CONTENTS

I. Entrance Requirements and Degree Credits in Foreign Languages ................. D. B. Easter 110
II. Consumer’s Textiles ... Gladys Irene Scharfenstein 114
III. Philanthropic Organizations and Their Aid in the Education of the Virginia Negro Dorothy Fosque 116
IV. Standard Tests as a Teaching Device ............................................ Katherine M. Anthony 121
V. Quotation: Ferment in the Colleges .............................................. The New Republic 122
VI. The Book of the Month: The Twentieth Yearbook of the National Society for the Study of Education ................. Katherine M. Anthony 123
VII. A Project from the Third Grade of the Clarendon School .................. Gertrude Smith 125
VIII. The Great Dismal Swamp ...... W. H. Jenkins, Jr. 125
IX. Educational Comment ................................................................. 127
X. Recent Books of Interest to Teachers ............................................. 132

Rose's Laboratory Handbook for Dietetics—P. P. Moody; Watkin's How to Teach Silent Reading to Beginners—Zoe Porter; Thomas and Paul's Story, Essay and Verse—Margaret B. Davis; Forbes's Modern Verse: British and American—C. T. Logan; stratton's Public Speaking—R. S. Hudson; Elson's Modern Times and the Living Past—John W. Wayland; Bruno's Le Tour de la France—Eliza- beth P. Cleveland; Dewey's The Dalton Laboratory Plan—W. J. Gifford; Bassett's Selections from the Federalist—John W. Wayland.

XI. School Activities ................................................................. 134
XII. News and Notes of the Alumnae ................................................. 137

$1.50 a Year Published Monthly 15 Cents a Copy

THE STATE NORMAL SCHOOL FOR WOMEN

NORMAL STATION HARRISONBURG, VA.

Entered as second-class matter March 13, 1920, at the post office at Harrisonburg, Virginia under the Act of March 3, 1879.
A New Civics of Particular Note

COMMUNITY LIFE AND CIVIC PROBLEMS

By H. C. HILL, The University of Chicago High School

A direct outgrowth of classroom work, this new civics represents a combination of civics, sociology, and economics, adapted to the capacity and interests of students in the early years of their high-school course.

A clear and concrete explanation of the important institutions and problems of modern life, with emphasis on functions rather than on organization.

Over 200 illustrations and maps add to the value of the text, and assist the teacher in making the lessons very real and vivid.

Ginn and Company

Prepared especially for

Junior High Schools

These textbooks recognize the aims of the junior high school and the stage of Progress of the students. Each book, as far as possible, presents the subject as a unit.

FUNDAMENTALS OF HIGH SCHOOL

MATHEMATICS
Unified mathematics designed to follow arithmetic.

COMMON SCIENCE
A general science text-book based on what children want to know.

EIN ANFANGSRUCH
Simple reading material, interesting exercises, easy graduation.

GARDENING
Concise explanations of the science and art of growing vegetables.

POCO A POCO
Teaches Spanish by the direct or natural method.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York

2126 Prairie Ave., Chicago
Three New Books

GOOD WRITING: A Modern Rhetoric

In this book the old tags of Unity, Coherence and Emphasis are discarded for the simpler and more definite terms, Force, Clearness and Beauty, and the various aspects of the problem of writing discussed with regard to these essential traits. An early chapter sums up the requirements to be insisted upon throughout the course, no matter what the special sequence of assignments may be; the later chapters develop these points. Exercises are supplied and an extensive list of theme-subjects gives welcome suggestions, while allowing wide freedom of choice. Finally, in addition to being the most up-to-date third and fourth year Rhetoric now on the market, it is much the lowest in price. 314 pp. $1.20.

MODERN POETRY (American and British)
Edited by Louis Untermeyer.

In response to a definite demand for a single volume collection of both British and American verse which would represent the most significant present day tendencies, and supply considerably more than a sample of the work of contemporary poets, Mr. Untermeyer has chosen some three hundred poems from about one hundred thirty authors, equally divided between England and America. The British list begins with poets born as long ago as 1840; the American contributors begin with Emily Dickinson and end with Hilda Conkling. Brief biographical notes, containing data often elsewhere unobtainable, and separate introductions for the two divisions are supplied by Mr. Untermeyer. $1.20.

Handbook for Business Letter Writers
By Louise E. Bonney and Carolyn P. Cole, both of the Washington Irving High School, New York City.

A little book which compresses into ninety-eight pages the things that are indispensable knowledge for the competent writer of business letters. Grammar has only such place as is required to make clear the reason for established usage; rules appear with such accompanying illustrations as to make their application easily remembered; the common errors and infelicities of expression are pointed out, and the correct forms supplied. Many of the models are reproductions of actual letters, representing a continuous business transaction. The type-page is beautifully clear, with wide spacing between rules. 80 cents.

Harcourt, Brace and Company
1 West 47th Street New York, N. Y.
“The Sub-commission was a unit in its opinion that these texts are superior to all others submitted to their consideration.”

The Texts?
DUNN’S COMMUNITY CIVICS FOR CITY SCHOOLS
DUNN’S COMMUNITY CIVICS AND RURAL LIFE

The Sub-commission?
The Sub-commission of educators which recommended texts for the recent state adoption in Florida.

The Result?
Florida has adopted these two Dunn books for exclusive use for eight years.

D. C. HEATH AND COMPANY
231-245 West 39th Street
New York City

THE CLASSROOM TEACHER AT WORK IN AMERICAN SCHOOLS
By GEORGE DRAYTON STRAYER, Professor of Educational Administration, Teachers College, Columbia University, and N. L. ENGLEHARDT, Associate Professor of Educational Administration, Teachers College, Columbia University

THIS book gives the teacher a more intelligent view of her place in the educational scheme. It makes clear to her the reasons for many things in the system never before explained; it offers valuable teaching helps and shows many ways in which both the system and the teacher will profit from a closer co-operation.

Better team work, a wider horizon for the teacher, a quickening and strengthening of the whole school system, whether in a small town or a large city, will result from the study of this book.

PSYCHOLOGY FOR TEACHERS
By DANIEL W. LA RUE, Head of Department of Psychology and Education, State Normal School, East Stroudsburg, Pa.

SHOWS teachers how to make direct and practical application of Psychological truths to the problems with which they have to deal in their everyday work.

Written in a vigorous, human-appeal style, this unique presentation of psychology is a book no teacher can afford to miss. It invites repeated readings, for it is entertaining, informative, illuminating, and filled with genial common sense.

AMERICAN BOOK COMPANY
New York Cincinnati Chicago Boston
I

ENTRANCE REQUIREMENTS AND DEGREE CREDITS IN FOREIGN LANGUAGES

The matter of language work and language credits in college really has its beginnings, naturally, in the secondary schools; and the fullest discussion of the question would have, therefore, to deal first of all with the secondary school phase of the subject.

The matter of the present paper, however, is to be confined mainly to entrance requirements in language and to college work and values therein.

But it is well-nigh impossible to leave the secondary schools wholly out of the question; and so, without discussion, the plea is here presented for more careful work in language in the secondary schools, and especially for more careful work in the grammar of English, the modern language that here in America the pupils are all—or the most of them—to use during their entire life.

And right here be it said that one of the chief difficulties facing the college teacher of languages—of all languages, both ancient and modern—is that there is found in so many secondary school graduates an amazing lack of training in the knowledge of words and of sentence structure. And the inability found in these same graduates to comprehend the meaning of a piece of ordinary English prose—an inability due to lack of proper grammatical training—is a chief and almost the chief difficulty in properly training in language the secondary school graduates when they enter college. Such proper grammatical training can and should be done by the teachers of languages—English and other—in the secondary schools. In the present state of affairs, and with the secondary schools and especially the public high schools overcrowded as they are with pupils and, what is more, with so many forms of educational fads and fancies, the time element in language work is a matter of very serious moment. But language work is one of the fundamentals of true education, and should, therefore, be given large place in the secondary school curriculum, and that place can be so given if the fads and fancies of education are eliminated from the curriculum and the teaching force of the secondary schools properly increased.

The proper training in language should and can be given especially by the teachers of English and of Latin; for the proper appreciation of a given piece of literature is impossible without the genuine comprehension of the meaning of that piece, and the genuine comprehension of the meaning is impossible if the student does not understand the grammatical structure of the piece read. Of this fact, there might be cited examples that would be ludicrous if they were not saddening; examples that yearly—and almost daily—come to the personal knowledge of the college teacher of language.

I should, therefore, like to reiterate my plea for better secondary school training in the grammar of English, Latin, and the other languages, and would say that, in my opinion, such training would be vastly improved if Latin were begun in the grades—say, in the seventh grade—and continued through the high school, the whole amount to be covered during the six years to be no more than that now attempted—and too often not really done—in the four years of high school work as at present offered. This may seem heresy to some. But is the plan not worth thought? Is it not worth trying? Its use might add to the mental
Thus much for the Latin, the discussion of the value of which as a language does not enter into the purview of the present paper. And to the Latin, I should add, in the high school proper, at least two years of French and German or Spanish, though the present large demand for the last-named language is very largely due to a misconception of its value. We hear it praised for its "commercial advantages." May I ask, out of every thousand pupils studying Spanish in the high school, how many will ever get the chance to use it "commercially"? Echo answers, "How many"?

But French and German have, it would seem, larger educational and cultural value; and I should, therefore, include them both in the curriculum of the secondary school, even if, in our over-plus of so-called patriotism, we have largely banished the tongue of the Teutons. We have to know German, if merely to know what the Teuton is thinking, saying, and doing; and we need to know his tongue because he needs watching.

In the case of Greek, I should not advise its inclusion in the secondary school work, though I should like to see every college man taking at least two years of it during his college course.

If some such study of languages as here noted could be introduced into the secondary schools as a whole, the question of language units for college entrance would be much simplified and the secondary school pupils who do not go to college would receive a better education than they do at present.

If we turn now to the other side of the matter, that dealing with language requirements for college degrees, the question at once arises: what college and what degrees? Shall the college that has, say, ten professors and offers some forty or fifty courses have the same language requirements for degrees as the college that has thirty, forty or more professors with a correspondingly greater number of courses? And in regard to degrees, shall the same number of language hours be required in the B. S. in Commerce or Engineering or Chemistry or preliminary medicine as in the B. A. work?

Take the preliminary medical course, for instance.

The real medical schools of the country have,—thanks be!—of recent years largely increased their entrance requirements, and now demand—and rightly demand—for entrance a much larger training in collegiate scientific subjects, such as physics, chemistry, and biology. This increased demand on the part of the medical schools is justified, in that it enables them to do finer work in their own four-year course. But it has correspondingly increased the amount of work in the sciences required of the prospective medical students who are having the preliminary college training, and has thus taken time that might be devoted to language studies. It is evident, therefore, that the college should not and cannot require as much language work of the preliminary medical students as they can and should require of some others.

And the same thing is true of the candidates for the B. S. in Commerce, if yet another example may be cited.

This phase of education is growing largely, and is an important one in our exceedingly commercial America! The subjects of banking and finance; of accounting, transportation, taxation, sociology, economics proper, political science et id genus omne are important and growing, and occupy—and rightly occupy—the preponderant part of the time of the student working for the degree of B. S. in Commerce. What in language shall be required of him, as well as of the premedical student?

The answer would seem to be a training in French and in German sufficient for him to control the literature of his subject, which literature is printed mainly, in addition to English, in the two languages mentioned. Of course, if the commerce student is looking toward the so-called El Dorado of Spanish-American trade, Spanish should be added, or the opportunity for the study thereof at least be at hand. I do not believe, however, that Spanish should be a required subject for either of the classes of student above named. And right here let me say that, were there in existence the secondary school language courses suggested above, the matter of language work in college for premedical and commerce students would be an easy matter; for, with sound training in Latin in the high schools, and good preliminary work there done in French and in German, the college work in language could be easily compassed, and that, in a profitable fashion.
For most colleges, however, the question of language work in college has to do mainly with the work for the B.A. degree.

For this, most of the colleges can be more nearly in accord and, for my part, I should say that, with the requirement of sixty year-hours for the B.A. degree, there should be required a minimum of fifteen year-hours in language with a maximum of thirty such year-hours allowed. This would enable the student to take sufficient work in a language or in more than one language to become really conversant therewith. If I might have my way, every B.A. student should, as already stated, have at least two years of Greek, and I should certainly give him the opportunity for the study of that great cultural tongue,—cultural both in form of language and in content of literature and history—the Italian. And here again I may say for the B.A. men what I said above for the men looking toward other degrees: the language-study plan previously suggested for the secondary schools would be a very sound foundation upon which to build in college work.

But our secondary schools are as they are; our colleges are dissimilar in equipment and opportunities offered; our college courses vary in content and in extent. To lay down, therefore, hard and fast language lines for college entrance and for college degrees for all degrees and for all colleges would seem to be unwise; and it is, therefore, probably better to do as the colleges of Virginia have agreed to do: accept as students certified graduates of accredited four-year high schools or of schools offering equivalent work, and then hedge about the college degree with such restrictions as may be best suited to the individual college. With such diversity of secondary schools as now obtains, no other method would seem just or practical.

