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State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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and with astonishing tenacity and unity of purpose he pursued them until he worked our Hollins College. His work stimulated the founding of other like institutions in Virginia and the South. Thus he built ed wiser than he knew."

Heads of institutions will read with keen zest and oftentimes with amazement the financial history of Hollins. For forty-five years it was in the hands of a Board of Trustees, Mr. Cocke's valued friends, who always held him in highest esteem. But all gifts of money from all sources, first to last, amounted to $35,000. Exactly half of this was donated by Mr. and Mrs. John Hollins, of Lynchburg. Of the total sum not a dollar ever touched Mr. Cocke's hand. It was all paid to the trustees and every cent of it put into new buildings and accommodations for the growing school.

"He pressed on the attention of the trustees the certainty of continuous demand for enlarged facilities. To provide for this, it was agreed that the revenue from the boarding department should go to the trustees, who should devote it to that purpose. How ridiculously small that revenue was likely to be may be gathered from the fact that [at that time] a student was boarded at the rate of $5.00 a month. Mr. Cocke was to pay his teachers' salaries and maintain himself and family out of the tuition funds. Neither he nor any one of his sons and daughters, who worked so loyally with him, ever received a salary from the Board. What remained in the [tuition] treasury after the teachers were paid was his. Out of that residue, it soon became evident, must come much of the means for repairs and improvements. There was no other source from which to draw. Improvements were made, and self-denial paid the bills. Neither he nor any one of his sons and daughters, who worked so loyally with him, ever received a salary from the Board.... What remained in the [tuition] treasury after the teachers were paid was his. Out of that residue, it soon became evident, must come much of the means for repairs and improvements. There was no other source from which to draw. Improvements were made, and self-denial paid the bills. Now, while this involved inconveniences, it did not, of course, mean the making of gifts to the trustees. In just business fashion, they recorded each outlay of this kind as a loan to Mr. Cocke. They had no possible way of liquidating that debt. What could they do? What ought they to have done? They solved the question by offering to give Mr. Cocke a deed to their institution in satisfaction of their debt. The proposition was declined. He did not want to own the college. Such had never been his aim. He saw that the move would be a relief to the trustees, but a disadvantage to the school. He deprecated the idea of its going into private ownership."

But a quarter of a century later, the year before his death, Mr. Cocke saw that some settlement had to be made, and nothing else seemed possible. So in 1900 he "gave up his notes and bonds to the trustees and they in turn gave over the institution.... and Hollins became the property of Mr. Cocke. It was not the consummation that he wished but there was no other alternative."

Needless to say that heavy must have been the financial load, all those years, of a big institution, conducted on a basis of highest gentility, with no church or state or millionaire to help. But even during the Civil War Hollins did not close her doors, though in the midst of many sacrifices and perils, and depressed by the ghastly sight of the unfinished Main building, with boards nailed over its windows. By 1870 a new era dawned, and from that time to the present, Hollins has known great expansion and progress. Is the key to Mr. Cocke's success to be found in these words wrung from his reticent soul in a dark moment long ago? "I will go on; I will trust in God and the people. We must not descend to the character of a neighborhood school."

"Into the holy enterprise," writes Dr. Smith, "he grandly flung himself, his property, and his family." How real was his achievement Virginia knows, and the South, and our broad country.

With the institution thus entirely dependent on the income from its students, how easy would it have been for a man less truly great to lower the standards and make graduation not quite so difficult. Mr. Cocke's record from 1855 to 1900 shows that among approximately six thousand students, only one hundred and twenty-five were awarded the full diploma. From this it is easily seen that the word "fail" was not left out of "the bright lexicon of youth" at Hollins, but was in frequent requisition among us, to express a very possible event. However, we well knew that the verb was always intransitive—that we were to be the subjects not the objects. Nobody was going to "fail us" or to "pass us." Facing the rigid examinations, we could quote with much feeling, though with a free punctuation,

"If we should fail— We fail."

Soft pedagogy, vaunting itself as progressive, might call our revered president strict.
But all must call him just. Dr. Smith cleaves his way straight to the truth:

"Mr. Cocke was a worker, and he hated idleness as sin. Unrelentingly he demanded work. Never a student was allowed to escape that Imperious law. For this his girls gave him honor. Well did they understand that Hollins was not for fashionable finish, or for money squandering, but for downright honest study."

Here is a hint of the best thing, after all, that Mr. Cocke did for us. He gave us something to respect. We knew that he was sincere and consecrated to high service. And we could see that the bedrock foundation of his life was the religion of the New Testament—not some mere borrowed, diluted form of its ethical teaching, but the pure doctrines of the Book itself. And so, when a dozen years ago a new school for the young women of Virginia was begun at Harrisonburg, request was made of Hollins that a Bible from Mr. Cocke's office might be Volume One of the new library here and thus pass the torch from the eldest Virginia school for girls to the youngest.

There are in the biography a hundred little touches, too, that bring back to us the man in the old likeness that we knew; how horses and boys obeyed him "without whipping" because each knew what he wanted him to do; how he found a way to feed the Richmond College students on what they liked—oysters and raisins; how with his faculty he "issued no commands, but trusted his teachers, inviting them to freedom of initiative and complimenting them with the expectation of efficient service."

No account of Mr. Cocke's life could omit his wise, kind, and helpful relations with the colored people. After settling in the Valley he would ride seven miles and back on Sunday afternoons to hold Sunday school for the slaves at Big Lick, now Roanoke. Negro preachers caught his message and passed it on to every plantation around. All his life they consulted him as a brother, wise and good. At his death a negro teacher wrote: "Thousands of our people with bowed heads mourn his loss and revere his memory." In the celebration of Mr. Cocke's hundredth birthday last year I saw honored place given to four aged negroes who have rounded out half a century of service at Hollins.

In passages like the following, one almost forgets the transparent medium of this delightful book, being lost in reminiscence and in the restored presence of Mr. Cocke himself:

"To thousands of us still, no figure on the Hollins quadrangle ever stands out so statuesque as his large form, becomingly clad in a Prince Albert suit, and surmounted with a favorite tall beaver hat. As he walked in unconscious majesty, one could hear that resonant voice, issuing orders or bestowing courtly greetings. The grace and evenness of the old Virginia gentleman sat on him like a crown."

ELIZABETH P. CLEVELAND

II

WHAT SOME OF VIRGINIA'S WOMEN ARE DOING

Virginia women have taken an important part in social service of all kinds in recent years: they have participated in a successful struggle for equal suffrage; through health and charitable organizations they are responsible for decreased suffering and higher standards of moral and physical life; they have aided in making a more efficient educational system; the organization of club work among our boys and girls has accomplished great good; and their moral influence was largely responsible for the enactment of our present prohibition laws. These are only a few of the phases of work in which the women of Virginia are accomplishing things. To show exactly what is being accomplished in these varieties of service, I shall try to state in brief form some of the things that specific women have actually done and what they are doing now. There are others who are doing work of much importance, but because of the limits of space, I am able to mention only a small number.

SUFFRAGE MOVEMENT

Formerly women were actually trained away from a sense of responsibility in civic, state, and national affairs. They were trained to think it unwomanly to be participants
in political affairs; so naturally their ability in government affairs was not recognized. However, within the last half-century women have awakened from the passive life they were living. They began to realize that they were capable of sharing these responsibilities with men. In recognition of this new privilege and responsibility we accredit Susan B. Anthony and Dr. Anna Howard Shaw as the pioneers in this country. They began the movement and aroused interest and enthusiasm which caused numbers of women to look with amazement upon the many years during which they had been contented to live a life as mere ornaments.

One of the first things they set about was to organize themselves into a body. That body was long known as the National American Woman Suffrage Association, but last year the League of Women Voters was formed in its stead. They felt the need of improvement of our national machinery, so organized themselves into a body for the purpose of educating the people to be good, efficient citizens and to improve our national legislation. These women are studying the conditions of our country—they see definite changes which are needed in our social structure that have not been made and they are setting about to make these changes. Mrs. Edward P. Costigan of the National League says "their work is 'to finish the job,' to remove the legal discriminations which in some instances still unfairly hamper women, to see that the electorate is 'educated, uncontrollable, loyal and American,' that women of industry are protected from too long hours and insufficient wages, that maternity is robbed of unnecessary perils, that little children be protected from exploitation and given a chance to grow, to play and to develop mentally, morally and physically; and that nourishing food be brought and kept within the reach of every home and especially of all the growing children of the nation." It is evident that much is to be done, but a strong beginning has already been made.

The great national organization is composed of state leagues, each co-operating for the same purpose.

Our own state league is under the direction of Mrs. B. B. Valentine, who is its president. She has been for the last ten years an advocate of the suffrage franchise. About the same time that Mrs. Valentine became interested in woman suffrage Miss Adele Clarke also went into the field. Both worked together. They devoted the greater part of their time to giving public addresses on the need of suffrage, the responsibility and obligation Virginia women owed their state, and the education of women for the ballot. They gave these lectures that the people of Virginia might become strong, efficient citizens, uninfluenced by prejudices and jealousies.

At present Mrs. Valentine is supervising the entire work of the state and co-operating with all other states to make the work just as effective as possible. Miss Clarke is still aiding in this work, even though the franchise has been won. Her interest is not in its mere accomplishment, but in the possibilities of the future.

Miss Mary Johnston, the famous novelist, has taken quite an active interest in the passage of the suffrage law. She was for some time the vice-president of the State Suffrage Association (now the State League of Women Voters), and for three or four years actively aided Mrs. Valentine in organizing leagues and in speaking for the franchise throughout the state. Of recent years she has not been able to take so active an interest as she formerly did, but her aid in getting the franchise granted has been recognized by her appointment to the committee to organize the Virginia League of Home Voters. The chairman of the league is Miss Clarke.

A century ago Thomas Jefferson founded the University of Virginia. It was his idea to establish a university giving education for citizenship, but this idea failed to be carried into effect. Now, since the course in citizenship education has been installed, we feel that the women of today are carrying out the plans designed a hundred years ago.

When citizens from every section of the state requested the University to inaugurate some form of citizenship education through its Bureau of Extension, it accepted with much enthusiasm this opportunity to satisfy the desire of men and women throughout the state.

The purpose of the department of citizenship education, as expressed by Miss
Mary E. Pidgeon, who is director of the citizenship course, is threefold: "to realize more fully Jefferson's democratic ideals in the extension of education to the people; to meet the widespread demand of intelligent citizens for an increased knowledge of government machinery; and by disseminating a fuller understanding of lawful evolutionary methods, to prepare a safe and stable bulwark against the disintegrating forces of revolution."

In order to accomplish these purposes Miss Pidgeon conducted last spring and fall two or three-day institutes in all the towns of the state desiring them. The subjects discussed at these institutes were such as were desired and adapted to the town wherein they were being held. They included discussions of local government and the home, local, state and national government machinery; Virginia elections and primary laws, city government; national reconstruction legislation; party platforms; present campaign issues; how to vote, etc. An actual demonstration of registration and voting was given at each of these institutes. In order that citizens who were unable to attend these lectures might also receive this instruction, the department arranged to issue bulletins to various public organizations that through them the people might be informed.

A series of lectures, given from November to June, arranged by Miss Pidgeon, is being given this year in any town desiring them, once every week. A nominal charge is made and university credit is given for the work. The subjects discussed are practically the same as mentioned above. During the month of October Miss Pidgeon conducted a voting demonstration with a lecture on Election Procedure and also a lecture on the Amendments of the Virginia Constitution which were voted upon last November. Already we are beginning to see the fruits of the course.

