8-1-1921

Virginia Teacher, August 1921

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation
Virginia Teacher, August, 1921, II, 8, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
CONTENTS

I. The Czechoslovak Element in Virginia
   Ruth Tomko 213

II. Summering in the Alleghanies
   Katherine M. Anthony 217

III. Pastoral Romance: A History (Third Instalment)
   Estelle Hunt 222

IV. An Experiment in Reading with a Group of Backward Children
   Pauline Miley 226

V. Aids in the Teaching of Morals
   John W. Wayland 228

VI. The Phonograph in the Classroom
   May K. Brigel 229

VII. A Sugar-Coated Pill: Hard Facts Made Easy to Read
    Juanita Shrum 230

VIII. The Relation of Language to Geography
    Mary V. Yancey Canter 231

IX. Current Educational Discussion
    233

X. Principles of Education
    W. J. Gifford 236

XI. Some Recent Books of Interest to Teachers
    237

XII. School Activities
    238

XIII. Notes and News of the Alumnae
    240

$1.50 a Year Published Monthly 15 Cents a Copy
OF C. H. WARD'S

WHAT IS ENGLISH?

Mr. F. H. Bair, former specialist in English of the New York State Department of Education, said:

"It is by far the best practical counsel for middle-of-the-road English teachers on the market. I heartily hope it may come to the attention of every English teacher and that we may avail ourselves in larger measure of the practical strategy here outlined by a veteran and successful teacher. The book is that rarest of pedagogic products, virile personality and a wide and acute experience translated into transparent and luminous writing."

**No English teacher can afford to go on without its inspiration**

Every one declares that What Is English? has "pep"; why not order one now—$1.50 postpaid?

SCOTT, FORESMAN & COMPANY
5 W. 19th Street
New York City

Attention, Future Teachers and Principals

WRITE us for complete catalogue before making your plans. We carry a complete line of school desks, auditorium chairs and other school furniture, blackboards, crayons, maps, globes, charts, and all school supplies, pictures, report cards, and teachers' supplies, kindergarten furniture and supplies, playground equipment and athletic goods. Any special catalogue and prices will be sent you on request. Every article for schools and colleges.

Write us today for information and prices on your requirements

Virginia School Supply Co.
Box 1177 - 2000 W. Marshall St.
Richmond, Virginia

The Project Method of Teaching

by John A. Stevenson, Carnegie Institute of Technology, Pittsburgh, Pennsylvania

THE various concepts closely related to the project are surveyed by the author with the idea of formulating an adequate definition of the term project as a basis for the further study of the project method. The significance of the project in relation to problem, motive, reasoning, drill, and the curriculum is considered in detail.

THE MACMILLAN COMPANY
64-66 FIFTH AVENUE
NEW YORK

Represented by W. S. Gooch, University, Virginia
WELCOME SUMMER STUDENTS
Let Us Be Your Druggist

Eversharp Pencils, Stationery, Fountain Pens, Inks, Toilet Water, Talcums, Face Powder, Films and Developing.

WILLIAMSON DRUG CO.
Prescription Pharmacy

UNIVERSITY OF VIRGINIA
UNIVERSITY, VA.
EDWIN A. ALDERMAN, LL.D., President
Following Departments are Represented:
The College
The Department of Graduate Studies
The Department of Law
The Department of Medicine
The Department of Engineering
The Department of Education
The Summer Session

Free tuition to Virginia students in the Academic Departments. Loan funds available. All other expenses reduced to a minimum. For catalog or information concerning the University of Virginia, Address the Registrar.

B. NEY & SONS
OPPOSITE POST OFFICE
HARRISONBURG, VIRGINIA

The Strictly One-Price Store

We solicit the students of the State Normal School to deal at our store. We have only one price and no deviation. We think that is the right way to do business.

KNOWLEDGE IS POWER

—if you require service that meets EVERY banking need

—if you DEMAND the best protection that a conservative National Bank of LARGE resources can give

—make this your permanent banking headquarters.

Safest for Savings.

The Rockingham National Bank
Harrisonburg, Virginia
You Can Be As Careful

as you care to be and still be pleased at this store with your purchase. We explain the quality to you and guarantee all we recommend.

Registered Optometrist and a real lens grinding plant. Broken lenses replaced on short notice. At the business twenty years.

D. C. DEVIER
Reliable Jeweler Harrisonburg, Virginia

Smart Shoes

Skillfully molded over graceful lasts from the most approved leathers, expressing in every detail the season's latest styles. An examination of our new models will delight you. Why not come in today?

William B. Dutrow Company
Opposite New Virginia Theatre

The Printer

Who has nothing in his shop but type, ink, paper and presses can give you no more than you are getting—but Brains, Ideas and Service are always interesting—Don't you think so?

NEWS-RECORD JOB DEPARTMENT
PRINTERS OF THIS MAGAZINE
HARRISONBURG, VA.
THE CZECHOSLOVAK ELEMENT
IN VIRGINIA

Bohemia, the native home of the Czechoslovaks, is located in the central part of Austria-Hungary. It is noted for its fertile soil and favorable climate. More than half of the country is cultivated and produces abundant crops. In the mountains are found almost all kinds of valuable minerals, except salt. Bohemia is equally distant from the Baltic, the Adriatic, and the North Seas. Though inclosed by mountains it is easily accessible, because of the Danube and Elbe Rivers. Since known in history it has served as the avenue of many armies.

Besides Bohemia the Czechoslovaks occupy the smaller neighboring territories, Moravia, Silesia, and Slovakia.

The Czechs and Slovaks are sister nations; the only difference is that of dialect, but they do not have any trouble in understanding each other. They are one in history and tradition.

Historical data concerning the Czechoslovaks begin in the seventh century. The territory included what is now Bavaria, and they have occupied a very large portion of what is today Austria-Hungary.

The favorable and protected situation of the Czechoslovaks resulted in a rapid and auspicious development of the people, and had it not been for some of its rulers with foreign sympathies, the nation would have played a greater part among European peoples and would be a different political unit today.

Colonization with Germans and Magyars of parts of Bohemia and Moravia by these rulers was detrimental to the Czechoslovak nation. This continued to the fourteenth century, when it was checked by the revulsion of the people under the leadership of John Huss in the Hussite Wars. The result of these wars was that the Czechoslovak language again became the official language in Bohemia, Moravia, and Silesia.

In the sixteenth and seventeenth centuries German aggression was again felt. Bohemian nationality was ruined by the destructive invasions of the Thirty Years War; their country was almost depopulated; and for nearly two hundred years the nation appeared to be dying. The Protestant religion was uprooted, and the Roman Catholic faith forcibly restored. It seemed as if the nation was doomed to become completely Germanized. Instead of this a gradual reawakening of the national spirit became manifest, and today it stands a cultured, united, and productive country.

The Czechoslovaks are a freedom loving people, and thoroughly patriotic. Their national songs reflect their character. "Hej Slovane," a stirring battle song, translated by Dr. Vincent Pisek, is as follows:

Ho, Slovaneans! Our beloved language still surviveth,
While the faithful heart within us for our nation striveth;
Yea, the Slavic spirit liveth; it will live forever.
Hell and thunder, 'gainst us raging, vain is your endeavor;
Hell and thunder, 'gainst us raging, vain is your endeavor.

God to us our tongue entrusted, God who sways the thunder;
Who on earth then shall presume this gift from us to sunder?
Tho' the earth were filled with demons, our rights assailing,
We defy them! God is with us, His strong arm prevailing;
We defy them! God is with us, His strong arm prevailing.

Though about us storms are raging, bringing devastation,
Rocks disrupting, oaks uprooting, upshaking earth's foundations,
Yet we stand like castle walls, our vested rights asserting;
May the earth engulf the traitor from our ranks deserting;
May the earth engulf the traitor from our ranks deserting.
Sej Slovane, "My Homeland," another national song which shows the other side of the Bohemian character, translated by Dr. Vicent Pisek, may be of interest:

O homeland mine, O homeland mine! Streams are rushing through thy meadows; 'Mid thy rocks sigh fragrant pine groves, Orchards decked in spring's array, Scenes of Paradise portray, And this land of wondrous beauty, Is the Czechland, homeland mine, Is the Czechland, homeland mine.

O homeland mine, O homeland mine! In thy realms dwell, dear to God's heart, Gentle souls in bodies stalwart, Clear of mind, they win success; Courage show when foes oppress. Such the Czech in whom I glory, Where the Czech lives is my home, Where the Czech lives is my home.

The aristocratic German and Magyar rulers were the cause of these freedom loving people leaving their native home. In many towns with pure Czechoslovak population the system of municipal administration imposed upon the Czechoslovak people was Teutonic in form and spirit. They were not given a chance to help in the making of the laws or in any other form of government.

Nearly all magnificent researches in the chemistry of sugars performed by the leading Czechoslovak chemists, and their chemical patents, were published in German journals and all credit was given to the Germans and Magyars. There was the same treatment along musical and literary lines.

The German and Magyar aristocrats owned large estates and lived in fine homes, while the Czechoslovaks lived on small tracts of land toiling and drudging to make an honest living.

The schools were administered according to the German and Magyar system. Czechoslovak children were not taught their "mother tongue" in school. The textbooks were printed in Magyar or German and classroom conversation was carried on in the Magyar language. In a one-room school with their "cantor," or schoolmaster, the pupils were taught to read and write. They were compelled to attend this school daily, while school was in session, until the age of twelve; their education was then considered to be completed. The schooling of the majority ended here. Very few of the ambitious pupils could afford to attend a higher school to get a better education. The Magyars refused to establish better schools.

At the age of eighteen every able-bodied boy was compelled to go to a military camp and stay in service for a period of three years, with practically no salary. After serving three years he was free to return home penniless, to take up his chosen calling anew.

The Czechoslovaks pleaded simply for an opportunity, but as they went yearly to their German and Magyar overlords they found that the chains of their oppression were being drawn tighter and tighter as time went by, in spite of the promises of relief that were made to them. Denied all opportunity for personal advancement and for racial development, with their desire to be of service in the world unrequited, thousands of these people turned away from the homes of their forefathers and came overseas to take up life anew here in the land of the free, in this splendid country where men are equal before the law and where opportunity is the same for all.

When conditions at home became unbearable, mothers, for instance, wept with joy when an opportunity came to send their daughters and sons out of the Hun-ridden homeland, for it was like liberating them from slavery of body and soul. The fathers and mothers slaved for the hated taskmasters, stifling their sufferings that their daughters and sons might be spared to come to America. Many of those heroic parents never saw their children again.

In the hearts of those who were so fortunate as to get away from the oppression at home, there was a beautiful conception of America. Many people left their homes in the "native hills," to dare the dangers of a trip to America alone. The glorious vision of the promised land helped them bear it all.

But they did not find that dreamland when they reached America, for they fell straightway into the hands of agents of the money-mad, slave-driving industrial corporations, who fed and fattened upon the labor of the ignorant, homeseeking immigrants from the oppressed nations of Europe. That freedom for which they had left their unhappy homes they did not find; nor did they find that friendship and encouragement for which they longed. Many of them gave up hope and faith in God as well as man, and in turn became but lowly worshipers of
gold. Some, however, began to shift from place to place, spending all of their earnings, still hoping against hope that somewhere in this country they would find a place where they could live like other people and realize their dreams. Into many cities and states their quest for homes, and for economic as well as political and religious liberty, carried them on until one day, nearly thirty-two years ago, a few of these wandering people came to Virginia; and on the James River at the cradle of the Republic, they found the promised land. Today many thousands of the Czechoslovaks have come to make their homes here in the "Old Mother of States."

The colony of the Czechoslovaks is centered around the city of Petersburg, in southeast Virginia, chiefly in the county of Prince George. This county, together with the counties of Dinwiddie and Chesterfield, contains the bulk of the Czechoslovak element in Virginia. This colony was begun by a few of the Czechlovak families from the industrial and mining communities of western Pennsylvania and eastern Ohio. These early settlers came to Virginia with very little money and without friends, but the desire to make homes for themselves on the fertile lands of the James, filled them with courage to go forward.

Shortly afterwards more families came to this vicinity and settled down on the abandoned and "wornout land" farms in Prince George, Dinwiddie, Chesterfield, Surry, and Sussex counties. As the years passed by more families arrived from all sections of the United States, and a considerable number direct from their homeland in Europe. These early settlers came to Virginia with very little money and without friends, but the desire to make homes for themselves on the fertile lands of the James, filled them with courage to go forward.

The Czechoslovak, by persistent application of toil and faith in the land of their adoption, now number more than three thousand families settled in the vicinity of Petersburg, Richmond, and Norfolk. They contribute in large measure in the production of peanuts, corn, tobacco, and other products. On the peanut crops alone, they have without exception made themselves independent financially, although at their start in this work they had practically no capital, even hardly enough to tide them over the first few years. Most of them now own their fine homes and farms free from debt. The land value in the different localities has greatly increased, and improved conditions in agriculture are very marked, the "worn out land" having been turned into valuable producing farms. They have not introduced any new methods in crops, but by their characteristic thrift and hard work they have been able to accomplish good results.

The Czechoslovaks have proven themselves among the very best citizens of the United States. In some counties more than half of the men of voting age are fully naturalized, while a large majority of the other half hold first papers. Illiteracy among men of voting age in the counties was reported by the Thirteenth Census of the United States to be higher among the native-born whites than among the Czechoslovaks foreign born. They are interested in all kinds of public welfare work. A few members of the colony hold important public offices. The Czechoslovaks are especially interested in schools for their children.

