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HARRISONBURG, VA.
A TEST OF GOOD HOME ECONOMICS TEACHING

DO OUR PRESENT DAY METHODS OF HOME ECONOMICS TEACHING FUNCTION IN THE LIVES OF OUR STUDENTS?

The purpose of home economics education in our school is twofold: (1) to train teachers of home economics, and (2) to prepare for the vocation of home making, in accordance with the provisions of the Smith Hughes Law.

In this important period of transition and reconstruction, the home economics educator finds herself confronted by some such problems as these: Are we giving our girls work that will function in their lives, and the lives of those whom they will influence; are we helping them in the development of certain standards and judgments or are we imparting a certain amount of information, skill and technique about problems which may or may not function actively in their lives at all?

Many a college or normal graduate closes the door of her school behind her laden with note books bearing a record of her past years of endeavor, and enters upon her new field of labor, which may be a small rural community in the heart of a prosperous farming section, a bleak rugged mountain district, or a progressive, alert industrial center, with the selfsame note books still under her arm, and from which she soon proceeds to draw all information, whether or not it be suited to the community or the lives of the students.

Are we, then, training our teachers to meet the needs of their children, to adapt their work to the age, ability, and knowledge of the child? Are we helping our girls to develop judgments that will cause them to go into their respective communities and discover the industrial needs of each girl in her own home and her own community?

"Since the civilized home is the highest product of civilization," says Miss Ravenhill, "the sole test for the efficiency of our home economics methods must ever be the quality of human material produced in these homes."

The instinct of imitation is strong in the child—so strong that every teacher of home economics should be an example of what she teaches. "Clothes do not make the man, but they make him look a lot better after he is made." They give self-reliance. Every teacher or successful business woman must be well dressed if she is to measure up to her full capacity for success. The home economics teacher must live the health principles she teaches. "Cleanliness costs, but it is worth the price." A large percentage of illness comes from unwise eating and lack of sleep. The value of simple, out-of-doors recreation may readily be reflected in a cheerful, buoyant manner and a quick alert mentality.

The home economics teacher must be a woman possessed of good technical knowledge and a good pedagogical training. She must have managerial ability and she must be so efficient an executive that work passes through her hands without fuss or friction. She must be able to discriminate between the necessary and unnecessary tasks and thus give herself an opportunity to become a leader in the social and civic interests of the community. No teacher can afford to live her life apart from those with whom she comes in contact, much less the teacher of home economics. The physician goes to the sick and prescribes for the individual needs of his patient, so if the home economics teacher is to prescribe for the existing ills in the home, she must know the actual conditions as they are, and not as they are said to be.

"Reconstruction has been defined as the rebuilding of the life of humanity." During this period, then, of national reconstruction probably no phase of teaching is so vitally concerned nor have methods been so revo-
lutionized to meet the changing demands, as in that of home economics teaching.

The problems in our home economics work should grow out of the conditions which confront the student in her every day life. For example, the problem of menu making is a very different one in a distant rural community from that in a small village or a large, bustling industrial center where the transportation facilities and cold storage make it possible to have fresh fruits and vegetables for the table at almost all seasons of the year. Instead of fresh lettuce for garnish the rural child can be taught the attractiveness of the tender leaves of the cabbage heart or celery, and she can be encouraged to keep her own small window box of parsley growing throughout the winter both to use as a garnishing and flavoring and to bring cheer to the kitchen. The orange and grapefruit are not the only available nor appropriate fruits for breakfast. The farmer's breakfast may be made quite as appetizing by a deliciously baked apple, nice canned fruit, or attractively stewed dried fruit.

The up-to-date home economics teacher will find many advantages in presenting her work by the "problem solving" method. If she can allow the pupils to assist her in choosing the problem, it will make more of a personal appeal and draw forth more constructive thought and reasoning on the part of the child. The teacher must carefully guide the child's line of thought and skillfully and clearly keep the problem ever before her. The country child will welcome suggestions for a hot dish for the school lunch and attractive methods of preparing the cold food necessary to complete this lunch. These problems, then, can be easily formulated by the children.

"What hot dishes can I make to supplement best my cold lunch? And what cold foods are most suitable for me to bring from home?" "As winter approaches I need warmer clothing than for early fall or for last summer," suggesting a problem which may lead to an interesting textile discussion. "How can I help my grandmother serve her Thanksgiving dinner?" should arouse a keen interest in table service.

As the problem method of teaching becomes more acceptable in our schools the necessity for equipping our laboratories more like home kitchens will become evident. In many schools now the meal forms the basis of the food work and these meals are kept within the financial limitations of the average family of the community, showing how under these conditions attractive, wholesome food may be secured.

"Practice makes perfect," is not only true in the industrial world, but also in the educational world. Girls without previous experience come into the home economics work and are able to perform each problem in cooking and clothing but once or twice during the year; then they are expected to go out as "expert cooks and seamstresses." The mothers and housewives who judge these girls so critically do not stop to consider the number of times they themselves have performed a given task before they have felt that they have become skilled in it. It is in this line of work that the Vocational Home Economics Education has an opportunity to function most effectively. Miss Baylor, Federal Agent for Home Economics, says:

"Vocational home economics further endeavors to tie up the instruction in the school with that of the home by emphasizing the value of the home project, and seeking the active co-operation of the mothers, that the homes may be used as laboratories in supplementing the work of the school.

"By the home project method the learner is brought into contact with the vocation, a very essential condition in any vocational work. It would be a strange education that trained a plumber and gave him no contact with his job, under normal conditions; or a carpenter who worked wholly with models and artificial devices and never on a real construction itself.

"Through the home project a supervised, directed piece of work is done under normal home conditions. Thus, contact with the vocation is secured. It calls into play skill and information acquired in the school and demands new skills and information in the utilization of which the student must exercise both judgment and initiative.

"A plan for the supervision of home projects, and the establishment of tests to evaluate results of such work are still to be developed. This lack is an obstacle, at the present time, to the success of this method."
If our present day methods of home economics teaching are going to function in the lives of our students we must strive to develop initiative, independence, confidence, and skill. It is much easier to give the backward child individual help than it is to repeat the fundamental principles and processes which lead up to a given problem. But when that child goes unsupervised will she be able to repeat the problems with any degree of skill or success? Many teachers find it almost impossible, because of a lack of time and assistance, to let the less capable students assume the responsible duties which require accuracy and speed. For example, in the preparation and serving of a meal, do they select the best waitress to act as cook, or the best cook to be dishwasher? In the clothing work, do the girls who have little knowledge of fitting get more practice than the girl with the alert eye and keen sense of line and form? Not until we are able to grade our classes and let those of equal ability and speed work together will we be able to gain the highest degree of efficiency for all.

The Department of Home Economics in the University of Chicago is doing some interesting work in the formulation of tests and scales for textiles and clothing. If such could be used, our courses of study could be much more efficiently arranged. Problems suitable to the fifth grade could be used in that grade and not placed in the 8th or 9th grade by some well meaning but injudicious teacher. A basis for the establishment of a sequence of problems would be secured, and we would not have students repeating in high school that which they had learned in the grades.

Experienced teachers differ with regard to the grade in which different subjects should be introduced. When does the girl seem most interested in the food problem; when in her clothes; when does she feel the desire to decorate and care for her own room; and when does she feel an interest in child study and child care? Miss Trilling, who has been most instrumental in formulating these tests, says, "If tests were designed for the various phases of subject matter and a standard set in this way, the tests would be a great help to the classroom teacher. She could determine how her children compared with the standards set by the majority of children. She could also detect weaknesses in her own teaching and emphasize her work accordingly."

It is only when we shall be able to put our home economics work upon a strictly scientific basis; it is only when we shall be able to see that we are helping to develop a higher physical type of childhood; and it is only when we shall realize that we are raising the standards and ideals of the home life of our community that we can feel that our method of home economics teaching is functioning in the lives of our students today.

Grace Brinton

II

THE ILLUSTRIOUS TARTARIN

BRAGGART BY IMAGINATION

No study of the English novel is complete which does not take into account the influence of Cervantes’s Don Quixote on the English fiction writers who are accounted the founders of the novel. Roderick Random is sprung from the line of Don Quixote—Smollet’s admiration for Cervantes lead him finally to prepare his own translation of the Spanish classic. Fielding, too, had written Joseph Andrews not only to jest at Richardson’s Pamela, but to follow his master. On the title page of Joseph Andrews he placed “In imitation of the manner of Cervantes, author of Don Quixote.” Sterne, another of that group of early English novelists, offered in Tristram Shandy the acquaintance of “my uncle Toby” and the Corporal Trim: these are but variations on the theme of the illustrious knight, Don Quixote, and his squire, Sancho Panza.

Perhaps these are chief among the early English novels that trace their ancestry back to the Spanish hidalgo, but there have also been admirers of Cervantes who portrayed in other tongues the quixotic hero. Indeed, a more charming treatment would be difficult to find than that which Daudet employed in his trilogy relating the prodigious adventures of Tartarin of Tarascon; and it was a daring and successful stroke of the French novelist when he created the remarkable individual who possesses under one skin the dual personality of the practical peasant,
Sancho Panza, and the visionary aristocrat, Don Quixote.

Half a century ago Daudet wrote the first of the Tartarin series. It is frankly episodic, as so many of the early English novels were, as also Dickens's treatment was in *The Pickwick Papers*, which had appeared in 1836-37.

Tartarin, President of the Alpine Club, and Pickwick, President of the Pickwick Club, are of one stripe; and as we shall see, the lying speculator, the cold man of the North, the Duc de Mons (‘dirty Belgian,’ Tartarin ejaculates) bears a decided likeness to Dickens's defrauder in *Martin Chuzzlewit*. Indeed; similarity of treatment by Dickens and Daudet has more than once been the occasion of comment by critics; it is said that during Daudet's lifetime accusations were made that he was a patent imitator of Dickens. Daudet's reply was that the charge was first brought when he had read none of Dickens; that any likeness that might exist between his work and that of Dickens was due not to imitation, but to a kindred spirit. “A peculiar combination of sentiment and humor,” as Professor Brander Matthews puts it, they seem to have in common. Certainly Dickens offers us a much larger assortment of humorous characters; but is any one of his characters more delicately shaded, more charmingly portrayed, more cordially loved, than the great Tartarin of Tarascon?