Not only has Miss Pidgeon served the women of Virginia through her activities as Director of the School of Citizenship at the University, but she is also recognized as one of Virginia's most active agitators of the franchise. For the last few years she has lectured for the suffrage movement in various parts of the United States, and it was because of her wide experience that she was appointed director of the school. Co-operating with her are the State League of Women Voters and the University Bureau of Extensions.

As a result of the course, Virginia is developing a higher type of citizenship because women are being trained to work together with men at the common task of building the state, and contributing to the national government. We not only shall have more intelligent citizens but shall "stabilize and solidify the people of the nation into a more perfect union so that our 'government of people, by the people, and for the people shall not perish from the earth'" says Miss Marie B. Agnes, of the National League of Women Voters.

SOCIAL SERVICE

Closely allied with the State Board of Charities and Corrections, an organization of vast importance to the social service work in Virginia, is the rescue work being done by the National Florence Crittenton Missions. Mr. Crittenton founded the first Home in New York in 1884, and because of his deep love for his little girl, Florence, he dedicated his life to this work and named the Mission in honor of her. When the first home proved to be so successful Mr. Crittenton spread his interest throughout the nation and began to found homes all over the United States. The third state to which he went was Georgia, where he discussed with Mrs. Kate W. Barrett—then president of the organization in Atlanta—the need of some plan by which the work of the different homes could be co-ordinated. In 1898 the Mission was chartered by Congress.

Though the purpose of the Mission is manifold, its main object is to restore fallen girls to the paths of virtue.

The National Florence Crittenton Mission has been organized for thirty years and practically all the Florence Crittenton Homes in the United States are now individual links in this great chain. Nearly every state in the Union has one or more of these homes for its fallen girls. There are in the mission, I believe, eighty-three homes. Virginia supports five homes, one of which, located at Alexandria, is a colored home. The others are at Lynchburg, Roanoke, Norfolk, and Alexandria, the latter city being the
home of Mrs. Barrett, who is national president of the Mission.

Although the mission has for a number of years done everything possible to encourage state organization as one of the best plans for covering the entire country for educational and financial purposes, it has not been very successful in the outcome. There are five states in the Union that have had state organizations begun. Virginia was the second. By being so organized much duplicity of work would be eliminated and the new homes would be adapted to the needs of the communities where they are located. The work in Virginia is co-ordinated with other philanthropic and educational organizations. The state board of charities, as well as other charitable workers, is cooperating.

In a letter to Mrs. Barrett, President Wilson wrote, “The work of the National Florence Crittenton Mission is of a character which should command the interest and support of every good citizen, and you and your co-workers have my best wishes for the fullest measure of success in your undertaking in furtherance of the aims of the Mission.” Ex-president Taft wrote, “The conventional condemnation and penalty passed upon the weaker sex who go wrong does not appeal to one’s sense of justice, and does make such efforts as yours to save the fallen from themselves and bring them back again to honest and decent living, worthy of every encouragement.” Such is the sentiment of prominent Americans.

Mrs. Barrett became interested in philanthropic work, especially for the benefit of women, quite early in life. Her life interests have been centered upon the professional education of women, better laws for the protection of young girls, and the rescue and reformation of unfortunate women. To prepare herself for this work, she took a course in nursing and since that time has engaged herself in social service. She first became a co-worker of the Florence Crittenton Mission in 1887, in Georgia. Ten years later she was made vice-president and general superintendent of the Mission, and since Mr. Crittenton’s death in 1909, she has been president.

The government recognized her services as president of the Mission. She was appointed special confidential commissioner by the Bureau of Immigration to the Quinquennial of the International Council of Women held in Rome. While she was in Europe she surveyed the country, getting co-operation in the betterment of conditions for alien women and in the care of deported women and girls. Immediately following her return she spent six weeks traveling and lecturing in the interest of the Florence Crittenton Homes.

So many are the movements in which Mrs. Barrett is engaged that it is impossible for me to give a sketch of her work in each. She is president of the National Council of Women, vice-president of the American Woman’s Prohibition League, and vice-president of the society of Colonial Families; national chairman of the National Congress of Mothers and Parent-Teachers Association. At present, she is also a member of the National Conference of Charities and Corrections, the League for Social Service and many other organizations. In 1909 she was delegate to the conference for the care of delinquent children called by President Roosevelt at the White House.

Going back to her interests in her native state, she is vice-president of the Charities and Corrections of Virginia and is the only woman appointed by the governor of Virginia as a member of the committee on Training Camp Activities. She is the representative of the state of Virginia at the National Congress of Mothers.

We are proud that such a person as Mrs. Barrett was born and raised in old Virginia, and that in spite of her many national interests she does not leave her native state.

HEALTH

There is in Virginia today a rapidly increasing number of health workers. Not only those who have taken training as nurses, but everybody is beginning to realize the value of good health. It is becoming the most widely discussed topic of the day.

Prominent among our public health workers are Dr. Mary Brydon, supervisor of Child Welfare in Virginia; Miss Bettie MacDonald, supervisor of the health department of the School of Social Work and Public Health, of Richmond; and Miss Rose
Van Vort, president of the State League of Nursing Education.

All phases of health doubtless relate to the welfare of the child. The supervisor of child welfare in Virginia and of field health officers of the state board is Dr. Brydon. The West Law passed in 1918 provided that there should be a nurse to instruct the students of the normal schools regarding the prevention of disease and the inspection of school children. To this work Dr. Brydon was appointed. Last year she visited all the normal schools and stayed at each school four or five days giving lectures on the inspection of school children, the prevention of communicable diseases, and the sanitation of the school. She demonstrated the inspection of children so teachers could intelligently give these inspections, because of the great lack of nurses and physicians. A "Health Manual for Teachers" is issued for the benefit of the teachers who can not attend the normal schools. Dr. Brydon, while giving these lectures, holds private conferences with students, and in some instances vaccinates them. Under the auspices of the Child Welfare Organization conferences are held where all the children are examined.

Miss Van Vort, now located in Richmond, is supervisor of Stuart Circle Hospital. Until she went to Stuart Circle she was for some time superintendent of the Memorial Hospital. Early in life she entered the nursing profession. Her love for the work was so strong she has devoted all her energies to it. At present she is superintendent of the Training School of Stuart Circle, where many of Virginia's girls take their training. One of her graduates, in speaking of Miss Van Vort said, "She is considered the finest nurse in the South."

According to the records of the State Board of Health, there are in Virginia one hundred and fifty communities where doctors are wanted. Many of these are rural communities. This situation has grown pathetic. But means has been found to remedy the situation, and that is the public health nurse. That nurses might be prepared to fill these positions, a School of Social Work and Public Health was established in 1917 at Richmond. This school was organized especially for the purpose of training public health nurses for work in the South. It is the first school of this type south of the Mason and Dixon line.

The supervisor of the department of Public Health Nursing of the school is Miss MacDonald. She prepares nurses who are graduates of hospitals for positions in public health nursing, such as visiting nursing, infant welfare work, school nursing, medical social service, rural and county nursing, tuberculosis nursing, and industrial nursing. The course involves lecture and class work, and practical field work under supervision. Not only do these nurses go out into the community as employed nurses in the various fields mentioned above, but they go out in times of epidemics to care for the sick. They can meet the situation because they are trained to care for a number of patients, they teach others how to care for the sick, and they are trained in community organization.

SCHOOL LEAGUES

The public school is greatly benefited in the health work if the teacher enlists the support of the school patrons in the organization of a school league. Fortunately there is a society in the state, the mission of which is to aid in the organization and successful operation of such leagues. This is the Cooperative Educational Association of Virginia. Every teacher should correspond with this organization.

In 1904 an educational conference was held for the purpose of organizing and drawing up some plans of work. When the conference adjourned there was organized a permanent body with the following program of purposes adopted:

1. A nine-months school for every child.
2. A high school within reasonable distance of every child.
3. Well trained teachers for all public schools.
4. Efficient supervision of schools.
5. The introduction of agricultural and industrial training into the schools.
6. The promotion of libraries and correlation of public libraries and public schools.
7. Schools for the defective and dependent classes.
8. Organization of a citizens' Educational Association in every county and city.
From the very beginning the educational interests of the state were aroused. At that opening conference work was begun—work of a constructive nature, with people and various associations aiding it.

The value of school property in Virginia has since doubled and trebled itself; local taxation for the support of public schools has greatly advanced, making it easier to carry out the adopted program. The enrollment of school children has increased vastly. In 1903 only 50% were enrolled and 33% in actual attendance; in 1911, 83% were enrolled and 43% in actual attendance.

Soon the plans of the organization were directed to the rural districts. The endeavor was to help develop the open country along all lines, making life there broader and more satisfactory. As a result much literature was published—literature on the care and beautifying of the school, on compulsory education and league organization, etc.; the school was made the center of the neighborhood activities. This drew the patrons into it. Immediately they began to organize leagues. In 1911 there were 400 white leagues and in that year they raised $33,060.85. In 1920 there were 1000 leagues with a membership of 35,000. During the past five years $500,000 was raised through them, for local improvements. During the war they raised nearly a million dollars for war work. The work of the association not only touches the school child in his studies but it reaches the patrons and citizens of the community as well. "The community leagues throughout the state represent a live community working for a better life in the open country. They stand for progress in good schools, good health, good roads, and good homes. What effect do we find the influence of such an association producing upon its citizens? A more contented, prosperous and happy land," says Mrs. Munford. We are glad to know Virginia leads all other states in the number of such community organizations.

Mrs. Beverly B. Munford, who is now president of this association and has been since 1908, has been closely identified with the educational movement in Virginia and the South since 1900. As a result of her initiative and supervision, not only the community leagues have aided in the promotion of public health, good roads, demonstration work, and school improvement, but junior leagues have also been organized in which the younger children can participate to attain the ends for which they are working. The number of leagues is increasing rapidly in all parts of the state. Each year a complete report is given of each county, showing the number of leagues, the number of members, the amount of money received, and the work planned and accomplished. "It is our desire," says Mrs. Munford, "to stimulate the strong, to encourage the weak and to begin work of this character where none is yet started."

Secretary Franklin K. Lane in 1919 wrote to Mrs. Munford, endorsing community organizations: "The thing that so impresses us with your work is that it is so sensible, that you do not waste your time with the discussion of vague theories as wide as the world, but get right down to the one big job of the world, making the home and the home town and all its parts better to look at and live in and work with."

So rapidly have the counties organized these community leagues and such active work have they done that the association felt it would be an inspiration to all to open a contest and offer a prize to the banner county of the state. During the educational conference held in Richmond last Thanksgiving the prize, an unabridged dictionary, was presented to the winning county—Page.

Mrs. Munford founded the Richmond Educational Association, was chairman of the co-ordinate collegiate league for opening the University of Virginia to women, chairman of Virginia Division of the Woman's Committee of Council of National Defense, vice-president of the National Consumers League, and trustee of National Child Labor Commission; she is also a member of the following: American Academy of Political and Social Science, National Anti-Tuberculosis Association, Social Advancement of Labor Legislation, of the National Society for the Promotion of Industrial Education, the Virginia History Society, and of the D. A. R.
"Virginia shall be great in the nation's life," says Mrs. Munford, "in so far as we set ourselves to the training of every child within her borders, and to the increase of that sense of brotherhood, itself the chief corner-stone of modern democracy."

Loudelle Potts
(To be continued)

WHY TEACH HEALTH?

Wake up, America: 6,000,000 of your school children are suffering from malnutrition.