The Czechoslovak sons have fought bravely side by side with the native sons of Virginia in the cause of justice and the freedom of the world. And the people at home helped in every way possible to win the Great War.

The Czechoslovaks are not all farmers, but are represented in many mechanical and professional activities, not omitting business enterprises. The women folks are not all
housewives; some are doctors, school teachers, nurses, and business women.

The unusual feature found among the Czechoslovaks of Prince George county is the predominance of Protestantism. There are three Protestant congregations in the county and only one Roman Catholic, the latter having possibly no more than two hundred and fifty members, while the combined Protestant congregations include about 800 members. Among the Protestants the Congregational church has a membership of about five hundred and is the largest congregational pastorate in the state of Virginia which has its resident pastor. There is also a large Presbyterian congregation of about two hundred members and a Lutheran church with about half this number.

The Czechoslovak keeps in touch with the outside world through their daily papers and magazines printed in their native language. These are all printed up North, in New York, Pittsburgh, and Chicago, in the Czechoslovak printing houses. Many of the Czechoslovaks who can read English take one of the Virginia newspapers.

This colony of Czechoslovaks form an independent group, and visiting among themselves is almost the only form of enjoyment. Occasionally a big dinner or a party of some kind is given when these people meet; amusements of some form are usually planned for an occasion of this kind, such as a talk by some member of the group, or a play performed by members of the group. The younger folks have parties frequently during the winter months and other forms of social amusement. In the summer the monotony of farm work is frequently broken with picnics, and other social diversions both for old and young folks.

Most of the women belong to a “Sewing Circle,” the meetings of which are held every two weeks during the winter months at the homes of different members. The meetings are usually opened with the reading of the Bible and prayer. After the devotional exercises the women begin to sew and work for about three hours. All materials that they work with are furnished by the dues that each member pays at the beginning of every new year. In the spring the women hold a “Bazaar,” at which they sell the things that they have made at these different gatherings. The money made at the “Bazaar” is usually divided; one part of it is given to the Red Cross, and the other part sent to help take care of orphans in Europe.

National, state, and church holidays are all celebrated by the Czechoslovaks, and such gatherings are often made the occasion of great festivity. The Czechoslovaks associate freely with the Americans and the very best feeling exists between them.

Virginia has showed real understanding and appreciation of the Czechoslovaks. She mothered them until today they number many thousands of devoted, loyal citizens, who are all eager to labor and strive for her upbuilding and further greatness. The Czechoslovaks did not come to Virginia for money, because they could have made much more in the mines and mills of the North; but because Virginia has given them the opportunity to enjoy the privileges of citizenship which they have suffered so much to obtain and have come so far to find.

Virginia has given the Czechoslovaks a home and made it possible for them to rear their children in the fullness of American ideals and southern culture. The Czechoslovaks are proud of their adopted state, proud of the privilege of calling themselves Virginians. In days to come they hope for an opportunity to repay the “Old Mother State” in kind for her tender care of them in those early unhappy years.

While the flag of the reborn Czechoslovak Republic in Europe means little to many of the American people, to the Czechoslovaks in Virginia it means much. It is the symbol of a new day, the emblem of a liberated people.

RUTH TOMKO

Repression Cult Dying

Pupils are eager to engage in athletics, to run a school paper, to dance, to act plays, to build, to do dozens of things that merely sitting at a desk, studying and reciting, will never permit. One of the richest veins in all education has been tapped in recent years by turning these energies to account. Instead of frowning, as in older days, upon the desire of the young to act upon their own initiative, we have learned that only upon these very interests can be laid the surest basis for healthy growth.—Henry Neumann, in Moral Values in Secondary Education.
SUMMERING IN THE ALLEGHANIES

"Well, here's the realization of one pet ambition." So I thought that morning in mid June when we set out for Highland county. For had I not looked for two years at beautiful Shenandoah with an ever increasing desire to explore the far-famed valleys beyond? We were a merry party of five: Dr. W. E. Hudson of Staunton, superintendent of home missions for Lexington Presbytery, and this morning the guiding spirit of that taker-of-mountains, his trusty Ford; Mary Lippard, class of '22, H. N. S., who was to stop at West Augusta to share some of her home economics knowledge with the people there; Miss Blosser, who had been at Middle Mountain last summer and who was to direct the work this summer; myself, her assistant; and my mother, who was having the time of her life. The first part of the trip out through Augusta county was uneventful and we made good time. For lunch we stopped at a friendly spring by the roadside. Then on into the mountains and over them. Shenandoah, always such a mystic blue from the campus, turned out to be a most prosaic green upon closer acquaintance. After crossing another mountain or so we came into McDowell, known to all loyal Harrisonburgers as Supt. Keister's birthplace. Next came Monterey, beautiful Monterey. One would say, that jewel among southern mountain towns, were it not so much more like a flower, a great jessamine with the white houses for petals and the encircling hills of green for leaves. We stopped our car upon the crest of the mountain and let the picture engrave itself upon our minds. Then we went on over a few more mountains to find the Crabbottom Valley spread out before us. There had just been a rain and the hills of bluegrass were a flawless emerald. Some of the finest grazing land in the state is to be found in this long narrow valley, and its cattle are ranked among the very best in the country. It gets its name not from the variety of crabs that afforded a topic for a senior essay in '21, but from the crabapple trees which were once very plentiful along the river. Just in the town of Crabbottom we crossed this river, a part of the south branch of the Potomac. Over near McDowell we had crossed the Calf, Cow, and Bull Pasture Rivers, the three of them later uniting to form the headwaters of the James. Truly everything seems to come out of Highland county, not only Reba Kramar and the Sweckers, not only Miss Stephenson, not only Mr. Keister, but even the James and Potomac Rivers.

At the Crabbottom stores we took unto ourselves some of the necessities for beginning house keeping. There were still four of us in the car, not to mention the various suitcases, umbrellas, etc. So by the time we had laid in a minimum "starter" for our pantry, we were pretty heavily loaded, even for a Ford. And there was still a mountain and a half between us and our destination. At least we had to go up and down Lance and then up Middle. And climbing Lance is no experience for a fellow with a weak heart. The grade is tremendous. I am not mathematician enough to say how many degrees—but if it were more, then elevators would have to be substituted for road vehicles. And if getting up Lance was thrilling, getting down was even more so. The road is level, with a good surface, but exceedingly narrow and cut into the side of the mountain so that one does not have to speculate as to what would happen if the car should skid ever so little. But soon we were safely down with a sigh of thankfulness for a skillful driver, and there, nestled before us in a tiny valley of surpassing beauty, was the home of the first one of our patrons. Truly we were drawing near. The climb up Middle Mountain is one of the experiences you come to Highland county for. The grade is good, and as a consequence the road winds around the mountain, giving quick glimpses of the valley below and of the road across on Lance, now a terra cotta ribbon woven in and out in the green mountain side.

We had left Staunton at noon. It was almost eight o'clock and twilight when we pulled up at the Middle Mountain School and Cottage. We were tired and exceedingly dusty, but comforted by the news that a warm supper awaited us. It was hard to go up to the neighbor's house without first looking over our own domicile, but that warm supper prevailed. When we found that only half our house—luckily the back half, including the kitchen—was finished, we accepted the
invitation to spend the night. We were with lovely people and the experience of being in a real mountain home to start off with was worthwhile.

Late the next afternoon we moved in. That is, as much as the carpenters would give us room to move. But when one sees his house, his own house, with two rooms temptingly finished, how can he resist the temptation to take possession, no matter how cordial the invitation to stay elsewhere in greater comfort? As to the wisdom of rushing in so—well more about that later on.

Our house is a four-room cottage, with a modern bath room, a pantry, a deep closet in each bedroom, and an open fireplace. It was built by the Presbyterian Church to provide a home for the Middle Mountain teacher and for the worker the church keeps in the field. By doing this and supplementing the state salary a good school is being maintained. The school and cottage are set in a chestnut grove—I believe there will be enough chestnuts here this autumn to go around the H.N. S. student body—in two acres donated by one of the patrons. The school building is old and quite small, but in good repair. There is a spring on the hill above the cottage, from which our water supply is piped. The house is being furnished by the Presbyterian Church and will be a tempting item in securing a good teacher.

But that teacher will never grow up with the house as we did. We saw the partition separating the two front rooms put in, and Miss Blosser and I slept in those front rooms without a door or window. That however was before we had heard about the bear on Sapling. We did know that we had to be up, dressed and our cots moved by six o'clock when the carpenters came to work. But the carpenters were not all. So far the bath room was on paper. Little did we think that it would take any further shape this summer. But we had hardly got adjusted to the daily invasion of the carpenters when here came an entire truck load of Rockbridge county plumbers—and with them on the truck came the plumbing supplies. The sight of the bath tub and the hot water tank gave them entrance into our home and hearts. And to the delight of my mother, they had brought some dishes along. Just the few cups, knives, etc., that men take on a picnic lunch. But we were not choice about dishes just at that time. Now our pantry shelves are stocked with bowls and plates and pitchers and silver, enough to make the heart of any good housewife happy. But our arrival had been ahead of the dishes. We had found a most complete set of cooking utensils, and had some knives and forks. So we merrily partedook of our thrice-daily repast from cake plates, a mixing bowl, tin cups and a small frying pan, not to mention a large frying pan reserved for specially honored guests such as Mr. Hart, the summer worker in this district. Nothing daunted by the sight of our hina, the plumbers also took dinner with us. That was the time that the high school boy who came along as their helper inquired rather solicitously, after looking steadily at me, as to where the nearest doctor was. When he was told nine miles, or a mountain and a half, he said, "Do you know, I don't believe I'd eat any more dinner if I were you." It may be that I had been getting the others started and had got behind, or it may have been the Middle Mountain air. Anyway it is "splendiferous" air.

Dishes were not our only problem—or shall I say source of amusement? This way of saying "122, please," and having your groceries appear like magic upon your kitchen table does not hold good upon Middle Mountain. Here one must wait until some one of his neighbors "goes in." Sometimes they go across the mountain trails on foot, then you ask only for mail unless the necessity is great. Sometimes they go on horseback, then you ask for butter and such essentials. Sometimes they go in a buggy or "road wagon," then you can depend upon their kindness of heart to bring anything you need. The condition of our pantry was worrying Mother. So when a day or so after we got settled she was invited to "go in" in a "road wagon," she accepted. She came back at the close of the day the triumphant bearer of a bountiful supply of such things as were to be secured in the "Bottom," and with enough strange flowers to supply one of Mr. Chappelear's classes for a week. She was, "not at all tired; no, not the least bit. It was just wonderful, such a beautiful road." But I noticed that she sat around a good deal the next day and at the present writing she has not accepted a second invitation to make the trip in a road wagon.

We were not entirely dependent upon
getting supplies from Crabbottom. Not with such royal neighbors. They took turns bringing us part of everything they had. They will always stand to us as symbols of the very essence of Southern hospitality. Why, the small boys even brought us a ground hog! We were hungry for fresh meat and had expressed a desire to get acquainted with the "whistle pig," as the ground hog is here called. I had always looked upon a ground hog as a sort of invention of the newspapers to write witty comments upon about February 2, or else an Uncle Remus character, I had never stopped to look the gentleman up in the dictionary and find that he was identical with the woodchuck. So to find him here, the chief marauder upon the mountain, with a special fondness for young cabbage, and also an acceptable article of diet, interested me exceedingly. For several days these small boys had repaired to Sapling with Maje, who was to nose the whistle pig out of his hole and "shake him until he is good dead." Each day they told me that they would bring me a ground hog, but I paid no attention to it. Imagine my delight and consternation when they appeared upon the scene one afternoon with the aforesaid Whistle pig. But their "Do you want us to skin him for you?" relieved me somewhat. Those boys do not understand the gentle art of surmising the meaning of new words from the context, nor do they unfailingly get their "f's" properly made. But since I saw them skin that groundhog I have had a very wholesome reverence for them. Then must the groundhog needs be cooked. After sundry soakings with soda water, and much parboiling, according to the boys' directions, we got him cooked, and screwed our courage to the tasting point. And only to discover that it was all for nothing! If Maje had only used a little more discretion and nosed out a youngster instead of a veteran of a year and a half, and if he had been washed a few less times, and not parboiled until all his savory juices were gone, why that whistle pig would have been delicious! I know, for I have eaten freely of his fellows since.

But we had other meat besides ground-hog. The plumbers made a return visit and brought delicious steak from Staunton; the neighbors began to kill their lambs, and such lamb I have never eaten anywhere else. Then there were the chickens! The first chicken came with Mother from the Bottom. He would eat absolutely nothing and we decided that he either did not like the altitude or was on a hunger strike of some kind. Then Miss Blosser had a brilliant inspiration—she figured out that that rooster had a Freudian complex with white. She procured some orange peel and proved her theory. He had been fed on yellow corn and his color sense was developed in regard to no other color; he simply did not react to the stimulus food unless the preparate element was yellow. By the time we got him persuaded that the sitting room was not a desirable place to retire at night, nor the front porch, and that modern dietetics does not favor an unbalanced ration of yellow, it was his time to die. His immediate successors numbered two, an old hen and a young rooster, evidently not her offspring, since she beat him unmercifully for several days. Then she yielded to the exigencies of the situation and adopted him, calling him for bits of food with the softest of day-old-chick clucks, and even crowed in order to teach him how! We thought he was the vocalist and since by this time the carpenters had departed and our friend the Whippoor-will had also moved his studio, we objected to the early morning serenade and hastened his death. Imagine our bewilderment the following morning when the same crow greeted the rising sun. Of course we thought it was his ghost walking around, but later found that it was only the old hen who evidently had an over development of the instinct to educate. We wondered if she got it through heredity or environment. Mother insists that she did not catch it from her.