D. B. Easter

DICTUM

Education is a process of living and not a preparation for future living.—John Dewey.

II

CONSUMER'S TEXTILES

SUBJECT MATTER WHICH SHOULD BE EMPHASIZED IN THE PRESENTATION OF CLOTHING TO STUDENTS OF SECONDARY SCHOOLS

As with most of the industries which arose in the home to provide the necessities and luxuries of life, the industries which evolved around the production of clothing have, with the other industries requisite for comfort and well-being, passed almost entirely into the hands of external producers whose interests are in groups rather than in individuals. The number of yards of cloth necessary for one garment is no longer woven to meet that need, nor is one rug woven for any particular space or room; but with the growth of the factory system have come many yards, many patterns, and many rugs prepared for our possible consumption.

As a result of this reversal of plan and aim in the life of the average woman, the woman of today is almost entirely a consumer and almost never a producer; so it is as a consumer that she should be educated. Her problem becomes one of selection; and, if we are to meet the criticisms of extravagance, unjustifiable selection, unwarranted expense and lack of standards, we must present to our girls at the earliest opportunity methods by which they can plan and guide their selections and expenditures.

Clothing is selected primarily for the following reasons: (1) Body covering—and with it the attendant problem of its hygienic possibilities—but, as with all of the things with which humans surround themselves, (2) decorative possibilities and (3) comparative costs have also presented themselves. Suitability to purpose, suitability to wearer, and suitability to purse, then, should be the controlling factors in the selection and purchase of all clothing.

A comparative study and analysis of cloth from the standpoint of fibre content as related to the finished product and its use, cloth structure and cloth finishes in the same relation is necessary for an intelligent approach to the problem in hand. But the em-
phasis upon production should always be presented in such a way as to make it a preparation for selection and use.

Students should acquire an accurate knowledge of the physical properties of the various fibres and the ways in which these properties affect and control the manufacturing processes of fabrics made from them; particularly is this true of cloth finishes, in order that a complete understanding of the hygienic qualities of cloth may be had. It is far more essential that a student know the effects of mercerization upon cotton cloth than that she be able to tell the date of the perfection of the process. Emphasize always with all students, young or old, these properties in a comparative way in order that they acquire a full and broad contact with all fabrics in relation with each other.

If an extended knowledge of fibres, their properties and identification, is developed within a student, identification of them in fabrics—the "textile test"—follows naturally and is the real aim back of the presentation of such subject matter.

Students interested should early learn identifications by sensory tests, feeling, sight, of the fibre content of cloth made from wool, cotton, silk and linen.

As soon as this is completed, weaves and their effect upon the comparative durability of fabrics should be developed and all extra finishes should be analyzed from the same viewpoint. The actual ability to construct a weave is not nearly so essential as the ability to realize the effect of that weave upon the cost of production and upon wearing quality.

After the suitability to purpose or the hygienic aspect has been developed, the esthetic or design element should be stressed. In the development of cloth finishes, dyeing processes, etc., the ideas of colors and color combinations, the effect of one color upon another, the suitability of hard or soft surfaces, high lustres and finishes on various complexions, the effects of wiry or soft fabrics upon types of figure and costume lines all have a logical place of entrance into the subject matter of a course. These do not require formal treatment as problems in abstract design theory, but rather as illustrative material and correlation with formal courses in such subjects.

The subject matter in economics can be placed in the same way, altho a major emphasis should be developed with this aspect if we are to develop our women into intelligent buyers. However, the correlation with any previous or subsequent contact with sociology and economics must always be developed to the utmost.

If we are to develop a social consciousness in "the young idea," then a great opportunity is to be found at this point in the development of Consumer's Textiles. When we are made to realize that one-fifth of our population is directly connected with the textile industry, that the production of practically all of our clothing in some stage of its manufacture is making possible the living conditions, good or bad, of some other human, we can easily sense the direct relation between any course in textiles and sociology.

If our women are really to understand reasons for fluctuating prices, widths, costs, and contents, they must necessarily have a definite idea of the principles of supply and demand, values, the factory system and their finances, production costs, risks, liabilities, etc.; in fact, the fundamentals of economics.

After we have developed in our students a definite feeling in regard to the hygiene of clothing (the idea of suitability to purpose) and a consciousness which causes them to select clothing which will be entirely attractive (the idea of suitability to the wearer), if we do not develop a plan by which students use their funds intelligently, we are defeating in a large measure our primary aim. In such a case we would certainly not be worthy of a place in a curriculum of home economics.

Our aim from the standpoint of economics should always be to encourage the budget system, that is, to teach people to buy always in relation to all other garments in the wardrobe or wardrobes of the group. Economy and thrift can only be achieved by working along these lines, buying those things, the need of which is necessitated by the occasion and the condition of other garments. The greatest textile service is obtained when garments are made to supply each other, rather than purchased independently for the sake of the garment or fabric and its appeal to the wearer.

Girls in the junior high school can easily be made to feel a responsibility in this way,
that any dress for instance necessitates suitable lingerie, shoes, hat, etc., and that purchases which necessitate undue expenditures for accompanying garments are wasteful, both to the buyer and to the larger groups concerned.

To further good results in the presentation of such material, an abundance of illustrative material is one of the best possible aids. Through the good offices of local merchants, educational bureaus, and trade publications maintained by manufacturers and retailers, a great deal of such material can be obtained.

The teacher of textiles should at all times collect all the fabrics, statistical material regarding them, and printed material, that is possible. The broader the contact she is able to give her students, the more closely will she approach the realization of her aim: that is, to develop women who are able to select clothing wisely and well; who are able to understand the whys and wherefores of the many sides of the problem, and who are therefore able to control and direct their own expenditures in such a way as to be a direct aid to all parts of the social structure in which they live.

### SUGGESTED BIBLIOGRAPHY

Woolman and McGowan—Textiles.
Nystrom—Textiles.
Woolman—Clothing, Choice, Care and Cost.
Baldt—Clothing for Women. Chapters 1, 2, 3, and 4.
Fales—Dressmaking. Parts I and II.

### PUBLICATIONS FOR REFERENCE

Women’s Wear, Fairchild Publications, New York City.
Dry Goods Economist, New York City.
Journal of Home Economics, American Association of Home Economics, Baltimore, Md.

Gladys Irene Scharfenstein

### III

PHILANTHROPIC ORGANIZATIONS AND THEIR AID IN THE EDUCATION OF THE VIRGINIA NEGRO

Probably the first real need for education for Negroes in Virginia was realized because of the conditions brought about by the setting free of the slaves by the northern army.

---

**Table I.**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkeville</td>
<td>9</td>
<td>101</td>
<td>36</td>
<td>97</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Cambria</td>
<td>17</td>
<td>255</td>
<td>68</td>
<td>86</td>
<td>$10,700</td>
<td></td>
</tr>
<tr>
<td>Cappahoslc</td>
<td>12</td>
<td>168</td>
<td>82</td>
<td>70</td>
<td>$9,830</td>
<td></td>
</tr>
<tr>
<td>Cauthornville</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>9</td>
<td>$860</td>
<td></td>
</tr>
<tr>
<td>Chase City</td>
<td>14</td>
<td>369</td>
<td>114</td>
<td>124</td>
<td>$9,566</td>
<td></td>
</tr>
<tr>
<td>Chesapeake</td>
<td>6</td>
<td>180</td>
<td>37</td>
<td>60</td>
<td>$2,320</td>
<td></td>
</tr>
<tr>
<td>Claremont</td>
<td>7</td>
<td>150</td>
<td>25</td>
<td>133</td>
<td>$4,250</td>
<td></td>
</tr>
<tr>
<td>Danville</td>
<td>9</td>
<td>267</td>
<td>23</td>
<td>130</td>
<td>$2,860</td>
<td></td>
</tr>
<tr>
<td>Dinwiddie</td>
<td>9</td>
<td>175</td>
<td>80</td>
<td>110</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td>6</td>
<td>106</td>
<td>18</td>
<td>37</td>
<td>$1,804</td>
<td></td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>3</td>
<td>54</td>
<td>54</td>
<td>12</td>
<td>$1,710</td>
<td></td>
</tr>
<tr>
<td>Greta</td>
<td>5</td>
<td>33</td>
<td>33</td>
<td>49</td>
<td>$2,600</td>
<td></td>
</tr>
<tr>
<td>Hampton</td>
<td>101</td>
<td>827</td>
<td>809</td>
<td>280</td>
<td>$134,600</td>
<td></td>
</tr>
<tr>
<td>Lawrenceville</td>
<td>32</td>
<td>555</td>
<td>291</td>
<td>348</td>
<td>$8,401</td>
<td></td>
</tr>
<tr>
<td>Lynchburg</td>
<td>23</td>
<td>500</td>
<td>403</td>
<td>22</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>Manassas</td>
<td>7</td>
<td>114</td>
<td>36</td>
<td>22</td>
<td>$3,400</td>
<td></td>
</tr>
<tr>
<td>Martinsville</td>
<td>8</td>
<td>160</td>
<td>47</td>
<td>49</td>
<td>$2,253</td>
<td></td>
</tr>
<tr>
<td>Oceana</td>
<td>4</td>
<td>75</td>
<td>42</td>
<td>45</td>
<td>$1,760</td>
<td></td>
</tr>
<tr>
<td>Petersburg</td>
<td>41</td>
<td>824</td>
<td>787</td>
<td>170</td>
<td>$46,059</td>
<td></td>
</tr>
<tr>
<td>Richmond</td>
<td>16</td>
<td>236</td>
<td>131</td>
<td>19</td>
<td>$9,478</td>
<td></td>
</tr>
<tr>
<td>Richmond</td>
<td>18</td>
<td>408</td>
<td>247</td>
<td>125</td>
<td>$21,250</td>
<td></td>
</tr>
<tr>
<td>Rockcastle</td>
<td>20</td>
<td>128</td>
<td>125</td>
<td>125</td>
<td>$20,600</td>
<td></td>
</tr>
<tr>
<td>Sharpe</td>
<td>2</td>
<td>46</td>
<td>22</td>
<td>45</td>
<td>$938</td>
<td></td>
</tr>
<tr>
<td>Suffolk</td>
<td>7</td>
<td>501</td>
<td>184</td>
<td>12</td>
<td>$2,880</td>
<td></td>
</tr>
</tbody>
</table>

*Not reported.*
This was most strongly felt in sections of Virginia centering around Hampton as headquarters.

General S. C. Armstrong was sent to Hampton as a representative of the Freedmen’s Bureau to adjust the difficulties that existed between the races. He found a mass of Negroes depending entirely upon the government for their support. So he began at once to organize these Negroes into an effective community life. The first thing he did was to put to work all who were able to work and as a result of this educational experiment Hampton Institute was founded.1

From the single privately endowed Negro school at Hampton in 1868 we have now grown to have twenty-six Negro schools doing work of high school grade or above, as well as the county training schools and other public high schools for Negroes.

These twenty-six schools, as reported by trustees of the John F. Slater Fund, are here listed (see Table I) with name, location, religious affiliation, and figures showing for each institution the number of teachers (Column I), the student attendance (Column II), the number of pupils doing work between the 7th grade and college (Column III), the number in college classes (Column IV), the number of boarding students (Column V), and the total salaries (Column VI). The state institutions of higher grade have been included.

A careful study of reports of such Negro philanthropies as the Jeanes and Slater Funds show that Virginia is doing as much for Negro education as any other state except North Carolina. But existing conditions are far from what they should be.

As a group, Negro teachers are conscientious, self-sacrificing, earnest workers, one reads in the Survey Staff’s Report to the Virginia Education Commission, but they are handicapped by a lack of educational equipment and financial resources. Virginia with its present Negro population needs five thousand teachers. About three thousand are now employed, and of that number not one quarter are reasonably well prepared for their duties.

TRAINING SCHOOLS IN VIRGINIA

This situation is being somewhat over-

come by the excellent work which is being done at Hampton and Petersburg. They are giving special attention to the training of Negro teachers and are offering three-month summer courses.

The Negro training schools are also helping in this matter. At present there are twenty-two such schools in Virginia and they have as their primary purpose the training of girls and boys to become teachers. Only two years’ high school work is being offered in these schools, but additional work is to be added after the one or two years have been successfully completed. The counties having these schools are listed as follows in the 1920 report of W. D. Gresham, Supervisor of Negro Education in Virginia:

<table>
<thead>
<tr>
<th>County</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albemarle</td>
<td>Lancaster</td>
</tr>
<tr>
<td>Amelia</td>
<td>Lunenburg</td>
</tr>
<tr>
<td>Caroline</td>
<td>Middlesex</td>
</tr>
<tr>
<td>Charles City</td>
<td>Nansemond</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>Northumberland</td>
</tr>
<tr>
<td>Fauquier</td>
<td>Nottoway</td>
</tr>
<tr>
<td>Franklin</td>
<td>Pulaski</td>
</tr>
<tr>
<td>Greensville</td>
<td>Roanoke</td>
</tr>
<tr>
<td>Halifax</td>
<td>Rockingham</td>
</tr>
<tr>
<td>Henrico</td>
<td>Sussex</td>
</tr>
<tr>
<td>King William</td>
<td>York</td>
</tr>
</tbody>
</table>

Two of these schools have seven-month sessions, fifteen have eight-month sessions, and five have nine-month sessions. The total enrollment in these schools was 4,542, and the number doing high school work was 330.

