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I
THE CASE FOR THE PROJECT METHOD NOT YET COMPLETE

The National Society for the Study of Education publishes in its Twentieth Year Book the report of the Committee on New Materials in Education. The verbal reports given in open meeting at Atlantic City centered about project teaching. The case for this newer movement in education was presented with irresistible enthusiasm. There were some reservations made against it, however. Dr. Frank McMurry voiced the plaint that his work of years on Minimum Essentials must be fruitless if the newer conception of suitable materials be generally accepted. An auditor complained that he could not learn either from the verbal reports or the discussion whether project teaching is subject matter or method. While these are individual viewpoints they call attention to an ill-considered enthusiasm which demands a sweeping reform in the name of the project method before an assured position has been found for it.

It is not Dr. McMurry alone who is concerned with this sudden change of emphasis. There are many who were helped and strengthened by the Fourteenth and Sixteenth Year Books of the National Society to whom this sudden volte face will be disturbing; unless they are able to maintain that introduction of new materials does not mean scrapping the old and proven matter. Though education be life instead of for life and though real experiences must needs play a large part in education, project teaching can find no license even in the most liberal modern dicta for attributing educational worth to every datum of experience. Relative significance and potency must still be considered. Both those who are shaken on their educational foundations and those who are apt to be over enthusiastic in their claims for project teaching will do well to regard Bliss Perry's comment on the advocates of free verse. He says that they mistake intense feeling for intense expression. Paraphrasing, we may say with justice that extensive enthusiasm ought not to supplant too readily the values of intensive thought and practice. Only a Teshoo Lama, in an induced cataleptic state, can see all things and all places at one time and as having equal significance. Santayana, also, in *Reason in Science* lends an element of counsel. He says,

"Not even the rudest superstition can be criticised or dislodged scientifically save by another general rule, more exact and more trustworthy than the superstition."

And again,

"Science consists of general ideas which look for verification in events and which find it. Science by this flight into the general lends immediate experience an interest and scope which its parts taken blindly could never possess; since if we remained sunk in the moments of existence and never abstracted their character from their presence we should never know they had relation to each other. By analysing what we find and abstracting what recurs from its many vain incidents we can discover a sustained structure within, which enables us to tell what we may find in the future."

Now the search for the minimum essentials is in line with the building up of a science of education. Project teaching can not ignore sustained structures, seeking their equivalent in amorphous immediate experience simply because the latter has firm grasp upon the attention.

Whether project teaching is a question of subject matter or of method is of vital concern to project advocates, but they are not to be trusted alone to give it status as either. Long before project teaching came upon the stage to demand a classification as either, subject matter vs. method had been a perennial question. It had its analog in the question "Which was first, the hen or the egg?" The biologist, realizing that new forms do not come into existence suddenly, escapes any dilemma by answering, "Neither hen nor
Method means that arrangement of subject matter which makes it most effective in use. Never is method something outside of the material. . . . How about method from the standpoint of an individual who is dealing with subject matter? Again, it is not something external. It is simply an effective treatment of material—efficiency meaning such treatment as utilizes the material (puts it to a purpose) with a minimum of waste of time and energy. We can distinguish a way of acting, and discuss it by itself; but the way exists only as a way-of-dealing-with-material. Method is not antithetical to subject matter; it is the effective direction of subject matter to desired results. . . . Apart from effort to control the course which the process takes, there is no distinction of subject matter and method.

for reaching results, a body authorized by past experience and by intellectual analysis, which an individual ignores at his peril. . . . One must make his own reaction in any case. Indications of the standardized or general methods used in like cases by others—particularly by those who are already experts—are of worth or of harm according as they make his personal reaction more intelligent or as they induce a person to dispense with exercise of his own judgment.

Now there are plenty of teachers, immature, lacking in initiative, or attempting the ultra-modern, who seek in the project method a routine or device ready to their hands. They lack understanding of their own responsibility. Others who advocate the method are sincere but they reverse the process inferred in the second quotation from Dewey. From successful individual experiences of forward looking teachers they attempt to build up a general practice and then secure a consensus of values which will enable them to formulate a philosophy for project teaching. These belie their discipleship by forgetting his admonition regarding a cumulative body of fairly stable methods. While they invoke his philosophy they pursue it only so far as it justifies their acts and expressions; or they are satisfied with their acts and expressions even though they coincide only in minor elements with his cumulative philosophy. Examination of articles listed in bibliographies on project method, reveals how little comprehensive reference there is on the part of many to their avowed philosophy. It reveals how little candid acknowledgment there is of defects which must yet be cured.

It is not necessary, however, to examine any large portion of project literature to be convinced of limited outlook and individual irresponsibility. Branom in his Project Method in Education presents the conceptions of a project held by Snedden, Bobbitt, ...
Charter and Kilpatrick. He quotes, too, from Dennis, Stimson, Randall, and Woodhull, who are closer to the particular origins of the project. No common understanding of its essentials is here apparent. In the presentation of the several views it is emphasized that the approach is extremely recent, that it looks to objective performance, that it is concerned with units of activity, and that it is mechanical rather than philosophical in its outlook. Stockton in *Project Work in Education* has done much better in carrying a liberal philosophy from Rousseau through Pestalozzi, Froebel, Herbart and Dewey down to the immediate present. But the practical steps in the mutual progress of educational facts and educational dialectic are credited in undue proportion to the followers of the ultra-modern school.

If those whom we expect to give best expression to the significance of our educational advances are as yet unable to agree upon the essential characteristics of the project, we may expect that teachers will continue to be satisfied in practice with exercises hardly to be denominated as projects. Play, constructive and representative activities, even less comprehensive exercises, will be so denominated. Single elements, present in varying degrees, more or less free activity, more or less pupil choice or activity, old formal material, more or less disguised under type questions called problems, new illustrative materials more or less carefully weighed for their significance, will each do duty for the whole of project teaching. So because many advocates of project teaching underestimate the pari-passu advance of practice and philosophy in education, because they have over emphasized their individual and particular concepts of a project and their own accomplishment, and because they have failed to set forth clearly the essential characteristics which mark the project concept as an advance, project teachers generally are not entitled to urge its claims as general method, much less demand sweeping changes in the materials of education.

It is not meant in the foregoing that the project method has no one to present its case, but that the one to present it must be carefully chosen. At any given time the presentation will be safest in the hands of a philosopher, for while facts and practice are basic they constitute the flux of things. Even in routine and habit, and when supported by the inertia of institutions they are transient. Their formulation and abstraction endures. It is a highly desirable situation when he who formulates possesses and gives due weight to the facts also. It is reasonably safe to re- pose some trust in his expression. The equal and alternate advance of philosophy and practice is explicit in the teaching of Dr. W. H. Kilpatrick. For the project method, it is implicit in his overview of Froebel, Montessori, and Dewey and in his intimate connection with the later experimental schools. Branom’s presentation of Kilpatrick’s stand is fair enough, being taken from the latter’s own article on the project. But it is inadequate for the full significance of Kilpatrick’s conception of the project. This is set forth as “a wholehearted, purposeful, activity in a social environment, or more briefly in the unit element of such activity, the hearty purposeful act.” If “unit” be used in the sense, “that which unifies” and then applied to the project it will establish the project in a dignified place in method. It will make it inclusive not only of one but of all of the progressive principles expressed in later theory but applied only in part in most teaching situations.

This understanding of the project does not permit making it merely an omnium-gatherum of novel suggestions and detached practice. It can not dignify the project unless it makes clear how worth-while modification, integration, extension and refinement of what has gone before will be accomplished by its use. It will be impossible here to catalogue modifications, extensive and intensive, which may be expected, but they will be most noticeable in respect to the following essentials.

I. Purpose—Its nature, its conscious aspects in the universe, in society, in the individual. Educational aims, values and functions revolve around this consideration. The function of the educator for whom purpose can not exist, except as he harmonizes the purposes of immature individuals and those of mature societies by arranging and utilizing gross and particular situations which permit the realization of objects of universal worth.

II. Nervous and Mental Mechanism—A structural, functional, behavioristic type of psychology will be basic. Its informa-
tive aspects must be extended to provide more adequate knowledge of the central nervous system, its grosser and finer structure, neural units and connection units. It will include also consideration of mental heritage in terms of instinct, emotion, general capacity, and mental acquisition in terms of habits, memories, judgments and reasoned choices. Full recognition of laws of learning and individual differences in the action of the laws is not yet universal and new significance of their moment will undoubtedly come from project teaching.

III. Activity and Complete Acts—Involving the mutual functioning of mental equipment, mental states and materials of education; their results in learning, growth, education, discipline and culture, apart from mere quantitative possession of information. Here appear questions of interest and effort and their criteria; also motives and motivation. Here arise questions of the curriculum with its double burden of subject details and essential factors of control or method. Materials which present central problems, which can be easily recognized, and about which, when clearly formulated, activities of pupils may be organized, will be essential. The chief implication in this line will be the selection and use of materials close to the pupils' hands, lending themselves to easy pupil control and in close conformity with social usage. The general concern will be the progress from a psychological undeveloped creature to a logical and disciplined member of the civic body. This progress will rest upon the many primary objective responses, but its finer significance will be realized through associate and concomitant responses. In connection with complete activities, type projects, constructive, problematical, drill and appreciative, will be developed and the steps recognizable in the complete activity. In this connection it will be determined how far the pupil must be completely responsible for initiating, planning and completing projects or whether he may be told or helped in any of the several steps. Probably the complete act is most essential to give project teaching standing as general method. Administrative factors will add importance to this step.

IV. Purely Intellectual Values—Play and constructive activities do not realize the highest values in education. In the preceding paragraph the problem was indicated as central to selection and organization of subject matter. But the problem is also central in perfected thought training. Problem solving, as it involves observation, suggestion, suspended judgment, inductive and deductive processes of reasoning and proof, together with the appreciation of conceptual values, is essential to the extension of science. The steps in the problem type of thinking, as formulated by Dewey and molded into a study discipline by Parker and assisted by the development of associate and concomitant responses as presented by Kilpatrick, will enable this more logical and intellectual value of the project to be realized and a general discipline to be approached so far as there may be one to approach.

V. Results—Project teaching faces the necessity of showing results superior to those of the older formal practices. It must produce:

1. More and better information, the working funds of knowledge.
2. Better ways of doing things, skills, technique.
4. Better attitudes, more adequate morals and ideals.

This imposes the obligation of extending such devices of measurement as we now have so that capacity may be estimated, educational attainments measured and intangible factors, ambition, effect of discipline, moral ideas, etc., weighed.

This survey by no means exhausts the essential factors and values to be realized. It will, however, indicate the responsibility of project teachers if they accept Dr. Kilpatrick's understanding of a project. It ought to be clear to every one that he can not confess success at the first attempt because of some single value realized. It ought to show one duty-bound to check plans and performance against very comprehensive standards. If project teaching attempts to embody these and other details of liberal theory in its practice it will face a program which will occupy its advocates for a decade before the desired unity is reached. This need not be deemed a discouraging program. The press carries news of a scientist who discovered how to make an X-Ray photograph of objects at
a distance of two hundred and fifty feet through a wall twenty inches thick. He ex-
pects that it will be fifteen years before the process is made perfect. And X-Ray science
is already well developed. At a former meeting of the National Society for Study of
Education at Atlantic City the close of two decades of test making was celebrated as es-
tablishing their value. Less haste and more consistent checking of results against stand-
ards will certainly help avoid giving offense to well wishers, adding confusion to the al-
ready confused or lending support to those who are skeptical of the method under any
circumstances. Just as the test maker now speaks assuredly of the value of his instru-
ment so may the project advocate by patient progress be able to justify it both as method
and subject matter.

L. R. Drown

II

THE DEVELOPMENT OF ROADS IN VIRGINIA

Since the beginning of time roads have played a large part in history. A people
may be said to be progressing when they be-
come discontent with the simple things got-
ten from nature about them and seek to get
goods from their neighbors. To obtain
these goods from their neighbors they must
develop some means of transportation.

The first stage in the development of
transportation is the pack-train state. Here
the man follows old foot-paths which have
been artificially cleared. The pack mule may
still be seen in more than one-half of the
inhabited world today. Especially is this
true of South America and a large part of
our continent.

When or where the first road was built
is not known, but Herodotus speaks of a
great Egyptian road on which King Cheops
employed one hundred thousand men for ten
years. It was built of massive stone blocks
ten feet deep and lined on both sides with
temples, mausoleums, porticoes, and statues.
The streets of Babylon were paved in 2,000
B.C. Several well-surfaced roads radiated
to neighboring cities. Before its fall Car-
thage was the center of a highly developed
road system. The ancient Peruvians also
had a wonderful system of national roads
connecting all the principal parts of the em-
pire.