Hardly had the plumbers finished when the mason came back. The fireplace was complete but there had been much parleying about the mantel. How delighted we were when he gave us our way and made it of stone! The chimney is of mountain limestone, left exposed. He built a supporting column of stone and the men scoured "the forks" for a large flat stone for the mantel. And how we do enjoy the open fire at night! The days are generally warm and pleasant, but when the sun sets you want to snuggle up in a wooly sweater and toast your feet at an open fire. Speaking of "the forks" reminds me that in a Binet test these children do not define a fork as "something to eat with," but as a river.
Middle Mountain is famous for its berries, but this has been an off year for fruit. The strawberries were almost gone when we came, but the few that we got will always remain a fragrant memory. The raspberries were scarce, whereas in other years they were bountiful, and the huckleberries and blackberries were not more than half a crop and faulty. With the apples and other fruits a complete failure, the poor berry crops are serious.

Mother went for berries to Sapling, a nearby ridge, with a neighbor girl. They went around the trail going up, but when they started down, one of these sudden mountain showers developed. So they undertook to come down the “side.” Not having been along I can not vouch for the slant of that side, but it does seem to me that by the laws of physics she would not have come down a place as “steep as a wall.” She did come down, however, only to hear the next day that a bear with three cubs had been seen on Sapling and that bears were particularly vicious just now. I have never seen that bear; some way my instinct of curiosity is not so fully developed as I thought it was. So I have contented myself with looking over at Sapling and sending that bear a taunting, wireless message. “You had better be careful, Mrs. Bear. You had better mind out. Maybe Mr. Duke will come.” And do you know that sagacious bear packed up her trunk and left!

Bears are not the only beasts one encounters around here. Rattlers flourish on all sides. The people say that it is such a dry summer that they can not stay in their dens. Never before did I dream that there were rocky places where whole tribes of rattlers, even great grandfathers lived. The boys and men killed great numbers of them this summer, and I have shaken the rattles, safely removed from th owner, in order to familiarise myself with their warning. If I happen to hear that sound, I will be in good trim for a faculty dash on Field Day.

But to tell you where we are. Middle Mountain is between Lanoe and Alleghany in the extreme western part of Highland county, near the state line. The two forks that unite to form the north branch of the Potomac run on either side of us. Speaking of headwaters and divides, they say that there is a barn at Hightown, about ten miles from here, where the water from one side runs into the James and that from the other side into the Potomac. We are 4,000 feet high, on a plateau. The weather here this summer is unlike anything any of these people remember. July was quite warm in the day time and the nights were better described as cool than cold. August is more typical, cold mornings and nights and warm sun in the middle of the day. The air feels like October, and stimulates like wine. The skies are deep blue and the trees sing an autumn song. What I am to do without the music of these trees is more than I can see! I brought along an army hammock and have a sequestered spot near the cottage where I hang it. Then piled up with pillows and a book, with the sky for a roof, moss for a carpet, and the whispering leaves for walls with the sunlight filtering through! Over and over again have I read “The Marshes of Glynn” and “Sunrise” out here. Of course there is no sea and my oaks are mountain white oaks instead of the live oaks Lanier so loved in the South. Yet he seems to have caught the very spirit of the message that my trees sing to me.

“Ye lispers, whisperers, singers in storms, Ye consciences murmuring faiths under forms, Ye ministers meet for each passion that grieves, Friendly, sisterly, sweetheart leaves. Oh, rain me down from your uarks that contain me Wisdoms ye winnow from winds that pain me, Sift down tremors of sweet-within-sweet Teach me the terms of silence, preach me The passion of patience, sift me, impeach me, And there, oh there As ye hang with your myriad palms upturned in the air, Pray me a myriad prayer.”

The mountain trees are mostly chestnut, but that is perhaps due to the fact that other varieties have been preferred for lumbering. A camp was once right in here, but the nearest one is now more than ten miles away. We are 63 miles from Staunton, and most of the communication is through Staunton. We are only ten miles from a branch railroad in West Virginia running up the head of the Green Brier Valley, but there has not been a passable trail until recently. The season is noticeably shorter here than in the Shenandoah Valley. Corn does not grow well enough to make hogs profitable. Considerable maple sugar is made, and buckwheat
August, 1921

THE VIRGINIA TEACHER

221

is grown. There are many new flowers, and beautiful ones. The one we have enjoyed most has been the rhododendron, or big laurel. The "dreens" where it grows have been a bit of fairyland. Then the ground is covered with wintergreen, or tea berry, as these children call it. They not only eat the berries but chew the tender leaves—they have a good "chewing-gummy" taste.

We had a six weeks' day school, from 8 o'clock until 11 o'clock each morning. Miss Blosser had the upper grades and I the primary. We had only one small room, but I went outside for a good part of my work. We had a night school two nights in the week, a combination night school and lecture course. Then we had Sunday school, an afternoon service on Sunday, and a prayer meeting. We found an organ here and no one to play it. Now back in the old days I had had some skill at such things. So I tackled the proposition although with some little misgiving. The organ squealed and pumping it was a task, besides I was rusty and never could carry a tune worth speaking of. But my success was unprecedented and unbelievable. I will go down in history as "the woman who played the organ." Why, one small girl told me the other day that she loved to hear me sing! And I have two quite promising music pupils. But then that is not the only compliment I have been getting. When I told a small boy who wanted me to race with him that I was too old, he looked at me disapprovingly and replied, "Why, you aren't too old. Any woman can run until she is twenty-five."

Among the most interesting things we did was the practice in timed work in arithmetic. Miss Blosser gave her pupils. They made very rapid gain in their combinations, but there seemed to come out of it a greater gain than the additional arithmetic ability. Like the majority of country children these children have had mostly individual work, or work in very small classes. They found it hard to work in the large group and to time. This ability came rapidly with the practise sheets, and is a great gain for them in life in general. My little folks had never dramatized any stories. I hesitated, because they were so diffident that they would hardly speak above a whisper in school. But getting up my nerve I attempted it out of doors, with a large fallen log for the bridge which the three billy goats walked over when they were challenged by the troll. For several days they acted without the talking, leaving that for me to do. But gradually one by one they succumbed to the spell that it cast about them, and our part of the closing exercises consisted of about ten games we had learned to play. They did not react to my suggestion that they choose among the ones they knew, thus acquiring power of decision. "Let us play them all" was the unanimous verdict. And they got up inside the house, in the evening, before the large audience and talked.

The teacher and church worker on Middle Mountain have a very favored situation. These people are rather unusual. They are alert and interested in anything uplifting, they are co-operative and lawabiding in every way, and they are thrifty. In fact they have many qualities in common with the Valley people. Not for them the cornbread and sidemeat diet ascribed to the mountaineer. They work hard, early and late, while the short summer season is on and lay by stores for the winter. The women can everything available, and that they can well I can testify from experience. Things that are not suited for canning they dry, such as apples and string beans, or bank, such as turnips, apples, and cabbage. The women spin their thread and knit stockings for the family. They are quite adept at patching and darning and care for the family clothes most carefully. They are ready to share time and labor with you or with each other, and their homes are graced by a welcome that many homes better endowed with worldly goods lack. Indeed, these people are possessed of many of the virtues most typical of Americans, but then why not? They are Americans of the purest type, a little bit of the pioneer life at its best preserved here in the mountains uncontaminated with the alien influences, that have so sorely tried our present day civilization. In fact all these people need can be summed up in three things: a permanent church as a center for their community life, a good school giving its touch with the outside world, and some industry affording plenty of work for the men and boys. It seems a national tragedy that these people of purest American blood should be left with no help from our government in their economic struggle. Some day we may
build fewer ships as a nation and have more time to give to such problems as this. Whatever forms this upbuilding may take, one thing is certain, that in it the country teacher will play a most important part. And her life is no bed of roses. My respect for her has been constantly increasing this summer. I fail to see why when the politicians are looking for presidential timber with executive ability and experience in administration they pass her by. For these things are a part of her everyday life, as in such situations as this she goes quietly about her work holding her little flock together, teaching them the homely virtues of citizenship along with the three R’s. And if we as a nation are to fulfill the glorious destiny intended for us by the God of the nations, then it behooves us to look well to the country teacher. She must have the best available training, she must have ample materials to work with, she must have a cozy home such as the Presbyterian Church has built here, and she must have our unfailing sympathy and co-operation. My hat is off to the country teacher! As Tiny Tim would say, "God bless them every one."

Katherine M. Anthony

III
PASTORAL ROMANCE
THIRD INSTALMENT
FRANCE—MONTREUX: LES BERGERIES DE JULIETTE

Despite the success of the Arcadia and its numerous editions, it found no imitators, and for the next pastoral romance we must turn to France, to Les Bergeries de Juliette, published by Nicolas de Montreux from 1585 to 1598. Prior to that time, pastoral verse in imitation of the Italian had been attempted by Margaret of Navarre, Marot, and Du Bellay, and pastoral drama by Montreux himself, but his Bergeries de Juliette is the first French pastoral in prose. This work, like the French pastoral poems, was modelled on the Italian. It contains a succession of scenes rather than a plot, and Warren quotes, as a summary of its contents, the sub-title of the first volume of the book: "In which through the loves of shepherds and shepherdesses one sees the different effects of love, with five joose stories told in five days by five shepherdesses, and several echoes, enigmas, sonnets, elegies, and stanzas. Together with a pastoral in French verse, in imitation of the Italian." The "effects of love" are chiefly melancholy, since the Arcadian herdsman Phyllis, his sister Juliette, and the eight other shepherds of the story all love at cross-purposes, and experience the pangs of unrequited passion. The stories are coarse, and are frequently interrupted by the unsuccessful raids of evil satyrs. Though two of the five volumes of the book met with some success, the remainder found little favor. The formlessness of the work is due to the fact that Montreux' Italian models lacked necessary unity, and that he himself lacked the talent to mold his story in the way he wished.

D'URFE: ASTREE

The Spanish pastoralists, with their greater attention to form, were destined to exercise most influence on the French, and it was, therefore, the Diana that formed the model for the greatest French pastoral, the Astree of Honore D'Urfe, published at intervals from 1607 to 1625, and finally completed by his secretary Baro after D'Urfe's death. The Astree, according to Dunlop's analysis, contains a main plot, concerning Astrea and Celadon, and thirty-four sub-plots, concerning various shepherds and shepherdesses who meet the chief characters in the course of the story. The main plot, as usual, describes a love affair interrupted by obstacles but reaching a happy conclusion. Celadon, a shepherd, loves Astrea, but a rival slanders his fidelity to her, and Astrea forbids Celadon ever to come into her presence again. The unhappy swain, determined on suicide, throws himself into the river, but he is borne to shore and thence taken by nymphs to a castle. Astrea, however, thinks him drowned, and a conversation with Celadon's brother recalls to her strangely feeble memory the fact that she herself had told Celadon, in order to conceal his affection for her, to pretend love for other shepherdesses, or "screen ladies." Astrea soon finds 'consolation' (soulagement) in the death of her par-
ents, that permits her to disguise her grief at Celadon's death as sorrow for her father and mother. Celadon, meanwhile, has been living in the castle with the nymphs, one of whom, Galatea, sister of the ruler of the country, falls in love with him. Celadon, true to the unkind Astrea, rejects Galatea, and, to escape her, flees, with the aid of a second nymph Leonide. Since he is forbidden Astrea's presence he lives in a near-by forest, seeing her occasionally without being seen, and once dropping a letter on her bosom as she lies sleeping. In this letter, he tells her that he is dead, and has been buried in the vicinity, and the credulous Astrea thereupon erects a tomb in his memory. After a time, the friendly nymph Leonide brings him to her uncle, the Grand Druid Adamas, who causes Celadon to live at his house disguised as his daughter Alexis. In this dress, Celadon meets and becomes the friend of Astrea. Complications are now introduced by a rejected suitor of Galatea, who makes war upon her and seizes Astrea and the supposed Alexis as prisoners. The hero and heroine are soon released, and even Celadon's military prowess on this occasion fails to awaken any suspicions in Astrea's mind as to his identity. He finally reveals himself to her, only to be told that he must die in punishment for his offence. Allowed to choose the means, Celadon visits the lions guarding the fountain of the Truth of Love. These intelligent animals devour those who are not pure in heart, and who have practiced dissimulation. Celadon, however, expecting death, finds his supposed executioners harmless. The lions are equally friendly to Astrea, who, repentant at having ordered her lover to die, has come hither to perish. Celadon and Astrea now chance to look into the magic fountain, and each realizes at once the other's fidelity, since a lover could see in its waters the image of his mistress, if she were true, and of his rival, if she were false. The lions now become petrified, while Cupid, through an oracle, commands the union of Celadon and Astrea.

The most important of the sub-plots treats of the secret affection of a poor shepherd Sylvander for the fair Diana. A second lover of hers, Philander, had died in saving her from a Moor. Sylvander goes to the fountain of the Truth of Love, and is about to be sacrificed by the oracle, when he is found to be the long-lost son of the Grand Druid Adamas.

