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

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CONTENTS

I. The Use of Standard Arithmetic Tests
   Vada Miller 306

II. Fifteen Years of Progress
    Samuel P. Duke 316

III. Educational Tests and Measurements
     W. J. Gifford 317

IV. What Is Good Taste in Dress?
    Edna G. Gleason 319

V. Home Economics Notes
     322

VI. Entertainments Suitable for High Schools
     Ruth S. Hudson 323

VII. Educational Comment
     326

VIII. Recent Books of Interest to Teachers
      327

      Who's Who in After-War Education—W. J. Gifford; Cohen's One-Act Plays by Modern Authors—Ruth S. Hudson; Phelps's Selected Stories from Kipling—C. T. Logan; Bolinlus's Advanced Lessons in Everyday English—Margaret V. Hoffman; Reed's Forms and Functions of American Government—Raymond C. Dinkledine; Webster's Early European History and Modern European History—J. W. Wayland.

IX. School Activities
     328

X. News and Notes of the Alumnae
     330

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THE USE OF STANDARD ARITHMETIC TESTS

Up until about ten years ago the only way we had of rating pupils was by class grades, monthly test grades, and examination grades. These measures did not give a standard by which to judge pupils, because of the variety of opinions of different teachers. Educators saw this inefficiency and set about to devise a series of standardized tests and scales which would give teachers and superintendents standards of measurement by which a school or school system could be measured.

"This movement is, as yet, almost in its infancy," says Professor Cubberley,1 "but so important is it in terms of the future of school administration that it already bids fair to change, in the course of time, the whole character of this professional service. The significance of these new standards of measurement for our educational service is indeed large." Their use means nothing less than the transformation of school work from guess work to scientific accuracy, and the almost entire elimination of the personal feelings of teachers and superintendents in regard to promotion.

These standard tests are divided into two classes—educational tests and intelligence tests. The educational tests are those which measure the achievement in the different elementary subjects, as arithmetic, reading, spelling, handwriting, language, and such high school subjects as algebra, geometry, foreign languages, and physics. According to Terman,2 "Intelligence tests measure the subject's general intelligence, not his special ability in a particular line. They include tests of memory, language comprehension, size of vocabulary, orientation in time and space, eye-hand co-ordinations, knowledge about familiar things, judgment, ability to find likenesses and differences between common objects, arithmetical reasoning, resourcefulness and ingenuity in difficult practical situations, ability to detect absurdities, perception, the speed and richness of association of ideas, the power to combine the dissected parts of a form board or a group of ideas into a unitary whole, the capacity to generalize from particulars the ability to deduce a rule from connected facts, etc. These tests provide the most important type of information supplementary to that obtained through educational tests."

Neither educational testing alone nor intelligence testing alone is complete, but when both have been used the teacher has a pretty thorough diagnosis of each case in her class and by carefully working out the results she knows just where her pupils stand. Through the use of these tests a pupil is often found capable of skipping a grade, provided he is given a little added attention and plenty of encouragement.

Educational tests may be used alone to great advantage to test the previous as well as the present teaching and to see just what needs to be stressed most. This is especially true of arithmetic. Not only do these arithmetic tests help the teacher to find her class's weakest point, but the pupils take great interest in finding their own weaknesses. This gives them an incentive to work to reach a normal standard in the matter in question.

Rice was the pioneer in formulating standards in arithmetic. Klapper3 states that in

Editor's Note: This essay received the Dingledine prize for the best graduation essay submitted during the session 1920-1921 at the State Normal School, Harrisonburg, Virginia.

1Ellwood P. Cubberley.
3Paul Klapper—The Teaching of Arithmetic.
1902 Rice gave his test questions to about six hundred children of grades 4A through 8B in seventeen schools representing seven cities. The work of the marking was carefully planned, each example being marked (1) correct in principle and work; or (2) correct in principle only; or (3) incorrect. He interpreted his results very carefully and his final conclusions were: “First, that proper supervision of teachers and definitely standardized measures of results are the determining factors in making for efficient work in arithmetic, and second, that these standards of attainment do not permit the teacher to be the judge of her own work, nor the principal to be the judge of the standing of his school or the worth of his teachers.” His work was too limited, and the absolute uniform conditions necessary for determining a standard were not secured in each school tested; but his contribution is significant because of the impetus it gave the scientific movement in arithmetic.

Different tests have been worked out since those of Rice, and the tests that are probably most used in arithmetic now are the Courtis Tests and the Cleveland Survey Tests. The aim of these tests is not alone a test of the knowledge of facts taught, but also a measure of the power and habits that result from the work accomplished. These tests show that there is a wide range of abilities of children in the same grade and that only a small per cent of children are up to the grade standard. The pupil’s achievement depends not only upon what he knows, but also upon his physical and emotional conditions. The tests also detect the waste in class-room work and thus either cause the teacher to improve her work or result in her having her place taken by a more efficient teacher.

It is important that the teacher think of tests and scales not only as a measure but also as an instrument which will enable her to make her instruction more effective. Therefore every teacher should be anxious to have them given to her pupils or, better still, she should be able to give them herself.

THE EXPERIMENT

On February 3, 1921, the Cleveland Survey Arithmetic Tests were given, by the writer, to the seventh and eighth grades of the Pleasant Hill Junior High School. This is the rural junior high school used by the Harrisonburg State Normal School as a practice school. The writer was teaching arithmetic in the seventh grade at the time the test was given.

The purpose in giving these tests was to find out the quality of work done in the fundamental processes. We wanted to know the general standing of each grade as a whole in the fundamentals of arithmetic. We also wanted to know the individual weaknesses in each of the different types of operations.

Perhaps the best description of the Cleveland Survey Arithmetic Tests is that which appeared in the Elementary School Journal for September 1916, page 26. They are called “spiral arithmetic tests because each of the fundamental operations occurs several times: thus in addition, the simplest exercise consists of adding pairs of two-place figures; the second series consists of short columns of one-place figures; the third series consists of the addition of fractions of like denominators; the fourth series consists of the addition of longer columns of figures; the fifth series consists of the addition of fractions of unlike denominators constitutes the final and most elaborate series. Similar spiral tests in subtraction, multiplication, and division are interwoven with the exercises in addition.”

These tests are very simple, and anyone who knows anything about tests can give them. A watch with a second hand is needed to keep time, although a stop watch is much better. With the room comfortable and the pupils’ desks clear of everything except a copy of the test and a well-sharpened pencil, the teacher is ready to start the test. First of all, the teacher should explain the test and tell the pupils why it is being given. This explanation, if given properly, will remove all disagreeable feelings toward tests and the pupils will become interested and anxious to make high scores. The next thing to be done is to fill out the blanks on the first page with the teacher’s help. Now

4These tests may be secured from The Public School Publishing Co., Bloomington, Illinois. Price per hundred, $2.50; Sample set, 10 cents.
TABLE I
Showing the seventh and eighth grade medians of Pleasant Hill School along with the St Louis and Grand Rapids medians

<table>
<thead>
<tr>
<th>Median of Set</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. H. S.</td>
<td>17.5</td>
<td>17.5</td>
<td>16.6</td>
<td>15.5</td>
<td>4.35</td>
<td>6.35</td>
<td>4.5</td>
<td>0.</td>
<td>1.25</td>
<td>4.1</td>
<td>5.5</td>
<td>2.37</td>
<td>2.75</td>
<td>1.16</td>
<td>2.3</td>
</tr>
<tr>
<td>St. L.</td>
<td>23.4</td>
<td>24.2</td>
<td>19.8</td>
<td>22.3</td>
<td>7.4</td>
<td>9.6</td>
<td>6.9</td>
<td>9.7</td>
<td>5.0</td>
<td>5.3</td>
<td>9.7</td>
<td>4.7</td>
<td>4.9</td>
<td>2.0</td>
<td>5.6</td>
</tr>
<tr>
<td>Gr. R.</td>
<td>27.3</td>
<td>20.7</td>
<td>18.8</td>
<td>19.7</td>
<td>7.2</td>
<td>9.6</td>
<td>6.1</td>
<td>7.8</td>
<td>4.1</td>
<td>5.3</td>
<td>8.8</td>
<td>4.5</td>
<td>5.0</td>
<td>1.8</td>
<td>4.6</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. H. S.</td>
<td>21.25</td>
<td>17.75</td>
<td>20.25</td>
<td>15.75</td>
<td>6.25</td>
<td>5.5</td>
<td>5.5</td>
<td>2.5</td>
<td>1.5</td>
<td>4.75</td>
<td>4.5</td>
<td>4.5</td>
<td>3.5</td>
<td>1.25</td>
<td>3.5</td>
</tr>
<tr>
<td>St. L.</td>
<td>32.2</td>
<td>28.3</td>
<td>21.9</td>
<td>25.7</td>
<td>8.4</td>
<td>11.3</td>
<td>7.8</td>
<td>12.0</td>
<td>5.8</td>
<td>5.8</td>
<td>11.7</td>
<td>5.3</td>
<td>5.3</td>
<td>2.7</td>
<td>6.6</td>
</tr>
<tr>
<td>Gr. R.</td>
<td>30.3</td>
<td>25.5</td>
<td>20.7</td>
<td>23.0</td>
<td>8.1</td>
<td>11.0</td>
<td>6.8</td>
<td>8.8</td>
<td>4.7</td>
<td>6.5</td>
<td>10.3</td>
<td>4.9</td>
<td>5.7</td>
<td>2.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>

TABLE II
Giving each class's median compared with the St. Louis score, along with a few explanations and tentative decisions

<table>
<thead>
<tr>
<th>Name of Set</th>
<th>Class Median</th>
<th>Amount P. H. S. median is higher or lower than St. Louis.</th>
<th>EXPLANATION</th>
<th>TENTATIVE REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.5</td>
<td>-10.9</td>
<td>-10.95</td>
<td>The use of fingers in some instances hindered progress.</td>
</tr>
<tr>
<td></td>
<td>21.25</td>
<td>-3.05</td>
<td>-1.15</td>
<td>There is need of drill in addition. A thorough mastery of combinations is essential for speed and accuracy.</td>
</tr>
<tr>
<td>E</td>
<td>4.35</td>
<td>-3.05</td>
<td>-1.15</td>
<td>Special work in subtraction is needed.</td>
</tr>
<tr>
<td>J</td>
<td>4.75</td>
<td>-1.2</td>
<td>-1.05</td>
<td>There is need of drill with a great deal of stress put upon accuracy.</td>
</tr>
<tr>
<td>M</td>
<td>2.75</td>
<td>-2.15</td>
<td>-1.8</td>
<td>Neither class shows up well in division.</td>
</tr>
<tr>
<td>B</td>
<td>17.5</td>
<td>-6.7</td>
<td>-10.55</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>F</td>
<td>5.35</td>
<td>-4.25</td>
<td>-5.8</td>
<td>Neither class shows up well in division.</td>
</tr>
<tr>
<td>C</td>
<td>16.6</td>
<td>-3.2</td>
<td>-1.65</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>G</td>
<td>4.5</td>
<td>-2.4</td>
<td>-2.3</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>L</td>
<td>2.37</td>
<td>-11.3</td>
<td>-0.8</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>D</td>
<td>15.5</td>
<td>-6.8</td>
<td>-9.55</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>I</td>
<td>1.25</td>
<td>-3.75</td>
<td>-4.3</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>K</td>
<td>5.5</td>
<td>-4.2</td>
<td>-7.2</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
<tr>
<td>N</td>
<td>1.16</td>
<td>-0.84</td>
<td>-1.45</td>
<td>In many cases the low scores were due to wrong methods. Both classes need to understand the rules for working fractions.</td>
</tr>
</tbody>
</table>
set A is explained so the class will know just what to expect and they should also be shown where to find the set; then with left finger inside first page and pencil in right hand, all are ready to start work when the command, "Go!" is given. After the time allotted to this set is up, the command, "Stop!" is given and papers are closed. This procedure is used for each set in the test. The whole test should not be given the same day, but part given one day and the other part given the next day. This interval of time gives better results, for the pupils do not become so tired either day.