Bridges were constructed at an early date,
too. The Chinese built roads as public works
as early as 2,900 B.C. The Euphrates at
Babylon was crossed by a stone bridge prior
to 2,000 B.C.

Although the Romans were the first to
construct and maintain costly roads, they did
not begin until late in their history. The
first Roman road known was the “Appian
Way” or “Queen of Roads,” begun in 312
B.C. by Appius Claudius. At first it
stretched from Rome to Capua, about one
hundred and forty-two Italian miles. This
road is still in use, so it must have been built
properly.

At first the Roman roads were built so
the armies could move quickly; but later,
they served as a basis of a great commerce
which made the Roman Empire one of the
greatest the world has ever known.

In France the appointment of Colbert as
comptroller of finance about 1661 showed a
revival of interest in roads. During the ad-
ministration fifteen thousand miles of hard
road were built. The peasants were forced
to do this work under the old feudal insti-
tution of the “corvee,” which prevailed until
Turgot in 1774 abolished some of its most
objectional features. The present system
was established by Napoleon, largely through
the adoption of the innovations instituted by
Tresaguet. The basis of this system is the
School of Roads and Bridges. 

This school is one of the finest technical schools in the
world. It is maintained entirely at the ex-
pense of the national government. 
High-
way engineers who are entrusted with the
construction and maintenance of the roads of
France are chosen from the graduates of
this school. Out of the three hundred and
fifty-five thousand miles of roads in France
twenty-three thousand, eight hundred and
twenty are closed as national roads and are,
therefore, the property of the state. The
remainder of the roads are maintained by
local governments with occasional aid from
the state.

Although the first known toll road, as
given by Strabo, was the road leading from
Babylon to Syria, the toll system was not
definitely adopted in England as a means of
raising revenue for maintenance and repair of roads until 1346. This system reached its greatest popularity in the eighteenth century. By 1838 there were eleven thousand turnpike trusts throughout the kingdom. The cost of collecting tolls often equalled the income, as so many people were employed. In 1837 Ireland freed herself of toll gates. About twenty years later Parliament passed an act abolishing tolls in England.

When North America was settled, England’s roads were in a very low state of development. Naturally the colonists brought these traditions from their mother-country. As they had no money to develop them, they fell into the practice of accepting a class of roads so poor that it has taken ages to overcome this short-sighted policy. In fact it has not been entirely overcome yet.

The first interest in a movement for better roads came nearly two hundred years after the first English settlement. The colonists followed their mother-country, not only in the methods of construction, but also in the methods of obtaining the necessary money. Private corporations were given state or national charters for clearing away the forests and grading the roads so that they could be passable for heavy wagons. These corporations furnished the capital for the construction of bridges and roads. Naturally, they charged toll to the vehicles using them. The first toll road in the United States was the Lancaster Pike between Philadelphia and Lancaster, built in 1792. This system of toll roads expanded very quickly until the introduction of railroads practically killed all interests in turnpike building.

Virginia has taken first place in many phases of the nation’s history. Therefore, it is not surprising to hear that she occupies a similar place in the history of roads in America. The first recorded American road was at Jamestown, Virginia.

Roads in Virginia can be traced back to the time of the Indians, before the country was settled by the English. An Indian trail ran from Wer-o-wo-co-mo-co, which passed what is now Gloucester Courthouse, to Middlesex. It was extended northward to Canada. Going south it crossed the York and James Rivers and ran into the Southern States. About ten miles of this road still exist, and is known under the name of the Indian Road. The present York River Road was at first a trail made by the Indians along the north shore of the York River, passing on to West Point.

When the colonists came from England, they settled near the shore of the ocean or some navigable stream so they could easily communicate with their mother-country. This is probably the reason why Virginia has been so backward in its road-making. The large plantations and the racial and religious differences of the settlers made them independent. They did not have to get to other parts of the state, so did not bother with roads. And then came the French and Indian War and the Revolution, which financially prevented any progress in road-making. One of the greatest drawbacks to this progress was the fact that the colonists attempted to follow England’s laws. This involved inexperienced men for the construction.

In 1632 Virginia passed its first road law. The county courts were given the control of the roads in 1657, but it was five years before roads were placed on a good footing. This was accomplished by the appointment of surveyors to establish forty-foot roads.

The first road over the Appalachian Mountains was followed by Washington in 1754 and Braddock in 1775. This road was hardly more than a blazed trail between the Potomac and Monongahela Rivers. Daniel Boone laid the path for the Wilderness Road which immediately gained importance as a thoroughfare in the settlement of Kentucky and the Middle West. Another of the most important roads in Virginia before 1800 was the Alexandria Turnpike. The Valley Pike from Winchester to Staunton was one of the first macadamized roads in the state. Its charter was with a batch of internal improvement grants of March 17, 1831, but it was not authorized by law until March 24, 1838. This pike is noted historically as well as commercially.

The plank and toll roads were popular at this period. The roads were owned by private corporations. Usually the state owned about three-eighths of the stock. Toll gates were placed about every five miles. These roads grew more popular throughout the whole state until there was a regular network of them. The counties have gradually bought them. Now there are very few in the whole state.

During the Civil War, improvement in
roads came to an abrupt halt. For a long period after the war the people were too busy with reconstruction to pay much attention to the road question. The establishment of a Bureau of Public Roads in 1893 by the United States Department of Agriculture did a great deal towards arousing public sentiment to the value of good construction and maintenance of the roads. The newspapers also supported the movement. The interest of the state was shown in the Virginia Good Roads Convention held at Richmond in 1894. Since then the people have gradually awakened to the fact that good roads are an absolute necessity for Virginia's progress.

The year 1906 marks two important events in the Virginia Good Roads Movement. A State Highway Department and a State Convict Force were established. Before this the state had a contract with the Davis Boot and Shoe Company of Boston, which hired the convicts at the penitentiary. It was a very one-sided contract from which the state derived a revenue about equivalent to the expenses of maintaining the convicts, including a fair rental for the factory which it became necessary to erect at the penitentiary. In 1906 the Lassiter-Withers Law was passed, which provided, in substance, "that certain classes of minor felons, in the discretion of minor courts, might be sentenced to the roads instead of the penitentiary." Now the large majority of the convicts are used in the interest of the public upon the roads and in lime-grinding plants for the benefit of the farmer. The cost is about equally divided between the state and the county as the former furnishes food, clothes, transportation, and guarding of the convicts, while the county supplies materials, tools, teams, and pays the salary of a civil engineer appointed by the State Highway Commission.

The State Highway Department has supervision over all state money aid and convict labor work done throughout the state. During the last legislature the various state laws were changed and a State Highway System was formed designating approximately thirty-seven thousand miles of the fifty thousand miles in the state as the main highways to be constructed and maintained entirely by the state. "For the construction of this system the legislature has made available a one-mill tax of approximately $600,000, and the automobile tax, amounting to approximately $600,000, together with the use of the State Convict Road Force. In addition to this the state contributes $700,000 annually, to be met by a like amount from the counties for the construction of their county highways. There is available two-thirds of the automobile tax for the maintenance of highways. From this source we receive $1,200,000 annually." (Statement made by G. P. Coleman, State Highway Commissioner).

In the counties the board of supervisors lays all levies for road and bridge purposes. Besides this amount the counties may vote bonds for road and bridge improvement. This money has to be spent under the supervision of an engineer appointed by the State Highway Department.

In 1916 President Wilson signed a bill generally known as Federal-aid Road Act. This was the beginning of the co-operation between the state and national governments as regards the road question. The Federal government did not attempt to build a separate system of national highways, but aimed to stimulate the construction of the roads of the country through the agency of the state highway departments. It has accomplished a great deal. This act provided $75,000,000 for rural post roads made available on the following installments: $5,000,000 for 1917; $10,000,000 for 1918; $15,000,000 for 1919; $20,000,000 for 1920; $25,000,000 for 1921. The apportionment of this appropriation is based upon area, population, and mileage of rural delivery and star routes in each state. There were several provisions of this act; namely, Federal funds may be expended only for the construction of roads, may not exceed 50 per cent of the value of the roads, and in the expenditure of government funds in no case could exceed $20,000 per mile. The states were asked to comply with the following requirements before they could receive allotments of Federal-aid: "First, the state legislature should assent to the provisions of the act, or that the governors of those states in which the legislatures were not in session should assent pending the convening of the legislatures; second, that each state should have a state highway department, and that these departments should have direct supervision over
the construction of the roads on which Federal funds were to be expended; and third, that the Federal aid should be met by an appropriation of at least an equal amount of state funds." The states were required to decide upon a definite system of roads in the construction of which they wanted Federal aid. The following is the allotment of Federal aid in Virginia:

1917, $99,660.71; 1918, $199,321.42;
1919, $208,120.77; 1920, $288,946.90;
1921, $494,418.46.

In 1919 the President approved the amendments to the original Federal aid act which provided that the term "rural post roads" as used in that act was to be construed to mean "any public road, a major portion of which is now used, or can be used, or forms a connecting link not to exceed ten miles in length, of any road or roads now or hereafter used for the transportation of the United States mails."

This amendment gave an additional allotment of $992,052.95 in 1919; $1,488,079.42 in 1920; and $1,483,255.37 in 1921 to Virginia.

The states have to initiate the projects for Federal aid. In May 1920 two Virginia projects were approved. One of these was to concrete a distance of 0.55 miles in Stafford and Prince William counties. This little stretch of road on the Richmond-Washington pike, when finished will carry the traveler through Chappawansic Swamp, the worst piece of road on that highway. In August 1920 it took a party of tourists five hours to get around this half mile. Besides the time wasted, the autoists had to pay over ten dollars to be pulled out of the mud in the detour. This project will cost $39,710, out of which the Federal government will pay $14,000. The other project is in Chesterfield County on the Richmond-Petersburg turnpike. The Federal aid in concreting a stretch of 8.94 miles is $176,341, half of the estimated cost. In May of the same year four project agreements were executed; one each in Tazewell, Princess Anne, Fauquier, and Loudon counties. In each case the Federal aid was one-half of the estimated cost of construction.

Any wide-awake and thinking Virginian will see that improved roads are a necessity to his state's progress. They are not only valuable to Virginia, but also to other states and to the Union. They are invaluable to the farmer as well as to the city people. It is difficult to determine which derive the most benefit.

Improved roads reduce the cost of hauling. How is this accomplished? It is the result of three causes: the betterment of the road surface, the reduction of the road surface, the reduction of the grade, and the shortening of the length. It is easy to see that foods can not be transported to the railroads or farm produce to the market if the road surface is not hard and smooth. Probably just as important as the hard surface is the grading. On a macadamized road the maximum grade allowed must be low in order to get the best results from the hard surface. The steep grades are very dangerous in winter as they are so slippery. The maintenance charges are also very high.

When the roads were first built, there was a tendency to build along the farm boundaries in a straight line. In the improvement of these roads it has been found that the gain in distance in passing around the hills, instead of over them, is very slight and in a number of cases the distance is the same.

In 1908 merchants hauling goods from Ben Hur to Jonesville in Lee County required a two-horse team for 2,500 pounds when the roads were in ordinary condition. Now that the roads have been improved these merchants haul 30 sacks of fertilizer which weigh 200 pounds each, and use two mules. They can now make two trips a day instead of one as they used to make.

This reduction in the cost of hauling will also cause a lowering of prices on the farmers' produce. If the farmers' produce can be decreased in price, there will be a similar reduction in the prices of everything. The H. C. L. will be greatly lowered. Of course this will come slowly.

Farm lands will increase in value very much if they are on improved roads. In Lee County a tract of 188 acres was supposed to have sold for $6,000. After the roads were improved, but no improvements were made on the land, the same farm sold for $9,000.

There are two other economic advantages of road improvement, namely, increase of tourist travel and increase in diversified farming. It is plain that the better the
condition of the roads, the more tourists there will be in our state. We want people from other states to enjoy the beauties of Virginia as well as ourselves, and we know that they will not tour the state if our roads are not of the very best. The automobilists have done a great deal for the Good Roads Movement in our state. They have been instrumental in getting pamphlets and literature about this movement distributed throughout the state. A number of them have made speeches arousing the people to the need of good roads. Thus we can consider them as an economic advantage. By diversified farming we usually mean a change from staple crops, such as corn and wheat, to more perishable products, such as fruits and garden truck. With bad roads the farmers had to make the shipping of their products suit the condition of the roads over which they had to haul. Often they would lose a whole crop just because the roads were in no condition for hauling to be done over them. If the roads are improved, the farmer will be able to raise any kind of product.