One of the chief reasons for the success of Astree lay in its allusions to contemporary life and to the biography of its author. Many have been the attempts to explain the allegory, but the following facts are generally accepted: D'Urfe himself is represented by Celadon, in the main plot, and by Sylvander in the sub-plot just mentioned. Celadon loves Astrea, just as D'Urfe loved Diana of Chateaumorand, who was engaged to be married to his father's brother. Because of his seemingly hopeless passion, he was sent by his father to Malta, his voyage being represented by Celadon's attempt at drowning himself. D'Urfe was kept as prisoner for a while at the castle of Queen Margaret of Valois, where he won the friendship of Margaret, and, in consequence, the dislike of Henry IV. Celadon was kept at Galatea's castle, was loved by Galatea, and was later captured by one of her rejected suitors. D'Urfe, on his return home, was entertained by Diana as a brother, and their relations with each other are typified by the friendship between Astrea and the supposed girl Alexis. Finally the marriage between the elder D'Urfe and Diana was dissolved, and Honore and Diana were united in the same happy fashion as Celadon and Astrea. D'Urfe has, for obvious reasons, concluded his allegory here, and has not mentioned the prosaic ending of the real romance. He was not so much in love with Diana at the time of their marriage as he had been when he left for Malta, and their daily companionship, marred by her extreme predilection for dogs, steadily decreased his affection. At last he left her, and lived at Piedmont, where, miracule dictu, he wrote an allegory of his love for the wife he had just deserted.

The autobiographical allusions in the sub-plot of Sylvander and Diana are more vague than those in the main story. According to Dunlop, Sylvander is a poor shepherd, and is secretly in love with his lady, since D'Urfe was a younger brother, and had to conceal his passion for an intended sister-in-law. The Moor who killed Sylvander's rival represents conscience, which made Diana's husband relinquish her. Sylvander's escape from sacrifice typifies D'Urfe's hope of marrying Diana, and the churchly power that dissolved Diana's marriage is shown by
Adams, the Druid who recognized Sylvander as his son. Dunlop concludes by saying: "The fountain of the Truth of Love is marriage, the final test of affection, and the petrified lions are emblems of the inconveniences of matrimony, overcome by faithful attachment."

The thirty-three other narratives to be found in the book allude to contemporary gossip and scandal of the court of Henry IV. For example, one story in the *Astree* tells of a maiden who, to cure her lover of jealousy, disfigured her face by tearing it with a pointed diamond, and thus secured his lasting affection. Her devotion represents that of a French princess. This lady, though neglected by her husband, followed him to prison when he was arrested because of state affairs, and there fell ill with smallpox. She was disfigured, but her devotion won back for her the love of her unworthy husband.

The *Astree* was marred by its long and tedious conversations and debates, and by its undue display of learning. The shepherds talk as courtiers, not as country folk, but D'Urfé excuses this fact by saying that the speech of real shepherds would furnish no pleasure to the reader.

**FENELON**

Despite such defects, however, the book enjoyed unusual popularity. The writings it inspired were many, but of these the best are dramas or poems, while the prose romances are unimportant. *Astree* may be considered the last pastoral romance, though traces of its spirit are to be found in romances of other kinds. Thus, Fenelon's *Adventures of Telemachus* (1651), which recounts the exploits of that dutiful son in search of his father, contains a passage in true pastoral style. Telemachus, in the course of his wanderings, is taken prisoner and carried to Egypt, where he is made a shepherd, and where he receives from the priest of Apollo a flute that inspires him with divine melody.

"I perceived myself," he says, "to be under a supernatural influence, and I celebrated the beauties of nature with all the rapture of enthusiasm. We frequently sung all the day in concert, and sometimes encroached upon the night. The shepherds, forgetting their cottages and their flocks, were fixed motionless as statues about me, while I instructed them. . . . We often assembled to sacrifice in the temple to Apollo. . . . The shepherds wore wreaths of laurel in honor of the gods, and the shepherdesses were adorned with garlands of flowers, and came dancing with burdens of consecrated gifts upon their heads. After the sacrifice, we made a rural feast; the greatest delicacies were the milk of our goats and sheep, and some dates, figs, grapes, and other fruits, which were fresh gathered by our own hands; the green turf was our seat, and the foliage of the trees afforded us a more pleasing shade than the gilded roof of a palace."

The pastoral romance was in its decline. Its artificiality and palpable absurdities had long prevented its success with the mass of the people, and as early as 1627 appeared the first French burlesque of the pastoral. This work, *Le Berger Extravagant* of Charles Sorel, is written in direct imitation of Don Quixote, and depicts a man driven mad by much reading of pastoral romances, just as the Spanish knight lost his reason chiefly through romances of chivalry. Sorel's hero, in climbing an old willow to seize his hat, which was caught in its branches, falls into the hollow trunk and thinks himself transformed into a tree. Wilson states that Sorel's burlesque "exercised a wholesome influence in hastening the decline of the pastoral novel."

**SAINT PIERRE: PAUL AND VIRGINIA**

The pastoral romance, as such, ceased to flourish, but the desire to escape into nature, which had so long found expression in the pastoral, now was expressed in a new type of fiction, the novel that lauds the natural life in contrast to the life of the city. The first of these new works, the *Paul and Virginia* of Saint-Pierre (1786-8), possesses sufficient traces of the pastoral romance to be included in a survey of the type. The story resembles that of *Daphnis and Chloe*, though it is necessarily altered by the purpose of the book. Saint-Pierre states in his preface that he has tried "to blend with the beauty of Nature between the Tropics, the moral beauty of a small society," and to show "that human happiness consists in living conformably to Nature and Virtue."

The scene is laid in a rocky, mountainous portion of the Isle of France, where, apart from the world, live the six characters of the story: Margaret, a woman of Brittany.
who has been deserted by a faithless lover; her illegitimate son Paul; Madame de la Tour, a lady of good family, but the widow of a man of obscure birth; her daughter Virginia; and the two slaves Mary and Domingo. Margaret and Madame de la Tour, having met with misfortunes, resolve to find happiness in a life of seclusion, and, though Madame de la Tour's wealthy aunt in France refuses aid, the two women eke out an existence. The slave Domingo attends to the farm work; Mary cares for their poultry and does their cooking; Margaret and Madame de la Tour spin and weave. Their children, Paul and Virginia, grow up as brother and sister, happy in their close communion with nature, and ignorant alike of reading, writing, "useless science," and "the lessons of a gloomy morality." On Sunday the young people and the two mothers attend church in a near-by village. Sometimes Paul and Virginia act in pantomime scenes from the Old Testament. As they grow up, Paul and Virginia fall deeply in love with each other, but, like Daphnis and Chloe, do not know the meaning of love. The mothers, recognizing the malady of their children, decide to defer the marriage until Paul is a little older and stronger, and therefore better able to assume the care of their small plantation. Madame de la Tour suggests that he spend a few months in trading in India, and earn enough money to buy slaves to do the work of the farm. But Paul refuses to leave Virginia. Then, suddenly, a letter comes from Madame de la Tour's aunt in France, offering to educate Virginia at her home, and later to make the girl her sole heiress. Madame de la Tour, influenced by the arguments of a worldly priest and the still more worldly governor of the province, sends Virginia to France.

Paul is overwhelmed with grief; he weeps, and sits in solitude watching the ocean. Finally he turns from sentimental sorrow to activity and learns how to read and write that he may correspond with Virginia. She, in her turn, writes several times to her mother, but her great-aunt intercepts the letters, and it is only after two years have elapsed that the little group in the Isle of France learn of her safety. The unfortunate heroine, meanwhile, has been unhappy; her aunt has placed her in a convent to acquire an education, and has attempted to bring about her marriage with an elderly nobleman. Nearly two more years pass, during which time Paul worries over the baseness and corruption of the French society in which his beloved had been placed. Finally, he receives a letter from her, saying that she had been cast off by her aunt after refusing to marry the nobleman, and that she is returning to the Isle of France. Filled with joy, Paul hastens to the shore, and sees Virginia's ship anchored not far off, but kept from closer approach by a rough sea. Paul remains there all night. The next morning a hurricane arises, and the ship is wrecked. Virginia drowns before the eyes of her lover. He soon perishes of grief, and his mother, Mary and Domingo, and lastly Madame de la Tour, die shortly afterward. Thus the story closes, after triumphantly proving that happiness is to be found only in a life lived close to nature, and that disaster awaits upon him who mingles in the world of men.

The idea of Saint-Pierre, needless to say, is fundamentally wrong: mankind would never progress if every one lived apart and unto himself alone. Yet, even if we accept this view, we feel that the proof is unsound. Virginia was killed, not by worldly pomp and power, but by a hurricane brought there for the author's purpose. Though it is true that she would never have embarked upon that particular ship had her aunt not cast her off, nevertheless her death was not inevitable. Other faults of the story are the bitterness of the author against civilized society, and the weakness and sentimentality of his characters. Their conversations are long and stilted, and we find no adaptation of language to speaker. The merits of the book are its simplicity, the beauty of its descriptions, the charm of its unworldliness, and the contrast it affords to the every-day world.

CONCLUSION

Though the history of the pastoral romance extends from the second century to the eighteenth, the time of its popularity in any single country is usually but one century or two. Each nation cultivated it for a while, added in some degree to its development, then, tiring of its artificiality, abandoned it. The Greek romance is a simple country idyl, without ulterior purpose, with its innocence overdrawn, yet with true appreciation of the beauty of rural scenes. The Italians, fond
of allegory, made the pastoral an instrument for conveying spiritual lessons or for alluding to contemporary characters. They infused human passion into it, sometimes lowering its tone. They gave to it two of its chief characteristics—its mingling of prose and poetry, and its theme of unrequited love. The Spanish joined pastoral setting to the ideas of chivalric romance, and produced narratives possessing greater interest and more unity of plot. Occasionally they introduced didactic touches into their stories, but as a rule they contented themselves with representations of real personages of the time. The English brought to the pastoral true unity, since they either did not insert minor stories, or else subordinated these carefully to the main plot. They paid greater heed to characterization and psychological analysis, although usually they made conversations the vehicles for moral lessons. The French, finally, produced three different types of pastoral—the first without definite plot, in imitation of the Italian; the second, in imitation of the Spanish, a mixture of pastoral and chivalric romance, complex in form and in allegory; and the third, partly in imitation of the Greek, a story of a new type, destined to be cultivated by authors such as Rousseau while the old pastoral lay neglected.

In a modern civilization, with the demand for truth in literature so insistent, a type of fiction as obviously unreal as the pastoral could not be expected to flourish. Its legitimate successor is the back-to-nature novel, which voices the eternal longing of the pastoral for escape from worldly cares, but introduces economic satire foreign to its model, and does not employ as its characters impossible shepherds forever piping love-plaints or singing rural songs. Yet, the pastoral romance, though it has not enough merit to endure for long, and though it will probably never again be popular, possesses decided historical interest because of its importance during centuries past. This importance was due to several factors: its mingling of verse and prose, its introduction of contemporary personages as characters, its feeling for nature, its description of natural scenery, and its expression of the universal dream of tired city-dwellers of a restful, simple Arcadian life.

Estelle Hunt

IV

AN EXPERIMENT IN READING WITH A GROUP OF BACKWARD CHILDREN

This experiment was made with children of the training school who were backward in both oral and silent reading. The tests used were Monroe's Standardized Silent Reading Tests and Gray's Standardized Oral Reading Tests.

The two big heads under which we study reading are:
1. Silent reading
2. Oral reading

Let us first look at the main difficulties met with in silent reading, namely, (1) lack of comprehension, and (2) slow rate of reading.

Lack of comprehension may be caused by (1) inadequate vocabulary, (2) lack of practice in silent reading, and (3) lack of good method in reading. After a standard test for silent reading has been given, and the child is found to be below standard rank, there must be an analysis made to find the cause of this under-rating. To find whether it is caused by inadequate vocabulary, a visual vocabulary test may be given, either a standard one or a list of words made by the examiner. If the fault lies in the method of reading, this will come out in the answers. If the child has no systematic way of thinking and reasoning out what he has read, the answer will quickly show that it is a guess. Lack of practice will be shown in a combination of the other faults, inadequate vocabulary and poor system of reading.

After finding the cause of lack of comprehension, devices should be arranged to give the child a motive for better reading. A very good device for this is to post the grades made by pupils with the standard grade which they should reach. Compare grades with other schools. This will often prove an incentive for raising the grade of the entire group.

After giving a motive, the children must have training. In the primary grades, have children act sentences without oral reading, as "Come to me," "Give me a book." Give word drills also. In the grammar grades, trouble in vocabulary may be aided by giving
word drills, having the work used in sentences, and by having the "dictionary habit" formed. For poor method in reading create situations in which the thought is emphasized more than oral reading, expression, or rate. Have a new selection read to a group with the object of giving the thought to the group. The higher we go in the grades the greater part comprehension plays and the smaller part mechanics play. In the seventh and eighth grades, if children are faulty in their reading they must be made to realize the fact and to aid the teacher in correcting these faults. Here reading ability is shown largely in their ability to gain from studies. Teach them how to study. Give extra drill in supplementary reading to be reported on in class. Give exercises which will require careful reading to answer questions. To be skilled in reading, the child should be able to read a paragraph and give the major and minor topics.

Low rate of reading is usually the result of over-emphasis on oral reading. This causes the child to pronounce each word to himself in an attempt to secure a high degree of comprehension by reading slowly. He is unable to recognize his words quickly. To help this situation, give the child a motive for reading faster. Competition in a group is good for this. See which child can be first in telling what he has read. Flash cards and phonetic drills may be used to advantage, especially in the lower grades. As the child goes higher in the grades he should have the desire to prepare his studies quickly, as a motive for fast reading.

The following table shows the results of oral tests with the same group of children shown in Table I.

