

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.

STATE HISTORICAL SOCIETY
HARRISBURG, PENNSYLVANIA