The social advantages of road improvement are threefold. Roads aid in the improvement of the schools; this is a point which is of vital importance to the public mind of today. The tendency in the rural districts now is to do away with the one-room school and have consolidated schools. This will be an impossibility in a number of the counties if the highways are not improved. The children can not get to the schools over the roads in the condition in which quite a number of them now are. The rural delivery services can also be greatly benefited by this improvement. The Fourth Assistant Postmaster General, in his report for the year ending June 30, 1909, writes: "Essential factors in the value of rural delivery as a postal facility are speed and regularity, and the attainment of a satisfactory standard in these particulars is absolutely dependent on improved roads." "Social activities in rural communities need all the encouragement and stimulus that can reasonably be given. All social activities take time and energy, and the country-road condition therefore is a prime consideration to enable farmers and their families to afford time for social intercourse. The unnecessary subdivisions of the church into numerous small buildings throughout many portions of the country has necessarily operated to weaken the attendance, but the concentration of church funds and church attendance is dependent upon improved road conditions."

Earth, sand, clay, gravel, macadam, bituminous, and concrete are the most widely used road materials in Virginia. Most of these materials are found in the state. This saves money as very little of the material has to be shipped into the state. Sand and clay are the only local materials available in the extreme eastern section. In the middle eastern section large deposits of gravel and some ledges of suitable stone are found. Water-bound macadam roads with some surface are the most commonly used in the section west of the Blue Ridge. There are large deposits of gravel and soil and varying quantities of suitable stone for macadam, concrete, and bituminous roads in the middle section east of the Blue Ridge. Statistics show that in 1919 the State Highway Department supervised the construction of the following kinds of roads: 37.34 miles of earth road; 163.79 miles of sand clay; 41.81 miles of gravel; 77.23 miles of macadam; 6.4 miles of bituminous; 9.26 miles of concrete; and 11.71 miles of miscellaneous materials.

Road lighthouses are to be placed on the Virginia highways to mark the dangerous places. Placed so as to warn the public day and night of dangerous curves and railroad crossings, accidents on Virginia highways should be reduced to a minimum. These lighthouses operate on the same principal as lighthouses at sea, flashing at intervals warnings to traffic. Acetylene gas, placed in a large holder, which requires filling once a year, illuminates the lighthouse. It works automatically, flashing red light to indicate absolute danger, such as railroad crossings or an extremely dangerous section of the road; yellow indicates curves with an arrow showing the direction of the curve; and green lights will warn of congested traffic and need of cautious driving. These lights have already been put on parts of the State Highway System as an experiment. If they prove successful, the whole system will be marked with them.

Roads in Virginia are in a better condition now than they have ever been in. The most significant fact, though, is that they
are being worked all over the state. Tourists of last summer reported that no matter which section of the state they were in, they would have to detour on account of road construction.

Mecklenburg county ranks first in the per cent of surfaced roads. This county can boast of 39.52 per cent of its total mileage as being surfaced. Chesterfield comes close behind her with 33.75 per cent. Rockingham, Dinwiddie, Henrico, Charlotte, and Greensville are next in order. Virginia is slowly, but surely, awakening to the importance of good roads. It is encouraging to note that in 1904 seventy counties reported no surfaced roads, while in 1914 there were only sixteen which had to make such a report. It is a challenge to each and every individual in the state of Virginia to see that in 1921 not a single county will be able to make such a report, and that the total mileage of improved roads in Virginia surpasses all other states in the Union.

Anne B. Gilliam

III

PASTORAL ROMANCE
SECOND INSTALMENT
ENGLISH—GREGNE: PANDOSTO

Pastoral fiction in England enjoyed but a brief era of prosperity, and the four important romances that it produced were written in three years, from 1588 to 1590. Pastoral poetry was popular from Spenser's time to Milton's, and pastoral drama was often attempted during the Elizabethan period, but the important fiction writers were but three—Greene, Lodge, and Sidney. Greene's Pandosto (1588) is famous as the source of Shakespeare's Winter's Tale. In certain details, Greene's story is reminiscent of Daphnis and Chloe, which was translated into French by Bishop Amyot in 1559, and into English by Angel Day in 1587. Greene, however, instead of beginning with the childhood of his hero and heroine, starts with the preceding generation, with the story of the heroine's father. Pandosto, king of Bohemia, suspects unjustly that his wife Bellaria is in love with his friend and guest Egistus, king of Sicilia. Pandosto orders his cupbearer to poison Egistus, but the servant warns Egistus instead, and flees with him to Sicilia. Pandosto imprisons Bellaria, refuses to acknowledge the child she bears, and sets the baby adrift in an open boat, accompanied only by the inevitable "tokens." Then, at Bellaria's plea, Pandosto inquires of the oracle of Apollo as to his wife's guilt, and learns not only that she is innocent, but that "the king shall live without an heir, if that which is lost be not found." The oracle has no sooner been read than news is brought of the sudden death of Garinter, Pandosto's son. Bellaria, at this intelligence, dies of grief, and Pandosto, not very strangely, is visited by remorse.

The exposed child, meanwhile, has drifted to Sicilia, where she is found by the shepherd Porrus, who names her Fawnia, and rears her as his daughter. Fawnia grows up to be a beautiful shepherdess, so beautiful that Dorastus, the son of King Egistus, falls in love with her at first sight. To win her affection, he visits her in pastoral dress, since she tells him she can love him only if he becomes a shepherd. Dorastus knows that his father will not consent to his marriage with Fawnia, and so, to avoid trouble, the lovers flee, accompanied by Porrus. The usual storm arising, their ship is wrecked, and they take refuge in Bohemia, where Dorastus, fearing the hostility of Pandosto toward his father Egistus, passes himself off as Meleagrus of Trapolonia. Now Pandosto, who has evidently long since forgotten his remorse at Bellaria's death, at once falls in love with Fawnia, not knowing that she is his daughter. To further his designs against her, he imprisons Dorastus. Egistus, hearing of his son's plight, sends to Pandosto, revealing Dorastus' identity, and demanding his release and the punishment of Fawnia and Porrus. In this extremity, Porrus shows the tokens found with Fawnia; and Pandosto, recognizing them, embraces her as his daughter. To make the happiness of the lovers complete, the wicked Pandosto obligingly dies, and Doratus, married to Fawnia, rules in his stead as King of Bohemia.

Though Greene is handicapped in this work by having two plots to combine into one, he seems to make a greater effort toward unity than any of his pastoral predecessors since the time of Longus. His story is not complicated by inserted tales or by digres-
sions. The main characters are carefully drawn, and the author indulges in much psychological analysis. His shepherds and shepherdesses are honest peasants, not learned and courtly folk in disguise. His style is sometimes Euphuistic in its moralizing and its allusions to un-natural history, and sometimes, by way of relief, matter-of-fact and realistic. For example, when Porrus determines to show Fawnia's tokens to King Egistus and to acknowledge that he is not her father, Greene says simply:

"Porrus, who had heard that this morning the king would go abroad to take the air, called in haste to his wife to bring him his holiday hose and his best jacket, that he might go, like an honest substantial man, to tell his tale. His wife, a good cleanly wench, brought him all things fit, and sponged him up very handsomely, giving him the chains and jewels in a little box, which Porrus, for the more safety, put in his bosom. Having thus all his trinkets in a readiness, taking his staff in his hand he bade his wife kiss him for good luck, and so he went towards the palace."

In contrast to such passages are the speeches of the characters of higher rank. Thus Dorastus, wooing Fawnia, says to her:

"Take heed, Fawnia: be not proud of beauty's painting, for it is a flower that fadeth in the blossom. Those, which disdain in youth, are despised in age. Beauty's shadows are tricked up with time's colors, which, being set to dry in the Sun, are stained with the sun, scarce pleasing the sight ere they begin not to be worth the sight; not much unlike the herb Ephemerum, which flourisheth in the morning and is withered before the sun setting."

Greene pays less attention to setting than to character drawing, and it is only through the speeches of some of his characters that we get accounts of the joys of pastoral life. For example, Fawnia says to Dorastus:

"What richer state than content, or what sweeter life than quiet? We shepherds are not born to honour, nor beholding unto beauty, the less care we have to fear famine or fortune. We count our attire brave enough if warm enough, and our food dainty if it suffice nature; our greatest enemy is the wolf, our only care in safe keeping our flock. Our toil is in shifting the folds and looking to the lambs, easy labours; oft singing and telling tales, homely pleasures; our greatest wealth not to covet, our honour not to climb, our quiet not to care. Envy looketh not so low as shepherds; shepherds gaze not so high as ambition. We are rich in that we are poor with content, and proud only in this, that we have no cause to be proud."

**GREENE: MENAPHON**

*Menaphon*, which Greene published in 1589, is inferior to *Pandosto* in character drawing and in probability. Its story is clearly revealed only near the end of the book. Told simply, it is as follows: Democles, King of Arcadia, angry at the secret marriage of his daughter Sephestia to Maximius, sets them, together with their infant son Pleusidippus and Sephestia's uncle Lamedon, adrift in a boat. The usual shipwreck occurring, the husband and wife are cast on different portions of Arcadia—which seems suddenly to have acquired a coast—and here they live as shepherds, Sephestia under the name of Samela, Maximius under that of Melicertus. Samela, with Lamedon and Pleusidippus, is befriended by the shepherd Menaphon, who forsakes for love of her his former lady, Pesana. After a time, Menaphon finds a rival in Melicertus, who woos Samela without knowing that she is his wife while she returns his affection without recognizing her husband. Pleusidippus, when he reaches boyhood, is stolen by pirates and taken to Thessaly, where he is reared by the King of Thessaly as if he were the royal prince. The fame of Samela's beauty, meanwhile, has spread abroad, and when Pleusidippus is sixteen years of age, he visits Arcadia in order to see her, not knowing she is his mother. Democles, also, Samela's father, comes to gaze upon her, and Pleusidippus and Democles fall madly in love with her. Pleusidippus carries her off to a neighboring castle, but, when Melicertus comes to her rescue with two hundred shepherds, Democles summons an army of ten thousand soldiers, defeats the shepherds, not unnaturally, and makes captives of Pleusidippus, Samela, and Melicertus. Since Samela refuses to marry him, Democles determines to kill her and Melicertus, but to release Pleusidippus. He is about to put these plans into execution, when an aged prophetess obligingly reveals to them their respective identities, and the story ends with the reunion of Sephestia and Maximius, and
the marriage of Menaphon and his neglected Pesana.

The chief fault of the romance is its manifest impossibility. The author makes no attempt to explain why Samela and Melicertus fail to recognize each other after a few months' separation, nor how Pleusidippus, on his visit to Arcadia can wear the crest of his father Melicertus, though he is ignorant of his parentage. Nor does Greene tell us through what executive genius Democles is enabled to raise an army of ten thousand and in a single night, to bring it up in secret to the castle, and to place it in ambush. Yet, despite this military feat Democles waits until Pleusidippus and Melicertus have nearly killed each other in single combat, before he and his valiant ten thousand venture to attack the two hundred shepherds. In addition to making such strains upon the reader's credulity, the story is burdened with Euphuistic rhetoric, with references to mythology, and with wearisome moralizing. The style displays, though in less degree, the mingling of Euphuism and realism observed in Pandosto, touches of realism being interjected to relieve long descriptions or bursts of rhetoric. Thus, after Menaphon tries to comfort the grief of the shipwrecked Sephestia, and she has wept over her woes, "they went to supper, where Sephestia fedde well, as one whom the sea had made hungrie, and Lamendon so plide his teeth, that all supper he spake not one word." In the same manner, when the King of Thesaly and his queen are gazing with speechless wonder at the beauty of the boy Pleusidippus, brought to them by the pirates, Greene observes practically that "the faire childe, . . . not used to such hyperbolical spectators, broke off the silence by calling for his victuals."

As in Pandosto, the shepherds and shepherdesses of Menaphon are ordinary men and women, unusually addicted to bad verse-making, perhaps, but guiltless of a tendency to quote Latin in their conversations. Their homely language is used as a foil to the Euphuistic brilliancy of the speech of Samela, Melicertus, and Pleusidippus.