The results obtained from this test will be seen in Table I. The first score represents the medians of the Pleasant Hill School for grade 7A; the second score is the median of the St. Louis schools, and the third that of the Grand Rapids schools. The fourth, fifth and sixth lines present similar eighth grade scores.

Table II shows each class’s median compared with the St. Louis median and, along with this, a few conclusions and suggestions. The minus sign preceding each score shows that Pleasant Hill scores are below the scores made at St. Louis.

The results of these tests show that both classes need drill in the simple forms, with a great deal of stress put upon accuracy. There are bad habits which should be broken in some cases, and in others the methods of working must be more thoroughly fixed upon the minds of the pupils.

Table III shows each individual’s score compared with the class median, the plus (+) sign meaning that the individual ranks that much above the class median; the minus (−) sign means that his score is that much below the class median.

Beginning immediately after the test had been given, the Studebaker Practise Exercises in arithmetic were used in the seventh grade.

The purpose in giving these practise exercises was to help the class, as well as the individuals, on weak points. These weak places were shown in the results of the test and they were especially stressed during these practises.

The Studebaker Economy Practise Exercises are arranged in a spiral system very much like the Cleveland Survey Arithmetic Tests except that there are more exercises in each of the fundamentals, there being fifty different exercises in a set. Each exercise is placed on a card of ordinary tablet paper size with the examples placed just above openings in the card where the examples may be worked on a paper placed under the card.

Not only are the examples on these cards suited...
able for the higher grades, but almost all of them may be used from the third grade on to the high school.

A teacher's manual is sent with each set, which gives full instructions as to how to carry on the work and the length of time to be given to the exercises in each of the grades. Individual record blanks also are sent with each set, and on these pupils keep a strict record of each day's work.

These are very valuable exercises in the four fundamentals, and a set should be included in the equipment of every school.\(^5\)

The seventh grade had the Studebaker Practise work for thirty-six days. The amount of time used each day was usually not over eight minutes—four and one-half minutes used in the actual work of the exercise and the rest of the time used in correcting results and recording the scores.

The pupils' record blanks were not used to keep their records on, but an ordinary composition tablet was used instead. Their records took the following form:

**STUDEBAKER PRACTISE EXERCISES**

<table>
<thead>
<tr>
<th>No. of Ex.</th>
<th>Date</th>
<th>No. Attempted</th>
<th>No. Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb. 22, '21</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 25, '21</td>
<td>41</td>
<td>41</td>
</tr>
</tbody>
</table>

The class as a whole took great interest in this work and often wanted to be allowed more time for it. They learned to watch their records from day to day and took great pride in telling the teacher how many more examples they worked each day.

The class was found to be poor on combinations, and a great deal of stress was placed on adding short columns and long columns with carrying. Their greatest difficulty was in adding long columns. When pupils had a sum such as 37 and 7, they did not use the principle of addition in higher decades, that is, they did not realize that if 7+7=14 then 37+7=44. Both board and oral work were used along with the practise exercises to help them overcome this deficiency. This work did not cover a sufficient length of time to break fully their fixed habit, for if they were not watched they would drop back to the old way of adding.

The class seemed to dislike subtraction very much, possibly because they did not fully understand the process. Their main difficulty was in “borrowing,” and this kind of example was stressed most in the practise.

Not very much stress was placed on multiplication, as the class got along very well the first few days of practise and they needed practise in other things more.

A great deal of stress was placed on both short and long division, for the class seemed to have trouble with it.

Almost every pupil's record showed improvement from the very first; several, however, seemed to be on a plateau or at a standstill through several practises; but they showed improvement in their work afterward. The entire class was not always working on the same exercise, for different ones needed special work and were given that type of work.

As can be seen from the median of Sets H and O in the Cleveland Test, Table I, the pupils needed extra work in fractions. There was no practise work in the field of fractions; so a list of fractions was made out to be used for this purpose.\(^6\) These examples involve all cases in addition, subtraction, multiplication, and division of fractions. They were arranged on long slips of paper and these slips were marked A, B, etc., up to G, so that pupils could keep their daily records. The examples were so arranged that pupils could place them beside the paper on which they worked and do the work just opposite the example. The pupils were allowed to put the answers on the backs of the slips containing the examples after they had worked them the first time, and then the work moved off as smoothly as did the regular practise exercises.

Fifteen minutes a day for four days was used in this fraction practise. Pupils worked anywhere from two to four of these lists in a day. None of these lists required more

\(^5\)The Studebaker Practise Exercises in Arithmetic may be obtained from the following address at the prices listed: Scott, Foresman & Company, 5 West 19th Street, New York City. Set B-One, for City Graded Schools (950 cards), $18.00; Set B-Two, for Rural Schools (250 cards), $7.50; Set B-Three, for Rural Schools (100 cards), $3.50; Set B-Four, for Individual Use (60 cards), $2.00.

\(^6\)Thanks are due Miss Natalie Lancaster, of the State Normal School, who helped graduate these examples.
than three minutes and most of them were worked in one and one-half or two minutes.

The pupils should have had several lists of examples involving addition, subtraction, multiplication, and division all on one slip. This would have made them more careful about the signs.

The lists of examples used for this practise work are given at the bottom of this page.

Along with the practise work just described the class was given simple addition and multiplication examples by the use of mimeographed copies taken from pages 111 and 112 of Introductory Psychology for Teachers, by E. K. Strong, Jr. There are eighty examples on each sheet and a minute was given in which to work them in either case. This proved to be a good drill in combinations and simple multiplication. One sheet of addition and one of multiplication was given each day for twenty-seven days either before or after the other practise work. The time given to this work was not over five minutes each day. These sheets are reproduced on page 312.

<table>
<thead>
<tr>
<th>CARD A</th>
<th>CARD B</th>
<th>CARD C</th>
<th>CARD D</th>
<th>CARD E</th>
<th>CARD F</th>
<th>CARD G</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 1</td>
<td>1 2</td>
<td>3 2</td>
<td>11 2</td>
<td>16 × -</td>
<td>4 ÷ -</td>
<td>5 4</td>
</tr>
<tr>
<td>- + -</td>
<td>- + -</td>
<td>- - -</td>
<td>- - -</td>
<td>8 5</td>
<td>2 7</td>
<td>12 8</td>
</tr>
<tr>
<td>5 5</td>
<td>3 3</td>
<td>5 6</td>
<td>12 3</td>
<td>3 3</td>
<td>1 7</td>
<td>1 7</td>
</tr>
<tr>
<td>2 + 2</td>
<td>1 1</td>
<td>5 1</td>
<td>4 3</td>
<td>3 5</td>
<td>5 1</td>
<td>1 1</td>
</tr>
<tr>
<td>3 3</td>
<td>2 4</td>
<td>- + -</td>
<td>- + -</td>
<td>4 12</td>
<td>4 2</td>
<td>2 4</td>
</tr>
<tr>
<td>2 1</td>
<td>3 1</td>
<td>1 2</td>
<td>1 2</td>
<td>4 12</td>
<td>4 2</td>
<td>2 4</td>
</tr>
<tr>
<td>- + -</td>
<td>- + -</td>
<td>3 3</td>
<td>4 3</td>
<td>3 4</td>
<td>3 3</td>
<td>3 9</td>
</tr>
<tr>
<td>3 6</td>
<td>8 3</td>
<td>1 2</td>
<td>3 1</td>
<td>2 4</td>
<td>2 4</td>
<td>2 4</td>
</tr>
<tr>
<td>3 3</td>
<td>2 1</td>
<td>3 2</td>
<td>2 3</td>
<td>4 12</td>
<td>4 2</td>
<td>1 1</td>
</tr>
<tr>
<td>2 4</td>
<td>3 4</td>
<td>- + -</td>
<td>- + -</td>
<td>4 12</td>
<td>4 2</td>
<td>1 1</td>
</tr>
<tr>
<td>3 4</td>
<td>3 4</td>
<td>2 3</td>
<td>3 2</td>
<td>5 6</td>
<td>5 1</td>
<td>3 1</td>
</tr>
<tr>
<td>3 8</td>
<td>5 8</td>
<td>- + -</td>
<td>- + -</td>
<td>8 6</td>
<td>8 2</td>
<td>1 1</td>
</tr>
<tr>
<td>3 8</td>
<td>5 5</td>
<td>1 2</td>
<td>3 2</td>
<td>5 6</td>
<td>6 3</td>
<td>8 2</td>
</tr>
<tr>
<td>3 6</td>
<td>5 6</td>
<td>3 6</td>
<td>3 6</td>
<td>5 5</td>
<td>5 2</td>
<td>7 1</td>
</tr>
<tr>
<td>1 - -</td>
<td>- - =</td>
<td>- - =</td>
<td>- - =</td>
<td>3 8</td>
<td>4 9</td>
<td>1 1</td>
</tr>
<tr>
<td>1 - -</td>
<td>- - =</td>
<td>- - =</td>
<td>- - =</td>
<td>4 9</td>
<td>1 1</td>
<td>1 1</td>
</tr>
<tr>
<td>1 - -</td>
<td>- - =</td>
<td>- - =</td>
<td>- - =</td>
<td>1 - -</td>
<td>1 - -</td>
<td>1 - -</td>
</tr>
<tr>
<td>1 - -</td>
<td>- - =</td>
<td>- - =</td>
<td>- - =</td>
<td>1 - -</td>
<td>1 - -</td>
<td>1 - -</td>
</tr>
</tbody>
</table>
The pupils' progress in both of the lists was very marked. After a great deal of practice one pupil was able to work seventy-eight addition examples correctly several times.

One pupil in the class always led in multiplication, but never showed much improvement in addition. After having him add aloud it was found that he still used fingers or imaginary marks in the case of 17 + 8; that is, saying seventeen and counting eight by ones. On the twentieth day his attention was called to this mistake, and even though it was a difficult thing, he set about breaking this habit. This pupil is very much pleased with the progress that he made each day after he began using the other method of adding. A learning curve of this individual's work may be seen in the following graph:

*Indicates the first practice after he began using the method spoken of above.
This practice work helped the pupils in both speed and accuracy, and the work of problems has become more interesting to them because they thoroughly understand the mechanical side of the work. They have also learned to work with ease, even though they are being timed and their work is watched. Several pupils that were formerly always quiet now never fail to talk about their work when they have a chance. The pupils would rather have missed almost anything else during the day than their practice period, which shows that they were intensely interested in it.