WORK OF NEGRO SUPERVISORS

Supervisors are doing valuable work through leagues and educational meetings. A state agent has spoken to the Negroes at many of these meetings and he reports that they are deeply interested, appreciative of whatever is done, and are always willing to co-operate.

In Mr. Gresham’s report of 1920-21 the following facts were found:

- Number of supervisors, 55; number of counties having supervisors, 50; number of counties having three supervisors, 1; number of counties having two supervisors, 3.

The amount spent for supervision was derived from these sources:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Funds</td>
<td>$14,330.00</td>
</tr>
<tr>
<td>State Funds</td>
<td>$12,900.00</td>
</tr>
<tr>
<td>Jeanes Fund</td>
<td>$13,000.00</td>
</tr>
<tr>
<td>Crane Fund</td>
<td>$900.00</td>
</tr>
<tr>
<td>Hampton Fund</td>
<td>$1,725.00</td>
</tr>
</tbody>
</table>

Total                           $41,955.00
Perhaps the most serious handicap in the progress of Negro education is the want of means, not only for the training and salaries of teachers, but for the erection of schools and for their equipment. At present Virginia is being benefited by funds which have as their purpose the remedying of these difficulties.

JEANES FUND

The Jeannes Fund, in working through county supervising industrial teachers, has probably been one of the greatest single factors in bettering rural school facilities for Negro children. The Anna T. Jeannes Foundation was established in 1908 and its work has grown until during the year 1921 it cooperated with public school superintendents in two hundred and sixty-nine counties in thirteen states.

It is stated that these supervisors, or travelling teachers, "work under the direction of the county superintendents, and it is their duty to help encourage the rural teachers; to introduce into small country schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of schoolhouses and school grounds; and to organize clubs for the betterment of the school and neighborhood."

What this aid has meant for Negro education in Virginia and how it has grown in one year may be seen from the comparison:

<table>
<thead>
<tr>
<th></th>
<th>1920</th>
<th>1921</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counties</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>Supervising Teachers</td>
<td>16</td>
<td>47</td>
</tr>
<tr>
<td>Schools visited</td>
<td>158</td>
<td>643</td>
</tr>
<tr>
<td>Pupils in schools visited</td>
<td>9,127</td>
<td>45,593</td>
</tr>
<tr>
<td>Salaries paid thru Jeannes fund</td>
<td>$852.50</td>
<td>$1,434.72</td>
</tr>
<tr>
<td>Salaries paid thru pub. funds</td>
<td>$838</td>
<td>$2,422</td>
</tr>
</tbody>
</table>

SLATER FUND

The Slater Fund was created as far back as 1822 with the purpose of promoting normal and industrial work in colored schools and colleges, and in the establishment of county training schools in southern states. However, its real work was not begun until 1911-12. At the request of four county superintendents the Slater Fund aided in establishing county training schools in these four counties. From the first the proposition of the Slater Board has been to appropriate $500 a year for salaries of teachers on the following conditions:

1. The school property shall belong to the state, county, or district, and the school shall be a part of the public school system.
2. There shall be an appropriation for salaries of not less than $750 from public funds raised by state, county, or district taxation.
3. The length of term shall be at least eight months.
4. The teaching shall extend through the eighth year with the intention of adding at least two years as soon as it shall be possible to make such extension.

These facts show how the fund has grown since 1912:

<table>
<thead>
<tr>
<th></th>
<th>1912</th>
<th>1921</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of schools</td>
<td>4</td>
<td>142</td>
</tr>
<tr>
<td>Number of teachers</td>
<td>20</td>
<td>848</td>
</tr>
<tr>
<td>Pupils in high school grades</td>
<td>77</td>
<td>2,247</td>
</tr>
<tr>
<td>For salaries from public tax funds</td>
<td>$3,344</td>
<td>$340,821</td>
</tr>
<tr>
<td>For salaries from Slater Board</td>
<td>$2,000</td>
<td>$62,400</td>
</tr>
<tr>
<td>Average amt. for salaries from public funds</td>
<td>$838</td>
<td>$2,422</td>
</tr>
<tr>
<td>Appropriations of Gen. Ed. Board for building and equipment</td>
<td>$75,271</td>
<td></td>
</tr>
<tr>
<td>Appropriations amounting to $9,000 (of which the amount of $4,500 was contributed by the General Education Board) were made to local Boards of Education in Virginia. These appropriations are made with the understanding that at least an equal amount shall be devoted to this purpose from the public school funds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following list shows what Virginia schools were benefitted and the amount appropriated during the year 1920:

- Peabody School, Petersburg, Va., $300; Calfee Graded School, Pulaski, Va., $250; Westmoreland High School, Danville, Va., $200; Farmville Colored School, Farmville, Va., $150; Virginia Normal and Industrial Institute, Petersburg, Va., $450; Hampton Normal and Agricultural Institute, Hampton, Va., $6,000; Christiansburg Industrial Institute, Cambria, Va., $600; Manassas Industrial School, Manassas, Va., $800.

The county training schools benefitted by the Slater Fund are given with the names of county, post office, county superintendent and principal in Table II.

2School Life, May 1, 1921.
Table II.

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>TOWN</th>
<th>COUNTY SUPT.</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albemarle</td>
<td>Charlottesville</td>
<td>A. L. Bennett</td>
<td>J. G. Shelton</td>
</tr>
<tr>
<td>Caroline</td>
<td>Bowling Green</td>
<td>John Washington</td>
<td>A. M. Walker</td>
</tr>
<tr>
<td>Charles City</td>
<td>Ruthville</td>
<td>W. E. Hankins</td>
<td>E. Wells Jones</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>Granite</td>
<td>P. M. Tyler</td>
<td>James H. Lark</td>
</tr>
<tr>
<td>Cumberland</td>
<td>N. Emporia</td>
<td>J. E. Rowe</td>
<td>Ralph L. Robinson</td>
</tr>
<tr>
<td>Greensville</td>
<td>Houston</td>
<td>Henry Maclin</td>
<td>J. H. Waller</td>
</tr>
<tr>
<td>Henrico</td>
<td>White Stone</td>
<td>A. C. Cooper</td>
<td>Mrs. Fannie P. Clarke</td>
</tr>
<tr>
<td>Lancaster</td>
<td>Syringa</td>
<td>Frank W. Lewis</td>
<td>A. T. Wright</td>
</tr>
<tr>
<td>Middlesex</td>
<td>Holland</td>
<td>G. G. Anderton</td>
<td>J. Henry Walker</td>
</tr>
<tr>
<td>Nansemond</td>
<td>Reelford</td>
<td>Paul Blandford</td>
<td>J. M. Ellison</td>
</tr>
<tr>
<td>Northumberland</td>
<td>Blackstone</td>
<td>Frank W. Lewis</td>
<td>W. N. P. Harris</td>
</tr>
<tr>
<td>Nottoway</td>
<td>Harrisonburg</td>
<td>W. R. Wringlesworth</td>
<td>Wm. M. Ruftin</td>
</tr>
<tr>
<td>Rockingham</td>
<td>Waverly</td>
<td>John C. Myers</td>
<td>Chas. E. Brown</td>
</tr>
<tr>
<td>Sussex</td>
<td>Yorktown</td>
<td>A. B. Bristow</td>
<td></td>
</tr>
<tr>
<td>York</td>
<td></td>
<td>A. J. Renforth</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL EDUCATION BOARD

The General Education Board is doing an extensive work for the education of Negroes in the southern states. The work is in charge of state agents for Negro rural schools. The Board co-operates with the State Department of Education in the development of better schools and economic and social conditions in rural sections. The Board has contributed to the Jeanes Fund to enlarge its work of assisting counties in employing competent supervising and industrial teachers. For three years the Board has co-operated with the Slater Fund and public school officials in the southern states in the development of county training schools for Negroes.

During the year 1910 the total contributions of this Board were $178,860. Of this amount the following contributions were given in Virginia:

Hampton Institute .......... $25,000.00
Manassas Industrial School .... 2,000.00
Virginia Normal and Industrial Institute ................. 500.00

Total $27,500.00

ROSENWALD FUND

An account of Negro education would be incomplete without mention of the building of Rosenwald schools. Mr. Julius Rosenwald, of Chicago, made his first gift to a school in Georgia and, seeing the offer proved so stimulating, he extended the plan to other states. The fund was really inaugurated in 1914 to meet the need of more and better buildings and in helping to provide better schools for rural Negro children.

During the year 1920 the Rosenwald authorities contributed towards the erection of twenty-six schools in various parts of Virginia under what is called the “Clean-up Budget.” Aid had been asked for and granted to these schools as far back in some cases as two years ago, but during the war and abnormal economic conditions the buildings had not been provided or even started in some cases. However, they have now been completed and the money paid out, according to Supervisor Gresham’s report for 1920-21, in such amounts as indicated in Table III.

Aid has been granted to thirty-one additional schools and they were given until December 31st, 1921, to take advantage of this offer.

OTHER FUNDS

The Phelps-Stokes Fund was created as a gift in 1911 and since then has been doing much toward educational adaptation in the United States and Africa for Negroes and Indians. This fund has been co-operating with the University of Virginia and the University of Georgia and has been making investigations of Negro life.

Mention might be made of the Carnegie Foundation, although it does not make a specialty of race work. It has, however, co-operated with certain Negro institutions like Fisk University, and has done some notable work.
### Table III

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>COUNTY</th>
<th>TYPE</th>
<th>AMOUNT PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Forks</td>
<td>Amelia</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Parish Hill</td>
<td>Charles City</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Germantown</td>
<td>Charlotte</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Ellerson</td>
<td>Hanover</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Georgetown</td>
<td>Hanover</td>
<td>1-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Plindley</td>
<td>Mecklenburg</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Bridge Neck</td>
<td>Northumberland</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Cockrells Neck</td>
<td>Northumberland</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Reidville</td>
<td>Northumberland</td>
<td>2-Teacher</td>
<td>$300</td>
</tr>
<tr>
<td>Indian Rock</td>
<td>Botetourt</td>
<td>1-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Chieahominy</td>
<td>James City</td>
<td>2-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Claresville</td>
<td>Greensville</td>
<td>2-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Diamond Grove</td>
<td>Greensville</td>
<td>2-Teacher</td>
<td>$350</td>
</tr>
<tr>
<td>Independence</td>
<td>Greensville</td>
<td>2-Teacher</td>
<td>$350</td>
</tr>
<tr>
<td>Orton</td>
<td>Greensville</td>
<td>2-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Bylands</td>
<td>Greensville</td>
<td>2-Teacher</td>
<td>$350</td>
</tr>
<tr>
<td>Cedar Grove</td>
<td>Brunswick</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Warfield</td>
<td>Brunswick</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>St. Paul's Chapel</td>
<td>Brunswick</td>
<td>1-Teacher</td>
<td>$300</td>
</tr>
<tr>
<td>Cassia</td>
<td>Caroline</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Annon</td>
<td>Amelia</td>
<td>1-Teacher</td>
<td>$300</td>
</tr>
<tr>
<td>Saint James</td>
<td>Amelia</td>
<td>2-Teacher</td>
<td>$300</td>
</tr>
<tr>
<td>Beulah</td>
<td>Chesterfield</td>
<td>2-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Piney Branch</td>
<td>Chesterfield</td>
<td>2-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>Union Grove</td>
<td>Chesterfield</td>
<td>2-Teacher</td>
<td>$400</td>
</tr>
<tr>
<td>County Training School</td>
<td>Halifax</td>
<td>6-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Chatham</td>
<td>Pittsylvania</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Acacome</td>
<td>Accomac</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Masons</td>
<td>Dinwiddie</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Elkhorn</td>
<td>Halifax</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Ruther Glen</td>
<td>Caroline</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Sycamore</td>
<td>Caroline</td>
<td>2-Teacher</td>
<td>$500</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Franklin</td>
<td>1-Teacher</td>
<td>$400</td>
</tr>
</tbody>
</table>

These facts are a sign of hopeful beginnings. Since the Negro is becoming interested, the needs are actually felt more than before. The schools are still miserably poor, the terms are too short, the buildings and equipment are inadequate, and the number of trained teachers is but a fraction of the number needed.

Mr. R. H. Leavell, who gives an interesting account of his visit to the Douglass Public School in Cincinnati, on being asked the question: "What does the Negro really want?" makes this answer: "As good a chance for his boy and girl as you and I want for ours. But they feel that they get that chance most surely by staying in their own crowd. For us in the South this case is especially encouraging; because, in view of the selected character of the original group and their close relations with white abolitionists, we need not have been surprised had these Negroes desired mixed schools and social intermingling. On the contrary, this community, while reaching up toward white standards, prefers racial seclusion. These people revere their own racial personality. This fact could not be better set forth than by quoting from the four large placards that confront the visitor in the main entrance to the Douglass School. For on the placards are these words: 'Self-control; Self Reliance; Self-respect, and Race Pride!'"