LODGE: ROSALYND

The third of the important pastoral romances of England was Rosalynd, written by Thomas Lodge about the year 1590. Though its plot is as well known as that of As You Like It, which was taken from the pastoral, it may be summarized here. Rosader, youngest son of Sir John of Bordeaux, is after his father's death deprived of his inheritance by his eldest brother Saladyne, and driven forth into the forest of Arden, accompanied only by his faithful servant, Adam Spencer. Thither, some time before, had come Gerismond, the king of the region, whose throne was usurped by Torismond; and thither, also, came Gerismond's daughter Rosalynd with Alinda, daughter of Torismond, both of whom had been cast forth by the new king; and, a little later, Saladyne himself, now repentant, came to the forest, after having been despoiled by Torismond of the stolen lands, and then driven out of the city. These principal characters soon meet, but Alinda and Rosalynd pass unrecognized, since the former poses as a shepherdess, Alliena, and the latter as her page Ganymede. Rosader, who is in love with Rosalynd, swiftly forms a friendship with Ganymede. Saladyne, after becoming reconciled with his brother, meets Alinda, and the two, following the fashion of all pastoral characters, fall in love at first sight, and soon plight their troth. The delay of Rosalynd in revealing to Rosader her disguise furnishes a slight suspense to the story. This delay is prolonged by the fact that Phoebe, beloved of the shepherd Montanus, falls madly in love with the supposed Ganymede, and at last prevails upon the latter to promise that he will never wed woman save herself, whereupon Phoebe promises that, should her love ever yield to reason, she will marry Montanus. Then Rosalynd appears dressed in woman's attire, and promises to wed Rosader; while Phoebe, confessing herself defeated, gives her hand to Montanus. Thus a triple wedding is soon celebrated, witnessed by Gerismond, to whom Rosalynd and Alinda at last reveal their identity. At its conclusion, Fernandyne, Rosader's second brother, rushes in to announce that the twelve peers of France have risen against the usurping Torismond. Gerismond, followed by the three brothers, hurries to their aid, and wins a decisive victory. The story ends in a blaze of poetic justice, with Adam Spencer rewarded for his faithfulness, Montanus for his friendship, and the three brothers for their bravery, Fernandyne becoming the king's secretary, Saladyne a
duke, and Rosader heir apparent to the kingdom.

Like Greene's Menaphon, Lodge's Rosalynd possesses many improbabilities. The disguises are unnatural. Not only is Rosalynd, when dressed as Ganymede, unrecognized by her father or by her lover, but even Rosader, garbed as forester, is not known by his brother Saladyne even after the two men have talked together. The characters, despite the frequency of psychological analysis, are not real. Saladyne's shift from villainy to virtue can not be accepted by the reader as complacently as it was by Rosader. The shepherds met by Rosalynd in the forest are more like courtiers than simple country people; they talk in Euphuistic style, their conversations are as stilted as those of the hero and heroine, they speak in Latin as well as in English, and they compose songs extempore. Even the world in which they live is improbably lovely, with its luxuriant flowers, grassy meadows, shaded lawns, and unvarying good weather. Though Rosader, at his first entry into the forest, nearly perishes of starvation, and though later he is forced to battle with a lion that is about to devour Saladyne, such occurrences are exceptional. As a rule, the forest life is idyllic. The refugees have plenty to eat and to wear, and can pass the shining hours in watching their flocks and singing songs.

The sub-title of Rosalynd, "Euphues Golden Legacie," was given to the book by its author because it purported to be a manuscript of Euphues bequeathed to his friend Philautus, and later found by Lodge. It is not surprising that the style should be Euphuistic, abounding in similes, alliteration, antitheses, allusions to mythology, and moralizing. Sometimes, however, Lodge forgets his love of balanced sentences, as in his description of the wedding garments of the shepherd Corydon. The russet jacket, for example, was "welted with the same and faced with red worsted, having a pair of blue chamlet sleeves, bound at the wrists with four yellow laces, closed before very richly with a dozen of pewter buttons." Usually, however, the book lives up to its subtitle, as in the following excerpt from the advice that the dying John of Bordeaux gives to his sons:

"Aim your deeds by my honourable endeavors, and show yourselves scions worthy of so flourishing a tree, lest, as the birds Halcyones, which exceed in whiteness, I hatch young ones that surpass in blackness. Climb not, my sons; aspiring pride is a vapour that ascendeth high, but soon turneth to a smoke; they which stare at the stars stumble upon stones, and such as gaze at the sun, unless they be eagle-eyed, fall blind. Soar not with the hobby, lest you fall with the lark, nor attempt not with Phaeton, lest you drown with Icarus."

Rosalynd is not wholly drawn from pastoral sources. The first portion of the story was taken from the Middle English tale of Gamelyn, a poem of the fourteenth century. It is only with the flight to the forest that the pastoral element begins, and even then it is not genuine. Rosalynd and Alinda merely play at being shepherdesses, and willingly return to court when an opportunity is given them. The story contains, however, the conventional theme of unrequited love — in the eclogues of Montanus, lamenting Phoebe's cruelty, or in those of Rosader, lamenting his separation from Rosalynd. It displays, furthermore, an interest in nature for its own sake, and a keen delight in an idyllic escape from the conventional world.

SIDNEY; ARCADIA

The last of the English pastorals, The Countess of Pembroke's Arcadia, written by Sir Philip Sidney about 1590, is as much a romance of chivalry as a story of shepherd life. It draws for material upon many sources, Greek, Italian, and Spanish, but chiefly upon Sannazar's Arcadia, Montemayor's Diane, and the Amadis of Gaul. It relates the adventures of Pyrocles and Musidorus, son and nephew, respectively, of King Euarchus of Macedon, and describes how in disguise, one posing as a woman and the other as a shepherd, they woo Philoclea and Pamela, daughters of King Basilius of Arcadia. The story is complicated by the introduction of many characters, who reappear unexpectedly in the course of the narrative, and the accounts of whose lives provide a series of inserted tales.

The central plot begins with the shipwreck of Pyrocles and Musidorus upon the shores of Cithera. Musidorus, rescued by shepherds, is taken to Arcadia, where he is nursed through a long illness by a hospitable
and wealthy gentleman named Kalander. Pyrocles was captured by pirates and thrown into prison, whence he was rescued by Helots uprising against the Lacedaemonians, and, at their leader's death, made their chief. Musidorus, joining the Arcadians in an attack upon the Helots, meets Pyrocles in single combat, and their recognition of each other leads to a speedy peace. Pyrocles is then entertained by Kalander, and falls in love with the portrait of Philoclea, the younger daughter of King Basilius of Arcadia. Basilius, frightened by an oracle declaring that his future sons-in-law should be tried "at his bier, as at a bar" for murdering him, had withdrawn to the forest with Philoclea and his wife Gynecia, and, determined that neither of his children should marry, had placed his elder daughter Pamela under the care of a boorish shepherd Dame tas. Pyrocles leaves Musidorus and sets out to find Philoclea, while Musidorus searches for Pyrocles and eventually discovers him in an Arcadian forest, disguised as Zelmane, an Amazon, and seeking thus to win the friendship of the fair Philoclea. Musidorus beholds and loves Pamela, and, assuming the garb of a shepherd, becomes Dametas' assistant in order that he may be near her. The two friends, after romantic wooing, win the love of their ladies, but they are not destined to be happy so quickly. Amphialus, a rejected suitor of Philoclea, carries off her, her sister Pamela, and the supposed Zelmane to his castle. Basilius besieges it, and many are the battles and the single combats that ensue. At last, after Musidorus has severely wounded Amphialus, and after Zelmane has overpowered a boastful knight who takes charge of the castle when Amphialus is hurt, the three prisoners are released and return to their forest. Basilius, during all these adventures, has never guessed the identity of either his Amazon guest, with whom he has fallen deeply in love, or of Dametas' shepherd-boy, and has persevered in his intention never to allow his daughters to marry. Musidorus and Pamela, therefore, flee together, but Pyrocles and Philoclea, wishing the same night to imitate their example, are prevented by Philoclea's untimely illness. Basilius, meanwhile, despite his wife's caution, has drunk a love potion destined by her for Pyrocles, whom she loves, knowing him to be a man; and the next morning the king is found dead. King Euarchus is invited to try those accused of the murder, and the prisoners are placed beside Basilius' coffin. Gynecia, who has confessed her guilt, is sentenced to be buried alive; Pyrocles, who, when Philoclea was ill, had spent the night in her room, and had been discovered there dressed as a man, is condemned to be thrown from a high tower; and Musidorus, who had been captured after his flight with Pamela, is to be beheaded. The situation of the heroes seems hopeless; even Euarchus' tardy recognition of his son and nephew does not cause him to alter the sentence. At this psychologic moment, however, Basilius comes to life, and general happiness results. Gynecia is restored to her husband's favor, and, since the dreaded oracle had been fulfilled, Pyrocles and Philoclea, and Musidorus and Pamela, are married.

Of the inserted stories, those of Zelmane and of Parthenia may be selected as representative. Zelmane, whose name Pyrocles assumed when disguised as an Amazon, was the virtuous daughter of a wicked knight. She had been brought up at the court of her aunt, Queen Andromana, and there her cousin, Prince Palladius, fell hopelessly in love with her. Pyrocles and Musidorus, before coming to Arcadia, had at one time been the prisoners of Andromana, and Zelmane met and loved Pyrocles, who failed to return her affection. Through the aid of Palladius, Musidorus and Pyrocles are enabled to escape, but in the fight that ensues, Palladius is killed. Zelmane thereupon—like Viola in Twelfth Night and Julia in Two Gentlemen of Verona—dresses herself as a page, and, thus disguised, and under the name of Daiphantus, offers her services to Pyrocles. He accepts, and the girl travels with them on their adventures, growing ever more distressed over the reports of her father's wickedness, which she thinks will keep Pyrocles from loving the daughter of so base a knight. Finally the news of her father's mortal danger causes her to die, but on her death-bed, revealing her identity to Pyrocles and Musidorus, she begs them to rescue her father and, on their arrival in Greece, to assume the names of Daiphantus and Palladius. Their compliance with this second request causes the reader, at the beginning of the story, much perplexity.

The life history of Parthenia is equally
sad. Parthenia, an Arcadian of wonderful beauty, is loved by two suitors, Argalus, whom she loves, and Demogoras, whom her mother commands her to marry. At her mother's death, Parthenia determines to wed Argalus, whereupon Demogoras, in revenge destroys her beauty by means of poison. Parthenia then refuses to marry Argalus, since she thinks he can not care for her if she is ugly. She goes away secretly, leaving Argalus to mourn her loss. Some time later she returns restored to her original loveliness, and, saying that Parthenia is dead, offers, because of her strange resemblance to that lady, to marry the unhappy Argalus. The faithful lover, however, endures well this test of his fidelity, and refuses her, whereupon Parthenia confesses her identity, and the two are married. Their life is happy until Amphialus carries off the Arcadian princesses to his castle, and Basilius summons his knights to the rescue. Argalus, as one of the chief warriors, engages in single combat with Amphialus, and is killed. Parthenia then disguises herself as a knight, and, challenging Amphialus to battle, fights with him despite his chivalric unwillingness to conquer a weak opponent. At last she falls, slain by the same hand that had killed her husband.

The Arcadia was left unfinished at Sidney's death, and to this fact may be ascribed not only a hiatus in the manuscript, but the incompleteness of several of the inserted stories. Thus Amphialus, who carried off the heroines to his castle, is nearly killed in combat, and is taken away by a lady who loves him, but whom he has scorned. The reader supposes that he will suddenly feel affection for her, after the convenient fashion of pastoral romances, but Sidney has not definitely ended the suspense. Again, a lady is left to languish in a tower, knowing she will be burned to ashes unless Pyrocles and Musidorus rescue her before the expiration of two years, and yet these heroines, at the conclusion of the story, are thinking only of their brides. Sidney ends his romance by saying that such unfinished sub-plots as these "may awake some other spirit to exercise his pen in that wherewith mine is already dull-ed," but no one ventured upon this task except Richard Baling, whose imitation of Sidney was not successful.

The story of the Arcadia is frequently uninteresting, and this circumstance is largely accounted for by the complexity of the narrative. The characters of the inserted stories appear and reappear at intervals throughout the book, and the reader's mind is taxed to recall their previous history. Many of them, furthermore, are related to one another, and these inter-relationships bring new confusion. Even the central story is not always easy to follow since Pyrocles and Musidorus change their names to Daiphantus and Palladius, and Daiphantus, later, turns into Zelmane, and is referred to by the author in the feminine gender.

Such defects in the story, however, are compensated for by the richness of Sidney's imagination, and by the wealth of material condensed in the book. The minor narratives could well be amplified into plays or short stories. Thus Shakespeare derived the sub-plot of Lear from Sidney's incident of the blind king of Paphlagonia, who turned against his legitimate son because of the machinations of a bastard, whereupon the bastard usurped the kingdom and blinded the king, and the legitimate son rescued his father and prevented him from throwing himself from a rock.

