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

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I

THE MEASUREMENT OF TEACHING ABILITY

Teacher rating is more important today than ever before. Teachers' salaries are from fifty to one hundred per cent higher than they were four years ago. During the past eighteen months there have been some sharp declines in wages and salaries of employees in certain occupations. During the same period the general economic situation has developed so as to cause financial embarrassment to some groups of tax payers. Tax payers' leagues have become numerous. They seek relief through lower taxation. It is to be expected that they will ask for decreases first where the proportion of increase has been greatest. In many communities the schools are at or near the head of the tax roll in this respect.

To the best of my information teachers' salaries have been lowered by schedule in only a very few cities during the past year. There are more communities where there is a noticeable decrease of enthusiasm on the part of the public toward the new level of such salaries, achieved or sought. The comparison of teachers' incomes and those of other workers does not furnish as good argument as it did formerly. Again, the new level of teacher compensation has not been safeguarded by adequate requirements, and the result is twofold: first, those already in the profession and of known professional inferiority have in the main benefited as much by the change as have the average or even the superior; and second, not a less but a greater proportion of those admitted under the new regime of compensation represent mediocrity and inferiority than was formerly the case.

I need not restate here the oft-quoted figures that are the basis of this assertion. The fact is an undeniable one. Its existence is noticed by the more observant laity of our communities, and it has already caused some of them to have at least the beginnings of doubt concerning the worth-whileness of maintaining higher teachers' salaries in the face of a combination of financial depression and increased taxes.

I do not wish to be misunderstood. There can be no doubt of the outstanding need of keeping salary schedules as high as we have yet been able to pay, and of raising many above where they now are if we are going to make teaching approach what it must be to deserve the name of a scientific profession. My point so far is that we cannot expect the public supinely to pay living professional salaries to teachers who are not professionally equipped. If school supervisors and administrators do not point out and seek either to improve or to eliminate the professionally unfit, the public through its representatives will take the matter into its own hands with results that will be hazardous to all concerned.

I make no apologies for what may seem to some an excursion from our topic. It is, in my opinion, one of the major considerations, whose import we are tardy in recognizing.

One possible reason why we have hesitated to make teacher rating a part of practice is that we have not been agreed as to what factors should be measured. A valid principle would seem to be that all the teacher's work, including every major factor of it, should be considered, but that these factors should be considered only with respect to what they contribute toward educational results under her care. Thus far.

1Delivered before the Supervisors Section of the Council of Administration of the Kansas State Teachers Association, Topeka, Kansas, January 19, 1922.

2Free quotations are here and elsewhere in this discussion made from an article by the writer, "What Shall Teacher Rating Schemes Seek to Measure?", Journal of Educational Research, December, 1920.
in formal rating schemes the composite resultant of teaching and of the effort of the teacher have received either minor consideration or none at all.

It is not difficult to trace the reason for this. The first teacher rating schemes were devised before the present movement of scientific measurement in education had really begun. These plans illustrate the fallacy of failing to distinguish between consumptive and productive values. The original basis proposed for judging the productive value of a teacher was not the result of her work but what she brought to her work,—her personality, subject matter knowledge, method knowledge, and knowledge of technical skills. This procedure may have been necessitated by the limitations of circumstances at first. With a strange inconsistency, however, we have continued this basis practically unchanged after we have reached the point of development where we claim in a limited way to measure child progress. I have yet to see a formal scheme for rating teachers that gives as much as 40 points out of a possible maximum of 100, to “results” or “product.” A careful examination of such schemes discloses also an entire lack of central tendency to make the teaching product the basis of determining the value of a teacher. These rating schemes have tried to measure the worker’s possession of the characteristics judged necessary for success instead of measuring success itself. This function should be exercised before the individual becomes a full-fledged member of the profession. It is in reality vocational guidance. To measure potential abilities, even with scientific accuracy, is not synonymous with measuring actual performance or achievement. We recognize this truth in the case of the child; why do we not do it in the case of the teacher?

But probably the greatest impediment to the actual use of teacher rating schemes has been their administration. In the first place, the practical recognition of differences of individual ability among teachers is not so pleasing a fact or one so readily acknowledged as its existence as a scientific fact. Even one person can make it questionable whether the game is worth the candle if, to use a mixed figure, she camps on your trail. The cases where the grounds are the clearest for not recommending a teacher for re-election are often those individuals who are the source of the most unpleasantness. For it is obviously true that the poorest teacher is usually the one who is most difficult to convince of her deficiencies. If she had the ability to be aware of them more readily she probably would not have permitted herself to remain so inferior.

In the second place, as supervisors we have failed sometimes to have at hand tangible, reliable evidence to justify our recommendations. We may be certain in our own mind,—and be right. But if we are not to be labelled autocrats, and justly so, we must have our proof. Let a group of teachers once become possessed with the idea that it is really an unbiased judgment of merit that is the real basis of what action is taken, and the administration of a rating scheme has passed its greatest difficulty. But let there be any ground, real in the minds of the teachers, that the personal factor outweighs that of merit, then the rating scheme can only be enforced; it cannot be administered.

In the third place there is entirely too much of a disposition to shift responsibility. There seems to be a fervid belief in the sacred injunction not to let your left hand know what your right hand does. Too frequently principals and supervisors are not willing to tell—at least do not tell—teachers what they think of their work, or else they do not think what they tell their co-workers about the same teachers. This is unjust, unprofessional, and not infrequently vicious. Every person charged with any part of the responsibility for results must either discharge such responsibility or else be condemned as unfit to assume it. We should understand that the principle of merit is as applicable to all of the corps, from the superintendent down, as it is to any individual member of it.

This leads to the fourth point, the unwillingness of superintendents to initiate teacher rating schemes. This condition is by no means universal and it seems to be decreasing. It is due in the main to timidity. This in turn may be charged against lack of sufficient knowledge about such devices, lack of self confidence sufficient to see it through, or a fear of outside interference. There is reason to believe that the majority of superintendents believe in the principles of merit.
In fact all of them apply it in some form and to some extent if they have anything to do with the selection and re-employment of members of their teaching corps. A few seem to believe that the best administered system is the one where peace and quietness reign supreme, forgetting that perfect peace is found only in death.

Outside interference is one of the major facts in determining whether a teacher rating scheme is a practical device. If the members of a board of education do not have sufficient confidence in their administrative and supervisory agents to maintain the layman’s relation to it, the plan is useless. Board members are not chosen because of professional fitness or for professional service. Whether any rating scheme should be used is theirs to determine. They should also approve the one to be used. But for them to attempt to direct its operation is fatal. If teachers discover that they can get the private ear of a board member, then in this, as in all other matters of educational administrative procedure, the authority that should belong to the professional employees of the board is taken from them and given to the laity.

A recent writer in Industrial Management states that three classes of workers are so spoiled by their employment as to be unfitted for jobs in a modern industrial plant.3

"First to be avoided is the group composed of those who have been waiters or bell-boys at hotels, porters in sleeping cars, and public attendants in railway stations, all having as their outstanding characteristic that a ‘tip’ is involved. . . . These men have been trained under a system wherein their earnings depend not upon the quality of their work, but solely upon the wealth and caprice of their patrons. . . . A second group of applicants to be avoided is composed of those who have been railroad train crews, brakemen, flagmen, switchmen, and the like. . . . Elapsed time, not work performed, is the basis of railroad crew compensation. Pay is on the basis of hours and miles. . . . The men are now thoroughly schooled in this doctrine. The belief simply ruins such men for becoming efficient workers in ordinary industrial occupations. . . . A third class of men to be avoided for industrial plants contains those who have come from the coal mines. The mining of coal is piece work, the basis being the ton.

Men work, either singly or in couples, in ‘rooms’, each connected with the passage or entry ways. The possibility of continuous supervision or of surprise tests does not exist. The coal-miner may work diligently all day or he may loaf eight hours."

This is very suggestive. It reminds us of certain conditions among teachers.

In the first place there is the individual who holds her position because she is old, or long in the service, or has others dependent upon her, or has friends, but who is professionally incompetent.

In the second place there is the person who is in full possession of all mental and physical faculties, has been in the work many years, but has done little to improve herself, who also is incompetent.

In the third place there is the young, inexperienced, freshly and partially trained person, the professionally unripened enthusiast. How winning she is! But she, too, is incompetent.

Then there is the fourth person, one of great capacity, of splendid training, an exceptional teacher, the individual of superior competence.

Under traditional procedure any two of these people receive the same awards for what they contribute to the school system. Is there any wonder that our best teachers have many times left us, even before they were married? The only way to keep them was to promote them to some supervisory position. I have not the least hesitation in saying that the presence of even a faulty rating scheme honestly administered will do more to retain superior teachers, than no scheme at all. It will do more to secure self improvement in teachers, and a more open mind and intelligent inquiry toward scientific development of teaching procedure. The average teacher is an average individual, and the average individual asks, “What is the use of making myself better if it means no difference to anyone except myself?”

On the other hand, a good teacher rating scheme properly administered will have the following results:

1. It will tend to eliminate the most incompetent. Some will resent the interference with the established mode of their own
tenor and leave. Others will receive an inspiration and improve.

2. It will make definitely for an improvement in quality in the whole teaching corps. The device itself centers attention upon the quality of results, and that is exactly what will be thrown into the consciousness of every worker with effects that can easily be imagined. Those who are doing meritorious work will be encouraged by having it recognized. Others will strive for such recognition.

3. It will stimulate interest in new methods, educational research, and all scientific developments in education. Workers will seek the latest and best information as to how they can improve their product.

4. It will cause teachers to go in larger numbers to summer schools and to seek similar means of formal professional improvement.

5. It will necessitate the recognition of merit by differentiated compensation. In this way it may be thought of as one means of increasing the salaries of the most competent.

6. It will not only help to keep in, but it will also attract to your system, better teachers.

R. A. Kent

II

A STUDY IN GRADE DISTRIBUTION

This study was made for the purpose of discovering some of the characteristics of grade distribution in a certain school. As far as seems necessary, data upon which opinions and conclusions are based will be quoted.

The limits of the study are definite. All grades and all pupils accounted for are from the same school. All fall in the sixth, seventh and eighth grades. English, History, Geography and Arithmetic are the only subjects in which the study is concerned. In these subjects the teaching is departmentalized. The number of different pupils and consequently the number of different grades accounted for remain numerically the same with but few exceptions which amount in no instance to more than two or three in a hundred. The pupils whose grades are given in Arithmetic are the same pupils whose grades are given in the other subjects. Only those who completed the three grades in the school are included in the study. Finally, all grades tabulated are annual averages upon which promotion or failure in the different subjects depend.

