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Virginia Teacher, June 1922

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

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WHAT YOUNG AMERICA CAN READ

The books our young people read, we believe, influence them as subtly as the friends with whom they associate. But do we as teachers realize what stuff is being published in the magazines most widely read by these young people? This question was raised recently by our librarian, and it is the purpose of this paper to tell concretely of efforts being made to meet this influence of the cheap magazine. We must, as I have here attempted to show, interest our students in the things we would have them read, the things that present life sanely, beautifully, and therefore inspiringly.

We all, I am sure, have tried explaining to our pupils the beauties of the books we recommend; we have all started them off with glowing accounts of the story, telling them just enough to awaken their interest; have seen them try eagerly to get the book, and then, alas! have noticed their enthusiasm wane and, in many cases, have had them come back with excuses. The frank say, "Oh, it's all right when you tell it, but reading it is too slow!"; the more persevering, "Yes, I have finished it,"—this accompanied by a very audible sigh of relief; the elect, and thank goodness there are some of these, "It is just fine." I had one experience in this connection that I shall never forget. Bill was one of the brightest, most conscientious boys I have ever taught. That year David Copperfield was required. He began reading, but after a little while came to ask whether he might not substitute something else. I was rigid; so he plowed his way through the fortunes of David. Several weeks later, when I was visiting his house, his father told me how my young friend had perseveringly read every word of the story and then at last, having come to the end, had closed the book with a bang, and giving expression to his feelings, had pitched it clear across the room exclaiming, "By Jinks, I'm glad that's over." This is not teaching appreciation of good literature, is it?

No doubt we all feel that we meet with greater success in classroom interpretations. There, we are sure that some of our pupils enjoy thoroughly the things we study with them; but isn't it true that many "take" them as they would a dose of medicine, remarking after the taking with an air of surprised relief, "Why, not so bad after all?" So, while this phase of our work is more effective than the other, it is hardly adequate. It does, of course, give the pupils that general background which aids considerably in the understanding of literature, but it does not go far enough. Perhaps I am pessimistic, but has our English teaching really attained its aim even though our children do read and enjoy the good things we give them in class and do make heroic efforts to like the things we encourage them to read for credit, if, when left to their own devices, they go to the public library and fairly devour the books of McCutcheon, and Harold Bell Wright, Zane Gray, James Oliver Curwood and others too numerous to mention? Candidly, I can not feel that it has. To be really effective our teaching should not only inspire during the time of presentation, but should develop in our pupils, very gradually perhaps, but very surely, the appreciation of the worth-while things in our literature.

And so I come back to my subject: Shall I, with an air of finality, point to rows and rows of works that have been recommended for years to the eager minds of the youth of our land and say, "Here are the books our children can read"? Indeed, I know they can, but the question "Will they?" looms up so large and dark, that I am forced regretfully to conclude that they will not. Of course there are a few exceptions, but here again we must reluctantly admit that even these do so with varying motives. And who will say that the approving smile of the

This paper was read before the English Teachers Club of Cincinnati, at Hughes High School, March 13, 1922.
English teacher or the 95 on a report card is the least of these?

How shall I get my pupils to select without my advice, without any incentive but the pure joy of reading, the things which present life truly, the things which inspire, which somehow govern their decisions and thus make for character; and what books are being published now that will serve these ends? For it has been my experience that our pupils are just as eager for the "latest" as their elders. Now, if I am to be at all successful in solving this problem, I realize that first of all I must try to get my pupils' point of view.

As I stop to consider, I remember that the excitement of our modern life is hardly conducive to the eager reading of the story most generously interspersed with long explanatory and descriptive passages. A very important element in this life is the moving picture theatre. Does it, with its blood and thunder, its melodrama and unrestrained show of emotion, prepare the minds of our children for an appreciation of the kind of literature that we would have them enjoy, the kind that depicts life truly, therefore not always happily, but with spiritual insight? The question seems unnecessary, does it not?

Again, what is it we grown-ups are reading these days? In answer to this you may say as the proverbial parent has through time immemorial, "That's quite a different matter. When I was young——"

You read Dickens, Scott—in fact, all the elect, and fairly revelled in them. Yes, I know, but before condemning the children of the present day, let us remember that circumstances alter cases. Were our young days spent in times as stirring as those of our pupils, with a World War shaking the very foundations of the earth, with events of vital importance coming from the press in the form of interesting stories that gripped not only the minds but the hearts of the boy and girl whose father and brother were on the fighting line? And isn't it reasonable to conclude that, in addition, the constant exposure of mind and heart to the excitement of the film world thoroughly unfits the growing boy and girl, with keen sensibilities, with eagerness to know and enter into the experiences of life, thoroughly unfits them, I say, for the slower, saner, more thoughtful literature we would have them enjoy? Personally, I feel that it is almost impossible to make any progress whatsoever, unless we come down from our lofty pedestals, and without for a moment losing sight of our ultimate aim, lead them tactfully, gradually, from the cheap things in which they revel to the better—the light, wholesome story—and so on and on until we succeed in getting just a glimmer of appreciation for the very best. Above all, let us not condemn utterly the stories they delight in, but let us try, instead, to discover the thing which fascinates them, admit it frankly then, having shown that sympathetic interest which our children are so quick to feel, let us point out some of the weaknesses which detract from the worth of the book.

And isn't it necessary, if we wish our pupils to distinguish between the second rate and the worthwhile, to provide them with guiding principles to apply in judging a book? Of course I realize that we all do this in discussing the works we study with them in the classroom. But somehow I feel that a great many of our children draw a distinct line between the "things I must read" and the "things I like to read." Now, it is the latter that I am stressing in this paper. It is their voluntary reading that we must influence and in order really to train them to find weaknesses for themselves, we must help them apply principles of judgment to the popular favorites.

Since all this would be very vague unless I made some definite suggestions, I am going to attempt a few of these.

Shuman, in his volume entitled How to Judge a Book, gives some principles which I believe our pupils can learn to understand and apply. From his long discussion of the subject I have selected a few which I have found helpful: Does the book leave with you a wholesome feeling? A fine feeling? Does it present characters that are interesting and worthy of acquaintance? Do the hero and the heroine seem real? Do they act in the different situations of the story as that kind of character would naturally act in such situations? Is there a restraint in the show of feeling, or are there scenes where these feelings are exaggerated and displayed unduly? Finally, does the book sanction what is good, true, and beautiful; does it denounce what is vulgar and wicked?

I said, if you remember, that I thought they could learn to understand and apply these principles, although it is often a very
slow process. Recently, after carefully explaining the difference between a wholesome and a fine feeling and getting very glib responses regarding true qualities, I was forcibly convinced that some of my pupils were still at sea. I had recommended to an eleventh grade class John Buchan's *Greenmantle*, a stirring spy story filled with fine idealism. I found that a number had read it, so I put the question, "Did it leave a fine feeling?" One lad persisted that it did not and, growing indignant, I rehearsed with him some of the fine situations in the story, particularly the one when, at the close of the book, the three heroes, feeling that they have been trapped, discuss with great satisfaction the worthwhileness of their job. Without melodrama, but with the quiet simplicity of brave men who have lost themselves in a great cause, they express the satisfaction of having had a great opportunity for service and of having succeeded in performing that service. I asked such questions as: Who were the men? What were they doing? Why? How were they doing it? Can anything be finer than to face death bravely, nay smilingly, for the sake of a cause in which you believe with your whole heart and soul? I am afraid I waxed very eloquent in my indignation and remember yet the surprised, touched face of my boy as he looked up and said, "Oh, Yes, I see it does." And I think we all did, although to this day I am wondering what idea that particular youngster had of fine feelings.

Another important point on which I think they need enlightenment and which I find difficult to make clear, is the difference between real sentiment and the sentimentality of the cheap novel. For this purpose I welcome van Dyke's essay on *Lover and Landscapes*, reading to my classes with great emphasis the passage: "The truth is that love, considered merely as the preference of one person for another of the opposite sex, is not the greatest thing in the world and becomes great only when it leads on, as it often does, to heroism, self-sacrifice, and fidelity." If this were followed by a discussion of this point in connection with books they have read, it might help them to see our point. To this I always give time ungrudgingly, for it seems to me one of the most serious points with which we deal. In this connection it might be well also to take up seriously with a class, "What Constitutes a Great Love Story?" It is to my mind time well spent, provided we discuss the subject frankly and sympathetically, illustrating freely from the great love stories of literature and subjecting one of their required books, *Lorna Doone* for example, to this standard. Right here we have a fine chance for examining the love element, comparing its portrayal in the books we recommend with its treatment in some of the popular favorites. We may admit the fascination of the country of the *Purple Sage* as presented by Grey before we point out to them in that same book the unrestrained, fairly maudlin, display of feeling which makes it unwholesome. A little, light story by Lynde, entitled *Stranded in Arcady*, affords, it seems to me, a chance to show the difference between the sentimentality of the former and that finely restrained sentiment in the latter, which we are so anxious to have our children understand and feel. This story is a particularly valuable illustration in this connection, just because it is a *very light*, but wholesome story. You may feel that I am stressing this second point of mine unnecessarily, but I cannot agree with those who say that the love scenes pass right over the heads of high school students. On the contrary, I think they are the scenes that our children, particularly those of the eleventh and twelfth years, are most keen about.

One of the most hopeful facts in the whole situation is, it seems to me, that for the most part, our boys and girls are quick to recognize what is real and true. And so, the beauty and truth of the good things in literature can be vividly impressed upon them, I think we shall make some progress in the accomplishment of our ultimate aim. And how can it be done more effectively than through the use of the drama? I have always felt this, but my experience this year has greatly strengthened this belief. In helping students map out their program for a Senior Literary Club, I found a strong preference for plays and modern fiction. Finally it was decided to alternate, giving at one meeting the book review of some interesting late book that I thought they would enjoy, and at the next a good one-act play. This plan met with general approval, so we began with a book report of Buchan's *The Path of the King*. This was successful, for I think it is simply impossible for an intelligent American boy or girl to resist the appeal of that closing chapter on Lincoln. Then Lady
Gregory's *The Spreading of the News* was read and acted with fine spirit and thoroughly enjoyed. After this the universal cry was "The play's the thing", and even book reports took the form of dramatizations. A program of scenes from Barrie was followed by his play, *The Old Lady Shows Her Medals*. By this time I became convinced that our programs this year would consist mainly of one-act plays, and that the book reports would have to be brought in incidentally! I was determined to give them what they wanted, insisting only that the plays they chose be good. In my search for suitable plays with a real appeal, I have come across many interesting things. One of these was a book by Alice Minnie Hents, entitled *The Children's Educational Theatre*, which gives an account of a seven years' experiment of the entertainment department of the Educational Alliance in New York City, operated with the purpose of Americanizing the Russian and Polish immigrants who peopled that section of the city. It is a fascinating book and there is the temptation to quote, but my paper is already too long, so I must refrain. But to go back to my subject. In addition to the plays already mentioned we succeeded in interesting this group, which is of course a good group, in Dunsany's *The Night at the Inn; Listening by Redhead Froome*, published in *Poet Lore; The Rose by Mary McMillan; The Valiant by Holworthy Hall*, published in *McClure's* for March, 1922; *The Ghost Story* by Tarkington, in *The Ladies Home Journal*, March, 1922. In addition, we are contemplating *Alison's Lad* by Dix, *The Maker of Dreams* by Oliphant Down, *Beauty and the Jacobin* by Tarkington, and a delightful nonsense play entitled *The Knave of Hearts* by Louise Saunders, published in a new volume entitled *The Atlantic Book of Modern Plays*.