Malnutrition may be defined as a definite departure from health which is characterized by certain symptoms. The malnourished child is usually thin, but may be fat and flabby; is pale, waxlike, and perhaps sallow, pasty, or earthy; hair may be rough and stringy; tongue, coated; bowels, constipated; muscles, undeveloped; shoulder blades, prominent; chest, hollow; abdomen, protruding; teeth, decayed; adenoids, present; tonsils, enlarged or diseased. The malnourished child is likely to be listless in play and work and tires easily. He usually lacks mental vigor and has little power of concentration. He may be extremely irritable and difficult to manage. His sleep is restless and his appetite finicky. A few, or all, of these symptoms may be present, depending on the extent of malnutrition.

The term nutrition, often misunderstood, comprises every element that goes to make up a child's physical nature. Nutrition is drawn from many sources—air, water, food, rest, relaxation, and play. Under-nourishment, therefore, does not necessarily mean that a child is not offered enough food. With plenty about him he may be still both undernourished and malnourished. It does mean, however, that he lacks some one of the vital elements necessary for growth and development.

The first sign of undernourishment is weight for height. If a boy is ten years tall, but only eight years old, his weight must be in proportion to his height, not age, in order properly to support his body frame and to keep him in perfect health.

"What the plumb line is to the builders, what the measuring rod is to the engineer, that are the scales to the student of child health."

The causes of underweight are physical defects, insufficient food and bad food habits, lack of home control, over-fatigue, and faulty health habits.

Dr. Emerson, who has made a very thorough study of malnourished children, has called any child malnourished who is habitually underweight for his height. Dr. Holt believes the annual rate of increase weight and height to be even more important than actual weight. According to these standards any child who is markedly underweight for his height, or who does not gain at the normal rate can be safely put into the malnourished group. Dr. Emerson has found an average of five physical defects in a malnourished child. There can be no doubt that children 10 percent below normal weight for height should be classed as malnourished; for, as Dr. Emerson says, "Children do not become underweight to this degree except for adequate causes."

In a health survey in New York City, it was found that 60 to 70 percent of her children were below par. All of these, however, did not fall into the 10 percent, or malnourished, group.

The estimate made by the Children's Bureau, The Bureau of Education, and the Public Health Service, is that 20 to 30 percent of America's school children are malnourished.

Kansas City was unwilling to assume that so many of her children fell into this class. She began a weight-height survey of fifty-five of her graded schools and found that she had at least an average percentage of malnourished children. Early in 1919 war was declared on malnutrition. The plan of the Child Health Organization was adopted with great success. Report cards were sent home month after month, showing weights of the children. Many mothers felt a little doubtful at first, for they secretly thought that they knew as much about rearing their children as the teachers. But these wise mothers said they would be fair and when physical examinations brought to light defects which they little dreamed their child-
ren had, they were convinced and were grateful for having had them discovered. In one case where physical defects were corrected, a child gained in one month six pounds, instead of one-half pound!

New York State was the first to recognize the importance of nutritional work among school children and created in 1918, through its State Department of Education, the position of supervisor of nutrition of school children. Every effort was made to persuade school authorities to buy scales. This was followed by the introduction of health work in the schools.

Milwaukee found that something must be done for her children. Health classes were organized for children who were underweight. Children were weighed weekly. Mid-morning lunches, consisting of a glass of milk and two graham crackers, were served daily at school. A special examination was made of every child by the school physician and a home record is kept of food eaten, number of hours of sleep, amount of rest and exercise in the fresh air.

In Louisville, Kentucky, an experimental nutrition class of twenty-five was conducted in one of the largest schools in the city and with such success that two more have been started and others are contemplated. Scales and measuring rods will be provided for all schools by the Board of Education.

The Children's Bureau of the Florida State Board of Health is vigorously fighting malnutrition among school children in Palm Beach County. Nutrition classes have been formed with an enrolment of 400. Scales are placed in every school.

What has been found to be true in regard to the extent of malnutrition of school children in Massachusetts, New York, Chicago, Milwaukee, Kansas City, Louisville, and many other places, is probably true of Virginia.

The dietetics class of the Normal School has just completed a weight-height survey of the children of the Ott, Neff, and Main Street Schools (through the Junior High School) of Harrisonburg with the following results:

Number of children weighed: 526
Number of children normal and over: 134
Number of children 12% overweight: 18
Number of children underweight: 392*
Number of children 10% underweight: 204*

Percent underweight: 74.24*
Percent 10% underweight: 26.8*

Following this, four grades, I, II, III, IV, were selected in which to teach health work. Four students in the Dietetic class are doing this work under supervision. Forty minutes is given once a week to the weighing and the lesson. We feel that a knowledge of health is not instinctive and that health habits should be taught and become automatic early in life. For this reason children of normal weight have not been excluded.

The class program is as follows:
(a) Weighing children. (b) Discussion of individual weight charts. (c) General instruction in hygiene. (d) Lessons proper (in story form).

When children were weighed for the first time, they were also measured. They were given special tags showing their actual weights and their normal weights. These tags had the eight rules of health printed on them and children were asked to take them home.

Graphs were made for all the children of the four grades in which we are working. These show normal weight lines in red, and actual weight lines in black. The children watch with great interest the climb to the red lines. In addition to this, a classroom weight record is kept in poster form. This shows age, height, normal weight (in red), and actual weight, from week to week or month to month. Each child who gains is rewarded by having a red star put in this poster by his name. He receives a gold star when he reaches his normal weight line. Teachers praise and encourage those who have gained and do not discourage those who failed to gain—"gang spirit" and competition will take care of that. The children are intensely interested in their weights and show keen disappointment when they fail to gain. One small boy who had been loath to give up his coffee gained two pounds the

*Figures run a little high, probably due to the fact that children were measured and weighed in shoes. The Bureau of Education estimates that 50 to 60 percent of the school children weigh less than normal. The weight-height survey in New York showed 60 to 70 percent underweight.
first week he drank milk instead. This was the greatest gain he had made and he took great pride in telling the other children how he had gained so much. Another small boy who never wanted any breakfast said, "Mother, I must eat a lot of breakfast this morning, for this is weighing day."

There must not be too much sameness in routine and methods, or interest will lag. The teacher in planning her lesson must ask herself this question, "What am I going to say to the child who made the greatest gain?"

Illustrative material and other devices are used to make gains and losses effective.

Important lessons in hygiene may be taught by the use of pictures, posters, or little rhymes like these:

It is not right to cough or sneeze
In other people’s faces,
And never, never should you spit
On floors or public places.

Of all the doctors in this town
Not one can reach such high renown
As Doctors Sunlight, Rest, Good Food;
And Doctor Fresh Air, too, is good.
—Wm. S. Groom

The lesson proper is taught in story form. The use of technical terms is avoided. What child will not be more interested in drinking milk after he knows the story of the Milk Fairies? Children like to hear about sugar fairies and fat fairies, teeth and bone fairies (mineral) muscle fairies (protein) and growth fairies (vitamines). Milk facts may be taught by the use of the Child’s Health Alphabet:

M is for milk, which makes muscle and bone;
One pint a day would be best till you’re grown.
—Child Health Organization

A toast to milk:
"Here’s to your good health and mine;
To make us grow, this milk is fine,
Each morn a glass, at evening too,
To bring good health to me and you."

—Child Health Organization

The teacher in charge of the group weighs the children. An assistant records weights, fills in the weight charts, and makes lists of those who have gained and lost. This information is ready for the teacher when she takes charge of the class.

Through the co-operation of the grade teachers, health work is correlated with other subjects daily. Children read health stories from little books adapted to the grade; they write health stories, some of which are very original; and in drawing class they illustrate the eight rules of the game.

RULES OF THE GAME
1. A full bath more than once a week.
2. Brushing the teeth at least once every day.
3. Sleeping long hours with windows open.
4. Drinking as much milk as possible, but no coffee or tea.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water a day.
7. Playing part of every day out of doors.
8. A bowel movement every day.
—Child Health Organization

A few months ago, the Virginia State Board of Education and the State Department of Health called Miss Mary I. Bell, of the Harrisonburg Normal School to do a special piece of work in Health Education. Miss Bell was given leave of absence and is now giving a correspondence course, to teachers, in hygiene and the inspection of school children.

The Virginia Department of Health issued in January 1921, a health bulletin urging the formation of Health Leagues for school children for the purpose of teaching them to form health habits. The offices of the Health League are to be filled by the children. Some of the questions to be asked by the officers, as outlined by the Health Department, are as follows:

Did you sleep with windows open last night?
Did you brush your teeth before going to bed last night and before coming to school?
Did you drink three glasses of water yesterday?
Did you drink milk or water instead of coffee or tea?
Did you eat some fruit or green vegetables yesterday?
Did you wash your hands before each meal?
Did you take one or more baths last week?
Did you take outdoor exercise yesterday?

The questions above are practically the same as some of the "eight rules of the game" as planned by the Child Health Organization.

After weighing and measuring the child-
ren, the next step is a thorough physical examination which determines the condition of the organs. Physical defects must be removed, so that the child may be free to gain. A child may keep all the health rules and yet gain so slowly that he continues to remain 10 percent underweight because of some physical defect which could be removed.

“Open the Doors of Child Health” to all children of America:

1. A scale in every school.
2. Every child’s weight record sent home on the monthly report card.
3. Time allowed in every school day for interesting children in the establishment of health habits.
4. Teachers trained in normal schools to teach health habits.

—Child Health Organization

Are we health slackers?

“To all women today we give this challenge: What are you doing to bring health, strength, and joy to every child in your community?”

—Child Health Organization

PEARL POWERS MOODY

IV

BETTER HANDWRITING IN THE PUBLIC SCHOOLS

The object of writing is to express and record thought, not to display skill or beauty. It is no longer looked upon as something mechanically exact, or as fine art in character, but should be considered as a manual art rather than a beautiful art, and should be taught as such.

The copy-book of the old days, which consisted of bound pages of writing paper, with circumscribed spaces for the pupil to copy exactly the lithographed and mechanically perfected copies printed at the top of the pages, has been superseded by textbooks of practical business writing, embodying legibility, rapidity, ease, and endurance.

“Writing is acquired, not inherited.” Intelligent effort rather than talent is necessary to learn it. It is not an art by nature any more than reading or arithmetic, and should be taught as intelligently as any other subject. So many teachers seem to think, “Oh, why bother about teaching a child to write? He will acquire that by intuition.” How many children learn reading or number work without being taught?

Children are required to write soon after entering school, and must continue this work through the remainder of their school days. It is not a subject that can be completed in one grade, then omitted in the next; but it must be continued through all the grades. Then, why should the teaching of writing be treated as an unimportant subject?

Writing is the most neglected subject in the schools today. In the majority of schools writing is given no consideration; there is not even a writing period on the daily program. If a writing period has been allotted it is used only if the teacher has nothing else to do at that particular time; but if she needs a little extra time for some other subject, the writing period is omitted; for it is the least important! Then we wonder what is the matter with public school writing.

What are some of the results of not having handwriting taught in our elementary schools? Our high school boys and girls are going out into the business world with the untaught so-called “characteristic handwriting,” which is nothing more than an illegible scrawl. But business has refused, and still refuses, to accept this characteristic writing, and demands to-day perfectly legible writing, and writing that can be executed with rapidity.

The student who comes up through all the grades without having been taught the principles of good writing is handicapped when he enters high school. He has a greatly increased amount of written work to do, lectures, lengthy compositions, and notebooks. He scribbles his notes down in class, then copies them over as presentably as his untrained hand will permit. Quite often the teacher is unable to decipher it and it is handed back to be rewritten; therefore, it is a hardship, as well as time lost, on both teacher and student. “Individual in style”? Yes, as individual as the dialect of a foreigner who attempts to teach himself the English language. An easy, rapid, legible, hand-
writing is an asset, as well as a time-saver, to the high school student.