Tartarin, a native of Provence, in Southern France, is stirred to deeds of valor by the Don Quixote within him, but he is lulled into a luxurious satisfaction with life by the Sancho Panza. “Both these spirits in one and the same man!” sighs Daudet early in the first volume, *Tartarin of Tarascon*. “You will readily comprehend what a cat-and-dog couple they made! What strife! what clapperclawing! Quixote-Tartarin firing up on the stories of Fenimore Cooper and shouting ‘up and at ’em!’ and Sancho-Tartarin thinking only of the rheumatics ahead, and murmuring: ‘I mean to stay at home.’”

When the voice of Don Quixote sounds the appeal, “Cover yourself with glory, Tartarin,” the voice of Sancho insists quite calmly, “Tartarin, cover yourself with flannel!” And so it was that,altho he dreamed constantly of the wide world without, Tartarin of Tarascon had never left Tarascon.

Nimes, where Alphonse Daudet was born in 1840, is but a trifling distance from Tarascon. The charm of Provence is said to sufluse all this region, and Daudet can therefore the better be expected to interpret the spirit of the Tarasconese, the Southerner in whose land the sun transforms everything and magnifies it beyond life-size until the native is betrayed into touching up the bare, shabby facts of life. (Might not we ourselves be taunted with this forgivable weakness? Recall “The sun nowhere shines so bright as in Virginia” and ponder!)

“Will you feel surprised,” asks Daudet, “that the same sun, falling on Tarascon, should have made of a retired captain in the Army Clothing Factory like Bravida the b-r-rave Commander Bravida? that it should have made out of a turnip a ‘baobab’? that the mirage should have made of a man who had failed to go to Shanghai a man who had been there?” So, then, does the purpose of the author seem to grow until he has developed his paradoxical hero with the instincts of both the peasant and the knight into the type that Mr. Edmund Gosse calls “the braggart by imagination.”

Just as Don Quixote had read the romances of chivalry until his imagination had provided him with experiences that were unreal—with the result, as some one has pointed out, that his inferences are all wrong—so Tartarin had read the romances of Gustav Aimard and James Fenimore Cooper until their fictions had become realities to him. As the great man of a small town, he must be the leader in all its enterprises. With the men therefore he went into the country on Sundays and gained prowess as the best marksman of them all—for lacking rabbits in the environs of Tarascon the men had grown accustomed to ceremonious contests when caps were pitched into the air and shot at! The children looked at him in awe, for he had “double muscles.” And how the women admired him for his magnificent ballad-singing! Sometimes, says Daudet, at Bezuquet's he would sing part of the duet from *Robert le Diable*.

Old Madame Bezuquet would commence to her own accompaniment—Robert, my love is thine!

To thee I my faith did plight,

Thou seest my affright,—

Mercy for thine own sake,

And mercy for mine!
In an undertone she would add: "Now, then, Tartarin;" and Tartarin of Tarascon, arm extended, fist clenched, nostril quivering, said three times in a formidable voice which rolled like thunder in the bowels of the piano: "Non! . . Non! . . Non!" pronounced by the worthy Southerner "Nan! . . Nan! . . Nan!" On which Madame Bezuquet repeated:

Morey for thine own sake,  
And mercy for mine!

"Nan! . . Nan! . . Nan!" roared Tar-  
tarin, finer than ever, and matters stopped  
there.

It was not long, as you see; but it was so  
handsomely voiced forth, so clearly gesticu-  
lated, and so diabolical that a tremor of ter-  
ror overran the shop of Bezuquet, and they  
encored his "Nan! . . Nan! . . Nan!"  
several times running.

After which Tartarin mopped his forehead,  
smiled at the ladies, winked at the men, and,  
retiring on his laurels, went off to the club  
to remark with a careless, offhand air; "X  
have just been singing the duet in Robert le  
Diable at the Bezuquets'."

And the best of it was, he really believed  
it!

Thus Tartarin lived, his popular favor  
never diminishing; the baobab (arbus gigan-  
tea—"giant tree," you know) thrived com-  
fortably in a mignonette pot, and the "cocoa-  
nut-trees" in his famous garden were scarcely  
larger than beet-roots; while in his cottage,  
ranged in line, dusted, ticketed as in a phar-  
macy, were the weapons which he had col-  
clected from all lands, the carbines, blunder-  
busses, Corsican knives, Malay krishes, tom-  
ahawks, Hottentot dubs, with here and there  
a little notice:

POISONED ARROWS: DO NOT TOUCH!  

or

LOADED WEAPONS: BE CAREFUL!

Without these notices, Daudet says, one  
would not have dared to enter.

And yet, Tartarin was not happy; this life  
of a small town weighed upon him; smothered  
him. The great man of Tarascon was bored  
at Tarascon. The fact is, that for a nature  
so heroic as his, for a soul so adventurous  
and ardent, which dreamed of battles, splen-  
did hunts, sands of the desert, rambles on the  
pampas, hurricanes, and typhoons, to spend  
his Sundays in shooting at caps and the rest  
of the days in laying down the law at the  
gunsmithe's shop was really nothing, nothing  
at all! . . Poor dear great man! It was  

enough, in course of time, to make him die  
of consumption.

And then came the singular event which  
was to give the first flight to his incompar-  
able career. Mitaine's Menagerie came to  
Tarascon, and among the animals was a  
magnificent lion from the Atlas Mountains.  
How Tartarin was stirred when he heard of  
the arrival; how he hastened, gun on shoul-  
der, to the menagerie, and there planted him-  
self finally before the cage of the king of  
beasts!

Terrible and solemn interview! The lion  
of Tarascon and the lion of the Atlas face to  
face! On one side, Tartarin, erect, right leg  
advanced and both arms resting on his rifle;  
on the other, a gigantic lion, with blinking  
eyes and stupid aspect. . . . Both were  

But perhaps the lion scented an enemy to  
his race, for he rose, opened his mouth, and  
gave vent, eying Tartarin, to a formidable  
roar which frightened all the Tarasconians  
out of doors. Tartarin of Tarascon alone  
ever stirred. He stood there, firm and res-  
olute before the cage, lightning in his eye  
and that terrible expression the whole town  
knew so well on his face. Then the others,  
returning, heard him murmur as he gazed  
at the lion; "That, yes, that is game." This  
remark was enough. By the next day, the  
whole town was talking of the coming de-  
parture of Tartarin for Algeria to hunt the  
lion. Of course Tartarin had said never a  
word of the sort, but, the southern sun—  
you understand! When the journey was  
mentioned to him the first time he said evas-  
ively: "Hey! . . Hey! . . Per-  
haps . . I can't say." The next time it  
was "Probably." And the third time it was  

"Certainly."

And so there was nothing for it but to  
make ready. To override the Sancho  
who would stay at home and enjoy his morn-  
ing cup of chocolate, he read again and  
again the "Life of Jules Gerard, Lion Slay-  
er." He ordered supplies; he ordered boxes  
lined with copper, on which were brass  
plates bearing this inscription:

TARTARIN OF TARASCON  

WEAPONS

From Marseilles he received quite a sup-  
ply of preserved aliments, a shelter-tent,  
sailor boots, blue glasses to prevent opthal-
The plan is successful; Tartarin scales the summit of the Junfrau and returns without so much as a quiver, for is not the mountain managed by the Company? Even when he slips and both he and one of his guides are engulfed in a crevasse the brave Tarasconian sings blithely, a marvel to the guides.

His mission accomplished, Tartarin and his four loyal Alpinists set out for home. En route, the hero reads in the _Forum_: "Rumor has it that V. P. C. A. Costecalde is about to start for the ascension of Mont Blanc; to climb higher than Tartarin." And with this disconcerting news, the President of the Alpine Club determines on the spot to scale Mont Blanc, to beat the envious Costecalde to it. At the Hotel Baltet at Chamonix, whom should he meet but Bompard, him who was employed by the Company, and to him he proposes an ascent... Certainly! Bompard is his man.

Perhaps it was only natural that the party should go to discussing well-known climbs, and famous accidents, and soon the landlord had remarked a guide's right to cut the rope when his failure to do so would mean, as on one occasion it did, the death of seven persons instead of four. But Tartarin thought that in letting yourself be roped in file you were bound in honor to live and die together:

Tomorrow, he said, in roping myself to Bompard, it is not a simple precaution that I shall take; it is an oath before God and man that I shall be one with my companion and that I shall die sooner than return without him, _coquin de sort_!

When Bompard finds the next morning that Tartarin is in earnest, he is astonished that he would be willing to risk his neck on such a dangerous climb as that of Mont Blanc. "Isn't Mont Blanc managed like the rest?" Tartarin inquires; but Bompard has innocently forgotten his "tarasconade," his story of the machine-made dangers in the Alps... The thing has now gone too far for Tartarin to turn back, and forward they go with their guides and a melancholy Swede who had read too much Schopenhauer and longs for the relief of death. Bompard, the Swede, Tartarin, and the two guides—on they climb. Bompard stumbles continually and finally advances on all fours, telling again and again, how he had climbed in this fashion a mountain 30,000 feet high, amid the Cordilleras of the Andes. When the guides see that "Mont Blanc is smoking her pipe," they suggest a delay. Beckoned on by the possibility of a sweet death, the Swede insists on the ascent; but to the Tarasconians it is life that is sweet, and finally the two start back to the shelterhouse. Their fears increase as they descend: crevasses yawn before them. As an avalanche sweeps by them they tremble and crouch for shelter at the base of a giant _serac_. The mass of accumulated ice-block is a-tremble, and their situation is critical. They do not dare to move, nor can they venture out into the storm.

