Did*

- A. They made a chart showing car license plates seen on the highway.
- B. They made an observation of the highway to learn:
 1. How the highway is drained.
 2. How it is kept free from mud.
- C. They set up the following problems:
 1. Why it is called the Lee Highway.
 2. Why so many tourists choose this road as a pleasure trail.
 3. What is carried to us and from us over the highway.
4. Why it is located where it is:
 - (a) Why it follows the old buffalo trails.
 - (b) Why it avoids sharp curves.
- D. They used outline maps to show the location of the highway by:
 1. Coloring the states crossed by the highway.
 2. Marking in the highway from Washington, D. C., to San Francisco, Cal., and indicating important cities located on it.
- E. They kept a record of their study in a book for which they:
 1. Wrote to cities along the highway for views and reading matter.
 2. Collected local pictures.
 3. Wrote descriptive paragraphs explaining the local views.

II. *Information Gained*

- A. Geography and History of the Highway:
 1. The Lee Highway is named in honor of Robert E. Lee. This is most appropriate since it passes through Lexington, Va., where he worked and where he is buried.
 2. Abraham Lincoln's father used this route when he migrated to Kentucky.
 3. The section of the highway from New Market to Staunton, Va., was formerly a part of the old Valley Turnpike. During the Civil War General Jackson marched his soldiers over this pike.
 4. The highway extends from Washington, D. C., to San Francisco, Cal., and crosses the following states: Virginia, Tennessee, Alabama, Mississippi, Arkansas, Texas, New Mexico, Arizona, California.
 5. It passes near a great many places of interest to tourists. Among these are: Caverns of the Shenandoah Valley, Natural Bridge in Virginia, Hermitage in Tennessee,

Muscle Shoals in Alabama, De Sota's Mound at Memphis, Tenn., and the Grand Canyons of Colorado.

- B. About Roadmaking:
1. The first highways were laid out along the line where traveling was easiest, and so far as possible, they are still built that way.
 2. The south slope of a mountain being clear of snow longest, this should be chosen for a road whenever possible.
 3. The road in front of our school is a rock surfaced, or macadamized road. Brick, asphalt, concrete, and stone are important materials used in road-making.
 4. The states help in building roads by issuing bonds, or by taxation. Virginia raises a great part of her money for road-making by a gasoline tax and is opposed to bond issues for such purposes.

III. Abilities Selected for Emphasis

- A. In the Use of Books:
1. To read maps, diagrams, and charts in the geography text
 2. To use reference books in selecting suitable material for reports and discussions
- B. In Writing and Speaking:
1. To write descriptive paragraphs.
 2. To write business letters to the Chambers of Commerce of different cities to secure pictures.
 3. To give oral reports in clear cut sentences.

IV. Habits and Attitudes Fostered

- A. Habits of attention were fostered by:
1. Observing the tourists' license plates.
 2. Observing the products hauled by the trucks.
 3. Watching magazines for pictures for their books.

- B. Habits of self-reliance were taught by:
1. Having the pupils write their own letters to the various Chambers of Commerce.
 2. Having each arrange his or her own book.

V. BIBLIOGRAPHY

- A. Teacher's References:
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- Guide Book of Lee Highway*, Washington, D. C., Dr. S. M. Johnston, Munsey Building.
- The Western United States*, H. W. Fairbanks; New York, D. C. Heath and Company.
- Type Studies from U. S. Geography*, Charles McMurray; New York, Macmillan Co.; pages 48, 175, 120, 181.
- B. Pupil's References:
- American Hero Stories*, Eva M. Tappan, New York, Houghton Mifflin Co.
- Main Streets of the Nation*, Florence C. Fox, Washington, D. C., Government Printing Office.
- The Covered Wagon*, Emerson Hough; New York, Grosset and Dunlap.

KATIE LEE ROLSTON

NATURE STUDY IN THE PRIMARY GRADES

NATURE-STUDY is practically a new subject which has been added to our school curriculum. It is not merely a study of nature, as the term seems to imply. Nor is it a study of the facts of science. Its object is to give the child a sympathetic attitude toward the out-of-doors for the purpose of increasing in him the joy of living, which might enable him to live a more worth-while life.

In the schools today we are attempting to instill in him these principles. Nature-study receives almost the same amount of emphasis as do the other subjects of the curriculum. It is so correlated with the other subject matter that the plan of all the work is based on the child's environment. Lessons in reading, spelling, and arithmetic may be suggested by some phase of nature; songs and stories may be taught; bases for drawing and painting may be illustrated.

When the children are in the school room