All grades were determined solely on the basis of the teachers’ judgments. During the period covered by the study in the school, the teachers did not attempt to discover a common standard for grade determination or for grade distribution.

The grade-groups upon which the distribution in this study is based are the following: 0-75%; 75-80%; 80-90%; 90-95%; and 95-100%.

ANNUAL DISTRIBUTIONS COMPARED

It does not appear from the study that the grade distribution within the school, year by year, varies greatly. The degree of uniformity prevailing in annual distribution is apparent in the table below.—All terms are in percentages and will continue to be so in all succeeding tables unless otherwise designated.

<table>
<thead>
<tr>
<th>Year</th>
<th>0-75</th>
<th>75-80</th>
<th>80-90</th>
<th>90-95</th>
<th>95-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915-1916</td>
<td>6.1</td>
<td>22.5</td>
<td>55.7</td>
<td>13.9</td>
<td>2.5</td>
</tr>
<tr>
<td>1916-1917</td>
<td>6.8</td>
<td>26.7</td>
<td>56.6</td>
<td>8.1</td>
<td>1.7</td>
</tr>
<tr>
<td>1917-1918</td>
<td>5.6</td>
<td>20.9</td>
<td>55.6</td>
<td>16.9</td>
<td>3.5</td>
</tr>
<tr>
<td>1918-1919</td>
<td>7.7</td>
<td>22.1</td>
<td>66.8</td>
<td>16.4</td>
<td>2.1</td>
</tr>
</tbody>
</table>

GRADE DISTRIBUTION COMPARED

In considering the grade distribution of a series of sixth-grades with that of a series of seventh- and a series of eighth-grades, the degree of uniformity found to prevail is perhaps more pronounced than that found to prevail in the comparison of annual distributions for the school. No attempt is here made to explain why or how uniformity of an approximate degree is present. In the table to follow, by way of explanation, six sixth-grades are accounted for, six seventh- and six eighth-grades. The number of pupils and of grades remain the same for the three series.
The numerical reduction in failures in the eighth grade is partly due to the fact that the compulsory attendance laws do not apply beyond the seventh grade age pupils.

DISTRIBUTION BY SUBJECTS

In comparing the distribution within the school by subjects, certain dissimilarities, or variations, are immediately apparent. It is apparent, for example, that failures occurred from three to five times as frequently in Arithmetic as in any one of the three additional subjects. At the same time there seems to be a more pronounced range of ability, or of class room achievements, in Arithmetic, for more pupils earn grades in value equal to or greater than 95 per cent in Arithmetic than in English, or History, or Geography despite the fact that in Arithmetic failures are so far in excess of those in the other subjects. Again, failures occur with less frequency in English (used synonymously with Language, and Grammar) than in any one of the other subjects; in English the central tendency is most pronounced, as is shown by the large per cent of pupils falling in the 80-90 per cent group; likewise, it appears that in English it is more difficult for pupils to earn grades equal in value to or greater than 95 per cent than in the other subjects listed. As a general rule, it is suggested by the table that pupils whose ability, or class room achievements, rates them low in the class find increasing difficulty in the four common branches in this order: English, History, Geography, and Arithmetic.

DISTRIBUTION BY CLASSES

As pronounced as the variation in achievements by subjects, as noted in the preceding table, may be, it is not more pronounced than the variation in achievements of different classes which have completed the three grades. The table below illustrates the point. The table itself contains the records of six different classes. The membership of these classes are, beginning with Class I, in consecutive order of appearance, 43, 46, 46, 41, 33 and 29. In analyzing the records of the classes as given it is at once apparent that Class II is the 'superior' class in the group, not alone because it contained fewest failing grades by comparison, or because it rates high in the two upper grade groups, 90-95 and 95-100, but also because it contained a very high percentage of boys and girls who were consistently average in achievements. For obvious reasons it is equally clear that Class I, as a unit group, rates lowest in the list.

A closer analysis of the achievement records of different classes, or of the same class, brings out interesting facts. For example, a class whose record, based on grand totals in a number of different subjects, is superior to that of any other of a number of different classes, may earn its superior rating because of better than average ability as a pupil group in two or three subjects while in a fourth subject it may rate considerably below average. It is conspicuous in the record of Class I that the very large per cent of failures was due to poor results in Arithmetic which occurred more failures than in the remaining three subjects combined. Teachers of advanced subjects and grades will find knowledge of this kind to be useful.

VARIATIONS IN PUPILS' ANNUAL AVERAGES

It appears from the study that there is not a marked probability of a pupil's annual average grade remaining approximately the same in the same subject through the three upper grades. Between different subjects the probability of a pupil's earning approximately equal rating is more remote. In an effort to bring into relief whatever probability there is, the records of 235 different boys and girls were examined. To state the case again: the aim was to discover with what frequency boys and girls earned constant grade values...
through three consecutive years, the subject remaining the same. In the sense here used, constant grade value is said to obtain in the case of a pupil whose grade through three consecutive years, in the same subject, falls in the same grade group. It will be recalled that the five grade groups are: 0-75, 75-80, etc. The figures below show the actual number of pupils, by subjects, whose annual average grades fell in the same grade group, or in two of the five grade groups, or in three of the five. From a consideration of the table it is apparent that the probability of a pupil’s earning a constant grade value in Arithmetic is less than in History, less in History than in Geography, and less in Geography than in English.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Constant</th>
<th>2 Groups</th>
<th>3 Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>41</td>
<td>151</td>
<td>43</td>
</tr>
<tr>
<td>History</td>
<td>71</td>
<td>136</td>
<td>22</td>
</tr>
<tr>
<td>Geography</td>
<td>88</td>
<td>128</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td>113</td>
<td>116</td>
<td>5</td>
</tr>
</tbody>
</table>

The varying degree of constancy in grades earned from year to year, as described above, is perhaps made clearer by the following data. Of 215 pupils accounted for, 93, or 43.2 per cent, showed a maximum variation of 10 to 33 points in annual average grades earned in Arithmetic; in History, 36 of 214 pupils, or 16.8 per cent, showed a maximum variation of 10 to 27 points; in Geography, 31 of 214 pupils, 14.4 per cent, of 10 to 30 points; and in English, 13 of 214 pupils, 6.0 per cent, of 10 to 17 points.

The average median deviation, by subjects, for six different classes are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Av. Med. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>10.5</td>
</tr>
<tr>
<td>Geography</td>
<td>5.8</td>
</tr>
<tr>
<td>History</td>
<td>6.7</td>
</tr>
<tr>
<td>English</td>
<td>3.6</td>
</tr>
</tbody>
</table>

The writer of this does not believe he has made any original contributions to the collection of facts already discovered in connection with the study of grade determination and distribution. The description of the study is not more than an organization of material in hand which in one way or another is closely related to some of the most vital problems which today are not satisfactorily solved.

Until an objective standard of measurement is found, widely used, the present method of determining grades through the teacher’s judgment will certainly be retained. And that, too, despite the uncertainties, the variations which characterize the method and defy logical explanation. While it may be true that the reliability of grades given the pupil by the teacher is not pronounced, it is equally true that we have not yet reached the point where standard tests have proved their undisputed superiority. They are as yet but supplementary aids. However, this is a digression from the purpose of our paper and is a proper subject for the scientific student of educational method.

R. B. Marston

III


It was the opinion of some that this and future sessions of the Department of Superintendence would lack in general interest and value because of the plan adopted last year restricting membership in that body and restricting also the number of other associations meeting with it. Those in attendance were therefore surprised at the richness of this year’s conference and found that such associations as did not secure a place on the official program staged their usual meetings in convenient hotels and printed their own programs. There was no evident falling off of attendance although, in contrast with her adjoining neighbors, Virginia had a very small representation, particularly of superintendents and other administrative officials. It is not likely that this indicates a lack of professional interest but rather a lower salary standard.

In the main the problems to which the convention gave attention were very much like those of the last few years. The stress, however, was changed. In the case of the exhibits which were held in the Leiter Building, one was impressed with recent developments in map-making and still more with the
unusual prominence of exhibits of school building plans, as indicative of a new impetus in building which had been slowed down by the war.

RURAL EDUCATION

The Department of Rural Education had a varied and extensive program. It is becoming evident that those directly concerned with the carrying out of the rural educational program mean business and are no longer trying to talk these schools into efficiency. Consolidation, special types of junior high schools, an improved supervisory force and a properly trained teaching staff,—these are features of the new era in rural school progress. Despite all this, one disappointing note was sounded; namely, that, in the country as a whole, in contrast to the wonderful progress made in most city schools, the one-teacher school was still the inefficient, poorly-taught and poorly-equipped institution of the days of the sickle and flail.

In some states, as instanced in the new budget of Maryland, state funds are so equalized in their distribution as to enable the district with the lowest property evaluation to have a good school. Similarly, a few counties of our own state, as elsewhere, are encouraging professionally trained teachers to work in one-teacher and two-teacher schools through the inducement of a slightly better salary. It may safely be predicted that until such state and county practices become common, the isolated country school will be a bulwark of ignorance instead of one of intelligence and democracy. The findings of the New York State Rural School Survey will be awaited with interest and should point the way to the solution of a number of the most trying problems.

FINANCING PUBLIC EDUCATION

The war-time Commission on the Emergency in Education has been replaced by the Commission on Educational Finance, headed also by Dr. Strayer and promising an exhaustive study of the needs and means in an adequate financing of the public schools. The enlistment of such financial experts as Dr. Seligman, who addressed the superintendents, is a promising step. A frequently voiced sentiment was that the present school program must not be abandoned in spite of the fact that, if carried to its logical conclusion, it might require twice the present financial support. Furthermore those responsible for the public schools must take the initiative in the study of a varied and adequate tax system, and in better and more extensive publicity, so that the public will appreciate and respond to the needs.

It will readily be seen that in one respect Virginia is at a great disadvantage. While, with a much higher tax rate, many states have a real estate assessment at 75% to 90% of the property evaluation, the typical assessment in Virginia is from 25% to 40%. The present Legislature can scarcely be said to have appreciated this problem nor did it make adequate provision, on account of last year's business and agricultural depression, for the hoped-for enlarged school program. North Carolina, whose legislature met last year, and Maryland, whose educational forces have rallied to the support of Superintendent Cook's leadership, are not so likely to have to mark time during the next two years. It may be however that local Virginia communities will find it necessary to increase taxes and take a larger responsibility.

ADEQUATE TEACHER TRAINING

A problem receiving more nearly than usually the attention it merits, was that of teacher training. The association of Supervisors of Student Teaching, the National Association of Presidents of Teachers Colleges (formerly the Normal School Presidents Association), the National Society of Collegiate Teachers of Education, and the City Teacher-Training Section of the N. E. A., all had well attended sessions and excellent programs. These bodies are all offshoots of the old Normal Section, one of the earliest formed sections of the N. E. A. Steps were taken looking to the enlargement of these associations so that the problem of an adequate and properly trained teaching staff may take its place in the superintendents' conferences along with those of finances, buildings, salary schedules and the like.