To complete their terror of mind, from the valley now arose the baying of a dog—a death-wail. Suddenly, Tartarin, with staring eyes and trembling lips, seized the hands of his companion, and, looking at him kindly, said,

"Forgive me, Gonzague; yes, yes, forgive me. I have often been unkind to you. I treated you as a liar—"

"Ah! vai, what does that matter?"

"I have as little right as anyone to do so, for I have told many lies in my life, and at this supreme hour I feel the necessity to confess—to relieve my feelings—to publicly avow my impostures!"

"Impostures! You?"

"Listen to me, friend: in the first place, I never killed that lion!"

"That does not surprise me at all," replied Bompard quickly. "But why should you worry yourself about so little? It is the sun which causes it; we are born with the lying faculty. _Ve!_ myself—have I ever told the truth since I came into the world? As soon as I open my mouth my Southern blood ascends. The people of whom I speak—well, I do not know them! The countries? I have never been in them!"

"It is imagination," sighed Tartarin. "We are liars in imagination."

Then the snow ceased, the wind dropped, blue rifts appeared in the clouds. They retied themselves and Tartarin took the lead as before, turning around first, finger on his mouth, to say,—

"You know, Gonzague, all that has been said is quite between ourselves."

Reassured each by the other, they begin again their descent, bound to each other by the rope—that link of honor of which Tartarin had spoken so valiantly the evening before.
Then they were separated by a ridge behind which Tartarin disappeared, beginning to descend, while Bompard was still going up the slope, slowly and in terror. They spoke no more, concentrating all their forces, fearful of a false step, a slip. Suddenly, when Bompard was within three feet of the crest, he heard a dreadful cry from his companion, and at the same instant the rope tightened with a violent, irregular jerk. . . . He tried to resist, to hold fast himself and save his friend from the abyss. But the rope was old, no doubt, for it parted suddenly, under his efforts.

Bompard, some hours later, arrived at the inn of the Grands-Mulets, raising his hands to heaven, and muttering: "Tartarin . . . lost! . . . broken rope." Searchers were able to find no trace of him. They found nothing at all, except on the Dome du Gouter, one piece of rope which was caught in a cleft in the ice. But that piece of rope, strange to say, was cut at both ends, as with some sharp instrument. The mystery could not be explained, and at last Bompard and the despairing delegates set out for Tarascon, sorrowful and without hope. Undoubtedly, says Daudet, "the White Mountain could reckon one victim the more—and what a victim!"

In the epilogue one reads of the memorial services conducted at the Alpine Club in honor of the late president, of the graphic account of the disaster as narrated by Gonzague Bompard, while Costecalde, (V.P.C.A.), occupies the chair of authority. The bells are tolling; Tarascon mourns. And into this picture of distress there comes, sidling along the wall like a beggar or a thief, the great man of Tarascon, in flesh and blood, only pale, piteous-looking, shabby. What! Was not Tartarin dashed to his death in the crevasse on Mont Blanc? Not at all. Indeed, when the two friends each felt the rope stretched as if by the falling of a body, there had happened a strange thing. The rope had caught between two masses of ice, and each, feeling the shock, believed that his companion had fallen, and would drag him with him!

So, in that supreme moment—how am I to tell it? mon Dieu!—in the agony of fear, both men, forgetting the solemn oath at the Hotel Baltet, by a simultaneous movement and the same instinctive gesture, cut the rope—Bompard with his hunting-knife, and Tartarin with his ice-axe; then, overwhelmed by the ermine, each convinced that he had sacrificed his friend, they fled in opposite directions!

Conscience-stricken, Tartarin now makes his way to the club, thinking to find in progress the memorial services over Bompard. Imagine, then, his delight when he enters the room to find Gonzague Bompard in the flesh, saying—

"More than twenty times, gentlemen—what am I saying?—more than ninety times did I sound that abyss of ice without being able to reach our poor president, whose fall, nevertheless, I could trace in consequence of some debris left in the crevices of the ice."

The creaking of the little door at the end of the room interrupted him—someone was coming in.

"Why! Tartarin!"

"You! Gonzague!"

And this race is so singular, so facile, in the matter of improbable stories and quick refutations, that the arrival of the great man, whose fragments still lay on the table, did not create any particular astonishment throughout the hall.

"It is a misunderstanding, that's all!" Tartarin said, comforted, beaming, his hand on the shoulder of the man whom he thought he had killed. "I did Mont Blanc on both sides. Went up one way and came down the other; and that is why I was thought to have disappeared."

He did not mention that he had come down on his back!

The last of Daudet's trilogy, Port-Tarascon, purports to be taken from the letters of Tarasconian emigrants, from the "Memorial" of Tartarin's youthful secretary, Pascalon, from the reports published in the Gazette des Tribunaux. It is, in reality, the greatest "tarasconnade" of them all, for Daudet here recounts the emigration of all Tarascon's people to an island in the Indian Ocean where they meet all sorts of disasters, undergo many privations, and from which they are at length rescued and returned home. The colonization scheme was a great fraud perpetrated by the calculating Duc de Mons on the gullible Southerners, and the bogus Duc succeeded, of course, because he first gained the confidence and enthusiastic endorsement of that greatest of Tarasconians, Tartarin of Tarascon.

Stock companies were organized, shares sold like hot-cakes, prospectuses showed how acres bought at five francs would yield a re-
turn of several thousand a year, and soon a first shipload of emigrants was dispatched with Gonzague Bompard as their Provisional Governor. When, a little later, the entire population of Tarascon reached Fort-Tarascon, there was great distress, for there were no wharves, no warehouses, no cathedrals, no rich harvests, nothing but a dilapidated old building greatly in need of repair. What to do? On disembarking they found that sickness had overtaken their countrymen, that savages had attacked them and slaughtered all but old Bezuzquet, the pharmacist, who is discovered in the costume of the natives,—consisting entirely of tattoo-marks.

Here the Tarasconians live and suffer; here they attempt to make the best of their bargain and try in vain to grow crops in this climate of eternal rain; here their Governor, Xartarin, with the aid of his faithful secretary, Pascalon, puts into execution the wise laws of a wise ruler and seeks vigilantly to put down the head of rebellion led by the ever-envious Costecalde; here they hold their bull-fights—for it was the injunction in France against bull-fights that had first led Tartarin to say at Tarascon, “My dear fellow, I am not content with France! ! . . . Our rulers are doing just all they please with us,” and so had the Tarasconians come to disapprove of the “present state of things.” The Governor strives against sedition, he looks to the supply of garlic without which no Tarasconian could exist, he even thinks to propitiate the savages of a neighboring island by marrying the daughter of their king. But finally these painful scenes are ended by the arrival of Bompard is the culmination of the trial, for he carries with him a document from the Duc de Mons in which the hoax is admitted and Tartarin exonerated. Tartarin, therefore, the great Tartarin, whom his secretary had compared with Napoleon going into exile (to the great satisfaction of Tartarin), is acquitted.

But, alas! Tartarin feels himself debased. He is a fallen hero, undone. His house in Tarascon is auctioned off by order of the court. The Great Man of Tarascon toppled off his pedestal! And so he crosses the bridge, over to the neighboring town of Beaucaire,—to Beaucaire whose people have never been of a kind with the Tarasconians. Here is tragedy indeed.

For without Tarascon, without his past glory, Tartarin could not live. And so, sighing because the mighty are fallen, we shed a tear with Pascalon when the news is brought across from Beaucaire that the illustrious Tartarin is dead.

But all the same, there was this coincidence: an eclipse of the sun on the day of his death.

CONRAD T. LOGAN
HELPS FOR THE TEACHING OF VIRGINIA HISTORY

THIRD INSTALMENT

The question lists below complete this series of helps. The 49 chapters of the textbook (Wayland's "A History of Virginia for Boys and Girls") are covered by the 489 questions given in the three instalments—this being the third. The next instalment will present an interesting and helpful scheme of chronology, covering the whole field of Virginia history.

As already stated in this series, the questions herewith presented are not intended to be exhaustive. They are comprehensive, stimulating, and suggestive. They should be supplemented with many others that will occur to the intelligent teacher.

History questions, as a rule, should be brief and pointed, easy to understand, easy to remember, and so definite as to admit of only one answer. This is especially true if the questions are propounded orally and if they are to be answered by children. They should also be interesting and they should deal with all phases of the subject. Moreover, they should in themselves present a wide variety in character. For example, some should call for knowledge of facts, some should demand thought, some should suggest new ideas, and some should appeal to the feeling and sentiment of the pupil himself. That is to say, questions should not merely aim at objective collections—facts of knowledge—they should also aim at getting a personal reaction of the pupil himself. They should sometimes be subjective, in that they call upon the pupil to express himself—to align himself—as approving or disapproving certain characters or certain lines of conduct.

Virginia history is unusually rich in all sorts of fine possibilities. It is filled with dramatic incidents; it is alive with splendid characters; it is adorned with historic places; it is quickened with red-letter days and years; it is rich in a variety of literature; it is throbbing with achievement and progress; it is nation-wide and world-wide in its bearings and its influence.

PART V. VIRGINIA AND THE CIVIL WAR

Chapter XXXIV

JOHN BROWN'S RAID

1. Locate Harper's Ferry.
2. What occurred there in October, 1859?
3. What was John Brown's aim?
4. Why was he hanged?
5. Why did his raid stir up the whole country?
6. Who commanded the marines at Harper's Ferry?
7. Who recognized John Brown?
8. Tell something about Stuart.
10. What choice did Lee and Stuart soon have to make?

Chapter XXXV

LEE'S DEFENCE OF RICHMOND

1. What was secession?
2. Why did Virginia secede in 1861?
3. Why did the Federals aim especially at taking Richmond?
4. Where was the first campaign against Richmond stopped?
5. What was the next one called?
6. Who led it?
7. What Confederate general first defended Richmond against McClellan? Who next?
8. What famous cavalry general aided Lee?
9. What famous ironclads fought in Hampton Roads?
10. What do we mean by the "Seven Days"?

