

The contributors to the *Yearbook* look like a roll of honor in mental measurement; Trabue, Pintner, Colvin, Whipple, Thorn-dike! One looks a second time to see if Terman really is absent; the *Yearbook* deals with group tests primarily so the matter is partly explained. This *Yearbook* is a fitting successor to the long line of orange-colored volumes already on the shelves of America's really progressive teachers.

KATHERINE M. ANTHONY

VII

A PROJECT FROM THE THIRD GRADE OF THE CLAREN- DON SCHOOL

JAPAN AND ITS PEOPLE

In teaching Geography and History, we study the subjects in which the children are most interested, such as the way the children of other lands live, their homes, their occupations; we compare these foreign little folks with the children of our own land. The sand-table makes real to the children the life of the people whom they are studying and will form a permanent and important part of their information. They enjoy doing this work and anything we enjoy learning we do not forget.

We are studying Japan and its people. In preparing for the work of the sand-table we have had stories, talks, discussions, etc., of Japan and the people. I gave the children the opportunity to bring in all the pictures stories, Japanese dolls, fans and anything they could find about Japan. The children are deeply interested and beg for stories and books to take home to read.

Each child as far as possible had a chance to work on the construction of the Japanese Tea-Garden on the sand-table. The sacred mountain we made the main feature of the scene, and a pile of sand sprinkled with chalk dust was made to do for Fujiyama. The tea-house the children constructed from brown drawing paper, decorating it with the Japanese lanterns made from drawing paper which they colored. The stream is made of

blue paper with window glass laid over it. On its waters are two Japanese boats made of the brown paper with white sails. Across the rivulet extends a bridge made of the same material. The cherry tree is made from a twig of an apple tree with a disguise of pink crepe paper blossoms and green leaves fastened to the branches. I bought at a Japanese store some small Japanese dolls dressed in kimonos, also parasol and fans. Some of the dolls are made to draw the wonderful jinrikishas made by the children from brown drawing paper, each containing a Japanese lady, with a parasol. Under the cherry tree is a Japanese girl sitting on a bench in a characteristic attitude.

Each day a list of words referring to Japan is placed on the board for the regular spelling lesson. These words are used first in oral and then in written sentences. Some of the last sentences are used as copy for the writing lesson. The children have enjoyed competing with each other as to who could make the best sentences, tell the most stories and bring the most pictures. In doing this work we have correlated language, history, geography, spelling and penmanship.

GERTRUDE SMITH

VIII

THE GREAT DISMAL SWAMP

In America, a land of countless natural beauty spots, tourists are sometimes prone to overlook places that in another country would be heralded far and wide as points of interest. So it is with the Dismal Swamp of Virginia and North Carolina, a place where the lover of undisturbed nature may have his fill of verdant highland and wild, tangled morass, of placid waters, open spaces and dense woods. Its name indicates a gloomy, forbidding prospect. The name is misleading. There is swampy land in abundance—most of it is swampy, in fact. But its beauty is so haunting and irresistible that those who visit it for the first time, after they have grown accustomed to the wonder of it, are prone to comment on the incongruity of its name.

The Dismal Swamp, or the Great Dismal as it has sometimes been called to dis-

tinguish it from the small swamp lying between Albemarle and Pamlico Sounds, begins in Norfolk County, Virginia, near the City of Norfolk, and extends southward about forty miles with a breadth of about twenty-five miles. About one-half of its area is in the state of North Carolina. The greater part of its area is covered with a thick stratum of spongy vegetable soil, which supports and is augmented by a luxuriant growth of aquatic plants, brushwood and timber. Most of the timber consists of cypress, juniper and white cedar, and on the higher ridges, oak and beech.

The Dismal Swamp is not altogether properly designated as a swamp as all of it is well above sea level, and most of it is from twelve to fifteen feet higher than the surrounding country. Its swampy condition is due to its bowl-like topography, which retains the water.

On the western side of the swamp, there are several small streams which flow outward. In the center of the swamp is Lake Drummond, a beautiful body of water about five miles long and four miles wide, which has been made famous throughout the English speaking world by Sir Thomas Moore's poem, "The Lake of the Dismal Swamp". This lake is about fifteen feet deep and its clear water abounds in fish.

The Dismal Swamp attracted the attention of George Washington in his younger days as a civil engineer, and he made a survey of a large part of it. In fact, he started the construction of a drainage canal, which exists today, and is known as Washington's Ditch. In 1785, shortly after the Dismal Swamp Canal was laid out by the states of Virginia and North Carolina, Washington wrote James Madison as follows:

"Mount Vernon, November 30, 1785.

"It gives me great pleasure to hear that our Assembly were in a way of adopting a mode for establishing between Elizabeth River and Pasquotank, which was likely to meet the approbation of the State of North Carolina. It appears to me that no country in the universe is better calculated to derive benefits from Inland Navigation than this is, and certain I am that the consequences to the citizens individually and the source of

wealth to the country generally, which will be opened thereby, will be found to exceed the most sanguine imagination."

The work on the canal was actually begun in 1787, under a joint charter of Virginia and North Carolina. This canal extends from the Elizabeth River at Norfolk to the Pasquotank River in North Carolina, passing through Norfolk County in Virginia, and Camden and Pasquotank Counties in North Carolina. There are about 125,000 people in the territory traversed by the canal.

From time to time the question of draining the swamp has been raised and it is probable that some plan to do this will be worked out in the next few years. Such a drainage plan would make available for agriculture more than one-half million acres of the most fertile farming land on this continent. Most of this land is today owned by several large lumber companies, which purchased it for the lumber on it. Despite the exhaustive logging operations in the past fifty years, there is still a tremendous amount of standing timber in the Swamp, which can not be gotten out at the present time on account of its inaccessibility. Hunters have found this Swamp a veritable paradise of game, deer, quail, squirrels, and waterfowl being found there in abundance.

Attention has been particularly directed toward the Dismal Swamp since the opening of the Albemarle and Chesapeake Canal about a year ago. This canal, like the Dismal Swamp Canal, traverses a portion of Dismal Swamp and is operated by the Government as a free waterway. This has resulted in practically putting the whole Dismal Swamp Canal out of business after more than one hundred years of usefulness. The Dismal Swamp Canal is a shorter route into Eastern North Carolina from Norfolk, but the tolls through its locks have caused its practical abandonment by canal boats. A movement is now on the way to have the Government purchase the Dismal Swamp Canal and either operate it as a free waterway or use it as a part of a drainage plan.

W. H. JENKINS, JR.

Education is the fundamental method of social progress and reform.—John Dewey.