The central importance of practice teaching was emphasized in various conferences. The de-formalization of this work was reported upon, particularly by Mr. Miller of the University High School of the University of Wisconsin. Intelligence tests are now coming into fairly general use as means to the classification and guidance and, occasionally, the elimination of students. Experts
seem to be generally agreed as to the desirability of a well-chosen required course for two-year students with elective opportunities for candidates for the degree. Dr. Bagley took a determined stand for enriched content courses in contrast with the earlier emphasis on special methods,—these courses not to be a duplication of college courses, for example in science, English, and history, but to include fresh, vital material and not to overlook that which is suitable for the grades to be taught.

There was abundant evidence of the rapid growth of a professional body of teachers and administrators in the last two decades. Those who sat down in the banquet of seven hundred alumni of Teachers College, Columbia University, were reminded that the number similarly gathered at Milwaukee fifteen years ago was only seven. Men and women professionally trained in the larger schools of this country are shaping today the educational policies of China, South Africa, and certain South American states. If the progress of the last quarter century is an indication of the future, the outlook is indeed hopeful as regards the development of a profession of education.

SCIENTIFIC MEASUREMENT IN EDUCATION

Undoubtedly the greatest single advance in the direction of developing the profession has been the creation of standards tools of measurements: first, to determine the learning ability of children; and second, to determine their attainments or the results of their education. Both intelligence tests and achievement or subject-matter tests, as practical diagnostic tools, are not more than ten years old. Yet the recognition of their need and value has been so prompt that in the present year, not less than two or three million American pupils ranging from the kindergarten to the university will be tested. In fact it was a frequent remark at the conferences, that critics of the movements are no longer so much to be dreaded as over-zealous and untrained friends are to be feared.

The Twenty-First Yearbook of the National Society for the Study of Education, issued at this time, formed the basis of the discussion at the conference and is the best single contribution on the evaluation and use of intelligence tests. Specialists in this field have come to believe that general intelligence is nearest akin to learning ability and that therefore all scores are affected greatly by the child's education and environment, in other words by the learning he has acquired. This makes the test no less important but it does make judgments based thereon more subject to error. It was pointed out that different tests measure different things, that they need to be repeated at different ages and that classification of pupils by this means must be tentative and subject to revision later.

Dr. Bagley threw a veritable bomb in the testers' camp and made the discussion of intelligence testing the "storm-center" of the conference through a brilliant address entitled "Democracy and the I. Q.", in which he vigorously protested against some of the conclusions being drawn especially by magazine and newspaper writers. The low scores of the American soldiers in the recent war have led some to state that a very large percentage, perhaps a third or a half of the American people, are morons or are incapable of making any worthwhile advancement in education or life. An equally cheap and easy, but even more false and dangerous influence is that it is possible and desirable in the elementary school to segregate the intellectuals and give them superior educational advantages and to give a vocational-industrial training to those who test low, fitting them for the inferior positions in society. Dr. Bagley pointed out that this was in violation of the fundamental notion of democracy, namely that each individual be given the opportunity to make his greatest possible contribution and further noted the fact that in a democratic society, unlike the army where the tests were first widely given, the leaders must be chosen and the followers trained to do the choosing. It is an all too evident fact that in the early stages of a democracy the political leadership is frequently far from representative of the best "brains". In the debates and discussions that followed it was clearly made evident that the educational leadership of the country is committed to no such policy of educational discrimination, but that the better classification of pupils in the
classroom and individual diagnosis of pupils are made possible, thus achieving a great triumph not unlike many of those in modern medicine.

W. J. Gifford

IV

VISUAL EDUCATION

"The eyes are the windows of the brain; they make up the most important channel through which the human mind gets its material for fabrication," says Dr. Thomas D. Wood. "I believe that the image is the great instrument of instruction," says Dr. John Dewey. "What a child gets out of any subject presented to him is simply the images which he himself forms with regard to it."

From experience we know that we learn more rapidly and retain much longer the knowledge which has been gained by contact with things and processes. Through our experiences we are able to form better judgments and to understand better the ideas and judgments of other people. Since three-fourths of all education, it is claimed, comes through the eye, visual education should be emphasized more.

"American education is seriously defective," maintains Dr. Charles W. Eliot, "in that it provides an inadequate amount of training of the senses, particularly of the eye. It relies far too much on book work. There ought to be incorporated into elementary and secondary school work a much larger proportion of accurate eye work and hand work combined with simultaneous training of the memory and of the capacity for describing correctly either orally or in writing things observed and done."

Just words in books often do not make correct impressions. Maps, charts, diagrams, models, prints, descriptions and lectures are useful, but when everybody should be educated as in the United States still more concrete material is desirable. It is impossible for every one to visit the four corners of the globe, or even the museums, but it is no longer impossible for these materials to be brought to the individual for his proper instruction.

A person can not be expected to remember a thing when he does not get a clear impression in the start. Many a pupil has been classed as dull and stupid when perhaps he has never really "seen" a thing in his life. Such pupils perhaps need to make more use of their visual sense.

Motion pictures about travel, manufacturing, industry, civic and social conditions furnish a good understanding about the things that are real and also cause a person to become interested enough to read more.

Movies in the classroom are not for entertainment, but for earnest work just as science laboratories and home economics equipment are for real work. All the devices used in visual education can not take the place of the serious and live teacher, nor can they remove the need of effort on the part of the pupil. But visual aids will reduce effort, increase interest and jack-up attention so that more work can be accomplished in a given time. Movies make clear and lasting mental impressions. Besides, as films are expensive and difficult to produce, it would be wrong to employ in schools such expensive means of showing simply trifling and amusing things. For these reasons films on history, geography, health and sanitation, and citizenship—for serious purposes—are being produced by the Society for Visual Education.

WHAT SOME TEACHERS THINK

Mr. A. G. Balcom, superintendent of the Newark, N. J., schools, says that Newark is one of the first of the larger cities of the United States seriously and officially to adopt motion pictures as a part of its school system. Visual education, so far as Newark is concerned, is an accepted fact. The school board has authorized its superintendent, through his assistants, to equip the schools of the city with fireproof booths and standard professional apparatus and it has authorized appropriations for educational film service.

It will be interesting to note that Pittsburg after making a thorough investigation in visual education in all parts of the country, has adopted the Keystone "600 Set," and now
has one of the sets in each of its 125 school buildings. Associate Superintendent S. S. Baker says, "We feel sure the three dimension picture (stereograph) results in a fifty per cent increase in the pupils' ability to retain and express in logical order facts relating to studied content."

A very interesting experiment was made by Mr. H. O. Dietrick, Superintendent of Schools of Kane, Pennsylvania. Mr. Dietrick says that about three hundred children were instructed in geography with the text and also by putting the Keystone stereograph into daily use. Frequent reviews were given through the slides. At the end of one year's visual instruction, the three hundred children were given a standard test in geography. The Boston Tests were used. These children made an average score of sixty-four points. At the same time the same test was administered to about three hundred children of like age and temperament who had never been instructed by the visual method. These children made an average score of thirty-four points. The group instructed by the visual methods excelled the others by about thirty points.

The following year the same experiments were conducted in history and English; here again the average of the group instructed by visual methods excelled the others by about twenty-seven points.

In English, the Thorndike Scale for the Understanding of Sentences and the Starch Scale for Vocabulary were used. In this the group taught by the visual methods excelled the others by twenty-two points.

Movies in the classroom are proving a boon to truant officers, according to Mr. William L. Bodine, superintendent of compulsory education of the Chicago public schools.

"Truancy is no longer the problem it was," he declares. "The low truancy rate is explained not only in the rigid enforcement of the compulsory education laws and efficient work of truant officers but each year more and more is being done to make the school appeal to boys and girls. Slides are already being used in Chicago schools to a large extent, and with the addition of educational movies, which will be shown right in the class room in connection with the lesson, I look to see the one per cent average of truancy considerably reduced. I am strongly in favor of visual education, because I realize that it will do much to promote attendance. Lesson films in geography, history, health and nature study will prove a powerful ally in arousing a desire to go to school."

The Board of Education of Atlanta, Ga., recently voted an appropriation for the use of motion picture films in the local public schools to supplement the courses of study. Superintendent William A. Sutton, who has been working towards this end for some time, declares that "motion pictures are to become one of the foremost factors in education."

An experiment has recently been conducted in several grade schools of Evanston, Illinois. The instructor asked the pupils to write a frank statement of how they liked the moving picture way of learning nature-study. These were some of their comments: "makes things plainer"; "clearer"; "much easier to understand"; "you get more out of it"; "they made me understand the subject about twice as much as the textbook"; "makes the lesson more interesting and not so dry"; "really, I never could have dreamed of so much interest in the life of a butterfly"; "it is easier to write about when shown on the screen than if it was read out of a book."

These are just a few instances, taken from different sections of the country, of the success of visual instruction in the school curriculum. Let us see what Virginia has been doing in this field of education.

PROGRESS IN VIRGINIA

A number of schools in Virginia possess material prepared by the Keystone View Company, of Meadville, Pa. The Keystone Company lists the following:

Alexandria, 3 schools; Bellevue, 1 school; Charlottesville, 3 schools; Chatham, 1 school; Chilhowie, 1 school; Clifton Forge, 2 schools; Danville, 5 schools; Dayton, 1 school; East Radford, State Normal, 1 set; Farmville, State Normal, 1 set; Fort Mon-
The Keystone “600 Set” is made up of especially selected scenes representing the entire geographic range. Every state in the United States is represented; every important country of the world is presented visually on their slides. The entire set is first listed in its geographic order covering every important country in the world. The stereographs and slides are listed serially from one to six hundred. Then various specialists have arranged and classified the material. These classifications on the various topics are combined, forming the book known as the Teacher’s Guide. Every slide of the Keystone set is accompanied by a card containing the same subject matter as is on the back of the corresponding stereograph. This is a great aid in organizing class work, emphasizing individual pupil activity. The editorial board for the Keystone “600 Set” consists of sixty-two of the leading educators of the country.

The data in the following summary were gathered through questionnaires sent to the city school superintendents of Virginia.

Alexandria: No motion picture machine.
Charlottesville: No reply to questionnaire.
Danville: No motion picture machine.
Harrisonburg: No motion picture machine. Plans are under way to buy one.
Lynchburg: The J. W. Wyatt School, with 380 pupils, has a machine. Has used films obtained through Extension Division, University of Virginia, and through Y. M. C. A. Machine not used by community organizations.
Newport News: The high school, with 800 pupils, has a machine. Has obtained films through Community Bureau. Machine not used by community organizations. Stereopticon used in teaching biology, general science, and home economics.