Chapter XXXVI

JACKSON IN THE VALLEY

1. In what school was Jackson a student?
2. In what one did he teach?
3. Where did he get his famous nickname of Stonewall?
4. Locate (by name) four battles of the Valley Campaign.
5. How many days did the campaign occupy?
6. What did Jackson do soon after it ended?
7. What was the chief value of the Valley Campaign?
THE VIRGINIA TEACHER

Chapter XXXVII
SECOND MANASSAS AND FREDERICKSBURG

1. Where was the first great campaign against Richmond checked? The second? The third?
2. What Federal general commanded at Second Manassas?
3. What Confederate general attacked at Second Manassas by making a long flank movement?
4. What unlucky accident happened to General Lee in Maryland?
5. What hard battle did he fight there in September, 1862?
6. Where did he repulse another advance upon Richmond in December?
7. Name a poem written by each of the following: John R. Thompson; Bayard Taylor; Mrs. Mary A. Townsend.
8. Show that 1862 was a year of hard battles.
9. Which is farther north, Manassas or Fredericksburg?
10. Which is nearer Washington, Sharpsburg or Fredericksburg?

Chapter XXXVIII
CHANCELLORSVILLE AND GETTYSBURG

1. What famous general was killed at Chancellorsville?
2. What had he done there to help Lee win the victory?
3. In what other great battle had he made a similar movement?
4. Who succeeded to the command of Jackson's corps at Chancellorsville?
5. What did Lee say of the wounding of Jackson?
6. In what other great battle did Lee soon feel the loss of Jackson?
7. Locate Gettysburg.
8. How many times did Lee invade the North?
9. What battle ended the invasion of 1862?
10. What battle ended the invasion of 1863?

Chapter XXXIX
WINCHESTER AND CEDAR CREEK

1. Why was the Shenandoah Valley important during the Civil War?
2. Why is the year 1864 memorable in Valley history?
3. Why has the battle of New Market been so widely celebrated?
4. What Virginia town used to be called Battletown?
5. What other town near it might be a fair rival for the name?
6. What occurred early in October, 1864?
7. Who led the flank movement at Cedar Creek, October 19?
8. What had made that date memorable in the Revolution?—See Chapter XIX.
9. What celebrated incident occurred during the battle of Cedar Creek?
10. What did Early and Sheridan soon do?

Chapter XL
SALTVILLE AND WYTHEVILLE

1. What can you say of salt and lead during a war?
2. Tell something about the prices of salt during the Civil War.
3. How many of you will ask your grandfathers and grandmothers what they remember about salt during the war?
4. What was the old name of Roanoke City? Why?
5. What noted explorer visited Big Lick (Great Lick) in 1750?
6. Where did Virginia get most of her salt during the Civil War?
7. Where did General Andrew Lewis's men get their lead for bullets?
8. What famous pioneer of Texas was born at the Wytheville lead mines?
9. What village is now located at the lead mines?
10. For what was the lead mine tract once traded?

Chapter XLI
THE FINAL FIGHT FOR RICHMOND

1. How long did Lee's final fight for Richmond last?
2. What Federal general opposed him?
3. Where did the campaign begin?
4. Where did it end?
5. What was the Bloody Angle? Where was it?
6. Who wrote a poem about Lee at the Bloody Angle?
7. Who was killed at Yellow Tavern while Lee was fighting at Spotsylvania Court House?
8. What two cities did Lee finally defend?
9. What was the Crater?
10. Tell something of Major Daniel.

PART VI. PROGRESS AND PROMISE

Chapter XLII
LEE AT LEXINGTON
1. Of what did Lee and Grant think at Appomattox?
2. What did the people of Virginia and the South need more than horses and plows?
3. Where did General Lee go in October, 1865?
4. Why did he choose to go there?
5. What were some of the things he did there?
6. What are some of the things he said?
7. What sort of a man was he?
8. When did he die?
9. Do you know of any marble or bronze monuments to General Lee?
10. Where is his best monument?

Chapter XLIII
MAURY AND HIS MAPS
1. Where was Maury born?
2. Where did he grow up?
3. What appointment did he get at the age of 18?
4. What famous man did he learn to know on the Brandywine?
5. Mention some books that Maury wrote.
6. Under what government was he a commodore?
7. Where did he work during the last five years of his life?
8. What was his chief work for the world?
9. What Virginia city has named its high school after Maury?
10. Do you know any one who has won a prize for an essay written on Maury?

Chapter XLIV
JEFFERSON'S DREAM
1. What is meant here by Jefferson's dream?
2. Name some persons that have helped to make his dream come true.
3. In what year was our present system of public schools established?
4. Who was the first superintendent of this system?
5. Who was Horace Mann?
6. Who is called the "Horace Mann of the South"?
7. What was the "May Campaign"?
8. What is said of church schools in Virginia?
9. Why is it necessary for our people to be educated?
10. How many high schools are in your county?
11. What is the name of the high school in your city?
12. Why does it have that name?

Chapter XLV
VIRGINIA AUTHORS
1. Who was the first Virginia author?
2. Name a poem written by John R. Thompson.
3. Have you read anything by John Esten Cooke? If so, what?
4. What Virginia author is referred to several times in Chapter XXXIII?
5. Who wrote "The Raven"?
6. Name a book written by Miss Mary Johnston.—See Chapter XXXVI.
7. Who wrote "Swallow Barn"?
8. In what chapter did we learn something of "The Trail of the Lonesome Pine"?
9. Make a list of the authors mentioned in this chapter.
10. What other Virginia authors can you name?

Chapter XLVI
FARMS AND ORCHARDS
1. Why is John Rolfe mentioned at the beginning of this chapter?—See Chapter VI.
2. About what date did potatoes become an important crop?
3. What is said of peanuts?
4. Of Smithfield hams?
Chapter XLVII
CITIES AND FACTORIES

1. What is the oldest Virginia city?
2. What is said of Hopewell?
3. Which one was the Confederate capital?
4. In which one did Washington's mother spend her old age?
5. What was the old name of Roanoke?—See Chapter XL.
6. In what ways have our cities helped the state?
7. Show how the cities depend on the farms.
8. Show how the farms depend on the cities.
9. What did Virginia lawmakers do in the summer of 1919?
10. Was this to help the country or the cities?

Chapter XLVIII
FOUR MORE VIRGINIA PRESIDENTS

1. Name four early Presidents who were Virginians.
2. In what chapter do we have them presented?
3. Name four later Presidents who were born in Virginia.
4. How did W. H. Harrison first win distinction?
5. Where was John Tyler when he got news of President Harrison's death?
6. Mention two important things that were done while Tyler was President.
7. What was President Taylor's nickname?
8. What difference may we note between Taylor and Wilson?
9. Where was Wilson born?
10. What do you think is the greatest thing Wilson has done?

Chapter XLIX
VIRGINIA AND THE WORLD WAR

1. In what year did the United States enter the World War?
2. About how many Virginians took part?
3. Why do you think it was that students were among the first volunteers?
4. Have you read the story of the young men of the princes of the provinces?—See I Kings 20: 14-17.
5. What Frenchman did our people remember in this war? Why?
6. How did our young women help?
7. What did the boys and girls do?
8. Where was Camp Lee? What was it?
9. Who was commander-in-chief of the American forces?
10. What is the Virginia War History Commission doing?

IV
SOME VIRGINIA SCHOOL NOTES
OF SPECIAL INTEREST

HOW SOME VIRGINIA CITIES RANK IN SALARY SCHEDULES

Median salaries paid to women elementary teachers during the school year 1919-20 are presented in the January issue of the Journal of the National Education Association. Cities are grouped both according to region and size for the sake of fairer comparisons.

In cities of 8,000 to 30,000 population the median salary for women elementary teachers ranges from $1,795 in East Cleveland, Ohio, to $471 in Jackson, Tennessee. Medians for Virginia cities reporting in this group are:

- Winchester: $863
- Alexandria: $815
- Suffolk: $750

In cities of 30,000 to 100,000 population, the range was from $1,847 in Holyoke, Massachusetts, to $655 in Montgomery,
Alabama. Two Virginia cities classified under this group are:

Lynchburg.........$1,004
Roanoke............ 695

In cities of more than 100,000 population, the range was from $1,944 in Chicago, Illinois, to $880 in Louisville, Kentucky. But one Virginia city is found in this group:

Richmond.............$1,071

These figures are taken from a report just published by the American City Bureau and entitled Know and Help Your Schools. Every member of an urban school board in the United States should study the report carefully, says the Journal. Single copies of the report may be had at 20 cents each by addressing Mr. Fred A. Richardson, Executive Secretary, American City Bureau, Tribune Building, New York City.

VIRGINIA'S VOTE ON SCHOOL AMENDMENTS

The three school amendments to the Constitution of Virginia, voted on at the November election, were all approved. The amendment to Section 133 allows a smaller number of school trustees in a district, and makes possible the use of larger units. The amendment to Section 136 allows an increase in local taxation beyond the present limit of 50 cents on the $100. The amendment to Section 138 permits the legislature to make proper provision for the enforcement of compulsory education.

The total vote for and against each of the amendments was:

<table>
<thead>
<tr>
<th>Section</th>
<th>For</th>
<th>Against</th>
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<tr>
<td>133</td>
<td>112,429</td>
<td>43,121</td>
</tr>
<tr>
<td>136</td>
<td>111,540</td>
<td>44,581</td>
</tr>
<tr>
<td>138</td>
<td>116,677</td>
<td>41,656</td>
</tr>
</tbody>
</table>

Shenandoah county, in the Valley of Virginia, was the most consistent in its opposition to the three amendments. To it goes the doubtful distinction of having returned the largest vote against the amendments to Sections 133 and 138, while its vote against Section 136 was exceeded in only one district.

RICHMOND'S FORWARD STEP IN SALARY SCHEDULE

The Board of Education of the city of Richmond has adopted a new single salary schedule which makes a total increase of about 34 percent in teachers salaries and will add $366,000 to the annual budget. The minimum salary is $1,200 and the maximum $1,800 for teachers having two years professional training, and up to $2,400 for college graduates. These figures are applicable to all grades. The adoption of the new salary schedule is said to place Richmond in the lead among Southern cities.