On April 20, 1921, the Cleveland Survey Arithmetic Test was given again to the seventh and eighth grade of the Pleasant Hill School, the seventh grade having had the practice work, while the eighth grade had had no special attention.

As can be seen from Graphs 1 and 2 both classes show improvement in some sets, and in others there was no improvement. Tables IV and V show the medians of the first and second tests compared. Where there was improvement it is indicated by a plus sign and no improvement is indicated by a minus sign.

The seventh grade does not show so much improvement as might be expected, but some of the pupils were very irregular attendants, and this fact has hindered their progress. The eighth grade has not had this difficulty to overcome. Even though these results of
### Table IV

Showing the seventh grade's class medians in Cleveland Survey Tests before and after special training, with explanations and tentative decisions

<table>
<thead>
<tr>
<th>Name of Set</th>
<th>Class Median</th>
<th>Amount Test I median is above or below Test II</th>
<th>Explanations</th>
<th>Tentative Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test I</td>
<td>Test II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>17.5</td>
<td>31.5</td>
<td></td>
<td>Drill in combinations pays.</td>
</tr>
<tr>
<td>E</td>
<td>4.35</td>
<td>4.5</td>
<td>+0.15</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>4.1</td>
<td>1.8</td>
<td>-2.3</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>2.75</td>
<td>2.16</td>
<td>-0.59</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>17.5</td>
<td>16.5</td>
<td>-1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6.35</td>
<td>7.5</td>
<td>+2.0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>16.6</td>
<td>21.7</td>
<td>+5.1</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>4.5</td>
<td>5.4</td>
<td>+0.9</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>2.37</td>
<td>2.5</td>
<td>+0.13</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>15.5</td>
<td>18.5</td>
<td>+3.0</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>1.25</td>
<td>3.5</td>
<td>+2.25</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>5.5</td>
<td>6.75</td>
<td>+1.25</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1.16</td>
<td>1.5</td>
<td>+0.34</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>--</td>
<td>1.5</td>
<td>+1.5</td>
<td>Mistakes in Test II were not in method but in carelessness with signs, that is, adding when there was a minus sign.</td>
</tr>
<tr>
<td>O</td>
<td>2.8</td>
<td>3.5</td>
<td>+0.7</td>
<td></td>
</tr>
</tbody>
</table>

practise are not so marked in all cases, there is enough gain shown to prove that these practise exercises are really worth while.

It is confidently believed that the progress made would have shown a proportionate increase if there had been a larger time available for use of the Studebaker Practice Exercises; it should be remembered that the period of this experiment lasted only from February 3 to April 20.

The eighth grade shows up very well considering that it had not had any special training. It is interesting to note that out of fifteen sets nine show improvement.

In Table VI may be seen the improvement of each pupil in the seventh grade. The first score is that of the Cleveland Sur-
TABLE V
Showing the eighth grade's class medians in Cleveland Survey Tests compared along with explanations and tentative suggestions.

<table>
<thead>
<tr>
<th>Name of Set</th>
<th>Class Median</th>
<th>Amount Test I median is above or below Test II</th>
<th>EXPLANATION</th>
<th>TENTATIVE REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21.25</td>
<td>Test I, Test II</td>
<td>+ 6.12</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>6.25</td>
<td>Test I, Test II</td>
<td>— 0.75</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>4.75</td>
<td>Test I, Test II</td>
<td>— 0.25</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>3.5</td>
<td>Test I, Test II</td>
<td>+ 1.75</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>17.75</td>
<td>Test I, Test II</td>
<td>— 0.25</td>
<td>Improvement in the eighth grade is not as general as in the seventh grade.</td>
</tr>
<tr>
<td>F</td>
<td>6.5</td>
<td>Test I, Test II</td>
<td>+ 2.0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>20.25</td>
<td>Test I, Test II</td>
<td>— 2.75</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>5.5</td>
<td>Test I, Test II</td>
<td>— 0.5</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>4.5</td>
<td>Test I, Test II</td>
<td>— 1.75</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>15.75</td>
<td>Test I, Test II</td>
<td>+ 2.75</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>1.5</td>
<td>Test I, Test II</td>
<td>+ 2.66</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>4.5</td>
<td>Test I, Test II</td>
<td>+ 4.0</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1.25</td>
<td>Test I, Test II</td>
<td>+ 0.91</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>2.5</td>
<td>Test I, Test II</td>
<td>+ 5.0</td>
<td>Improvement is very marked.</td>
</tr>
<tr>
<td>O</td>
<td>3.5</td>
<td>Test I, Test II</td>
<td>+ 2.75</td>
<td></td>
</tr>
</tbody>
</table>

TABLE VI
Showing the seventh grade's individual scores on the first and second Cleveland Survey Arithmetic Tests:

<table>
<thead>
<tr>
<th>Name of Set</th>
<th>NAME OF SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ru Be</td>
<td>19</td>
</tr>
<tr>
<td>Ru Bo</td>
<td>21</td>
</tr>
<tr>
<td>Do Ha</td>
<td>22</td>
</tr>
<tr>
<td>Ne Ke</td>
<td>20</td>
</tr>
<tr>
<td>Jo Ki</td>
<td>17</td>
</tr>
<tr>
<td>Ne Ke</td>
<td>13</td>
</tr>
<tr>
<td>Jo Ki</td>
<td>22</td>
</tr>
<tr>
<td>Me La</td>
<td>12</td>
</tr>
<tr>
<td>Ra My</td>
<td>13</td>
</tr>
<tr>
<td>Pa Th</td>
<td>16</td>
</tr>
<tr>
<td>Pe Th</td>
<td>24</td>
</tr>
</tbody>
</table>

Survey Tests given on February 3, 1921, the second score is that made on the test when repeated April 20, 1921. Table VII shows the scores of the eighth grade for the first and second Cleveland Survey Tests. Graph 3 shows the comparative gains and losses of the seventh and eighth grades; that is, the seventh grade shows an improvement of 14.0 in set A, while the eighth grade shows an improvement of 6.21. In set B there is a loss in each case of 1.0 and 0.2. The rest of the sets are compared in like manner.
CONCLUSIONS

I. Measurements of achievement are needed.

II. Measurements are guides in improvement of instruction:
   A. For the teacher—
      1. They show class weaknesses.
      2. They are the guide in practice work.
      3. Out of the test and practise work come topics for teaching.
   B. For the pupil—
      1. They show individual weaknesses.
      2. They give the pupil an incentive to work to reach a standard score.

VADA MILLER

II

FIFTEEN YEARS OF PROGRESS

On July 6, 1869, the people of Virginia adopted a state constitution which provided the particulars for the statewide system of public free schools for the commonwealth until 1902.

The convention which formulated this constitution consisted of 105 members comprising 33 conservatives and 72 radicals, the latter including 24 negroes, along with 14 Virginians, 26 Northerners, 1 South Carolinian and 6 members from some part of the British Dominions.

Anyone familiar with the history of reconstruction in Virginia will know that any product from the hands of such a body as this was doomed to meet opposition on the part of Virginia as soon as she recuperated sufficiently to assume the aggressive. From 1870, therefore, until the adoption of our present constitution in 1902, not only did the people fail properly to support and patronize the public schools, but so general was the feeling, that a state treasurer did not hesitate to divert public school funds to other purposes, feeling that he was rendering the state a patriotic service.

After the adoption of a new constitution in 1902 there followed the famous educational campaign of May, 1905, which represented the culmination of a series of efforts at an educational revival extending as far back as 1898.

Since the school year of 1905-'06, therefore, we have experienced an “Educational Renaissance” in Virginia marked with unprecedented progress. The following statistics and statements are given to those who have not either the time or the inclination to work out in detail this most thrilling story of modern Virginia history.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1875</th>
<th>1890</th>
<th>1905</th>
<th>1920</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Population</td>
<td>482,789</td>
<td>652,045</td>
<td>580,618</td>
<td>658,926</td>
</tr>
<tr>
<td>Number Pupils Enrolled</td>
<td>184,886</td>
<td>242,256</td>
<td>361,772*</td>
<td>505,190</td>
</tr>
<tr>
<td>Number of Pupils in Average Daily Attendance</td>
<td>103,927</td>
<td>198,290</td>
<td>215,205</td>
<td>351,171</td>
</tr>
<tr>
<td>School Term in Months</td>
<td>5.59</td>
<td>5.91</td>
<td>6.4</td>
<td>Counties 7.2</td>
</tr>
<tr>
<td>Cities 8.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>4,262</td>
<td>7,523</td>
<td>9,072</td>
<td>14,271</td>
</tr>
<tr>
<td>Ratio Men to Women</td>
<td>27 to 15</td>
<td>31 to 44</td>
<td>21 to 70</td>
<td>1.5 to 12.7</td>
</tr>
<tr>
<td>Monthly Salaries-Men</td>
<td>$33.52</td>
<td>$31.69</td>
<td>$36.86</td>
<td>Approx. $70</td>
</tr>
<tr>
<td>Women</td>
<td>$28.71</td>
<td>$26.61</td>
<td>$28.11</td>
<td></td>
</tr>
<tr>
<td>Value of School Property</td>
<td>$757,181</td>
<td>$2,235,085</td>
<td>$4,297,625</td>
<td>$22,900,000</td>
</tr>
<tr>
<td>Total Expenditures for All Purposes</td>
<td>$1,021,356</td>
<td>$1,604,508</td>
<td>$4,432,192</td>
<td>$13,100,000</td>
</tr>
</tbody>
</table>

*Figures for 1875 and 1890 apply to ages of 5 to 21 years; those of 1905 and 1920 to ages of 7 to 20 years.
After you have examined the above figures carefully, think for a few minutes of these striking facts: In 1871 sixty per cent (60%) of all the public school buildings in Virginia were log houses. The value of all public school buildings in Virginia in 1871 did not exceed in total amount the present estimated combined value of the two high school buildings in Richmond and Norfolk, namely, the John Marshall High School and the Matthew F. Maury High School. The present value of the grounds, buildings, equipment and endowment of the Hampton Normal and Industrial Institute for colored teachers exceeds by approximately $1,000,000 the total value of all public school buildings in Virginia in 1905.

Notice these: monthly salary schedules for 1905 as reported by the State Board of Examiners for Superintendent Eggleston in their reports for the year of 1905: Danville $40-$45; Staunton $43-$46; Franklin County $25, $20, $15; Halifax County $34, $27, $22; Highland County $25, $20, $10; Mecklenburg County $35, $25; Patrick County $25, $22, $18. Superintendent Eggleston said in his report of 1905-'06: "There are white teachers in Virginia who last session received only fifteen dollars per month for a term of five months. Scores of them get $20 and $25 per month for terms not exceeding six months; and yet the cry goes up from some quarters that we must call a halt, that public education in Virginia is being 'overdone'."