In addition to possessing this richness of material, the Arcadia shows, in its chief personages, a decided attempt at characterization, and, in the introduction of Dametas and his family, an effort toward comic relief. The two heroines are well differentiated, and even Amphialus, the villain, is portrayed with sympathetic insight. As for Dametas, his wife Miso, and his ugly daughter Mopsa, they are brought in whenever the author deems a change to realism expedient. In comic qualities they fall far below Shakespeare's clowns, but their creation reveals the effort of the author to mitigate the bad effects of an undue amount of the pastoral or chivalric. Sidney seems to display poor taste in having Dametas and a fellow clown fight a mock battle just after the tragic conclusion of the combat between Amphialus and Argalus, yet his sudden introduction of comic cowards may be meant to heighten the tragedy of the heroes.

The style of the book has been described as 'Arcadian,' but it possesses most of the traits of Euphuism, such as balanced sentences, conceits, and references to un-natural history. Thus Sidney writes: "This word,
Lover, did no less pierce poor Pyrocles than the right tune of music toucheth him that is sick of the Tarantula." Of Sidney's fondness for repetition and antithesis, the description of Kaiander's house furnishes an example:

"The house itself was built of fair and strong stone, not affecting so much any extraordinary kind of fineness as an honourable representing of a firm stateliness; the lights, doors, and stairs rather directed to the use of the guest than to the eye of the artificer, and yet as the one chiefly heeded, so the other not neglected; each place handsome without curiosity, and homely without loathsome-ness; not so dainty as not to be trod on, nor yet stubbered up with good fellowship; all more lasting than beautiful, but that the consideration of the exceeding lastlingness made the eye believe it was exceeding beautiful; the servants, not so many in number as cleanly in apparel and serviceable in behaviour, testifying even in their countenances that their master took as well care to be served as of them that did serve."

The description of Arcadia is often quoted as showing Sidney's use of pathetic fallacy:

"There were hills which garnished their proud heights with stately trees; humble valleys whose base estate seemed comforted with the refreshing of silver rivers; meadows enamelled with all sorts of eye-pleasing flowers; thickets which, being lined with most pleasant shade, were witnessed so to, by the cheerful disposition of many well-tuned birds; each pasture stored with sheep, feeding with sober security, while the pretty lambs, with bleating oratory, craved the dams' comfort; here a shepherd's boy piping, as though he should never be old; there a young shepherdess knitting, and withal singing; and it seemed that her voice comforted her hands to work, and her hands kept time to her voice-music."

The pastoral elements in the Arcadia, though sufficiently numerous to permit of its classification as a pastoral romance, are not as marked as the chivalric elements. We find, however, eclogues on unrequited love, pastoral gatherings, woodland scenery, an Arcadian setting and a hero disguised as a shepherd. Though the only real shepherd of any prominence—Dametas and his family—are far from idyllic, the remainder of the temporary inhabitants of the forest display love for nature and joy at their freedom from the conventional world.

(To be continued) Estelle Hunt

SOME SUPPLEMENTARY READERS FOR PRIMARY GRADES

Not long ago a boy came to one of our city schools from the country—a lad about nine years old and only in the first grade. The teacher asked him what readers he had read from. He looked at her for a minute and then said, "I hope you ain't like the teacher I just had. She made us read from the same old book until I got tired of the stories in it.—Say, you ain't like her, are you?" There are still those who labor under the delusion that one book a year is enough for the child to read from, and when he has read through it he is given the agony of reading through it again and again, for—according to their way of thinking—he gets as much from the one reader as he would from ten. Drill in the calling of words is to them the sole aim of reading.

In direct contrast to these teachers are those who allow their children to read not one, but many readers during a term; not only the selections which they choose, but those which the children themselves have read and enjoyed. For them, reading means opening the door to a world of good things which would else be forever unexplored.

The day of one-reader-a-year and the day of word-calling has passed. In its place has come reading-for-enjoyment, something which children are encouraged to engage in. An article in The Virginia Teacher for July 1920, "Some New Keys to the King's Garden" by Miss Katherine M. Anthony, sets forth the requirements and standards for reading materials; and it is the purpose of this article to apply those standards to reading materials prepared for children in the elementary school, and specially to books which may be used in supplementary reading.

INEXPENSIVE READERS

These little readers are an attempt to provide supplementary reading material for

the child in the primary school at a reasonable cost. They are bound in paper, but are well printed and the illustrations are above the average. The first book is somewhat formal, but it deals with things of much interest to children. The second book is a real story book, one that any child will love to read. For schools still clinging to the fallacy that a child can learn to read with one primer and one first reader this means of supplementary reading at such small cost should be of great service.

FAIRY STORIES

This group of nine fairy stories, each story attractively illustrated with silhouettes by Katherine Buffman, makes a volume of charm and attractiveness. The fairies are real, and enough is left to the imagination of the reader to make them fascinating and interesting. The book is larger than the average reading book, but each page is divided in two columns so that the child can read it with comparative ease. Because of its price it is not a practicable school book, but it would make an ideal gift for any young child, and he would take great pride in sharing the stories with his friends.

RHYMED ETIQUETTE

It is a well known fact that whenever one has any thing with which he wishes to impress people, that thing must be presented in such an attractive way that the reader is at once caught by unusual words or phrases, by some outstanding picture, or by the unusual style. The author of Littleman's Book of Courtesy has done all of these. The lessons to be taught are those which every "little man" should learn, and they are presented in a pleasing manner, bound to make a lasting impression upon the reader without making him feel he is being preached at.

The use of the knife we only permit When the eater shall find real need of it. Joins and fowls and hard things all Do bespeak a knife to be cut withal. Some cabbage and baked potatoes too Will need a sharp edge to cut them through.

2 Tales from the Secret Kingdom, by Ethel M. Gates. New Haven: Yale University Press. 1920. 94 pages. ($2.00).

With your hands it is well to break your bread. Unless there is butter or jam to spread. May you never lack bread in the larder bin. This do I pray for you, Manikin.

The words and phrases are indeed striking, and the style decidedly English. There is good humor in it, too, such as

A stooping gait it soon begets
To wear the hands in the side pockets.
With hands in your pockets, my Manikin,
You shall waddle in your walk, as a fool penguin.

Because of the cost of the book it would not be feasible to have more than one copy in the school library; but used now and then in the third grade in connection with the teaching of health, it would be very helpful.

A STORY ABOUT GRAMMAR

Grammar is, truly, under the magic spell of the fairies when it can be transformed by the simple change of a few letters from dry, uninteresting Grammar to Ram-marg—new and full of surprises. The parts of speech, in the form of fairies and under the guidance of Ram-marg, made their appearance to John Henry Arthur Percival Sparks in a way which he never forgot. He, like many more boys, saw no use either in learning them or using them correctly until after each had paid him a visit. Their visits are described in a pleasing and refreshing manner. This book used in connection with the learning of the parts of speech will add much interest to the work, and the device employed—that of showing John Henry each day embarrassed by the inability to use one or another of the parts of speech—will help children get the fundamentals of grammar.

INDIAN STORIES

This book contains thirty-five stories and poems of Indian life, well chosen and interesting to young children. Many of the stories center about the life and adventures of Hiawatha. The print in all of the poems but one is much too small for any child to read and the illustrations are poorly placed. One must not forget that the me-
chanical make-up of such a book is quite as important a factor as the content if skill in silent reading is to be developed; and although the material in the book may be from the very best sources, unless it is arranged so the child can read it, it is practically worthless. It seems a pity that a publishing company which gets out such splendid materials should ever have paid so little attention to form.

THE CLIFF DWELLERS

The way in which the story of Lolami is told is enough to induce every boy and girl to read it. Clear word pictures, vivid descriptions, and interesting characters make it a book of unusual value. The author aims to make the story "a reliable picture of cliff dwellers, their lives, and their houses."

CLASSIC STORIES

Because of the similarity of the two volumes of classic stories they can be treated together. The author has the right ideas regarding the kind of reading materials children should have. She has brought together the best stories and poems suitable to young children, but the publishers have lost sight of the fact that the hygiene of reading plays any part. The print is very poor; it would be next to impossible for any child in the first or second grades to read the stories in Classic Stories without serious eye strain. The illustrations are poor and are badly placed, dividing the pages unevenly. More Classic Stories is superior to its companion from the standpoint of make-up, yet there is much room for improvement.

ADVENTURE

Robinson Crusoe fills a need in the life of every young boy. Full of experiences of a good, clean, high type, it appeals to the adventurous nature of the eight and nine-year-olds. The authors, in the preface, say, "It is supposed to follow the study of the Classic Stories for Little Ones and to precede the Pioneer History Stories, which recount the stirring events in the lives of those heroes who first broke ground for our American civilization in the Mississippi Valley. Crusoe is the transition from myth and fairy tales, where the imagination is untrammeled by the practical, to the study of real biography."

It will prove to be valuable supplementary reading for children in the third grade. The appendix in the edition for teachers and parents is full of valuable and helpful advice.

MARY LOUISE SEEGER

KINDERGARTENS PREVENT RETARDATION

In a recent study of attendance figures made by Mr. W. F. Webster, assistant superintendent of the Minneapolis public schools, the kindergarten is found to be an important factor in cutting down retardation, according to School Life. In the years 1900 to 1910 approximately one-third of the children in the Minneapolis schools were obliged to repeat the work of the 1B grade, but as kindergartens began to be established the distribution of children for each grade became more regular.

The gradual decrease of wasteful retardation is largely effected by the proper functioning of the kindergarten, Mr. Webster asserts. Children get off on the right foot, and it is easy for these fortunate children to go from grade to grade without stumbling. For getting the right start, the time in the kindergarten appears to be just as worth while as the time spent in the first grade.

Certain habits necessary to school life are established here as easily as a year later. A child must be "broken" the same as a colt. To do as one is told when told, to live amicably in a group, to establish solidarity, and to recognize the rights of others are at the very foundation of democracy's ideal school. This training is valuable in its effect, just as learning to read is valuable, and the cost is almost negligible.

Mr. Webster shows that it has been the best kind of economy to provide kindergarten training for the beginning children instead of paying for them to do the work in the 1B grade twice over. He describes "the happy confidence of the child who never stumbles and falls," and his conclusion is that, in the light of the facts that he has presented, "the kindergarten is an asset and not a liability."


8 Robinson Crusoe, by Lida B. McMurray and Mary Hall Husted. Bloomington, Ill.: Public School Publishing Co. 121 pages.
VIEWS OF OUR EDUCATIONAL CONTEMPORARIES

COLLEGE TRAINING IS WORTH NEARLY A THOUSAND DOLLARS A YEAR TO MIDDLE WEST FARMERS

That a college education is the best investment a young farmer can make is shown by investigations in various agricultural regions of the country, reported by the University of Missouri Bulletin. Not only do the results show that a college graduate makes more money than a common-school graduate, but that a high-school graduate also has a monetary advantage in proportion.

Of tenant farmers in Indiana, Illinois, and Iowa, it is shown that the labor income of the man with a high-school education averages $526 more than that of the man with only a common-school education. A further increase of $453 is earned by the man with a college education, making the difference in labor income of the common-school graduate and that of the college graduate $979. Approximately the same result appears from a survey of the incomes of 635 Kansas farmers.

Of 409 farmers in Nebraska, those who had attended high school made 32.1 per cent more than those who had had only a common-school course. Men who attended college make 19.7 per cent more than the high-school men, giving the college man an advantage over the common-school man of $1.8 per cent.

In an inquiry as to those who earned more than $1,000 a year, a Cornell University report shows that while 5 per cent of the farmers with a district-school education were in the class that had labor incomes of more than $1,000, 30 per cent of those with more than a high-school education were in that class. This report estimates a high-school education to be worth as much to a farmer as $6,000 worth of 5 per cent bonds, and a college education nearly twice as much.—School Life.

WORKING WOMEN AS STUDENTS

Bryn Mawr College is trying a summer school experiment this year that is a novelty in this country, although somewhat similar ventures have proved successful in England. It is of unusual interest, and, if it works well, may prove to be of great value, not merely to those who will benefit directly but to industry at large.

This summer school, to be held for two months beginning June 15, is to recruit its students from the ranks of women workers in factories, stores and other industries from all parts of the country. Candidates as young as 18 years will be admitted if they show sufficient qualification, but it is expected that most students will be older women, up to about 35 years. The primary purpose is stated to be the development along "broad and constructive lines of young women of character and ability who have shown a natural aptitude for leadership so that they may exercise an increasing influence in the social and industrial world."

Therein lies the signal value of such a school: it recognizes that the primary need of labor is better, more enlightened, more fully equipped leadership. Such education offers the best answer possible to ideas based upon inadequate knowledge of elemental facts.