MISS SHONINGER WRITES ON THE CRITIC TEACHER

Miss Yetta S. Shoninger, who is well known to teachers of Virginia by reason of her connection with the State Normal School, at Harrisonburg, from its foundation until 1913, as director of teacher training, is now a member of the faculty of the State Normal School at San Jose, California.

Miss Shoninger has contributed a paper on "The Function and Responsibilities of the Critic Teacher" to the December issue of Educational Administration and Supervision.

"The future of our training schools," she asserts, "and the part they shall play in the professional preparation of teachers depends in large measure on the type of critic we develop and encourage and demand. The value of practice-teaching hinges upon the critic teacher; and if practice-teaching is to play its part in effective professional preparation, let us have the able critic for whom we are willing to 'pay the price.'"

ARGUMENTS FOR RURAL SCHOOL CONSOLIDATION

Arguments for the consolidation of schools in Clarke county were advanced by Miss Mozelle Carper at the meeting of the Clarke County Teachers Institute on December 10. Miss Carper, who graduated at Harrisonburg in the Class of 1920, pointed out that one-room schools could not be expected to do in three months less time the same amount of work as is done by graded schools; that with the consolidation comes more interest for pupils because of competition, etc.; that there would be available better school equipment and more competent teachers, with profit to the community as well as to the pupils; that there would be better housing conditions for teachers; and that
detailed suggestions of the supervisors before he is asked to do his own planning is very pertinent here. How often we complain because our teachers do not develop enough initiative in their planning when the fault lies with us. Had we used more initiative in the detailed plans provided for them they would have gained much more power.

The last section of the book deals specifically with the technique of supervision. An entire chapter is given to devices for evaluating the worth of the teacher, another to similar schemes for measuring the effectiveness of the supervision. There are frequent points given which will guide the beginning supervisor past places of special difficulty. For instance, there is a detailed analysis of the troublesome question as to when the supervisor shall interrupt the teacher. This is constructive and affords the supervisor a workable standard. Again the author’s handling of how the supervisor shall enter and leave the room will be of no small comfort to many a beginner.

One of the Riverside Textbooks in Education, this book is printed and bound in the satisfactory manner typical of them. Each chapter is supplied with a list of exercises or problems, there being sufficient of these to allow the teacher options. There is no bibliography on supervision, but at the close of certain chapters carefully selected lists of reference readings are given. The author’s point of view is sound and he has the sureness of touch which comes only from fullness of experience. The book is most carefully planned; a survey of the entire problem is given at first, then each topic is treated in detail later on. This careful organization is evident within the chapters as well. The table of contents is really a workable outline of the book. But, if possible, this organization is carried a bit too far. The tendency to reduce everything to points, to state everything definitely as a principle, is one that some of our aspiring authors of educational texts might well incorporate into their scheme of things. But after one has been logically conducted through some two hundred odd pages, he rebels and longs for a less systematic and more easy flowing narrative style.

Dr. Nutt’s style is very uneven. At times he simply gets out of the way of his meaning and writes in sentences that are models of clearness. Again he reverts to long involved sentences which force a second reading. He has a rich vocabulary, and is very apt in his choice of the exact word to express the shade of meaning that he wants. Some little confusion may arise, when one begins the book, by his use of the term “supervisor in the training school,” while so many schools use the term “critic teacher.” A definition of current terms used in supervision would have been helpful.

But these faults are minor details; the book is well written on the whole, and is destined to give much service. It is stimulating and one can hardly turn through the pages at random without finding some device for supervision so tangible that it can be carried over into his own situation. It will be very valuable as a foundation text in supervision courses in teacher-training institutions. Here an extensive bibliography would have been of great service. Many teachers who have entered supervision by way of success in teaching and without the advantage of special supervisory training will find here the answer to more than one of the special problems confronting them in their own situations.

KATHERINE M. ANTHONY

YOUTH AND CHANGE

If age and experience generally make men conservative, youth is progressive and even radical. When I am asked what this nation is likely to become in twenty or thirty years, I answer that it will be more or less a realization of the sentiments and ideas that now sway the minds and hearts of the rising generation. And that is why in politics, for example, a progressive party or progressive group is always necessary. Youth will have changes. And if they cannot be carried out in an orderly and gradual manner there is no escape from revolution.—Jacob Gould Schurman, former president of Cornell University.

The purpose of the school is to introduce the young gradually to the disciplines of life.

—John Dewey.
THE VIRGINIA TEACHER

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VI
EDITORIAL
THE NEW JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

In keeping with the new spirit that is animating the National Education Association, the extension of its service to the educational world in the form of a monthly journal is a significant sign, full of rich promise to every school of our land. The new journal starts as Volume X, Number 1, continuing the volume series of the Bulletin, which it supersedes, under the title of The Journal of the National Education Association, to be issued monthly, except July and August.

With the first number a high standard for educational publications of general appeal is definitely set, for, while pitched on the high plane expected of the publication medium of the strongest and most influential educational association in the world, it is of direct inspirational and practical value to the wide range of the membership of the association. Its editor-in-chief is William C. Bagley, an exponent of the best in American educational thought of the present day.

In the current issue there is a fitting editorial of some length on the "Association's Platform of Service," in which is expressed the ideals that have animated the Association for many years. Following this, Dr. George D. Strayer, of Teachers College, Columbia University, presents the final report of the Commission on Emergency Education, as given at Salt Lake City, in July of 1920, entitled "A National Program of Education." Some timely editorials on the "Department of Education," "Our National Association," and "Salaries and Standards" are followed by departments of "Educational Opinion," "Educational Advance," "Enrolment and Affiliation," and "Notes and Announcements." Reports on the "Teacher Situation in City Schools," and the "Campaign for Education in Ohio" are further illuminating contributions. A tentative program of the meeting in Atlantic City next month of the Department of Superintendence concludes the number.

The National Education Association has to its credit many praiseworthy accomplishments for the advancement of education in America; and under the new form of organization, with the assistance of its Journal, it will undoubtedly be able to enlarge tremendously its field of usefulness and influence.

As a contribution to professional publications, we rejoice to see the Bulletin under the new and more attractive cover of the Journal. There is open to it the largest opportunity of any professional publication. While it makes no promises, if it maintains the note struck in its initial number, it will assuredly wield a power of immeasurable dimensions among a clientele more or less closely touching a large majority of the homes of this great land. We wish for it the success it deserves, as a medium for the expression of the ideas and ideals that are dominating America today and as an avenue for the best thought on education to be found in the world for the schools of tomorrow.

THE SALT OF THE EARTH

"Teachers, lawyers, ministers, statesmen, writers, and business-men must be only phantoms and something less than real when they are in touch only with their own kind, and shut off from the other kind. whose opinion, though slow and sometimes inarticulate, after all is the final opinion, because the whole organic chemistry of society can be produced only by the salts which they sup—Edward Yeomans, in The Atlantic Monthly."
EDUCATIONAL COMMENT

ONE WAY TO IMPROVE THE PROFESSION

An unusual opportunity now presents itself to those teachers who are eager to see their calling a real profession that will secure popular support and respect. The opportunity lies in recruiting for teacher training the most capable and the most ambitious of our high school graduates. If we could secure the enrollment in our Normal Schools and Teachers Colleges of 1000 of our most promising high school graduates each year for the next two or three years we would see the profession of teaching spring forward by leaps and bounds. It is the poorly prepared teacher with meager equipment and little ambition that is proving a dead-weight to further improvement of our vocation and we can look for better conditions only when we earnestly and successfully elicit the interest of the best of our high school product in teaching, one of the greatest of all professions.

$3,000,000. FOR TEACHERS COLLEGE

The General Education Board has appropriated $1,000,000. to Teachers College of Columbia University upon condition that the school raise $2,000,000. additional for an endowment fund. $1,000,000. of this amount has already been pledged and the full amount will undoubtedly be pledged to further the work of this great Teachers College.

AN ELOQUENT CONTRAST

The following taken by the December School Review from an Alabama publication speaks volumes:

"The board of education of the city of Detroit, with a population of 993,739 according to the 1920 census, has been allowed a total of $31,201,024. for the year 1920-21.

The white population of Alabama, according to the 1910 census was 1,228,832. The total disbursements in the state last year for all schools, both white and negro, were $7,258,398."

TEXAS WINS

Four years ago the Texas legislature submitted to the people of the state a constitutional amendment that would raise the limitation on local taxation from 50 cents on the $1.00. to $1.00. By a few hundred votes the amendment was defeated. You can't beat the Texans though. They came back this time by thoroughly organizing the state and with the most aggressive and vigorous campaign that the state perhaps has ever seen won the chance to build better schools by a vote of 2 to 1, even in face of the fact that the price of cotton had fallen below the cost of production and the state was economically despondent. Hats off to Texas!

THE WAY OUT

The state of North Carolina has just issued the report of the Educational Commission, appointed to study the needs of its public schools. The Commission reports that "the way to improve our schools is clearly through better administration, better trained teachers, and better financial support."

In the State Department of Education it suggests in addition to the Superintendent and his clerical staff, a division of schoolhouse planning, a division of teachers' certificates, division of supervision, with at least five supervisors, division of school extension, and a division of state school funds and records.

In regard to the county superintendent the report says "The office of county superintendent must be placed on a strictly professional basis, that is, such professional preparation and experience should be required of all incumbents and future aspirants as will safeguard efficiency and eliminate all who rely for appointment on other than professional qualifications."

To get and hold well trained teachers the Commission suggests that "Their tenure must be secure, their salaries attractive, and appropriate teacher training institutions must be readily accessible."

In regard to better financial support the report says "One thing is certain—it will require more than three times the present amount even to bring present expenditures
up to the country-wide average, and there is no reason to suppose that good schools can be maintained more cheaply in North Carolina than elsewhere."

LATIN IN THIRD PLACE

School and Society, of December 25 says "According to the enrollment in foreign language classes in the high schools of New York City taken October 15, there were only sixty students taking German, and those were students in the sixth, seventh and eighth terms who elected to study German before the war ban was placed on it. The enrollment figures show that Spanish is the most popular language with the pupils now entering high school, there being 9,961 so enrolled among the first year pupils. In other languages the first term enrollment is as follows: French, 5,428; Latin, 4,654; Italian, 72; Greek, 48."