**Dorothy Fosque**

**READ OUR ADVERTISEMENTS**

It is the policy of The Virginia Teacher to sell advertising space only to reputable firms. An advertisement in The Virginia Teacher is a guarantee of the genuineness of the articles advertised.
STANDARD TESTS AS A TEACHING DEVICE

As long as the chief emphasis in the use of tests was on measurement for comparative purposes they were a tool for the administrator or trained tester. With the shift of emphasis to diagnosis, the classroom teacher has become keenly interested. Diagnosis is well illustrated by the Cleveland Survey Arithmetic Tests\(^1\). These tests are arranged in a spiral; that is, the addition tests begin with simple combinations, and gradually increase in difficulty until addition of fractions is reached. The teacher not only finds out whether or not her class reached the standard in addition; she sees their ability in the forty-five combinations, in carrying combinations over into decades, etc. So if the class is weak in addition she is able to focus her attention upon the weak spot, and thereby increase the efficiency of her drill. In like manner she has the abilities of the class in each of the other fundamental processes set before her. Or if she has measured the class with a Monroe Silent Reading Test\(^2\) she not only sees the accomplishment of the class in comparison with a standard norm. She can see whether or not she should emphasize rate or comprehension, with the class as a whole, with School Publishing Co. Price per hundred, 80 cents; sample set, 10 cents.

This winter our third grade was given the Courtis Silent Reading Test\(^5\) Form I. The class was trained intensively for a period of weeks in rapid silent reading. A record was kept for each child on certain days of the week showing how many words he read in a minute. This was made into a graph for each child. How they scattered as they gathered around in the morning comparing results! How enthusiastically they went at a certain piece of drill which they knew was intended to help that progress-line go up. Before the retest the class went through a rather unusual lot of material for according to their needs. The children are encouraged to devise schemes for remedying their own defects and often get so interested that they work outside of the regular class hours. The teacher attempts to give them some measure of their progress from day to day. For instance, class or individual graphs may be made to show how many addition problems are accomplished each day in five minutes. The work is often motivated by having two rooms compete, or two sections. But the one big motive is in the retest. The teacher has told them definitely that after their intensive work a second test will be made. In fact, one wonders if the first test is really worth very much to teacher or pupils without this second test to measure the results of the remedial work.

Last year one of the students teaching in our rural junior high school measured her seventh grade with the Cleveland Survey Test. She analyzed the results with the children, and they saw that their weakness was in the combinations. So the drill was centered there. The practise work was timed and graphs were made so that the children knew what they were accomplishing. After about two months the class was tested again. The median of the test involving combinations alone was raised from 17.5 for the first test to 31.5 for the second. In the other addition tests for which they had not been drilled—she had just 15 minutes a day for the practise work—the gain was negligible. A complete account\(^4\) of this campaign was given in The Virginia Teacher for December, 1921.

This winter our third grade was given the Courtis Silent Reading Test\(^5\) Form I. The class was trained intensively for a period of weeks in rapid silent reading. A record was kept for each child on certain days of the week showing how many words he read in a minute. This was made into a graph for each child. How they scattered as they gathered around in the morning comparing results! How enthusiastically they went at a certain piece of drill which they knew was intended to help that progress-line go up. Before the retest the class went through a rather unusual lot of material for

---

\(^1\)These tests may be secured from the Public School Publishing Company, Bloomington, Ill. Price per hundred, $2.90, sample set, 10 cents.

\(^2\)These tests may also be had from the Public School Publishing Co. Price per hundred, 80 cents; sample set, 10 cents.

\(^3\)Saunders—A Revised Reading Program.

\(^4\)Miller—The Use of Standard Arithmetic Tests.

\(^5\)These tests may also be had from S. A. Courtis, Detroit, Michigan.
a third grade, some of it of fourth grade difficulty. A complete account of this campaign will appear in a later issue of the Teacher.

Just at present our junior high school is in the midst of a punctuation campaign. The Briggs Form Test, Alpha, was given in December. The results were tabulated for the children so that each child saw what his errors were and the frequency for each error. That is, he not only knew that the "comma before but" was his trouble, but he knew how many times he missed it. The children co-operated in drawing up plans for improvement, and standards for accuracy for each class. Then the drill work was centered upon the weak spots. After the retest an account of this campaign will appear in the Teacher.

For some years the philosophers have been telling us that education was an active process; that the child could best educate himself. Not since the days when Plato stressed this doctrine has there been more urgent need of it than now. Our children are not disposed to lend themselves to the old textbook teaching, nor should they be. But once they are interested, once they are fully aroused, there is practically no limit to the labor they are capable of. This campaign in one subject between tests enlists the active cooperation of the class; they get concerned about the errors in spelling or the initial capitals, or whatever it is. And when this concern is shifted from the teacher to the class—well, something surely is due to happen!

KATHERINE M. ANTHONY

"SOCIAL SERVANT"—ONE ENGAGED IN SOCIAL SERVICE

I believe that every teacher should recognize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of right social growth.—John Dewey.

These tests may be had from the Bureau of Publications, Teachers College, Columbia University, N. Y. Price per hundred, 90 cents.
posed by college editors in representative institutions. And while most of these planks pertain to the traditional "activities," four editors, representing Princeton, Yale, Boston and Amherst, turn their attention upon the curriculum. The Princeton representative asks for increased emphasis upon the humanities. The Yale representative would "preserve the college from cultural blight which inevitably follows the growth of economics and similar studies." The representative of Boston asks for "curriculums more closely adapted to the practical needs of life"; the Amherst representative yearns for "a conscious effort to face the social, political and economic problems of reconstruction which our generation must solve."

These are stirrings, or perhaps better, growing pains. For a mature performance we turn to Barnard College, where, under the opaque shadow of Columbia University, a really spirited student life is taking shape: A student curricular committee, created by the Student Council with the consent of the undergraduate body, has reviewed thoroughly the present curriculum and has presented to the Faculty a report which has, we believe, been laid on the table. But that is, we hope, not the end of the matter, as the report is too live to lie forever gathering dust.

What the curricula committee desires is a complete break with the traditional courses that make the Freshman and Sophomore years practically a continuation of the high school, and the substitution of broader studies that may serve to orient the student in the world of adult thought. The Freshman year, as the committee would reorganize it, would offer a solid course on the history of mankind "designed to bring out the chief aspects of man's relation to his environment by tracing present conditions and tendencies to historic processes"; it would offer a course giving an introduction to human biology and psychology; a course on general mathematical analysis; a course on English literature, "presenting literature as an aspect of life"; and a course on the technique of expression, in which the students, meeting the instructor in small groups, would develop technique in writing.

We have not the space to reproduce the detailed specifications offered for the Freshman courses, nor to follow the curricula committee through the succeeding years of college. But we submit that even the bare titles of the Freshman courses are sufficient to show the boldness of the curricular committee's conception. It is bold, but there is no recklessness in it. A Freshman year thus occupied ought to prepare a student, as the conventional Freshman year does not, to utilize the resources of the college in the later years of his course.

The college curriculum was not made in a day, nor will it be revolutionized in a day. In every forward movement the majority of the Faculty will hold back, and that is well. The college, with all its defects, is a good thing in itself, and it is proper that the burden of proof should be upon the advocate of change. It is proper, too, that the advocates of change who receive the most respectful hearing should be those who emerge in the student body. The members of the Faculty have vested interests in changelessness or in change, in harmony or in discord. The only vested interest of the student is in life, and in rational preparation for life. The students are weaker than their instructors in point of technical knowledge, but their interests lie nearer the heart of the institution. And in ordinary life pertinence of interests goes far toward making amends for lack of experience. That holds of college life as well—The New Republic.

VI

THE BOOK OF THE MONTH

INTELLIGENCE TESTS AND THEIR USES

One can hardly estimate the contribution of the National Society for the Study of Education to our educational procedure. So timely are its year books that a list of their titles might well be used as a skeleton outline for a history of Education in the United States during the past two decades. Once again the Society has scored: the 1922 Yearbook, "Intelligence Tests and Their Use", comes in response to the dominant need of the hour. For much misunder-
standing of the nature and purpose of intelligence tests has accompanied their development. Those who have the welfare of the movement at heart thrive upon opposition, because it clarifies thought. It is not our foes we fear but our friends: Bagley's Chicago speech will only aid the I. Q. to serve Democracy better. Heretics are incipient converts, but the teacher who dabbles, she who gives her class a reading test and talks enthusiastically about her children's intelligence scores she is to be reckoned with. Pope's line about a "little learning" was never truer than in this connection. To quote the preface to the Yearbook: "the antagonism of some of its—the intelligence testing movement's—opponents has been annoying, while the unrestrained enthusiasm of some of its uncritical supporters has been alarming." The 1922 Yearbook aims to supplant misunderstanding with vision, to guide in the choice of tests and in their use.

As usual the yearbook is divided into two parts but this year they are bound together, making a volume of some 290 pages. This gives a complete summary and handbook of the movement for $1.60. And postpaid, too! Part I "attempts to show just what is to be understood by the term 'general intelligence', to indicate how this may be measured and to show the steps by which mental tests have grown up and some of their most essential characteristics. Further, the attempt is made to acquaint the teacher and administrator with the correct methods of studying and evaluating the results of mental testing."

In this first part, Colvin, who was chairman of the Committee, discusses intelligence and intelligence tests. He is far from dear in his definitions of intelligence, but his warnings about tests are sound: (1) that a valid mental test must be based on common experiences, (2) that scores in our intelligence tests are conditioned in part on knowledge of English, and (3) that for valid results administration and scoring of tests must be uniform. Whipple supplies an annotated list of group intelligence tests, most carefully made up, giving a description of each test, the publisher, the price, and in many cases references in regard to its use. This is most valuable. Rugg contributes material from the "Primer of Statistics for Teachers" he has in preparation. This is in such clear language and is made so concrete by the numerous diagrams and tables that an intelligent teacher can scarce escape its meaning. In fact this one chapter is worth the price of the book to one who is endeavoring to secure sufficient grasp upon basal statistical facts to enable him to read current educational literature intelligently. Did not recent reading of aforesaid section prejudice me against sweeping statements, I would say that it was fool-proof.

The second part of the Yearbook "takes up in some detail the administrative uses of intelligence tests in various grades of instruction, beginning with the primary grades and ending with the university. In the discussions in this part of the book the purpose is to set forth in some detail the procedure and results of mental testing as far as they relate to matters of instruction and administration". In connection with tests in the elementary school, there are frequent evaluations of available tests. Pintner points out the relation of intelligence tests and educational ones. Holmes makes a wholesome plea for due consideration of the really best plan for the gifted child. He suggests that these future leaders of democracy should not be rushed through school at the expense of full, many-sided development of their powers. There is much discussion of individual diagnosis after testing, and valuable illustrations especially in the cases given from high school testing. The account of the use of tests in normal schools is worth the attention of all those interested in the problems of teacher training. Miss Gambrill suggests that intelligence tests alone will not serve as prognosis of teaching success. Other qualities besides intelligence play so vital a part in directing the activities of children that low correlations are to be expected. Miss Downey's Will-Profile Tests have given us the point of departure. The normal school that pioneers in a combination character-intelligence test which will predict success in teaching will do the nation a splendid service.
The contributors to the *Yearbook* look like a roll of honor in mental measurement; Trabue, Pintner, Colvin, Whipple, Treaday! One looks a second time to see if Terman really is absent; the *Yearbook* deals with group tests primarily so the matter is partly explained. This *Yearbook* is a fitting successor to the long line of orange-colored volumes already on the shelves of America's really progressive teachers.

**Katherine M. Anthony**

---

**VII**

A PROJECT FROM THE THIRD GRADE OF THE CLAREN-DON SCHOOL

**JAPAN AND ITS PEOPLE**

In teaching Geography and History, we study the subjects in which the children are most interested, such as the way the children of other lands live, their homes, their occupations; we compare these foreign little folks with the children of our own land. The sand-table makes real to the children the life of the people whom they are studying and will form a permanent and important part of their information. They enjoy doing this work and anything we enjoy learning we do not forget.

We are studying Japan and its people. In preparing for the work of the sand-table we have had stories, talks, discussions, etc., of Japan and the people. I gave the children the opportunity to bring in all the pictures, Japanese dolls, fans and anything they could find about Japan. The children are deeply interested and beg for stories and books to take home to read.

Each child as far as possible had a chance to work on the construction of the Japanese Tea-Garden on the sand-table. The sacred mountain we made the main feature of the scene, and a pile of sand sprinkled with alk dust was made to do for Fujiyama. The tea-house the children constructed from brown drawing paper, decorating it with the Japanese lanterns made from drawing paper which they colored. The stream is made of blue paper with window glass laid over it. On its waters are two Japanese boats made of the brown paper with white sails. Across the rivulet extends a bridge made of the same material. The cherry tree is made from a twig of an apple tree with a disguise of pink crepe paper blossoms and green leaves fastened to the branches. I bought at a Japanese store some small Japanese dolls dressed in kimonos, also parasol and fans. Some of the dolls are made to draw the beautiful jinrikshas made by the children from brown drawing paper, each containing a Japanese lady, with a parasol. Under the cherry tree is a Japanese girl sitting on a bench in a characteristic attitude.