The pedagogy of writing has been given intensive study in all its aspects with reference to the elementary schools; and it has been decided that free, easy, muscular, or forearm movement writing is the only method that produces plain, legible writing with ease and rapidity. Finger movement not only is harmful to the child, but blocks the way to easy, legible writing; while forearm movement paves the way for the most efficient method of writing.

The vital, practical question that confronts us is: how may we best teach the child writing? Let's begin right at the bottom in the primary grades and get at the matter of teaching it from the right angle. A bad start means failure in the end; so let us start right. The primary teacher, above all others, must consider the future. While she is teaching a child to write well enough to meet present schoolroom written needs, she must see that such teaching leads to the most efficient method in the future. Every child must be taught to use forearm movement in all written work. Writing must function with other subjects during process of evolution. The retarded progress often found in the higher grades is due to wrong methods of instruction in the primary grades; therefore, the adoption of free, easy, muscular-movement writing in the primary grades is essential. It is generally the custom of primary teachers to give their energies to the teaching of reading and number work. But—writing? No one had ever thought to connect pedagogy, psychology, or physiology with writing. The pupils learn to copy letters on paper in the most cramped, unhealthful position. After copying for a short time they are fatigued, and begin to scribble and gauge away until they are completely exhausted. They should be taught from the very beginning how to sit in comfortable, healthful posture; how to place writing material to conserve the eyesight; how to develop an easy writing movement by using the big, tireless muscles of the arm instead of the small muscles of the fingers; and how to develop correct habits that will prepare them to write rapidly, legibly, and tirelessly the long and important writing tasks in the upper grades.

Now, the assumption that it is impossible for a child in the first year to use muscular movement is illogical. The child has a forearm and on it are muscles, and these muscles have flexibility and freedom proportionate to the size of the child. It is much easier to teach a first year pupil correct posture, movement, and rhythm than a higher grade pupil. For in the higher grade the teacher's first, and very difficult, task is to make the pupil unlearn all that has heretofore been taught him; and to try to break up the bad habits that have been so fixed that they are second nature to him. After a muscular action has been performed a great number of times, it becomes a habit, and the action, when once a habit, is reflex and automatic. It is the teacher's duty to teach correct habits; not incorrect ones which will have to be unlearned later.

It is now being recognized very generally that waste in any line is uneconomic; so, to teach one principle, or form one habit in the primary grade, and then to teach another principle and form another habit in the grammar grades, constitutes educational waste.

There should be time allotted on every teacher's daily program for writing, and every student should be thoroughly trained in the correct principles of good writing. Then, when the students enter the higher grades, they will be prepared to write compositions, spelling, and all written work in half the time and with much greater ease. It has been proved that students who write with free, easy muscular movement have reduced note-taking to one-half, and spelling from fifteen minutes to six minutes.

Students who have been taught to use correct habits through all the grades will write plain, legible hands when finishing the eighth grade, but writing should not stop here; it will retrograde if no attention is given it in the high school, no matter how well it has been taught in the grades. It is the duty of every high school teacher to strengthen the weak points in writing as well as in other subjects, and see that every student is doing all his written work with correct writing habits; for writing must be correlated with other subjects. This will benefit the teacher as well as the student. It will facilitate grading of papers and, there-
fore, will economize time and make for
greater efficiency; it will also raise the stand-
ard of writing in the high school.

Handwriting in our public schools will
not improve until every teacher has thor-
oughly mastered the mechanics and pedagogy
of writing. “A teacher can not teach that
which she does not know.” After recogniz-
ing its real value, then she must be willing
to give it a little consideration on her daily
program.

Flossie L. Frazier

V
HELPS FOR THE TEACHING OF
VIRGINIA HISTORY
SIXTH INSTALLMENT
VITALIZING AND VISUALIZING VIRGINIA
HISTORY

For several years past the teachers of his-
tory and geography in different parts of Vir-
ginia have been achieving fine results by util-
izing local materials and resources in various
projects, literary and dramatic. It is the
purpose of this article to call attention to
what has been done and to suggest further
projects and possibilities of this sort.

Nearly every neighborhood in Virginia
is rich in geographical and historical re-
sources. Often this fact is unsuspected, and
it will frequently be disputed when first as-
serted. “Oh yes,” the good citizen will say,
“I know that Charlottesville or Winchester
or Richmond or Williamsburg might get up
a historical pageant—those places are full of
history; but nothing of consequence ever hap-
pened here. We can’t do it.”

But he is usually mistaken. It may be
that what did occur in his community was
not important enough to be conspicuous. It
was so inconspicuous, in all probability, that
it has never been written down as history;
but, for all that, it may be interesting and
perhaps significant, too. The very fact that
it has never been written or published is a
good reason for recording it now. And if
it will serve as a means of vitalizing history
or geography for the children of the commu-
nity, that will give the task ample justification.

The thing to do is to set out upon a voy-
age of discovery. It may lead to remarkable
revelations and to lasting inspirations before
it is ended.

It was recently reported in an educational
conference that some very stimulating re-
sults of this sort had been achieved in a
neighborhood supposed to be uninteresting
and by certain persons never before distin-
guished. One dear old lady, whose long
life had been spent in quiet obscurity, proved
to be a benefactor. For she, it turned out,
was able, out of the abundant stores of her
good memory, to give the children of the
school just such information of days long past
as they needed for their local projects. She
became at once a figure of unsuspected dis-
tinction in her community, and thereby the
whole district was given an uplift in civic
pride and ambition.

The first step is to find out what hap-
pened in the community in Indian days, or
Revolutionary times, or in the long period
of stage-coaching, or when the drovers and
wagoners camped out, or during the Civil
War, or when the town or village was laid
out, or when the school house was built.
Somebody will know enough to give a start;
then the trail widens and deepens until many
facts of interest are ascertained and recorded.
Old diaries, old newspapers, old furniture,
old letters, all tell their story. Court records
and church records are often available. The
cultivation of habits of accuracy and careful
reasoning should be insisted upon from be-
ginning to end, and this is worth the effort
expended.

When a mass of materials has been col-
lected, let it be organized and shaped into
some usable forms. Several essays may be
written. A little drama, now and then, may
be constructed. And once in a while a more or
less elaborate pageant may be worked out. A
pageant is a drama, rather large in setting,
in which a good many persons take part. It
does not demand much speaking but depends
mainly for effect upon size, color, and move-
ment. Costumes, banners, floats, and the
like are desirable. Horses are a great fea-
ture in a pageant.

If geography is combined with history
the task is bigger but often easier and more
interesting. For one thing, the introduction
of geography helps to fix and clarify the his-
torical studies. For another thing, it gives an opportunity to draw maps at first-hand. This of itself is a fine and profitable exercise. A good essay, dealing with local incidents and illustrated with first-hand maps and photographs, might prove to be a most valuable document in years to come.

If the project undertaken proves a success, especially if it produces a number of worthwhile essays, with maps and pictures, the community spirit might rise to the occasion and have the collection published in a neat little volume. Nothing finer could be done to stimulate the children of the community and give them a vital interest in their school and in their neighborhood.

And it is all so easy, if enough people think so. Anyone who has even a slight acquaintance with the Old Dominion could name offhand a hundred places where it would be almost too easy. Big Stone Gap, with its wonderful geography and its traditions enhanced by John Fox; Staunton, rich in history and strategic in location; Leesburg, quaint, beautiful, and alive with romance and legend; The Hollow, in Patrick County; the Quarters, at Carysbrook; Powell's Fort, in Shenandoah County; The Peak, in Rockingham County; Germanna, in Orange County; The Crater, in Dinwiddie; Mountain Lake, in Giles; Falmouth, in Stafford; Tangier Island, in Chesapeake Bay; Austinville, in Wythe: these are just a few of the places in Virginia where teacher and pupils might begin local studies with assurance of rich findings.

Such work, of course, must usually begin with the teachers and the pupils of the local schools.

Those persons who are interested in such projects may be referred to several of the short chapters in Wayland's *How to Teach American History*: Chapter XIII, *Dramatics as a Method of Teaching History*; Chapter XIV, *The Visual Appeal in the Teaching of History*; Chapter XXIII, *Source Books and Source Materials*; and Chapter XXIV, *On Voyages of Discovery*.

In conclusion, let us summarize some of the values that may be realized by the sort of work indicated. First, it affords good training in searching for materials and in recording them when found, provided of course that habits of care and accuracy are always cultivated. In the second place, it will afford interesting surprises and will reveal unsuspected treasures, thus stimulating a wholesome interest in school work. Third, it will demonstrate, in many instances the vital relation that exists between history and geography. Fourth, it will provide concrete and first-hand topics for essays and maps, the writing and the drawing of which may develop into excellent exercises. Finally, not to be exhaustive, it will excite a sense of pride in the home community, thus enhancing most helpfully the civic virtues of young and old.

Incidentally, it may give the live teacher a chance to make her mark.

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**THE IDEAL TEACHER**

Answering the question, "What is an ideal teacher?" President Livingston C. Lord, of the East Illinois State Normal School, gave the following definition at the N. E. A. convention at Atlantic City:

"First, correctness and precision in the use of the mother tongue; second, gentle manners; third, the habit of reflection; fourth, power of growth; fifth, power to do. Let William James add 'the ability to suspend belief in the midst of emotionally conflicting ideas.' "

"The educated man does not boil at a low temperature nor blow up at a spark. He creates or at least does not destroy. He strives for clearness and does not mistake muddiness for profundity."

"He does not bore his classes. He does not think that because the scalawag and dunce greatly excite his interest these are of more value than the others. He knows that he cannot organize a curriculum around present day issues—Bolshevism and the League of Nations."

—Edward Yeomans, in *The Atlantic Monthly*.

"The school person does not yet admit the value of shops in the school. He still sees mostly the formulas dictated by the high schools and colleges in the form of "requirements." To be 'educated' or not is to pass or not pass the tests of the school people."

—Edward Yeomans, in *The Atlantic Monthly*. 
EDITORIAL

AN EXPRESSION OF LOVE AND LOYALTY

We are printing herewith some of the plans of the Alumnae-Students Building, a project to which much meaning is attached by the student body, alumnae, and faculty of the Harrisonburg State Normal School, and to which interested attention is given by the many hundreds of other friends throughout the state whom the school proudly claims.

This enterprise was put on foot last November by a group of about a hundred enthusiastic alumnae during the Educational Conference in Richmond. Since that time the alumnae throughout the state and elsewhere have been busy pushing the scheme, so that as a present result the ground is being broken for the foundation; the local alumnae organizations are energetically and wholeheartedly getting behind the general alumnae committee, determined to give a speedy, concrete expression to what has for several years attracted state-wide attention as "the Harrisonburg spirit." Enough has already been done to warrant the Normal School Board's authorization of the project.

With the creditable desire to make a small return for what the institution has meant to their lives, its lessons of co-operation and high-spirited endeavor, its practical idealism in academic and social matters, its insistence upon the value of steady, honest, character-building achievement, and its delightful memories of associations that have established standards for a lifetime, the five thousand alumnae of the school are seizing the opportunity to do something that may show better than words what love and loyalty may mean.

There is not only the feeling that here is the first chance given to do a distinct bit of constructive work for the advancement of alma mater, but that here is also the privilege of association in the up-building of a great institution. In carrying this work forward to a happy conclusion, it is of course well understood that it is not only providing for the rapidly growing body of alumnae a permanent home on the campus, but that it is unmistakably a monument to their own characters, a fidelity to...
something of the highest that has come into their own lives. A memorial is always even more of an honor to those who perfect it than it is to the person, institution, or occasion that inspires it.