Petersburg: The high school, with 600 pupils, has a machine. Has used films obtained through the Community Film Corporation for general entertainments, not for teaching classroom subjects.

Portsmouth: The Woodrow Wilson High School, with 1,065 pupils, has a machine. Has used films obtained through the Extension Division, University of Virginia, through the U. S. Bureau of Education, and through the International Harvester Co. Films shown in general entertainments, but not for instruction in classroom subjects. Machine also used by a few civic organizations.

Richmond: The John Marshall High School, 2142 pupils; Bellevue Junior High School, 584 pupils; Bainbridge Junior High School, 748 pupils; Hinford Junior High School, 1485 pupils; Robert Fulton, 827 pupils; Chimborazo and Nathaniel Bacon, 543 pupils; Highland Park, 849 pupils; Glitter Park, 580 pupils; Randolph, 550 pupils; W. F. Fox, 648 pupils; John B. Cary, 620 pupils; Robert E. Lee, 1009 pupils—these schools all have motion picture machines. Films are obtained from various sources. Machines are also used for Parents Meetings and for teachers meetings. The stereopticons are also used in classroom instruction in geography and science.

Roanoke: Junior High School has a motion picture machine, bought through co-operation of Parent-Teachers Association. Stereopticons and lanterns are used in classroom instruction in seven schools. Preparations are being made for extension of visual instruction.

Staunton: No motion picture machine.
Winchester: The John Handley Schools, 1200 pupils, has a machine. Has obtained films through Extension Division, University of Virginia. Available for use by any community organization that wishes it. Special visual instruction in history and geography.

This summary shows that a few of the city schools have purchased picture machines, but the development of this form of visual instruction has not been as widespread as in some of the other states.

A PLAN OF PROCEDURE

In order to promote visual instruction in Virginia it is suggested that an organization be formed by the superintendent of schools with the co-operation of the school board. A mass meeting could be called at such time and place as would be best suited
for the patrons and friends as well as all other taxpayers. A speaker could be secured to present the values of educational movies. An association could then be formed consisting of some of the leading public-spirited citizens and committees appointed to take up and pursue plans to assist in equipping the schools for this work. The great work of this association is to convince the public of the educational value of motion pictures and a good plan, at first, perhaps, would be a public showing of educational pictures which could be selected from the courses being given in connection with the school curriculum. The members could pay annual dues of perhaps one dollar, the fees to be used to assist in procuring educational films.

The Department of Education of North Carolina is doing some excellent work in sending Dodge trucks, equipped for regular movies, out into the rural communities. This projector can be used either from the truck or in the school room. Four hundred community meetings are held monthly with an average monthly attendance of 45,000 people.

This truck projector method would be an excellent way of getting educational movies to the out-of-the-way communities in Virginia.

Virginia history could be put in movies to get Virginia history before the children of Virginia. Pictures could be produced portraying the landing at Jamestown; then developing the history of the state's development. The pictorial history could give not only the political but the economic and educational history of Virginia arranged in such a manner as to give the child an intelligent idea of the state's progress from its birth up to the present time.

Likewise, motion pictures could be made of the many natural wonders in Virginia. No amount of reading will give a child a clear idea of what the Natural Bridge is like nor how the wonderful formations of the caves appear; but show him the movie of them, supplemented by the textbook, and his knowledge of these will be retained forever.

Many lantern slides and motion picture films can be secured for the cost of transportation only. The Extension Division of the University of Virginia, under the direction of Mr. C. G. Maphis, acts as a distributing center for educational films in Virginia. This center has not attempted any Visual Instruction work this session on account of lack of funds; however, in case of an increased appropriation this center will have some really worth-while films to offer, it is understood.

SUGGESTED ADDRESSES FOR INTERESTED TEACHERS

Following is a list of some of the leading manufacturers of motion-picture machines as given by Mr. W. H. Dudley of the University of Wisconsin:

Professional
Simplex—Precision Machine Co., Inc., 317 East Thirty-fourth Street, New York, N. Y.
Motograph—Enterprise Optical Manufacturing Co., 521 West Randolph Street, Chicago, Ill.
Cameragraph—Nicholas Powers Co., 88 Gold Street, New York, N. Y.
Veriscope—Wilboken Manufacturing Co., 248 Reed Street, Milwaukee, Wis.

Portable
American Projectoscope—American Projecting Co., 6235 Broadway, Chicago, Ill.
DeVry—The DeVry Corporation, 1250 Marianna Street, Chicago, Ill.
Acme—United Theatre Equipment Corporation, 1602 Broadway, New York, N. Y.

Semiportable
Graphoscope, Jr.—The Graphoscope Co., Washington, D. C.
Animatograph—Victor Animatograph Co., Davenport, Iowa.
Zenith—Consolidated Equipment Co., Duluth, Minn.

Below is a list of commercial film companies from which films may be rented. This list is published by the U. S. Bureau of Education:

Worcester Film Corporation, 145 West 45th Street, New York, N. Y.
Atlas Educational Film Co., 29 E. Madison Street, Chicago, III.
Goldwyn Film Co., 469 Fifth Avenue, New York, N. Y.
Community Motion Picture Bureau, 46 West 26th Street, New York, N. Y.
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Universal Film Co., 1600 Broadway, New York, N. Y.
Educational Film Co., 729 Seventh Avenue, New York, N. Y.
Fox Film Corporation, West 55th Street, New York, N. Y.
Famous Players-Lasky Corporation, 485 Fifth Avenue, New York, N. Y.
Scientific Film Corporation, 13 Dutch Street, New York, N. Y.
International Church Film Corporation, 920 Broadway, New York, N. Y.
Kinetoscope Co. of America, 71 West 23d Street, New York, N. Y.

Visual Education problems are given chief attention in the publications of—

Educational Film Magazine, 189 Montague St., Brooklyn, N. Y.
Visual Education, published by the Society for Visual Education, 327 S. LaSalle Street, Chicago, 111. $1.00 a year.
The National Board of Review of Motion Pictures, 70 Fifth Avenue, New York, N. Y.
The Educational Screen, 5200 Harper Avenue, Chicago, Ill. $1.00 a year.

As this paper goes to press there has come to hand what seems to be a valuable book on the use of motion pictures in education. It is called Motion Pictures For Community Needs, by Gladys and Henry Bollman. It is published by Henry Holt and Co.

Elizabeth M. Ewing

V

QUOTATION

THE OBJECT OF EDUCATION

There is a firm and wellnigh universal conviction that education is related to intelligence, as cause to effect. Both those who seek and those who dispense education share this article of faith, while even the critics of educational procedures are prone to accept it. The skepticism that would challenge such a deeply rooted belief must be prepared to accept the usual rewards of the heretic. Yet, evidence disposing one to doubt the efficacy of education to promote intelligence, is not difficult to find. Only recently the metropolitan newspapers have given us long accounts of the City Fathers' perturbation over the iniquities of the history-texts used in the schools of New York. With the utmost candour, the view has been expressed that the public schools must instil patriotism and respect for our national past, however drastic may be the necessary revisions and excisions in accepted historical records.

These parochial limitations upon the industry of Clio are, however, of minor import. What is, or should be, of concern to educationists is the sequence of events through which a child passes, while undergoing the process of education. In elementary education a child is given certain naive ideas and doctrines of the history of his country, which, if he be so fortunate as to continue his schooling, are, in secondary education, somewhat modified in the direction of less naiveté and less dogmatism. If the same child passes on to college, he again is given another set of ideas and doctrines which are more or less realistic, but still disposing to a respectful and admiring view of the civic virtues of his forefathers. In the graduate schools, this process of disillusionment may be carried to the point where there no longer exists an even faint resemblance between the views of the elementary school and those of the seminar. The graduate student is exposed, as it were, to the very arcana of history and from that belief-disturbing experience he will become, usually, profoundly sceptical. Yet when his turn comes to write textbooks, he will continue the traditional juvenile material.

Now the proper attitude to take towards this accumulating experience of the child is that the increasing education received in this hierarchy of schooling does promote a critical intelligence towards history, contrary to the doubt earlier expressed in this paper. But what shall we say of the bulk of students who stop with elementary education? They are inducted into life with a set of pious beliefs, but without as much as a suspicion of intelligence derived from their schooling.

History is only one of a number of the concerns of education, but the situation in history, as described above, is alike for economics, government, politics and whatever else of the social "sciences" that may be taught. No one who has reflected upon this
situation can, unless he be professionally committed to the educational industry, fail to see that, far from developing intelligence, education is concerned solely with implanting ideas, attitudes, views and beliefs which comport with what Professor McDougall calls the "group mind." That is to say, education is the process by which the child is patterned in his thinking and behaviour according to the group-standards and preferences so that, as an adult, he will behave as nearly like his fellows as possible.

It is true that by education he learns reading, writing and arithmetic, but what he reads and writes and how he figures is in the group-pattern. He learns and becomes more or less adept in the institution of prices, and in business methods of buying and selling, while he acquires his arithmetic. He becomes patriotic while he reads history and politics, and learns the virtues of civic obedience and respect while he writes his compositions upon government. The content of the three R's is the affair of social behaviour approved by the majority.

It is now in order for the embattled defender of education to arise and, with a vehement gesture, demand, What would you have education do? Are not the public schools "the bulwark of our institutions?" The present writer has no particular task to propose for education—at present. Nor is he at all inclined to question the service of public schools in the maintenance of our institutions. Indeed he holds that education exists and serves to perpetuate certain patterns of behaviour or what we call institutions and, therefore, has little or nothing to do with the development of intelligence. For it would take a hardy soul to proclaim any intelligence in our social institutions—our accepted and sanctioned ways of living together.

Private property, absentee ownership, the price system, wages, marriage, politics, what are these but the modes of behaviour towards others which rule in the group-life of today and operate, after a fashion, to insure progeny, a modicum of goods and services and the whole tragi-comedy we call modern life? None of these modes of behaviour is inherited and born in us. They must all be acquired by experience, and education is the process of controlled experience whereby the young are inducted into this social life, with its formal patterns of behaviour towards persons and things.

Between the initiatory ceremonies of savage peoples in which the adolescent males are acquainted with the rights, duties and privileges of a member of the tribe and the process of modern education in a civilized State, there is a difference only of mode and duration. The object of both is the same—to prepare the individual of the younger generation to carry on "business as usual."