**Table I.**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Before Coaching</th>
<th>After Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>Comprehension</td>
<td>Rate</td>
</tr>
<tr>
<td>1</td>
<td>98</td>
<td>20.8</td>
</tr>
<tr>
<td>2</td>
<td>81</td>
<td>19.4</td>
</tr>
<tr>
<td>3</td>
<td>81</td>
<td>19.4</td>
</tr>
</tbody>
</table>

Standard Rate, 99  Standard Comprehension, 23

The following table shows the results of oral tests with the same group of children shown in Table I.

**Table II.**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Before Coaching</th>
<th>After Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Errors</td>
<td>Rate in Rate</td>
<td>Total Errors</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>3.1-1.1</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>3.5-1.2</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>3.6-.9</td>
</tr>
</tbody>
</table>

The oral and silent tests were given within a day or two of each other and the improvement in silent reading was found to be greater than that in oral reading, although in both cases the children reached the standard. This was not only true of the group tabulated, but of all groups tested. This
point needed further investigation; but as a
tentative conclusion we may say that they
were nearer the standard in oral reading to
begin with and there was not so much room
for improvement as in silent reading.

Pauline Miley

V

AIDS IN THE TEACHING OF
MORALS

For several years past the National In-
stitution for Moral Instruction, with head-
quarters in Washington City, has been ren-
dering teachers and the nation a fine service
by acting as a clearing house for the best
standards and methods in the building of
character in our public schools. Generous
citizens of large means have made the work
independent and efficient. The best talent
and the richest experience of the educated
leaders of our country have been laid under
tribute, and the results are a treasury of val-
uable materials available for every teacher in
the land.

For example, within the last year the In-
stitution has secured from more than half
of the states in the Union outlines of plans
for character education through the schools.
These outlines represent the best thought of
the teachers of the respective states. A large
prize will be awarded for the plan that is ad-
judged the best, and all will be put at the
disposal of those who are interested enough
to study them.

From time to time brief codes have been
prepared and printed in convenient form for
the use of teachers and parents. Two of
these codes are now available. One is en-
titled "Children's Code of Morals," the
other "High School Morality Code." The
former is the work of William J. Hutchins;
the latter has been compiled by Caroline M.
Brevard. Each one comprises four pages, and
in both the matter is well sustained in the
excellent form of presentation.

The chairman of the National Institution
for Moral Instruction is Dr. Milton Fair-
child, whose address is 3770 McKinley St.,
Chevy Chase, Washington, D. C. He will
receive with interest communications from
any teacher or parent who is trying to find
the best way to develop good character in
our young citizens. Suggestions that may be
useful to educators, plans that have been
tried with success, or problems that he may
aid in solving will be given earnest and ex-
pert attention by Dr. Fairchild and his as
sociates.

The two codes referred to above have
been prepared especially for the use of teach-
ers and parents in homes and in schools, as
already indicated. They are readable, at-
tractive, and appeal at once to the interest
and good sense of normal human beings. The
Hutchins code for children presents whole-
some facts regarding such things as health,
self-control, self-reliance, reliability, clean
play, duty, good workmanship, team work,
kindness, and loyalty. The Brevard code
for high school pupils presents the same and
related things in style and form to appeal to
elder boys and girls. Supplies of these codes
may be obtained at nominal cost from the
National Capital Press, 1210 D Street, N.
W., Washington, D. C. Orders and in-
quiries should be sent direct to the publishers.
The National Institution for Moral In-
struction keeps out of business obligations.

The following paragraph, from the Bre-
vard high school morality code, will give an
idea of the character of the whole:

"Acknowledge and correct your errors
and faults; but do not let thought of them
weaken and discourage you. Do not grieve
over lost opportunities, but make new ones.
Do not grieve over bad habits, but break
them. Do not pity yourself. Waste no tim;
in idle dreaming, but with all the strength
that is in you labor to bring about the best
that you can dream."

John W. Wayland

Credits of a non-intellectual character are
accepted for graduation by many high schools.
This practice is common enough to induce
one writer to say that "anyone with sense
enough to bathe and dress himself can with
slight encouragement get into the average
State university." There is just enough truth
in this statement to warrant high schools in
raising their standards of graduation and
universities their standards of entrance.—
President Lotus D. Coffman, University of
Minnesota.
VI

THE PHONOGRAPH IN THE CLASSROOM

There is a growing tendency to stress the teaching of music appreciation in our public schools and the matter, in many cases, has been treated in rather a vague way. We believe this has been due largely to the lack of proper material—especially has this been true in the lower elementary grades. There has not been material available for the teacher which would meet the needs of the child. The term "music appreciation" is so misused that we hesitate to make it the subject for any discussion, and yet the need for the right kind of musical study, which will bring about a real appreciation, is quite apparent.

We believe that music appreciation is supplemental to the usual school room music, and that through it will come a valuable amount of understanding which should motivate the desire for self-expression and make more successful class room and group singing, and also bring about more intelligent instrument study.

There has been much done within the past year toward getting the best music on phonograph records—the type of music which meets the child's needs, which he can appreciate now, and which will go far towards influencing his life in the future.

Rhythm is one of the great forces in life—it sometimes seems to be the very heartbeat of the world, and melody has come down from the most primitive peoples—one authority even asserting that there was song form (melody) before there was articulate speech. We should start in the kindergarten and primary grades with music which will bring a response through its pure simplicity and beauty of melody and by its rhythm through its use in school room activities.

Practically every great composer has made a lullaby—as every great painter has made a Madonna, and through the lullaby the child receives its first impression of musical melody and rhythm. In addition to the best known lullabies there have been made records of excerpts from the finest selections, exquisite bits that will meet the needs for the several phases of activity in the primary grades. Music for the rest period and for the playtime, marches in tempo adapted to children's play, and other highly rhythmic things impel a natural and joyous response through physical expression. Records made by only a small number of orchestral instruments—that they may not overstimulate or confuse with sound—are used as background for class room toy bands in which all the children may participate—using only percussions such as bells, triangles, tambourines, castanets—or knockers, so that there will not be discord.

All such material wisely chosen and rightly used really teaches itself, and at all times should be chosen with some knowledge of the musical experience or training of the group.

For upper grades we have record material as comprehensive as our literature of poetry and prose. We need only to bring music before the pupils of our schools as we do other studies and give it a chance to reveal its power.

There is nothing mysterious about good music. If presented as skillfully as most other subjects are taught, it will reveal its contents to the pupils to a far greater extent than almost any other subject matter. It is one of the very vital materials a teacher may use that will result in a really active participation on the part of pupils and carry over into life's various phases. It is not a thing unto itself—it has in it all the varied experiences of men. It is not local, but may suggest certain localities—in rhythm and color it may suggest nationality or have for its background a bit of history or a scene in nature, but it always has a meaning far above any scene or circumstance.

Even science is adding the results of its experiments to the record library and we can obtain a remarkably accurate estimate of a child's musical ability by using the "Measures of Musical Talent"—worked out through many years of study by Professor Carl Seashore of the University of Iowa.

In the business of education we desire to enrich as much as possible the life of the child. We can not well leave out of our present scheme a subject which seems to be so all-inclusive in its scope—so universal in its need—so powerful a factor in life.

Music is vital and is fast taking its real place as an essential and a right in the education of the child; and let us add that th-
heart of a child will respond always to beauty, which is really the truest understanding and the highest appreciation.

MAY K. BRIGEL

VII

A SUGAR-COATED PILL: HARD FACTS MADE EASY TO READ

TABLE MANNERS

"Table manners ain’t what they used to be. I just can’t keep up with the new-fangled ideas," I heard an old lady say the other day; and I thought if she was holding as fast to the old-fashioned table etiquette as she was to her ancient dress, she must surely be having a terrible time.

But there is no need to be so distressed over the present situation, because it is certainly a great improvement over the old table manners. We can only wonder how often the tea had to be turned over before by common consent it came to be considered best to leave the spoon on the saucer instead of in the cup. I have heard it said that about seventy years ago, if a guest laid his spoon in the saucer, the hostess was supposed to offer him more coffee at once, but if he left it in the cup, the hostess knew he had all the coffee he wanted.

If some of us only had the power to turn back the universe several decades and dine with a family of seventy years ago, we would probably be more distressed at their table manners than the old lady was at the present manners. Let us imagine ourselves doing such a thing.

We sit down at the table; father tucks his napkin in his vest and spread it out over his whole front, while the women pin theirs on their belts to prevent slipping. We wonder at such proceedings, but when the soup is served, the whole family breaks bread into it. But worse than that, directly we see mother cutting her lettuce, grandma eating with her knife. We gaze around to see what will happen next and across the table we see and actually hear grandfather sipping coffee from his saucer, and sister stabbing her pork with her fork as though it would not lie on the tines without being stuck! We wonder how people can be so ignorant, and while we are pondering over the situation, we hear dishes rattling. We see each one stack his dishes; then little daughter carries them to the kitchen.

You hurry to follow suit and in your confusion, catch your sleeve in your coffee spoon and turn your coffee over. You are bewildered, but mother assures you it is perfectly all right, while she leans back in her chair and takes the dessert from the sideboard. At length the dinner is over; but before you get up from the table, the toothpicks must be passed. Then the family spends a social half hour removing the food from their teeth and talking over the happenings of the day. You are glad, at last, to get away from such things and hide away in your room to think it all over.

How you enjoy your next meal at home with its orderly and systematic serving. The dishes, except side dishes, are all passed to the left and the soiled dishes removed from the right, arranged on a tea wagon, and taken to the kitchen. The remainder of the food is removed from the table and the table is crumbed before dessert is served. Truly, you say, we have made a great advance since our grandmother’s day.

JUANITA SHRUM

The Department of Visual Instruction, recently established as a part of the Bureau of Education, in the last fiscal year established 42 centers for the distribution of moving-picture films. There was circulated and exhibited before 8,500,000 people a total of 4,927,000 feet of film. This is a big beginning for a branch of instruction which educational experts have been very slow to grasp the importance of, and there will most likely be a steady growth of the work of this department in the Bureau of Education.

"The way to get and hold well-trained teachers is simple. Their tenure must be secure, their salaries attractive, and appropriate teacher-training institutions must be readily accessible."—Survey report of North Carolina, made by the General Education Board.
THE RELATION OF LANGUAGE TO GEOGRAPHY

Just to the extent to which the saying "No man can live to himself" is true, so is it equally true that no subject can be taught for itself alone. The correlation of the different subjects in the curriculum enhances each, thus making it more vital to the child. So, every subject can and should be correlated with the rest of the work.

Language and geography are easily and necessarily correlated. Much of the geography in the Fourth Grade is the oral discussion of certain topics and here enters the language. We hold the children responsible for their English not only in the language period but at all times. The geography lesson, when the topical plan is used, affords many opportunities for the children to express their ideas, and to add to the information of the class by the use of clear, well-constructed sentences.

Then, too, the written English enters into this correlation as much as the oral. The keeping of geography note books, with the taking of notes in research work, is of benefit in improving the written work of the class. The making of outlines, the relative value of topics, and the placing of topics are made clear, thereby instilling in the children a feeling for the logical and orderly arrangement of subject-matter. As the outline precedes all written work, one naturally sees the value of emphasizing this phase, preventing haphazard work.

As concrete examples always mean more than theory I shall here give in brief a series of lessons taught last year, which will perhaps present more clearly how language and geography are correlated.

The topic under discussion was "Silver." The children had brought in all the related information they could. The geographical facts concerning it had been discussed. Pictures had been shown to the class to make the subject vital. Then, as a final lesson, the making of money was discussed. The following is the outline, in brief, as it was used in this lesson.

THE MAKING OF MONEY
1. Processes of the assay office
2. Journey to the mint
3. Processes of the mint
4. Circulation

As the children now had a wealth of detailed information, they were ready for the creative work. For the language lesson for the next day they were asked to tell the story of a silver dollar. The following outline was put on the board as an aid in thinking through their story.

THE STORY OF A SILVER DOLLAR
1. The Silver in the Mine
2. The Silver at the Assay Office
3. The Silver at the Mint
4. The Travels of a Dollar

While this outline is brief, yet it served the purpose of keeping the children from putting "the cart before the horse." Now, with the outline made, the children were asked to close their eyes and imagine that they were the silver in the mine. Then several were called upon to tell the class about their experiences there. Their stories were discussed and those who gave an interesting story, using good English, and good descriptive words, were praised. The lesson proceeded, having several children tell the story of the silver in the different places. Then one volunteer was called upon to tell the story of the silver dollar. As an assignment for the next day the children were told to continue thinking and to find some really good ideas to put into their stories for the next day's work.

The following day, as a language lesson, the children, from the outline prepared the day before, wrote a "Story of a Silver Dollar." Some of the results, as written by the children, follow:

THE STORY OF A SILVER DOLLAR

I woke one morning and felt myself being picked up by a hand and thrown down a long chute. Then I was put into a long wagon and the horses drew it. Then I heard a terrible roar under me and I saw the sky for the first time.

Then I was taken to a room called the assay office and I was weighed twice. Then I was taken to the mint. There I was separated from my old friends. Next I was put
in a place where I was crushed. Then I was put in a long tank with fire in it. Then I was cooled. Then I was made in a round shape. Then I was stamped.

After a time I was put in a bag with other pieces of money. Then I was sent to the Treasury and kept for a long time where friends and I were very happy. Next I was sent to the bank. There I stayed until one morning I was put in the hands of a very rich little boy.

The little boy took me home and his mother asked him what he was going to do with me. He said he was going to give me to a poor little boy or girl. One day the little boy met a poor little girl and he gave her to me. She thanked him and ran home.