But it is also significant that the college in giving this opportunity is assuming no attitude of grandmothersly superiority or dictatorial authority. Its attitude is rather that of the elder or more fortunate sister who is willing to help. The school is to be under a joint control, representing on the one hand the college and on the other a committee of the women workers themselves. And the courses of instruction offered are those actually requested by the students themselves. The selection thus made is striking. English and literature head the list, followed by eco-
nomics, history, elementary law, physiology and hygiene, the "origin and evolution of the earth and of life," psychology and "appreciation of art." Such a choice made by more or less mature young women without class predisposition, is in itself a fine testimony of faith in the practical value of cultural education.

The British prototype of this school was founded at Ruskin College, Oxford, in 1899 on a small scale. If the idea works well at Bryn Mawr, there is no obvious reason why other college and university "plants" should not be put to the same uses in summer. The experiment will be worth watching.—Baltimore American.

AN APPEAL FOR OUR PUBLIC SCHOOLS

Throughout the country, teachers are now being selected and salaries fixed for the coming year. Hundreds of thousands of public school teachers will be employed during the next few weeks. In recognition of the momentous importance of this fact, the National Education Association has given out the following appeal to school boards and citizens:

This is no time for extravagance in governmental expenditures. Appropriations should be carefully scrutinized and all unnecessary items eliminated. The times demand the application of the best business principles in the conduct of public affairs.

However, there can be no retrenchment in the support of education. Money wisely expended for this purpose is an investment in citizenship and an insurance against the revolutionary conditions which exist in countries whose peoples are ignorant and illiterate.

Our free public school system is an integral part of our free government, essential to its life and prosperity. The only secure foundation for democracy is an enlightened and intelligent electorate. A government of the people and by the people can be no better and no stronger than the composite citizenship of which it is constituted.

This fact was recognized by the far-seeing statesmen who founded this Nation. William Penn declared that the only way to preserve free government was by the education of all its citizens, "for which," said he, "spare no cost, for by such parsimony all that is saved is lost." Washington urged his countrymen "to promote as objects of primary importance institutions for the general diffusion of knowledge." Jefferson, Adams, and Madison taught that the education of all the people furnishes the greatest safeguard for our free institutions.

The greatest need of our country today is competent, well-qualified teachers to train the future citizens of the Nation. We must get rid of the incompetent and unprepared in our public schools. The schools of tomorrow should be taught only by the best, and the profession of teaching must be made so inviting that it will attract and hold the best. Any reduction in the salaries of teachers or any failure properly to appreciate the importance of education will turn from the teaching profession those young men and women now preparing for their life's work who should be secured for this most important field of public service.

Let us cut down expenditures for luxuries. Let us reduce appropriations wherever it can be done with safety, but for the perpetuity of those ideals and principles which are nearest to the hearts of the American people, there can be no backward step in the development of a strong, intelligent, patriotic citizenry, upon whom must depend the preservation of the things for which we have made such sacrifice in blood and treasure. The hope of America is in her free public schools. To elevate their standards and promote their efficiency should be the purpose of every American statesman and citizen.—N. E. A. Press Service.

HIGH STANDARD AND LOW PAY

The pay of teachers is adequate only when it results in giving to all the schools competent teachers, teachers fitted for their great work by native ability and disposition, by general education, by professional instruction and training, and by experience both in school and in the practical things of life.—P. P. Claxton.

Such is the standard for the American public school teachers as set forth by the United States Commissioner of Education. It is no arbitrary standard he has evolved. He has merely formulated and enunciated the demands made upon the man or woman who aspires to teach by the patrons of the public school—the parents who send their boys and girls there to be educated.

It is a high standard, but not too high. In any other profession or business one
measuring up to it could command his own salary, and it would be written in imposing figures. It is not so in the schoolroom. There is such a wide discrepancy between what the American public demands in education and what it is willing to pay, that it is no matter for surprise that thousands of cultured, devoted men and women who can meet the Claxton standard are refusing to work for a shameful pittance and are seeking more remunerative fields.

The South, with its professedly high ideals, is the greater offender. Its figures tell a disgraceful story. In the matter of average salary paid to all their teachers, according to the figures of Mr. Claxton, ten of the Southern States are at the bottom of the list. Only three Northern States, West Virginia, Maine and Vermont, are so meager in their rewards to the teachers, and they pay more than any of the Southern States, with the exception of Louisiana and Texas.

Read a part of the list, see what the average annual salary is, and it will not be necessary to seek further for the reason why the world taunts the South with its illiteracy: North Carolina, $284; Mississippi, $291; South Carolina, $315; Alabama, $345; Kentucky, $344; Georgia, $366; Tennessee, $370; Florida, $383; Virginia, $385. In these same Southern States the average salary in the city schools is little better. Here in Virginia it is $587; in the rural schools, $314, and in the high schools, $819.

What a travesty on education it is to demand such qualifications as Mr. Claxton outlines, and then ask the teacher meeting them to devote his time and his service to a public that is so unappreciative and ungrateful as to offer a salary of $314 a year in the country, or $587 if he takes a place in the city! What unskilled day laborer would not laugh to scorn one so foolishly audacious as to ask him to work for such a beggarly sum.

While the South is the greatest offender the country as a whole has cause for shame at what it pays its teachers. The average rural salary for all the States is only $479, for city teachers, $854; for high school teachers, $1,099, with a general average for all teachers of $635. Is it any wonder that education has become a grave national problem?

Either the standard must be lowered, or the emoluments must be raised. If the first is unthinkable—as it is—then the latter is necessary. The public should understand that the teaching profession must be adequately paid if its effectiveness is to continue. Virginia is low in the list, only eight States paying lower salaries, but it is waking up to the conditions and necessities, and before long we hope to see it leading the movement for decent salaries to teachers who can qualify to the standard.—Richmond Times-Dispatch.

BRITISH AMBASSADOR SPEAKS

"I believe most profoundly that it is the duty of every university to plant in the minds of its intellectual children a true understanding of the cost of war, so that never light-heartedly will they let their Nation turn to the dread arbitrament of arms. I have acknowledged that in the world as it is the choice for a nation may be to fight or die, but I believe that now is the time for the English-speaking people, with their great and peculiar advantages, to resolve that never again will they permit the fair world to be devastated by unnecessary war if by standing firmly together they can prevent it.—Sir Aukland Geddes, at University of Virginia Centennial Celebration.

VI

RECOGNIZING THE PRINCIPLES THAT SHOULD GOVERN THE TEACHING OF SPELLING


Later than perhaps any other common school subject, spelling is just now coming to be regarded as a subject which must be taught and in which it is possible to distinguish between good methods and bad methods. There have been in recent years various revisions of old spelling books, particularly in respect to excluding uncommon and fantastic words from the content; but until now there have been no spellers built in conformity with the
generally admitted principles that should govern the teaching of spelling in the common schools.

Both of these new spelling books have the same point of departure, recognizing as the three fundamental problems in the teaching of spelling these questions:

1. What words should a pupil know how to spell when he finishes the elementary school?
2. In what grade should each particular word be taught?
3. What are the most economical ways of learning and teaching spelling?

In the Text and Study Speller, Professors Horn and Ashbaugh—both of the University of Iowa—have provided a list of 3,800 words chosen from five scientific investigations of 690,000 running words, besides the Jones study of 1,690,000 running words. All but a few of these 3,800 words are found in correspondence, newspapers, and children's compositions.

In the Lippincott Speller, Professors Horn and Ashbaugh—both of Harvard University—have provided a list of 3,998 words compiled from nine scientific investigations of 700,000 running words of correspondence, with 580 additional for supplementary use.

That the content of a speller for use in the graded school should be made up of the words most frequently used in correspondence is only another way of saying “It is unwise to have a pupil spend the greater part of his spelling time upon words that appear only in his hearing, reading, or speaking vocabularies.” (Tidyman—The Teaching of Spelling.)

Meeting the second problem, that of placing each word in the proper grade, has likewise been solved for both spellers by scientific investigation. Apparently Horn and Ashbaugh have been more diligent in their arrangement of words. Ashbaugh ranked the 4,678 words according to ease of spelling. They were also ranked according to frequency of use in the correspondence studied. As a check on these rankings, the words were compared with the vocabularies of ten readers for the first, second, and third grades. The words most frequently used, easiest to spell, and found in most first readers are therefore grouped for study in the first grade. There are 150 of these. Above the third grade, the vocabularies of readers were not considered.

Starch and Mirick claim for their speller that “no word appears in any grade that pupils in that grade have not been found by investigations to be using frequently.” (p.1x), but do not describe their investigations.

Both spellers recognize certain cardinal principles of method in teaching spelling. Both books insist on the importance of testing children on a group of words first, then teaching only such words as give general trouble. Both books stress the importance of having pupils keep individual word lists made up of those words which each has had difficulty with.

Both spellers contain introductions that will be of great value to teachers who wish to teach spelling according to correct and proven methods, who are unwilling to face the class with the instruction, “Take the next ten words for the next time, and study them hard.”

A unique feature of the Horn-Ashbaugh speller lies in its arrangement of words in columns of twenty, (except in the first grade words, which are in columns of ten), with a standard number of errors listed in each column. By this means the pupil is able to compare the number of errors he makes in spelling each group with the number of errors made by children from all over the country.

Horn and Ashbaugh lay down as the four points which must be kept in mind, as more important than any others, that:

1. The teacher must test pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on the test.
3. He must be taught an economical method of study.
4. He must see clearly what progress he is making.

Their book is designed to make pupils independent and once pupils have mastered the suggested method of studying spelling, the advance should be steady. Each week’s spelling work will consist of twenty new words and twenty review words.

The most difficult words recur in later lessons, and for most grades there are four review lists under or twelve supplementary lists. Four dictation exercises are added at the end of the book, and in these are found many words which occur frequently in correspondence and which eighth-grade pupils most often misspell.

Teachers using the Horn-Ashbaugh book are advised to have pupils mark as wrong words that are misspelled, words that can not be read, and words in which any change from the first attempt at spelling has been made. The authors add, “Be sure that each pupil understands that until he is able to write a word correctly the first time, he has not sufficiently learned it.”

Starch and Mirick, on the other hand, in their “Suggestions to Teachers,” advise that teachers allow time for pupils to look over their written work for errors. They believe a teacher should accept a corrected paper, and that pupils should be commended for discovering and correcting their own errors in every spelling lesson.

Stated in other words, Horn and Ashbaugh would have teachers look for evidence of correct habit-formation, and advise them to consider words not a part of the child’s spelling vocabulary isl the habit is strong enough to show itself in the initial spelling; Starch and Mirick take into consideration the possibility of “mental lapses” when children spell words wrongly, though they “know better.” The advantages of these two different methods seem to call for further and more complete investigation.
The Starch and Mirick book is designed to strengthen children in language studies as well as in spelling, and it is valuable as a vocabulary-builder. Attention is given to derivations in the little "Stories about Words" that follow the spelling lists for each grade. From the fifth grade through the eighth, consideration is paid to synonyms and antonyms by the grouping of words. Other groups include words used in other common school subjects.

Recognizing the necessity of word-familiarity before pupils can be expected to spell words correctly, the authors say: "Correct and distinct pronunciation and familiarity (not simply acquaintance) with the common meanings of words are of equal importance with correct spelling, and should be emphasized before dictation for spelling." (p. 1, Second Book.)

In line with this statement, there are numerous exercises calling for the use of words in incomplete sentences; and exercises making necessary the use of the dictionary are frequent and in many cases excellent in the variety of devices employed. Speaking of spelling rules and the reasons for not including them, the authors say "If one must wait to test his spelling of a word by a rule, he is not master of that word. In case of doubt a dictionary is a much more reliable guide than a rule, for the very word in question may be an exception to the rule." (p. xv, Second Book.)

To stimulate individual pupils to excel in their own records, individual graphs are suggested and illustrated (p. xvi, Second and Third Books.)

If simplicity of plan and arrangement and encouragement of self-teaching are the strongest features of the Horn-Ashbaugh spelling, then the Starch-Mirick spelling is notable especially for its exercises to promote use of the dictionary and its detailed aids to teachers.

C. T. LOGAN

VII

RECENT BOOKS OF INTEREST TO TEACHERS


Believing that new and useful forms of knowledge have recently been discovered that must be introduced into our schools and that purportiveness or scientific determination is even now replacing the blind following of tradition in education, the author attempts to deduce from sociology such objectives as will point the way to progress in these matters. Different chapters of the text deal with the various phases of the American school system, such as the junior and senior high school and a number of the school studies, notably mathematics, arts, history and Latin. There is a certain lack of continuity in the book, due to the fact that the material is largely brought together from various magazine articles.