Each day a list of words referring to Japan is placed on the board for the regular spelling lesson. These words are used first in oral and then in written sentences. Some of the last sentences are used as copy for the writing lesson. The children have enjoyed competing with each other as to who could make the best sentences, tell the most stories and bring the most pictures. In doing this work we have correlated language, history, geography, spelling and penmanship.

**Gertrude Smith**

---

**VIII**

THE GREAT DISMAL SWAMP

In America, a land of countless natural beauty spots, tourists are sometimes prone to overlook places that in another country would be heralded far and wide as points of interest. So it is with the Dismal Swamp of Virginia and North Carolina, a place where the lover of undisturbed nature may have his fill of verdant highland and wild, tangled morass, of placid waters, open spaces and dense woods. Its name indicates a gloomy, forbidding prospect. The name is misleading. There is swampy land in abundance—most of it is swampy, in fact. But its beauty is so haunting and irresistible that those who visit it for the first time, after they have grown accustomed to the wonder of it, are prone to comment on the incongruity of its name.

The Dismal Swamp, or the Great Dismal as it has sometimes been called to dis-
tistinguish it from the small swamp lying between Albemarle and Pamlico Sounds, begins in Norfolk County, Virginia, near the City of Norfolk, and extends southward about forty miles with a breadth of about twenty-five miles. About one-half of its area is in the state of North Carolina. The greater part of its area is covered with a thick stratum of spongy vegetable soil, which supports and is augmented by a luxuriant growth of aquatic plants, brushwood and timber. Most of the timber consists of cypress, juniper and white cedar, and on the higher ridges, oak and beech.

The Dismal Swamp is not altogether properly designated as a swamp as all of it is well above sea level, and most of it is from twelve to fifteen feet higher than the surrounding country. Its swampy condition is due to its bowl-like topography, which retains the water.

On the western side of the swamp, there are several small streams which flow outward. In the center of the swamp is Lake Drummond, a beautiful body of water about five miles long and four miles wide, which has been made famous throughout the English speaking world by Sir Thomas Moore's poem, "The Lake of the Dismal Swamp." This lake is about fifteen feet deep and its clear water abounds in fish.

The Dismal Swamp attracted the attention of George Washington in his younger days as a civil engineer, and he made a survey of a large part of it. In fact, he started the construction of a drainage canal, which exists today, and is known as Washington's Ditch. In 1785, shortly after the Dismal Swamp Canal was laid out by the states of Virginia and North Carolina, Washington wrote James Madison as follows:

"Mount Vernon, November 30, 1785.

"It gives me great pleasure to hear that our Assembly were in a way of adopting a mode for establishing between Elizabeth River and Pasquotank, which was likely to meet the approbation of the State of North Carolina. It appears to me that no country in the universe is better calculated to derive benefits from Inland Navigation than this is, and certain I am that the consequences to the citizens individually and the source of wealth to the country generally, which will be opened thereby, will be found to exceed the most sanguine imagination."

The work on the canal was actually begun in 1787, under a joint charter of Virginia and North Carolina. This canal extends from the Elizabeth River at Norfolk to the Pasquotank River in North Carolina, passing through Norfolk County in Virginia, and Camden and Pasquotank Counties in North Carolina. There are about 125,000 people in the territory traversed by the canal.

From time to time the question of draining the swamp has been raised and it is probable that some plan to do this will be worked out in the next few years. Such a drainage plan would make available for agriculture more than one-half million acres of the most fertile farming land on this continent. Most of this land is today owned by several large lumber companies, which purchased it for the lumber on it. Despite the exhaustive logging operations in the past fifty years, there is still a tremendous amount of standing timber in the Swamp, which can not be gotten out at the present time on account of its inaccessibility. Hunters have found this Swamp a veritable paradise of game, deer, quail, squirrels, and waterfowl being found there in abundance.

Attention has been particularly directed toward the Dismal Swamp since the opening of the Albemarle and Chesapeake Canal about a year ago. This canal, like the Dismal Swamp Canal, traverses a portion of Dismal Swamp and is operated by the Government as a free waterway. This has resulted in practically putting the whole Dismal Swamp Canal out of business after more than one hundred years of usefulness. The Dismal Swamp Canal is a shorter route into Eastern North Carolina from Norfolk, but the tolls through its locks have caused its practical abandonment by canal boats. A movement is now on the way to have the Government purchase the Dismal Swamp Canal and either operate it as a free waterway or use it as a part of a drainage plan.

W. H. Jenkins, Jr.

"Mount Vernon, November 30, 1785.

"It gives me great pleasure to hear that our Assembly were in a way of adopting a mode for establishing between Elizabeth River and Pasquotank, which was likely to meet the approbation of the State of North Carolina. It appears to me that no country in the universe is better calculated to derive benefits from Inland Navigation than this is, and certain I am that the consequences to the citizens individually and the source of wealth to the country generally, which will be opened thereby, will be found to exceed the most sanguine imagination."

The work on the canal was actually begun in 1787, under a joint charter of Virginia and North Carolina. This canal extends from the Elizabeth River at Norfolk to the Pasquotank River in North Carolina, passing through Norfolk County in Virginia, and Camden and Pasquotank Counties in North Carolina. There are about 125,000 people in the territory traversed by the canal.

From time to time the question of draining the swamp has been raised and it is probable that some plan to do this will be worked out in the next few years. Such a drainage plan would make available for agriculture more than one-half million acres of the most fertile farming land on this continent. Most of this land is today owned by several large lumber companies, which purchased it for the lumber on it. Despite the exhaustive logging operations in the past fifty years, there is still a tremendous amount of standing timber in the Swamp, which can not be gotten out at the present time on account of its inaccessibility. Hunters have found this Swamp a veritable paradise of game, deer, quail, squirrels, and waterfowl being found there in abundance.

Attention has been particularly directed toward the Dismal Swamp since the opening of the Albemarle and Chesapeake Canal about a year ago. This canal, like the Dismal Swamp Canal, traverses a portion of Dismal Swamp and is operated by the Government as a free waterway. This has resulted in practically putting the whole Dismal Swamp Canal out of business after more than one hundred years of usefulness. The Dismal Swamp Canal is a shorter route into Eastern North Carolina from Norfolk, but the tolls through its locks have caused its practical abandonment by canal boats. A movement is now on the way to have the Government purchase the Dismal Swamp Canal and either operate it as a free waterway or use it as a part of a drainage plan.

W. H. Jenkins, Jr.

Education is the fundamental method of social progress and reform.—John Dewey.
IX

EDUCATIONAL COMMENT

THE MEANING OF THE INTENSIFIED INTEREST IN EDUCATIONAL ENDEAVOR THROUGHOUT THE WORLD

The program of the sixtieth annual meeting of the National Education Association of Boston, Massachusetts, July 2 to 8, is built around the conception that there is a definite connection between the great democratic impulse which is following the War and the intensified interest in every phase of educational endeavor that is evident not only in America, but throughout the world. The themes of the general sessions, handled by men and women of international fame, are all given in terms of the general democratic awakening of the world. Each session has a specific theme; they are as follows:

July 2, 8:00 p. m.—The Democratic Awakening Presents a New World Outlook.
July 3, 9:30 a. m.—The Democratic Awakening Emphasizes the Importance of Professional Training for Teachers.
July 3, 8:00 p. m.—The Democratic Awakening Shapes Educational Policies for the Future.
July 4, 10:00 a. m.—The Democratic Awakening Inspires a Higher Type of Patriotism.
July 4, 8:00 p. m.—The Democratic Awakening Promotes Progress Towards the Realization of Early American Ideals.

THE EDUCATIONAL BILL

As previously reported, the Towner-Sterling bill has been held for months in the Committees on Education of the Senate and House, awaiting the recommendation of the President on the reorganization of the Executive Departments. No report or recommendation having been made during March or April, a committee consisting of Dr. George D. Strayer, Dr. Thomas E. Finggan, Mrs. Frederick P. Bagley, of Boston, and Mr. Hugh S. Magill, called on the President by appointment on May 5th to ascertain if possible his attitude.

The committee was received most cordially by the President and was assured of his interest in the program of the National Education Association. Without quoting the President, the committee is convinced that the administration will recommend the creation of a Department of Education and Welfare, in which education shall hold the first place, and that the extension of Federal aid for the promotion of certain phases of education will be conceded.

If these recommendations are approved by the Joint Committee on the Reorganization of the Executive Departments, and enacted into law by Congress, education will be given higher recognition than it has ever received, and the educational activities of the Government will be brought together in one department administered under a Secretary of Education and Welfare.

The allied organizations and individuals supporting the Towner-Sterling bill will gladly welcome any action that will advance and promote the interests of public education. They will continue, however, to work for the full realization of the principles for which they have stood, adapting and adjusting their campaign to new conditions as they arise.

The activity of certain organizations in promoting the Towner-Sterling bill has gained tremendous force during the past two months and deserves the highest commendation. As a result many Senators and Congressmen have pledged their unqualified support. The cause has been steadily gaining
strength, and the friends of education have reason to be gratified by the splendid progress that has been made.

BOSTON IS PREPARING FOR A GREAT MEETING OF THE N. E. A. IN JULY

A patriotic demonstration of mammoth proportions is projected to be held on Boston Common July 4, jointly by the National American Legion and the National Education Association. The latter will hold its convention in Boston July 1 to 8, and it is expected that thirty thousand visiting teachers will attend. Col. Hanford MacNider, Commander-in-Chief of the American Legion, has for some time been co-operating with the Education Association officials in perfecting the program.

Both organizations have been in touch with the Boston Chamber of Commerce, whose convention and Tourist Bureau has furnished information as to trips to places of historic interest in Greater Boston during the convention and as to more extensive trips throughout New England at the close of the convention.

Invitations have already been accepted by General John J. Pershing, Vice-President Calvin Coolidge, Secretary Charles Evans Hughes and notable personages from Canada, England, and, tentatively, notables from other European countries. President Harding has promised Miss Charl Ormond Williams, President of the National Education Association, and Col. MacNider that he will attend the Boston convention if possible. His present plans include a trip to Alaska, but, in case he is in the territorial limits of the United States on July 4, he has accepted this invitation to be in Boston and to deliver an address on the Common.

Some thirty-five affiliated associations will meet at the time of the National Education Association convention. For this purpose halls have been secured to accommodate each of the associations. The main headquarters will be in Mechanics Hall, which can accommodate nearly ten thousand people.

The leading business and professional men and women of Boston, including the school authorities of the city and state, as well as of the forty surrounding cities, have organized a committee to prepare for the great July convention. A suit of rooms has been set aside in the new Administration Building, 15 Beacon Street, for E. V. B. Parke, the Convention Manager, and his corps of assistants. Mr. Parke is a former secretary of a committee of the Chamber of Commerce.

Committee chairmen report regularly and frequently and meetings are held by the Executive Committee to be assured that everything is in smooth running order. Mr. Parke has received applications for hotel reservations which assure an unprecedentedly large attendance. Application has been made for reservations for two hundred guests from Memphis, Tennessee, alone, in compliment to Miss Williams, who is from that city and who is on a year’s leave of absence from her official duties to enable her to address Education Associations of each of the states, as well as sectional meetings.

Entertainments planned will be on the scale of the two previous conventions held by the Association in Boston, but provision will be made by co-operation of the Chamber of Commerce to enable the visitors individually to become acquainted with the wealth of historical attractions which will be found in and around Boston. The school history and geography have created the impulse on the part of all school teachers in America to want to visit Boston, and one of the most important committees locally will be under the direction of Mr. A. L. Rafter, Assistant Superintendent of Schools, in providing groups of guides to point out or accompany, if necessary, teachers to Bunker Hill Monument, Paul Revere House, the elm under which General Washington took command of the Continental Army and the many hundreds of other historical places of interest.

One of the book companies has compiled an exhaustive literary history of Greater Boston and will publish it in compliment to the convention. A copy of this history will be given to every teacher who registers. Every facility will be provided for the teachers to take advantage of their opportunity to become acquainted with the early beginnings of the American nation and with the birthplaces of political, religious and reform movements.

The railroads throughout America are co-operating to an unusual extent in suggesting that the reduced fare dates to the Boston convention be extended to enable the teachers to enjoy a vacation anywhere in New Eng-
land, along the seashore, or in the lake, mountain or woodland regions.

So important has the Boston convention loomed that the leading educational institutions east of the Mississippi River have postponed until after the convention the opening of their summer schools. This is not only true of Harvard College, Boston University, Emerson College of Oratory, the New England Conservatory of Music, Massachusetts Institute of Technology and Simmons College, but is also true of Yale, Columbia University and many other great educational institutions away from here.