Our concern is not to criticize or to condemn education, either for its methods or its objectives, but rather to point them out as substantiating the heresy that education and intelligence are not casually related, are not means and the end. The more eloquent the defence of education as essential to a democracy, to the preservation of our institutions, the more conclusively appears the truth of this heresy. For intelligence, or, as it is wiser to say, intelligent behaviour, is precisely that behaviour which does not rely upon magical, coercive institutions, mores and social habits, but operates through the casual sequences of things, to discover which it is continually seeking.

Nothing is more certain than that there is a vast and unbridgeable gulf between social habits or institutions and intelligent behaviour. The history of every science is a record of successive heresies, generated by the discovery of the casual sequences in things, which ran counter to social beliefs and habits. The history of applied sciences tells the same tale of arduous and painful displacement of social habits by new techniques based upon scientific discoveries. Today, in our industrial establishments, our engineering ability is devoted in a large measure to the elimination of institutional habits, substituting for private property and price habits, the regime of planning and control, directed use and preparation of tools for private owner and application. The workman in a well managed factory today operates in a world run by intelligence, not
by social institutions. He is freed, within the factory, from private property, prices and the like, and no longer can behave as an irresponsible individual, as he does outside its doors.

A Scots philosopher has observed that "the history of intelligence is not so much a record of the progressive discovery of truth as of our gradual emancipation from error." This emancipation is the work of intelligence seeking to discover how things behave instead of accepting the prevailing ideas, conceptions and beliefs that form the staple of education. Within fairly recent years education has accepted, grudgingly and hesitatingly, the task of teaching the discoveries of the natural sciences. Yet within the past twenty years biologists have been threatened with dismissal for teaching the evolutionary hypothesis. In such topics as political or economic behaviour, where the institutional habits completely obtain, intelligence has scarcely begun to function. Accordingly we find that the educational efforts, even of our colleges and universities, in political or social "science," are concerned with inculcating "correct" opinions and ideas, not with the development of intelligent behaviour in social government and production and distribution.

As a group we are fearful of intelligent behaviour, and well we may be, for the bulk of our social institutions can not survive the test of intelligence. This is not to be taken as a condemnation of those institutions or a desire to abolish or subvert them, if that were possible. We are called upon solely to observe that they are unintelligent and confessedly so by the testimony of those who exclaim the loudest lest our remarks on that head disillusion the masses of the people, who are being educated to respect them.—L. K. FRANK in The Freeman.

VI

THE BOOK OF THE MONTH

GIFFORD'S PSYCHOLOGY SYLLABUS

To those interested in the training of two-year normal school graduates there is no more important problem than the course offered in psychology. All are agreed that psychology underlies so much of the science of education that along with sociology it is fundamental in the training of teachers. But when it comes to the nature of the course there is, alas, no such unanimity of opinion. In an earlier period in the training of American teachers a course in "moral philosophy", including much of the psychology of that day, was the usual solution. From that the movement has developed along two lines. In some cases an introductory course in general psychology is given. But although this survey course is generally given in the normal school student's first year, it was planned for senior college students, and the textbooks were written accordingly. Moreover these survey courses do not properly emphasize educational psychology.

The usual alternative to this general survey course has been educational psychology alone. By omitting certain less essential topics from the course time was secured for the emphasis of those more closely related to teaching. The content was more tangible and the student saw the application of psychological principles to education, but there was grave danger that in this beginning with an applied course he would fail to get a sweep of the science as a whole and that without this "sweep" he would have difficulty in orienting himself.

To add to the general discontent the psychology has quite often been the most poorly taught subject in the curriculum. All over the country teachers of psychology have taught the laws of learning in a course which by its method violated practically every one of them, and moreover failed to see the grim humor of the thing. For a decade or more certain members of the American Psychological Association have felt that this problem of psychology for teachers was one worthy of their best time and effort. They have felt that from their own number should come a complete reorganization of the course given so that it would embody a sufficient general survey, give emphasis to the topics concerning learning and human behavior, and proceed from the student's own experiences and observations supplying an experimental basis for the new facts acquired, in the meantime using this experimental basis so that the student should acquire these new facts by the problem method. In the last few years much
has been accomplished, the outstanding achievement being *An Introductory Psychology for Teachers* by Dr. Ed. K. Strong, Jr.

Realizing that much still remained to be done as far as the course for first year normal school students was concerned, the Normal School President's Section of the Superintendent's Conference of the N. E. A. conducted during the past year a contest for a syllabus for an introductory course in psychology. There were more than thirty contestants from all sections of the country, some of them authors of textbooks on psychology. The syllabus reviewed here was given first award by the committee.

This syllabus meets the standards outlined above in a peculiarly satisfying way. From the very first lesson the student is set a definite problem to solve by a most carefully prepared set of questions. These questions really outline the topic, and in connection with each set is given a list of readings from standard texts to help the student in their solution, the plan being similar to that used by Professor W. H. Kilpatrick at Columbia University. From the very first the work is organized so that it is an illustration of the methods stressed in the laws of learning. Moreover the student is constantly taken into confidence; he knows where he is going, he sees the subject develop topic by topic, and realizes the use of economical methods of study. This syllabus is for the student's first quarter in normal school. A syllabus for a second quarter's work, now in preparation by the author, will deal more specifically with learning and human behavior. Yet in a most skillful manner Dr. Gifford has emphasized these topics in the present outline, at the same time giving a view of the science as a whole. There are a goodly number of experiments; some for class demonstrations and some formal experiments to be done in laboratory periods and written up. In addition to these experiments the problems set for the student, by their very nature, constantly demand introspection and observation. And not least, by any means, the introductory statement to each topic, as well as the questions themselves, are couched in such clear English that many of the pitfalls for beginning students in psychology are removed at the very outset.

Dr. Gifford is a student of both education and psychology with wide experience in the teaching of both subjects. He has drawn freely from the best thought on the teaching of the subject, and with his thorough understanding of the situation, has been able to formulate a syllabus which is an original contribution to the problem of teacher training.

Katherine M. Anthony

VII

RELEIVING THE HOUSING SITUATION FOR THE BIRD FAMILY

One day toward the last of January a group of our Third Graders found a certain story in one of their readers which they asked to read aloud to the class. The name of the story is "Our Wren House," and it recites the experience of some children in building a wren house. Those who took part in the reading and the children to whom it was read enjoyed the story very much. Immediately after the story was read several boys said that their fathers could build bird houses. Then one boy told us there was an old bird house on their lot, but that it had no roof. He went on to say that he was going to get it down and try to put a new roof on it.

As soon as this boy had finished telling us his plan a number of boys said they believed they could make a whole wren house just like the one they had read about. I encouraged them to look around through our supplies and see whether they could find any material which they could use. They succeeded in finding some empty chalk-boxes. They borrowed a hammer, some nails, an auger and a pocket knife from the janitor. A committee was appointed by the class and they took the material and tools to the basement to work. They returned in half an hour with a wren house like the one about which their story had told them.

The entire class was most enthusiastic over the house. It was very plain to see that each child would have been delighted to carry it home and put it up where he could watch for "tenants." I told them I was sure that many birds would be looking for homes very soon and that if they wished to invite some to
live in their yards, I would be very glad to help them in any way I could. They immediately suggested bringing cigar boxes, soap-boxes, etc., from home. Then they discussed the matter of tools. They realized that they should not continue to borrow from the janitor. It developed that four of the boys had complete little tool chests. Others had hammers, or saws, or augers. Many who could promise nothing else, agreed to bring nails. In a short time we had a very interesting workshop.

After two or three wren houses had been built by different committees, one of the boys said that he had seen some bluebirds real early in the spring the year he was in the Second Grade and that he would like to build the kind of a house that bluebirds would like for a home. I then gave them a bird house book containing pictures of many different kinds of bird houses. This book also gave plans for making the houses.

Then the entire class set to work in earnest. Every child in the room planned to make a house or to help someone else make one. During almost every period of the day for the next month I had a small group of children out of the room working on bird houses. No group could stay longer than one period and a child could only belong to one committee during the day.

While doing this work, the children found books at home in which there were pictures of birds, pictures of bird houses, and instructions for making bird houses. These were brought to school, passed around, and discussed. Lumber of different kinds was brought from home. A trip was made to the tannery to get bark for covering some of the houses. The children had a great deal of experience in measuring during this time. Before a plank or a large piece of bark was sawed, they planned just how the material should be used in order to keep from wasting any of it. They learned many facts about the yard, the foot and the inch. The most spontaneous discussions the children have engaged in were in connection with this work. Every day they had some time during which they told the class about the birds they had just seen. They discussed their size, coloring, call or notes, and often times their habits. Every child in the room can recognize at sight the following birds: Wren, Bluebird, Cardinal, Baltimore Oriole, Orchard Oriole, Flicker, Red-headed Woodpecker, Downy Woodpecker, Hairy Woodpecker, Purple Grackle, Scarlet Tanager, Bobolink, Bob White, Meadow Lark, English Sparrow, Song Sparrow, Mocking Bird, Cat Bird, Blue Jay, and Robin.

The girls had a part in all of this work even if they were not able to handle some of the tools. They were just as interested in making their bird homes out of tin cans, gourds, flower pots wired against boards, and cocoanut shells. Then, of course, they took an important part in the painting of the houses. When the last bit of work was completed we had an exhibit of thirty pretty bird houses, ranging from the tiny green tin can to the big apartment house.

After the exhibit the children took them to their homes and put them up. Every day since they have talked about them. At first they were interested in telling each other just where they had put them, why they had put them in just those places. In some instances they told how they were protecting the home from cats.

Now many of them have most interesting news for us about their tenants. We have enjoyed every minute of the time given to this work.

Zoe Porter

DO YOU USE YOUR "PROJECT" RIGHT?

The loose type of thinking which has confused the well-conceived project with the problem or the purposeful act on the one hand, or with the exercise, the illustration, the application, the experiment, or the practice on the other hand, has led to the effort to increase the number of projects and even to the attempt to conceive a project for each important topic taken up in a study.—H. B. Wilson and G. M. Wilson.

A DEGREE IS NOT AN OBITUARY

When a man's life ends, we ask what he has done; but a diploma from a school or a degree from a college or university is not an obituary, and when a student's education ends we should ask, not what he has done, but what he is or has become.—President A. Lawrence Lowell, Harvard University.
VIII

EDUCATIONAL COMMENT

PRINCE GEORGE SCHOOL NEWS

A mimeographed bulletin, the February number of which includes four solid pages of material, is the enterprising method by which Superintendent R. K. Hoke, of Hopewell, Virginia, keeps before his teachers school news and announcements, as well as helpful suggestions regarding self-supervision and professional readings.

County superintendents interested in building up a truer professional spirit among their teachers and a more efficient administration in their own office will find the Prince George School News a stimulating publication.