To those outside of the family of our school, this fidelity to an institution means also much for the upbuilding and development of the schools of the state. The people who are doing this thing are, for the most part, teachers in our public schools. The traits that made this enterprise a possibility are exhibiting themselves in such a way as to touch the lives of a hundred thousand children throughout the state. The love and loyalty that are carrying this enterprise to completion are, therefore, of more than a local, academic importance; people can not be enthusiastic, energetic, high-spirited, and loyal in one direction without carrying over some of this spirit into other lines of activity.

We can feel justly proud, therefore, of the accomplishments of our alumnae; but more especially we can feel that there is fine hope of a healthy and happy solution to the difficulties of public education in our state so long as this type of individual makes up a splendid share of its teaching force.

The Alumnae-Students Building follows the general plan of architecture of the other buildings and will be located just opposite Jackson Hall (Dormitory No. 1). It will contain suitable quarters for the alumnae, when visiting the school; an alumnae hall for banquets and other gatherings; two kitchenettes; rooms for the literary societies; offices for a permanent alumnae-secretary and the school publications; three parlors; and other quarters that will contribute to the efficiency of certain school organizations, and add to the comfort of students and friends of the school at commencement and other times.
SERVICE PERFORMED BY A STATE DEPARTMENT

A statement prepared by Superintendent C. P. Cary, of the State Department of Public Instruction of Wisconsin, will be read with much interest in other states. It summarizes the principal types of service rendered by his department, as follows:

1. To gather, interpret, and publish statistical information.
2. To issue bulletins and circulars on important educational matters, including courses of study.
3. To advise legislatures on all educational matters needing the attention of the legislature.
4. To interpret school laws and give decisions in appeal cases.
5. To visit schools for purposes of inspection and supervision.
6. To hold meetings and conferences with groups, such as city superintendents, high-school principals, county superintendents, supervising teachers, teachers of special branches, etc.
7. To hold school board conventions and to address various types of meetings of citizens on educational and other community problems.
8. To study pressing educational problems by the best modern, scientific methods, in order to guide educational practice.
9. To make more or less thorough educational surveys of cities and counties.
10. To distribute special state aid so as to improve educational conditions and to promote special types of education.
11. To administer school laws.
12. To give real, professional service to communities in special need of such service.
13. To train while in service superintendents, principals, and teachers.
14. To give expert service in segregating the feeble-minded and otherwise defective children in special classes, providing suitable courses of study and supervising such classes.
15. To supervise the training of country teachers and, to a degree at least, all teacher training.
16. To examine applicants for state licenses to teach.
17. To supervise school libraries and to provide for systematic training in the use of books and libraries.
18. To inform the public of the educational needs of the state and to stimulate and maintain public interest in education.
19. Finally, and in a word—to give the forward look, to furnish real, vital educational leadership in the state. It should be said in relation to this latter statement that such leadership must come from insight, statesmanship, and the best modern training and preparation on the part of the members rather than from authority of law or any owlish assumption of wisdom and leadership on the part of the department.

VII

SOME VIRGINIA EDUCATIONAL NEWS

OH, THOSE TAXES!

A table prepared by Principal John A. H. Keith, of the State Normal School at Indiana, Pennsylvania, is published in the April issue of The Journal of the National Education Association, and from it the following figures are drawn:

Virginia had in 1912 a taxable wealth of $2,174,685,192 and by very conservative estimate has today a taxable wealth in excess of $3,114,061,963. The number of teachers in Virginia in 1919-20 is estimated at 15,223, making a taxable wealth per teacher in
excess of $204,562. On this basis a tax of 4.88 mills would be sufficient to pay each teacher in Virginia at least $1,000 a year.

**ARLINGTON COUNTY PROGRESSIVE**

The Arlington County Teachers Association recently demonstrated its progressive and professional spirit by affiliating with the National Education Association. The secretary is Miss Helen H. Rains, of Cherrydale, Va.

**KINDERGARTENS**

According to the National Kindergarten Association, Virginia is one of sixteen states now working for legislation which makes it compulsory for school officials to establish kindergartens where a reasonable number of parents petition for them.

**WELL PREPARED TEACHERS IN VIRGINIA**

Of the total teachers in service in Virginia in 1918, only one-third of them were graduates of colleges or normal schools, according to a study published in the March issue of the *Journal of Educational Research*. Figures are now available for fourteen states, and of the fourteen Virginia ranks eleventh in percentage of college and normal school graduates among its teachers. Massachusetts with ten normal schools within its borders, rank first with eighty-five percent.

In the following table, Column 1 gives the state, Column 2 number of college graduates who were teachers in 1917-18, Column 3 the number who were normal school graduates, Column 4 the total number of teachers, Column 5 the percentage of teachers who were graduates of neither college nor normal school.

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<td>45</td>
<td>67</td>
<td>70</td>
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Of the fourteen states Virginia had the smallest proportion of college graduates teaching, 7 percent.

**HIGHER SALARIES IN NORMAL SCHOOLS**

Increases in salaries paid to officers in state-supported teacher-training institutions are shown by a comparison of 1920-21 figures with those of 1915-16, in a report made by George F. Zook, of the U. S. Bureau of Education, and published in *School Life* for April 1.

Eleven institutions are mentioned which pay their presidents a salary in excess of $6,000. Of these two are in neighboring states: North Carolina College for Women at Greensboro, and the Marshall College State Normal School at Huntington, West Virginia. Of 73 institutions reporting, only 11 reported salaries of less than $4,000.

The two above-mentioned normal schools also rank among the best in the salaries paid professors. The maximum salary paid a professor at Greensboro has advanced from $3,000 in 1915 to $4,000 in 1920; at Huntington from $1,800 in 1915 to $3,600 in 1920. The highest average salary paid professors is reported from the Central Michigan Normal School, Mount Pleasant, and is $4,300.

Five normal schools paying critic teachers in excess of $2,400 are at Courtland, N. Y.; Oneonta, N. Y.; Mount Pleasant, Mich.; Terre Haute, Ind.; and Tempe, Ariz.

**TEACHERS COUNCIL AT ROANOKE**

"Councils" of public school teachers are now reported to be organized in 86 cities, while 15 cities are ready to organize, and 45 more have advisory bodies of teachers in some form. Of these 86 cities, but one is a Virginia city, and that is Roanoke.

Teachers councils, according to *School Life*, are generally constituted for some or all of the following purposes: (1) to raise the standard of the teaching profession; (2) to encourage professional improvement; (3) to foster a spirit of sympathetic good will and helpfulness among teachers, and a better understanding between teachers and officials; and (4) to democratize the school systems, that is, to give teachers a voice in shaping educational policies.

**N. E. A. OFFICERS FROM VIRGINIA**

Three Richmond teachers are among the newly elected officers of the National Education Association, 1920-21. Cornelia S. Adair, of Richmond, is treasurer of the N. E. A., and ex-officio member of the executive com-
mittee. Marion S. Hanckel, supervisor of kindergarten and primary grades at Richmond, is president of the Department of Kindergarten Education. The State Director of the N. E. A. for Virginia is Nannie W. Thompson, 130 Second Avenue, Richmond.

RED CROSS SCHOOL NURSES

Miss Agnes P. Kloman, Red Cross school nurse for Fauquier county, Virginia, has met the problems of a school nurse in a rural community in such an admirable fashion that a recent Health Education bulletin issued by the Bureau of Education is devoted to an account of her work. Numerous quotations are made from a diary which Miss Kloman kept regarding the health teaching.

Miss Mary E. Strickler, Red Cross school nurse for Frederick county, Virginia, makes an excellent report on the work done in her county. She has worked with Miss Elizabeth Russell, rural supervisor, in preparing a series of talks to be given in schools in the hilly section of the county where there are children who seldom get to Winchester.

During January and February, 1921, Miss Strickler made 146 professional visits, including visits to 28 schools. She inspected 155 pupils, made 26 talks to classes, driving 400 miles to and from these schools. Five Health Leagues were organized, with a total number of new League members of 105. This is only a meagre summary of the large work being done.

VIII

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


In this 1921 yearbook, likely to be called the "Horn Book," Dr. Horn's committee has surveyed the national movement for improvement in silent reading. They have thus gathered up the outstanding problems, conclusions, tendencies, etc., into less than 200 pages. Primary reading comes in for a full share of the discussion. W. W. Theisen contributes a careful study of factors affecting results in primary reading. Among other things he stresses the relation between intelligence and learning to read. He wonders why we put our chronological six-year-olds at it instead of our mental six-year-olds. He also raises some pertinent questions in regard to phonics, pointing out that none of the data now at hand justifies our present emphasis on the subject. J. H. Hoover describes very concretely an experiment in motivating drill work in third grade, possibly the place of greatest difficulty in the teaching of reading. From the University of Iowa comes a detailed study of the vocabularies of ten standard first readers, while Starch reports an investigation of the contents of school readers. But possibly the most real help for primary teachers is found in the series of practical exercisers for silent reading comprising the second half of the book. These come from different middle western cities, the ones from Detroit being prefaced by a short but extremely suggestive discussion of primary reading as a means of controlling behavior instead of as an experience in aesthetic appreciation.

The results of Dr. Burgess's monograph discussed below are summarized with a clear explanation of the "single variable." Dr. Gray offers some concrete illustrations of his study of individual differences in reading in the middle grades. Nowhere in the country is more worthwhile work being done in educational diagnosis than by Dr. Gray. The four remaining papers also deal with the middle grades. J. A. O'Brien summarizes his investigation of the development of speed; there is also a study of the effect of a single reading upon comprehension, and one evaluating the written summary.

The committee has rendered a great service to educators and teachers of America in its preparation of this yearbook. It will bring pertinent usable suggestion to any teacher who reads it. One can not help wishing that it could be put into the hands of every elementary teacher in the country.


This little monograph by Dr. Burgess is of marked significance to all students of educational measurement. It is destined to play no small part in the present movement for more scientific accuracy in scale making.

Dr. Burgess points out that there are three variables subject to educational measurement—quality, difficulty, and speed. She insists that a valid scale must hold two of these constant and attempt measurement of one only; the "single variable." Certain subjects can be measured satisfactorily in terms of quality, such as writing, drawing and composition. Spelling alone lends itself to measurement of
difficulty. Silent reading can not be estimated accurately in terms of either quality or difficulty, but only by speed or how much the child can do in a given time. The quality must be held constant, "good enough to get the central thought," and the difficulty kept level. The recent Thorndike-McCall Silent Reading Scale makes no attempt to hold the difficulty level, in fact it is purposely a series of increasingly difficult steps. It attempts to hold the time constant, but the half-hour limit means that the lower grade child reaches a place where he can go no further, not for lack of time but because of the difficulty of the material. It does hold the quality level, good enough to answer the questions asked. Evaluating this recent scale from Teachers College in the light of Dr. Burgess's standards, one feels safe in predicting some interesting discussion.

In formulating her own scale Dr. Burgess listed 25 factors influencing silent reading. After prolonged experimentation with three different types of scales, she feels that in her PS-I (Picture Supplement Scale) she has a measure of the single variable, amount done in a given time with all other factors held constant. If so, this scale marks a milestone in educational measurement.

The scale consists of 20 pictures, with a paragraph of explanation and direction combined, accompanying each. The child reads and marks the picture in a way so simple that there is no misunderstanding or loss of time. The scale is printed on one sheet instead of in a folder. It can be had from the Russell Sage Foundation, Department of Education, 130 East 22nd Street, New York City. A sample costs five cents, in lots of less than 1,000 it is $1.25 a hundred; in lots of 1,000 or over it is $1.00 a hundred. Any grade teacher of reasonable intelligence can administer the scale. The scoring and interpretation are reduced to a minimum. Duplicate forms can be had for successive testing, making it possible to use it as a teaching device as well as a testing one.

KATHERINE M. ANTHONY

CREATIVE CHEMISTRY, by Edwin E. Slosson.