THE STATUS OF THE URBAN JUNIOR HIGH SCHOOL

In a study of Junior High School in cities of 5,000 or more population, School Life for December 1 reports that such schools are found in 41 states and the District of Columbia. Kansas, Minnesota and New Jersey have each 16 Urban Junior High Schools; Illinois has 18; Indiana and New York 19 each; Michigan 21; Massachusetts 24; Pennsylvania 31 and Ohio 38. The Junior High School is undoubtedly with us to stay.

VIRGINIA'S NEW RURAL SCHOOL

Supt. Harris Hart with the aid of Supervisor R. V. Long has worked out plans for a very attractive type of inexpensive rural school that may be built of brick, stucco or frame construction. The building plans call for one story of eight rooms and an auditorium. The lighting is improved by skylights and each room has an exit to the outside. The absence of heavy timbers makes the building comparatively inexpensive and undoubtedly this type of building will find its way into many rural communities. Plans and specifications may be obtained from the State Department in Richmond.

MILLIONS FOR NEW BUILDINGS

Richmond is to have a bond issue of $1,500,000. for new school buildings; Norfolk an issue of $2,000,000. or more for the same purpose; Lynchburg is to issue $2,000,000. worth of bonds to provide among other things new school buildings; and the little town of Martinsville, which has already two excellent buildings, is to issue $250,000. worth of bonds for a building of the most improved type. Let the good work go on.

S. P. D.

VIII

A READING LIST FROM THE JANUARY MAGAZINES


An account of the author's experiences with her elders, with a mild protest at the makeshifts and substitutes offered the child in the place of realities.


An ordered arrangement of the achievements and contributions to civilization and human progress made by the Pilgrims, whose spirit has animated a nation and its example leavened all our national history.


The presentation of the noteworthy American literary contributions that resulted in throwing off the chains of intellectual subserviency which bound us to Europe.


A mission-school story, with its scene laid in Virginia.


A vigorous protest against conditions which furnish the baffling barriers to the
highest service on the part of teachers—the barriers of educational economics, bio-psychological determinism, and propagandism.


A discussion of the teacher-shortage from the point of emphatic declaration that the remedy for our educational ills lies in “the effectual organization and thrust of a resolute public opinion,” as to the worth of good teachers and real education.


An effort to make the critic of our times more careful as to giving a snap-shot judgment on the “barbarous taste of the public.”


A discussion of the good and the bad in moving pictures.


What the U. S. Commissioner of Education says about teachers.

**IX**

**RECENT BOOKS THAT SHOULD INTEREST TEACHERS**


*A Study of Rural School Conditions in Ohio*, by V. M. Riegel. Columbus, Ohio: Issued by the State Superintendent of Public Instruction. 1920. 175 pages.

It is commonly said that on the whole the rural school is, both relatively and actually, not so effective a tool of education as it was a generation ago. While tremendous strides have been made in equipment, in the prepared professional quality of the teaching staff and therefore in curriculum and method in many of our larger cities, the country teacher remains—or rather has become—a “little teacher with a little salary in a little school house with a little attendance, doing little things in a little way.” Among many hopeful signs are the numerous books that are now coming out which should in time have some influence in changing the general situation.

President N. D. Showalter of the Cheney State Normal School, Washington, has attempted the difficult task of writing a handbook for rural school trustees. That he could only partially succeed in such a pioneer effort is perhaps to be expected. However, one who reads the book carefully is disappointed in the slight probability that the book will serve the purpose for which it was intended.

A few chapters may indeed be utilized if the wise county superintendent puts them in the hands of his abler trustees, for example, those on the School Election, the Work of the Organized School Board, the School Site, Special Official Duties, and Consolidation of Rural Schools. Other chapters such as those upon the General Plan of Organization (local, state and national), Resources and Finances, Health Education and Medical Inspection, Citizenship in a Democracy, and Redirected Education, are little other than typical theoretic treatments of these topics very like the stock discussions in our texts on the administration of education. The last-named chapter is largely duplicated in another on the subject of Practical Education. Other chapters such as those on Selecting Teachers, and Rural School Supervision, are written in terms of the work of the county school superintendent and still others such as those on Schoolroom Decorations, and the Daily Program are in reality written for the teacher and parallel closely similar topics in books on general methods. If one turns to the make-up of the book he finds that as usual with the books of the Riverside Textbook Series, the print, illustrations and workmanship are good.

The helps, for the average trustee, are not good. Instead of summaries preceding or following the chapters, and marginal notes indicating the contents of the various parts of chapters which necessarily cover a wide range of topics, a list of “suggestive questions” is added. Many of these might be used to advantage in advanced classes in the theory and principles of education, but very few are usable in trustee conferences unless these are conducted by some educational and administrative expert and the author does not indicate the need of this. For example, a chapter on Special Official Duties in which slight mention is made of the need of auditing has the question, “What plan of auditing is best adapted to your district which may serve to protect the school officers and the district’s interests?” The chapter on Resources and Finances mentions the importance of the voucher plan in paying bills, but gives no illustrations of vouchers. In fact the appen-

In 1916 the General Education Board made an appropriation for the study of gifted children, the fund going to the University of Illinois. The work was carried on under the direction of Dr. Guy M. Whipple, who was at that time a professor there. Dr. Whipple, Miss Coy, and Dr. Henry studied gifted children in the fifth and sixth grades of the Leal School in Urbana, Illinois. Dr. Manuel confined his study to the specialized ability of drawing. Nineteen subjects of recognized talent in drawing were selected. These were subjected to a complete battery of diversified nature, including the Stanford Revision of the Binet-Simon test. An exhaustive study of each individual in the light of these tests was made. Dr. Manuel concludes that "the production of an effective drawing includes many theoretically distinguishable activities," and that "persons talented in drawing exhibit great individual differences in their psychophysical characteristics." He thinks that, altho a certain amount of ability in drawing may exist along with intelligence of a low order, general intelligence conditions the creation of original drawings of merit. There is a detailed summary showing the relation between drawing and various other abilities, such as handwriting, linguistic ability, etc. He recommends a test method for detecting ability in drawing and a series of tests best suited to the purpose. There is a complete bibliography.

The book should be of interest not only to those who teach drawing, but to all who are interested in the detection of gifted children at a period early enough to insure their getting the best possible training for their life work.

K. M. A.


In itself the work of Dr. Godin should prove very valuable for its scientific method. It is translated from the French and directs the attention of the American student to the strides taken and the contributions made to education in France. The results given in the book are based on two thousand observations and three hundred measurements. In regard to these measurements the translator says, the only physical measurements worth while are those which admit of comparisons with previous states of development of the same individual.

"Such comparison can be valid only when repeated measurements are taken at regular intervals. These repeated measurements are necessary in order to enable the teacher and
educator to know the child intimately and profoundly; it makes possible a degree of individualization of education unknown in the past." This book is also a valuable contribution to the knowledge of adolescence. The laws of growth have been determined experimentally in a truly scientific manner. The teacher who knows these laws of growth and understands the meaning of adolescence and its bearing on education as given by Dr. Godd will be prepared to deal more effectively and understandingly with the individual under his charge.

M. L. S.


Here is the book for the teacher who has been looking for examples of real projects which have been worked with success. Many articles now appearing on the project method merely give the theory of the method, and convince us that it is the ideal way to develop the personality of the individual child, but few give us any examples of projects which may be used. In this booklet, however there is a detailed year's report of actual projects which have really been used in a Seventh grade.

Along with the list of projects, there are many valuable suggestions about the daily schedule and the working of the projects. The history teacher will find help in the suggestions as to the kind of civics projects to choose, so as best to fit the child for citizenship. Suggestions as to how to make history of real value to the child are also given. Another article gives definite ways and means by which science may be a vital thing in the life of the student, and how the correspondence scheme may be used in modern language. Examples of projects which may be used to teach thrift are also included. The teacher who knows the value of hand work will find delight in the booklet, for it tells how hand work may be correlated with other subjects so as not to take any extra time.

S. H. B.


This book fills a long felt want. The clothing bill of twenty-three million families is said to be in the neighborhood of five billions a year. Who has the spending of that sum? And why is it so large?

Mrs. Woolman has answered these questions and has given many helpful suggestions by which this amount may not only be lessened but also spent more wisely.

The book is valuable not only to the consumer but to the buyer, seller, advertiser and manufacturer of clothing. To the consumer she gives a large amount of information regarding clothing of all kinds, the care and repair and also hints on laundering, dyeing and stain removal as well as suggestions for the clothing budget which are invaluable if one wishes to dress well at the least expense. The book is a complete, practical, up-to-date guide to the wise selection and choice of clothing and textiles.

M. W.


To those who wish to make a study of the American short story or to those who merely enjoy a short story I commend "The Great Modern American Stories." This is an anthology of short stories by American writers, with a reminiscent introduction by Howells.

He says, "My reading has always been so much my living that I can not separate them," and with this attitude we feel that he has made his selections. He has included the delightful, laugh-producing "My Double and How He Undid Me" by Hale; one of the stories of Sarah Orne Jewett characteristic of her nature-love; one suggestive of the far-reaching study of New England life by Alice Brown; and one of the unique inventions of Aldrich. Nor does he exclude the humor of Mark Twain, the human touch of George Ade, and the charming portrayal of the negro character by Joel Chandler Harris. There are in all twenty-four stories.

The biography and bibliography as well as the references for the study of the short story are helpful features of this book.

M. V. H.


A modern textbook on chemistry, representing the reaction against the old type of high school text on this subject. The applications of chemistry to daily life are presented, after a minimum of study of the elements and their important compounds and reactions is taken up; but no fact or theory essential to the understanding of any of the phenomena of daily life is omitted. The exercises included in the text call for no complicated apparatus.