When we got there it was a very poor little house. The little girl told her mother she was going to buy some meat and bread. She sent to the store and bought the meat and bread.

I hope I will become very useful to other people and I hope I shall go to France and help a little boy or girl there.

K. W.—Fourth Grade B

THE STORY OF A SILVER DOLLAR

I woke up one morning very early. I was way down in a rock. Then I heard a "tap, tap," that made me jump. Then I heard a man say. "I have found a piece of silver. It is the biggest piece that I have found today."

Then I felt myself sliding down a chute and I was carried away with all my friends. Then they crushed me. That was very painful.

Then I was taken to the mint to be made into a nice shiny silver dollar. I was melted and when I was cold I was pressed between two big pressing machines which pressed an eagle on one side and a head on the other side.

Then I was sent to the United States Treasury. I was guarded all the way. That made me feel very important. When I got there I was sent to a bank and a man came and drew me out. He kept me in his pocket for a long time. Then he went into a store and bought something with me. The lady put me into the cash box. There I stayed all night long and when morning came I awoke and found the lady putting me into the hands of a very dirty boy. He said

“What a beautiful new silver dollar!” He took me home with him and showed me to his mother. I was very happy because I helped to buy them food. I wanted to be of some use to some one and now I know that I am.

E. K. O.—Fourth Grade B

THE STORY OF A SILVER DOLLAR

I was in a vein of gold and copper when I was dug up and carried to the top of the mine. I felt very strange up there.

Then I was put on a car where guards watched me. I was sent to a place before long, which was called the assay office. I was weighed twice there. I lost very many of my friends, which made me feel lonesome.

Then I was taken to the mint and put into a furnace. I was melted and put in some thing which was called a mould. Here I cooled.

Then I was taken to the U. S. Treasury, and stamped a silver dollar. Then I was dropped on the floor to see if I was a real silver dollar.

Next I was taken to the bank where a poor little boy earned me. He took me and bought some food for him and his mother. A grocer had me now. He put me in his pocket where I kicked and finally got out and fell upon the floor. He put me in his pocket again and I had many changes in life.

I hope I have a good time as long as I live.

L. K. D.—Fourth Grade B

MARY V. YANCEY CANTER

TIRED

All day long I've worked, and I am tired; So tired, I do not care for sleep or rest. My brain reels and I forget The thing I should remember till it's passed. And then, because I'm tired, I do not care.

—L. C.

A free textbook law which has recently been passed in Texas not only provides for free textbooks, but also places the residue of the textbook fund in the available school fund.
CURRENT EDUCATIONAL DISCUSSION

PROBLEMS OF VISUAL EDUCATION

In place of diatribes against the "movies" and movements to arouse parents against them because of dangerous influences they may exert on children, progressive educators and educational magazines generally are rather recognizing that so tremendous a factor in modern life as the "movie" can not be suppressed. Rather are they attempting to organize the feeling that visual education is here to stay; and that the best way to counteract the influence of bad "movies" is to make possible the wholesale production and presentation of good "movies."

COMENIUS AND VISUAL EDUCATION

Something of the fundamental soundness of this program of visual education is voiced by Dean William F. Russell, of the University of Iowa, who declares that Comenius, the Moravian educator who is honored as the founder of our present school system and the "father of picture-books," would have accepted visual education with open arms, heart and mind.

"Comenius was constantly preaching the doctrine of teaching through the eye. He believed heart and soul in the teaching power of pictures. He published the first illustrated textbook, and thereby won the love and gratitude of boys and girls the world over, from his age to this. How this 17th century pion-

er in modern educational methods would have delighted in our present opportunity to instruct through pictures that represent life as it really is, life in motion!

"It is easy to imagine the joy that must be his today as his spirit hovers lovingly, and perhaps a bit wistfully, over American schoolrooms where eager children are watching pictures moving on a screen as part of their regular lessons. One of his favorite diatribes against the schools of his day was that they were 'slaughter-houses of the mind' and 'places where minds are fed on words.' He had no patience with the kind of learning that merely memorized lessons without understanding them."

CONSTRUCTIVE ACTION

In a recent issue The National School Digest says: No one seriously questions that the motion picture has come to stay and that it will probably play a big part in the school education of the future. That it is playing a big part in the education of the youth of today outside the schools is obvious. The actual benefit of this present education seems open to serious question, however, when "High School Students Petition for Bar Against Bad Pictures," as the headlines in a Minnesota paper read recently. The remedy seems to be to replace the bad with good, and to support those who are trying to do this.

There is no use forbidding the child to go to the movies. It is as much of an injustice to do so as if he were forbidden ever to ride in an automobile. The thing to do is to make sure that there are the right kind of movies for him to go to, and that they are not interspersed with the wrong kind of vaudeville or extra films.

WHAT EDISON THINKS

Several years ago Thomas A. Edison was interviewed by the editor of the Educational Film Magazine. "What should be taught in the school and college films?" he was asked.

"Anything which can be taught to the ear can be taught better to the eye," flashed back Mr. Edison with his well known penchant for aphorisms. "I know of nothing, absolutely nothing, which the film is not capable of imparting to eyes old and young, from eight to eighty. It is said 'the eye is the
shortest distance to the brain,' and that is true. The moving object on the screen, the closest possible approximation to reality, is almost the same as bringing that object itself before the child or taking the child to that object."

A few years ago I had read a statement attributed to Edison that "movies would take the place of textbooks" and I asked him if he still believed it.

"Yes," he replied, without hesitation. "Film teaching will be done without any books whatsoever. The only textbooks needed will be for the teacher's own use. The films will serve as guide-posts to these teacher instruction books, not the books as guides to the films. The pupils will learn everything there is to learn, in every grade from the lowest to the highest. The long years now spent in cramming indigestible knowledge down unwilling young throats and in examining young minds on subjects which they can never learn under the present system, will be cut down marvelously, waste will be eliminated, and the youth of every land will at last become actually educated."

"The trouble now is that school is too dull; it holds no interest for the average boy or girl. It was so in my schooldays and it has changed but little. But make every classroom and every assembly hall a movie show, a show where the child learns every moment while his eyes are glued to the screen, and you'll have one hundred per cent attendance. Why, you won't be able to keep boys and girls away from school then. They'll get there ahead of time and scramble for good seats, and they'll stay late begging to see some of the films over again. I'd like to be a boy again when film teaching becomes universal."

"Films, of course should be elaborate explanations of textbooks as they exist today. In many respects they will go far beyond the scope of the printed page; they will be able to make many things alive and real which now are dead and meaningless to the child. Today the teacher explains on the blackboard. In the school of tomorrow all explanations will be made on the motion picture screen. Many colleges and high schools will make their own films, as a few do now. Pictures are inevitable as practically the sole teaching method, because words do not interest young minds. It is only the few who can concentrate on abstract things, and it must always be remembered that education is for the many, not for the few. Films will teach one thousand times better and more quickly than the present system. . . . The most technical, the most complex themes, theories and concepts can be taught understandably on the motion picture screen."

GETTING APPLAUSE FOR GEORGE

At a recent test of school children and the movies a slide of "The Last Supper" was shown and none of the children recognized it, according to the National School Digest, and slides of famous Americans followed with about the same results. But when pictures of Douglas Fairbanks, Mary Pickford and Charlie Chaplin were shown the applause was loud and long. Movie education of some sort would seem to be desirable. If Mary Pickford's smiles can win a burst of applause there certainly should be a warm welcome also for the Hero of Valley Forge. The movies educated in the one case. Is it unreasonable to suppose that they might do as well in the other?

WATCHING INSTEAD OF DOING

But the New York Times points to an entirely different aspect of the case against the "movies." In a recent editorial it said:

"It is sometimes asserted—with far more plausibility than truth, probably—that this or that crime was committed in emulation or imitation of a vicious achievement shown on the screen. What is not asserted, but should be, is that more than often—somewhere near to usually—the influence exerted is the reverse of this and even more deplorable, especially on boys. These, if normal, all have a thirst for adventure—for getting out in the world and doing and seeing things for themselves. This most commendable 'urge,' upon the natural and actual cultivation and satisfaction of which the welfare of the world and its inhabitants very largely depends, the movies divert and distort into complete sterility. The boy that spends much of his leisure time in the movie theatres contents himself with the adventures he sees on the screen, instead of finding adventures for himself and taking part in them as he should. He watches the game instead of playing it. This is depravity of a most terrible kind, and not one of the professional moralists has said a word about it."

SMALL TOWN OPPORTUNITY

In the small town it would seem that the problem of regulating the quality of "movies" can be more easily met, for here perhaps the school still has the field entirely
to itself. Edwin F. Abets, superintendent of the Rural High School, De Soto, Kansas, writes to the Education Film Magazine:

“You might be interested in knowing that out here in Kansas in a little town of 300 we have solved the motion picture question by using the school auditorium and placing the picture show business entirely in the control of the school. We plan to charge only enough to pay running expenses on the general run of films. The profits are used to pay for the equipment and to add to our library. It is a great success and is the solution for the picture industry in the small town.”

FIRST STEPS IN VOCATIONAL GUIDANCE

The following statement of First Steps in Vocational Guidance was adopted by the National Vocational Guidance Association at its Atlantic City meeting:

The home and school programs should include a combination of play, handwork, co-operative activity, and academic work, the whole being varied enough to represent life’s demands, and concrete enough to secure an effective and successful accomplishment by each individual child.

On the basis of individual differences revealed in the social life of the child, progress in school subjects, and in standardized tests, children should be classified into schoolroom groups. All group classifications should be regarded as tentative, being largely for the purpose of efficient learning and teaching.

For all children before the school-leaving age there should be provided a wide variety of try-out experiences in academic and aesthetic work, gardening, simple processes with tools and machines, elementary commercial experiences, and co-operative pupil activities. Such try-out experiences are for the purpose of teaching efficiency in every day tasks, broadening the social and occupational outlook of the children, and discovering to them and the teachers their interests and abilities.

Teachers of all subjects in schools and colleges should make a definite effort to show the relationships of their work to occupational problems just as they now relate them to other phases of life activity, such as the cultural, recreational, ethical, civic, and social.

Drifting through school is a common evil in all educational systems. The life-career motive, whether temporary or permanent, should be encouraged as one of the motives in the choice of a curriculum and of certain elective subjects within a curriculum.

The miscellaneous working experiences of children before and after school, on Saturdays, and in vacations should be studied and supervised. These experiences should be made to aid the child in understanding his environment and in discovering his vocational aptitudes and interests.

All forms of part-time education, such as the continuation school, co-operative courses, trade extension and trade preparatory courses, etc., should be provided in order that school and work may be brought into closer co-operation and that they may be more careful supervision of the child in employment.

EDUCATORS VS. IRRITATERS

There are two kinds of school administrators, those who want certain results and adopt certain methods in order to get them, and those who, never looking at results, keep up a chitter-chatter of worry about methods and the mechanics of the classroom. The first type of administrator educates; the second irritates.—National School Digest.

ARGUMENTS FOR TEACHERS COLLEGES IN MINNESOTA

In urging the passage of a bill that would provide for a change of name from “State Normal School” to “Teachers College” for regular teacher-training institutions in the State of Minnesota, sponsors of the change brought forward the following reasons:

1. The name “college” properly describes an institution that receives students who have finished the high school.

2. The name “Teachers College” has a definite meaning for everyone. The word “normal” is a foreign word, not always understood, whose meaning is becoming obsolete.

3. The change will enhance the standing of the work and thus attract stronger candidates to the teaching profession.

4. The name “college” will appeal to high school graduates and will help recruit larger numbers of teachers.

5. The word “college” will prevent confusion with “normal training departments.”
maintained in one hundred Minnesota high schools.

6. "Teachers College" is distinct from "College of Education" at the University, and from the names of private colleges within the state.

7. Twenty-five states have already made the change and use the name "State Teachers College" for their teacher training institutions of college grade.

---

**X**

**PRINCIPLES OF EDUCATION**

As a means of organizing systematically one's view of the educative process and its objectives and as a basis for judging and evaluating current ideas and practices, no subject in the field of educational studies is more important for the teacher than that of the principles or philosophy of education. However, it has been and still remains unfortunately a rather intangible field, because philosophers today as yesterday build their own systems of thought and an appropriate language and terminology for that thought. Today one no longer turns with satisfaction to the older philosophies of Rosenkranz, Kantor Herbert Spencer, because the researches of the educational historians and the modern educational scientists have changed the value of their work. There is therefore appearing a new crop of writers and writings in this field.

Coursault's *The Principles of Education* is divided into three fairly equal parts, entitled the Individual Process, the Social Process, and the Educational Process. In the first two the argument very briefly is as follows: the factors of the individual process or individual development are purposes and means of control, the patterns for which are found in the social process—for the former in history and the fine arts, for the latter in the sciences. These sections of the book are technical and relatively meager in direct implications for education. The third part deals with the aims, methods and curricula of the school and is thoroughly readable and valuable for any teacher. The splendid binding of the book is no less appealing than the effective helps with each chapter, consisting of (1) brief introductory summaries of contents, (2) concluding reference lists and (3) sets of suggestive practical problems.

In Turner's *Essentials of Good Teaching*, one expects to find a practical consideration of the methods of instruction and management, but finds a treatise which in point of view is midway between such a handbook and a philosophy of education. It, like Coursault's *Principles of Education*, gives the reviewer the feeling that here is an effective book in the hands of the author but one with a system so highly individualized that in text form it does not get over to the general reader easily. The author harks back to the McMurrys and the older psychology of James and Angell, using the newer educational psychology with relative ineffectiveness and making little place for the project method. Perhaps the best features of the book are the chapters on The Means of Generating Responsibility, The Value and Method of Comparison, and two chapters summarizing subjective and objective standards for the measurement of teaching results. The binding is good and a satisfactory index is added, although no teacher's or students' helps are given.