Creative Chemistry seems to the writer to be the work of a master mind. It combines features of history, science, prophecy, and humor in a most unique way. It inspires in the reader a conception of the many-sidedness of what men are often inclined to think of as the prosaic search for truth. What need would there be for works of fiction if all phases of truth could be as interestingly recorded as are these very plain facts about the adaptation of chemical knowledge to the creation of desirable goods out of nature's stores of raw material?

The book will no doubt be read with various motives by different readers. Yet it is safe to say that one who for the first time reads it with the absorbed interest aroused by the best of novels, may later use it as a reliable reference for the dates, statistics and scientific information it contains. It has a literary style not usually to be found in textbooks nor in ordinary scientific treatises; and at the same time the facts of chemistry are handled with an ease and an exactness that show the author to be well versed in that branch.

There is absolutely no tendency to deal with mere freakish subjects as is done so often by those who try to make science interesting to the lay reader. These subjects are big and vital to each one of us and to all of us as a nation. They have held the attention of men of purpose for years, first as problems of laboratory research and then as industrial and commercial problems. And in this book they are so clearly and interestingly dealt with they will surely mean much to any reader and give to the prospective chemist a feeling of joy and confidence in his choice of work.

Of course there is nothing exhaustive about this work. The whole story of creative chemistry will never be written by a single hand. But the choice of subjects is good, being such as to give a good idea of the nature and variety of the tasks to which chemists have set themselves in the past and to suggest some of the lines of activity that will probably be followed in the future.

Bridgewater College

ERNEST M. STARR

PRINCIPALS OF HUMAN GEOGRAPHY, by Elsworth Huntington and Sumner W. Cushing.

New York: John Wiley & Sons, 1921. 430 pages. 8vo. ($3.50).

It is a pleasure to find a text so well suited for geography classes in normal schools. The authors have brought to its preparation the happy combination of careful scientific study and world-wide travel. Moreover they have shown an unusual understanding of the demands modern education is making upon geography in the elementary school. They have organized the book around human relationships and selected geographical facts with this end in view. For instance, they stress the effects of climate rather than the physical and meteorological sides of the subject. Again they give considerable space to the interpretation of political relations, both national and international, which grow from geographical conditions. They have provided so much experience in problem-solving with geographical material that the student can scarce escape acquiring the geographical outlook on life.

The grade teacher will find definite help in "Principles of Human Geography." She will be guided in her own thinking and she will get many suggestions for "problems" around which she can so organize her subject matter as to challenge the child to "purposeful activity." In other words, her ideas of "project teaching" will be classified, and made more tangible. But the book will be of
most service as a text in normal schools. Students must study geography after the same fashion in which we expect them to later teach it. The normal school instructor has realized this, but has been sadly hampered heretofore for lack of a suitable text.

The book is well illustrated with pictures, maps and diagrams. It has an index and a carefully selected though somewhat limited bibliography. Katherine M. Anthony


"The purpose of this book," says the author, "is to examine the economic foundations of our national welfare and to point out some of the simpler and more direct methods of strengthening these foundations, to the end that our nation and all nations that aim at democracy and justice may prosper more and more." The author kept this purpose constantly in mind throughout the book, and emphasizes actual economic conditions as they are found. Economic terms and phrases are introduced, but they are carefully defined and explained; economic theories are given and discussed, but care is taken to show how these theories have actually worked out in the life of man, or how in all probability they would work, should they be tried. The book is very well written, attractive in appearance, and well worthy of the reputation of its author.

Departing somewhat from the time honored custom of first giving the industrial evolution and development of man from primitive times to the present time, the author opens with a thorough discussion of "What Makes a Nation Prosperous." In this part, the first of the seven, he discusses wealth and well being, the geographical situation, the quality of the people, competition and cooperation, law and government, and morals and religion. Failure is made, however, to emphasize education and its influence. Part II is entitled "Economizing Labor," in which attention is called to the division of labor, power, capital, organization of business, economical use of labor and land, and the maintenance of a proper balance among the factors of production. Part III, "The Productive Activities," deals with the ways of getting a living, the extractive, genetic, and manufacturing industries, transportation, and merchandising and the professions. "Exchange," Part IV, discusses value, its meaning, cause and quantity, scarcity, money, banking, commercial crises, and International trade. Part V is a study of the problem of "Dividing the Product of Industry" in which the author takes up the bargaining process, the law of variable proportions, wages, laborers and their organizations, rent, interest and its effect on capital, profits and taxes. Part VI, "The Consumption of Wealth," treats of the meaning and importance of consumption, rational consumption, luxury, the control of consumption, and the battle of the standards of living. In conclusion Part VII, entitled "Reform," deals very concisely and effectively with communism, socialism, the single tax, anarchism, and constructive liberalism.

Helpful outlines are interspersed throughout the text, and at the end of each chapter is an admirable list of questions and exercises, which add much to the value and use of the book. The illustrations, although not numerous, are exceptionally well chosen and materially assist the student.

The material in the text is sufficient for one or two semesters, depending chiefly upon the maturity and previous training of the class but also upon parallel reading which can easily be added at the discretion of the instructor. The book could be used to an advantage in the advanced classes of a high school, but it is especially well adapted to use in the first years of college and normal school work, particularly where a brief, yet effective, course in practical economics is desired.

R. C. Dingley


The Project Method in Education is a neat, well designed book that covers the subject in as many ways as one can think of. The nature of the project is treated to a thorough defining. When all is said the reader is sure the project lies somewhere between the answering of such "simple intellectual difficulty" as "what is your name?" and such a complex intellectual difficulty as satisfying "a project to establish a league of nations."

The evolution of the project is treated with thoroughness also. From its conception in the mind of educators in the early part of the present century, through its changes and modifications, up to the time when normals will have prepared men and women for the millennium of education its steps are logically analyzed. "Nor is its basis slighted. It rests firmly upon primitive instincts and accepts the child as a physical being, but not without hinting that it could include some "speculations concerning the prior or future state of the individual in relation to this moral life." The social basis is the fact that the project is the hope of education in its effort "to permit the child as a child, to enter into the fullness of living."

It is probably in the two chapters "Teaching by Projects" and "Learning by Projects" that the most complete analysis and classification takes place. But all the divisions and sub-divisions of all the aims and purposes of both teaching and learning are there. Several possibilities of the project itself, The Project-Question, The Project-Exercise, The Project-Problem are differentiated, compared, evaluated and applied carefully and clearly.

Chapters 11 and 12 begin again with the subject as a whole and use a new scheme for its division. This analysis offers "Manual or Physical Projects," which are discussed in
twenty pages, and "Mental Projects not Involving Manual Activities," which get off with seven pages.

The author concludes his treatment of the subject with the application of "The Project to History and Geography." In these chapters there is much to interest one who wishes to see a clear and complete dissection of the subject. Ethel Spilman


In a handsome octavo volume Dr. Ella Lonn, assistant professor in Grinnell College, tells the dramatic story of reconstruction in Louisiana after 1868. The facts have been gathered from public documents at Washington and at New Orleans, from magazines and newspapers of Louisiana and other states, from reminiscences printed and contributed personally, and from various other sources. The style is readable and the spirit is judicial. Visitors to New Orleans who have observed the conspicuous monument on lower Canal Street, without knowing just what it commemorates—for it is possible to read the inscription thereon without knowing much—will be especially interested in Chapter XIII, which tells of the "September Rebellion," etc. Students who are still disposed to dig into the unhappy and uncomplimentary experiences of those days long past will find Miss Lonn's book quite helpful. Four maps are appended.

John W. Wayland

IX

SCHOOL ACTIVITIES

The basketball season is over—definitely over; and a post-season game has been played. Of course, if you prefer, you may call it a scream; but participants prefer to alude to it in more dignified terms—as a post-season game. To begin at the beginning, however—

Fredericksburg came to Harrisonburg for a return game in the inter-normal school series March 21. A referee from Washington and an umpire from Staunton were provided. Shortly before the game, arrived also several automobile-loads of students and friends, headed by President A. B. Chandler, of the Fredericksburg State Normal School. Then came a host of telegrams from students and friends in Fredericksburg. The game began.

Harrisonburg had a stronger team and clearly outplayed her opponent. The score mounted rapidly, standing 30 to 16 at the end of the first half. At the end Harrisonburg, by steady team work, had run the score up to 56 to 34.

Harrisonburg Position Fredericksburg
Steele R. F. Coleman
Ferguson L. F. Broaddus
McGaha J. C. Broaddus
Ward S. C. Sinclair
Roark R. G. Garnett
Bonney L. G. Broaddus

Substitutes—Hodges for Roark; Faulkner for Ferguson.

Field goals—Coleman 10, L. Broaddus 3, Steele 14, Ferguson 9, Faulkner 4.

Foul—Coleman 8, Steele 2.

Referee—Dr. Darney, Washington, D. C.

Umpire—Miss Shattock, of Mary Baldwin Seminary, Staunton.

Timekeepers—Miss E. Harnsberger, of Harrisonburg, and Mr. James, of Fredericksburg.

Radford had a strong aggregation and proved too much for our team both in the game here and in the return game. The Southwesterners won the second game by a score of 21 to 9 and it was clearly their game, but our team put up a pretty fight throughout. The line-up:

Harrisonburg Position Radford
Steele R. F. Bird
Faulkner L. F. Melon
McGaha J. C. Shumate
Ward S. C. Oglesby
Upshur R. G. Shumate
Bonney L. G. Hayter

Substitutes—Roark for Bonney; Faulkner for Faulkner.

Referee—Clyde P. Shorts, of Harrisonburg.

Umpire—Holden Barnett, of Radford.

Timekeepers—Misses Seeger and Moffett.

Just before the Radford game the Harrisonburg team received telegrams from the Senior Class; the president of the Rockingham National Bank; Blatt's Dry Cleaning and Pressing; the Sugar Bowl; Harrisonburg Chamber of Commerce, Andrew Bell, secretary; Harrisonburg Mutual Telephone Co.; Employees Rockingham National Bank; W. R. Friddle's Restaurant;
Farmville Varsity; Wise’s Store; Co-operative Drug Store; The National Bank of Harrisonburg; C. A. Mason, assistant cashier Rockingham National Bank; Fletcher’s Pharmacy; C. H. Mauzy, assistant cashier Rockingham National Bank; J. R. Rich-creek; Wetsel Seed Co.; C. T. Logan; Spitzer’s Book Store; Williamson Drug Co.; Olin A. Dovel; Devier the Jeweler; Rockingham National Bank; Neff Werner, Slop-slinger Otts; D. P. Wine, Manager New Virginia Theatre; B. Ney and Sons; John J. Reilly; Taliaferro the Jeweler; W. B. Dut-row and Co.; Cashier Rockingham National Bank; I. Iseman’s Department Store; The Joseph Ney and Sons, Inc.; Dr. J. M. Beider-ler; and J. R. Lupton.

A review of the season shows an even break on games won and games lost in the inter-normal school series, but basketball four victories out of seven intercollegiate games played.

The total points scored in the six games of the series were 206 against 157 by our opponents; including the Bridgewater game points won were 239 to 170 by our opponents.