This may seem a very ambitious list for high school use. I admit that it is, but while I do allow my group to attempt dramatic presentations of the plays, I insist that I am not teaching dramatics but am merely attempting, through the good one-act play, to teach the appreciation of good literature, believing with most educators that "as the twig of imagination is bent, so the tree of sentiment is inclined, and that a thrill of response to true and healthy sentiment is the first requisite for character growth and development."

Just a word as to method of procedure. The students work in groups with a chairman at the head. A play is given over to the chairman to be read and approved. If he likes it, he chooses his cast and that group begins work. I try to read the play with them for the first time, helping each to understand the character he has undertaken to represent but not suggesting action and gestures. During the week before their performance at the club, I work with them. The plays are given out a long time before the date of performance. Although I do not insist on memorizing lines; I find that they always do, for the spirit of friendly rivalry has developed, which proves a wonderful incentive for creditable work. The policy is not only to avoid the "star system", but to give everybody a chance at some time or other to appear in a play if he so desires.

The greatest satisfaction in work of this kind is to notice shy boys and girls come out, to see them lose their self-consciousness in their joy at proving to themselves and to their classmates that they, too, can do things; to observe growing up in the individual the desire to do well and faithfully his share in making the play a success. This is particularly satisfactory in those assigned to small parts. Best of all, however, is it to see developing through the play a better appreciation of literature in general. Of course, to accomplish anything along this line the hard and fast rule must be that only good plays can be considered. They must be wholesome, to say the least; but we try to choose as often as possible those that have an inspirational quality, those which are not "merely an exposure of facts, but a revelation of truth." A few do not end happily, even have the deep note of tragedy, but because they have running through them what some one has called "the golden thread of truth", they are uplifting in the final impression they leave. And to such plays the pupils do respond. It is true, they do plead for happy endings, but they will accept tragedy if the appeal of the heroic is strong enough.

But I must not forget that my subject is "What Can Young America Read?" To help guide them in their reading an attractive little booklet was gotten up for this particular group of students. In it are listed the following, modern books of fiction, biography, travel, drama and poetry:
But a short time is taken at the regular meetings of the club for comments on these. In this way interest is being stimulated and the fact that these reports are encouraging shows, I most sincerely believe, a direct connection between this growing appreciation for good reading and the presentation of the good one-act play. The vivid impression made by the latter on the hearts and minds of our boys and girls is carried over and unconsciously, of course, is applied to other forms of literature.

Our task is, indeed, a difficult one; but could we do our children a greater service than teaching them to love the great things in literature, and leading them to discover for themselves “that good books are indeed the best of friends, the same, now and forever”?

Erna Kruckemeyer

II

EDUCATION FOR STABILITY

Progress in public elementary and high school education during the past few years has been characterized by a pronounced development of the technique of instruction, of the means of measuring human intelligence, of measuring school achievement, and the adjustment of educational means and methods to the individual differences of children.

We have defined with greater precision and in more practical terms the objectives of education both elementary and secondary. We have discerned in these objectives: Information, skill, health, habits and attitudes, ideals and interests. Unconsciously perhaps, we have emphasized those objectives that we could most easily attain—namely, information, skill, health and certain school habits. We have given less, in my opinion, too little, consciously directed effort to the formation of proper attitudes and ideals on the part of our young people. We have kept so close to our classrooms that we have not observed certain powerful and universal, disintegrating influences that are having a most telling effect on the rising generation.
I am not one of those who believe that the youth of today are inferior to the youth of the preceding generation. We too often compare the virtues of our youth with the vices of the youth of today, rather than virtues with virtues and vices with vices. The children of today in comparison with the children of a generation ago are better informed, have read more widely, have had a more liberal social experience, are mentally more alert, are decidedly more self reliant, and undoubtedly are sounder physically. It is my firm conviction, however, that in regard to the virtues of stability of character, dependability, the ability to concentrate and to work for long periods at the accomplishment of school or life assignments, in self-control and obedience to constituted authority—the youth of today have not made the normal gains that we have expected of them.

What evidence have we to justify such opinions?

1. It appears to me that our youth are too anxious for quick results. They appear to be too eager to accomplish their school tasks in great haste. They show equal haste in leaving school, before they are properly prepared, to earn a living. “A recent investigation of 245,000 employed boys yielded many facts about such boys that are interesting and suggestive to educational authorities. The study, which was made by Mr. H. G. Burdge for the New York State Military Commission, is based on a questionnaire sent to sixteen, seventeen, and eighteen-year-old employed boys and shows the following findings.

“Six-sevenths of all sixteen, seventeen, and eighteen-year-old boys in New York State are out of school.

“The vast majority of these boys left school because they ‘wanted to work’ and not because they were obliged to.

“Less than fifteen percent reported that they were obliged to go to work.”

The introduction into our high schools of the organization known as “Shifters” is another indication of this attitude of mind. This organization, as far as I have been able to determine, is a “hold-up-game” pure and simple. It should not be tolerated in any degree.

In the matter of wage earning, too often our young people are unwilling to make haste slowly but want big wages and rapid pro-

motion. Not infrequently the temptation is so great that they stoop to theft, forgery and robbery to achieve quick results. This fever has gotten into our people to such an extent that speculation in stocks and bonds, and the purchase of wildcat securities has never been so prevalent as during the past few years. Attribute the condition to the war or whatever you may, I believe it is an incontestable fact.

2. In the second place, the younger generation are excitable, nervous, over-stimulated, feverish, too full of pep. The best term I can conceive of to express their mental and emotional state is “Jazz”. They have jazz music, jazz dancing, in fact, I have seen girls of high school age whose hair represented a regular symphony in “jazz”. They lack poise, stability, deliberation.

3. In the third place, our children are inclined to be too individualistic. They break away readily from the secure moorings of parental authority. Since the schools have banished the rod and the autocratic regime of the martinet, we may have given rise to another problem—a lack of respect for the teacher. We certainly know that our age is not characterized by obedience to law and respect for those in authority in civil life. We know that bolshevism and various other forms of individualistic propaganda have found ready soil in the minds of our youth.

What are the causes of these conditions? They are the product of our times, too much company. Our children are not alone sufficiently with their parents, themselves, and nature. With the telephone they quickly reach their chums; the automobile and other means of rapid transit, hurry them along; and entirely too much of their time do they spend before the scintilating screen of the movie. The movies of America thrill daily 18,000,000 people with rapidly moving comedies and dramas. In other words, practically as much time is spent by our people in the movies as in our public schools. What is the result? “A study recently reported reveals the motion-picture practices of three thousand Chicago school children. Eighty-seven percent of these children attended from one to seven or more shows each week. One boy habitually attended nine shows each week. The preferences which the children indicated as to kinds of pictures suggest superfici-
ality, excitement, and the kind of overstimulation that too frequently exhausts and starves the development of the higher faculties.

"The data given showing the effect of the movies on school work furnish food for thought and suggest the need of further investigation if the interests of school children are to be safeguarded. The investigation showed that the 275 best pupils used 393 tickets in one week, whereas the 275 poorest pupils used 503 tickets weekly. Clearly here is an evidence of wasted energy by the very children who most need their energy for the regular work of the school. The abuse suggests two possible remedies—first, a clearer understanding between school and home in the matter of shows and the enforcement of reasonable limits; second, a general improvement of films to eliminate objectionable features and to place larger emphasis on materials that relate definitely to the curriculum of the schools."

The automobile, in my opinion, presents to our high school girls one of the greatest dangers in our modern life. It has done much, through joy riding, to encourage a relaxation or lowering of many of our fundamental social standards.

Have we neglected these matters and to what may our neglect be attributed?

First, we have failed to properly comprehend some very fundamental doctrines of modern educational science. In our attack upon the humanistic studies, we have evolved a disbelief in the transfer of training—many believe that improvement in one ability does not result in the improvement of other abilities. Hear that "arch-enemy" of formal discipline, E. L. Thorndike. Mr. Thorn says:

"In general, the improvement of any one of the abilities which are recognized as desirable, helps any other. There are certain elements—such as neglecting the impulse to idle and to heed sensory distraction, expecting to work with a will, desiring to find a wise method, not being worried or over-excited, and the like—which may play a part in making a man's responses to almost any situation more effective. By establishing or confirming these attitudes and ideals of method and procedure in the course of improving one ability, say, to compute, one may be in a better position in the case of many others. Also there are many elements which reappear in very many different situations, so that encountering them in one prepares somewhat for many others."

Have we neglected to develop these fundamental attitudes and ideals because we believed there would be no transfer of these values from school to life outside?

Again the conviction that direct moral instruction in the schools is a failure has caused us to overlook other means of moral education. We have distrusted the man who calculates his goodness. We have banished theoretical instruction in ethics and morality—we have virtually thrown our State adopted books on manners and morals out of our schools. We have believed too completely that moral character is not the product of any man made scheme. Let us hear on this matter, George Herbert Palmer, who has done as much perhaps as any one man to destroy belief in the value of direct moral instruction in our schools. Mr. Palmer says: "Let a teacher attempt to lighten the task of himself or his pupil by accepting an inexact observation, a slipshod remembrance, a careless statement, or a distorted truth, and he will corrupt the child's character no less than his intelligence. He confirms the child’s habit of intruding himself into reality and of remaining listless when ordained facts are calling. Education may well be defined as the banishment of moods at the bidding of the permanently real."

"For morality itself is nothing but the acceptance of such habits as express the helpful relations of society and the individual. Punctuality, order, quiet, are signs that the child's life is beginning to be socialized. A teacher who fails to impress their elementary righteousness on his pupils brutalizes every child in his charge."

What can we as teachers do to bring into the lives of our pupils in greater prominence these elementary virtues?

First, without forgetting that we are dealing with children, without forgetting human tact and sympathy, we should insist upon the reign of law and order in the classroom and on the playground. As a member of the school community every child should be taught from the first to respect the rights of others. Respect for the teacher will follow. The child has little respect for the wishy-washy, hot and cold teacher, who preserves little order in his classroom.
Secondly, in our school work we need to emphasize anew thoroughness, exactness, completeness, even in small details. We have allowed spontaneity, originality, and individuality to run away with our sense of relative values.

Thirdly, greater stress should be placed upon biographical and literary material that pictures the great achievements of individuals and of civilization itself as the result of stern sacrifices, long cherished ambitions, and unremitting labor.

Fourthly, we should distribute some of the wreaths that we have placed so bountifully upon the brows of the brilliant and mentally alert to the plodding devotee of "stick-to-it-iveness".

Fifthly, we must spend longer hours upon those branches of history and social science that deal with the orderly processes of government, the fundamental laws of our land and those contractual obligations that every individual must assume as a member of any organized social group. We should go further there and provide practical experience in such matters as far as possible in the organization and control of the school.

Sixth, in our meetings with our patrons, let us discuss some of these matters with the parents of our pupils, let us urge them by all means to spend more time at home with or in the company of their children.

Lastly, let us look carefully after the recreation of our youth. Boys and girls when they are at home with their parents, in school, or at work, are usually safe, but the various social evils that beset them come largely during their hours of leisure. To detect the real leanings of a young man or young lady's character, find out how he or she spends his or her leisure time and you have the key to the situation.

These tasks, fellow teachers, appeal to me as the big problems that we must meet today. We must not avoid the issues because we have no organized curricula and textbooks for the purpose. As the foster parents of the children of our country, we must meet these problems with persistence and patience for without these fundamental virtues, our democracy cannot hope to survive.