Approximately fifty per cent of the division superintendents of schools in 1905 received salaries under $500 per year. The salary and traveling expenses of the State Superintendent of Public Instruction in 1901 was $2,150. The present State Department of Education is well organized with an excellent staff representing a wise and economical expenditure of $50,000 (in round numbers) per year.

In 1905, the highest paid public school official in Virginia was the superintendent of the Norfolk City Schools who received the munificent sum of $2,468. The present salaries of the superintendents of Richmond and Winchester approximate $7,000 per year and there is at least one county in the state wise enough to pay its Superintendent of Schools $4,500 per year. Classroom teachers in Virginia today receive salaries ranging as high as $2,400 per school year, and principals' salaries range as high as $4,000. In 1905 the yearly average salary of all teachers in Virginia was $192.84; in 1920—$560, an increase of almost 300%.

There were, 495 teachers in the public schools of Virginia holding professional certificates in 1905. There were 6,400 teachers in 1920 with some professional training.

The State expended $4,040 for summer schools for teachers in 1905. The summer sessions of the teacher training schools of Virginia for 1921 expended more than $100,000 for all purposes.

The State appropriation for the only normal school for white teachers, the Farmville School, in 1905 was $41,666.66. In 1920 the annual appropriation for the four normal schools for white teachers exceeded $300,000.

Virginia boasted 74 public high schools with an enrollment of 12,199 in 1905. In 1920 she can modestly claim 486 high schools, 218 accredited, with a total enrollment of 30,919.

Although the last fifteen years have witnessed a substantial increase in the population of Virginia, the number of illiterates between the ages of 10 and 20 years of age in our state has decreased from 55,815 to 28,900.

Ponder on these figures, fellow teacher. Take heart. Things are not as bad as some would have you believe. We may have a long way to go, but we have already passed over a long stretch of bad road and the way ahead looks smoother.

Samuel P. Duke

EDUCATIONAL TESTS AND MEASUREMENTS

THROUGH COLLEGE ON BRAINS NOT COURSES

Barnard College is this year trying a novel and promising experiment. Thirteen students, about two per cent of the student body, who have been found to have exceptional ability, have entered the Special Honors Course. They will be freed from a good share of the routine and required work of the college course and will be allowed to major...
in one field and become scholars in that field.

It is not the intention of the authorities ever to allow a large number of such choices. It is their hope that in this way a few creative specialists may be discovered who will be freed from certain unfortunate tendencies of college teaching, namely, to cater to mediocrity, to measure scholarship in terms of numbers of lectures attended and grades or points obtained, and to split up courses in "half-yearly fragments".

The interest which attaches to this experiment on the part of those outside of college circles will be that the college is coming to do what our best city systems have been practicing for several years, that is to segregate the brighter pupils for especially enriched curricula and work suited to their abilities. This is undoubtedly but one of the many adjustments that will shortly be made by our higher institutions now that it is an assured fact that students may safely be entered by means of intelligence and that tests in intelligence indicate pretty accurately what is the likelihood of a pupil's success in the college. In this connection it is interesting to note that students entering Columbia University by means of intelligence examinations when compared with those entering on the old subject-matter examinations do work which correlates much more highly with their entrance examination standards.

DR. OTIS JOINS STAFF OF WORLD BOOK CO.

The World Book Company, which has of late been specializing on intelligence tests, has now engaged the services of Dr. Arthur Otis, the author of the Otis Intelligence Tests and joint author of the Army Tests. This is an important step, as it means that teachers and administrators who desire assistance in the choice of tests and in the diagnosis of the results of testing can obtain what might in some cases be, otherwise unavailable, namely, expert advice. It also means that another of the leaders in the testing movement will be largely freed, as Dr. E. L. Thorndike has been by Columbia University, for investigation and research work in this field.

Dr. Otis has just announced standards or norms for his primary and advanced examinations. These will appear in the revised manual soon to be issued, but in the meantime can be secured by those interested upon request. These tables give in brief form the norms for children ranging from six years to nineteen years. Formerly the index of brightness, as used in the interpretation was not easily comparable to the intelligence quotient of other tests, such as Terman's Revision of the Binet-Simon Test. These standards have been based upon many thousand examinations and will be gladly received by all users of intelligence tests.

THE INGLIS INTELLIGENCE QUOTIENT TABLES*.

This little booklet of Dr. Inglis' is the first effort to reduce to a minimum the labor of computing quickly the intelligence quotients of pupils when the mental and chronological ages are given or similarly of finding the mental age when the intelligence quotient is given. An immense amount of labor is saved, the tables being usable with whatever intelligence tests have made use of the intelligence quotient (for example, the Terman and the Otis tests). One regrets that the amount of labor involved makes the pamphlet so expensive, but in cases where large numbers of students are examined the expense might soon be saved in clerk hire made unnecessary.

The question naturally arises as to whether such a table is of permanent value, inasmuch as it is possible that more testing will with some tests make a change in the norms now in use, and further whether it is feasible or desirable at the present to accept as likely the equivalence of the results of different tests. It has for example been found that the intelligence quotients derived in group testing with the National Intelligence Tests differ at times from those derived by the use of the Terman Revision of the Binet-Simon Test given individually by one to three year in the case of given children. This of course does not invalidate the use of either test or of these tables.

EDUCATIONAL DIAGNOSIS

As the testing movement gains headway among educators and teachers, the stress is coming within the last two years especially to fall upon their usability for diagnosis. In the case of intelligence tests the questions are largely, What can the child do? What can be expected of him? How far will he be able to advance in school; of the

*Inglis Intelligence Quotient Values, Tables Derived and Arranged by Dr. Alexander Inglis. Yonkers-on-Hudson: World Book Co. 1921. 16 pages. ($1.25).
achievement and subject-matter tests the ques-
tions is not only, What is his relative status
in the school or grade and in relation to
national standards developed through test-
ing great numbers of children? but also,
What are his peculiar weaknesses and what
remedies can be applied to these? In other
words, education becoming scientific as is
medicine by using tools which will give an
accurate diagnosis or description of the in-
dividual’s status and needs and then applying
those correctives and aids that will
bring the individual to a higher and desired
efficiency. Without measures students are
won’t to get discouraged, fail, become re-
tarded, get the habit of failing and finally
drop out of school unequipped for life’s
simpler duties. A good illustration of the
point of view expressed in this paragraph
and of successful remedial instruction is
found in the article by Miss Vada Miller
in this issue of The Virginia Teacher.

W. J. Gifford

IV

WHAT IS GOOD TASTE IN DRESS?

The five characteristics that serve as evi-
dence of an education, according to Presi-
dent Butler, of Columbia University, are:
"First, correctness and precision in the use of
the mother tongue; second, refined and gentle
manners, which are the expression of fixed
habits of thought and action; third, the power
and habit of reflection; fourth, the power of
growth; fifth, efficiency, or the power to do."

These characteristics may or may not be
cultivated in the schoolroom but it is gener-
ally thought that a person who has had the
opportunities of higher learning should be
educated; nevertheless, many people who have
not gone beyond the grammar grades in
school have all of these evidences of an edu-
cation.

It is in connection with the second char-
acteristic that I wish to say a few words.
Refined and gentle manners, as you know,
can not be learned from a book on deport-
ment or from one on social etiquette. They
are the result of the cultivation of an inborn
feeling for refined and gentle thoughts and
actions; and as you know, they are most
easily cultivated in an environment where
one is constantly associated with refined and
gentle folk.

Clothes have the power of enhancing or
detracting from one’s manners. As Pope
said, “Dress makes the man; the want of it,
the fellow.”

Since the introduction of Home Eco-
nomics into the schools, a great deal of effort
has been made to instruct the girls in the
art of dressing. The material has been
taken up not only from the phase of the con-
struction of the garments but also from the
economical and artistic phases as well. The
results of this teaching, in the clothing and
fine arts classes, are being noticed through-
out the country.

George Brandes, a well known literary
critic of Denmark, has recently said that
America dominates the world. She is the
winner of the war. She is at the stage of her
development in which she is rapidly becom-
ing the great center of art and learning. He also
said that we are at the same stage in our de-
development that the Italian cities, Florence
and Venice, were before they became great
centers of art and learning. Before they
were the centers of culture they were great
commercial cities.

If this country does become such a center,
it will be because the schools of the country
have spread the knowledge that goes to pro-
duce observing, thinking people. We must
educate our pupils so that they will realize
that the vulgar display of wealth is not
beauty, whether that display be in their
homes or in their costumes.

Walter Crane, an English artist, a few
years before his death wrote a book on “Ideals
in Art,” in which he said, “Before we have
art, we must be sensible to beauty, and before
we can have either we must have conditions
which favor their existence and growth.”

Every one of us has an inborn desire for
beauty. Even primitive peoples prove this.
If we stop to think of the Navajo blankets
of the American Indians, the beautiful fur
garments of the Eskimos, and the handwoven
textiles of the Indians of Peru, we shall realize
how strong the desire for beauty is, even
among such primitive people.

All through the ages, people have sought
beauty in some form or other. Some people
have felt, as Keats did, that “Beauty is
truth,” and they have searched the universe
for truth; while others have searched music and art for it; and still others have followed the Will-o-the-Wisp, Fashion, for her beauty.

People's ideals of the beautiful in dress have varied from time to time. The Greeks of the age of Pericles wore costumes that were very simple, but beautiful in their space divisions and in the arrangement of the drapery. They were appropriate to their lives and to the work to be done in them. You remember that the Greeks were fond of outdoor games and dancing and that their country was rugged; so they had much climbing to do. They were a warlike, sea-faring people; so they naturally wore garments that were easy and graceful and did not restrict their bodies.

When the capital of the Roman Empire was moved to Byzantium, the costumes worn by the early Christians depended for their beauty, not upon the fine spacing of their parts and the arrangement of the drapery, as had the Greek and Roman costumes, but upon the rich textiles and the ornaments worn with the long loose garments. The people of Western Europe had rather plain garments until the Crusaders returned to Europe with rich stuffs from the Orient. From that time the costumes of the Europeans become more beautiful. Olivierat, a recognized authority on French costume, has said that the most brilliant age in costume was the Thirteenth Century. It would be hard to picture the life of the knights and ladies of the age, when chivalry was at its height, as anything else than brilliant. It is interesting to notice that the periods of art in dress run parallel with the best in architecture, music, and art in general.

The term "poetic exuberance" is the term that has been applied to the decoration of the furniture of the Renaissance in Italy. It seems as if the same spirit prompted the decoration of the costumes of that time. The men were more elaborately dressed than the women.

In George Eliot's book, *Adam Bede*, Mrs. Poyser says, "I'm not denying the women are foolish. God Almighty made 'em so to match the men." It seems as if this were especially true of the costumes of the Renaissance.

If we recall the pictures of the dresses worn during the first Empire in France, we shall remember the low-neck, short waisted dresses with little puff sleeves, which had long, rather narrow, skirts. These were made of very thin India muslin. This dress was generally worn over a rather scant amount of underclothing. A wit of the age made a jingle about the then current fashion, which ran something like this:

"Plump and rosy was my face
And graceful was my form;
Till fashion deemed it a disgrace
To keep my body warm."