An interesting feature of the text is the provision for the separation of boys and girls, after the few general chapters dealing with the fundamental considerations common to all later chemical study is covered: in this way each group may follow the applications of most meaning to them.

It is to be hoped that this type of text will rapidly replace the old elaborated theory text all too common in even our best high schools, as much of the theory stressed in high school...
courses in this subject could well afford to be postponed until a later study of the science in a more elaborate way makes this theory of some value. 

J. C. J.


A textbook prepared in the belief that a knowledge of the fundamental facts of chemistry and an ability to use them should form a part of the equipment of our American youth, without regard to the particular vocation made a special point of emphasis. The all-important consideration of interest is awakened by an appeal to the student’s love of the miraculous and the dramatic and by touching his curiosity concerning the things of everyday life. The definite aim held in view, to make a text that is not merely clear but readily understandable, is admirably carried through. All needful aids to an attractive and easily grasped presentation of the subject are included. The laboratory experiments are printed in a separate volume. 

J. C. J.


This is a loose-leaf laboratory guide to the rich field of physical science that lies so close to the child. It is particularly well adapted to serve the needs of teachers who are in turn preparing students to teach nature-study in the grades. The “Guide” includes the commonplace science that every junior high school pupil should have mastered before he enters the senior high school. The experiments are well selected and are sure to make an appeal to the child, if the child is given his right to come into contact with such study-material. 

J. C. J.

X

SCHOOL ACTIVITIES

The customary formal opening of the winter term took place Wednesday, January 8, when President S. P. Future Duke spoke on “The Teacher Developments and the School,” taking occasion to discuss some of the plans looking to the future development of the Harrisonburg Normal School. The faculty appeared on this occasion in academic costume; and the list of honor students for the first quarter was read.

President Duke stated that a normal school of about 600 students had been found by experts to be of the size which might be operated most economically and most effectively, and indicated that his efforts will be toward the building up of such an institution at Harrisonburg. This will mean practically doubling the present plant.

Immediate needs in the way of more classrooms and more dormitory space are pressing, while the new Students-Alumnae Building will fill a present need for social rooms and for guest rooms and offices.

The holiday which ended January 4 consisted of sixteen days, and is the longest period of the year during which the “Long Vacation” is closed down. Intermissions occur before and after the summer quarter, but neither will be as long as the Christmas holidays.

Registration for the second quarter has frequently in the past fallen slightly below that of the first quarter, but even the small number of students who failed to return after the holidays, along with the ten additional enrolments, combine to make a figure in excess of the first term’s enrolment.

Honor students of the first quarter have been announced as follows: Those receiving no grade less than “A”—Honor Postgraduate and Degree classes: Sallie Lewis Browne, Dorothy Elna Lacy, Vergilia Pendleton Sadler; Senior class: Estelle Howard Baldwin, Gladys May Gwynn, Margaret Lynn Lewis, Frances Meirling Sawyer, Edith Rowland Ward, Iona Mae Wimbrough.

Those receiving grades as near “A” as “B”, or nearer—Postgraduate and Degree classes: Rosa Payne Heidelberg, Kathleen Huffman, Mrs. Wm. G. LeHew, Elise Augusta Loewner, Lena Maud Reed; Senior class: Coralease Virginia Bottom, Hazel Agnes Thurston Bellerby, Anna Seaton Cameron, Lucy Corinne Evans, Annie Katherine Hundley, Bernie Brown Jarratt, Anna Gladys Lee, Virginia Josephine McCartney, Gertrude Bain Smith; Junior class: Christine Frost Gladstone, Constance Elizabeth Martin, Celia Pearl Swecker.
Enthusiastic support has been given the projected plan of a new Students-Alumnae Building, as proposed at the recent alumnae dinner in Richmond, November 26. Preliminary meetings have been held by both faculty and student-body of the school, and encouraging subscriptions have been made toward the project.

About one-tenth of the proposed $50,000 has already been subscribed, and the drive is only starting. Faculty and student subscriptions are thus an earnest that those now on the campus have faith in the undertaking, and alumnae have been much pleased by it.

The General Committee consists of Miss Reba Beard, Petersburg, president of the Harrisonburg Alumnae Association, chairman; Miss Frieda Johnson, Harrisonburg, secretary; Mrs. R. C. Dingedine (Agnes Stribling), Harrisonburg; Miss Mary Lancaster Smith, Richmond; Miss Stella Burns, Augusta county.

The president of each class has been asked to serve on this committee, and they will soon get into communication with members of their respective classes. These are:

Class of 1911, Miss Elsie Shickel, Roanoke; Class of 1912, Miss Sarah Shields, American Presbyterian Mission, Jagraon, Punjab, India; Class of 1913, Mrs. L. L. Davis (Elizabeth Kelley), Roanoke; Class of 1914, Miss Alpha Holcombe, 528 South St., Portsmouth, Virginia; Class of 1915, Mrs. D. S. Garrison (Lillian Millner), Norfolk; Class of 1916, Miss Elizabeth Greaves, Ivy Depot, Virginia; Class of 1917, Miss Elizabeth Mowbray, Salem, Virginia; Class of 1918, Miss Madge Bryan, Winston-Salem, N. C.; Class of 1919, Mrs. Clyde Payne (Frances Kemper), Lynnwood, Virginia; Class of 1920, Miss Sarah Wilson, Virginia Beach, Virginia.

The Citizenship Series of lectures before students at assembly has now gotten well under way. Senator John Paul spoke on "Woman's New Obligation" early in November; former Senator George N. Conrad discussed "The Senate of Virginia" November 22; Hon. J. A. Garber, of Rockingham, spoke on "The House of Delegates" December 10; and President S. P. Duke spoke on "The State Board of Education" January 7.

The next speaker in the series will be Colonel Leroy T. Hodges, secretary to Governor Westmoreland Davis, who is announced to speak sometime during January on "The Duties of the Governor of Virginia"—From Within.

The series is eliciting much interest among students and faculty. Each speaker is one who has a practical knowledge of the workings of that branch of the government which he has discussed, and is thus able to present most effectively interesting sidelights which always aid so much in the illumination of any subject.

Plans looking forward to the summer quarter of 1921 have been made in large part, and announcement has been made of a schedule which will be followed by the four normal schools of Virginia.

The summer quarter, as heretofore, will be divided into two terms, the first running six weeks of five days each, the second running five weeks of six days each. The dates of the first term are June 20 to July 29, of the second term August 1 to September 2.

Both during the first and second terms of the summer quarter courses will be offered leading to the first and second grade certificates, and it is believed that this will result in a larger attendance during the second term. Many teachers who find it inconvenient to spend part of June and all of July in summer school will thus be able to take the necessary work and examinations between August 1 and September 2.

Interscholastic basketball has been initiated at Harrisonburg this year, and Edith Ward, secretary of the Athletic Council, has arranged the following schedule of games with the teams of other Virginia normal schools:

Feb. 18.—Farmville at Harrisonburg
Feb. 25—Harrisonburg at Fredericksburg.
Mar. 4—Radford at Harrisonburg
Mar. 11—Harrisonburg at Farmville  
Mar. 25—Fredericksburg at Harrisonburg  
Apr. 1—Harrisonburg at Radford

Effort is being made to accept a challenge from the girls' team at William and Mary College, provided the schedule can be accommodated to these additional games.

In order to form a league with the other normal schools it was necessary to adopt girls' rules, altho Harrisonburg Normal girls have been playing the game by boys' rules since 1913.

"The Christ Child," by Hawley, was sung in the auditorium Sunday afternoon, December 12, as the annual Christmas Cantata. The Glee Club was assisted by Messrs. A. K. Fletcher, H. D. Newman, Sheff Devier, P. H. Baugher, and Dr. T. C. Firebaugh.

Arrangements for the interscholastic games have made it necessary to move forward the dates for the interclass games which have usually been played through February and March. There are but three teams formed this year, Junior, Senior, and Postgraduate. The last named, the "P. G.'s", will be made up of members of the Postgraduate, Degree, and Special classes.

These games have been scheduled as follows: January 8—Senior vs. P. G.; January 15; Junior vs. P. G.; January 22, Junior vs. Senior.

The thirty girls of the French classes have various projects besides their regular recitations. Each has a correspondent in France—some French schoolgirl to whom she writes regularly, exchanging kodak views and other souvenirs. They have formed a French Circle and for purposes of further conversation have grouped themselves at three tables in the dining room. At one of these Ruth Moon and Iona Wimbrough are in charge. Mildred Garter and Corinne Evans are at the head of a second table, and the instructor, Miss Cleveland, has the third. At dinner and supper all conversation is to be in French. No one is to have any food which she can not ask for in that language. At breakfast English may be spoken, as the French spirit does not stir so early and the young ladies are apt to be breathless from their morning race to the dining room.

"Junior-Senior Week", one of the high spots in the events of the winter quarter, will this year occupy the attention of students—not entirely, it is hoped!—from January 19 to January 22.

The surprise which the Juniors gave their antagonists at Thanksgiving when they tied the Seniors in the annual hockey game has added interest to the accustomed rivalry developed during "Junior-Senior Week."

At its recent meeting in Harrisonburg the Virginia Corn Growers Association elected Geo. W. Chappelear, Mr. Chappelear instructor in biology and agriculture, vice-president of the association. Mr. Chappelear showed that he practiced what he preaches by winning several prizes for superior corn which he had raised on his farm in Fauquier county.

Resolutions were adopted unanimously by the Mathematics section of the Educational Conference in Richmond, favoring the adoption of the metric system in the United States, not only for scientific but for general purposes as well. The superiority of the metric system of weights and measures was the subject of a talk made before this group by Dr. Henry A. Converse, Registrar and instructor in mathematics.

The French senate has passed a bill making gymnasium work obligatory in girls' schools and providing for public gymnasiums for the benefit of women of all classes.

"I am come as a teacher in order that you might have life and have it more abundantly."
XI

NEWS AND NOTES OF THE ALUMNAE

Aurie Law is teaching in Roanoke City. She says: "I want you to give my love and best wishes to each one of the faculty and especially those of 1910-11-12. In my heart Harrisonburg Normal is next to home. Nothing can ever take the place of my two years there except perhaps two more."