Samuel P. Duke

III

TEACHING POETRY IN THE PRIMARY GRADES

Children naturally love poetry and most children can be swayed by the rhythm of a poem when they do not understand the deeper meaning. The time to develop this natural love and to awaken in the heart of the child an appreciation for good poetry is in the primary grades. Many high school pupils have an aversion to studying poetry because they were poorly taught in the grades and their interest in poetry was killed. This situation should not exist, and only good teachers can remedy it.

Before the teacher can develop in her pupils an appreciation and love for good poetry, she must have that appreciation and feeling for poetry in her own heart; and she must have a knowledge of how to impart these to her pupils. To know how to teach poetry one has to understand it and, in poetry as in everything else, lack of appreciation comes from lack of understanding.

The general method of teaching poetry is the most natural method. There are four big steps in the development of a poem—the preparation, presentation of the whole, presentation of the part, and the new whole. The children's minds must be ready for clear understanding when the poem is first presented, and before examining details they must have an idea of the whole. After examining details they need again an idea of the whole, richer now because of analytic work. Primary grades need to work with the teacher, and only when very simple should they puzzle out a poem for themselves.

Let us consider the poem *Sweet and Low* by Alfred Tennyson, and develop the four steps as they should be taught in the fourth grade.

The teacher should prepare the pupils to understand and appreciate the poem when it is first read. The preparatory lesson in the primary grades is usually a discussion, the teacher supplying necessary information, and using the new words of the poem.
1. PREPARATORY DISCUSSION FOR "SWEET AND LOW"

The first step is to bring the children to realize it is a lullaby. They should know what lullabies are already. The teacher opens the lesson by asking questions as to the nature and purpose of lullabies, and a discussion of lullabies they are familiar with. Conclude the discussion by saying, "You say you like lullabies. Now I want you to learn about one that Tennyson wrote. What was the poet thinking of when he wrote this poem? He was thinking of a sailor's wife who watched the sea and the ships as she sang a lullaby to her babe."

"SWEET AND LOW"

Sweet and low, sweet and low,
Wind of the western sea;
Low, low, breathe and blow,
Wind of the western sea;
Over the rolling waters go,
Oome from the dying moon and blow,
Blow him again to me
While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Under the silver moon,
Sleep, my little one, sleep, my pretty one, sleep.

—Alfred Tennyson

A good poem should be grasped as a whole before it is studied in detail. In the primary grades the whole poem is presented by the teacher, who tries to make clear the meaning of the poem, and also gives a standard of good oral reading. To prevent sing-song rendering of the poem by children, the teacher should first read it to them.

2. PRESENTATION OF WHOLE POEM—"SWEET AND LOW"

The poem should be read by the teacher in a low, soft voice. Pay particular attention to phrasing and enunciation, that not a single syllable be lost in the quietness of rendering. The rate will be slow, gentle, and clear.

After the thought of the whole poem is gotten the child should analyze it with the teacher's help. The teacher asks questions that may be answered with or without study. If the poem contains new words they may be given in a spelling lesson the day before. Much explanation, made wisely, must be given to children. The child's appreciation must never be sacrificed to mere intellectual understanding of the poem. The wise teacher must find a happy medium between demanding too much explanation and too little. The pupils must get the thought and feeling.

The questions should be used in analysis that will help the pupils get the right meaning, and teach them to love poetry for its music and beauty of thought.

3. PRESENTATION OF PART—"SWEET AND LOW"

Ask the children how many like the poem. Tell them to read the first stanza again, and close their eyes to see all the pictures. How is the wind blowing? What two words tell why the mother wants the wind sweet and low? How many have heard the wind blow like that? On what kind of day did you hear it? What picture do you see in rolling waters? What color was the water? What is mean by a "dying moon"? What did the mother mean when she sang, "Blow him again to me"? How did she sing those words? What did she call her children in the last lines? Listen to the second stanza. See all pictures. What is the new picture in this stanza? Why do you think sails look like silver? Who can tell the whole picture in the poem? Who can tell the picture the mother saw?

After the analysis work the poem should be presented as a new whole. The pupils should read the poem aloud. During the oral reading the teacher must criticize so as to show pupils how to give most adequate expression to the reading of the poem.

4. PRESENTING THE NEW WHOLE—"SWEET AND LOW"

The pupils will not likely tire of reading and re-reading the poem. This will give them a clearer conception of the meaning of the poem.

After the new whole has been presented *Sweet and Low* should be taught the class as a song.

The teacher should make the pupil's realize that a poem is a collection of thoughts and pictures rather than lines, and she should
not allow them to surrender themselves to rhythm so much that they will read the poem by lines instead of thoughts. She should allow each child to read one half, or two, or maybe three stanzas of a poem.

The memorizing of a poem is very simple after thorough analyzing. It is well for the teacher to supply some incentive to effort where special drills are needed before the child can recite the poem. Another aid to memorizing is an outline. In the primary grades one may group the ideas of a poem into sections, and an outline, with brief heading, of different sections may be written on the blackboard, and followed by pupils when memorizing the poem.

As an appropriate close to the lesson, pupils may read some poems at a Friday afternoon program. Whether a poem is dramatized or put on program depends on its type. Having these exercises regularly, the teacher will make them as natural as any school exercise. At the same time she will prove that poetry may be easily made a source of genuine entertainment for schoolmates, relatives, and friends.

Hazel Payne

IV

EDUCATIONAL NEEDS OF A DEMOCRACY

That it is the right and duty of the state to furnish education at public expense is a long established fact. We are thoroughly convinced that the famous phrase, "to promote the general welfare," includes the duty and power of the state to provide public education. A country governed by the masses of the people must create intelligent, capable, and helpful citizens. Though it is agreed that there must be education for all the people, still there is a great amount of disagreement as to what kind and how much education the state should give her citizens.

The need of education may be considered from two aspects: its importance to the individual, and its importance to society or the state. The two fundamental motives of education by the state are the safety, progress, and happiness of the social group; and the welfare and happiness of the individuals composing the state. Formerly, it was thought that these two aims opposed each other. The "individualistic" idea was that the interests of the individual were supreme. Nothing should conflict with individual liberty. The "socialistic" idea was that the individual must give way to the interests of society. He should not be considered except as he is useful to society. But the modern idea considers society and the individual together. Society can secure its interests without conflicting with the interests of the individual. The individual is educated by society because it is for the good of society. When he is punished, it is for the safety of society, and also to do the individual himself good. Society must promote common welfare, but also individual welfare.

To educate for life should be our big aim. As we have just seen, the individual and his relation to society make up life. An individual can not live alone. His life is inevitably bound up with other people. He must live and work among others. Education is of no value to him except as it enables him to live helpfully and harmoniously among his fellow-men. Therefore, we must determine what education must do for the individual to enable him to live to the best advantage for himself and for others.

First of all, education must teach us the things our ancestors learned through centuries of experiences. Life is not long enough for each individual to learn through experience all the things he must know. If we did not have some means of handing down the knowledge of former generations to coming generations, we should never progress. It is said that a new-born baby of today is not very different from babies of centuries ago. To make him different we must teach him quickly the necessary things found out by his ancestors by centuries of hard and costly experience. As our social life becomes more and more complex, a longer and more complex period of training and guidance becomes necessary to prepare the individual for active participation in it.

Vital efficiency is the first aim and responsibility of education, and is dependent upon good health. Therefore, the establishment of health and right health habits is among the most important elements of education. Good health supplies a basis for all that is best in life. However well informed one may be, a great mistake has been made in
his education if he or she reaches manhood or womanhood without the health and strength necessary to enable him to do the work of a man or woman, without which he is unable to make his knowledge effective for the happiness of himself or his fellow-men. Bodily weakness and disease cause unhappiness for the individual and for those around him. The physical development and vigor of our people should be the concern of the nation. The well-being of a state is as much dependent upon the strength, health, and productive capacity of its members as it is upon their knowledge and intelligence. The state through compulsory education laws insures the efficiency of its citizens. Individual efficiency is as dependent upon physical health and vigor as upon education or intelligence. Therefore the state should also command training to secure physical soundness. Upon health rests the happiness and power of a nation. Healthy parents produce healthy offspring; while children of those diseased or in bad health, are in most instances physically weak. When health or weakness is repeated through several generations, it becomes a characteristic in the line of descent, and if sufficiently widespread, becomes a characteristic of the race or nation. If we begin in our schools to teach health and right health habits, thus creating healthy young people, we can in a generation or so have a strong, healthy, physically efficient nation. Much more could be said about the necessity of educating for healthy citizens, but we must consider other needs of education.

Education must give us command of the fundamental processes. While this is not an end in itself, it is nevertheless, a necessary objective in education. The fundamental processes are reading, writing, arithmetic, oral and written expression, and whatever else is needed as a tool in further education or in the affairs of life. These mechanics of education should be taught early in life. The necessity of being able to write effectively is met with in all vocations, in social life, and in the cultural aspects of living. Its importance is second only to the ability to speak fluently, effectively, and correctly. The ability to read and interpret is essential to progress in most vocations. It is one of the first tools we must have so that we may progress in our education. Accurate and fairly rapid ability to calculate are necessary to business transactions, and every one must engage in business. Our business and economic relations with other persons, especially in this growing commercial nation of ours, demand that we greatly increase the teaching of practical commercial mathematics. Spelling is valuable chiefly for conventional reasons. We must be able to spell so that we may write correctly.

We must know about the everyday things around us and what is going on in the world. Science, history, and geography teach us this.

There can not be the slightest doubt that training for vocational efficiency is a most important part of training for social efficiency. Vocations are the natural outcome of social progress. They represent specializations or divisions of labor which are made necessary by increase in the complexity of social life. The needs of society can be met only by large numbers of skilled workers. There is a deep moral and intellectual significance, both for society and for the individual in vocations. It is of inestimable moral value to a man or woman to have some definite and worthwhile work to do. He acquires a certain sense of personal value, which is most important in building up a sound moral character, as well as in developing a socially efficient individual. Vocational training, properly directed and carried on, will create in the mind of the individual a love for work, and an appreciation of the dignity of honest labor, such as can be had in no other way. Education must aim to train the worker so that the largest possible output shall result from the expenditure of time and effort on the part of the laborer. The less human energy put into the economic phase of life, the more there will be for other lines of progress and the development of the individual. Every individual has some degree of interest in business or in a vocation. He must help carry on the business of a home, a shop, a farm, a church, or a state. These responsibilities belong to every one and by educating our people to realize the responsibility of doing their share of labor, we shall greatly diminish pauperism and crime.

Education must tend to improve the home life, thus elevating the standard of comfort and happiness. One of the menaces to the habits, health, prosperity, and happiness of our people has been the household incompetence of the home maker. There can be no doubt that a great opportunity, as well as a great responsibility, does rest upon
public education for correcting this danger to society. The home is the natural place for all character-forming influences of our young people. We are losing the old ideals of home-life. The integrity of the family is being threatened by outside attractions, which seem at the time to offer something better than the quiet enjoyment of home-life. Habits of indolence, frivolous amusements, imprudent social customs among women, may be traced to indifference toward the home. If a woman's interests are not in her home, if her home is merely an abiding-place, her energies will naturally be diverted to other interests often less worth while, and sometimes opposed to the best interests of the individual and society. The greatest service to society is to train properly the children of each new generation, and the home is the natural place to begin this training. By educating our young people for their duties in the home we can within a generation greatly improve our home life. We must give our boys and girls equal educational opportunities in all those activities that make for higher ideals of parenthood and citizenship. We must cultivate in the girls a taste for home surroundings and household duties. A love of household occupations must be developed to crowd out a love of ease, and joy must come from competence and not from idleness. To every girl and to every boy, in whatever walk of life, must be given training and education necessary to awaken enthusiasm and interest in the vocation of home-making. Our boys and girls will have to be educated along these lines if we expect them to meet the requirements of their future careers as home-makers.