In order to accommodate all the delegates and visitors to the Educational Convention, a large committee under the direction of Mr. William C. Crawford is listing all the hotels in and around Boston, together with their rates, and all the available rooming and lodging houses are being listed. The dormitories of the colleges and universities which are available will also be utilized, so that, however large the attendance, Boston will be found abundantly able to take care of all of them. As most of the delegates are coming from inland, many of the entertainments and provisions for excursions will be connected with the ocean in boat trips, as well as automobile rides and train trips to Gloucester and the North Shore, Provincetown, Plymouth and the Cape Cod region, as well as such places as Nantasket.

The Chamber of Commerce, through its Convention and Tourist Bureau, will furnish the teachers information as to vocational opportunities.

HIT OR MISS EFFECT OF MOVIES DEPLORED
Movement Afoot to Show Boys and Girls Films that Build Character

When former Postmaster-General Will H. Hays said he expects to “see movies in every school and church in this country,” his idea was not so Utopian as one might suppose at first thought, declares Wyndham Phinny, who has been making for the Society for Visual Education a study of the motion picture needs of the non-theatrical field.

“It is estimated that 15,000 schools and churches have already adopted motion pictures as a means of instruction and entertainment. Most of the remainder, some 500,000, will undoubtedly follow suit as soon as there are enough suitable films to supply them and as soon as the prejudice which exists in certain quarters is dispelled. Signs that this prejudice is already giving way are apparent in the action of Yale University, which has begun production of one hundred reels dealing with every important stage in the development of America. The editors-in-chief of the series are Dr. Max Farrand and Dr. Frank E. Spaulding.”

The educational movie has been seriously discussed for at least twenty years, some claiming too much for it and others too little. According to Mr. Phinny, however, “we are just beginning to glimpse the true breadth of its mission. In addition to the exposition of the three R’s and all their ramifications, its great power can be systematically utilized for character-building. The movie’s hit-or-miss influence for good or evil, as the case may be, is well illustrated by the way in which children answered a query put by a New Hampshire school teacher.

“‘Whom do you wish most to resemble when you grow up?’ she asked. Out of twenty-six third and fourth-grade classes the largest number of girls answered ‘Teacher’. No one else received more than one vote—not even mother. When the same question was put to thirty-four classes in the seventh and eighth grades, however, the answers indicated a very different trend of thought. The majority voted for stage favorites, with a tie between Pearl White, movie actress, and Anna Case, the operatic star!”

Very little children do not see many movies. Teacher, father and mother hold first place. But the older boys and girls widen their horizon and “grow by what they feed on.”

“Why not see to it that the right kind of mental food is prepared and fed to these young, impressionable minds while children are under the control of parents and teachers?” pertinently asks Mr. Phinny. “With the screen’s help the schools can accomplish wonders in this direction without the expenditure of extra time and without having to add a new subject to the curriculum.”

To bear out his point Mr. Phinny quotes a recent address given by Dr. Spaulding of Yale University. According to Dr. Spaulding, every important development which makes up the educational progress of the last quarter-century has represented a business demand, and has justified itself chiefly in terms of its contribution to material prosperity.
"With the annual expenditure of a billion dollars," declares Mr. Phinny, "we have achieved industrial success, but is this all we want our educational methods to achieve? In the words of Dr. Spaulding, 'Is this overwhelming color of individual, material success satisfactory? Is it a safe color in which to prepare our youth to see the facts of life? Are we not losing much that is fine and ennobling while we pride ourselves on our strength in the world of business?"

Histories and school teachers have told children about the great men who have built up our country; they have given the facts about useful inventions, and they have explained the revelations of science. Our boys and girls have salted down these facts as they have the multiplication tables; they have become merely potential bread-winners.

"But let us show them American history on the screen," says Mr. Phinny, "let us picture for them the lives of great statesmen, scientists and inventors, and the sacrifices such men made to achieve. Given such vitalized teaching, boys and girls will do more than simply catalog data. There will be a spiritual awakening, an inspiration from the contemplation of these high ideals. True values will be taking the place of sham, and good will be so deeply implanted that it will find expression in action. Boys who see and understand a film like 'Hat's Off' will gain a deeper love of country and never forget to salute the flag. Youngsters who see nature study films like 'The Monarch Butterfly' and 'Toads' will never again be possessed of a desire to kill helpless creatures.

"Children who come under the influence of such pictures as we are planning will be found aligning themselves with the good in our democratic government and assisting it to approach their own high ideals. It is hardly possible to expect too much good to result, for from the motion picture emanates a subtle influence which verbal preachments often fail to put over, and which comparatively few children extract from books alone."

In March, twenty-nine boys were arraigned for burglary and seven for grand larceny; in April, forty-three for burglary, twenty-one for grand larceny, and two for highway robbery.

It seems strange that we as a nation are not yet sufficiently logical to see the economy and wisdom of preventing crime by "letting no man grow up a criminal" — attacking the problem at its source. John Locke long ago compared life with a river, and pointed out the comparative ease with which one can direct the course of either a river or a life by working at the source. The kindergarten cultivates right habits of thought and action early in life.

All of our children are entitled to receive the best possible educational advantages to equip them for the burdens which they will inherit from us. But even if we were not concerned with the future, it would be economy to provide early training for our children to reduce the enormous sums of public monies now being spent upon the delinquent classes. Criminologists estimate that the cost of crime in this country is $3,500,000 a day. Every time you pay a tax you may calculate that a generous proportion of your money will be expended upon wretched specimens of humanity who are the result of neglected childhood, for which you and I, as members of society, are responsible.

The kindergarten has demonstrated its effectiveness as a means of preventing crime. In "Love and Law in Child Training," published some years ago, the statement was made that in California there was no record in the juvenile courts of a child ever having been arrested who had been to kindergarten.

The means by which the kindergarten accomplishes its purpose are scientific, and are the result of an intimate knowledge of childhood on the part of the young woman who has studied the philosophy of Froebel.

Some years ago the following incident occurred in a kindergarten. One of the children during the course of the morning took a toy belonging to another child. He did it, intending to take it home. The owner was distressed over its loss and complained to the teacher. She did not start an investigation and expose the child who took the toy, but allowed the children to go on with their morning program, apparently ignoring the incident. However, when the story hour arrived, she told a story bearing on this subject
and bringing out the thought of honesty. Before the child went home he brought the toy to the teacher and told her he had taken it, but that he was sorry. Training like that will save many a future criminal.

In the Hoagland Kindergarten in Brooklyn, supported by Dr. Cornelius N. Hoagland and later endowed by him, there was long ago a little Italian child who seemed to be born a thief, so naturally did she appropriate everything in sight. The kindergarten teacher gave special attention to the cultivation of frankness and honesty in little Rosy, and when she passed on to the primary school she had entirely lost her "taking ways." Without the benefits of kindergarten training she would, without doubt, have eventually joined the ranks of the depraved, and become a burden to society, which would have cost infinitely more than the sum expended upon her early training.

It is gratifying to note that this subject of providing educational advantages for our children between four and six years of age is coming to be appreciated. The most effective means of securing more kindergartens is through the enactment of laws providing for their establishment upon petition of parents. Such a law has been in force in California since 1913 and has put that state in the lead in the number of kindergartens in proportion to the population.

Seven other states have followed the example set by California and have enacted similar laws, namely, Arizona, Nevada, Texas, Maine, Pennsylvania, Kansas, and Wisconsin.

At the present time Louisiana and Georgia are endeavoring to secure this legislation, and word has been received that next winter similar attempts will be made in Alabama, Connecticut, New Jersey, Ohio, Wyoming, and Missouri. The work will be in charge of branches of the following organizations,—Congress of Mothers and Parent-Teacher Associations, Federation of Women's Clubs, League of Women Voters, Supreme Forest Woodmen Circle, Federation of Labor.

Persons desiring to work for kindergarten extension or legislation may receive further details and cooperation by writing to the National Kindergarten Association, 8 West 40th Street, New York City.

BESSIE LOCKE.
Corresponding Secretary.
National Kindergarten Association

X

RECENT BOOKS OF INTEREST TO TEACHERS


This is a revised edition of the Laboratory Manual of Dietetics. It is a book extensively used in Nutrition and Dietetic classes and in diet kitchens.

A very large part of the book is necessarily given over to tables showing the composition of foods. The two tables of the first edition have been supplemented by a third table of the same nature which adds fifty or more foods. A table showing the energy content of about thirty foods sold by confectioners has been added.

One of the most valuable features of the book is a table showing the vitamin content of foods and whether these vitamins are present in large or small quantities. The vitamin requirement of the body and the lack of specific vitamins is briefly discussed.

Energy requirements per hour for different conditions of muscular activity and for different occupations are given in table form.

Dietary standards of the three ash constituents, calcium, phosphorous, and iron are modified as a result of recent experiments in feeding.

The book furnishes new material for estimating energy requirements of children by means of weight and height tables. Much valuable information, so necessary to the student of dietetics, is put into usable form which will save the student hours of labor, and "an abridged method of dietary calculation, designed to reduce the labor where large quantities of food are involved, as in institutions, has been described in detail."

P. P. MOODY

How to Teach Silent Reading to Beginners, by Emma Watkins. Philadelphia: J. B. Lippincott Co. 1922. 133 pages. $1.50.

Teachers today are greatly concerned over ways in which to develop proper comprehension in the reading exercises in the primary grades. This leads to placing the emphasis upon silent reading, since in oral reading it is much more difficult to tell whether or not the pupil understands what he has read.

Miss Emma Watkins has given us in this little book a rich assortment of satisfactory exercises to meet this need. Some advantages of her method lie in the following facts:

First.—The exercises may be used with large or small classes.

Second.—The directions for teaching these
exercises are given in detail and are so clear that a "beginning" teacher can be successful with the method.

Third—Any standard method of phonics may be used in connection with teaching these exercises.

Fourth—The subject matter for the lessons is based upon facts and experiences common to the child.

Fifth—The subject-matter is suited to the city, town or country child—as the following subjects, selected at random, will show: (1) The "Children's Names" Lesson; (2) The "Parts of the Body" Lesson; (3) The "Animal" Lesson; (4) The "Calendar" Lesson; (5) The "Flower" Lesson. Then under the projects we have such as these: (1) The "Setting the Table" Project; (2) The "Rabbit" Project.

Sixth—The materials to be used in teaching this method are inexpensive and easily obtained.

Seventh—The number of words and the type of words the First Graders master through this method so far outnumbers and over rank the words of the average reading method that primary teachers, upon examining Miss Watkins' book, will feel that we have here a most satisfactory solution of a keenly felt need.

Zoe Porter


This book is intended to help those who would speak well in public. It deals not so much with what to say as with how to say it. Its aim is to prepare students in the fundamentals of voice-training, and to train them for formal oratory, debate, ex tempore speaking, and dramatics. The author suggests very helpful and practical exercises for voice work. Some of the topics discussed are Voice, Speech, Debate, and Dramatics.

R. S. Hudson

MODERN TIMES AND THE LIVING PAST, by Henry W. Elson. New York: American Book Company. 1921. 727 pages, in two volumes. $1.32 and $1.48, respectively. Also issued in one volume. $2.40.

In two convenient and attractive volumes we have here outlined a general history of the world—the world as we usually study it. The first volume, opening with a frontispiece in colors representing artists of the 16th century admiring a famous statue of Apollo, covers in 316 regular pages the story of Europe and western Asia from prehistoric times to the end of the Middle Ages, with Greece and Rome holding the center of the stage, and with the Teutonic peoples, Mohammedanism, feudalism, the papacy, the crusades, England, Charlemagne, and the building of the modern nations occupying places of prominence. Art, government, religion, industry, social life, and other factors of civilization are given due emphasis.

The second volume, comprising pages 317-727, outlines the Protestant Reformation, dis-
In the effort to evaluate any educational innovation one is reminded that in the past, as instance by the Lancasterian Monitorial plan and even in the present century with the Montessori method, the first tendency is perhaps to overestimate both its novelty and its significance. The author has studiously avoided this and has rather aimed to find the underlying theory. This theory is the general principle so well established in her father's works, School and Society and Democracy and Education, that the school be a miniature community where through free activity and shared activity, not only the subject, matter of the curriculum is learned, but also "responsibility, initiative and judgment", the essential traits in good citizenship.

Miss Parkhurst, the originator of the "plan", first tried it out in The Children's University School, New York City. It has now been put into operation, in modified form in other schools, among which is the Dalton High School of Dalton, Massachusetts. The essential features of the plan are relatively simple but requiring complete organization on

the departmental basis, so that it is not applicable to the primary but rather to the grammar and high school departments. Each teacher is assigned a room or "subject laboratory", where for a good part of the day the pupil may freely go and work in her subject according to written-out monthly and weekly plans or "contracts". She becomes a director of activities, pupils working singly or in groups and at their own rate within the limits of the monthly assignment.

Neither Miss Parkhurst nor Miss Dewey claims that the curriculum has to be made over first, but they do claim that much of the lockstep and formal recitation work is done away with. They advocate curriculum revision where it is important. They urge the use of standard tests and the elimination as far as possible of the commonly formed double standard in writing, composition and spelling. Perhaps the great hope of its promoters is that children be given opportunity to work at their appropriate rates.