Dr. Kilpatrick's *Syllabus* was written expressly for students in graduate courses in the philosophy of education in Teachers College. It too is the outgrowth of years of experience in the field and is printed in limited editions so that frequent revisions may be made. It draws heavily upon the newer educational psychology of Thorndike and the newer educational philosophy of Dewey. The thirty topics include many of a rather abstract nature, but others such as Democracy and Education, The State and Education, Educational Aims, and Moral Education. There is a splendid selected list of books for references making a four-page bibliography. There are also chapter bibliographies and there is a list of 165 suitable topics for indi
vidual research. The unique feature about the Syllabus is the fact that instead of being in outline form, each chapter consists wholly of thought-provoking questions, a method already popularized by the author in his classroom. No more hopeful sign can be found in the art of text-book writing than this and it is to be hoped and expected that the texts of the future will utilize this method greatly. It is only then that memory work gives way to thought and the student is enabled to build up his own synthetic philosophy of education, instead of accepting that of another.

W. J. Gifford

XI

SOME RECENT BOOKS OF INTEREST TO TEACHERS


This book is intended for use in the upper grammar grades and in the junior high school. It will be used by teachers and pupils with interest and profit, for it is easy to read and full of significant facts. It does not play on grand style to prodigies in the clouds, but deals in simple, everyday terms with the human experiences of real people—our forefathers and others who have given us a heritage and a man’s job. The treatment of problems and controverted questions is so judicial and sane that one can not accuse the authors of either provincialism or sectionalism. The maps and pictures are unusually good. They present great variety and relate to incidents and movements of significance in the life of our people. The pictures especially show wide search and discriminating choice. A more attractive and helpful collection would be hard to find. At the end of each chapter are a summary, aids to study for teacher and pupil, and questions for review and further investigation.

J. W. Wayland


Here is the neatest textbook for Freshman English that the present reviewer has ever had in his hands. It is written straight at the freshman whose attention has previously been directed so completely to technicalities and formalities of language that he has never comprehended that language is primarily for the purpose of clear and exact communication of thought. He has never conceived of the sentence as the key to clear thinking.

The authors of this little book present a connected and constructive account of the principles of subordination, parallelism, and economy, as they relate to sentence-making; and this they call the core of the book. There is an introductory chapter dealing with punctuation and its relation to thinking; and there is a final chapter dealing with summary sentences. This latter chapter is most useful to students who have many notes to take and need to know how to get the gist of a paragraph or chapter and express it economically.

The book contains also a list of common errors which makes frequent reference to the preceding portions of the text, and which is arranged for easy use.

Especially to be commended is the choice of sentences, paragraphs and essays which serve as a basis for the study of sentence-making. These passages are all weighted with ideas; not one of them is an empty vessel.

C. T. Logan


There is a wide range of appeal in the ninety-five speeches gathered together in this volume. There are court room speeches, campaign speeches, nominating speeches, after-dinner speeches, eulogies, inaugurals, speeches of introduction, speeches of response, of welcome, of farewell, of presentation, of accep- tation, speeches in legislative bodies, sermons, lectures.

The compiler has undertaken to present these speeches in the exact words in which each was delivered, and without any omission. He has used, wherever possible, copies from stenographic reports in preference to edited manuscripts.

Aside from brief biographical notes of the speakers and short statements of the circumstances under which the speeches were delivered, the volume is not annotated. This conforms with Mr. O’Neill’s purpose to make of it a “case-book” rather than a textbook.

One of the model speeches of introduction is that delivered by Shailer Matthews when Woodrow Wilson spoke before the Federated Council of Churches at Columbus in 1915. It follows: “Ladies and Gentlemen: The President.” A model speech, indeed!

Included among the speeches of farewell is his “Farewell to the Class of 1920,” by President Edwin A. Alderman of the University of Virginia.

C. T. Logan


“Learning by doing” is the maxim of many teachers of today. Doubtless in the past many teachers have worked books overtime, but it is equally true that many teachers of manual
arts have neglected to avail themselves of written instructions for explaining and organizing their work. This book by Fries is written after the manner of a laboratory manual. Its language is plain and clear, and its illustrations are numerous and well chosen. This book ought to be used in every Smith-Hughes high school, and every farmer that wants to save money on repair bills ought to have it.

G. W. Chapellekar, Jr.


This little volume, with its flavor of ripe culture and old-time quiet thought, would surely have pleased Charles Lamb himself. It is hard to lay the book down, even after dipping again and again into his choice essays and letters, arranged in biographical order, and after turning often to look at the quaint sweet portrait of the brother and sister which serves as frontispiece.

Besides the introduction by Mr. Gordon and the well known essays on Lamb by Hazlitt and De Quincey, there are rich and full notes by Mr. A. M. D. Hughes. These give just what one wants most in reading Ella—the facts of Lamb's life out of which grew these tender musings or those whimsical side remarks. For, whatever we read from him, it is always his gentle, loving life that we are feeding upon—that life so full of deepest sacrifice and so free from all posing.

Elizabeth P. Cleveland

XII

SCHOOL ACTIVITIES

Following a record-breaking enrolment of 646 students for the first term of the 1921 summer session, the second term enrolment turned out to be more than double that of any previous year. For the second term there were enrolled 336 students, making a total for the summer session of 982 registrations by 891 different students.

The interim between the closing of the second summer session and the beginning of the fall quarter is of short duration, lasting only from September 2 to September 21. Indications are that the demand for admission at Harrisonburg this fall will go in like proportions beyond all previous figures.

There seems to be little doubt that the erection of a new dormitory at Harrisonburg will be necessary if the school is to meet the demands being made on it by the young women of the state.

Good progress is being made in the erection of the Alumnae-Students Building just across the campus from Jack-son Hall (First Dormitory). The stonemasons have now been joined by carpenters, who are busy laying beams for the first floor. Soon the masons will be up to the second floor. It is hoped that the Alumnae Building will be under roof by January first.

Other improvements being made during the summer include the construction of a railway switch which will make it possible for coal to be delivered to the central heating plant directly from the car. This change involves a difficult cut and a big fill.

The “Smythe house,” which the school has rented for a number of years and which was recently purchased by the state, is also undergoing much-needed improvements. The very large white pillars have been removed, a new porch has been built, and some rearrangement has been made in the interior of the house. This building will be used as a dormitory the coming year to help care for the increased attendance.

The new laundry plant is now in operation in the basement of the service building, and the future of the old laundry back of Cleveland Cottage is still an uncertain matter. During the first term of the summer session, under the direction of Miss Julia Woolridge, classes in manual arts redecorated the interior of the building, and the evening of the exhibit no one who entered would have recognized it as the old laundry.

In addition to the exhibit of work done by Miss Woolridge's classes in design, decorating, manual arts, etc., there were exhibits the same evening by Mr. Smith's classes in nature study and Mr. Hopkins' classes in woodworking. These exhibits are always an interesting feature of the summer session and always fully repay those who attend.

The first baseball team ever engaged in
entirely regular athletic events to uphold the reputation of the Harrisonburg State Normal School was put in the field during the second term of the summer session.

Within a space of six hectic days the team played three games, crossing bats with the Harrisonburg Elks on Monday, August 15, with the Northside Mission of Harrisonburg on Wednesday, and with Middlebrook on Saturday.

W. M. Stump was manager of the team and J. Leo Wathen captain. The regular line-up was as follows: Thompson, third base; J. Bailey, first base; Wathen, short stop; Garber, pitcher; Miller, second base; Wright, left field; F. Bailey, center field; Long, catcher; Shull, right field.

Proceeds of the games were turned over to the Alumnae-Students' Building fund.

RECENT APPOINTMENTS

Dean Gifford, as Chairman of the Appointment Committee, sends the following appointments which have been reported since the July issue of The Virginia Teacher.

Quite a number of members of the graduating class of 1921 are not yet placed, but there are still good openings. A later supplementary list will be given out when the remainder of the class have determined upon their locations for next year.

Mazie Aistrop—Second Grade, Wise
Mary Davidson—Home Economics, Appalachia and East Stone Gap
Hazel Donovan—Primary Grades, Broadway
Anna Estes—Primary Grades, Norfolk
Corinne Evans—Grammar Grades, Norfolk
Esther Evans—Home Economics, Sparta High School
Florence Fuqua—Fifth Grade, Elkhardt
Mildred Garter—Grammar Grades, Jarratt
Louise Gibboney—Science, Lawrenceville High School
Florence Hauer—Primary Grade, Coeburn
Helen Heath—Willis Wharf High School, Exmore
Florence Hounshell—Linville-Edom High School
Annie Hundley—History, Brookneal High School
Alice Jamison—Rural Supervisor, Albemarle County
Bernie Jarratt—English and Arithmetic, Vinton High School
Reba Kramar—Primary Grades, Oakley
Anne Lewis—Third Grade, Marion
Hazel Lyon—Primary Grades, Pulaski
Katherine Mahoney—Fourth Grade, Coeburn
Margaret Martin—Fourth and Fifth Grades, Middlebrook
Martha Moore—First Grade, Norton
Charlotte Norris—Grammar Grades, Oakley
Jennie Nicholas—Grammar Grades, Roanoke
Gladys Nichols—Grammar Grades, Portsmouth
Frances Oakes—English and History, Bros-ville High School
Ethel Parrott—Physical Education, Woodrow Wilson High School, Portsmouth
Anna Lee Payne—Fifth Grade, Chester
Mary Rumburg—Grammar Grades, Macedon, Ohio
June Steele—Grammar Grades, Timberville
Ruth Tomko—Science, Blue Grass High School, Crabbottom
Genevieve Warwick—Home Economics, Grammar Grades, Norfolk
Elizabeth White—Home Economics and Science, Waynesboro High School
Elizabeth Yancey—Mathematics, Danville High School
Margaret Funk—Home Economics and Science, Pocahontas High School
Elise Loewner—Primary Grades, Roanoke
Brenda Elliott—Primary Grades, Blue Grass High School, Crabbottom
Gladys Hopkins—Grammar Grades, Blue Grass High School, Crabbottom
XIII

NOTES AND NEWS OF THE ALUMNAE

LOUDOUN COUNTY SCHOOL FAIR

For the last eleven years the Loudoun County School Fair has been the biggest annual event in the history of the county. It is the one thing that has aroused local public sentiment in education more than any other thing. It is here that the parents gather with their children and learn what the schools are doing in other parts of the country. It is here that parents are educated in progressive educational movements through the children. Can you imagine anything more interesting to a parent than to see his child in a contest and see him come out the proud victor? Can you think of anything which would arouse the patron's admiration for a teacher more than this?

The Fair is managed by the School Fair Executive Committee, which is composed of the county superintendent, the secretary-treasurer and the chairman of the committees in charge of the various departments. This usually makes a committee of ten or fifteen members. The superintendent is chairman of the executive committee and appoints the chairman of each sub-committee. Each chairman selects two assistants, and with them works up his department subject to the approval of the executive committee.

It usually takes about $800 to finance the Fair. Formerly this money was raised through selling advertising space in our Fair catalogue, by private contributions, and admission fees to athletic events. This year the money was contributed by the Leesburg Chamber of Commerce and interested friends. The Leesburg Chamber of Commerce, by its contribution, made it possible, for the first time in the history of the Fair, to admit school children free of charge to all athletic events.

Our prizes are usually money, medals, banners, and a silver loving cup. It is our aim to award the large prizes, such as banners and the loving cup, to schools rather than to the individual. These prizes must be won for two consecutive years by a school before becoming its permanent property. We find this method increases school and community spirit, as well as saves the Fair much money.

Formerly we held our Fair in the fall; but we found that the cold weather and late opening of schools were quite a hindrance to its success. It was also much more difficult for the towns to entertain the Fair at this time of the year and the days were too short to get in all the events. But now that the Fair is held in the spring, we have practically the whole year to prepare for it and balmy days for our out-door activities. We held our Fair for two days in May before the one and two-room schools have closed, teachers receiving full pay for these days. It is the cap-stone of events, being followed in June by the Horse and Colt Show, in September by the Agriculture Fair. We are considering preserving the prize exhibits for an Educational Booth at our Agriculture Fair in September. In this way we hope to increase public sentiment for better rural schools.

I would like to mention here, that we have never permitted any side shows at our School Fair. And last year we had no side shows of any kind in connection with our Agriculture Fair. It was decidedly a success. This splendid movement is a result of the Friends' Public Welfare Work in the Purcellville and Lincoln communities.

The exhibits and various activities of the Fair are supposed to be a representation of the daily class room work. But they are not. Where is there a teacher who will not coach or drill the representatives of her school outside of the regular recitation period? She knows they are to compete against the pick of the county and must be trained to a high degree of skill if they are to win.

At our Fair the following departments are usually represented, although they vary from year to year: English, Nature, Domestic Science and Art, Reading, Arithmetic, Spell-

Contesting classes are divided into three groups, as follows: class A includes grades 1, 2, 3, and 4; class B, grades 5, 6, and 7; class C, high school.