One does not read far until he is convinced that the author is discriminatingly critical of all phases of educational work. At the same time one is equally impressed that the tools of modern educational sciences, particularly statistics and experiment, are seldom in evidence, indicating the incomplete status of educational sociology and the generality of its conclusions. In the place of such material are extended analyses with many-numbered theses.

One of the large values of the book lies in the large number of Sneddenisms which confront the reader on nearly every page. Consumers' mathematics (that is mathematics for non-producers), alpha ("hard work") and beta ("high-grade-play") studies, the educational John Doe (that is, the fallacy of the average child), the thistles of the classics, the dead-hand study Latin, bankrupt sciences, educational "simples," "fuzzy" and mythical terminology,—these and other terms can not but set the reader thinking, even though the book may not as a whole seem clearly to refine for him either the major or minor objectives in modern education. W. J. GIFFORD


The authors of this book have tried to interpret the evolution going on in high school and junior high school instruction and have drawn heavily upon the work of the Training School of the Kansas State Normal at Emporia. The new idea of the constant or required elements of the high school curriculum is defined as that of the "social core" and includes those elements "of common knowledge and training which individuals of a democracy must have, to live together as free and responsible citizens." These elements must deal largely with health and physical efficiency, citizenship and the mastery of the vernacular. Around this thesis are built up the succeeding chapters which deal with the subjects of the junior and senior high school, the project method of teaching, and examples of efforts at redirection of various schools and school systems.

The value of the book lies not so much in its contribution to educational philosophy but in the concrete examples of good high school projects, in illustrations of the wise reorganization of schools, and in the definite and concrete suggestions concerning the newer content and method of each of the junior high school and high school studies. As meager as is high school educational literature at the present, the book is therefore bound to be of real use to high school principals and teachers, although its permanent value may not be such as to place it among the really great books on education.

W. J. GIFFORD

The revised edition of this excellent text is in keeping with the high standard set by the authors and their publishers in their science publications. The present edition marks a number of improvements in an already deservedly popular text on general science: it has been almost entirely rewritten, and the results of recent scientific discoveries and educational experimentation have necessitated the addition of some new material in connection with a number of topics. Particular attention has been given to household, community, and industrial problems. At the beginning of each chapter a list of questions for discussion gives special significance to the text and the experimental work which follows. A large number of new illustrations are included. The text represents undoubtedly much of the best thought on the subject of general science and will meet a response commensurate with its merits.

James C. Johnston

THE YOUNG WOMAN CITIZEN, by Mary Austin. 600 Lexington Avenue, New York: The Woman's Press. 1920. 183 pages. (Paper, $1.00; cloth, $1.75).

Mrs. Austin, in addressing the women of America, aims to awaken in them a sense of their social and moral obligations in establishing the world-democracy. The book is a brilliant presentation of the responsibilities that are assumed with the privilege of voting, together with a comprehensive survey of the development of the citizen from the age of savage tribes to the "present era of tumbling autocracies." Mrs. Austin is one of the most eminent women of to-day. She has lived in different parts of the world and has been a close observer of civic, economic, and social conditions. She writes easily and beautifully, but she has passed from the academic stage to the arena of life and is accordingly more concerned now about telling people the truth than she is about saying things that are merely pleasant. "The Young Woman Citizen" is a book that should prove of interest and practical value to all of our citizens.

J. W. Wayland


This compact little book is edited with all the care which the Clarendon Press name implies, though the number of actual notes is reduced to the minimum. It contains a discriminating and sympathetic introduction and the essays on Wordsworth by Coleridge, Hazlitt, and Do Quincey. The selections from the poet himself cover the pick of his shorter poems and more than forty pages of his prose. Valuable as is this last in giving Wordsworth's poetic creed, one might regret—if a reviewer must seek something to regret, even in the most satisfying book—that the volume does not include also some rich passages from the Prelude in which are found these same views, but uplifted and winged with poetry.

Elizabeth P. Cleveland

VIII

SCHOOL ACTIVITIES

The largest enrolment in the history of the school registered for the first term of the twelfth summer session. At the end of the first week the figure stood at 646; and advance registration for the second term already points to a registration in excess of 250. The large increase in registration for the second term, August 1 to September 2, is due to the fact that all courses offered during the first term will be repeated; and to the additional fact that many persons who could not get accommodations for the first term preferred Harrisonburg during August to any other school during July.

Through the good offices of President Duke, Governor Westmoreland Davis, who was passing through the Valley in his automobile, was prevailed on to speak at assembly at the morning of June 28. Addressing an audience composed almost entirely of teachers in service, the Governor took occasion to remind his hearers that it was through teachers and only through teachers that there can be aroused a public conscience which will help in the solution of the world's present woes.

"The schools," said Governor Davis, "must teach children their relation to government, their participation in government, the relation of nations to world peace, the importance of law enforcement."

Discussing the question of world peace, the Governor said teachers must mold the coming generation to the idea that it is not necessary to live in a state of armament. "It is idle to talk of peace, if we are all the while spending three-fourths of our revenues to keep ourselves armed to the teeth."

Year in and year out, the temperature at
Harrisonburg during the summer school sessions is appreciably cooler than at any of the other large summer schools of the state. Its location in the Valley of Virginia, with cool blue mountains visible to the east and to the west; its nights when blankets must be pulled up; its excursions to mountains, springs, and caverns—all these are drawing cards, and perhaps have some influence on the large enrolment which the Harrisonburg summer school enjoys.

But this summer! What heat! What lazy afternoons! What sudden showers! Can one hereafter sing paean in praise of Harrisonburg's summer school climate?

Hard to say, you think? No. The question would never have been raised if there were not an easy answer. We can conscientiously look forward to Harrisonburg as the coolest summer school in the state when 1922 comes around. For hot as it is in Harrisonburg, reports from all the others assure us that we are still the coolest—even this hot weather.

Harrisonburg boasts one of the few training schools available for summer school students in the entire South.

A Summer More than 240 children of Harrisonburg are enrolled, and under the direction of Miss Ethel Spilman regular instruction is being given in the first seven grades. Ten normal school students are doing their practice teaching under the supervision of Dean W. J. Gifford, practice teaching having been introduced for the first time this summer.

The school has been popular for several summers, but the present enrolment is much the largest it has enjoyed. It became necessary to increase the staff of teachers, so many children applied. This was accomplished through the cooperation of the City School Board of Harrisonburg. The training school staff consists of Miss Ethel Spilman, principal; Miss Georgiana Stephenson, of the Waterman School, Harrisonburg, seventh grade; Miss Vada Whitesel, of the Main Street School, Harrisonburg, sixth grade; Miss Catherine Harrison, of Clarendon, Fairfax county, fifth grade; Miss Katie Lee Ralston, of the Main Street School, fourth grade; Miss Sara Roller, of Harrisonburg, third grade; Miss Pauline Miley, of Winchester, second grade; and Miss Martha Christian, of Winchester, first grade.

Assembly period comes early these summer mornings—at 9:30 out under the big tent top in the open-air auditorium. For some strange reason it never rains at this hour and the period out in the open prepares one to go through the rest of the day with fewer sighs about how hot it is. During the first week of the summer session a number of the clergymen of the city participated in the exercises, and there have also been some pleasant mornings devoted to music.

Musical programs have included the enjoyable solos of Miss Essie Stofberg, of Baltimore, and of Miss Dorothy Williams, of Newport News. One morning Rabbi J. E. Schvanenfeldt of Harrisonburg gave a program in which he discussed each of the songs, ending with "Celeste Aida." Another morning W. H. Keister, of Harrisonburg, who is almost as good a "sing" leader as he is school superintendent, got the whole crowd to smiling and singing as they had never sung before. He called for "pep" and got it.

The Clifford Devereux Company of Players presented three excellent performances in the open-air auditorium Friday and Saturday, July 1 and 2. Maeterlinck's Monna Vanna was given as the opening play, with Rostand's The Romancers as a matinee and Bulwer-Lytton's Richelieu Saturday evening. Unfortunately the attendance was smallest Saturday evening when by far the most effective dramatic number was given. Mr. Devereux gave a striking delineation of the crafty cardinal; and on every hand it was said that Devereux in Richelieu was the best thing that a summer school audience had seen here in years.
On the Wednesday morning preceding the arrival of the Devereux company, Conrad T. Logan spoke at assembly of the three dramatists, indicating briefly the character of each of the plays.

President S. P. Duke attended the summer meeting of the National Education Association at Des Moines, At N. E. A. Iowa, July 3 to 10. Mr. Meeting Duke went as a representative of the Virginia State Teachers Association by appointment of its president, Dr. Wm. R. Smithey, of the University of Virginia.

Departing from the usual custom of a faculty reception during the first week of the summer session, the committee this year arranged in its stead a "Faculty Frolic" for Saturday night, June 25.

The affair was to have been held in the new orchard, part of the newly-acquired Smythe property, and was announced by the summer school social director, Miss Randolph, as an "orchard-warming."

But "the rain it raineth every day," and so the affair was transferred to the dining hall. Members of the faculty officiated at various tables, serving all kinds of picnic delicacies—including the inevitable hot-dog—to all comers, cafeteria-style.

Suffice it to say that a "pleasant time was had by all."

Dr. Converse, Registrar, has announced the following honor list of students for the third quarter, session of 1920-1921:

**Third Quarter Honor Degree Class—All "A":** Salie Lewis Browne, Mrs. W. G. LeHew, Loudelle Virginia Potts, and Vergilia Pendleton Sadler. As near "A" as "B", or nearer: Julia Ethel Parrott, Lena Maude Reed.

**Senior Class—All "A":** Frances Marling Sawyer. As near "A" as "B", or nearer: Coralease Virginia Bottom, Martha Frances Brown, Caroline Hellen Muse, Edith Rowland Ward, Grace Emma Henty, Charlotte Anne Morris, Estelle Howard Baldwin, Marie Catherine Dove, Lucy Corinne Evans, Annie Katherine Hundley, Margaret Lynn Lewis, Virginia Josephine Mecartney, Frances Louvenia Oakes, Iona Mae Wimbrough, Helen Laura Baber, Anna Seaton Cameron, Eunice Elizabeth Lambert, Frances Tabb, Alma Josephine Taturn.

In addition to the list of recent appointments published here by authority of Dean W. J. Gifford, chairman of the Appointments Committee, there are no doubt a considerable number of 1921 graduates who have not yet informed Dean Gifford of their decision with regard to positions offered them.

As word is received each day from other graduates not included in the following list, THE VIRGINIA TEACHER hopes to publish a supplementary list in the August issue which will inform readers as to the prospective location of those students not here included.

Helen Baber—Home Economics, Round Hill High School.

Louise Beatty—History and English, Lucketts High School.

Hazel Bellerby—History and English, Westhampton High School.

Coralease Bottom—Kindergarten, Richmond.

Willie Branham—Grammar Grades, Cherrydale.

Mattie Brown—Music Supervisor, Danville.

Mary Brown B. S.—Home Economics, Lincoln High School.


Agnes Christian—Grammar Grades, Richmond.

Lila Deisher—History and English, Clifton Forge High School.

Maria Dove—Grammar Grades, Winchester.

Mary Dunn—Latin and English, McGaheysville High School.

Lucille Eubank—Grammar Grades, Norfolk.
Esther Evans—Home Economics, Sparta High School.
Mary Ferguson, B. S. — Grammar Grades, Richmond.
Louise Gibboney — Science, Lawrenceville High School.
Gladys Gwynn—Primary Grades, Norfolk.
Grace Henty—Grammar Grades, Roanoke.
Marion Hodges — Primary Grades, Portsmouth.
Rosa Hopkins — Home Economics, Central Academy, Patrick County.
Frankie Jones—Primary Grades, New castle.
Lena Kemp — Home Economics and Grammar Grades, Hampton.
Marie Kilby—Grammar Grades, Winchester.
Reba Kramar—Primary Grades, Raphahannock County.
Lucie Land—Primary Grades, Danville.
Gladys Lee—Junior High School Mathematics, Winchester.
Mrs. William LeHew — Grammar Grades, Harrisonburg.
Blanche McCauley — Grammar Grades, New Hope.
Lucile McClung—Primary Grades, Harrisonburg.
Margaret Martin—Grammar Grades, Middle brook.
Vernice Miller—Primary Grades, Norfolk.
Vada Miller—Grammar Grades, Rural Demonstration, Junior High School, Pleasant Hill.
Jessie Mish—Primary Grades, Staunton.
Ruth Moon—French and English, Richlands High School.
Charlotte Morris—Grammar Grades, Raphahannock County.
Hellen Muse—Primary Grades, Petersburg.
Lula Pipps—Grammar Grades, Chincoteague.
Loudelle Potts, B. S.—Home Economics, Winchester High School.
Elizabeth Redd—Home Economics, Barboursville Junior High School.
Lena Reed, B. S.—Latin, Martinsburg (W. Va.) High School.
Edythe Robson—Grammar Grades, McLean.
Ruth Rodes, B. S.—Science, Woodrow Wilson High School, Portsmouth.
Emily Round—Science and Home Economics, McLean High School.
Vergilia Sadler, B. S.—English, Fairfax Hall Academy.
Frances Sawyer—Primary Grades, Norfolk.
Mary Elizabeth Smith — Grammar Grades, Cherrydale.
Gertrude Smith — Grammar Grades, Cherrydale.
Frances Tabb—Grammar Grades, Portsmouth.
Alma Tatum—Home Economics, Apple Grove High School.
Mary Thrasher, B. S.—Primary Grades, Norfolk.
Edith Ward—Primary Grades, Norfolk.
Genevieve Warwick—Home Economics, Norfolk Elementary Schools.
Elizabeth Wimbish — Private Kindergarten, Roanoke.
Iona Wimbrough—Grammar Grades, Chincoteague.
Ruth Woody—Primary Grades, Portsmouth.