At the conclusion of the treatise, Miss Dewey states that the laboratory plan ought not to conflict with the project method and sums up her discussion as follows: "Neither will stand the test of time, unless it is adjusted to meet particular situations and new needs. The difficulty is one often an inability to separate education from our conception of what school must be. The project method has freed itself from one side of this conception, the school of classified and isolated facts. The Dalton Plan frees itself from the other half, the school of piecemeal assignments, bells and herd learning and recitations. One contributes a new subject matter to meet the needs of modern life; the other a way to give children working conditions that accord with the discoveries of modern psychology. All such experiments furnish the stuff from which new schools that shall truly educate all our children will be built." W. J. Gifford


This handy volume of 331 pages is one in "The Modern Student's Library." Although published as a textbook for classes studying American literature it will probably function most effectively in history and civics. The Federalist, as all Americans should know, but only a few do know, is one of the great classics in the literature of politics and government. How Hamilton, Madison, and Jay used their pens for a union under the new constitution is told most interestingly by Professor Bassett in his introduction, and illustrated most effectively in the body of the work where the great statesmen speak for themselves—and for all time.

John W. Wayland
SCHOOL ACTIVITIES

The thirteenth annual commencement is almost upon us. For those who have had an acquaintance with the Harrisonburg State Normal School since its foundation, it will be a more than usually happy occasion, for it will mark the end of the school's third year under the presidency of Samuel Page Duke, and the commencement address will be delivered by Dr. Julian Ashby Burruss, who was its president during the first ten years of its life. Dr. Burruss is now president of the Virginia Polytechnic Institute at Blacksburg.

Several changes will be signalized by the coming commencement. The school will, beginning next fall, be run on the regular college-hour basis. A constantly increasing faculty has made desirable the complete organization of departments. The growing student body has made imperative new buildings, and the beginning of the fourteenth session will find the school better equipped than ever before.

A recreation center in Alumnae Hall, with temporary living quarters for about thirty students upstairs; a new auditorium and six new classrooms; and a privately owned apartment house adjoining the campus where about fifty students will be accommodated—these are some of the material improvements that will be noted when the fourteenth session begins next September 19.

The commencement program as announced by President Duke, is published here. Diplomas will be delivered to about one hundred and fifty graduates, and the Bachelor of Science degree will be conferred on six students.

Thursday, June 1: 8:30 p. m.—Recital by Departments of Music and Expression, Auditorium, Harrison Hall.

Friday, June 2: 8:30 p. m.—Senior Class Play, "Pomander Walk," Open-air Auditorium. (Admission fee for the benefit of the Alumnae Building Fund.)

Saturday, June 3: 7:30 p. m.—Campus Songs; 8:30 p. m.—Reception to students and guests, Gymnasium, Ashby Hall.

Sunday, June 4: 11:00 a. m.—Commencement service, sermon by Rev. Frank Marvin Richardson, pastor Salem Methodist Church, Salem, Va., Harrisonburg Methodist church; 6:30 p. m.—Vesper service of the Y. W. C. A., Open-air Auditorium.

Monday, June 5: 10:00 a. m.—Business Session Alumnae Association; 4:30 to 6:00 p. m.—Exhibition of School Work, Maury Hall; 7:30 p. m.—Alumnae Banquet, Dining Hall, Harrison Hall. (Admission by special invitation.)

Tuesday, June 6: 11:00 a. m.—Class Day Exercises, Open-air Auditorium; 8:30 p. m.—Final Exercises: Address by Dr. Julian Ashby Burruss, President Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg, Virginia; Delivery of Diplomas; Conferring of Degrees, Auditorium, Harrison Hall.

The summer school faculty was announced in the April issue of The Virginia Teacher. Sixteen members of the winter faculty will teach here this summer. Miss Grace Brinton will, as last summer, teach classes in home economics at the University of Virginia Summer School, June 19 to September 2. Conrad T. Logan will teach English at the George Peabody College for Teachers, Nashville, the summer quarter lasting from June 8 to August 29.

Dr. Wayland plans to spend the summer leading the life of a practical farmer at his home near Edgelawn. But it is safe to say that he will not let this take all his time.—Miss Elizabeth Cleveland will take advanced work in French at the University of Virginia.—Miss Natalie Lancaster expects to return to Teachers College, Columbia University, to do graduate work.—Miss Margaret Hoffman and Miss Ruth Hudson will be at Woodstock and Luray, respectively.—Miss Mary Louise Seeger will study at Teachers College, Columbia University, later going to her home at Michigan City, Indiana, for a visit.—Mrs. Pearl Powers Moody will take advanced work in home economics branches at Teachers College, Columbia University.—Miss Katherine M. Anthony expects to continue her graduate studies at the George Peabody College for Teachers, Nashville, Tennessee.—Miss Grace A. McGuire will be in Harrisonburg during the
greater part of the summer, going later to her home in Colorado for a visit.

It is pretty certain that the enrollment during the first and second terms of the summer quarter will run over one thousand. While there are still available some dormitory rooms for the second term beginning July 31, even this space is likely soon to be taken. Whereas formerly the attendance was such as to tax the school's capacity in the first term and quite small in the second term, the attendance is now much more evenly divided. In fact many students now prefer the second term and wait to come to Harrisonburg then.

Division superintendents of schools from the Valley of Virginia and adjacent counties were guests at Harrisonburg Division April 14 and 15 when they met at the State Normal School for conferences with Superintendent Harris Hart and J. N. Hillman, secretary of the Board of Education. The superintendents were entertained at a dinner by the Home Economics Department on Friday in Maury Hall, and in the evening the superintendents and the faculty were guests of the school "at a supper in the music room.

During their meetings with Superintendent Hart, such problems were discussed as teachers' salaries, administration of the new attendance laws, school finances, and public sentiment regarding public schools. In attendance at the meetings were the following gentlemen: L. D. Cline of Clark and Frederick counties, F. Osgood Smith of Fauquier, O. L. Emerick of Loudoun, C. A. McDonald of Prince William, M. D. Hall of Fairfax, A. W. Yowell of Madison, John Booten of Page, T. W. Hendrick of Culpeper, R. E. Maury of Highland, E. C. Hoover of Bath, F. M. Somerville of Augusta, C. V. Shoemaker of Shenandoah and John C. Myers of Rockingham.

There was much interest in the debate staged the morning of April 21 between the representatives of the Lee and Lanier Literary Societies. "The Lesse" Wins Debate two societies had chosen their teams in preliminary society ton and Louise Elliott represented the Lan-

Instead of the usual assembly hour, the cool of the evening just before supper was the time set aside this year for Seniors Plant the Senior tree-planting. After brief services in the auditorium, a procession was formed consisting of Senior officers, the faculty in academic costume, and members of the Senior class.

An oak tree was planted in the Smythe orchard just in the rear of Alumnae Hall. Following this ceremony, a filly sent from the birthplace of Stonewall Jackson was planted on the lawn just in front of Jackson Hall, and some wild thyme was planted near the bird bath in front of Cleveland Cottage. A quartet san Shakespeare's song, "Show me a bank whereon the wild thyme blows", as a fitting conclusion to the ceremonies.

The Normal School Glee Club added a great deal to our enjoyment of the music festival held in the city the Glee Club in week-end of May 6th. Sun-

Music Festival day afternoon they gave a program of Fanny Crosby hymns in the Presbyterian church which was particularly pleasing, both in thought and arrangement. The use of the antiphonal choirs was unusually effective. The glee club was assisted by members of the regular choir and Dr. Wilson talked very interestingly on Fanny Crosby's life and work.

Monday evening they were given place of honor on the concert program and were lavishly complimented by Mr. Cosby, president of the State Music Teachers Association and the speaker of the evening, upon their rendition of their numbers, Song of Spring, a cantata by Bush, and Dawn's Awakening by Grieg.

The "jinx" which has pursued the present Senior Class through their athletic events last year and this year was at Squeezed last squelched when the annual in the Nick field day was held April 29.

of Time In order that the results of the various contests might be based on class participation, those in charge of the field day devised a system of scoring
by which the records made by the five best in each event might be averaged; and the results are given below. The Seniors, it will be seen, won 8 out of 13 events. The field day lasted from 10 to 12 o'clock and from 2 to 4 p.m. President Duke presented ribbons to the winners of the various events. Miss Louise B. Franke, instructor in physical education, was in general charge of the affair.

50-yard dash—Tied by Maude Brooks, Josephine Painter and Mildred Bell, 7 seconds; won by Maude Brooks, 7 2/5 seconds. (Senior average, 6 1/2 seconds; Junior average, 7 1/2.)

Standing broad jump—Mary Lee Perry, 6 feet 6 inches. (Senior average, 6 feet, 1.7 inches; Junior average, 6 feet .7 inches.)

Running high jump—Hattie Deatherage, 4 feet 4 1/2 inches. (Senior average, 4 feet .1 inch; Junior average, 3 feet 11.5 inches.)

Throwing a baseball for distance—Rose Hendrick, 160 feet 4 inches. (Junior average, 142 feet; Senior average, 124 feet.)

Hop, step, and leap—Mary Carolyn Harris, 27 feet. (Senior average, 26 feet, 1 inch; Junior average, 25 feet 2 inches.)

Pitching basketball goal for accuracy—Catherine Kemp, 30 times in one minute. (Senior average, 25 2/3 times; Senior average, 24 times.)

100-yard dash—Tied by Josephine Painter and Mildred Bell. Won by Mildred Bell, 14 2/5 seconds. (Senior average, 14.9 seconds; Junior average, 15 seconds.)

Three-legged race—Mildred Bell and Clara Aumack, 9 seconds. (Juniors won.)

Sack race—Helen Harris. (Juniors won.)

Throwing a basketball for distance—Clotilde Rodes, 68 feet. (Junior average, 62 2/5 feet; Senior average, 57 1/3 feet.)

Running broad jump—Mary Lee Perry, 13 feet. (Senior average, 12 feet 3 inches; Junior average, 11 feet 10 inches.)

Dress relay—Isabel Crank and Catherine Kemp. (Seniors won.)

200-yard relay—Maude Brooks, Mary Hess, Mary Carolyn Harris, and Josephine Painter. (Seniors won.)

“Maidens All Forlorn” was the title of an amusing play presented by students in expression Thursday night, April 20, in the auditorium. The play was directed by Miss Ruth L. Hudson, instructor in expression. Those in the cast were: Helen Smith, Margaret Moore, Elizabeth Robinson, Roselyn Brownley, Laura Lambert and Mary Bell Bear.

“Mother Goose Land”, an operetta produced under the direction of one of their number, Selma Walters, was Mother Goose the “stunt” presented by the Land Junior Class for the Spring quarter. It was so complete a success that the Harrisonburg Rotary Club arranged with the Juniors to present it again in the New Virginia Theatre the evening of May 19 when a Rotary benefit picture was shown.

Incidental music was very appropriate for the songs and dances through which the Mother Goose characters were portrayed. The costumes were quite clever, and some of the parts were notable, even in an all-round good performance such as it was. Alice Denby as the Crooked Man that Walked a Crooked Mile and Eloise Gay as Simple Simon were a delight to the children as well as the grown-ups. But everyone was charming, and the tout-ensemble deserves an A!

On April 21 Dr. Wayland went to Manassas where he addressed the Women’s Auxiliary, at their regular monthly meeting, on “Some at Manassas Practical Phases of Law and Government”; and at night he spoke in the court house on “The Progress of Democracy.” The ladies of the Manassas community have a large and enthusiastic membership in their organization, representing both the town and the rural neighborhoods adjacent. Miss Lillian Gilbert, a graduate of the Normal, is secretary of the chapter; and a considerable number of other members of the group are also graduates or have been students here for longer or shorter periods.

Dr. Henry A. Converse spoke before the Valley Convocation of the Protestant Episcopal Church meeting at Woodstock April 27. His subject was “Religious Instruction Through the Schools.”

IMAGES

I believe that the image is the great instrument of instruction. What a child gets out of any subject presented to him is simply the image which he himself forms with regard to it.—John Dewey.
NEWS AND NOTES OF THE ALUMNAE

In the March Virginia Teacher the paragraph following Virginia Farley's item should have followed the paragraph beginning with Helen Bowman's name. The moving picture benefit, etc., referred to should be credited to the Petersburg chapter.

Check No. 2 has come in from the "Brown Teapot" at Hampton. And unless all signs fail there will be other evidences of business prosperity at the same establishment.

Dorothy Taliaferro is teaching at Nelly's Ford. She believes in socializing her work through music and other forms of art as well as through the more conventional channels of culture.

Mildred Kidd is teaching in the high school at Arvonia. She mails her letter at Ore Bank and sends in a check for Alumnae Hall. She still recalls with pleasure her days at Blue-Stone Hill.

Mary McCaleb is teaching Latin, English, and Algebra at Eagle Rock. In a letter recently written to Miss Hoffman she enclosed two checks, one for The Virginia Teacher and the other for the Home-Coming House.

Gladys Hopkins is principal of the Crabbottom school in Highland County. She is planning for her commencement on May 31. A school fair was held on April 28.

Margaret Lewis, who is teaching with Gladys Hopkins at Crabbottom, paid Alma Mater a brief visit at Easter. She is enjoying her work in the Switzerland of Virginia.