In education we must consider the problem of avocations as well as vocations. It is as important to employ one's leisure time worthily as to use one's work time well. Unworthy use of leisure is a menace to society, for it leads to crime. It is a menace to the individual, for it wastes his energy, lowers his tastes, injures his health, and depresses his mind. We must use our leisure from work so as to restore our reduced physical and mental powers. We cannot work all the time; every one, adults as well as children, must have recreation and play. We can scarcely overestimate the benefits resulting to health and vigor from participation in physical avocations, and we should encourage our people to take a personal interest and active participation in games of sport. Mental avocations are valuable in developing mental quickness, concentration, and memory, but we should not let these mental games lead to gambling. The social avocations are the most important. People must assemble together for diversion and amusement. Education must teach us what types of social avocations we should engage in. We must teach suitable vocations and inculcate a love for them. Much of the reading done by our people creates desires for harmful recreations or avocations. By encouraging love for good reading, we may give pleasure and arouse noble, beautiful, unselfish thoughts and emotions. We must educate our people to want good reading, to love music, to admire the beautiful in nature and in art, and to desire those avocations and recreations which do not injure other people and which improve the individual.

In a democracy, where all rule, morality becomes urgent to a degree unknown in a country where a selected few govern the state. As the thought of the value and purpose of education has grown, it has become more and more apparent that moral training must hold a place in education. With our rapid commercial and industrial growth, with the broadening of our social obligations, there has come an increased demand for finer ethical sensibilities, and a necessity for higher standards in the morals of individuals and of the community. We realize the need for clean, honest, right-minded, respectful boys and girls, men and women. Social conditions of today tend too often to produce citizens less mindful of the rights of others, less considerate of their brothers than of themselves, less loyal to high ideals, and less observant of moral virtues than could be desired.

Moral character can not be taught as a subject in itself. We must teach ethics and morality through everything else taught. Besides theory we must have practice. Every incident of education is full of moral and ethical possibilities. Herbert Spencer says: "Whatever moral benefit can be effected by education, must be effected by an education which is emotional rather than intellectual. If in the place of making a child understand that this thing is right and the other wrong, you make him feel that they are so—if you make virtue loved and vice loathed—if you arouse a noble desire, and make torpid an
inferior one—if you bring into life a previously dormant sentiment—if you cause a sympathetic impulse to get the better of one that is selfish—if, in short, you produce a state of mind to which proper behavior is natural, spontaneous, instinctive, you do some good.” We must make everyone see and appreciate his duty to himself and to others.

Training for citizenship is often interpreted in a narrow sense as meaning capacity to vote intelligently, to obey laws, etc. To suppose that there is some one particular study which can make a good citizen is a theory which must soon disappear from educational discussion. A good citizen is a thoroughly efficient and serviceable member of society, who has all his physical and mental powers under control. He is not only a voter and an obeyer of the law, but also a member of a family, in all probability responsible for the rearing and training of children; and a worker, engaged in some occupation useful to society and to himself; and a member of a community, to which he must contribute pleasure and usefulness. If the other aims or needs of education which have been briefly discussed are effectively carried out, and if our young people are educated to meet these needs, we should have a nation of good citizens.

If our boys and girls could acquire health habits in school; if they could control the fundamental processes; if they could be given some vocational training and guidance; if they could learn to be worthy members of the home, and could learn the duties of parents; if they could learn to use their leisure time wisely and healthfully; and if morality and good ethics could be instilled in them through habits, what wonderful citizenship we should have!

Immigration presents a serious problem to education. We must make the many, many immigrants who are continually coming here realize the responsibility and value of citizenship in this country. Many immigrants are illiterate; few speak the English language. We can not estimate the danger of illiteracy and lack of high ideals among the foreign element of our nation. This is one of the tremendous needs for education.

Thus we see that “education in a democracy, both within and without the school, should develop in each individual the knowledge whereby he will find his place and use that place to shape both himself and society toward even nobler ends.”

Isabel Ann Sparrow

V

THE ORGANIZATION OF THE DAILY PROGRAM

I have been asked to discuss the organization of the daily program with you, but, regardless of what my topic may be, it will have to have for its central theme Young Children. It is not possible for me to tell you just how the daily program should be arranged. Just when to have reading or writing for my program would be met by hundreds of objections from you on one or more scores, for the program which would fit one situation would utterly fail in another. Neither am I going to give you a lot of theory and technical terms. I am going to try to give you suggestions; tell you some of the things I believe to be true; tell you some of the things I try to do for my children; and answer your questions, if I may. The two factors of the program are the children whom we teach, and the subject matter which we teach, and the working together of the two makes the daily program. There are two kinds of teachers, one who places all the emphasis on the subject matter and fits the child to it, the other who stresses the child and fits the subject matter to him. Coming to school is one of the big events in the life of the child. With most children it is the first big break—many of them have never been away from the parents before—and it is not uncommon for both parent and child to shed tears over the first goodbyes. Many have never before seen so large a group of children in one place as there is in the schoolroom and the shock is often great. A child in my kindergarten sat with his eyes closed for the first three days because, as he said, “I don’t want any one to look at me”.

To the child it is a new world he is entering, full of surprises and mystery. For has he not heard whispers from older children of what goes on in school and is not his
curiosity aroused? I remember a mother who brought her young son to kindergarten. She said "Here is George Dewey, he's a bad boy; the only way I can do anything with him is to scare him by putting him in a dark cellar; I don't know how you will get along with him." Then she turned to the child and said "George Dewey, this is the teacher; she will make you mind." I know from the introduction what I thought of George Dewey; he never did let me into the secret of his thoughts.

The child's life at home has been a free life; he has done largely as he pleased; he lived in a world of his own and in fact all other worlds revolved around his. So when he comes to school, shall we introduce him immediately to a formal, set life, foreign to anything he has known at home. Shall he respond by rising to the first tap of the bell, marching to the second, and so on?

Is that the way he will answer summons in life? Shall he build up a set of habits like walking on tip-toe, speaking in a whisper and in an unnatural tone which he would never use outside the four walls of the school room, or shall he build up habits of walking as quietly as he can when asked to do so, habits which should carry over and be useful anywhere? Shall he be led into the secret mysteries of learning without once having the opportunity to express himself in his own way? Shall we think of him as did the county superintendent who said to his teachers at the opening of school in the fall, "Teachers the time for opening school has come again and teachers, in planning your work, I wish you to remember that the children come to you as empty box cars, and it is your duty to fill them, fill them teachers." And I am also reminded of the little boy to whom I said one day early in the term, "Thomas, what did you do last summer?" He replied, "Last summer's a long time gone already, but wait, I'll go home and do something for you this afternoon and tell you about it tomorrow". If school life is to mean anything to the child it must be a place where he can live, where he can have the opportunity to give, to take, to meet, and solve the same problems, under the guidance of the teacher which he would meet at home, on the street, or any place outside the school, so that as he lives, he may be increasingly a better member of society. Kilpatrick at Teachers College gave the following thoughts to the students in one of his classes last summer:—There are not in the child separate compartments, where his thinking, acting, etc., go on regardless of each other, therefore his school life should not be split up into separate compartments of reading, geography, arithmetic, etc., each having no relation to the other or to his life. The child is one whole thing and our tendency in school is to split him up. If you add reading, geography, arithmetic together, would you get a living child? Indeed not; the only way to get a living child is by giving him opportunities to live. If the child sits in his seat all day and does not talk to any one he is not building up bonds which will make him a good member of society; and if it is a sin for him to help another child how can he get the habit of being useful?

I know a teacher who has the brightest pupils in her room help the slower ones; it is not uncommon to see several small groups of children having a word drill game while the teacher is working with another group. Teachers are often fooled into thinking that during an arithmetic lesson the child gets only arithmetic. Not at all. He may be getting any number of things which mean more in the long run than working problems. He may be getting reading, honesty, concentration, how he can "get by" with as little work as possible, how he can get the better of John Smith after school, or real interest in the subject.

The child will live; and the question is whether we will arrange our program so that he will reap a rich harvest or starve. I try to organize my work each day, so that as many children as possible take an active part, and I place the highest premium on helping one another. I would not have you think I am losing sight of subject matter, I can almost hear you say "it is all right for you in a normal school to talk like that, but what are we who have a certain amount of work in each subject to cover in a given time to do?" My answer to you is "Cover it—by all means cover it". Of course the child must learn to read; of course he must know his tables and of course he must know how to spell, but in teaching him these things see to it that they are organized so that they will mean most for his growth and development. Can not these subjects be related to his life and interests and still meet the requirements set by the state?
A first grade teacher had in her room, for want of a better name, an activity table; on it were books—reading and picture—dominoes, puzzles, knitting materials, crayons, scissors—things every teacher, whether she be in the city or country, can have and through which the children can get mastery of the Three R's.

Another first grade teacher, with the help of the children, made many supplementary reading lessons based on the children's play activities. This teacher had very few supplementary readers, but by using the children's activities and interests as a basis did not lack reading material. A sample lesson is as follows:

We have six swings.
We have seven see saws.
We like to swing and see saw.
The boys play base ball.
The boys play quoits.
We like our playground.

As I said before these stories were made with the help of the children. The past year this same teacher had her group make dolls from stockings. This furnished no end of work in reading, arithmetic, language, and hand work. The second grade made a department store at the suggestion of some child who had seen the dolls made by the first grade. The children brought everything for it from paint for the box to pins and needles. After the store was completed they decided to have a sale to the first grade children for the dolls. They marked every article, made the paper money, for, as one child said, "We can't use real money, we haven't a license", and distributed it to the children. No greater interest has ever manifested itself in a sale in Norfolk than was manifested the hour of that sale and I need not tell you what phase of second grade arithmetic was made clear in that play. And so I could show you how oral and written composition grew out of it, as well as spelling and geography; so also could I give you illustrations for the other grades.

Therefore I should organize my program to fit the needs and interests of the child rather than the child to fit the subject matter. I am more concerned in my teaching with the child's attitude toward the things he is doing than I am in the actual results obtained, for I believe if I can build up a helping attitude, a willingness to do, the other things will be added and that the child will learn how to read and write because he can help himself. From my viewpoint education consists in more than getting replies from children; it is more than an outward and visible sign; it can not be measured alone in terms of what the child says in class or on the examination. If it is to mean anything to us as teachers it must mean creating in those we teach a desire to go on, to do something worth while and to do that something as best they can. It must mean an understanding of human nature together with the understanding of how that nature develops and expands. I have seen teachers who thought that building school work around the child's interests was the crime of all school crimes. How could a child learn to think if the work were made interesting? How could he put forth his best efforts in anything if it were based on something for which he had a special bent? They fail to see interest and effort as a part of that child—manifesting his very life. When teachers catch a glimpse of these bigger truths; when school means more than studying and reciting lessons and grading such; when teachers place more emphasis on building up around subject matter many associations, so that the child will want to go on; when they build up right ideals and attitudes toward the work done, then will school work comply more nearly with actual living.

Mary Louise Seeger

SUPERVISION

All successful business enterprises find close and constant supervision essential to their success.

One telephone operator in eleven devotes her full time to supervising the remaining ten.

Hospitals place one nurse in charge of five to fourteen others.