"One critic who was fond of statistics calculated that in one year eighteen ladies caught fire and eighteen thousand caught cold."

During the latter part of the Nineteenth Century the English and American women began to copy their brothers in their outdoor sports. They had to have special garments for riding horseback and playing tennis and golf. Then, too when American women started to invade their brothers' domain, the business world, their costumes had to be more practical. They then and there invented the shirtwaist. At first it was extreme in its stiff hard lines, for the stiff collars and cuffs of their brothers' shirts had been copied. But gradually after they had made a place for themselves in the business world, they softened the stiff lines; so today we find that the stenographers and office women, as a class, wear graceful but practical clothes for business. They have earned the reputation of being the best dressed women that are earning their living. Evidently, we school teachers have more calls for our money, more night work and less competition in our field, for we as a class have not been given this distinction. We women of today are being more rational in our dressing than we have been before. If we stop to think how reluctant we American women are to contract our waists once more to the "wasp waist" size, and how very obstinate we are toward accepting the French dictates for long skirts we realize that we are at least doing some thinking and are not sheepishly following the fashion.

Before the war, the American people talked a great deal about efficiency. Probably Germany's demonstration of what efficiency might lead to has made us stop talking about it. But, nevertheless, the idea of being efficient has even affected our clothes. It is this idea of efficiency that has led costume designers and teachers of clothing to analyze the art of costuming and try to formulate some definite rules that
will enable us as a nation to have better-dressed women.

The manufacturers have dollars for their ideal in manufacturing clothes; while the artists have beauty for theirs. The business woman has the very difficult problem of choosing the most beautiful garment for the least money. When the manufacturers find out that we want more beauty in our clothes, they will employ artists for designers and it will be easier for us to buy more beautiful garments.

The human form is, from the artist's point of view, the most beautiful form. Like all beautiful things it is lovely as long as it is decorated and displayed in an appropriate manner. According to the ideals of the early Christians the present style of short skirts would have been sufficient cause for excommunication. A friend of mine, an elderly woman, said not long ago, when speaking of the present fashion, "Modesty has been struck out of the Good Book." I do not think that it is, that modesty has been struck out of our morals, but that something akin to vulgar display has totally eclipsed this finer virtue.

The point I wish to make is, that if a girl is really clever in displaying her charms, she will be more subtle in the way she does it. If you will stop to notice the statue of Hebe, you will see that her beauty is very subtly revealed. The artist knew, as did the Greek women of old, that they were much more charming when they displayed their beauty in a rather elusive manner.

The first requirement of good taste in dress is, therefore, that the costume will not make the wearer conspicuous. If clothes are worn to enhance the charms of the wearer, they, ought not to be so conspicuous as to overpower them. We frequently have an opportunity to see a costume worn in a public place which serves to illustrate how unpleasantly conspicuous a person may be because of her costume.

The second requirement is that the costume be appropriate to the occasion on which it is worn. We Americans have made rapid advance in this direction. There was a time when school teachers wore their cast-off-finery to school, but we see very little of that today.

The third requirement is that the costume should be simple. Many people do not distinguish between a plain costume and a simple one. A simple costume depends upon the beauty of the material, primarily; also upon its lines and appropriate decoration. Someone has said, "Simplicity does not mean plainness, but knowing where to omit the superfluous."

Excellent examples of simple costumes, suitable for school are the Peter Thompson sailor suits, the present so-called Peter Pan jersey dresses, and the regulation Norfolk suits. It is generally agreed that manufacturers of cheap-grade goods put on much trimming to detract from the poor quality of the material, the bad lines, and poor workmanship.

It is not enough to have a costume simple in its design, appropriate to the occasion, and not tending to make the wearer conspicuous, but it is necessary that it be in harmony with the wearer's personality, her build, and her coloring. People who have made a careful study of their types have found out their styles and their colors and have closely adhered to these, season in and season out.

It is needless to say that an unwritten law of good taste in dress is that a person should be well groomed. I realize how hard it is to get across the campus on time for breakfast in the morning, and how hurriedly one must dress, but, nevertheless, if we took a little extra time at night to prepare our toilets, we could groom ourselves more quickly in the morning.

A person can hardly appear well-dressed if her hair does not look neat and well brushed, if her hands are uncared for, if her clothes are not neat, clean, and well pressed, and if her shoes are not polished.

Not all girls are so fortunate as to possess rosy cheeks, but many more girls could have good healthy color if they took regular exercise outdoors. To use rouge to give the effect of radiant health is like using perfume rather than soap and water.

Make-up was used by the Egyptians 2000 B. C., and it has been used ever since, but today when health is considered the greatest blessing, we naturally expect the American girl to "Mind the Paint" less and outdoor sports more. At least she should reserve its use for very special occasions and then lay it on with a light touch.

Jean Worth, probably the best known of the Parisian costume designers, has written an interesting chapter on dress, in a book entitled Principles of Correct Dress by Win-
terbrim, in which he says, "Be not fashion's slaves." He goes on to say that the secret of bad dressing throughout the whole world is that women thoughtlessly wear what is said to be the mode, without ever inquiring whether it is becoming or suitable. He says, "One of the best dressed women in all Paris, perhaps the very best among them, buys but three toilets a year; but these are perfect in taste, in fit, and in materials. Then, too, she knows to a nicety how to put on her dresses, how to add just what is wanted in the way of a corsage knot of blossoms, a piece of real old lace, or a suitable jewel." There is real distinction in being supremely well dressed.

How is one to go about cultivating good taste? Worth says, "Good taste is as subtle as genius and the way to cultivate it is to foster the critical habit as regards one's own appearance. One must not forget one's defects and at the same time one can congratulate one's self that the good points will cover up the effect of the bad ones. The reason the French woman is so well dressed is that she is immensely critical. She has discriminating common sense.

Ruskin said, "Right dress is, therefore, that which is fit for the station in life and the work to be done in it, and which is graceful, becoming, lasting, healthful, and easy; on occasion splendid, always as beautiful as possible."

It is to be hoped that when America comes into her own in the art world, American women will contribute their share through their beautiful costumes.

EDNA G. GLEASON

V

HOME ECONOMICS NOTES

The Virginia Home Economics Association held its annual meeting in Richmond at Thanksgiving, with Miss Helen Ward presiding.

Dr. David Snedden, of Teachers College made a very interesting talk on The Future of Home Economics. He sees Homemaking taught to groups of girls by the cottage plan, practically all home project work, with helpers in the form of printed matter. This work will be done under the supervision of Home Economics teachers who must promote self help by working out a series of simple concrete tasks which are well graded. Dr. Snedden stated that teachers must give up the idea that Homemaking can be taught out of a book; there must be participation in productive work.

Dr. Snedden said that the standard for Home Economics teachers must be high. In reply to the question, "What should be the minimum amount of training for this work?" he said, "At least three years; if possible, four."

Mrs. Ora Hart Avery told something of the scope of Home Economics in Virginia. Everybody was interested in what the Junior Leagues are doing. Watch for the Peptomist.

Miss Cary A. Lyford told in a very interesting way what was being done at Hampton Institute in Teacher Training.

Mrs. W. D. Gresham, Supervisor of Negro Education, told of some splendid work which is being done in Home Economics in the state.

Miss Mary Brown has not changed her hobby; it is Health and Home Economics.

An interesting paper was read by Miss Katherine Dennis on Institutional Management at Close Range.

Miss Fanny Lou Gill of William and Mary College told of the life and work of Miss Edith Bear, former supervisor of Home Economics in Virginia and head of the Home Economics department at William and Mary for two years. A committee was appointed to draw up resolutions.

The Business Meeting of the Home Economics Association was held Friday afternoon. After hearing the report of the committees, officers for the coming year were elected. The constitution presented by the committee was adopted. A motion to have Virginia Home Economics Association become a part of the Virginia Society for Vocational Education was lost.

COOKERY COURSES FOR MEN

Pennsylvania State College is planning to repeat this fall the courses for men which were given last spring. There is a course in buying and menu making, designed especially to meet the needs of the men who are acting as stewards for the various college clubs; and there is a class in actual cookery, where the men study elementary food principles and apply them, ending their work with a dinner for their friends. This course developed some technical skill, but in addition it gave an appreciation of the work involved in meal serving. After the dinner one man said, "Six men, five hours each—thirty hours, one dinner—and one woman does it!"

The Journal of Home Economics
FINDS PIGMENT IN FOOD

The following clipping taken from a New York paper will be of interest to students of nutrition:

Philadelphia, Oct. 18.—Pigment which plays an important part in the normal development of the eye, ear and brain is largely a product of food, Dr. Percy H. Fridenberg of New York declared today in an address at the twenty-sixth annual meeting of the American Academy of Ophthalmology and Otolaryngology.

Such things as butter, oranges, spinach and other highly colored foods contain a substance which prevents certain deficiency diseases, among which are rickets and scurvy, he said, adding:

"Mothers' milk is best protection for all these deficiency diseases. There are secretions in the body called 'hormones' which act like vitamins and add substantially to such process as normal growth, weight and reaction to disease."

Professor J. van der Hoeve of Leyden, Holland, told of investigations in connection with the lack of pigment in the eye and the excess of pigment in the visual parts of the eye, both often congenital and leading to blindness, and with similar pigment distribution in the ear leading to deafness.

VI

ENTERTAINMENTS SUITABLE FOR HIGH SCHOOLS

[Teachers in the field are quick to make use of published lesson plans, of lists of references informing them of devices, books, and other materials valuable in their work. The Virginia Teacher has noted the cordial response made to the lists of questions and other helps prepared by Dr. John W. Wayland for use in the teaching of Wayland's A History of Virginia for Boys and Girls; to the excellent and comprehensive tabulations of aids to home economics teachers published in February, 1921; and to Some Aids in Physical Education, published in March, 1921.

In later issues of The Virginia Teacher are to be published reference lists and aids helpful to the teacher of English, drawing, geography, history, music, nature study and science, arithmetic, and hygiene. These aids will include bibliographies of useful books on method; addresses of commercial firms from whom devices, apparatus, etc., may be obtained; addresses and prices of appropriate professional periodicals.

These compilations were initiated by seniors in Education 22 and Education 201, during the spring quarter of 1921. Three sources of information were drawn upon by the student committees. Each committee consulted available material in the library, interviewed the critic teachers of the training school for suggestions and helps, and finally submitted the assembled material to the normal school instructor in whose field the subject lay.

Herewith are presented suggestions and helps gathered by Misses Gladys Hopkins and Katherine Wilson, which have been revised and extended by Miss Ruth S. Hudson, instructor in public speaking and dramatic coach.]

PLAYS

a. Indoor Plays:

1. Pot of Broth. A comedy in one act by W. B. Yeats. Two males, one female; costumes modern; clever lines; interesting plot. Price 35 cents.

2. The Revolt. A comedy in one act by Ellis Parker Butler. Eight females; costumes modern. This play has been very successfully given by high schools. Its bright clever lines keep you laughing throughout the entire play. Price 30 cents.

3. America Passes By. A play in one act by H. Andrews. Two males, two females; costumed modern; good character drawing and strong dramatic interest; plays thirty minutes. Price 25 cents.