AN AID TO MODERN RURAL SUPERVISION

Somewhat in line with the Prince George School News is the typewritten bulletin issued monthly by Clara S. McCarty “for the uplift of the pupils, teachers, and friends of the one and two room schools” of Marshall and Scott districts, Fauquier county, Virginia.

Besides a careful and understandable report on the scores made in Monroe’s Silent Reading Test which was given to 125 pupils in these rural schools, Mrs. McCarty presents in the January School Bulletin a spell-
standard of living and a better organization of vocational life.

“We recommend that adult education, both vocational and general, be provided through a variety of short-unit courses in day and evening schools.”

IMPORTANT NEW SYLLABUS IN ELEMENTARY ENGLISH

Not since the publication of Speaking and Writing English, the course of study prepared by Superintendent Bernard M. Sheridan, of Lawrence, Massachusetts, in October, 1915, and later reprinted in second and third editions and published in book form by Benj. H. Sanborn, Boston, in 1917, has there appeared a course of study of English in Elementary Schools that equals in merit that just published in pamphlet form by the Board of Education of the City of Chicago.

Interest in this new bulletin is particularly timely in Virginia when a new elementary school course of study is under process of construction. All teachers concerned with the course in English should have this bulletin. It may be obtained for twenty-five cents by writing Mr. A. B. Wright, Assistant Superintendent of Schools, Department of Educational Standards and Statistics, Chicago, Ill.

The special contribution of the Chicago syllabus is that the work is arranged in three cycles; thus, grades I, II, and III make a progressive study of the matters of speaking, writing, spelling, silent reading, oral reading, and literature; grades IV, V, and VI go thru a second cycle presenting in more difficult form a consideration of similar aspects of English: speaking, writing, spelling, informational reading, literary reading, general reading; and much the same subject matter, in more difficult form, is again presented as a third cycle in grades VII and VIII.

The arrangement into cycles was done, one reads in the preface, “in order that what is common to several years of a child’s life may be seen as a whole. The setting up of aims, ostensibly to be accomplished in a given grade, but really general, is stultifying. The achievements possible at a given stage are here as definitely set up as was possible, but with due regard to the range of individual differences, and the insufficiency of present knowledge.”

The Chicago Course of Study is a book of 147 pages, and contains a very sane and practical introduction of 17 pages, entitled Guiding Principles, which it is recommended should be studied by the teachers of each school under the leadership of the principal.

What an ideal way to spend time that now is often wasted in so-called “teacher’s meetings,” which are in reality principal’s meetings for the reading of announcements and routine notices that might better be typewritten and handed to teachers!

The course by cycles and grades covers about 80 pages, and the last 50 pages (Part III) include a very good composition scale, not well arranged typographically, but valuable for its comments on each of the standard compositions. An outline of the mechanics of written composition arranged by grades is but 3 pages long, and no more space is devoted to the arrangement of the essentials of grammar according to grades. Other matters included in Part III are a spelling list by grades, a library list by grades, and a good brief bibliography of stories and collections of verse.

C. T. LOGAN

ASTONISHING SALE OF READING SCALE

The Russell Sage Foundation, 130 East 22d Street, New York, has had a remarkable sale of the Burgess Picture Supplement Reading Scales, first published about a year ago. There are four equivalent and interchangeable forms, standardized from grades 3 through 8, and over a million and a half copies of the scale have been sold within the year.

Besides this popular silent reading scale, the Foundation has published and distributed about a quarter of a million copies each of the Ayres Spelling Scale and the Handwriting Scale (Gettysburg edition), both prepared by Leonard P. Ayres.

MOTION PICTURES VOUCHED FOR

Helpful lists of motion pictures approved by the National Board of Review of Motion
Pictures may be obtained by addressing the Board at 70 Fifth Avenue. The lists are designed especially for educators interested in problems of visual instruction, and are drawn from all American sources of film production and supply. A charge of 25 cents is made for each list.

The National Board of Review now has available carefully prepared lists of motion pictures as follows: 1) Films drawn from books for boys and girls, 2) The best family pictures released in 1921, 3) Films based on standard literature, American poetry, American and French history, 4) Films on North American geography, history, etc., 5) Films based on World geography, and 6) Films bearing on zoology, biology, and botany.

CLEVELAND COURSE OF STUDY PRINTED IN PAMPHLET FORM

Courses of study in various subjects have recently been published by the Board of Education of Cleveland, Ohio, and offer to interested teachers many valuable suggestions regarding content of courses. Nine of these courses are available in neat pamphlet form, and any of them will be supplied on receipt of a charge which partially covers the cost of publication. The courses of study, with their prices, are listed as follows:

Senior High Course in General Science, 25c.; Senior High Course in Art, 15c.; Junior and Senior High Courses in English, 50c.; Junior High Course in Art, 15c.; Junior High Course in Geography, 20c.; Junior High Course in Home Economics, 15c.; Junior High Course in Hygiene, 20c.; Elementary School Course in Art, 20c.; and Elementary School Manual of Safety, 25c.

ELEMENTARY SCHOOL COURSE OF STUDY FOR VIRGINIA BEING PREPARED

In an effort to make the most complete and the most comprehensive course of study for elementary schools that can be prepared, the State Department of Education has adopted a democratic organization of committees thru which this work is being carried on. Co-operating with a central committee under the State Department, various sub-committees are actively engaged in pooling their ideas with regard to the revised course of study, which it is hoped may be put into operation next September.

Of these sub-committees, the one that is closest to the classroom teachers, and that is therefore most likely to reflect the intimate impressions of actual experience, is the committee named by the State Teachers Association.

This committee is under the chairmanship of Superintendent R. K. Hoke, of Hopewell, and includes the following: A. W. Stair, Gate City; Miss Ada Baugh, Broadway; Miss Pamela Ish, Harrisonburg; Miss Blanche Daniel, East Radford; Miss Bessie Rice, Petersburg; and Miss Marie L. James, Belle Haven.

NEW MAPS IN PREPARATION

A movement which will give to History a more vivid and well-proportioned view of the great march of human events is the preparation and editing of a series of maps by Dr. Carl Russell Fish, Professor of American History, University of Wisconsin; Dr. James Alton James, Professor of History, Northwestern University; Dr. Rolla Milton Tryon, Associate Professor of the Teaching of History, University of Chicago; and Dr. Arthur Guy Terry, Associate Professor of History, Northwestern University; and by other members of the Department of History, Northwestern University.

With the efforts and experience of these men from three of the leading Universities, the field of History will be covered in the best manner possible.

Five of the sets in preparation are as follows: Set No. 23, American History; Set No. 24, Ancient and Classical History; Set No. 25, Medieval and Modern History; Set No. 26, Early European History, and Set No. 27, Modern European History.

The maps will be manufactured and published by the McConnell School Map Co.

THE PROJECT METHOD

The project method is based upon sound principles of psychology and education. It is a logical outcome of the acceptance of the doctrine of interest and the principles of motivation—H. B. Wilson and G. M. Wilson.
RECENT BOOKS OF INTEREST TO TEACHERS


Those teachers and students who have used Professor Andrews's books will hail with pleasure this revised edition of his "Short History of England." It is written in the author's clear, forcible style; it embodies the results of high scholarship and mature judgment; and it is printed and illustrated in the excellent quality that is characteristic of all of Allyn and Bacon's publications. From the frontispiece (Westminster Abbey) to the last illustration in the text (an attractive picture of Sydney, Australia) the cuts are well chosen; and the 18 maps, nearly all of them printed in colors, afford graphic and valuable aid to the student and general reader. The whole book has been gone over carefully in the light of recent events, and the last two chapters bring the narrative down to the very present. "The Empire and the Great War" and "The Government of the British Empire" are presented with the fullness and circumstantial detail that the interest and importance of these subjects demand.

JOHN W. WAYLAND


"To help to 'get across' the great ideas of community relationship and social service to the boys and girls of the seventh and eighth grades" is one of the great problems in education today and with this book the author has aided very materially in its solution.

The subject is treated under the following heads: "The Citizen in the Community," "Guarding the People's Health," "Protecting Life and Property," "Training the Growing Citizen," "Providing Recreation," "Planning the Community," "Trade, Travel, and News," "Laying up Wealth," "Caring for the Unfortunate," "Promoting Right Living," "Some American Ideas about Government," "Law-Making and Law-Enforcing," "Voting," and "Supporting the Government." This organization as just outlined is logical and natural, and well adapted to student thinking. At the same time, the author urges teachers to make omissions and adaptations so as to meet the needs of any particular group or class.

The book is well made mechanically and presents an attractive appearance. There are nearly two hundred charts and illustrations, and these show unusually careful and thoughtful selection. Recent illustrations abound (there is one of the County Courthouse at Harrisonburg, Virginia). Special mention should be made of the introduction of simple suggestive questions, throughout the text, tending to arouse the thought of the pupil as he reads. At the close of each chapter is a list of questions and also an admirable list of themes and exercises.

A thoroughly teachable book, carefully and thoughtfully prepared. Mr. Hughes's Civics can be strongly recommended not only for use in the seventh and eighth grades but also for use in the high schools.

RAYMOND C. DINGLEDINE


This volume, one of the American Education Series edited by Dr. Strayer, promises to fill a great need. The great majority of texts on the principles of teaching are written with the city school teacher and city school in mind. Those that are not are frequently written down until the solid basis of modern scientific educational development is squeezed out.

The author's success in this text in combining ease of reading with excellent doctrine is due to the form in which he dresses his material. The book is a series of letters from Martha to Hilda, each a country school teacher in the one-teacher school. These letters run over a year of school work and recount the experiences of the transformation of a little group of country schools under the influence of expert supervision and the development of a spirit of community teamwork which is so needed in rural sections. All the larger problems, including the use of tests, project teaching and the methodology of the various school subjects, are treated in the most interesting and helpful way. The book's great field is with the largely untrained teacher of the rural one-room schools, but it is of value to any beginning teacher in the elementary field.

W. J. GIFFORD


The author, like Parker in his Methods of Teaching in High Schools, aims to set forth with their applications the principles of teaching common to the various high school studies. The reader is at once impressed with the essentially eclectic rather than original contribution and also is struck with the fact that educational theory moves forward so rapidly that this text mirrors the status of method five years ago rather than today.

After considering the ends to be accomplished in teaching arithmetic and giving a course of study in the subject, Mr. Overman states his purpose, "to describe the different kinds, or types, of work to be done in the teaching of arithmetic, to give an understanding of the underlying psychology, and to aid the teacher in gaining a mastery of the technique of these types".

To accomplish this purpose the following divisions have been made: the Presentation of New Material; Fixing and Mechanizing Facts, Principles, Rules and Processes; and Developing the Ability to Apply the Fundamentals of Arithmetic to Concrete Situations.