Department stores use one supervisor to twenty-five salespeople.

Large banks put one supervisor over six to fifteen persons.

Accepting the principle of supervision in part, the present law requires a county with one hundred teachers to employ one elementary school supervisor.—Bulletin on School Supervision in Maryland.
VI

EDUCATIONAL COMMENT

A NEW SCHOOL PROGRAM THAT HAS WON SUPPORT

The education of school children in the principles and habits of safety is a national issue of first rank. An appalling annual toll of child life to the automobile, to the railroad, and to hazards even in the home give the question a claim upon the attention of everyone, but fortunately the cause makes more than its humanitarian appeal. It is an economic concern as well. Industry has come to recognize the boy as the father of the man not only through a process of development but also by his direct influences upon the parent. In fact, a prominent safety man has written—"I have discovered that big general managers of industry, presidents and other executives are more interested in what I say about school safety than in anything else that I say."

Success has won the school its recognition as an agency which can solve the problem. The schools of St. Louis were pioneers in the field and in that city a single year of safety teaching reduced the fatal accidents to school children by more than sixty percent and helped to make a notable record for the entire population. Many other cities have had similar experiences.

Not only is safety education effective in saving lives but also it makes better citizens. Educators advocate the work as part and parcel of the nation-wide effort, backed by government authority, to socialize the curriculum—to replace mental gymnastics by the affairs of life. Obviously there is reason to teach reading, writing, arithmetic and the like, in part by means of facts and ideas which will save life.

Police Commissioner Enright predicted recently that 25,000 persons will be injured by automobiles in New York City this year. Of these, about 1,100 will meet their death. One-half of the victims will be children, of whom 550 will be killed and 12,000 injured—many being crippled for life. This damage will be due to just a single cause, but no other figures need be cited.

The situation is a grave one and yet the schools of New York City have no intensive safety program in effect.

For six months the Safety Institute has been preparing itself to rise to the emergency. It has collected detailed information by making a painstaking survey of safety teaching in the United States. Facts have been gathered from the School Superintendents of nearly a hundred cities, from State Superintendents of Education, from scores of organizations which have co-operated with schools and from individuals who have participated in the work. The literature too has been searched.

A second source of information that yielded suggestions of unusual importance was a contest in which teachers submitted examples of their methods of presenting safety, in competition for prizes offered last December through the National Bureau of Education. As the local judge of this material, the Institute was able to learn at first hand what New York teachers do and what they need.

GOVERNMENT NEEDS AIDES IN REHABILITATION OF DISABLED VETERANS

The United States Civil Service Commission states that there is urgent need at hospitals of the United States Public Health Service and establishments of the United States Veterans' Bureau for reconstruction aides in physiotherapy and occupational therapy in connection with the rehabilitation of disabled soldiers, sailors, and marines.
The Commission will receive applications for these positions until further notice. Applicants are not required to report for a written examination, but are rated upon the subjects of education, training experience, and physical ability.

Full information concerning salaries and requirements, and application blanks, may be secured from the United States Civil Service Commission, Washington, D. C., or the board of civil service examiners at the post office or customhouse in any city.

OUR WORST FOREIGN AMBASSADOR—THE AMERICAN ‘MOVIE’

That the American movie has the unenviable reputation of being the worst ambassador Uncle Sam ever permitted to go abroad, is the verdict of Col P. E. Holp, the well-known lecturer for the Society for Visual Education. "Sometimes this misrepresentation has been unintentional, but too often it has been deliberate and even wilful," declared Colonel Holp.

"These false representatives of Americans have decreased foreign travel to our shores, lessened the sale of honest goods made in the U. S. A., and in some cases complicated negotiations on international affairs."

To bear out his point of view Colonel Holp quoted a statement made by Prof. Walter B. Pitkin of Columbia University: "The American motion picture has, from all I can gather from both natives and Americans who have been studying it in Japan, China and India, done more to blacken the reputation of the white race in general and the United States in particular than all the malice and libel of the most savage anti-American propagandists."

An educated and wealthy woman of Java, who had been deeply impressed with the American republic from her reading, was planning to visit our shores, according to Colonel Holp, but after seeing film after film filled with robberies, hold-ups, murders and similar “fast action” incidents, she gave up her visit. There are doubtless thousands of such cases.

"American movies are too raw for the South Sea Islanders," recently declared Dr. Albert W. Palmer of Honolulu at a meeting in Orchestra Hall. "The films shown there misrepresent American standards of life. They are often so objectionable that they are stopped before they are finished. It gives those polyglot peoples a deplorable impression of America to see pictures of vamp actresses. If American producers realized this they would surely put on a different class of pictures."

"The fact is," continued Colonel Holp, "so many complaints have come from foreign lands that our state department at Washington has begun to take a hand in the matter. In the case of one super-production purporting to cost one million dollars, it was learned that the prints for foreign consumption were utterly unfit for presentation in this country. "The scenes shot for the foreign market could not be shown here without causing a popular riot," was the Committee’s report. Yet such ‘raw’ stuff as this has been permitted to represent us abroad."

Doubtless the producers of such films have been doing what they call a prosperous business, but business of this type does not mean prosperity for the country at large. Constructive industrial and educational pictures from American studios will have to work overtime for years to come to offset the harm which has already been done abroad.

REPORT OF THE INTERNATIONAL KINDERGARTEN UNION

The twenty-ninth annual convention of the International Kindergarten Union met at Louisville, Kentucky, April 24-28. There were large delegations from many states, and several foreign countries were represented at this meeting. The reports given on Delegate’s Day and in the Business Session made clear a very substantial increase in the interest shown in the education of younger children and the importance that is being attached to this phase of the child’s development.

In my reports on the work of the Virginia Kindergarten-Primary Association, I outlined the progress made by our organization during the past two years. Copies of the proceedings of the meetings will be published and sent to all members of the International Kindergarten Union. Others who wish copies may obtain them for twenty-five cents by writing to Miss May Murray, Corresponding Secretary and Treasurer, Springfield, Massachusetts. The following officers were elected:
President, Miss Luella Palmer, New York City.

First Vice-President, Miss Caroline Barbour, Superior, Wisconsin.

Second Vice-President, Miss Margaret Pennel, Kansas City, Missouri.

Recording Secretary, Miss Margaret Trace, Cleveland, Ohio.

Corresponding Secretary-Treasurer, Miss Margaret Trace, Cleveland, Ohio.

Auditor, Miss Mary White, Fortworth, Texas.

One resolution of interest suggested a pilgrimage to France during the summer of 1923 to encourage the first class of American taught kindergarten teachers who are to be graduated from a school established during the war.

The meeting was full of inspiration and one of which all interested in better conditions for the development of the young child may be justly proud.

Pauline B. Williamson
President Virginia Kindergarten-Primary Association.

FEATURES OF THE N. E. A. MEETING AT BOSTON, JULY 2-8

Dr. W. G. Cove, President of the National Association of Teachers of England and Wales, will make a special trip to America to be present at the sixtieth annual meeting of the National Education Association at Boston, Massachusetts, July 2 to 8, according to a statement given out at headquarters of the National Education Association here today. Dr. Cove is well-known because of his leadership in the fight for the Fisher Education Bill in 1918. This Bill may be called the Magna Charta of free public education in England. Recently when enormous reductions in the amounts spent for public education in England were proposed in the famous Geddes Report, it was Dr. Cove and his organization of over 116,000 teachers that awakened the public to the necessity for maintaining an adequate school system as the only sound basis of National well-being and prosperity.

The general theme of the program for the Boston meeting is “Education and the Democratic Awakening.” It will emphasize the connection between the great democratic impulse that has followed the war and the intensified interest in every phase of educational endeavor, which is evident not only in America but throughout the world.

Among those who will address the sessions are: Mrs. Thomas G. Winter, President of the General Federation of Women’s Clubs; Honorable Alvin M. Owsley, National Director of the Americanism Commission of the American Legion; Mrs. Maud Wood Park, President of the National League of Women Voters; Mr. Frederick J. Libby, Secretary of the National Council for the Reduction of Armaments, Honorable Chauncy H. Cox, Governor of Massachusetts, who will welcome the teachers to Boston and New England; and leading educators from every section of the United States.

THE BOOK OF THE MONTH

THE TEACHING OF GENERAL SCIENCE

As an interpreter of the most extensive experiment in science now in progress, the distinguished author, Dr. W. L. Eikenberry, a pioneer in the field of general science, deserves the grateful acknowledgements of those whose problem it is to solve the question of secondary school science teaching. The book which he is just giving to the public represents an attempt to show the character of the movement for more effective science teaching, the connection of this movement with the past history of science teaching, the relation of general science to the established sciences, and the place of this latest of scientific developments in the new science of education.

In examining into the status of the two functions of science, we find that investigation, resulting in the discovery of new knowledge, has so completely absorbed the time and energies of scientists, that the equally important work of diffusing the new knowledge among the masses has fallen far behind. There are, however, signs of a revival of interest in the teaching of science. The science of science teaching is offering an appealing set of problems no less difficult, interesting, and important than those of pure science; and a technique is being built up whereby these problems may be attacked experimentally.

It seems quite apparent that the science of
the secondary school, differentiated as it usually is after the first year, is undergoing important changes in content, as well as treatment. It is not too sweeping to assert that the science of the high school is destined to become in no distant future much more "general" than even the general science advocates are urging, if the same progress towards rationalizing science teaching is made within the next dozen years as has been made in the past decade. In other words, if we can overcome the handicap of textbooks ad nauseam and limited science preparation on the part of instructors, we will soon be teaching science rather than sciences in the high schools, and leave the differentiation, where we leave it in other subjects, to the colleges and universities.

There is apparent a growing sentiment that differentiation of the sciences should come only after a general foundation of scientific training and information makes this an undertaking of intelligent selection. Then the choice will not be a fanciful one, determined by some momentary whim; and the insight gained from science, by proper training and habits, will make the possibility of achievement in any of the special sciences more certain. If the claims advanced for a year's work in "general science" in the first year of the high school can be substantiated, it is obvious that most of these claims apply equally well to an extension of time to all four years of the high school course.

The difficulty that now retards progress towards this ideal is, of course, a satisfactory nucleus, or nuclei, necessary to carry the subject on from year to year in a progressive way, without repetition or oblique presentation. Even limited, as it is, to one year, the tendency in general science teaching is towards expansion and emphasis where the special preparation and interest of the instructor lie. The desire, moreover, of the average instructor to make himself a specialist along some one line of science makes not only for unwillingness to spread himself, as he feels it, over so wide a territory, but creates the feeling of unpreparedness except along his special line of thought and work.

As, however, there is a scientific method of thinking, the scientific attitude towards life, scientific habits, as well as scientific information, these can well become the objectives, rather than so much biological, chemical, or physical data. The fact that our science teaching does not produce love for truth, well directed curiosity, logical habits of mind, and such other results as could be expected, suggests that we are too much occupied with the external facts of science to inquire into their meaning and to give this study an opportunity to react as it should. We talk vaguely, it is true, of the power of observation and inference that a course in science should develop in us, but how rarely is it realized! The essential thing is most certainly not quantity of data, but correctness of data and developed powers and right habits. These are the results that would be welcomed in the college freshman, as a substitute for the know-it-all air, when he takes up his maturely selected science or group of sciences.