The tabular results of the season (not including the post-season game, which belongs in a class to itself) are presented as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>We</th>
<th>They</th>
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<tbody>
<tr>
<td>Jan. 29</td>
<td>HBG at Bridgewater</td>
<td>33 to 13</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Farmville at HBG</td>
<td>52 to 17</td>
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<tr>
<td>Feb. 26</td>
<td>HBG at Fredericksburg</td>
<td>23 to 35</td>
</tr>
<tr>
<td>March 5</td>
<td>Radford at HBG</td>
<td>28 to 5</td>
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<td>March 11</td>
<td>HBG at Farmville</td>
<td>48 to 24</td>
</tr>
<tr>
<td>March 21</td>
<td>Fredericksburg at HBG</td>
<td>56 to 34</td>
</tr>
<tr>
<td>March 25</td>
<td>HBG at Radford</td>
<td>9 to 21</td>
</tr>
</tbody>
</table>

206 to 157

239 to 170

Now then—the post-season game! It was between the Highbrows and the Lowbrows, and as usual the Lowbrows won. The lowliness of the Lowbrows lay in the fact that three of the five Highbrows have the Ph. D. There are times when a doctor’s degree comes in mighty well, but the Highbrows didn’t prove that it helps much when the problem to be solved has all the concreteness of putting a very large ball into a very small basket.

If you are wondering why this post-season basketball game was called a scream by some flippant persons, it may be as well to let you in on the line-up:

**Highbrows Position**

Wallie Gifford,(c) R. F. Clyde Shorts
Ab Hopkins L. F. Sam Duke, (c)
Henny Converse C. Ray Dingledeine
Jim Johnston R. G. Connie Logan
Jack Wayland L. G. Chappie Chappell

**Lowbrows Position**

Sam Duke, (c)
Ray Dingledine
Coonie Logan
Chappie Chappelear
Wallie Gi£ford,(c)
R. F. Clyde Shorts
Ab Hopkins L. F. Sam Duke, (c)
Henny Converse C. Ray Dingledeine
Jim Johnston R. G. Connie Logan
Jack Wayland L. G. Chappie Chappell

**Substitutes**—None. Every man stuck it out!

**Field goals**—Not recorded accurately, since they were not pitched so. The score, however, is bona fide—27 to 11.

**Fouls**—Numerous. Chief offender, but not caught—Chappie. Chief offender caught—Coonie.

**Referee**—Mr. Kemper Staples, a gentleman and a scholar.

**Umpire**—Waived.

**Timekeeper**—Mrs. Jas. C. Johnston.

**Timewasters**—Jim and Jack, for breaking their glasses.

**Proceeds**—$100.50, all to the Athletic Association.

**Results**—Bruised elbows, barked knuckles, sprained thumbs, bumped heads, stiff muscles, charley hoss, swollen lips, and a startling sale of arnica, court plaster, and iodine.

Gingham dresses which they had made in their clothing class were exhibited by Juniors at the annual Fashion Show held in the auditorium the evening of April 8, while more dignified Seniors displayed frocks of silk—taffeta, satin, canton crepe, crepe de chine, and messaline. Miss Mary L. Brown, assistant in the clothing classes, announced each model, stating also the material and the total cost of the dress. Juniors spent from 98 cents to $5; Seniors’ costs ranged from $7 to $29. Hats were also displayed by Seniors, and the cost of these ranged from $2 to $4.80.

A preliminary feature of the Fashion Show was the presentation of a group of costumes suitable for the various occasions in a normal school girl’s life. These included a tailored suit, an afternoon dress, an evening dress, a classroom dress, a cooking costume, a classroom dress for teachers, a dress for baccalaureate Sunday, a graduation frock, and a costume of cap and gown.

Miss Myrtle L. Wilson, instructor in clothing, had general supervision of the Fashion Show.
Recent visitors on the campus have included Mrs. Ora Hart Avery, of Richmond, and Miss Jennie Baylor, of Washington, D.C., representing the Federal Board of Vocational Education; Thomas D. Eason, State Supervisor of Agriculture; Rev. Dr. S. W. Moore, a Presbyterian clergyman of Bluefield, W. Va.; Mr. Norman Johnston, of New York, who sang before the Music Lovers Club of Harrisonburg the evening of March 16 and the following morning at assembly under the joint auspices of the Home Economics Club and the Glee Club; Rev. C. McCoy Franklin, of Crossnore, N. C., who told of the work being done among mountain children at the Crossnore School; and numerous schoolmen who came to attend the meetings of District G, State Teachers Association, meeting in Harrisonburg March 24-26.

Dr. W. T. Sanger, Dean of Bridgewater College, and formerly of the Harrisonburg State Normal School, made District “G” what was regarded as one of Educational the most effective addresses of the Educational Conference when he spoke on “The Functions of Teachers Associations.” Dr. Sanger urged every professionally-minded teacher to belong to the National Education Association and to the State Teachers Association, individual membership in the former costing but two dollars and in the latter only fifty cents. “Pleasure in the task well done,” he said, “must be the first consideration of the truly professional man.”

Thomas D. Eason spoke in the place of Superintendent Harris Hart who had been called to Bristol the evening of his scheduled address. Henry G. Ellis, State Supervisor of High Schools, asserted that the most important step in the future development of Virginia’s high schools is to hold up the building program for more high schools until those now established are strengthened and made more than four more years added to the elementary school.

Professor Chas. G. Maphis, director of the University of Virginia Summer School, discussed the problem of teaching children how to become good citizens. Superintendent G. L. H. Johnson, of Staunton, stressed the importance of scholarship in the training of prospective teachers. President A. B. Chandler, jr., of the Fredericksburg State Normal School, discussed “The Call of the Teaching Profession;” and President S. P. Duke, of Harrisonburg, presented means of instilling into teachers a more definite professional spirit.

A feature of the meetings, and one of such helpfulness that it should be included in every teachers conference when possible, was the demonstration lessons Friday afternoon under the direction of Miss Katherine M. Anthony, director of the Harrisonburg Training School. Miss Lillie Belle Bishop taught a first grade lesson in reading, Miss Zoe Porter a third grade lesson in games, and Miss Ethel Spilman a junior high school lesson in history.

Miss Rachel E. Gregg, Supervisor of Teaching Training, and formerly of the Harrisonburg State Normal School, made a most effective address Saturday morning on “Rural School Standards.”

Members of the Harrisonburg Glee Club, under the direction of Miss Edna T. Schaeffer, offered several delightful musical programs both Thursday and Friday, which members of the conference much enjoyed.

An Easter holiday was declared for March 25 and 28, and many students took advantage of the opportunity to make a brief trip home. For the pleasure of those who remained on the campus a picnic supper was held in Newman’s Wood Saturday, and Monday many students made the trip to Rawley Springs by automobile. The itinerary at Rawley included, of course, Lover’s Leap.

Miss Margaret Hoffman, “Big Sister” of the Degree Class of 1921, recently entertained the members of the class Miss Hoff- with a few invited guests, at man Hostess a delightful St. Patrick’s Day dinner in the home economics dining room. There were present Mr. and Mrs. Jas. C. Johnston, Mrs. Moody, Miss Hudson, Ruth Rodes, Sallie Browne, Lou- delle Potts, Mary L. Brown, Elizabeth Mur- phy, Vergilia Sadler, Lena Reed, Mary Thrasher, Elise Loewner, Ethel Parrott, Mrs. W. G. LeHew, and Elizabeth Yancey.
The annual catalog containing announcements for the session of 1921-22 is now being received from the printer and copies will soon reach teachers and prospective students throughout the state. A booklet of views portraying the school plant and all kinds of student activities has also recently been published. This will be sent on request.

The list of honor students for the second quarter ending March 18 has recently been announced. The following students received in no class a grade of less than A: Dorothy Elna Lacy, Mrs. W. G. LeHew, Anna Seaton Cameron, Sara Leone Upp.

Students whose grades average nearer A than B, or as near A as B are as follows: Vergilia P. Sadler, Sallie L. Browne, Kathleen Huffman, Rosa Payne Heidelberg, Penelope C. Morgan, Mary L. Brown, Loudelle Potts, Ruth Rodes, Martha F. Brown, Anna K. Estes, Frances M. Sawyer, Mary Louise Stephens, Edith R. Ward, Maria C. Dove, Annie Katherine Hundley, Iona Mae Wimbrough, Helen L. Baber, Anne B. Gilliam, Meade E. Feild, Christine F. Gladstone, Constance E. Martin, Mary Louise Overton, Celia Pearl Swecker, Sarah L. Tabb, and Mabel V. Mosely.

Miss Elizabeth Trappe, instructor in violin and director of the Harrisonburg High School orchestra, gave a delightful recital the evening of April 5 in the auditorium. Miss Trappe was assisted by Mrs. N. D. Hawkins, soprano. Mrs. Jos. T. Houck, of Harrisonburg, was accompanist.

Miss Margaret Bradley, of Harrisonburg, sang two beautiful alto solos the morning of March 18 before students at assembly; and at the same time Mr. P. H. Baugher, baritone, entertained with several selections, including the ever popular “On the Road to Mandalay.”

Mrs. N. D. Hawkins sang a series of historical songs the morning of April 8, these numbers being introduced with appropriate remarks by Dr. J. W. Wayland. They included “The Campbells Are Coming,” “Oh, Charlie Is My Darling,” “The Girl I Left Behind Me,” “Robin Adair,” and “Bonnie Dundee.”

Dean W. J. Gifford recently addressed an educational conference at Leesburg on educational tests and measurements, and Dr. J. W. Wayland spoke before the same conference. President S. P. Duke spoke at Norfolk the evening of April 13. President Duke and Dr. Gifford were both speakers at the Linville District school fair held at Timberville Saturday, April 9.

Miss Katherine M. Anthony has recently visited with Miss Ada Baugh, rural supervisor of Rockingham county schools, the schools at Tenth Legion, Lacey Spring, and Cootes Store, where silent reading tests were given with fine results. Miss Baugh has been giving special attention to the readjustment of individual children in the various grades.

X

NEWS AND NOTES OF THE ALUMNAE

CAMPAIGN PLANS

At a meeting of nearby members of the general alumnae committee, held at the Normal on March 12, Miss Freida Johnson, Miss Vada Whitesel, and Mrs. R. C. Dingledine (Agnes Stribling), were appointed a special executive committee to push the campaign for the new Alumnae-Students Building.

Tentative plans for the building, provided by the school architect, were inspected, and the place on the campus to be occupied by the structure was discussed. The site chosen is the very best one available—the eminence near the old Maypole, facing southwest and overlooking the school grounds and the beautiful valley, with the majestic Alleghanies in the distance.

Misses Johnson and Whitesel and Mrs. Dingledine have already appointed local executive committees in a number of towns and magisterial districts of adjacent counties, and it is proposed to extend this organization as rapidly as possible, for it is very desirable
to have assurance of adequate contributions by commencement. Work has actually begun on the foundations for the building, and if contributions are made promptly it may be possible to have the structure under roof by autumn.

Upwards of 5000 students have been enrolled at Blue-Stone Hill from first to last, winter and summer; and if each of these will make a gift of $10 on the average the amount necessary to complete the building will be provided. To be sure, it may not be possible to get in touch with every one of the five thousand in the time set aside for the campaign, and it may not be convenient for every one reached to contribute as much as the average at this time. Accordingly, it will be necessary for a number of those who are well able to do so to give more than $10—and many of them have done so already. Checks for $25 and more are not unusual, for our girls (and boys, too) are taking hold of this splendid project with the real Harrisonburg spirit. This spirit may be a little hard to define, but it means success. And we can readily determine some of the factors in it—loyalty, energy, optimism, public interest, among the rest.

In Richmond, Norfolk, Portsmouth, Suffolk, Roanoke, Petersburg, Danville, Lynchburg, Charlottesville, Staunton, Winchester, Newport News, Harrisonburg, and other centers where our old students are found in considerable numbers, organizations have already been effected or are in process of formation. These centers and many others will take care of the campaign in their respective communities skillfully and systematically. Enough has been done in some of these places already to justify most optimistic prophecies. Wherever it is possible for even a small group of our people to get together and form a simple organization for this campaign, it should be done. Local centers are effective centers.