IX

NEWS AND NOTES OF THE ALUMNAE

Miss S. Frances Sale, formerly a valued member of the faculty of the Harrisonburg Normal School, but more recently of the Mississippi State College for Women, was a visitor recently welcomed by our school and town. At present her headquarters are at Lexington, Mississippi, but she is traveling over the country examining into the conditions of instructions and of beneficiaries who, in obtaining an education, receive aid from some benevolent fund.

Miss Elizabeth Cleveland attended the wedding of Miss Jennie Loving and Mr. William Hugh Sadler at Wilmington, Virginia, on the morning of June 29. Miss Loving was one of our honor graduates in 1916 and has since proved herself a most excellent teacher and school principal. Mr. Sadler, a young business man of Charlottesville, is brother to Miss Vergilia Sadler, who this year took the B. S. degree here.
The standards and the handicraft of Blue-Stone Hill were very definitely remembered and honored in this wedding. Most of the girls of the bridal party were old students, and they resolved to put into practice the principle of beautiful simplicity so deeply inculcated by Alma Mater, and to demonstrate the fact that a wedding may be "the very prettiest ever" without entailing great expense. Hence no milliner, dressmaker, baker, or caterer had any share in the preparations; and yet the occasion was truly beautiful and complete. The white satin wedding gown was the bride's own creation, and the tiny organic roses which gracefully caught up her veil here and there recalled the millinery room in Maury Hall. The bridesmaids themselves, in pink organdie dresses and hats of their own manufacture, looked like summer blossoms as they stood against the masses of greenery with which they had decked the old historic church. The wedding luncheon table not only offered a feast of the true old Virginia flavor and abundance, but the pyramid of wedding cakes and other dainties were made by Mrs. Moody's recipes, and the decorations and flavors bore the stamp of the Manual Arts Rooms and bespoke loving memories of Miss Mackey, as truly as the hats and dresses harked back to Miss Sale and Miss Wilson.

A few days after commencement a letter was received from Louise Hawkins. She wrote from Cherrydale, but evidently was just on the point of leaving that place for her home at Clifton Forge. She sent a good word of greeting and a nice check for the Alumnae-Students Building.

Mabel Hitt sent us an invitation to the closing of her school in Porto Rico and later, on June 22, mailed a post card from Cristobal, saying: "I am on my way to New York on the transport Cantigny—stopping in Panama for five days. Dr. and Mrs. Edmister are also on the Cantigny."

Gertrude Bowler sent a check for the Home-Coming House, but was too busy to write a letter. Her address is 1602 Park Avenue, Lynchburg.

Rosa Tinder is having a fine summer at Cornell. Her address is 213 Bryant Avenue, Ithaca, N. Y. From reliable reports, she must have broken all good records last year at Winston-Salem, N. C.

Inez Coyner (Mrs. H. P. Burgess), 49 Orange Street, St. Augustine, Florida, sends a picture of the oldest house in her historic city, and with it a good word to all her friends at Blue-Stone Hill. She made a gift to the new building some time ago.

Celia Swecker, who was one of the delegates from our school to the Blue Ridge Conferences, Asheville, N. C., sends a handsome picture of Robert E. Lee Hall and Martha Washington Hall. She reports a fine trip for herself and her associates.

Ray L. Hanger, just at commencement time wrote from Lynchburg and enclosed a substantial check for the Home-Coming House. She was treasurer of the Lynchburg chapter and expressed greetings and good wishes from all of our girls in the Hill City.

On June 25 Ethel Plumb reported on the work that she, Margaret Coleman, and other Harrisonburg girls have been doing at Waynesboro for the building fund. A nice check gave evidence of their interest and industry. She wrote from the University of Virginia, where she is doing special work in history.

Not the least (nor the last, we are certain) of the good things done by the secretary of the Norfolk-Portsmouth Club was the compiling of a complete directory of all the Harrisonburg girls in the vicinity of the two cities named. A copy of this directory was sent to the editor of The Virginia Teacher. Possibly this good example may bear fruit in other fields.

Josephine Bradshaw is now living at Rupert, Idaho. Last year she taught in Staunton, and took part in the organization of the Harrisonburg Club in that city. It is probable that she will teach in Idaho next year.

Connie Fletcher sends a check and a good word from her home at Eagle Rock. She also gives the names and addresses of the following "old students":

Mrs. W. P. Shank (Virginia Allen), Buchanan, Va.
Miss Alice Bell, Eagle Rock
Miss Clara Thompson, Buchanan.

Xenia Holmes wrote last month from Earlysville, Va., where she was principal of the high school. She remembered the Home-Coming House in a substantial way. Her permanent address is Luray.
Mary Lippard writes from West Augusta, where she and Miss Morris of Staunton are teaching a mission school. She says: "We teach in the mornings and visit in the afternoons."

Mrs. Albion W. Knight (Marion Russell) sends her greetings and her gift for the House from Jacksonville, Florida. Her post office box is No. 868.

In this connection we may be permitted to observe that distance from Harrisonburg (and from Virginia) seems in no whit to diminish the loyalty and affection of our girls for the school and its friends.

Miss Mary M. Snead, principal of the high school at McLean, Va., sent in recently a check for the Alumnae-Students Building from Miss Catherine Harrison. More recently Miss Snead supplemented her own gift to the building fund. Both she and Miss Harrison are with us again this summer—Miss Snead teaching in the Normal and Miss Harrison in the city training school.

Delsie Hitt taught last session at Clifton Station. A commencement-time message from her brought us her best wishes and other evidence of her kind remembrance.

Katherine Frazier, formerly of Roanoke, is now Mrs. James F. Gallery, and her address is Glendale, Edgewater, Norfolk. She says: "While I am a 'summer girl' I feel that I am one of the Normal girls, and I know I love Blue-Stone Hill as much as the other girls do." She also sends us the names and addresses of the following:

- Anne Spiere (Mrs. F. L. Brucker), 835 Delaware Street, Gary, Indiana;
- Eileen Spaulding (Mrs. L. E. Steele), Lexington, Va.;
- Myrtle Chockley, 1738 P Street, Washington D. C.

Kate E. Clary, the efficient treasurer of the Harrisonburg Club in Richmond, made another good report just at commencement time, sending in another installment of the funds that are being raised in the City of Seven Hills by our loyal co-workers there. It is said that there are in Richmond almost an even hundred of our Normal girls. We know that none anywhere are more devoted to Alma Mater. In fact, the loyalty of Harrisonburg girls, wherever they are found, is a subject of remark among all observers.

Augusta R. Cullen, 1220 D Street, N. E., Washington, D. C., sent a letter and a check for the Home-Coming House just in time to arrive at commencement. She says: "I am delighted to know of the progress of the Alumnae-Students Building."

Helen L. Bowman wrote not long ago from Petersburg, saying: "I have been appointed to send the enclosed check, which is part of the money we have pledged for the Alumnae Building. We have still more money and shall continue to raise some during the summer months."

Mary Early, during the latter part of last session, was principal of the high school at Fishersville. Several of our girls were associated with her in the same school. And they had a real pageant, on May 31, as part of their commencement program. A number of our faculty who saw the Fishersville pageant one day and the University pageant the next day declared that one was as good as the other—though different. Each was first-class in its field.

Thelma Kean was one of our girls who taught last session at Fishersville. After she reached her home in Madison she mailed us a check for the new building on Blue-Stone Hill.

Grace Gaw recently wrote very interestingly of her work at George Peabody College for Teachers. She, Joe Warren, and Mary Nash have taken a leading part in the re-organization of the Virginia-West Virginia Club at Peabody. All of them, we are certain, will make their mark in the life of the school.

Mrs. John S. Nye (Corinne Bowman) sends her greetings and her check from Saltville. After a sojourn in other parts of the state, she and her husband have decided that Saltville is even a better place than it used to be. She says: "You will find enclosed a small check but 'heaps and heaps' of love and good wishes for our new building."

When Ada Burton sent her gift and greetings she headed her letter "Arno" and then posted it at Appalachia. But wherever she is we are certain that her heart is in Harrisonburg—whenever she thinks of Blue-Stone Hill.

Margaret Stone sends a fine letter from
Callands. She declares: “I love H. N. S. next to my home and the more I think of it and the many happy days spent there the better I love it.”

We were mighty glad to welcome her back at commencement.

Mrs. C. C. Lynn (Neville Dogan) and Mrs. A. A. Hooff (Ruth Round) have sent in tangible evidence of the Harrisonburg spirit in Manassas and the vicinity of that historic town. As representatives of the Harrisonburg Club, or in their own behalf, they are abundantly qualified to speak or to act effectively. Their interest in the building campaign has been most cordial.

Mildred Hoshour writes from Woodstock and sends in a collection of gifts to the building fund from her community. She and her associates are planning to continue their campaign during the summer. “Give my love to all H. N. S. friends and teachers” is her own personal message, but it is, we believe, an expression in which all the Shenandoah girls will join.

Caroline Eisenberg was delegated to convey the subscriptions and gifts of the Staunton girls in the best and the safest way—so she came in person and “carried” them. That is really the best way, and we wish that more of our girls would adopt the same method. The gifts that are coming in for this splendid enterprise are of much worth in dollars and in sentiment. Whenever our girls come with them, literally or figuratively, they are of greatest worth. And this they do, we believe, in every instance.

Helen Ward, Dallas Warren, and others at Chester and Centralia were here in spirit at commencement, if not in bodily presence. And they sent their tokens of good will. Their letters and their gifts to the building fund were much appreciated.

We wish that it were possible to print in this issue of The Virginia Teacher the names of all our girls who are back this year for the summer school. That being impossible, we must content ourselves with saying that they are as enthusiastic and as interesting as ever. It is no mere pleasantry to assert that the constantly growing number of our students, old and new, is our school’s greatest asset. It is a fine and stimulating truth.

MARRIAGES

The following marriages, of recent occurrence, in which our girls are contracting parties, have been brought to our attention: June 18, Mary Lancaster Smith to Mr. Ernest E. Garrison, in Richmond; June 30, Lillie Belle Bishop to Mr. Junius Kemper Staples, in St. Louis; July 2, Mary Stella Meserole to Mr. Philip M. Holt, in Washington.

Miss Smith was the well known and efficient president of the Richmond chapter of Harrisonburg girls for several years prior to her marriage, and is a member of the general committee in charge of the campaign for the Alumnae-Students Building.

Miss Bishop, since 1916, has been one of our popular critic teachers in the city training school. We are glad to know that she will continue to make her home in Harrisonburg.

Miss Meserole is a member of our first graduating class—the famous class of 1911. For the past few years she has been engaged in government work in Washington City.

We beg leave to acknowledge, with appreciation, an invitation to the marriage of Helen Virginia Hopkins, who, on August 4, is to wed Mr. Ralph Miller Hoover, at Cave Hill, the Hopkins home, near McGaheysville.

OUR CONTRIBUTORS

L. R. BROWN is professor of education in Lehigh University.

ANNE B. GILLIAM is a graduate of the State Normal School at Harrisonburg, class of 1921.

ESTELLE HUNT is an instructor in the College of Liberal Arts, University of Cincinnati.

MARY LOUISE SEEGER is the supervisor of kindergartens of the Harrisonburg State Normal School.

CONRAD T. LOGAN is an instructor in English at the Harrisonburg State Normal School.
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