A systemized course in what is now commonly called "general science" or what we shall possibly learn some day to call "science", the aims of which shall conform substantially to those stated or implied in Huxley's Physiography, meeting the needs of a special group of boys and girls, not being a complete exposition of the principles nor the presentation of all the facts of any one science necessarily, but rather the facts and principles of science gathered around some nucleus forming the keynote of the life and needs of the group, would meet more nearly the results aimed at in science than the formalized presentation of a particular viewpoint in chemistry or physics or agriculture. Suppose the situation is that of a rural high school. Shall we adhere to the regular program of a half year in physical geography, a half year in agriculture, the option of a year in formal biology, and the requirement of either chemistry or physics? Rather let us suppose that the facts to be known, as well as the habits and abilities desired, are those that are intended or supposed to fit the student for a helpful, happy, constructive life on the farm. Is there not a suitable measure of the student's needs in this case? Would not agriculture, with its modern finish, constitute a reasonable basis of the scientific work in this situation? The cultivation of the soil for the benefit of man, an honorable and essential industry, is the motivating principle of this science work. Let the starting point vary as it may, as elaborate a course as one could wish may be gathered around the projects and problems that could be brought up for intelligent consideration; and whatever of chemical, physical, biological, geological, or geographical data may be necessary to give...
a real understanding and appreciation of the vital aspects of the problems can be introduced. An elementary training of this kind, though not in conformity with any particular text, would doubtless produce better results than are obtained in the majority of cases through the use of a special text.

The general scenic idea is developing rapidly; behind it there is an ideal, not yet realized. It is better organized and more scientific than the old Natural Philosopher's hodgepodge of scientific facts. It is not made up of scraps of the sciences, but is a unified, logically developed oneness, capable of duplicating Nature's presentation of principles, and with its indifference to differentiation. Is it towards this that secondary school science is tending?

VIII

RECENT BOOKS OF INTEREST TO TEACHERS


In this book, which is intended as an introduction to the study of American history, the authors have made a real contribution to vital teaching resources. It should not be termed a "source book", in the ordinary sense, but it is a source book, in an extraordinary sense. It is easy and attractive to young students, and it is stimulating and profound enough to stir up enthusiasm in old age. It consists of vital chronicles and messages in prose and verse, and will be found an excellent volume for supplementing and invigorating almost any course in American history, government, or citizenship from the 6th or 7th grade up. A few slips of type or fact will probably be caught and adjusted in later editions; for example, John Randolph Thompson should be John Reuben Thompson. Possibly "Stonewall Jackson's Way" was written before September 17, 1862.

JOHN W. WAYLAND


In many respects this is an excellent civic biology. It is unusual in that no attempt is made to divide the subject into botany, zoology, and physiology; but rather to treat the great principles of life as a unit and to emphasize differences where necessary.

One of its most attractive features is the interesting style in which the book is written. Instead of being divided into chapters there is a series of seventy lessons. Among these are several lessons on the theory of evolution.

A careful checking of the subject matter will reveal a number of errors. For instance, the author, speaking of mushrooms, says "Nine of these are deadly poisonous, all of which belong to the genus amanita." As a matter of fact, there are quite a number of species that do not belong to amanita, such as Lepiota morgani, and Clitocybe illudens. There are also many others that are doubtful, to say the least. Because of its unique character, I consider this book a valuable aid in the hands of biology teachers. It is well illustrated and many excellent ideas can be had from it as to the presentation of the subject.

G. W. CHAPPELEAR, JR.


This is a complete outline of handwork for the three primary grades. It covers three groups of problems, that is, schoolroom activities, child's play, and home problems. It offers many valuable suggestions for handwork, but should be used only as a suggestive outline for the teacher. Some of the work given is not entirely practical for the first and second grades.

M. E. CORNELL


This is a companion volume to the same editor's One-Act Plays by Modern Authors. The writer has compiled four plays by modern authors, and also has given a bibliography for the study of drama in America. She points the student to a list of American plays for supplementary reading.

This book endeavors to furnish practical means of enlarging and arousing a greater interest in the study of the drama and to bring before the student contemporary dramaticists. The plays given for study are Beau Brummel, typical of "the succession of romantic plays that has been unbroken since the eighteenth century." The Copperhead, "which resembles in workmanship the Civil War melodramas"; Dulcy, "a study of American business men and a characterization of a droll feminine type"; and The Intimate Strangers, which contains "wise and humorous reflections on the youngest generation."

RUTH S. HUDSON


This booklet is a series of delightful short stories written in the cause of health and
chivalry. The “Perfect Gentle Knight” is a connecting link between the brave knight of the middle ages and the Modern Health Crusader.

“The word crusade has come to mean any effort made by a group to combat evil for a good cause. Men and women who want to make the world better often join in such crusades. . . . . For boys and girls, too, there is a great crusade called the Modern Health Crusade. . . . . By putting on the armor of faith and courage, they fight the dragon of disease and strive for good health. . . . . Clean homes, clean towns and strong citizens are worth fighting for.”

Children of the fourth grade will read with much interest these stories and get the inspiration to organize a Modern Health Crusade and thus make themselves strong to serve.

A health library, given in the back of booklet, will be helpful to both students and teachers who have joined the better health movement.

The booklet was written by an officer of the American Social Hygiene Association and is endorsed by the National Tuberculosis Association.

P. P. Moody

CHANGES IN THE COST OF LIVING, JULY, 1914, TO NOVEMBER, 1921. (Research Report No. 44 of the National Industrial Conference Board). New York: The Century Co. 1922. 30 pages. (75 cents.)

The National Industrial Conference Board has just issued its eleventh report on the changes in the cost of living among wage earners in the United States. The report shows conditions in November, 1921, as compared with July, 1914, July, 1920, and July, 1921. It covers a detailed study of the following subjects: Food, Shelter, Clothing, Fuel and Light, Sundries, and the Complete Budget.

So much has been said of late concerning the “high cost of living” that a detailed study of facts compiled on a comparative basis is of very great value.

A paragraph quoted from the introduction is indicative of the value of the entire report: “. . . it is seen that between July, 1914, and July, 1920, the cost of living among wage earners’ families in the United States rose 104.5%. Between July, 1920, and November, 1920, the average cost of living decreased 5.6%; between November, 1920, and March, 1921, the decrease was 12.6%; and between March, 1921, and July, 1921, the decrease was 3.3%. The change in the cost of living between July, 1921, and November, 1921, was almost negligible: a decrease of less than one-tenth of one per cent. The total rise in the cost of living between July, 1914, and November, 1921, was 63%; the decrease in the cost of living between the peak reached in July, 1920, and November, 1921, was 20.5%.”

GRACE BRINTON

SERVE DEMOCRACY’S GREATEST NEED

America’s best talent should be dedicated to the training of youth for citizenship. The National Education Association appreciates the efforts of its members to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

1. Teaching pays. Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.

2. Teaching is a growing profession. The Nation now requires the services of 700,000 teachers. There is a strong demand that teachers be better trained.

3. Teaching offers a growing career. The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.

4. Teaching offers mental and moral growth. The soundest mental and moral processes are involved in the making of good citizens.

5. Teaching is building. The teacher shapes the unfolding life of childhood and radiates ideals and purposes that in the citizenship of tomorrow will become the fabric of an improved social structure.

6. Teaching inspires high ideals. There is nothing nobler or more practical than to shape and guide the ideals and practices of the young citizens who are soon to be the Nation’s responsible leaders.

7. Teaching is service. Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic.

8. Teaching insures big opportunities. With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life’s best side.

9. Teaching is practical patriotism. Inspiring young citizens and directing problems of citizenship practice is a ministry essential to a democracy.

10. Teaching is the profession of professions. Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions.
SCHOOL ACTIVITIES

The Commencement this year was the most largely attended in the history of the school, the parents and friends of the one hundred and fifty-three graduates apparently letting nothing interfere with the satisfaction of seeing the "whole show," from the Senior Play on Saturday evening to the final exercises on the following Tuesday evening.

After very careful sifting through the one hundred and fifty odd Senior Essays, the special committee appointed Isabel Sparrow for the purpose awarded to Isabel Ann Sparrow, of Waynesboro, Augusta County, the honor of having prepared the best Senior Essay of the Class of 1922. The honor carries with it the Dingledine Prize of $10 in gold, awarded each year for the best senior essay. This essay is published elsewhere in this issue of The Virginia Teacher.

Five other essays were selected as a list deserving honorable mention. These essays are The Shenandoah Valley in History and Literature, by Mary Katherine Bowman, of Harrisonburg; The Influence of Psychology on the Elementary School, by Meade Field, of West Point, King William County; Loudoun School Fair, by Pamela Ish, of Aldie, Loudoun County; The Worthy Use of Leisure as an Aim of Secondary Education, by Josephine Harnsberger, of Troutville, Botetourt County; The Service of T. O. Sandy in the Uplift of Virginia Rural Life, by Mary Louise Overton, of Burkeville, Nottaway County.

The Senior Class very wisely chose Louis N. Parker's Pomander Walk as their class play this year. The excellence Senior Play a with which the parts were taken, enhanced by the exceptionally finished and effective Splendid Success stage equipment especially provided for the play, made possible only one estimate: "One of the most effectively rendered plays seen at the school." While the experienced hand of Miss Ruth S. Hudson, instructor in expression, was everywhere evident, she was ably assisted by Miss Frances Mackey, who provided in large measure the splendidly worked out scenic effects, and by the following members of the class: Margaret Bullock, Louise Moore, Isabel Crank, Ruby Felts, Anne Christiansen, Alese Charles, Louise Davis, Mary Hess, Julia Dunaway, Virginia Crockett, Ruth Davis, Elizabeth Robinson, Sallie Loving, Lucille Murry, Gladys Haldeman, Meade Field, Una Lewis, Dorothy Bonney. Jane Logan took the part of the child. The proceeds of the Senior Play were presented as a benefit to Alumnae Hall.

The Schoolma'am this year was dedicated to Woodrow Wilson, "A Great Teacher, Son of the Valley of Virginia. A World-Patriot," and a copy of the book was sent to the Wilson home in Washington City. A few days later came the following letter, addressed to the editorial staff of The Schoolma'am, which we deem of interest to all our readers:

2340 S Street N. W.
14th June, 1922.

Mr. Woodrow Wilson asks me to express to you his warm appreciation of your very kind letter of yesterday, and his thanks for the honour bestowed upon him by the dedication of the 1922 "Schoolma'am" to him.

He is greatly touched by this evidence of your loyalty and friendship, and it may please you to know that he has directed me to put the publication on his reading-table so that he can have the pleasure of looking through it this evening.

Cordially yours,

John Randolph Rolling
Secretary.

Annual Staff of Harrisonburg State Normal School, Harrisonburg, Va.

As an evidence that they never lose their personal interest in every detail of progress at the school, the Class of 1915 presented at Commencement a set of light standards to the school.

The Junior Class of this year has made the school a present of $100, for the purpose of equipping the Student Executive Council Room in the new Alumnae Hall.

The Alumnae Association has made provision for a scholarship of $200 a year to maintain a permanent Alumnae Secretary at the school.
The Seniors left as their parting gift to the school a check for $134, to provide for the furnishing of the office of the Alumnae Secretary.

Arrangements have just been completed for the establishment of a Smith-Hughes Department at the Bridgewater High School, with a critic-tally certain that Miss Rosa Smith-Hughes will be in charge of this department of the work at the Bridgewater High School next year.