Mabel Kiracofe came by Harrisonburg on Easter Monday and gave us good news of the work that she, Anne Smith, Bertha Huffman, and others are carrying on at Bailey's Cross Roads near Alexandria. This makes the fifth year at Bailey's for Mabel and the fourth for Anne. They began with 85 pupils. Their enrollment is now 160.

On April 15 Marie Scribner was married in Washington City to Mr. Benjamin Edwards of Charlottesville. Dorothy Lacy, who attended the marriage, came on to Harrisonburg for a call on old scenes and good friends.

Bessie Watson writes from Amherst. She and her school are getting ready to participate in "Amherst County Day," to be celebrated at Sweet Briar College on May 13.

Elsie Bloxom is teaching at Cheriton. Recently she sent us a good letter and enclosed a check for Alumnae Hall.

Florence Allen and Anna are both teaching in Hampton this year. Florence is working out some very interesting projects in her history class. It is also reported that she is making a great reputation for herself as a speaker before teachers' institutes.

Althea Lee Adams, a graduate of the class of 1915, died of pneumonia at her place of work in Madison County, on April 22. She and Florence Keezell were teaching in the same school at Etlan. The funeral was held at Althea's home church, at Ivy Depot, Albemarle County, on Sunday, April 23, and was attended by a large number of relatives and friends, including a half dozen or more of former students of the Normal.

Mildred Hoshour, writing from home (Woodstock), sends a check for $25 for Alumnae Hall and says: "I should like very much to attend commencement, but don't think I can. Please remember me to those I know at H. N. S."

Banie Walden writes from Norton, expressing her good will for Alma Mater and enclosing a check for $10 for the "Home-Coming House."

Mary Frances Stell was married at Norfolk on April 8 to Mr. Hugh Lee Butler, Jr.

OUR CONTRIBUTORS

DR. D. B. EASTER is professor of Romance Languages at Washington and Lee University, Lexington, Virginia.

GLADYS IRENE SCHARFENSEIN is an instructor in clothing in this school.

DOROTHY FOSQUE is a candidate for the Bachelor of Science degree from this school in June.

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

GERTRUDE SMITH is a graduate of the Class of 1921 and is now teaching at Clarendon, Virginia.

W. H. JENKINS, JR., is secretary of the Chamber of Commerce, Norfolk, Virginia.
McConnell Made Maps

The following are a few of the places that are using our maps in Virginia:

Bedford ................. Randolph-Macon Academy
Bridgewater ............. Bridgewater College
Buena Vista .............. Southern Seminary
Chatham ................ Chatham Training School
Chatham ................ Chatham Episcopal Institute
Dayton .................. Shenandoah Collegiate Institute
East Radford ............ State Normal School for Women
Emory ................... Emory & Henry College
Fort Defiance .......... Augusta Military Academy
Front Royal ............. Randolph-Macon Academy
Harrisonburg .......... State Normal and Industrial School
Hollins ................ Hollins College for Women
Lawrenceville .......... St. Paul Normal and Industrial School
Lexington .............. Virginia Military Institute
Lynchburg ............. Randolph-Macon Women's College
Lynchburg ............. Lynchburg College
Lynchburg ............. Virginia Episcopal School
Salem .................. Roanoke College
Staunton .............. Stuart Hall

Alexandria............. Deltaplane
Amisville.............. Disputanta
Ashland............... Fredericksburg
Bluemont.............. Hamilton
Boydtown.............. Lexington
Boykins............... Manassas
Brandy Station....... Mitchell
Buchanan............... New Market
Clarksville........... Norfolk
Culpeper.............

Our maps are good and low in price. Any school from the rural school to the largest colleges and universities can, and are using our maps to advantage.

Let us send them to you for your examination at our expense and you may be the judge as to the quality, workmanship, and prices of our maps. We will pay return postage if not entirely satisfactory.

Write for our list of maps.

McConnell School Map Co.,
213 Institute Place Chicago, Illinois
George Peabody
College for Teachers
Nashville, Tennessee
For the Higher Training of Teachers
SUMMER SESSION
First Term, June 8 to July 18
Second Term, July 19 to August 29
More than 300 courses in twenty-six departments giving college credit.
Courses for mature students who cannot satisfy college entrance requirements.
Special courses for preparing teachers for the high salaries of the Smith-Hughes work.
Many courses for preparing teachers for critic teaching, supervision, Normal school work or administrative positions.
Large, cool, shady campus for either work or play.
Many free lectures at the open hour by men of national reputation.
Here you will meet socially men and women from all over the South, who are prominent in educational affairs. The friendships formed in this way are of the greatest importance to the teacher.
Write for catalog now.

It's a pleasure for us to know that many people, when they taste another kind of Ice Cream, say, "Its almost as good as IMPERIAL"

"B R A D L E Y ' S"

"Quality" Books for Children
Water Colors & Crayons
Seat Work Devices

"ADHEZO"
Drawing & Tinted Construction Paper
(Samples on request)

Industrial Work Supplies

Send for Complete Catalog

MILTON BRADLEY CO.

History Helps
By John W. Wayland

A Manual for Use with Wayland's History of Virginia for Boys and Girls

Postpaid, 25c

THE VIRGINIA TEACHER
Harrisonburg Virginia
WISE’S WISE’S

Coats, Suits, Dresses, Waists, Skirts, and Fancy Dry Goods

DISCOUNT ALREADY TAKEN OFF ONE PRICE TO ALL

PARCEL POST

The Parcel Post has enabled us to deliver to your door any drug store article at little or no cost promptly.

The L. H. OTT DRUG CO., Inc.
The Rexall Store
Bell Phone 45 Harrisonburg, Va.

OUR NEW GLOBES AND MAPS

Show changes the world over. Johnson’s publications. Our maps and globes are thoroughly revised up-to-date in every particular. We can furnish anything from the paper outline maps to maps ranging upwards in price to $25.00 each. Get our latest catalog of geography maps A21. Many different kinds to select from, also our catalog on history maps, and on physiology charts, natural history and biology. Complete line of all school furniture, equipment and supplies. Every article for schools and Colleges. Write us today.

Virginia School Supply Co.
2000 W. Marshall Street
Richmond, Va.

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

The Normal Store

UNIVERSITY OF VIRGINIA
UNIVERSITY, VA.
EDWIN A. ALDERMAN, LL.D., President
Following Departments are Represented:
The College
The Department of Graduate Studies
The Department of Law
The Department of Medicine
The Department of Engineering
The Department of Education
The Summer Session
Free tuition to Virginia students in the Academic Departments. Loan funds available. All other expenses reduced to a minimum. For catalog or information concerning the University of Virginia, Address the Registrar

ARCHITECTS

W. M. Bucher & Son
Contractors for the Normal School Buildings
Telephone 142 Harrisonburg, Va.
Creative Printing

is now at your command. The old printers' rule, “follow copy if it goes out of the window,” will be followed for all who have their definite plans. There are many possibilities as yet untouched, however, in methods of producing new and business-building printed matter. To those who are desirous of getting the most from their printing bills, we offer a special inducement. . . . .

Rockingham Publishing Company
Commercial Printing Department
Printers of this Magazine
Harrisonburg, Virginia

Smart Shoes

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

William B. Dutrow Company
Opposite New Virginia Theatre

You Can Be As Careful

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

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

D. C. Devier
Reliable Jeweler Harrisonburg, Virginia
TO THE STUDENTS AND THE FACULTY OF THE STATE NORMAL:

We take great pleasure in announcing that our stock of mid-summer wearing apparel for ladies is now complete, consisting of all that is new in millinery, summer dresses and wraps, and white low shoes. We feel proud of the large assortment and well selected stock that we can show you, and we think that you will agree with us that it is the most complete in this city. We hope to have the pleasure of your visit to our store.

THE JOSEPH NEY & SONS COMPANY

SUGAR BOWL
CONFECTIONERY

We give you quality because we manufacture our own Ice Cream, Candies, and Syrups.

HARRISONBURG :: VIRGINIA

WHEN in need ofDrug Store merchandise and medicine, look for

WILLIAMSON'S
Harrisonburg's Best Prescription Pharmacy

IN OUR NEW LOCATION

Your Prosperity is Important to This Bank

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

The Rockingham National Bank
Harrisonburg, Virginia
B. NEY & SONS
OPPOSITE POST OFFICE
HARRISONBURG, VIRGINIA
The Strictly One-Price Store

THE DEAN STUDIO
HARRISONBURG, VA.
PHOTOGRAPhS
Films developed and printed

Dr. Walter T. Lineweaver
DENTIST
Poces Bank Building
HARRISONBURG, VA.
PHONES: Office—65
House—65-M

VISIT THE GROTTOES
OF THE SHENANDOAH
formerly known as Weyer's Cave.
Unique formations and the largest
underground chambers in Virginia.
Only twenty miles over a fine road
from Harrisonburg. Descriptive
folder for the asking.
J. M. PIRKEY, Superintendent
Grottoes, Virginia

ELECTRIC VACUUM
CARPET $42.00
CLEANERS
Best Makes. Write or call for Demonstration.
Coiner Furniture Company
HARRISONBURG, VIRGINIA

A WELCOME ALWAYS AWAITS YOU AT
THE STA-KLENE
STORE
A complete line of Fancy Groceries,
Fruits and Vegetables
LINEWEAVER BROS., Inc.
Phones 122 & 195 — Harrisonburg, Va.

BURKE & PRICE
Fire Insurance
Harrisonburg, Va.
National Bank Bldg.
Phone 16
Nicholas Book Company
(Successors to P. F. Spitzer)
Phone 265 L 56 S. Main Street
Harrisonburg, Virginia

S. BLATT
FINE MERCHANT TAILOR
CLEANING, DYEING, PRESSING
East Market Street Harrisonburg, Va.

WE "FIT SHOES TO FEET"
NOT "FEET TO SHOES"
A CORDIAL INVITATION
TO EVERY READER OF
"THE VIRGINIA TEACHER"
TO TEST OUR FOOT WEAR
AND OUR SERVICE

YAGER'S SHOE STORE

E. R. MILLER, M. D.
PRACTISE LIMITED TO
EYE, EAR, NOSE AND THROAT
Second Floor Sipe Build'g
Oppo. First National Bank
Phones: Office 416
Res. 493M

Are you a regular subscriber
to this magazine?
12 issues—$1.50
Stimulus

is needed in Geography. Little is being realized from the tremendous amount of interesting material available for the uses of instruction.

THE VIRGINIA TEACHERS' READING COURSE for 1921-22 has recognized this urgent need and has provided as one of the books required for the reading of elementary teachers

Teaching Geography by Problems

By E. Ehrlich Smith

of the Richmond Public Schools

This book combines theory with practice, the emphasis being on practice. Aside from being required reading for the school year, this book can be used to great advantage in teachers' meetings as the basis of discussions on modern educational practice, and can then be taken directly into the classroom to enrich the content of the geography hour every day.

Postpaid prices: Single copies, $1.10; ten or more copies in one package to a single address, $1.00 each copy.

DOUBLEDAY, PAGE & COMPANY

Garden City New York

Teach Young People to Use The Bank

They will be the better for it—much the better for knowing this book: In

BANKING AND BUSINESS ETHICS

By W. E. Borden, formerly Cashier and Vice-President of the Fort Wayne National Bank, Goldsboro, North Carolina, and Cyrus Lauron Hooper, Principal of Yale School, Chicago, edited by Frank L. McVey, President of the University of Kentucky,

—a practical banker, a successful businessman and writer, and a recognized authority on economics, combine to teach high school pupils what the bank means in their daily lives.

It teaches the meaning of money and credit, and the work of the bank in the community.

It teaches how to save and spend wisely, besides much more that every high school student, and every other person should have imbedded in his mind.

Illustrated with reproductions of banking forms and with pictures of famous banks

Rand McNally & Company

CHICAGO NEW YORK

Worth It's Weight in Gold!

Yours for 20c. Send stamps or coin.

The World Remapped

By R. Baxter Blair

An 80-page book summarizing the changes in World Geography by continents. Every teacher of geography and history should have it on her desk for ready reference.

USE COUPON

Denoyer-Geppert Company

Scientific School Map Makers

5235-5257 Ravenswood Ave. Chicago

Name

Grade

Address

(VT4-22)
Professional Courses
Regular Two-Year Professional Courses.
Four-Year College Course in Home Economics leading to
B. S. degree.

High School Graduates
Courses for graduates of accredited high schools and holders
of first grade certificates leading to the Elementary Cer-
tificates.

Review Courses
For applicants for first and second grade certificates.

Special Courses
For Supervisors, Principals, Home Economics Specialists
and teachers of Special Subjects.

Faculty, thirteen men, twenty women.

Fully organized Practice and Demonstration School.

FIRST TERM, JUNE 19—JULY 28
SECOND TERM, JULY 31—SEPT. 1

Total Expenses First Term $32.00. Second Term $27.00.
(Includes Board, Room, Laundry, Medical Attention and
Registration Fee.)

921 Students Last Summer

DELIGHTFUL MOUNTAIN CLIMATE

Early Registration Advised

SAMUEL P. DUKE, President