Under the first division, the Presentation of New Material, the inductive and deductive lessons are studied and the development of the types of knowledge found in arithmetic: namely new ideas, facts and principles, and rules and processes. A chapter on measuring results is given under each of the other divisions, the subject on Standard Tests being thus presented to the student-teacher as a teaching device.

The book is printed in a pleasing type, is clearly outlined and reflects the author's experience in teaching methods in arithmetic. It is a happy combination of psychological principles and methods, and promises to be usable in its field.

NATALIE LANCASTER


"The World Remapped" is a little book of eighty pages but they hold the most helpful data for Geography or History teaching that have been offered to teachers since the world war made necessary relearning the face of the earth. There are no maps in the book, but none are needed. It has the facts upon which maps are made. The intended for use with maps issued by the same publisher, it may be applied to any map. The location of boundaries, the authority for such, the dates and the history are all briefly included under each heading. This little reference book gives its facts so quickly and easily that, tho intended for teachers, a pupil may use it with profit and pleasure.

ETHEL STILMAN


This book has been compiled to meet the demands for the interpretation and acting of plays in a classroom. Its use will prove to the instructor that dramatic interpretation in the classroom will be most helpful in the study of high school English.

If the work in dramatics is directed properly, it develops the student's power of self-expression; it trains the co-ordination of mind and body; it quickens the powers of visualization and tends to develop the student's knowledge of human nature.

The seven short plays in this volume have been chosen with great care. They are Dunson's The Golden Doom, Pillo's Two Crooks and a Lady, Halman's Will o' the Wisp, Lady Gregory's Spreading the News, Oliver's The Turtle Dove, Beulah Dix's Allison's Lad, and a scene of Stephen Phillips's Ulysses. From the standpoint of quality, style, atmosphere and plot, they should prove most satisfactory for classroom use.

A most helpful outline is prepared in this text, including notes on the plot, setting, atmosphere, characters, music, and situations. I recommend this text to any instructor in English.

RUTH S. HUDSON


A presentation of the English drama presupposing only an elementary college course in the history of English literature. It does not concern itself with dramatic technique, but includes synopses of many plays,
usually only a few sentences long and dealing with the essential situation merely. More than fifty English dramatists are treated.

From its origin "not in any accepted centers of amusement, but in the dignified service of the Church," the development of English drama is traced thru the moralities and interludes, thru Elizabethan and Restoration plays, thru the era of Sentimentalism and the era of Romanticism, down to modern drama which centers about the "social impulse."

The book does not pretend to great originality; its merit lies in the generally satisfactory organization in one volume of such material as must else be sought in the Cambridge History of English Literature, in the numerous authoritative reference books on Shakespeare and the Elizabethan dramatists, and in the more scholarly introductions which have appeared in various series of dramatic publications.

C. T. LOGAN


In reviewing this charming edition of Esop's Fables, done in verse and illustrated by the author, we wish only to commend it as a book for children, before quoting the publisher's entirely allowable "blurb":

A child was found one pleasant day
Reading a book of Verses gay.
Of him, an Adult, chancing by
Demanded what he read, and why
He was not with his friends at play.
The Child replied he'd rather stay
And read his Esop story book.
The Adult said, "Come, let me look!"
And then exclaimed, "Why this is done
By Mr. Herford! Well, what fun!"
He took the book, turned with delight
To drawings gay and verses bright.
An hour passed, the Child now wept,
"I want my book that you have kept."
Alas, the Adult heard him not.
The waiting Child he quite forgot.
But not the book. He passed from view
And took the Herford Esop too.

The moral, friends, is plain as pease.
This Herford book is sure to please
Both young and old—and I surmise
That Mr. Esop's pleased likewise.

"MOTOR" CONSEQUENCES

No impression without correlative expression. This is the great maxim which the teacher ought never to forget. An impression that simply flows in at the pupil's eyes or ears, and in no way modifies his active life, is an impression gone to waste. Its motor consequences are what clinch it. William James.

X

SCHOOL ACTIVITIES

Dean W. J. Gifford was recently honored by the National Association of Presidents of Teachers Colleges when first rank was given to a psychology syllabus submitted by him in a contest open to teachers of psychology in normal schools and teachers colleges throughout the United States. The syllabus is now being printed and will be available for use early in May.


Workmen have been making the dirt fly on Blue Stone Hill of late. Between Alumnae Hall and Spottswood Practicum ("Third") the grade has been lowered as much as five feet in some places, and the foundation is now being laid for the new auditorium and classroom building. The hillside on which Alumnae Hall stand is now being graded down, while inside the building carpenters are busily at work getting ready for the plasterers. It is the plan that Alumnae Hall shall be ready for occupancy by June 19, when the summer session begins.

The company of Harrisonburg businessmen which is erecting a 24-room apartment house has recently been incorporated under the name of The "Shenandoah Apartments" Shenandoah Apartments. The contract has been let for the erection of this building on the lot adjoining the home of A. R. Ruff, at the corner of South Main Street and Patterson Avenue. This building has been leased by the Normal School, and the contractors have promised that it will be ready for occupancy by September 19, 1922.
Recent speakers at assembly have included Dr. Ennion G. Williams, State Health Commissioner of Virginia, on March 30 and Dr. Mary E. Brydon, Director of Child Welfare of the State Board of Health on March 21. Dr. Williams, who made the principal address at the graduation exercises of the Nurses' Training School, spoke before Normal School students of the growing importance attached to departments of health and the enlarging function they perform; Dr. Brydon outlined in a very instructive manner the various activities of the health department.

President S. P. Duke spoke on Education for Stability at the District Teachers Conference at Alexandria March 30. Mr. Duke was also on the program at the commencement exercises of the Rockingham Memorial Hospital Nurses' Training School, held in Assembly Hall, Harrisonburg, the evening of March 29. Dean W. J. Gifford was one of the speakers at the District Teachers Conference in Richmond April 8; his subject was Educational Method: Its Nature and Importance. On the same date Miss Mary Louise Seeger addressed a District Teachers Conference at Norfolk, speaking on The Organization of the Daily Program. Miss Lotta Day spoke on the teaching of home economics before the Rockingham County Teachers Association, meeting in Harrisonburg April 1, and on April 5 discussed Methods of Teaching Home Economics before the Vocational Teachers Conference meeting in Richmond. Miss Day was present at the Plains district school fair at Broadway April 8 and there addressed patrons regarding the value of home economics in their schools.

New officers have been installed by the three literary societies for the third quarter as follows:

**Lee Literary Society**—Pamela L. Ish, president; Ruth Roark, vice-president; Mary Stuart Hutcheson, secretary; Anne Christianson, treasurer; Winfred Williams, sergeant-at-arms; and Meade Feild, critic.

**Lanier Literary Society**—Dorothy Bonney, president; Sarah Tabb, vice-president; Ruth Bean, secretary; Florence Shelton, treasurer; Nan Taylor, sergeant-at-arms.

**Page Literary Society**—Ruth Frankhouser, president; Selina Walters, vice-president; Audrey Chewning, secretary; Bernice Spear, treasurer; Ruby Felts, sergeant-at-arms; Marguerite Goodman, critic.

The Page Society held its open meeting, advertised in the lobby as the "Open Page", March 25. Among the visitors were members of the other two societies who have given their loyal support in the organization of the Page. The new society has made an excellent beginning, the following new members having recently been added:

Lucille Boyers, Audrey Chewning, Ola Cronise, Catherine Everly, Ruby Felts, Ruth Frankhouser, Louise Harris, Mary Hundley, Marjorie Jones, Constance Martin, Lucy McGehee, Bernice Spear, Selina Walters, Elizabeth Duke, Helen Early, Margaret Oliver, Margaret Wiley, Helen Wagstaff, Zelma Wagstaff, Ruth Current, Myrtle Ferguson, Adah Long, and Dorothy Major.

The Home Economics Club has chosen as its officers for the third quarter Marjorie Bullard, president; Clotilde Rodes, vice-president; Agnes Spence, secretary; and Nancy Roane, treasurer.

A "Gingham Dress Ball" was given in the gymnasium the evening of March 31 under the auspices of the Annual staff. At assembly that morning a telegram had been read (it was just one day until April 1) stating that a troupe of entertainers under the management of the Keith vaudeville circuit would be delayed in reaching Harrisonburg, but would certainly be on hand for a performance at 9 o'clock. With such an attraction offered, it is presumed that those who did not attend the Gingham Dress Ball must have possessed an
unusual spirit of self-sacrifice. In addition to
the vaudeville act, music was furnished by
that popular aggregation, the Allen-Taylor-
Dodson Company.

Dr. Henry A. Converse, Registrar, has
announced the list of honor students for the
second quarter, 1921-22.

Honor List

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<td>Mary Lees Hardy</td>
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The faculty for the 1922 Summer Quar-
ter at Harrisonburg will include eleven men
and twenty-five women. Mem-
ers of the regular winter
School faculty will be: President S.
Faculty P. Duke, J. C. Johnston, R.
G. W. Chappelear, Jr., Registrar H. A.
Converse, Dean W. J. Gifford, Grace A.
McGuire, Myrtle L. Wilson, Lotta Dav.
Frances I. Mackey, Amy Stevens, Edna T.
Shaeffer, Louise B. Franke, Mrs. W. J. Le-
Hew, and Ruth C. Panill.

Other instructors who have previously
taught in the Harrisonburg Summer School
will be N. D. Cool, Ada E. Baugh, C. K.
Holsinger, Clyde P. Shorts, Bessie C. Ran-
dolph, Julia S. Wooldridge, A. K. Hopkins,
Althea L. Johnston, and Flossie L. Frazier.

Instructors who are added to the staff
this year are Bessie H. Jeter, home economics;
of the State Normal School at Farmville;
Mary T. Moreland, home economics, in-
structor in home economics in the Norfolk
public schools; Ethel T. Dulin, primary edu-
cation, instructor in Demonstration School,
George Peabody College for Teachers;
Joseph D. Clark, history and geography,
Principal Chase City High School; Nancy L.
Moorefield, English, instructor in St. Mary’s
School, Raleigh, N. C.; Margaret B. Davis,
English, instructor in Harrisonburg High
School.

The training school faculty is announced
to be under the direction of Dr. W. J. Gif-
ford, with the following staff: Ethel Spilman,
principal; Lois Campbell, critic teacher, Har-
ninsonburg; Frances Goldman, public schools,
Ritchmond; Esther Dickerson, public school
teacher, Winchester; Pamela Ish, school
principal, Loudoun county; and Sallie H.
Blosser, Principal Pleasant Hill junior high
school.

XI

NEWS AND NOTES OF THE
ALUMNAE

HARRISONBURG GIRLS IN ALBEMARLE
(Rivanna District)

Helen Heyl, one of the rural supervisors
in Albemarle county, during her recent visit
to the Normal, gave the following interest-

ing facts concerning a number of the Har-

risonburg girls who are teaching in Albe-

marle—those with whom Miss Heyl has
been most in touch.

