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The school problem amounts to this: we cannot expect the school to supply entirely the deficiencies of the pupils' background and environment; our admittedly insufficient supply of teachers and their admittedly inadequate preparation, on the average, can not be remedied in the near future; all we can hope to do is to make the best of the situation and devise as nearly as possible a fool-proof curriculum, where the minimum amount of time shall be wasted and the maximum result accomplished with the material we have at hand. This is possibly the motive back of so much of our present agitation for the new-fangled "practical" work in our schools.

Let us examine the language problem in this light. English will not serve the purpose alone, perhaps not at all unless in the hands of a trained philologist. The modern languages other than English are open to a very serious objection, more and more realized within the last few years: that, whatever the results we seek, success depends upon the suitability of the method of instruction, while the content can not be readily assimilated by the youngest minds; that is, the worthwhile content that can be assimilated would better be put into English to begin with, as in the case of Hans Christian Andersen. German fills the bill best of all the modern languages in point of suitability for the teaching of pure grammar. The others are no better than English; in fact, they offer more difficulties.

Adequate preparation and familiarity with good method are indispensable to the efficient teacher of French or German or any other living tongue. These presuppose residence for a considerable time in the country whose language is to be taught and working knowledge of the latest ideas and experiments in language teaching. So very few teachers available for our secondary schools, even in fairly large communities, possess these qualifications that it is folly to build a general program on such a basis. Where properly equipped teachers are available, it would be advantageous to offer modern language work, just as a large college can offer more variety than a small one; but otherwise, no modern language work should be attempted in the schools.

The case of Latin and Greek is quite different. Here method does not amount to so much: even a poor presentation of the subject can not fail to impart the fundamental concepts of grammar; it is all in the book, and it is very clear. The Latin and Greek grammars, revised for centuries, have arrived at a point of lucidity and order that the modern language teacher must envy and feebly attempt to imitate. We may quarrel with the content, wishing that Cicero and Caesar were differently located in the traditional plan, and that Vergil came earlier, or that the method of presentation were better suited to young minds, but these things are of less importance. The fact remains that what we want to give the school pupil by teaching him a foreign language is most certain to be acquired, under our actual conditions and in the vast majority of schools, from a course in Latin, supplemented in some cases, it is to be hoped, by two or three years of Greek later on. And I agree thoroughly with Professor Easter that the seventh grade is not too early. The sooner we begin, the better, for the simple reason that grammatical concepts and feeling for sentence structure and the beginnings of style can not be taught—we are brought up on them, we take them on faith, we must learn them as we learned the catechism from our grandmothers, or we shall probably never make them our own. We want the children in our schools to acquire certain unconscious speech-habits, to recognize finite verbs and passive voice and direct or indirect objects and so on; therefore let us begin telling them these things as soon as possible.

Now as to the high school graduate when he comes to college we have long had pretty definite ideas. He must have had a certain type of preliminary study as a background for the things we have decided are necessary in the equipment of an educated person. We would not, for instance, employ an architect to design a skyscraper who did not show evidence of rather extensive knowledge of certain principles of physics; yet we would not attempt to teach an embryo architect physics if he did not first prove to us that he knew arithmetic; and the same thing applies to any other thing we teach; there are certain things that must precede certain things. All college teachers have had the experience of trying to teach a subject to a class some of whom lacked the essential background and with honest effort made worse than no progress. The first condition for efficient college study or teaching is a system that insists on definite preparation. If the preparation
is poor or if some elements are lacking, not only should no college credit be allowed for making up the deficiency (although, under existing circumstances the college should offer the opportunity to make it up under good teachers), but the student should not be allowed to enroll in any courses where his deficiency would be likely to hinder his progress or the progress of others properly prepared. If Latin is a requirement for admission and he has not had it, he should be compelled to take it without credit and should be excluded, for instance, from English composition or the beginning of any other language until the requirement has been met.

Any other course of procedure encourages laxity in the schools and penalizes heavily those who have been properly prepared for college entrance by compelling them to do just so much more academic work, adding school and college courses together, to attain the degree.

The college is the proper place for the work in any of the modern languages. There the student may more confidently expect to come in contact with teachers especially prepared and to find adequate library facilities; further, his maturer mind can, with some permanent benefit, assimilate the really serious content and understand the correlation of the subject as it should be taught.