**LIST OF GRADUATES—1921-1922**

**PROFESSIONAL COURSE**

- Rebecca Sallie Abernathy, Dinwiddie, Dinwiddie County.
- Marion Chiles Adams, Alexandria.
- Louise Fenwick Bailey, Canton, North Carolina.
- Winifred Rebecca Banks, Norfolk.
- Reba Leake Bare (July 1921), Lexington.
- Frances Montgomery Barham, Newport News.
- Catherine Jarman Beard, Port Defiance, Augusta County.
- Dorothy Bonney, Savannah, Georgia.
- Lucile Agnes Bowles (September 1921), San-diges, Amherst County.
- Mary Katherine Bowman, Harrisonburg.
- Maude Bishop Brooks, Portsmouth.
- Edith Catherine Bryant, Robley, Richmond County.
- Margaret Belle Bullock, Portsmouth.
- Emily Katherine Burger (July 1921), Natural Bridge, Rockbridge County.
- Linda Louise Carter (July 1921), Norfolk.
- Alsea Russell Charles, Newport News.
- Marjorie Elizabeth Cline, Harrisonburg.
- Roberta Powell Coffield, Portsmouth.
- Olive Margaretta Coffman, Dayton, Rocking-ham County.
- Florence Courtney Cutts, Chase City, Mecklenburg County.
- Frances Louise Davis, Bristol, Tennessee.
- Ruth Lee Davis, Portsmouth.
- Hattie Milton Deatherage, Amissville, Rappahannock County.
- Edna Ruth Delligier (July 1921), Mt. Jackson, Shenandoah County.
- Gladys Marie Didawick, Woodstock, Shenandoah County.
- Julia De Tolson Dunaway, Richmond.
- Katherine Jane Elliot, Blackstone, Nottaway County.
- Meade Everard Felid, West Point, King William County.
- Ruby Estelle Felts, Boykins, Southampton County.
- Frances Christine Ferguson, Clifton Station, Fairfax County.
- Nina Simpson Ford, Clifton Station, Fairfax County.
- Bernice Elizabeth Gay, Portsmouth.
- Frances Dorothy Gilliam (March 1922), Yale Sussex County.
- Elise Wilson Glenn, South Boston, Halifax County.
- Gladys Elinor Goodman, Ore Bank, Buckingham County.
- Marguerite Elizabeth Goodman, Ore Bank, Buckingham County.
- Susan Virginia Greenland, Norfolk.
- Ruth Teresa Haines (March 1922), Winchester.
- Vivia Ida Hairs, Clinton, North Carolina.
- Josephine Harrisberger, Troutville, Botetourt County.
- Mary Louise Harris, Miller School, Alleghany County.
- Thelma Panta Hollomon, Harrisonburg.
- Mary Celestia Hundley, Whitmell, Pittsylvania County.
- Pamela Lynn Ish, Aldie, Loudoun County.
- Mamie Franklin Jackson, Richmond.
- Helen Luclle Kneley, Woodstock, Shenandoah County.
- Ruth Fretwell Lewis, Cascade, Pittsylvania County.
- Una Monette Lewis, Jamaica, New York.
- Ethel Gray Livich, Staunton.
- Elsie Virginia McPherson, Buchanan, Botetourt County.
- Margaret Macon Mackey, Fairfield, Rockbridge County.
- Bessie Eliena Manges, Troutville, Botetourt County.
- Elizabeth Jane Matheny, Monterey, Highland County.
- Janet Jarman Miller, Port Republic, Rocking-ham County.
- Catherine Eggleston Moore, Newport News.
- Lillian Agnes Moore, Boykins, Southampton County.
- Louise Carlisle Moore, Newport News.
- Mabel Virginia Moseley, Alvis, Brunswick County.
- Lucille Charline Murry, Norfolk.
- Bessie Harper Nicholas, Port Republic, Rocking-ham County.
- Virginia Elizabeth Nicholas, Port Republic, Rockingham County.
- Eleanor Love Pendleton, (December 1921), Wytheville, Wythe County.
- Isabel Jane Potterfield, Levettsville, Louden County.
- Mabel Vernon Reeves, Bridgewater, Rocking-ham County.
- Nellie Gertrude Rhodes, Broadway, Rocking-ham County.
- Annie Elizabeth Robinson, Cartersville, Cunningham County.
- Grace Elizabeth Showalter, Harrisonburg.
- Sophia Alice Simpson, Purcellville, Loudoun County.
- Jessie Esther Smoot, Woodstock, Shenandoah County.
- Isabel Ann Sparrow, Waynesboro, Augusta County.
- Edythe Ferne Stark, Maurertowns, Shenandoah County.
- Reba Elizabeth Suter, Harrisonburg.
- Margaret Lorraine Thoma, Miller School, Fauquier County.
- Mary Caroline Thompson, Elkridge, Maryland
- Neil Davidson Walters, Roanoke.
- Allene Jeanette Westerman, Clifton Forge, Alleghany County.
- Gladys Wimborne, Carrsville, Isle of Wight County.
- Lena Marie Wolfe, Mt. Jackson, Shenandoah County.
- Fannie Lee Woodson, Harrisonburg.
- Mattie Cornelia Worster, (Sept. 1921), Bruce, Norfolk County.

**HOME ECONOMICS COURSE**

- Ruth Elizabeth Arrington, Claremont, Surry County.
- Isabel Virginia Barlow, Ivor, Southampton County.
- Elsie Lyle Burnett, Culpeper, Culpeper County.
- Helen Baroughs, Stone Mountain, Bedford County.
- Anna Payne Carpenter, Pratts, Madison County.
- Virginia Sue Carroll, Iver, Southampton County.
- Anne Sophie Christiansen, Newport News.
- Ann Maria Clark, Baltimore, Maryland.
- Margaret Virginia Crockett, Pulaski, Pulaski County.
- Mary Virginia Garber, Waynesboro, Augusta County.
- Annie Laurie Gibson, Jonesville, Lee County.
- Margaret Lucille Gill, Petersburg.
SENIOR ESSAYS FOR 1921-22

This year a thorough revision was made of the rules governing the senior essay and students were required to write the essay as a course paper in some course which they carried the first or second quarter of the year. The teacher of the course became an advisor to whom the student went after securing the approval for the subject from the committee in charge, and the instructor passed upon both the subject-matter of the essay and upon the English.

It seemed to be the opinion of the Faculty that the quality of the essays was in general better than in the past few years and the students found the work an application of their regular course rather than a special stunt of an extraneous nature. The list which follows includes a number of essays by students who will not graduate or finish their work until some time during the summer.

Games and Rhythm in the Primary Grades—Rebecca Abernathy.

George Washington's Associations with Alexandria, Virginia—Marion Adams.

The History and Development of Chinaware—Ruth Arrington.

The Student Volunteer Movement for Foreign Missions—Louise Bailie.

The Geographical Advantages of Norfolk—Winifred Banks.

The Development of William and Mary College Since the Civil War—Frances Baram.

The Value of the Project Method in Teaching Home Economics—Isabel Barlow.

Physical Education in the Public Schools of the United States—Catherine Beard.

Music Appreciation in the Public Schools—Lucille Bledler.

History and Value of Physical Education—Dorothy Bonney.

The Shenandoah Valley in History and Literature—Mary Katherine Bowman.

History and Value of Physical Training—Mable Brooks.

The Beautiful in Science—Edith Bryant.

Economic Features of the Fish, Oyster, Crab and Clam Industry of the Chesapeake Bay—Margaret Bulloch.

Color Harmony in Dress—Elsie Burnett.

The Development of the Textile Industry—Helen Burroughs.

The Cultivation and Manufacture of Silk—Anna Payne Carpenter.

The Development of Home Economics—Virginia Carroll.

The Harbor of a Thousand Ships—Alese Charles.

The Development of Household Fabrics—Anne Christiansen.

Story of the Blue Ridge Industrial School, Dyke, Green County, Va.—Ann Clark.

Healthful Habits for Teachers—Marjorie Cline.
Cotton and Its By-Products—Roberta Coffield.
Music in Virginia—Olive Margaretta Coffman.
The Development of the Education of Woman—Isabel Crank.
International Foods and Flavors—Virginia Crockett.
Child Labor in Virginia—Sue Crowder.
Women in Industry in the United States—Claudine Cundiff.
Some Old English Castles—Florence Cutts.
The American Indian in Literature—Louise Davis.
The Motion Picture and Its Use in the Grammar Grades—Ruth Lee Davis.
Physical Education in the Junior High School—Hattie Deatherage.
John Peter Muhlenberg—Gladys Dldawick.
Religion and Education in Isle of Wight County, Virginia—Julia Dunaway.
Historical Development of Public Schools in Virginia—Jane Elliott.
The Influence of Psychology on the Elementary School—Meade Felts.
The Development of the Orchestra—Ruby Felts.
Educational Facilities of our National Capital—Christine Ferguson.
Building Music Programs in the Public Schools—Nina Ford.
Food Study in Relation to Health—Virginia Garber.
The Evolution of the Art of Dining—Virginia Garden.
Representative Women in Nursing, Educational and Social Movements—Bernice Gay.
The Farm Woman’s Problems—Anne Gibson.
History of the Battle of the Crater—Margaret Gill.
Home Project Work in Home Economics—Christine Gladstone.
John Taylor of Caroline County—Marlon Glassell.
The Economic Condition of the Negroes in Riverdale, Va.—Elise Glenn.
The Milling of Wheat Flour—Elzie Gochenour.
The Improvement of the Rural School in Virginia—Adrienne Goodwin.
Teacher Training in Virginia Prior to 1900—Gladyd Goodman.
A Welsh Community in Virginia—Marguerite Goodman.
Teaching Citizenship in the Primary Grades—Virginia Greenwood.
American Dyes—Nannye Hagood.
Flora Macdonald in Scotland and in North Carolina—Vivia Hairr.
Science as the Logical Nucleus of the High School Course of Study—Clorinda Holcomb.
The Production and Marketing of Milk—Gladyd’s Haldeaman.
Worthy Use of Leisure as a Neglected Aim in Education—Josephine Harnsberger.
Music an Essential to Life—Mary Carolyn Harris.

