

edge of a sheet while a second child placed edge of next sheet over that of the first one.

2. Judgment—class thought a certain scene could be improved and made definite suggestions; children acted this scene again, meeting the suggestions.
3. Leadership—one child arranged the scenes with the help of the cast.

MARY E. DUNCANSON

ATTRACTIVE BOOKS FOR CHILDREN

In all Christian nations December is a month when the hands and hearts of grown-ups are attempting to add to the happiness and development of children. Since six years ago when Children's Book Week was instituted, November is also coming to belong to children. Both at Christmas time and during Children's Book Week, teachers, parents, and librarians are thinking of books as gifts to children, and are encouraging the reading of the best books.

American parents give freely to their children whatever money can buy. Small wonder that the writing and publishing of children's books has grown so rapidly in the past few decades. But for every really fine book printed a vast number of worthless juveniles are for sale. The reading tastes of children must be developed so they will enjoy the rich field of literature which was not available to youngsters a century ago. Powerful influences of another character have grown up in our time along with the wealth of opportunity in better schools, more libraries, and books. The comic supplement and jazz-movies reach multitudes of children in whose homes books are not bought or read in the family circle, who attend one-room or small graded schools where libraries do not exist or are poorly selected.

To encourage a child to have a library of

his own wherein he will delight to browse and learn to use his leisure wisely, to assist parents in the selection of good books for their children is the happy opportunity of teachers and librarians. In the too many places where there is no library the teacher is the only one to give this service.

The books mentioned in this article may help teachers in selections for school libraries, as guides for supplementary reading and gifts. These or any other books, regardless of publisher, may be bought from either of the following library jobbers: A. C. McClurg & Company, 333 East Ontario Street, Chicago, Illinois, or G. P. Putnam's Sons, 26 West 45th Street, New York City.

Your own library has some of these books. Write to the secretary of your State library commission for a loan library. Excellent lists of books and helpful publicity material for book promotion can be obtained from the American Library Association, 86 East Randolph Street, Chicago; the Bureau of Education (Home Education Division), Washington, D. C.; and the National Association of Book Publishers, 25 West 33d Street, New York City. Some of the publicity material from the above sources will suggest to teachers how editors of local papers can be interested in promoting better reading and library growth, and how local bookstores can be interested in having a high grade of juvenile reading for sale. The following titles for the eight grades are a few of many selected by children's librarians:

Æsop's Fables and *Anderson's Fairy Tales*—so well known that comment is not needed.

Boutet de Monvel's *Joan of Arc*—one of the most beautiful picture books ever published in this country.

Brooke's *Golden Goose Book*, clearly printed, with artistic cover and drawings, full of action and humor.

Caldecott's *Picture Books*—very clever and amusing picture stories of nursery rhymes in colors.

Collodi's *Pinocchio*, a translation of a famous Italian juvenile classic—the wonderful adventures of a wooden marionette.

Greenway's *Pied Piper of Hamelin*. Combines a poem of literary value with most beautiful and quaint colored illustrations.

Kipling's *Just So Stories*. Answers fully such questions as Where the elephant got his trunk, How the camel got his hump, etc.

Mother Goose. Many editions, some very beautifully illustrated, of this old classic which always delights small children.

Beatrix Potter's *Tale of Peter Rabbit* in story and picture, so human that all children delight in it.

Perkin's *Dutch Twins*—amusing, instructive, encouraging friendship and good will toward a foreign people.

Stevenson's *Child's Garden of Verse*. The beauty and simplicity in this book always appeals to children. No child should miss it.

Smith's *Chicken World*—list of a family of chickens. Colored illustrations throughout which interest, amuse, and give information. Most delightful.

Alcott's *Little Women*—one of the best stories for girls ever written.

Arabian Nights, edited by Wiggin and Smith. Excellent choice of the tales; very fine illustrations.

Bennett's *Master Skylark*—story of a boy singer of Shakespeare's time.

Buckley's *Children of the Dawn*—admirable versions of old Greek tales.

Carroll's *Alice's Adventures in Wonderland*—a well-known classic which all children should know.

Defoe's *Robinson Crusoe*.

French's *Lance of Kanana*—story of a gallant Arabian boy.

Grahame's *Wind in the Willows*—unusually attractive tale of animal adventure.

Harris's *Uncle Remus*—the best of animal and southern negro stories.

Kipling's *Jungle Book*—a wonderful picture of one human—the boy Mowgli—among jungle animals.

Spyri's *Heidi*—story of a little Swiss girl as beautiful and inspiring as her Alps mountains.

Zollinger's *Widow O'Callaghan's Boys*—humorous, plucky struggle of an Irish widow and her seven sons.

Blackmore's *Lorna Doone*. Tells of the savage deeds of outlaws in old England.

Cooper's *Last of the Mohicans*—the best of his Indian tales.

Ollivant's *Bob, Son of Battle*—one of the best dog stories ever written.

Stevenson's *Treasure Island*, story of piracy and concealed treasure.

Scott's *Ivanhoe*, romantic picture of England in the time of Richard the Lion-Hearted.

Twain's *Tom Sawyer*—story of boys' pranks in being pirates and robbers.

ETHEL BLAKE

All-the-year sessions are proposed for the high schools of Omaha, Nebr., following the successful experience of the technical high school with the four-quarter plan. This school has been operating 48 weeks a year for 7 years, and the plan has proved very satisfactory. A 4-year class is graduated at the end of each 12-week quarter. Bright and energetic pupils may complete the entire course in three years. The other three high schools have already adopted an 8-week summer session.—*School Life*.

Training in art appreciation as a part of secondary education is one of the principal topics to be discussed at the International Congress of National Federations of the Personnel of Public Secondary Education to be held in Belgrade, Yugoslavia.