5. Miss Molly. A comedy in two acts by Elizabeth Gale. Three males, five females; plays one hour; costumes modern; full of fun, easy to produce. Price 35 cents.

6. The Elopement of Ellen. A comedy in three acts by M. J. Warren. Four males, three females; costumes modern; lines good; well suited to amateurs; plays two hours. Price 35 cents.

7. Scrap of Paper. A comedy in three acts by J. P. Simpson. Six males, six females; plays full evening; costumes modern. A play high in tone, sprightly in movement, interesting in story and
offering good parts to all. Price 25 cents.
9. Green Stockings. A comedy in three acts by E. W. Mason. Seven males, five females; costumes modern; plays two and a half hours. A delightful comedy, one of the most popular plays with amateurs that has ever been published. Price 60 cents.
10. Purple and Fine Linen. A comedy in three acts by A. B. Farquhie and Helen F. Miller. Nine males, five females; costumes puritan; plays two hours. An exceptionally pretty comedy, the setting and costumes are effective; an admirable play for amateurs. Price 30 cents.
11. The Adventures of Lady Ursula. A comedy in four acts by Anthony Hope. Twelve males, three females; costumes old English; plays two and a half hours. The play is bright, clever and effective and deftly put together both in action and dialogue. Price 60 cents.
14. It Pays to Advertise. A comedy in three acts by Roi Cooper, Megrue and Walter Hackett. Eight males, four females; plays two and a half hours; costumes modern; an ingenious and entertaining farce. Price 60 cents.
b. Outdoor Plays:
1. Chinese Lantern. A comedy in three acts by Lawrence Housman. Twelve males, two females; costumes Chinese; plays two and a half hours. The Chinese Lantern is one of the most charming fantastic costumed comedies of modern times. It is alive with color and movement joy and humor. Price 75 cents.
4. The Arrow Maker’s Daughter. Adapted from Longfellow’s Hiawatha by Grace E. Smith and Gertrude Nevils. Particularly recommended for school use; plays about an hour. Price 50 cents.
5. The Princess. By Alfred Tennyson. Eight males, four females; costumes effective; plays two hours. Price 35 cents.
7. The Pierrot of the Minute. A dramatic fantasy in one act by Ernest Dowson. One male, one female; costumes fantastic; plays thirty minutes. A very gracefully written little play, illustrating the idea that while the artist is ephemeral, his art endures. Price 25 cents.
8. Twig of Thorn. An Irish fairy play in two acts, by M. J. Warren. Six males, seven females; costumes Irish peasants; plays one and a half hours. A study of Irish folklore. Price 75 cents.
9. Behind a Watteau Picture. A fantasy in verse in one act by R. E. Rogers. Six males, two females; costumes Watteau; plays one hour; an admirably imagined and gracefully written play of fancy, appealing to the highest taste and embodying every desirable quality of good drama—literary, dramatic, pictorial and even musical, music being incidentally demanded. Price $1.00.
These plays may be gotten from Walter H. Baker and Company, Boston, Mass.

READINGS
1. Mrs. Fiske’s Monologues, $1.25.
2. Up to the Minute Monologues, 75 cents.
3. Sergei’s Selections, 35 cents.
4. Pieces for Everyday School Celebrations, by Semis. 35 cents.
5. Selected Readings, Anna Morgan, $2.00.
The above readings may be gotten from Walter H. Baker and Company, Boston, Mass.

SUGGESTIONS FOR COMMENCEMENT

PAGEANTS
1. The Passing of Kings, $2.00.
2. America, Yesterday and Today, $1.00.
3. The Gifts We Bring Christmas, $1.00. Publisher, T. S. Denison

READING MATTER FOR THE TEACHER
1. The Drama (magazine), $3.00 per year. Publisher, The Drama League
of America, 59 East Van Buren St., Chicago, Ill.

ANTHOLOGIES

COSTUME HOUSES
1. Van Horn, Costumer, New York.
2. A. T. Jones, Baltimore, Maryland.
3. Cameron Costume Co., Chicago, Ill.

Courses in commerce and business administration now lead to degrees at many institutions. The University of Virginia offers the B. S. in its school of economics; Washington and Lee University, the University of Richmond, and the College of William and Mary offer the B. A. degree in commerce.

If you fail to receive your copy of The Virginia Teacher each month, you will confer a favor upon the management, if you will let us know this fact. If you change your address, drop us a card, telling us where to send you the magazine. The address can be changed as often as you like; the magazine, however, will be sent to your last address unless notice of change is sent to the Business Manager of The Virginia Teacher, Harrisonburg, Va.

THE CALL
FOR VOLUNTEERS
The Great War recently won at a cost of ten million lives is fresh in our memories. To limit the armament of nations is even now the object of a great world conference in Washington. The masses of humanity everywhere are praying that ways may be found of diverting the billions wasted in preparation for war into the constructive enterprises of peace.

The call for volunteers has never been clearer than now. There are important tasks ahead—big, challenging tasks that call for the best effort of the constructive forces of our civilization. The call is to every citizen everywhere. It is primarily a call to service in the army of friends of education, for there can be no permanent peace or secure world leadership based on democratic ideals without firm foundations in universal education.

For every American the duty is plain. Adequate elementary education must be made a vital, universal opportunity for every boy and girl. Higher education—general, professional, and technical—must be helped to grow until it is able to meet full and ready-handed the problem of training the leadership of our democracy. Libraries for rural communities as well as urban must be built up to keep alive the high purpose and the spirit of intelligence which schools exist to create. The ideals of educated men and women must more and more be made the ideals of all our people.

The influence of America must always be exerted to combat ignorance and to liberate the human spirit. It is for us to join hands and go over the top in the greatest battle that ever was fought—the battle for peace and righteousness based on universal intelligence.

CHARL ORMOND WILLIAMS
President of the National Education Association, Superintendent of the Shelby County Schools, Memphis, Tennessee.

N. E. A. Press Service.
A GENUINE CONTRIBUTION TO EDUCATIONAL LITERATURE

A contribution of exceptional interest to the readers of The Virginia Teacher has recently come from the press of The University of Chicago under the title of A Study of the Business Administration of Colleges, by Dr. Julian Ashby Burruss. The Study constitutes the dissertation submitted to the faculty of the Graduate School of Arts and Literature by Dr. Burruss in candidacy for the degree of Doctor of Philosophy.

Dr. Burruss's genius for administration and his ability to appreciate the exact value of large or small details has found in his study a congenial outlet. His efforts have produced in this instance, however, much more than a mere dissertation for a doctor's degree; it constitutes, in reality, a genuine contribution to a field of educational study that stands in need of better business methods. His work centers around the making and using of budgets and is based on the practices followed in eighteen states. While the complete copy of the study contains 340 pages, a brief copy, containing the account of the sources of the data and the method pursued in the investigation, the introductory sections of the various chapters, and the conclusions and recommendations in full, has been prepared for distribution by the University of Chicago Libraries. Dr. Burruss's reputation as a leading college administrator will make his study a wide source of reference by those seeking accurate and approved data on this phase of administration.

Dr. Burruss, now the president of the Virginia Polytechnic Institute, was for the first ten years of its history the president of the State Normal School at Harrisonburg. His many friends here and throughout the state will rejoice in each new success that comes to him.

STILL DEBATING THE VALUE OF THE CLASSICS

An interesting debate now going on in the French schools relative to the contemplated return to the type of secondary education prevalent prior to the reform of 1902 centers upon the proper age for differentiation and specialization of studies. Many of the leading educational authorities are reversing themselves and are again espousing the straight curriculum for all students up to the age of sixteen. As usual the classics come in for a good share of attention in this reform of reform. There seems to be, in fact, a very general demand for the restoration, not only of Latin, but also of Greek, to their old place in the curriculum. The Rector of the University of Paris, indeed, while admitting the need of a scientific course for practical reasons, is strongly of the opinion that "no one should be allowed to teach in public institutions of learning, whether secondary or superior, who has not pursued classic studies." The Chamber of Commerce of the city of Lyons sums up the views of the Classicists in the following paragraph:

That the study of Latin and Greek is the only way to really learn the French language; that it is also the best means of giving to the mind those ideas of clarity, logic and a good method of argumentation which are useful for preparing any sort of written matter; that the study of the classic humanities constitutes the best gymnastic for the mind and is therefore useful to all students who enter secondary education; that is to say, it is just as good for young people who expect to enter commerce and industry as it is for those who look forward to what are called the liberal professions; and that, finally, the study of classic humanities is equally useful as a preparation for the study of modern languages.
The Perrot of the Minute, a dramatic fantasy by Dowson; The Maker of Dreams, by Oliphant Down—a charming play, the odd mixture of fantasy and realism is admirably managed; Spreading the News, by Lady Gregory—a very interesting play; lifelike and humorous; a much-ado-about-nothing picture of the effect of gossip in a little town; Riders to the Sea, by John M. Synge—a powerful play, a tragedy, yet possible for amateurs playing sincerely because it is so simple in form.

RUTH S. HIBSON


The happy faculty of seasoning his scholarship with ease and good taste, never with pedantry, makes Yale’s popular professor a well-qualified Kipling editor. He has gathered here thirteen Kipling short stories which will please the average reader, whom he takes himself to represent; and those of us who might wish for the lucidities and a great amount of information and suggestion is thus made available. Naturally many of the more prominent educators failed to answer, while there is some evidence of over-estimate of contributions on the part of smaller men.

The book is about half given over to a variety of other interesting and useful data, including a bibliography of standard tests, a list of educational journals, a list of educational associations, and numerous illustrations and tables showing the progress in American education in recent years. This material is hard to get at because the table of contents is unnecessarily brief and it is not indexed. However, those interested will glean many a valuable hint in these digests of catalogs and other school publications that otherwise would have been out of reach.

W. J. GIFFORD


The one-act play aims at a solitary, distinct impression. It is a new form of drama, and a new form of literature. The one-act play has many structural features in common with the short story; its plot must from beginning to end be dominated by a single theme. The success of a one-act play is judged not by its conformity to any set of hard fast rules, but by its power to interest, enlighten and hold an audience.

This is a collection of well chosen one-act plays which will bring the student in touch with contemporary dramatists of standing. The plays in this book may be acted as well as read, and in reading them, the student will be instilled with a love for the beautiful and upbuilding in the drama. It will prove most helpful to those groups who produce plays, and will also be a help to those who like to experiment with dramatic composition. The following are a few plays found in the book:

“The Cat That Walked by Himself,”—if only there could have been fourteen!

THE VIRGINIA TEACHER

RECENT BOOKS OF INTEREST TO TEACHERS

WHO’S WHO AND WHY IN AFTER-WAR EDUCATION, compiled by the staff of the Institute for Public Service. New York City. 1921. 422 pages. ($8.00).

The purpose of this volume was to try to show what advance steps were taken during the period immediately following the Great War. This period will no doubt always be considered unique in that for the first time perhaps in the history of education, educators bent their energies to supply deficiencies and bring about reforms disclosed in a war period. The method used was to send a lengthy questionnaire to a large number of educators and others whose work touched the educational problems, and tabulate in brief form, following a table of abbreviations, the more important activities of those reporting.

