American and British Poetry (Harcourt, Brace and Company, New York) could be used in the two upper years of high school work, if not in the lower.

There are perhaps other collections of modern poetry prepared for high school study; certainly there are many volumes of the best poems with sketches of the lives of the authors which the teacher could use in his work. And in many of our leading magazines there are special departments devoted to the publication of the best poems of the day. Both The Literary Digest and The Bookman offer this, and good use may be made of these magazines in the classroom.

This is not a plea for the teaching of modern poetry instead of the works of older poets, which, together with the "classics," have given inspiration, comfort, courage, knowledge to millions, but only a plea that our modern youth have the beauty in their own lives brought to them in the best language of their day.

BIBLIOGRAPHY


Gleam, The. October and December, 1922; February, 1923. Paul S. Nickerson, Canton, Massachusetts.


Scott, Fred N. Poetry in a Commercial Age. The English Journal, December, 1921 Volume X.


HEATH TEACHING IN THE HIGH SCHOOL

"Health education as conducted in the various high schools of the country is as yet in an unorganized state," says Dorothy Hutchinson in Health Education Bulletin, No. 15, just distributed by the U. S. Bureau of Education. The bulletin therefore presents a great many suggestions which have been collected and organized, and outlines methods which have proved successful and helpful in the presentation of the subject.

But one of the numerous stimulating features of the bulletin is the following section dealing with equipment and devices, particularly because it includes a bibliography which high school teachers will find most useful.

1. EQUIPMENT AND DEVICES

It is as necessary for the teacher of hygiene to have an adequate supply of tools with which to work as it is for the physics teacher to have an adequately equipped laboratory. Therefore models, illustrations, diagrams, charts, and specimens are all part of the equipment. The best part of this laboratory equipment is that it can be made to a large extent by the pupils themselves.

List of Tools

<table>
<thead>
<tr>
<th>SIGHT</th>
<th>HEARING</th>
<th>DOING</th>
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</thead>
<tbody>
<tr>
<td>Charts</td>
<td>Lectures</td>
<td>Health clubs</td>
</tr>
<tr>
<td>Films</td>
<td>Special topics</td>
<td>Health newspaper</td>
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<tr>
<td>Posters</td>
<td>Debates</td>
<td>School boards of health</td>
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</tbody>
</table>

Demonstration hour, informal discussions.

Besides the devices listed, catchy rhymes, the keeping of chore cards have been used successfully in many schools. The use of chore cards with foreign-born students has proved most effective in many cases.

Special Drives

In many schools the setting aside of a particular week in the year for emphasis on the subject of health has proved most interesting and helpful.

Films

As far as possible, visual instruction, which is far more important than oral instruction, should be made use of in the health project. Various health films could be shown to great advantage during the demonstration hours or during morning exercises.
### Health Chores

#### Statement of chores

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</thead>
<tbody>
<tr>
<td>1. I washed my hands before each meal today</td>
<td>X</td>
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<tr>
<td>2. I washed not only my face but my neck and ears and I cleaned my finger nails to-day</td>
<td>X</td>
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<tr>
<td>3. I tried to-day to keep fingers, pencils, and everything that might be unclean out of my mouth and nose</td>
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<td>X</td>
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<tr>
<td>4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, or other injurious drinks to-day</td>
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<tr>
<td>5. I brushed my teeth thoroughly before and after breakfast and in the evening to-day</td>
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<td>6. I took 10 or more slow deep breaths of fresh air to-day</td>
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<td>7. I played outdoors or with windows open more than 30 minutes to-day</td>
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<td>8. I was in bed 9 hours or more last night and kept my windows open</td>
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<td>9. I tried to-day to sit up and stand up straight, to eat slowly, and to attend to toilet and each need of my body at its regular time</td>
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<td>10. I tried to-day to keep neat and cheerful constantly and to be helpful to others</td>
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<tr>
<td>11. I took a full bath on each day of the week that is checked (X)</td>
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</table>

#### Total number of chores done each day: 10 7 9 9 10 10 10

### III. USE OF TEXTBOOKS

No one textbook in hygiene any more than any other study is sufficient or complete for the use of students. Nor should they be permitted to think that one text or reference book will cover the field. Valuable training results from intelligent use of reference material and comparison of textbooks.

For each topic covered in class the instructor should select the best references on the subject, submit these to the class, and then suggest that they use these references to round out the facts discussed in class. At times it might be well to let the children choose their own references and at the next class meeting state why they thought the references that they had chosen were good.

### III. BIBLIOGRAPHY

#### References for Students

- Ayres, Williams, and Wood. Healthful schools; how to build, equip, and maintain them. New York, Houghton Mifflin Co.
  1. Ritchie: Human physiology.
  2. Hartman: Laboratory manual for use with "Human physiology."
- Osler. Man’s redemption of man.

#### Sex Hygiene


References for Teachers


Helpful Topic References. Dental Hygiene


The Ear


Colds and Results of Exposure to Wet and Cold


Circulatory System


Posture


Potential Energy in Food.


Nutrition


Federal Health Administration.


Hemenway. Legal principles of public health administration, 1914.

Milk


Air


THE TEACHER'S RESOLUTION

I am resolved to like the community in which my lot may be cast; to be a part of the civic and social life of the people; to be free from local, political and other antagonisms; to meet the parents and the patrons openly and frankly; to teach care of and respect for books; to impress the value of time and of correct study habits; to stress body as well as mind development; to give and take in my dealings with my fellow teachers; to live free from professional jealousy; to be too large to be self important, or an autocrat, or a martinet; to base school management on sound principles, not on policy, and to be firm and constant therein; to prepare myself adequately, on the whole, and from day to day, to the end of solid service; to cherish good books and to seek the companionship of thoughtful men and women; to be alive as long as I live; to have faith in children, in God, and in myself; to teach from the great book of life as well as from school books; to be a helper and a leader if possible, without, as well as within, the school room; to touch the lives of my pupils and to have no favorites; to talk about things and not about people; to think and talk ideas, not gossip; to be open-minded in argument, liberal in judgment, and just in criticism; to have worthy ideals in culture and in conduct, and to live up to them; to have a larger purpose in teaching than merely to teach for money, or as a makeshift to something better, for to discover, to develop, and to set free the soul's latent powers is the greatest work of all; so help me God to take this resolution to heart and thus be worthy of my calling.

John Meissner.