

taters patches to less primitive homes, to make way for the park.

The high, wide expanse of Big Meadows, famous as site for experiments with gliders, lies near the park's center. Rapidan Camp, the rustic playground of a president, is nearby.

The Shenandoah National Park contains the highest spots in northern Virginia, Hawksbill and Stony Man peaks, both over 4,000 feet.

INFORMING THE PUBLIC ABOUT KINDERGARTEN

The following article by Miss Nellie L. Walker, supervisor of kindergarten in the college training school at Harrisonburg, offers an excellent example of a type of information which can be presented to patrons through a local daily newspaper. Under the title "Tells How Kindergarten Teaches Children to Work, Think, Study," this article appeared in the Harrisonburg *Daily News-Record* on January 28:

ON MONDAY, February 1, the second semester of the school year opens. At this time a new group will be started in the kindergarten composed of all children who are five years old before Feb. 10. Registration should be made in the principal's office before Feb. 1 if possible.

Whether to start a child in kindergarten or wait until he is six and eligible to enter first grade is optional with parents. Often this decision is left to chance. To know what the kindergarten attempts to do may help mothers and fathers to determine what to do with their five-year-old children at the opening of the school session.

The kindergarten provides a happy place for growth where children can live and work together in a large, cheerful room equipped with stimulating materials suitable to their age and interests. We aim to guide the children in desirable habits of thinking, working and social living.

The Morning Start

When the child comes into school he is shown how he can independently dispose of his wraps in an orderly way. Then he engages in some activity that appeals to him—

building with blocks, constructing something out of wood, modeling with clay, painting pictures, sewing, or playing in the playhouse. In this "work period" the child learns to make decisions, to solve his own problems by selecting appropriate materials for working out his ideas, and to persist at his job until it is finished.

Children learn to play together happily by sharing materials, giving and receiving suggestions, to be resourceful in using materials at hand for their purpose, and to take good care of public property.

This period, which continues for forty-five minutes, is followed by a clean-up time when each child puts his own articles he has been making in a locker space or returns general materials to their proper places, and then proceeds to help clean up any litter made.

The group then assembles on a large rug to discuss the work done, to express appreciation or to give suggestions, and to get information regarding some particular interest, as, how airplanes fly, why steam makes an engine go, how to cut a pattern for a fireman's hat, why Roosevelt puts his hand on the Bible in taking his oath. At this time children learn to listen well, to ask intelligent questions, to reason out problems, and to talk clearly and pleasantly so others can understand them.

Singing and Playing

After they have been sitting still for this discussion time, we have rhythms where the children express themselves in free and creative movements to music. Singing and the playing of instruments come in naturally at this time. At this early age it is comparatively easy to help a child learn the flexible possibilities of his voice, and he soon finds joy in singing in tune with the group.

Our lunch period is a time when children learn the importance of washing their hands before eating by being given an opportunity to do a good job of it before they go to the serving table to get their napkin, gra-

ham cracker and glass of water, or milk if it has been provided by the home.

Reverence in saying grace, proper habits of eating, courtesy in conversation and in asking to be excused are given daily attention. As each child finishes he gets his rug and lies on a table, bench, or the floor for a ten-minute period of quiet rest. To learn to relax is one of the most valuable experiences a child can have that he may preserve his emotional stability in living with others.

Stories and Poems

Our literature period is a much-anticipated time when children listen to stories and poems and discuss pictures in the many beautiful books now available for little children. Often they dramatize or retell favorite stories or say poems before the group. These experiences give them confidence and poise, and help them to enlarge their vocabulary as they use the unusual and fascinating words of good literature.

When it comes time to go home the children put on their own wraps, assemble to say goodbye, and are escorted across the street by a teacher.

In referring to our records we find that 75 per cent of the children who had attended kindergarten completed first grade work in one year, while only 40 per cent of those who began school in the 1B completed the grade that year.

Other factors often enter in, of course, as poor health, lack of enriching experiences, and few social contacts. It takes many children a full year to become normally socially adjusted and self-reliant enough to attack the complicated task of learning to read.

Our school tries to provide in the kindergarten the opportunity every parent wishes for his child—an environment where he may engage in intelligent play, enlarge his field of interest, cultivate desirable social habits, gain confidence in his own ability to think and to use materials, and become an emotionally stable child.

THE NEED FOR PUBLIC LIBRARIES

ONE of the greatest agencies for the education of people of all ages and classes is the public library. A library which provides opportunities for cultural, recreational and vocational reading and which encourages the citizens of the community to take advantage of those opportunities is a most potent force for the upbuilding of that community and for the improvement of the condition of its people. Public libraries take a place along with public schools as institutions for the promotion of the prosperity, well-being and happiness of the citizens, for the improvement of social conditions, and for the stabilization of democratic government. A state cannot have a well-rounded and complete educational system if it neglects the development of an adequate system of public libraries.

Recent years have witnessed a remarkable growth in the number of public libraries throughout the country. In some states the services of public libraries have been made available to more than eighty per cent of the citizens and the citizens have not been slow in turning to the use of libraries. As one librarian expressed it, "Everybody is hungry for books."

HARMON W. CALDWELL,
President, The University of Georgia.

IS THERE OVER-EMPHASIS ON CLASSICS?

If college teachers of English do not take note of undergraduate interests, they are likely to find that the undergraduates will not elect courses in English literature, just as undergraduates are no longer electing courses in Greek and Latin. Already much of English literature is from the undergraduate point of view of little or no value. With the exception of Chaucer, what writer before the Elizabethan period means anything to college students? The "beginnings" of our literature are really a dead-end to them.—PROFESSOR JAMES DOW MCCALLUM, of Dartmouth College.

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