Xenia Holmes has been principal of the
Earlysville High School for the past two
years. During this period many improve-
ments have been made. The school has been
accredited, equipment added, building paint-
ed and fully repaired. Xenia is especially
interested in athletics. She has had play
grounds graded and simple apparatus in-
stalled. Her baseball nine led the district
in a championship series last year and is in
the field for county championship this spring. This year she is wanting to put Delco lights and running water in her school. One special feature has been an open air classroom added last year—here the primary department works during the fall and spring months.

Iris Glasscock is head of the Mt. View Junior H. S., and is doing splendid work. She is making an experiment in her school along the lines of vocational guidance. Under her leadership her boys and girls have (1) Made a careful survey of occupations in their own community, (2) Studied vocational needs of their community, (3) Are now emphasizing the needed vocations, studying where, how, and when to prepare for them, at what cost, opportunity for advancement, etc. She is ably assisted in her work by Erna Martin.

At the Cismont Junior H. S., Virginia Farley is doing good work as teacher for the third and fourth grades. Her fine professional spirit and her willingness to co-operate have brought success to her in her first year. She plans to return to Harrisonburg next year for her diploma.

Grace Tilman is working hard as substitute teacher in a one-teacher school at Gilberts. She is planning a new school building for her community.

At Stony Point Junior H. S., we find Ola and Otly Moore, two of Harrisonburg's summer school girls. Both are fine teachers and good leaders. Otly as a primary teacher is considered an expert. Ola assists the principal and is working to raise $1,000 in her community in order to equip her laboratories for agriculture work.

A LETTER FROM GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE

We H. N. S. folks live over again and again the days at H. N. S. and long for our friends there. At present there are four of us—Miss Anthony, Miss Elizabeth Rucker, Besse Lay, and myself. We have no organized club, but have lunch together quite often and exchange Normal notes. We have certainly enjoyed having Miss Anthony with us and hate to think of giving her up in a month.

I should like to know how "my girls" are getting along in chemistry this year. I often think of the old days and our struggles and I would like so much to walk in and see you folks again. I miss the Normal, but especially my friends and the Harrisonburg spirit, but I like Peabody fine. It doesn't take the place of H. N. S., but supplements it. I'm so glad that I've had both.

I'm enthused over my work here. Last quarter I didn't have any chemistry, but had a course in biology which I enjoyed very much. This quarter I am continuing the biology and also have a course in Food Chemistry under Miss Field. I am getting a lot out of it and am trying to be a credit to my preparation, but can't vouch as to success of it. I hope to be able to take Physiological Chemistry next quarter, for I think it will be the connecting link between my biology and chemistry.

I was very proud of H. N. S. the other day when one of my instructors said, in discussing the educational magazines of the South, that he thought THE VIRGINIA TEACHER ranked first. I'll pass the good word along to some one who really deserves the praise.

MARGARET S. SEEBERT

On the very day that Mary Cook's (Mrs. Lane's) letter came from Brazil, an attractive illustrated booklet was received from Sarah Shields in India. This booklet gives brief but interesting accounts from different India mission fields—from the school at Jagraon, Punjab, where Sarah is a teacher, among others.

Campinas, Brazil,
January 24, 1922.

Dear Friends at Home:

We have spent our first Christmas away from Home and in a foreign land! Such a different time it was from the white cheery Yuletide of the Homeland, and yet it was full of special shining joy—at least, for Mr. Lane and me. We just had to be happy with so much happiness wished us and so many loving messages sent us across the distance. After enjoying—fairly revelling in—our wonderful Home mail that came on Decem-
ber 26th, we felt with Robert Louis Stevenson,
"The world is so full of a number of things
I am sure we should all be as happy as kings."

It is not time now for the carrying out of New Year resolutions but let me tell you just a little about Christmas in this land. There is very little of the joy that Christ's birthday brings to the hearts of those in our Christian land. It is the custom to toll bells, shoot bombs, and keep as a holiday December 8th, the Virgin Mary's birthday and January 6th, the day of the visit of the wise men to the baby Jesus, while the birthday of the Saviour of the world goes practically unnoticed. The giving of presents is, therefore little practiced here where they know not the Greatest Christmas Gift. Likewise Santa Claus is an almost unknown character in this land of no chimneys. However, we are told much more is made of this than in the past, and the shops are full of toys, very dear because imported.

As I came across the street at dusk on Christmas Eve, I noticed some of my little S. S. children pulling grass by the handful. They told me it was to put under their beds to make "the good saint" bring them presents. I think many of these children were disappointed on Christmas morning, but their little faces shone on the evening of December 27th, as they circled around the bright, burning tree Mr. Lane and I had so enjoyed fixing for them. This little S. S. is growing weekly, numbering over 50 now, and many of the children are the proud possessors of blue attendance buttons like those worn by our boys and girls at Home, only with E. D. on them instead of S. S., for Escola Dominical means Sunday School to them.

I am still working away at Portuguese. I believe James, the psychologist, says that we learn in plateaus—just now, I feel that I have mounted to the first step! But I still think that I'd be a more apt pupil in a deaf and dumb asylum than at learning a foreign language. A letter, quoting a useful missionary as saying that new missionaries need these months of silence, has greatly helped me. We would otherwise rush in with our American methods and efficient ways of doing things before we understood the customs and ways of the people we came to help. For one surely feels like "hustling the East", to use Kipling's expression, only it is the South here. Then, too, in this time of silence one feels his or her utter dependence upon the Heavenly Father as never before. To accept it in this way helps to overcome the otherwise impatient waiting. Mr. Lane has a regular monthly preaching appointment and expects to conduct prayer meeting in Campinas tonight, so you see he is a full-fledged Brazilian minister now!

We are in the midst of the "rainy season"—for the year is divided into "tempo de chuva" (time of rain) and "tempo de seco" (time of dry)—and I can testify that the tropical rains have not been overrated. But my! how vegetation responds to the refreshing rains. There is a beautiful natural park near us, which seemed to me to be very luxuriant with its tropical trees and plants, but since going there after the rains and seeing the marvelous growth of it all from the "forest's ferny floor" to the topmost limb of the giant trees, I realized what a forest in the tropics is really like.

As I go down the streets I am usually thinking about you folks back home, and wanting to tell you about this country so your mental picture of our new home will be very vivid and true. We do not have the individual and attractive costumes as do the eastern countries—the Brazilians look very much like we do at home, only they are several shades darker, as a rule. Many of their customs are similar to ours—but I know they eat oftener and talk faster than we do! As you go through the city of Campinas, you feel that all of it is as crowded for space as our tenement sections, when really land is most plentiful here. Behind these houses that jut right out on the street are beautiful rose gardens and all sorts of wonderful plants, though well hidden everywhere by the houses and high brick walls. The houses have only one story and you can shake hands with your friends as they pass along the street. As we see into these tiny bare houses, there are no books, no traces of culture except almost invariably there are growing plants and I like to think they are housing many Pippas. The women seem to have nothing to do but gaze aimlessly out of the windows at passers-by. Some of the window panes are out of the lower sash so the grand-stand is always ready! We run the gauntlet of staring eyes whenever we go out and, because we are foreigners, we come in for an extra looking-
over; but one gets used to anything. Under these windows, the young man stands to talk to the girl. He never calls at her home, or rather gets inside, until after the engagement, which is usually arranged through some one else. As you see these much dressed up Brazilian girls posing in the windows, you smile to yourself to think that probably they are bare-footed. Brazilian fashion demands that women floss up only from the waist up!

This last fact is an index to the nation—Brazilians are for show and do not bear too deep investigation. One of our fellow missionaries has recently been in the hospital here and I have seen the inner workings of a Brazilian Hospital. It makes me want to always keep well in Brazil! The exterior of this particular building is very handsome and extensive, surrounded by beautiful rose gardens and palm trees, while the patients suffer from neglect, and never get a sight nor a whiff of the roses. Brazil is just that—pomp and show on the outside, physically, morally, and spiritually unsound under the surface.

We can scarcely realize it is mid-winter at home, but the calendar says January, and I surely have not forgotten three Januarys that I spent in Patrick! Although we are at the height of the hot weather, the daily showers keep the atmosphere cleared and cool. I have not suffered from heat a day since I came to Brazil. The wonderful flowers and fruits we are having would make up for horrors anyhow. Let me tell you about my marketing for today's dinner and then I think you will agree with me that Brazil is a land of plenty. I bought tomatoes, squash, peppers, parsley, and onions enough for a family of eight for 10c.; a luscious pineapple (the kind that makes ours at home look and taste like another inferior fruit) for 5c., and 2 dozen delicious bananas for 4c., and a juicy steak for 15c. That shows that these folks know nothing of the H. C. L. with which we Americans are so familiar. We are enjoying luscious grapes and mangoes out of our own yard.

The next time I write to you, we shall probably know just where we shall be permanently located—somewhere in the interior, the land of creaking ox-carts and Indians, where women's hats and shoes are almost unknown, and saddest of all, where probably there will not be a professing Christian. What a joy it will be to witness for Christ in such a needy corner as that!

Won't you pray especially just now that God will show us just where in this vast field? He wants us to labor for Him? Some one has said if we pray for a work, we share in it. We feel sure many of you are sharing in our work in Brazil. And remember we are praying for you and the work you are doing in His kingdom in our blessed Homeland.

Your friend and representative,

MARY COOK LANE

Presbyterian Church in the U. S.
Nashville, Tennessee, March, 1922.

Any letter with two cents postage, addressed to Mrs. E. E. Lane, Rua General Carneiro, 241 Campinas, Estado de Paulo, Brazil will reach her in due course of mail.

EXAMINATIONS ARE ESSENTIAL

We need to learn that the conduct of examinations is as important and worthy a part of the educational process as giving lectures, and quite as stimulating to the teacher. Ascertaining what the pupil knows, measuring his progress and deficiencies, is, indeed, a part of teaching, and quite as essential a portion of it as the imparting of information.—President A. Lawrence Lowell, Harvard University.

OUR CONTRIBUTORS

R. A. KENT is dean of the School of Education, University of Kansas, Lawrence, Kansas.

R. B. MARSTON is superintendent of schools at Sistersville, West Virginia.

W. J. GIPFORD is dean and head of the Department of Education at the State Normal School at Harrisonburg.

ELIZABETH M. EWING will be a candidate in June for the B. S. degree from Harrisonburg.

KATHERINE M. ANTHONY is supervisor of the training school at Harrisonburg.

ZOE PORTER is a critic teacher in the training school of the State Normal School.
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