An index is provided both to persons and topics and tables showing the progress in American education in recent years. This material is limited; for every additional story one now added there thirteen Kipling short stories which will please the average reader, whom he takes himself to represent; and those of us who might wish for the lucidities and a great amount of information and suggestion is thus made available. Naturally many of the more prominent educators failed to answer, while there is some evidence of over-estimate of contributions on the part of smaller men.

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THE VIRGINIA TEACHER

To help make “better citizens and better government”, not merely to present the “principles of governmental organization and activity”, as the purpose of the author of this book. Undoubtedly this purpose will be realized to a considerable degree.

The opening chapter, “Government, and Why We Study It,” is an excellent introduction, and gives a thoughtful answer to the question. The book is then divided into six parts, as follows:—“The Background of American Government”, “Parties and Elections”, “State Government”, “Local Government”, “Government of the United States”, and “The Functions of Government”. A great deal of attention is given to “Functions of Government”; this chapter should give the student a good grasp of the actual government under which he is living, how it works and what it does. The book is well written throughout and is very suitable for advanced high school work, or even for a college course, particularly for those who will pursue the subject no further.

Mention should also be made of the illustrations, which show careful and thoughtful selection. Quite a number depict recent events. Another commendable feature, in addition to the marginal paragraph topics, is “Suggestions for Further Study” and a list of topics suitable for reference study which are found at the close of each chapter.

Raymond C. Dingledine


Early European History, by Hutton Webster is a volume of 725 pages, not including the appendix and the index. It is divided into three parts:—“The Background of American Government”, “Parties and Elections”, and “The Functions of Government”. A great deal of attention is given to “Functions of Government”; this chapter should give the student a good grasp of the actual government under which he is living, how it works and what it does. The book is well written throughout and is very suitable for advanced high school work, or even for a college course, particularly for those who will pursue the subject no further.

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Raymond C. Dingledine

School Activities

When this issue of The Virginia Teacher reaches students it will be only a few days before the final examinations for the fall quarter. And perhaps not until they have left for the vacation will they have time to review in their minds the many things that have joined to make December a very busy month.

There was the Romaine concert December 2, American Education Week December 4 to 10, basketball games December 3 and 10, the Barrie plays December 9 and 10, and William Sterling Battis in life portrayals of Dickens characters December 16. Then along came examinations—December 19 and 20. And home!—The winter quarter will begin January 4.

Margaret Romaine is a member of the Metropolitan Opera Company and her recital was such a one as a Harrisonburg audience rarely has the opportunity of hearing. Except for the Jewel Song from “Faust” with which her program began, most of Miss Romaine’s numbers were short and light. Her lyrics were most cordially received, and the piquant charm that went into some of them and into most of the encores brought a lively response from her audience.

Miss Romaine was brought here as one of the numbers of the entertainment course provided under the joint auspices of the State Normal School and the New Virginia Theatre.

American Education Week was ushered in December 5 at assembly when Dr. H. A. Converse spoke briefly of his recollections of the country school of his boyhood and of the growth of education in Virginia in the past fifteen years. Wednesday morning members of the Junior Class presented a stunt in which was portrayed the schoolroom of former times, with its stove, its benches, its water bucket and dipper, and its children who had to be “kept in.” Friday morning the Juniors presented in contrast the school of the future, with victrola,
water fountain, separate chairs, group work, socialized recitations, and underlying the class instruction—interest. There was none to be kept in, this time.

How the basketball games do stir us up! The Postgraduates and Degree students have organized one team, and their Basketball first game was with the Seniors. This was a lively contest, and not until the second half did the Seniors establish a definite lead. They won 16 to 11. The line-up was:

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Position, P. G. and Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kemp</td>
<td>R. F. Heyl</td>
</tr>
<tr>
<td>Brooks</td>
<td>L. F. Rodes, A.</td>
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<tr>
<td>Long, C.</td>
<td>J. C. Rich</td>
</tr>
<tr>
<td>Palmer</td>
<td>S. C. Lambert, E.</td>
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<tr>
<td>(Mansoni)</td>
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<td>(Hess)</td>
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</tr>
<tr>
<td>Bonney</td>
<td>R. G. Saville, I.</td>
</tr>
<tr>
<td>Rodes, C.</td>
<td>L. G. Houston</td>
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<td>(Fulld)</td>
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A week later the upperclassmen were pitted against the Juniors. This game came the evening after the Barrie plays were presented, and indeed a second performance of the plays was given following the basketball game; so the "P. G.'s" were busy people. One of the regular players, Eunice Lambert, was also out of the game. As a consequence, perhaps, of all these circumstances, the "P. G.'s" were not able to handle the Junior rush, and the score for this match was 40 to 3.

The Juniors had a first-rate team on the floor and showed some spirited team-work. It was frequently remarked that the Juniors should be able to contribute some excellent material to the varsity team. The line-up for this second game was:

<table>
<thead>
<tr>
<th>Juniors</th>
<th>Position, P. G. and Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long, A.</td>
<td>R. F. Heyl</td>
</tr>
<tr>
<td>Wagstaff, Z.</td>
<td>L. F. Rodes, A.</td>
</tr>
<tr>
<td>Bell, M.</td>
<td>J. C. Rich</td>
</tr>
<tr>
<td>Wagstaff, H.</td>
<td>S. C. Gilliam</td>
</tr>
<tr>
<td>Chinnault</td>
<td>R. G. Saville, I.</td>
</tr>
<tr>
<td>(Harnag.)</td>
<td></td>
</tr>
<tr>
<td>Pratt</td>
<td>L. G. Gwaltney</td>
</tr>
</tbody>
</table>

There remains to be played the Senior-Junior game, which is scheduled for January 14. The night preceding the game a party will be given by the Athletic Association to help raise funds for the Association.

Barrie's two plays, "Rosalind" and "The Twelve-Pound Look," with the curtain-raiser, Scott's "The Bag o' Dreams," were effectively presented by students of the upper classes the evening of December 9, and again the following night by special request. About seventy-five dollars was cleared, and a precedent was established that should encourage students hereafter to make their offerings from among the clever and witty and wise one-act plays which await their use.

The restrained and dignified acting showed the result of careful coaching by Miss Hudson, and the stage settings showed the hand of Miss Mackey. The gray robe of the Sandman against the chaste simplicity of white walls with few lines was very effective; and the tapestry surmounting the mantelpiece strikingly showed how a dominant effect can be produced with very little stage scenery.

The cast of characters for "The Bag o' Dreams" was: Sandman, Grace Heyl; Boy, Eunice Lambert; and Dreams, Mary Lees Hardy, Blanche Ridenour, Sue Raine, Alberta Rodes, Louise Houston, Rebecca Gwaltney, Sadie Rich, Daisy May Gifford, and Rosa Heidelberg.

In "Rosalind" the part of Dame Quickly was taken by Anne Gilliam, Mrs. Page by Dorothy Fosque, and Charles Roche by Blanche Ridenour.

In "The Twelve-Pound Look" Lady Sims was represented by Mary Phillips, Sir Harry by Grace Heyl, Tombes by Louise Houston, and Kate by Penelope Morgan.

Of such plays as these may we have no end.

The "Go-Getter", a once-in-a-while student newspaper prepared co-operatively by students in one of the English classes, is a credit not only to the class but to Una Lewis, under whose direction this example of project teaching is being carried on. In the last issue of the "Go-Getter", which may be seen in the library, the editor, Beatrice Copper, invites communications from the student body regarding the wisdom of establishing a student publication which would be printed
rather than typewritten, and published by the entire student-body rather than by a single class.

A goodly number of the Harrisonburg faculty attended the Educational Conference in Richmond November Thanksgiving 22 to 25. Mr. Duke was at Richmond chairman of the resolutions committee and reported important matters to the business meeting at its last session. Mr. Johnston spoke before the Grammar Grade Section on "Science in the Grammar Grades;" Mr. Logan discussed before the English Section "The Use of Newspapers and Magazines in the English Class;" Mrs. Moody reported to the Home Economics Section on the findings of a committee appointed to consider the training of home economics teachers; Miss Mary Louise Seeger before the Primary-Kindergarten Association discussed "What the Teacher Should Expect of the Supervisor of the Primary Grades."

Miss Katherine M. Anthony was elected president of the Grammar Grade Section for the ensuing year, with Miss Katie Lee Ralston of Harrisonburg secretary. Mrs. P. P. Moody was elected president of the Home Economics Section. Members of the faculty in addition to those named above were Dr. Wayland, Miss Day, and Miss Blosser, of the Training School at Pleasant Hill.

Two students, Pamelia Ish and Ridgely Jackson, also attended the conference.

The hockey game played Thanksgiving morning between the Seniors and Juniors resulted as many another contest has in the last two years. the Juniors tied the Seniors with a score of 2 to 2.

An entertaining program was given at assembly the morning of November 30 when Scotch songs were sung by Miss Nelson Maxwell, Messrs. J. E. Schwanenfeldt, A. K. Fletcher, H. D. Newman, and J. T. Houck. Mrs. A. K. Fletcher was the accompanist. The same selections had earlier been presented as a program before the Harrisonburg Music Lovers Club.

One of the English classes, under the direction of Edna Draper, gave a program on November 18 of book charades. "Stunts" illustrating children's books were shown, and spectators wrote down their guesses of what each stunt represented. "Through the Looking Glass," "Little Women," "Helen's Babies," and "Peter Pan" were among the books represented. This was in observance of Children's Book Week, celebrated over the country the week of November 13 to 19.

Demonstration work in home economics was very interestingly arranged December 7 when Miss Myrtle Wilson's class in experimental cookery prepared various candies for the instruction and delection of the ladies of the Methodist church, meeting in Social Hall.

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**NEWS AND NOTES OF THE ALUMNAE**

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**THANKSGIVING BANQUET**

One hundred and twenty Harrisonburg Normal folks attended the Thanksgiving luncheon at Richmond on Friday, November 25. Short talks were made by President Duke, Dr. W. T. Sanger, Supt. Keister, Miss Mary I. Bell, Miss Anthony, Miss Gregg, Miss Seeger, Miss Day, Professor Johnston, and others from the side of the faculty, present or past. Among the former students who gave reports of their work were Helen Browder, of Danville; Mary McCaleb, of Petersburg; and Esther Hubbard, of Roanoke. All gave evidence of the genuine Harrisonburg spirit and presented in outline the fine plans they have in mind regarding Alma Mater.

The Richmond girls, under the leadership of Mary Hawkins as president, were hostesses in their accustomed charming style. Mary Davis was toast-mistress, and performed her duties with excellent judgment.

Two telegrams were read during the luncheon—one from the faculty at home—
at Blue-Stone Hill; the other from Grace Gaw, speaking for all of our girls who are teaching in the Old North State.

Professor Johnston contributed no small share to the general interest of the occasion by passing around several excellent photographs of the “Home-Coming House,” showing its present stage of development. Perhaps one should say, its present plight of arrested development. It was only a year ago, at the Richmond luncheon, that the movement was launched by the Alumnae to erect this building. Wonderful progress has been made; but such a house cannot be constructed without money—much money; and the roof, which Mr. Johnston’s photos showed lacking, is an urgent need in the teeth of winter.