The English, Nature, Domestic Science and Art, Booklet, Hand Work, Agriculture, and Public Health departments furnish the exhibits for the Fair. The display of canned fruits, jellies, candies, spice cakes, golden butter, and brown bread makes one's mouth water and would be the pride of any housewife. The beautiful laces, dainty embroideries, and simple frocks, are the envy of every girl. The pens of chickens, the pigs, the samples of corn, are the pride of the boys. The Health Department always creates much interest and many practical health laws are demonstrated.

The exhibits for prizes are displayed in one building and are opened to the public, after being judged by a disinterested, but competent, person. If possible, we secure judges from outside of the county. In the same building each school district is allotted so many feet of space for a district booth. No prize is awarded the booth, but many interesting things are displayed here not shown elsewhere in the Fair.

This year we used standardized tests for the contests in reading, arithmetic, Latin, and algebra, with very satisfactory results. The schools following a systematic practice of using standard tests had a decided advantage over the other schools.

The events which create most interest are the debate, base ball, and basket ball. Our county is divided into two districts. The two winning teams from the two districts for each of the above events meet at the Fair and vie with each other for the championship in debate, base ball, and basket ball.

The parade of 3,000 school children, with flying banners and gay costumes, led last year by Governor Davis and the World War doughboys, was a sight not easily forgotten and one which people have driven for miles to see.

PAMELIA L. ISH

The Alumnae-Students Building, the cornerstone of which was laid with interest-
On July 30 Ruth Wallace became Mrs. Benjamin Rives Hooper. Word of this came to us from Atlantic City, New Jersey, where honeymoons are said to hang in every sky.

On August 4 Helen Hopkins married Mr. Ralph Miller Hoover. A large company of guests and friends was present—even some of the Normal folks were able to get away from the imperative bells long enough to glimpse the beauty and shining lights that adorned the handsome old lawn at Cave Hill, while music stirred all hearts, old and young, with perennial spring.

And Mary Abbott Cook is married too. Her husband is Rev. Edward E. Lane, D. D. The marriage took place on August 17 at Stuart, Va. Right easily can we picture Mary as a minister’s helpmate.

And on September 1 Mary Early will become the wife of Mr. Bledsoe Buford Parrott, at Ruckersville, Va. If anybody has more friends and well-wishers than Mary, we have not heard who it is.

But all of our girls have plenty of friends, and well deserve them. They all have our best wishes in all the real interests of life and work.

Kate Clary, the efficient treasurer of the Richmond chapter of alumnae, wrote on August 12 from New York City. She said: “I am sending you a check which I have just received from Mary Quigg for the Building Fund. . . . Today we completed our courses here and will leave for home tomorrow. I have enjoyed New York very much, but am very glad that it is all over. I have not seen the July Virginia Teacher, as it was not forwarded to me, but I shall enjoy it on my return.”

Mary V. Yancey Canter sends a word of greeting from 1356 Madison Street, Washington, D. C. Her many friends reciprocate her good will.

Bess Willis, now Mrs. L. H. Shrader, writes from Amherst. She had a cheering message for Alma Mater and is evidently keeping up her interest and efficiency in the teaching profession.

A recent letter from the vicinity of Alexandria says: “We have been favored by a promised return of Miss Kiracofe, Miss Smith, Miss Wright, and Miss Hartman—the latter having recently withdrawn her application.”

These young ladies and their associates did fine work last session at Bailey’s Cross Roads. We wish them continued success.

Jessie Falls, who is now a banker at Lovingston, paid us a flying visit recently. She was passing through Harrisonburg by automobile, but could not pass the Normal with out stopping to say a word to old friends.

INDUSTRIAL REHABILITATION IN VIRGINIA

Provision for the rehabilitation of persons disabled in industry is cared for by the federal act passed in June, 1920. All but seven states have accepted the act, but in only 23 have state appropriations been provided to match the appropriation granted by the federal government for this purpose. Virginia is one of five states that has accepted the act, but will not decide the question of ratification until 1922 when the legislature next meets.

OUR CONTRIBUTORS

RUTH TOMKO is a graduate of this school, class of 1921, and comes from the people whom she so sympathetically describes.

KATHERINE M. ANTHONY is the supervisor of the training school. She writes for this issue of the Virginia Teacher from the Mission Schools of Highland county, where she is spending her summer.

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

PAULINE MILEY is a teacher in the Winchester school system and a member of the Summer School faculty of this school.

JOHN W. WAYLAND is head of the department of history and social science at this school.

MAY K. BRIGEL is an educational representative of the Columbia Graphophone Co.

JUANITA SHRUM is a member of the Junior Class of this school.

MARY V. YANCEY CANTER was a member of the training school faculty. She resigned this past session to be married.

PAMELIA L. ISH is a teacher in the Loudoun county schools. She is spending her summer in work at this school.
Will you close school without giving standard tests?

The giving of standard tests is resulting in more satisfactory schoolroom organization and procedure everywhere. Guesswork in promotion, retardation, and demotion of pupils is largely eliminated. Teachers' work is made more efficient. Money and time are saved and every pupil is benefited.

Millions of intelligence tests have been given in thousands of schools in every grade from the first primary to the last year in college. These tests were practically all standardized group tests. The important surveys use standard tests for gathering important data, many of which we furnish. We can supply you with the tests which will enable you to secure reliable information on your own school system.

The present demand for standard tests (both intelligence and achievement) is rapidly growing. Many schools—being convinced of their value—now consider tests an essential part of their equipment. More schools will start their use before the close of the school year.

We plan to give publicity to results that schools secure from using standard tests.

We publish fourteen different kinds of tests, the newest being the Courtis Standard Practice Tests in Handwriting. A bulletin gives complete information about it. Please write for a copy.

WORLD BOOK COMPANY

YONKERS-ON-HUDSON, NEW YORK

BY JOHN W. WAYLAND

How To Teach American History

and

History Stories for Primary Grades

THE MACMILLAN COMPANY

64-66 FIFTH AVENUE NEW YORK
The Essentials of Good Teaching
by EDWIN ARTHUR TURNER
Director of Practice Teaching
Illinois State Normal University

The teacher who reads this practical and modern text gains
A clear understanding of the distinctive features and aims of the teaching profession.
Intelligent and usable ideas on the choice and development of subject matter.
A grasp of the psychology of the child and the power to utilize this knowledge.
Accurate technical knowledge of the use of stimuli and the various factors to be taken into account in successful teaching.
The ability successfully to apply psychologically sound theories in actual practice.

D. C. HEATH AND COMPANY
231-241 West 39th Street New York City

George Peabody College for Teachers
NASHVILLE TENNESSEE
For the Higher Training of Teachers
Summer Session
First Term, June 8 to July 13
Second Term, July 14 to August 26

More than 300 courses in twenty-six departments giving college credit.
Courses for mature students who cannot satisfy college entrance requirements.
Special courses for preparing teachers for the high salaries of the Smith-Hughes work.
Many courses for preparing teachers for critical teaching, supervision, Normal school work or administrative positions.
Large, cool, shady campus for either work or play.
Many free lectures at the open hour by men of national reputation.
Here you will meet socially men and women from all over the South, who are prominent in educational affairs. The friendships formed in this way are of the greatest importance to the teacher.
Write for our catalogue now

SUGAR BOWL CONFECTIONERY
We give you quality because we manufacture our own Ice Cream, Candies, and Syrups.
HARRISONBURG :: VIRGINIA

WE "FIT SHOES TO FEET"
NOT "FEET TO SHOES"
A CORDIAL INVITATION
TO EVERY READER OF "THE VIRGINIA TEACHER"
TO TEST OUR FOOT WEAR AND OUR SERVICE
YAGER'S SHOE STORE
We take great pleasure in announcing that our stock of fall wearing apparel is now complete.

We are showing a most complete line of ladies and misses coat suits, coats, dresses, millinery, furs and shoes. You will find the prices very reasonable, about half of what they were last fall.

We extend to you a cordial invitation to call at our store when you are in this city.

As teachers and students of the State Normal School you are entitled to a 10 per cent discount on all purchases made.

THE JOSEPH NEY & SONS COMPANY

---

With tired, straining eyes it is not possible to use the natural functions of the brain without great discomfort. Your glasses are to correct these conditions. Do you not see how very important it is to have the lenses made accurately? We have the reputation of doing the best optical work in South-west Virginia. Send us your prescription. We duplicate lenses and repair all makes of frames.

WILLIAM R. HILL
SH McBAIN BUILDING
ROANOKE, VIRGINIA
EXPERT OPTICIAN

---

Shop at Iseman's for New Spring Suits, Coats and Millinery

WISE'S WISE'S
Coats, Suits, Dresses, Waists, Skirts, and Fancy Dry Goods
DISCOUNT ALREADY TAKEN OFF ONE PRICE TO ALL

Architects W. M. Bucher & Son Contractors
Contractors for the Normal School Buildings
Telephone 142 Harrisonburg, Va.
<table>
<thead>
<tr>
<th><strong>PARCEL POST</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Parcel Post has enabled us to deliver to your door any drug store article at little or no cost promptly.</td>
</tr>
<tr>
<td><strong>The L. H. Ott Drug Co., Inc.</strong></td>
</tr>
<tr>
<td><strong>The Rexall Store</strong></td>
</tr>
<tr>
<td>Bell Phone 45 Harrisonburg, Va.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VISIT THE GROTTOES OF THE SHENANDOAH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounced by thousands and thousands to be the most wonderful caverns in the WORLD. Write for descriptive folder.</td>
</tr>
<tr>
<td><strong>J. M. Pirkey, Superintendent</strong></td>
</tr>
<tr>
<td>Grottoes, Virginia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELECTRIC VACUUM CARPET CLEANERS $42.00</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Makes. Write or call for Demonstration.</td>
</tr>
<tr>
<td><strong>Coiner Furniture Company</strong></td>
</tr>
<tr>
<td>Harrisonburg, Virginia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THE DEAN STUDIO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Films developed and printed</td>
</tr>
<tr>
<td><strong>Dr. Walter T. Lineweaver Dentist</strong></td>
</tr>
<tr>
<td>Peoples Bank Building HARRISONBURG, VA.</td>
</tr>
<tr>
<td>PHONES Office—85 House—85-M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BURKE &amp; PRICE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Insurance Harrisonburg, Va.</td>
</tr>
<tr>
<td>National Bank Bldg. Phone 16</td>
</tr>
<tr>
<td><strong>MEET YOUR FRIENDS AT FLETCHER’S Soda Fountain</strong></td>
</tr>
<tr>
<td>“On The Square”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The Venda 5 &amp; 10¢ Co.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We invite all Normal Girls to visit our store</td>
</tr>
<tr>
<td><strong>S. Blatt Fine Merchant Tailor</strong></td>
</tr>
<tr>
<td>CLEANING, DYING, PRESSING</td>
</tr>
<tr>
<td>East Market Street Harrisonburg, Va.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>E. R. Miller, M. D.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise Limited To EYE, EAR, NOSE AND THROAT</td>
</tr>
<tr>
<td>Second Floor Sipe Building Oppo. First National Bank Phones 416 Res. 418-M</td>
</tr>
</tbody>
</table>

**Seventy-Nine North Main Street Harrisonburg, Virginia**
Political Wall Maps
Accurate and Reliable

They are new and authentic, showing the latest geographical and political changes in every part of the world.

They are handsomely lithographed (not printed) in colors that will not fade.

They are artistic and beautiful.

The Maps are mounted on Heavy cloth and are 40x56 inches in size.

- Eastern Hemisphere
- Western Hemisphere
- North America
- South America
- United States
- Europe
- Asia
- Africa
- Merc. World and Hemispheres

Any Map on Common rollers...$2.35 ea.
Any Map on Board and Spring rollers...$4.00 ea.
Any Map in Single Oak Case...$4.50 ea.
Any Map in Single Steel Case...$5.00 ea.
Any 8 Maps in Oak Case, on Spring rollers...$32.00 ea.

These Maps are 40 inches wide and can be put in any 42-inch case. The tops are extended so that you can take off the old Maps or either paste or tack the new Maps on the Spring rollers.

The Maps of the Western Hemisphere, North America, South America and the United States have not changed much, so that by getting new maps of Europe, Asia, Africa and the Eastern Hemisphere, they will cost you $9.00 and will make your full set of 8 Maps, up-to-date.

McCONNELL SCHOOL MAP CO.
213 Institute Place CHICAGO, ILL.
ANNOUNCEMENT SUMMER QUARTER—1921

First Term—June 20–July 29
Second Term—Aug. 1–Sept. 2

Courses Carefully Planned for—
First and Second Grade Certificates
Elementary Professional Certificates

OPPORTUNITIES FOR PRACTICE TEACHING

Special Courses for
Junior High School Teachers
Rural Supervisors
Specialists in Home Economics
(Credit toward the B. S. degree is granted in Home Economics)

STRONG FACULTY
Thirteen Men
Twenty-two Women

Enjoy a vacation while you are preparing for your vocation
A summer in the mountains at a reasonable cost

ANNOUNCEMENT—SESSION 1921-1922

TWO YEAR COURSES
(Leading to Professional Diploma)
1. For Primary and Kindergarten Teachers
2. For Grammar Grade Teachers
3. For Junior High School Teachers
4. For High School Teachers
5. For Teachers of Home Economics Subjects

FOUR YEAR COURSE
In Home Economics, under the Smith-Hughes Law, leading to the B. S. degree in Education

SPECIAL COURSES
In Dietetics and Institutional Management

MUSIC AND EXPRESSION
Strong Department of Music and Expression (Six instructors)
Opportunities for students needing financial assistance through
System of Student Service
Free State Scholarship
State Loan Fund

For Catalog Address SAMUEL P. DUKE, President