Now, if anything can sound better than that we should like to hear it. We suggest that all of our clan write Aurie at 1424 Orange Avenue, N. W., and insist upon her returning for those two more years.

Clara Lambert is teaching in Martinsville High School and is enjoying her work very much. She says: "We expect to commence work on a new building in the spring."

Mary McGehee writes from Prospect, Va., "I so often wish that I could be back at dear old H. N. S. Studying is so much easier than teaching."

Bertha Nuckolls sent a Christmas greeting from Nuckee Farm, at Galax. The last message preceding that we had from her was sent out from her office at the National Capital, but we do not blame her for going back to the old home whenever she can.

Sara Monroe reported from Clarendon at the Thanksgiving luncheon and sent us a Christmas greeting from Rosslyn.

Althea Adams gives Box 174, Riverton, N. J., as her address this year. Last year she taught in Florida. She and Florence Keezell have a fine method for getting acquainted with Uncle Sam's big country.

Mary Quigg is one of the live wires in the Richmond system. Her number is 200 E. Franklin Street. She has recently put us under obligation by sending us the names and addresses of the one hundred and twenty-five persons who were present at the Thanksgiving luncheon.

Mary Settle, who is now Mrs. Amory, sends hearty greetings from Flint Hill, Rappahannock County, the land of the luscious apples, beautiful rural scenes, and hospitable good folks.

Alice Gilliam, who went to the hospital for a severe operation just as our people were gathering for the luncheon at Hotel Richmond, is back at her work. Some of her friends say, "Alice is a jewel." Others say, "She is a trump."

Eunice Lipscomb is down in the land of lucky fairies—right where the famous fairy stones grow. Her address is The Hollow, Patrick County.

Among the most loyal and active friends of Blue-Stone Hill is Mrs. J. E. Dodsworth, whose address is Richmond, R. F. D. 1, Box 86. She is typical of the hundreds of Virginia women who come and spend a summer or two with us and are devoted supporters of the school ever after.

Mrs. M. W. Blakey of Tappahannock is another one of our last summer students who were present at the Thanksgiving banquet. She, Mrs. Dodworth, and Mrs. McCarty of Fauquier County, made a notable trio at Blue-Stone Hill last summer. We hope to see them all here again.

Susie Rabey may be addressed at Suffolk. Waterford on January 7, reports that Harrisonburg smile.

Mattie Worster writes from Portsmouth, 426 Columbia Street. A letter from her or from Carrie Bishop always makes one ask, "Why were typewriters ever invented?" What is the use of saying "Locker" or "Palmer" to them or to Mrs. LeHew? Carrie is teaching at Hillsboro, Loudoun County.

Mrs. W. C. Chowning of New Smyrna, Florida, who was a summer student with us several years ago, still gladdens us with messages now and then. Her last word of greeting was written on a beautiful picture of orange blossoms.

Freida K. Atwood is still teaching and singing at Front Royal. When she leaves that city we hope that she will come back to Harrisonburg.

Georgie Foreman still registers from Saint Brides. She lets her friends at Harrisonburg know, from time to time, that she remembers them.

Lillian Millner, now Mrs. D. S. Garrison, whose home was in Canton, Ohio, for
a year or two, has returned to Norfolk, the
busy city by the sea. We are glad to have
her back in Virginia again.

Dr. Gifford, who spoke before the
Loudoun County Teachers Association at
Waterford on January 7, reports that Har-
risburg girls are making their presence
felt in Loudoun. Pamela Ish is at Lin-
colin; Carrie Bishop, who received her bach-
elor's degree the past June, is now principal
of the Hillsboro Junior High School; and
Ellen Collier and Katie Riely, two
last year's juniors, are in charge each of a
one-room rural school. Another Harrison-
burg girl, Anna Potterfield, is teaching at
Lovettsville.

Esther Baker and Clarence Barton, of
Chincoteague Island, Accomac County,
were married Saturday night, January 1, at
the home of the bride. Miss Baker was a
Home Economics Senior and spent the first
quarter of the year here.

Ruth Marshall, in a recent letter from
Callands, Virginia, tells how home-sick she
is for alma mater: She writes, in part:

"I shall always remember the five years
which I spent there as one of the happiest
periods of my life. . . . I am teaching
again in my home high school, and am as-
istant principal this year. We have a four-
year high school, with nine teachers, two of
whom are Harrisonburg graduates. Mar-
garet Stone, of the 1920 class, is primary
teacher. Miss Housman, another one of
our teachers, has been to Harrisonburg in the
summer. I feel quite proud that the H. N.
S. girls are beginning to find their way into
this part of the state. Verlie Storey and
Frances Ralston are teaching at Whitmel,
which is about ten miles from here. . . .

"I have just received a letter tonight
from Ada Lee Berrey, telling about her work
at Elkins, West Virginia. I am always so
glad to receive any news from H. N. S. I
can hardly wait for The Virginia
Teacher each month. I think I enjoy
everything in it, but especially the school
and alumnae news."

Miss Frances Sale, a former head of the
home economics department of our school,
writes from Columbus, Mississippi:

"With love for all and best wishes for
'our big fat letter from home'—The Vir-
ginia Teacher."

Emily Doughty, of the Class of 1919,
writes from Windsor, Virginia:

"I am teaching this winter in Windsor,
the same position I held last year. The work
is very interesting. We are working at
present on a new building for agriculture
and home economics alone. I am to have
the whole second floor, which will consist of
a large cooking laboratory, dining room, and
delightful serving room.

"I think of every one that I knew at H.
N. S. very, very often; and many times I
have wished that I had taken the four-year
course. The importance of continuing the
work can not be stressed enough. If the
girls would only recognize the importance
of this and stay in school, the efficiency of
both the teachers and pupils would be doubly
increased."

Besse Lay, of last year's graduating
class, writes an interesting account of her
work at Peabody, where she is continuing
her study in home economics.

"The most interesting class I have is
catering. . . . We have five in the class—
one Miss Ray, a Miss Day, and a Lay, and
two others. We have one class meeting on
Monday; then, once a week we serve some
kind of tea, social, or party. We make all
kinds of nice new things for such occasions.
One week we had a woman's barbecue on the
campus. We sold tickets at fifty cents each
and served a plate of a large serving of pork,
haven salad, roast sweet potatoes, a roll, a
glass of butter milk or a cup of coffee, a
piece of mince, chocolate, or cocoanut pie.
Then, when it got dark, we toasted marsh-
mallows over the fire."

"One thing that H. N. S. has that I
crave for Peabody is the School Spirit; we
miss it so much here. We have wished and
wished that we might present H. N. S. with
a Social-Religious Building like ours here."

ANOTHER GOOD WORD

Roberta Lee Moore is teaching in the
high school of Pocomoke, Md. Since No-
ember 25, 1920, she has been Mrs. Mark
Callahan.
In a letter of December 10, to Miss Lancaster, she says:

"I am writing to let you know I am thinking of you and your large family... I suppose time has brought forth many changes among the students and graduates who left Blue-Stone Hill in the past years, but I am sure they will never forget that spirit of love and loyalty for our dear Alma Mater."

FROM "MISS LIDA CLEVELAND"

From the University of Porto Rico—where her husband, Dr. Edmister, is professor in the scientific department and she herself is librarian—a former member of our faculty writes all sorts of good wishes to Harrisonburg. Her letter is saturated with the beauty of the island and the sea, the brilliance of sky and cloud, the marvel of tropical trees and fruits and flowers. She adds: "I was coming out of a movie theatre the other evening when some one touched my arm and said, Howdy-do, Miss Lida Cleveland! I was astounded and knew I was seeing a familiar face, but couldn't recognize her. It was Mabel Hitt, who taught here all last year also, in Central High School. How much prettier she is! I think she is happy in her work here, though I haven't had time to go to see her yet."

FROM MARY SCOTT

Mary Scott again writes from Caen, France, regretting that the four American girls in that school have "stuck together and talked English too much" for their best development in French conversation. "We believe we know how to talk enough, however, to carry us through a good time in Paris Christmas. We are promised all sorts of gaiety... We had a great time Thanksgiving. We bought ourselves a roast chicken and had a mince pie that tasted almost American. We have all got fat and rosy, with our regular sleeping and eating habits here... The mothers and grandmothers of the town girls invite us out to tea, which we sip in old French houses behind high dark walls, while we tell a circle of old French ladies why Thanksgiving is—or anything else American that excites their curiosity. One of these the other lay show us a magnificent old gown of heavy, heavy satin—brown and gray flowered—that was six hundred years old."

FROM SARAH SHIELDS

Sarah Shields again writes from India of her pleasure in news from Blue-stone Hill and in the fact that her mother, brother, and sister had visited Harrisonburg and had caught an enthusiasm similar to her own for the place. In the kodak pictures, Sarah’s own face, grown happier, shines out from her oriental-looking headgear and surroundings.

"On the road in front of the compound the camels travel back and forth all day long. Near by, a wedding is going on. For days we have heard and for days shall hear the bombs exploded in honor of the bridegroom—the center of attraction in India. Five times a day the muezzin sounds from the parapet of the Mohammedan mosque not far away—the call to prayer, like the wild cry of some passionate religious fanatic; while from the other side the conch shells are blown from the Hindu temples morning and evening when the idols are being awakened or put to sleep. One never gets away from the oppressiveness and blackness of it all. But I am glad that on Christmas morning, instead of these sounds, it has long been the custom of our girls to waken us early by singing the old Christmas carols in Hindustani, on the ground below the roof where we sleep."

If I were advising young men and young women regarding the matter of a profession, I should specifically say that there is no better time to enter a calling from the point of view of opportunity than the one when people are leaving it and looking for chances in other directions.—Frank L. McVey.

OUR CONTRIBUTORS

GRACE BRINTON is the head of the Home Economics Department.

CONRAD T. LOGAN is an instructor in English.

S. P. D. is Samuel P. Duke, the president of the school.
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