But already evidences of this year’s campaign are coming in. We are confident that all our loyal workers are taking a new grip on this project; and those who have not before this made a contribution are now looking the opportunity straight in the face. We expect great results to show from the Richmond meeting.

“Blue-Stone Hill” and “Auld Lang Syne” were sung around the tables, as usual. Already many who were present are eagerly looking forward to the next occasion of like nature—the Thanksgiving banquet of 1922.

A GOOD GAME AND GOOD SPIRIT

A feature of the conference week in Richmond was a basket-ball game between alumnae of Farmville and alumnae of Harrisonburg. Credit for the idea must be given to our girls in Richmond. They conceived the plan with reference to our building campaign. Inasmuch as the alumnae of both schools are at work upon buildings for Alma Mater, it was deemed appropriate to have a match game between former students and divide proceeds for the respective buildings.

Accordingly, following the reunion luncheon on Friday, November 25, the impromptu teams and their loyal supporters went immediately to the gymnasium of the Y. W. C. A. building, of Richmond, where the game was staged. Banners, songs, yells, and the various other items appropriate to such contests were in liberal and enthusiastic evidence. Both President Jarman and President Duke, with several members of the school faculties, were on the scene, and were greeted with rousing cheers.

The players for Farmville were the following young ladies: Josephine Geaves, Elizabeth Rowe, Florence Hall, Ella Jenkins, Mary Darby, Blanche Conwell, Martha Fitzgerald.

The Harrisonburg girls who took active part in the game (“active” is the word) were the following: Marion Nesbitt, Mary Davis, Virginia Faulkner, Edith Ward, Ethel Parrott, Mattie Worster.

Cheers and songs were led for Harrisonburg by Gertrude Bowler and Lillian Hatchet. Frances Sawyer was on the reserve force of players—ready in case of need.

Marion Nesbitt’s playing was almost spectacular—she perhaps never played better in her life. All the girls did well, and the game was voted a great success. The fact that the score was 30 to 10 in favor of Harrisonburg is only incidental: the good game played and the fine spirit of sportsmanship and fellowship displayed was much more essential. Considering the short time for practice and for giving publicity to the game, the gate receipts were encouraging. It is to be hoped that a similar game may be arranged for next year—with better opportunities for preparation and advertising.

May Davis is teaching again at Shenandoah, in Page County. Recently she wrote to Miss Lancaster: “My Virginia Teacher just came. I wish I could read every word of it tonight. It seems such an age between copies. . . . I am so glad our Shenandoah girls like H. N. S. Of course, it’s the finest school ever, isn’t it?”

She declares that a visit to Harrisonburg always seems to her “like coming home, after being away a long time.”

Miriam Jones was married a few weeks ago to Mr. Thomas Roper Houston. Norfolk is the home city of both these young people, and we have no doubt that they are more at home there now than ever.

On November 19 Virginia Leach was married at her home in Front Royal to Mr. Henry O. Cooper. On December 15 Mr. and Mrs. Cooper began to be “at home” on Braddock Heights, Alexandria.

Daisy Johnson (Mrs. Hutchison) is teaching again this session in Aldie high school, Loudoun County. Her post office is Lenah, Va.

A few days ago Pauline Callender sent us a post card picture of an old log house in
Ritter Park, Huntington, W. Va. This house is supposed to be the oldest erected by white men in that section of the Ohio Valley. It is now in charge of the Daughters of the American Revolution, and is used as a meeting place for that organization and as a museum for historical relics.

Edith Suter (Mrs. C. A. Funkhouser) of Dayton recently paid a near visit to the Normal School. She had to look over on the campus from the sun parlor of the hospital, but even under such conditions she was gratified to observe how far the work had progressed on Alumnae Hall. She says: “Old Blue-Stone Hill is surely growing, and I still feel as proud of it as I did when I was there.”

Charlotte Morris and Reba Kramar are teaching at Smedley in a two-room school. They have a fine chance to try out some of their progressive ideas—and they are doing it. They are counting on being with us at commencement; and both sent checks for the building fund. Alumnae Hall will mean much to all loyal friends of the school, such as they both are.

Virginia Mecartney is principal of Alberta high school. She reports a recent visit from Mr. Ellis, State Supervisor of High Schools, and fine co-operation on the part of her assistant teachers. They are developing basket ball, hot lunches, health contests, etc.

Emily C. Beard writes from 229 Armstead avenue, Hampton. She says that the Harrisonburg girls in and around Hampton are planning hopefully for their share of the Alumnae Building Fund; and we are confident they will carry these plans to a successful issue.

Louise Lancaster holds a good position in the education department of the North Carolina College for Women at Greensboro. She says: “In the rush and hurry of the last year or two I have missed getting my copies of the Virginia Teacher.” But she encloses a check for a new subscription and gives other evidence of her loyalty to Blue-Stone Hill. For example, she is planning to be with us next commencement, June 3-6.

Rosa Tinder made a great success in Winston-Salem, N. C., last session and is doing it again this year. She writes a good letter and sends a check for Alumnae Hall. “I feel sure,” she says, “that every old student of Harrisonburg is much interested in having such a building.”

Annie Lee Crawford and Mamie Eppes are also teaching in Winston-Salem. Our Harrisonburg girls in Winston-Salem are very enthusiastic about Supt. Latham and his wife. They regard them as real leaders in education and wholesome social service.

Marguerite Whitney sends in a check from Whitmell to pay the balance on her pledge to the Home-Coming House. She says: “This gives me great pleasure, as it is from my very first earnings as a teacher.”

That sounds very truly of the Harrisonburg spirit.

Nora Crickenberger is principal of Basset high school. She says: “There is a big task here and I am enjoying it—especially life in the ‘teacherage.’” With her best wishes for all at the Normal School she sends a check for Alumnae Hall—to help put the roof on.

Leone Reaves is teaching in the Old North State. She did not receive any special request to contribute to the building fund, but hearing of the movement incidentally she at once mailed a check for $25.00. She declares that she does not want to be left out in such a splendid enterprise. That is just like Leone—and our girls in general.

OUR CONTRIBUTORS

VADA MILLER is a graduate of the State Normal School at Harrisonburg, class of 1921. Miss Miller’s essay, adjudged the best senior essay submitted by her class won the Dingledine prize for the year of 1921. Miss Miller is at present a teacher in the Pleasant Hill School.

S. P. DUKE is the president of the school.

W. J. GIFFORD is the dean and the head of the department of education.

EDNA G. GLEASON is an instructor in the department of home economics.

RUTH HUDSON is an instructor in expression.

When the contributors are members of the faculty of the State Normal School at Harrisonburg, their addresses are not given.
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<table>
<thead>
<tr>
<th>Title Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Trade Routes, 1493</td>
</tr>
<tr>
<td>3 Early Voyages and Discoveries</td>
</tr>
<tr>
<td>4 Spanish Explorations</td>
</tr>
<tr>
<td>5 French Explorations</td>
</tr>
<tr>
<td>6 English Explorations</td>
</tr>
<tr>
<td>7 National Claims</td>
</tr>
<tr>
<td>8 Homes of the Pilgrims in Holland and England</td>
</tr>
<tr>
<td>9 Early Grants</td>
</tr>
<tr>
<td>10 Grants and Development of the New England Colonies</td>
</tr>
<tr>
<td>11 Grants and Development of the Middle Atlantic Colonies</td>
</tr>
<tr>
<td>12 Grants and Development of the Southern Colonies</td>
</tr>
<tr>
<td>13 Early Settlements</td>
</tr>
<tr>
<td>14 Indian Tribes</td>
</tr>
<tr>
<td>15 French and Indian Wars</td>
</tr>
<tr>
<td>16 Results of the French and Indian Wars. 1775-1783</td>
</tr>
<tr>
<td>17 The Thirteen Original Colonies in 1774</td>
</tr>
<tr>
<td>18 The Revolutionary War, 1775-1776</td>
</tr>
<tr>
<td>19 The Revolutionary War, 1777-1778</td>
</tr>
<tr>
<td>20 The Revolutionary War, 1777-1781</td>
</tr>
<tr>
<td>21 Results of the Revolutionary War, 1783</td>
</tr>
<tr>
<td>22 Western Land Claims, Territorial Organizations, 1783-1812</td>
</tr>
<tr>
<td>23 Louisiana Purchase, 1803, Florida Purchase, 1819</td>
</tr>
<tr>
<td>24 Explorations in the West, 1804-1845</td>
</tr>
<tr>
<td>25 War of 1812</td>
</tr>
<tr>
<td>26 The Missouri Compromise, 1820</td>
</tr>
<tr>
<td>27 The Northern Boundary of the United States</td>
</tr>
<tr>
<td>28 Indian Wars</td>
</tr>
<tr>
<td>29 List of Maps</td>
</tr>
<tr>
<td>30 The Republic of Texas and the United States in 1837</td>
</tr>
<tr>
<td>31 The United States in 1846</td>
</tr>
<tr>
<td>32 The Mexican War, 1846-1848</td>
</tr>
<tr>
<td>33 Results of the Mexican War, 1848</td>
</tr>
<tr>
<td>34 Kansas-Nebraska Act, 1854, The Compromise of 1859</td>
</tr>
<tr>
<td>35 The United States in 1861</td>
</tr>
<tr>
<td>36 The Civil War, First and Second Years, 1861-1863</td>
</tr>
<tr>
<td>37 The Civil War, Third and Fourth Years, 1863-1865</td>
</tr>
<tr>
<td>38 The Spanish-American War, 1898</td>
</tr>
<tr>
<td>39 Acquisitions of Territory</td>
</tr>
<tr>
<td>40 Admission of the States</td>
</tr>
<tr>
<td>41 The United States in 1919</td>
</tr>
<tr>
<td>42 United States Island Possessions, 1919</td>
</tr>
<tr>
<td>43 Railroad Map of the United States</td>
</tr>
<tr>
<td>44 North Pole, South Pole</td>
</tr>
<tr>
<td>45 The Panama Canal</td>
</tr>
<tr>
<td>46 The Panama Canal</td>
</tr>
<tr>
<td>47 The World War</td>
</tr>
<tr>
<td>48 The World War</td>
</tr>
<tr>
<td>49 The Races of Europe</td>
</tr>
<tr>
<td>50 Europe, showing new boundaries</td>
</tr>
<tr>
<td>51 World, showing new boundaries</td>
</tr>
<tr>
<td>52 Asia, showing new boundaries</td>
</tr>
<tr>
<td>53 Africa, showing new boundaries</td>
</tr>
<tr>
<td>54 North America</td>
</tr>
<tr>
<td>55 South America</td>
</tr>
<tr>
<td>56 Physical Map of the United States</td>
</tr>
<tr>
<td>57 New Map of Europe, 1921</td>
</tr>
<tr>
<td>58 New Map of Asia, 1921</td>
</tr>
<tr>
<td>59 Maps—44x32 Inches. Edges bound with Muslin</td>
</tr>
<tr>
<td>Sold only in Sets</td>
</tr>
</tbody>
</table>

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