like people about thirty years old, with ear-
rings, ten cent rings, beads and other orna-
ments. They think they know everything
and think nobody knows more than they
do. When you speak to them on the street
they stick their noses up in the air, prob-
ably meaning "Don't speak to me you old
goof.

Sometimes a girl thinks that if a boy
speaks or picks up something that she has
dropped that he is in love with her. Some
are high tempered and fly off the handle
when anybody pulls their hair or makes
them the least bit mad. They think they
are big if they can powder their noses in
school or pull their dresses above their
knees and draw up a long silk stocking and
straighten the garter. Who wants to see a
girl fluffing her hair or twisting curls that
look like they have been wrapped around a
pencil. You can tell the teachers like girls
better than boys because when they write
notes the teachers never seem to notice them
and the teachers never keep them in unless
they keep the whole room in.

(Good Points). Although there are more
bad than good points the world could not
do without girls. They are helpful around
the house by washing and attending to the
baby. They also make up beds, sweep, and
do other helpful jobs. They sometimes lend
you money and help you with your home-
work.

WILSON ROLSTON

TOUCH-ME-NOT- GIRLS

If girls resemble any kind of flowers it
sure isn't roses, it's touch-me-nots. Take
for an example in school, when a piece of
paper hits a girl that was aimed at John's
head, she flies off the handle, and blabs out,
"If you do that again, I am going to tell the
teacher." Before ten minutes has passed
another piece of paper flies across the room.
This time the teacher sees it and yelps out,
"Who did that?", like some one had been
killed. And you might know the teacher
takes every boy's name in the room. All
the boys know that means come back after
school. It's a good thing that those kind
of touch-me-nots don't bloom all the year.

EDWARD F. TURNER

ARITHMETIC IN THE
PRIMARY GRADES

WHEN arithmetic is needed in activ-
ities, it has more meaning for the
children because it is being used
in real situations. A unit of work in "The
Grocery Store," which I am teaching in the
second grade, will probably illustrate the in-
tegration of arithmetic.

On an excursion to a grocery store, the
children observed the following things:
what the storekeeper did, what was in the
store, how the articles were arranged, and
the prices of the articles. After the visit
they made a list of the articles they would
have in their store, with the prices. From
this list they printed labels and price tags.
The printed names of the articles with their
prices were soon recognized by all of the
children.

During a discussion the children decided
to make the store large enough to stand in.
So they measured to determine how large it
should be, and estimated the cost of the
materials they had to buy such as nails and
paint. In order to determine the proper
sizes and proportions both computation and
reasoning were necessary. The children
became more skilled in the use of the yard-
stick and ruler and more familiar with the
terms, inches, feet, yards.

The next question which came up was,
What shall we use for money? After much
discussion it was decided that the money
could be made of tag board, using real
money for the patterns. They printed the
figures and money signs. To do this the

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Read before a meeting of the Primary Section
of District J, Virginia Education Association, held
at Charlottesville, March 16, 1935.
children had to practice printing such terms as cent, nickel, dime, quarter, and half-dollar. They also learned to recognize these coins.

Knowledge of addition, subtraction, multiplication, and division was essential for the child who was the storekeeper as well as for the children who bought the articles. Much drill and practice was given on these facts. When a group of addition or subtraction facts had been learned, flash cards were made use of containing the number facts that had been taught. As new groups of facts were developed, these flash cards were added to those being used for drill work. As the year progresses, the cards for facts well known by the children can be dropped out or the pack used for current practice and put in again when occasions require a renewal of practice. The children can test each other, too, using cards with the answer to the combination printed on the back.

Problems arose in estimating the size of the store and the cost of materials, and in determining profits from sales in the store. In buying and selling articles in the store, it was necessary for the children to understand the meaning of dozen, half-dozen, pint, quart, peck, bushel, the fractions 1/2, 1/3, 1/4, as well as these terms: more, less, and, take away, plus, minus, add, subtract, together, altogether, how many are left, equals, leaves.

And now to summarize. The children will as a result of these experiences de-counting, measuring, in practicing combinations, and in solving actual problems. They will have actual experience in this unit in velop not only skill in fundamentals but ideas of numbers including use of correct terms.

LOUISE SCHLOSSER

An educated man is a man who has learned what he can afford to forget.

WAR

What, speaking in quiet unofficial language, is the net purport and upshot of war? To my own knowledge, for example, there dwell and toil, in the British village of Dumdrudge, usually some five hundred souls. From these, by certain “Natural Enemies” of the French, there are successively selected, during the French war, say thirty able-bodied men: Dumdrudge, at her own expense, has suckled and nursed them; she has, not without difficulty and sorrow, fed them up to manhood, and even trained them to crafts, so that one can weave, another build, another hammer, and the weakest to stand under thirty stone avoiduspois. Nevertheless, amid much weeping and swearing, they are selected; all dressed in red; and shipped away, at the public charges, some two thousand miles, or say only to the south of Spain; and fed there till wanted. And now to that same spot, in the south of Spain, are thirty similar French artisans, from a French Dumdrudge, in like manner wending; till at length, after infinite effort, the two parties come into actual juxtaposition; and thirty stand fronting thirty, each with a gun in his hand. Straightway the word “Fire!” is given; and they blow the souls out of one another; and in place of sixty brisk useful craftsmen, the world has sixty dead carcasses, which it must bury, and anew shed tears for. Had these men any quarrel? Busy as the Devil is, not the smallest! They lived far enough apart; were the entirest strangers; nay, in so wide a Universe, there was even, unconsciously, by Commerce, some mutual helpfulness between them. How then? Simpleton! Their Governors had fallen out; and, instead of shooting one another, had the cunning to make these poor blockheads shoot.

—CARLYLE, in Sartor Resartus

Tact cannot be overestimated. It can be cultivated.—A. E. WINSHIP.