Miller Manual Labor School of Albemarle County—Louise Harris.
Development of Elementary Education in the United States—Mary Herrington.
The First Free School in Virginia—Mary Hess.
Development of Women’s Colleges and Illustrations of Different Types—Panita Holoman.
Whitmell as a Rural Farm Life School—Mary Hundleby.
The School Lunch—Elizabeth Hunter.
Loudoun School Fair—Pamela Ish.
Training for Citizenship thru the Establishment of Health Habits in the Primary Grades—Elizabeth Ridgely Jackson.
The Relation of Chemistry to Industrial Progress in this Country—Manie Jackson.
The Growth and Production of the Lynnhaven Oyster—Margaret Jarvis.
The Value of Home Economics Training for Women in Business—Carraleigh Jones.
Home Economics in the Rural Schools of Virginia—Mary Ethleen Jones.
Early Colonial Life—Minnie Campbell Jones.
Norfolk as an Export Center—Catherine Kemp.
Some Early American Superstitions—Bessie Kirkwood.
Music as an Aid in the Development of Character—Lucille Kneisley.
Teaching of Ivanhoe in the Ninth Grade—Ruth Lewis.
The Building of a Shakespearean Theatre as a Project in Teaching Shakespeare—Una Lewis.
Teaching of Agriculture in the Junior High Schools of Virginia—Edith Lickfold.
The Need of Health Work: Plans Carried Out in Junior High School—Mary Lipard.
What Virginia Has Done for the Education of the Deaf and Blind—Ethel Livick.
The Art of Menu Making—Christine Long.
Hand and Machine-made Laces—Sallie Loving.
The Development of the Textile Industry—Ruby Lowman.
Interior Decorations in the Average Home—Antoinette Mansoni.
The Development of Health Education in the Public Schools of the United States—Constance Martin.
The Development of the West Since 1860—Elizabeth Matheny.
The Project Method Applied to the Teaching of Agriculture in the High School—Janet Miller.
Shipbuilding in Virginia—Catherine Moore.
The Function of Public School Music—Lillian Moore.
The Value of School Publications as an Extra Curriculum Activity—Louise Moore.
The Development of the High School in Virginia—Mabel Moseley.
Jamestown of Today—Lucille Murray.
Historical Development of Costume in the 18th and 19th Centuries—Bessie Nicholas.
Influence of Location on Industries in the United States—Virginia Nicholas.
The Service of T. O. Sandy in the Uplift of Virginia Rural Life—Mary Louise Overton.
Lace and Embroidery—Margaret Oliver.
Feasts in History—Josephine Painter.
Health Work and Devices of Teaching It—Marie Painter.
The Development of Free Schools in Virginia—Louise Palmer.
Unemployment In the United States since the War—Isabel Potterfield.
Cheese and Its Manufacture—Annetta Purdy.
Primitive Dress—Mabel Reeves.
The Need for Music in Everyday Life—Nellie Rhodes.
Athletics in the Public Schools of Virginia—Ruth Roark.
The Evolution of the Kindergarten—Elizabeth Robinson.
Bacteria in the Preservation of Foods—Clotilde Rodes.
Co-education In the Colleges of Virginia—Virginia Segar.
Linen as a Textile Fiber—Charlotte Shaver.
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The Schools of Harrisonburg Since 1870—Grace Showalter.
The Necessity of Teaching Health in the Public Schools—Juanita Shrum.
The American Composers and Their Advance in Music—Sophia Simpson.
The Study of Latin and French in High School—Jessie Smoot.
The Part of History in Education—Edythe Stark.
Revival of Art in the City of Charlottesville—Agnes Stephens.
Sources of Ancient History—Caroline Thompson.
The Canadian in the World War—Estelle Thurston.
The Development of the Head Dress—Nanette Walker.
Historical Development of the Constitution of the United States to the Time of its Adoption—Margaret Wall.
The Value of Games in the Primary Grades—Nell Walters.
Good Taste in Dress for the Young Girl—Doris Woodward.

HONOR LIST FOR THE THIRD QUARTER

The Honor List for the third quarter is as follows:

P. K. JUNIORS
Frances Anabel Dodson, Norfolk.
Carrie Booth Malone, Petersburg.

G. G. JUNIORS
Louise Westervelt Elliott, Norfolk.
Helen McHardy Walker, Norfolk.

H. S. JUNIORS
Audrey Carlisle Chewning, Bremo Bluff.
Margaret Kaeffer Moore, Norfolk.
Sybil Hargrave Page, Norfolk.

H. K. JUNIORS
Clara Naomi Aumack, West Point.
Mildred Turner Bell, Machipongo.
Rebecca Stephenson, Wakefield.

H. E. JUNIORS
Clara Naomi Aumack, West Point.
Margaret Kaeffer Moore, Norfolk.

P. K. SENIORS
Meade Everard Field, West Point.
Gladys Elinor Goodman, Ore Bank.
Louise Carlisle Moore, Newport News.

G. G. SENIORS
Marguerite Elizabeth Goodman, Ore Bank.
Pamela Lynn Ish, Aldie.
Mabel Virginia Moseley, Alvis.

H. S. SENIORS
Olive Margaretta Coffman, Dayton.
Josephine Harnsberger, Troutville.
Isabel Ann Sparrow, Waynesboro.

H. E. SENIORS
Gladys Christine Haldeman, Winchester.
Hazel Grimes Payne, Norfolk.
Florence Adelia Shelton, Norfolk.
Celia Pearle Swecker, Monterey.

POST GRADUATE CLASS
Mary Lees Hardy, Winchester.

DEGREE CLASS
Rosa Payne Heldeberg, Rustburg.

SENIOR CLASS HONOR LIST

A special Honor List was read at Commencement of those students whose grades for the two years gave an average grade near-
er the highest grade given by the school than to any other grade. The list is as follows:

June 6, 1922
(For the two years of the course).
Pamela Lynn Ish, Aldie, Loudoun County.
Maud Everard Field, Wst Point, King William County.
Mary Louise Overton, Burkeville, Nottoway County.
Constance Elizabeth Martin, Profitt, Albemarle County.
Gladys Elmer Goodman, Ore Bank, Buckingham County.
Juanita Kathryn Shrum, Dayton, Rockingham County.
Margaretta Coffman, Dayton, Rockingham County.
Marguerite Elizabeth Goodman, Ore Bank, Buckingham County.

X

NEWS AND NOTES OF THE ALUMNAE

Following is the list of the alumnae who registered in "Miss Bell's Book" during commencement week. We are certain that many other old students were present.
Frances Rolston (1919), Pulaski.
Grace Gaw, (1918), Charlottesville.
Ada Lee Berry (1919), Criglersville.
Rosa Hopkins (1921), Stuart.
Emily Haldeman (Mrs. C. J. Beck) (1917), Winchester.
Pearl Haldeman, (Mrs. C. B. Stickley) (1912), Vaucluse.
Jennie Loving (Mrs. W. H. Sadler) (1916), Charlottesville.
Agnes Stribling (Mrs. R. C. Dingle dine) (1915), Harrisonburg.
Elizabeth H. Nicol (1919), Rockville, Md.
Virginia Nelson (1919), Richmond.
Elizabeth Miller, (Mrs. F. Aigner) (1919), Richmond, R. R. 6.
Virginia Buchanan (1914), Petersburg.
Mary Bosserman, (1915), Harrisonburg.
Katie Pruden (Mrs. C. R. Six) (1917), Rural Retreat.
Rachel F. Weems (1917), Ashland.
Frances I. Mackey (1913), Riverside.
Annie Hundley (1921), Whitmell.
Mildred Garter (1921), City Point.
Margaret E. Funk (1921), Stephens City.
Vergilia P. Sadler (1921), Buckingham.
Virginia Mecartney (1921), Vaucluse.
Virginia Zirkle (Mrs. Tom Brock) (1919), Harrisonburg.
Frankie Jones (1921), New Castle.
Virginia Drew (1921), Richmond.
Tenney Cline (Mrs. Wolfrey) (1915), Harrisonburg.
Mary Lee Gardner (1921), Suffolk.
Florence Hauer (1921), Clifton Forge.
Phyllis W. Eastham (1921), Huntly.
Lucie Mae Land (1921), Danville.
Beulah Crigler (1918), Madison.
Reba N. Kramar (1921), Monterey.
Charlotte A. Morris (1921), Gaylord.
Reva Bare (1921), Lexington.
Minnie Bowman (1919), Harrisonburg.
Erna E. Martin (1919), Proffitt.
Rachel Rodgers (1919), Staunton.
Elizabeth Black (1919), Staunton.
Emma Byrd (1917), Harrisonburg.
Delucia Fletcher (1919), Harrisonburg.
Edna Dechart (1916), Harrisonburg.
Alma Reiter (1913), Harrisonburg.
Ruth Tomko (1921), Disputanta.
Vada Miller (1921), Bridgewater.
Rosalie Brock (1919), Winchester.
Eunice Lambert, (1921), McGaheysville.

Among the telegrams that came to Blue-Stone Hill during commencement week were the following, which were read at the alumnae banquet on Monday night:
From Tita Bland, Roanoke: "Sorry that I could not be there tonight, but my thoughts are. Please give my love to faculty, alumnae, and graduating class."
From Margaret Proctor, Danville: "Dearest wishes and love to Blue-Stone Hill and her daughters this commencement. My heart is with you."
From Ruth Witt, Roanoke: "My heartiest greetings to faculty, alumnae, and class of '22. Sickness prevents my being there tonight—missing the first banquet in eight years; but I'll be right with you in spirit and good wishes for my alma mater."
Such messages as these are a feast in themselves. They sweeten memories and strengthen hearts.

Mary Furgeson and Marion Nesbitt sent us another message from Barton Heights, Richmond, on May 23. Mary's address at that time was 2801 Garland Ave.
We acknowledge receipt of an invitation to the marriage of Beatrice Eshelman to Dr. John Beverley Holland, on June 17, at Mt. Vernon Place Church, Washington.

On June 7 Zola Hubbard Leek received the A. B. Degree from Westhampton College; and at the same time her husband, Rev. Chas. F. Leek, received the same degree from Richmond College. These two institutions are co-ordinate parts of the University of Richmond.

Annie Dowell writes from 82 Fairview Avenue, Naugatuck, Conn., and says: "Give my regards to all of my friends." She says further: "I am very close to New Haven and some time ago I went thru all of the Yale buildings. They are certainly beautiful."

Brenda Elliott and Ruth Tomko, with Gladys Hopkins, Margaret Lewis, and other Harrisonburg girls, taught very successfully at Crabbottom, in Highland County last session. Most of them, perhaps all, will return to the same school next year. In the meantime the building is being enlarged and otherwise improved.

Cornelia Sites has been teaching in West Virginia. Not long ago she sent us a message from a place called Droop; but we are certain that the name is not fitting to Cornelia—and we suspect that it is a misfit all round.

Beulah Crigler, Mary Yowell, and other Normal girls taught last year at Madison. They made a fine record, according to all reports.

Mary Estaline Alexander graduated from the school of nursing of the Medical College of Virginia on May 30. Ten other young women received diplomas at the same time.

Mattie Brown made a great success last year as music supervisor in the Danville schools. Her address is 122 W. Thomas Street.

During the past two years Clarice Guthrie (Mrs. E. A. English) has been a teacher in the De la Howe State School, Willington, S. C. She has also been some time secretary of the institution. Her home address is Charlotte C. H., Va. She sends us the following names and addresses of former students:

Mary Helen Bendall (Mrs. D. A. Still), Cascade, Va.; Lillian Magruder Chalkley, Drakes Branch, Va.

On June 14 Mary Lewis Silvey became the wife of Rev. Denny Lewis Fringer. The marriage took place in Baltimore, and the happy couple may be found "at home" in Jarrettsville, Md.

And it is hard to get out of sound of wedding bells—we don’t want to. On June 6 Ida Monroe of Unison, Loudoun County, married Mr. M. K. Miley at Charles Town, W. Va. On their wedding tour they took in the Natural Bridge and the Normal School. They made a special point of Blue-Stone Hill. The bride was delighted with the growth and general development here in evidence. In the kitchen, for example, she was deeply impressed with the bread mixer, and when she saw the mammoth cake machine she was quite overcome. Evidently she and her husband have housekeeping on their minds—as all sensible folks in their condition should have.

Hazel Davis has recently won more honors in Washington in connection with her work there for the Government. As soon as she received this year’s copy of the Schoolma’am she “sat down and wrote” the editors a nice letter about it. She thought that the dedication to Woodrow Wilson, “A Great Teacher, Son of the Valley of Virginia, World-Patriot,” was quite happy.

OUR CONTRIBUTORS

ERNA KRUCKEMEYER is a teacher of English in the Hughes High School, Cincinnati, Ohio.

SAMUEL P. DUKE is the president of the State Normal School at Harrisonburg.

ISABEL ANN SPARROW is a graduate of the State Normal School at Harrisonburg, class of 1922.

MARY LOUISE SEEGER is the director of the kindergarten and instructor in education.
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The following are a few of the places that are using our maps in Virginia:

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Emory ............................................ Emory & Henry College
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Lawrenceville ................................ St. Paul Normal and Industrial School
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