In many instances, however, it may not be convenient for our graduates and other old students to work in a group. In such cases let each one constitute herself a committee of one, and take the steps best adapted to co-operate in this fine enterprise. The special executive committee already named will, as promptly as possible, try to communicate with each one of our number who is more or less distant from the centers of organization, giving each one an opportunity to make a contribution. But if each old student who reads this report will take time by the forelock and send in a check without waiting to be called upon, it will be all the better. Time and postage stamps are both money, and every cent saved is a penny earned for the home-coming house.

The following practical suggestion, however, is offered for the good of the cause. When you send in your check ask yourself the question whether it represents all you wish to give, or all you can give if the donation is made in several instalments. Perhaps instead of writing your check for the full amount of your gift, it will be easier for you to give your check now for only part of it, asking at the same time for one of the forms whereby payments of contributions are made in easy instalments. One of these forms will be sent to any one who desires it and it may aid you in solving the problem of giving more nearly what you really desire to give. Five dollars now, five dollars in three or four months, and then another payment of five or ten dollars at the end of a year may be much easier than ten or fifteen dollars down; and such a plan may enable you to meet your own desires more nearly and at the same time to aid the work more effectively. For we must know, right from the start, that we have undertaken a big job, and it can not be done unless every one does her best.

But, being done as projected and planned, it will not only be an aid to Alma Mater, it will also be an honor to all her daughters and all her sons. And it will promote the cause of education in our state and nation most vitally and helpfully. Any one who knows what demands are now being made upon our schools and homes will appreciate the significance of any important aid that is given to the training of teachers and home-makers.

IN LOUDOUN AND LEESBURG

On March 31 the State Teachers' Association in District H met at Leesburg for a session of two or three days, under the presidency of Miss Lulu D. Metz, of Manassas. Dr. Gifford was on the program, among others, and because President Duke was detained in Richmond it fell to the
lot of Dr. Wayland to go as a substitute. He spoke on "What Makes Teaching a Profession." Dr. Gifford discussed "Educational Diagnosis"—the use of standard tests in determining the needs of pupils and the most helpful remedies.

Leesburg is historic and hospitable. From first to last the teachers in attendance at the conference from the several counties of District H were made to feel most cordially welcome. Delicious and wholesome lunches were served gratis and in rich abundance. The good people of the community had evidently conspired in advance to prevent the possibility of any visitor's being hungry or unhappy.

And Harrisonburg girls were finely in evidence. So many were present that a complete roster can not be attempted, but the Normal delegates were delighted to see them all. Mabel Kiracofe, Catherine Harrison, Katie Rice, and Ellen Collier, with others, boarded the car from Washington before Leesburg was reached. In the spacious hall Daisy Johnson, Ida Monroe, Sara Monroe, Anna Potterfield, and Edith Martz were some of the first to greet the visitors. But now we must say "Mrs. Beavers" when addressing Edith, and "Mrs. Hutchison" in speaking of Daisy.

Carrie Bishop, Rose Simpson, Dorothy Iden, Pamela Ish, and Eliza Lunsford soon made themselves known, as did also Stuart Trainham. Mrs. McCarty, from Fauquier, said that she wants some more helpers of the Normal kind—and we approve her judgment. We met a number of young ladies who are expecting to come to Harrisonburg, some for the first time, others to complete courses of study already begun.

A certain gentleman, principal of one of the Loudoun schools, said, "I have a very high opinion of Harrisonburg, for I know something of the girls who have been there."

One thing that pleased the visitors especially was the fact that so many of the persons they met are readers of the Virginia Teacher. It really seemed difficult to tell some of the young ladies any news at all about Harrisonburg—the invariable answer was, "I saw that in the Virginia Teacher." It may be that one or two of them have additional means of keeping in touch with the said town, but of those facilities, if such exist, no mention was made. Several of our best girls, however, did say very positively that they are coming to commencement.

The Leesburg meeting was made all the more enjoyable to Harrisonburg folk by the presence of Miss Rachel E. Gregg, one of our former teachers, now of the State Department of Public Instruction, with headquarters in Richmond. And some of them almost felt like claiming Dr. Mary Brydon, too, since her sojourns at the Normal are so pleasantly remembered.

TWO REUNIONS IN JUNE

According to our plan whereby each graduating class holds a special reunion at Alma Mater every five years, two reunions are due this year: that of the class of 1916 and the second reunion of the first class, that of 1911. This double interest should break all records. Each year the number of old students returning for commencement has been growing. Let this growth continue; for growth in numbers means growth in strength, and growth in strength means more work and better service in our several fields, at home and abroad.

The only thing we regret is that the new home-coming house is not ready. Let us hope that by June, 1922, it will be ready. It will be a most effective means for promoting school spirit and fellowship as well as for enlarging our usefulness through all the educational agencies of the state.

Emma Winn is teaching with her habitual success at Ballston. She writes: "It was very enjoyable to be so near Washington during inauguration week. I saw President Harding while delivering his address, which I heard distinctly... I read the Virginia Teacher with pleasure."

Agnes Lake sends a good word from Dakota. Louise is now Mrs. W. R. Button, and her address is 605 Russell Street, Charleston, W. Va.

Among the "old students" who visited Alma Mater at Easter were the following: Jennie Loving, from Stage Junction; Dorothy Spooner, from Portsmouth; Elsie Kean, from Fishersville; Helen Bowman, from Petersburg; Violette Rainey, from Rockville,
Miss Kiracofe's school took the prize at the county school fair. Miss Kean is planning to return next session to complete her course.

Willie Guthrie has been teaching third grade in Danville for the past three sessions. She has a good record and in all probability will make it still better. Her address is 132 Gray Street. We count Danville as fortunate in the large number of our girls who are teaching there.

Lucile Reaves taught from 1917 to 1919. Then she married. Her present name is Mrs. John Paul Underhill, and her address is Machipongo, Va.

Marion Russell is now Mrs. A. W. Knight, and her home is in Jacksonville, Florida, at 3236 St. Johns Avenue. Recently she paid the Normal a visit. She did not bring along her husband or her three little girls, but she did show us kodak pictures of the latter. The oldest one, whose name is Marion, is ready to enter the first grade at school.

Emily C. Beard sends interesting news items from Hampton and tells of the splendid plans that she and her associates are making to aid the Alumnae-Students Building campaign. There are ten of our girls in Hampton and vicinity and eight or more in Newport News.

Mary Jordan Stone has just sent us a message from her rural school at Mizpah, Montana. She also gives us the address of Mrs. R. M. Rubush as 203 W. Grant Street, Alliance, Ohio.

Cecile Grasty (Mrs. Gregory) writes from 501 W. 169 Street, New York City. She is keeping house—has held her position since July, 1920.

One of the fine things that has been done in Prince William County, under the direction of Lillian Gilbert, county home demonstration agent, was the putting on in 1920 of a "kill the rat" campaign. Every school community in the county except two (they probably had no rats) took part in the work. More than 33,000 rats and mice were killed. One boy killed 419 rats and over 1000 mice.

Miss Gilbert writes: "Am so glad to learn about the Alumnae-Students Building, and hope to do my bit to help make it possible."

Evelyne Alexander is teaching in one of the large schools of Philadelphia. Her address is 2013 Wallace Street. She writes interestingly of her work and winds up with: "Please extend to the faculty and students my very best regards."

Virginia Eppes, writing from Petersburg under date of April 4, says that she has decided to go to Korea as an educational missionary. She will attend a training school in Richmond next year, and will sail for her distant field of service in the fall of 1922.

We are sorry not to have her nearer to Blue-Stone Hill than she is now, but we know that her heart is big enough to take in her friends here too, wherever she may be, and she may be assured that she will be followed by the prayers and good wishes of all her old teachers and fellow students.

Walter A. Colaw is now living in Monterey, where he holds a responsible position with the Parson Pulp and Lumber Company.

Annie R. Byrd, writing from Washington City, says: "I feel very happy to be able to tell you that I am going back to the schoolroom again." She has accepted a position as teacher of arts and crafts with the Federal Board for Vocational Education. She will take a short course of special training, but is expecting to rely in large measure upon the training she received here. We are satisfied that she will do her teachers credit. Her address is 436-A Warner Street, N. W.

Martha J. Fletcher, now Mrs. F. Spencer Snead, sends us greetings from her home in Ivaton, W. Va. She sends in the names and addresses of three other "old students."

If we are ever to have a complete, up-to-date directory, we shall have to rely upon the good offices of all our friends. Any one who sends us the present address of an old student is rendering Alma Mater a real service.

Eva Funkhouser is an osteopathic physician, and is located at Williamson, W. Va. Her box number is 587. She has been en-
gaged in her present work for nine or ten months. She gives the address of Lucy Robinson as Williamson.

Roberta Armstrong is now Mrs. Rector A. Engleman, and her address is Kerr's Creek. She is principal of Highland Belle High School.

Gaylord Gibson, Lovettsville, sends in a check for the home-coming house and says: "I am so glad that we shall have something there to remind you people of us. I don't think there is the slightest danger of any of us ever forgetting Blue-Stone Hill."

Now, can anybody beat that? And doesn't it sound just like our girls?

We do not need any building here or anywhere to remember them, but we are pleased at the thought of being able to make them more comfortable when they come back "home" and of promoting the splendid traditions and influences that they have left here.

Margaret C. Allebaugh wrote on March 14 from San Diego, California, but gives her address as Harrisonburg. She sends a cheering message to Blue-Stone Hill and expresses appreciation of her student days. Miss Allebaugh is a trained nurse, and is thus a worthy servant of humanity.

Wilhelmina Cullen is teaching at Bridge-water, where she has been engaged for several years. Evidently the good people of the community think well of her—as she deserves. She gives the addresses of Augusta R. Cullen as 1220 D Street, N. E., and that of Sara L. Cullen as 1105 O Street, N. W., Washington, D. C.

Nelie F. Wampler is teaching and doing mission work at Pirkey, Va. She has been at this place of work for a number of years and intends returning next year. We dare say that the people of the community would be lonely without her. Part of her work there has consisted in helping to build a school house and a church.

Pattie Mae Gill writes from Holland, Va. She gives her present name as Mrs. B. F. Morgan; her present work is housekeeping; and she states that she has held her position three months. Ida Via is now Mrs. Robert A. Mahone and her address is Massie's Mill, Va.

Nella Roark is teaching English in Norfolk. Her address is 87 Jackson Street, South Norfolk.

Rev. David F. Glovier is pastor at Rol-la, this being his fifth year in that charge. Every now and then we hear good reports of his work.

Gertrude Bowler is teaching at Herndon this session and from all accounts is carrying into her work there the same brightness and fine enthusiasm which characterized her work as a student. She says in a recent letter: "Margaret Bear and I enjoy and re-joy THE VIRGINIA TEACHER. It plays many haunting melodies in our hearts. We always 'pass it on' with the (certainly pardonable) proud assertion, "This is gotten out by our Alma Mater."

Myrtle Haden is teaching at Gretna, Va. Her last letter contained a check for the renewal of THE VIRGINIA TEACHER, "the sine qua non of every H. N. S. girl's life," as she terms it; also a check toward the Alumnae-Students Building Fund, accompanied by the request to let her know what else she can do towards this cause; and finally the announcement that she expects to return next session to take up the home economics course.

OUR CONTRIBUTORS

ELIZABETH P. CLEVELAND is an instructor in English and French, and received a part of her academic training at Hollins College.

LOUDELLE POTTS in a student in the home economics department; she expects to receive a B. S. degree at the close of this session.

PEARL POWERS MOODY is an instructor in the home economics department and a specialist in dietetic work.

FLOSSIE L. FRAZIER is supervisor of writing in the Training School and an instructor in writing in the Summer School.
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