There is no reason for adjusting language requirements for the degree, if we really believe that there should be any language requirements. The smallest faculty can offer the acceptable curriculum: a minimum of two years in each of two foreign languages; no faculty should permit a student to do more than one-half his college work in languages. It is a shame that we have not had the moral courage to insist on a year each of college Latin and Greek for the Arts degree; but having given way so far, we should at least hold fast to what is left, and not grant degrees to economic and technical students who have not done two years' work in two languages, if for no other reason than that they should not be allowed to narrow themselves too much so early in life. The same thing applies to the student who is fond of languages or finds them in the line of least resistance and wants to do the greater part of his work in them; he should not be allowed to graduate without a well-balanced list of other work to his credit. Both classes are equally in need of the very opposite type of course from that which they would elect if given full freedom. A well-balanced training and a complete background are particularly useful to the future physician, from the very nature of his work, and should be insisted upon in all cases.

The course for the degree of Bachelor of Arts will then include two years of college Latin and two of either French or German, with a small number of candidates offering Greek; the other degrees will mean that the candidates have offered two years each of French and German. Spanish must not be substituted for German: it can not replace German, and in any case the substitution should not be permitted because of the specious practical arguments urged; to sanction it is not intellectually honest: we should be able to vouch for our wares as advertised. Spanish must be an elective.

To summarize: Latin is the most suitable language for the schools, and should be begun in the last years of the grades; the modern languages should in general not be attempted in the schools at all; rigid entrance requirements should be maintained by the colleges, and deficiencies in the training of entering students should be made up in college, but this should on no account carry with it college credit; French and German should be the standard modern language courses, two years of each, for the degree of B. S., two years of college grade Latin to replace one of these for the A. B.; no student to be permitted to take more than one-half his college work in language.

We teachers—whether of languages, ancient or modern, or of physics, or of history or what not—are gradually coming together in a great task: that of planning for the intellectual life and development of the youth that pass through our influence at a period when that influence may be the greatest directing force in their existence; fewer and fewer of us are taking advantage of that opportunity for special pleading or advertisement of our own subjects, our own points of view. We should never compromise: that implies essentially irreconcilable positions; we should try to understand, to fit our subjects together and co-operate.

Henry Dexter Learned
II

THE SERVICE OF T. O. SANDY
IN THE UPLIFT OF VIRGINIA
RURAL LIFE

Thomas Oldham Sandy was born in Essex County, Virginia, in 1857. He was educated at private schools in that section of the country, and later went to the Virginia Polytechnic Institute, at Blacksburg, Virginia, where he graduated.

As a young man he directed the activities of his father's farm and after finishing his course at V. P. I., he lived in Westmoreland County, where he engaged in farming and raising improved cattle and horses.

In 1891 he married Miss Fleetie Miller of Nottaway County, and from then until the time of his death (June 7, 1919) he lived at the old Miller home, "The Grove," near Burkeville, Virginia.

He travelled for a Baltimore fertilizer firm three years before giving personal attention to his farm, which was in a depleted condition from being worked by tenants for many years. By his method of farming it was brought to a high state of cultivation.

As a farmer he was a man in advance of his time. His farm was located in the tobacco belt of Virginia, the one crop section, where farmers grew tobacco and bought much of their wheat, corn, hay, and meats from the West. Mr. Sandy boldly criticised this system of farming and asserted that no section of the country could long maintain its economic independence with such practices. He also affirmed that, with proper care of land in Eastern Virginia, grass, pastures, alfalfa, and live stock could be made to pay as well as in the West. He was the first person to advocate raising alfalfa and mixed grasses in Eastern Virginia, use of lime on our lands, building silos, dairying, and better breeds of cattle for dairying. He began to practice on his own farm deep plowing, better seed beds, and intelligent use of commercial fertilizers and lime. The results were larger crops of grain, mixed grasses, and alfalfa. These practices of his have been followed on farms in many sections of the state with most favorable results. Besides the reputation he had for soil building he specialized on Holstein cows, Berkshire hogs, Plymouth Rock chickens, and Hackney horses.

At that early date dairying was almost unknown in his part of the state. There were very few dairy cows and no highly improved stock. He earnestly believed that dairying could be made a great industry for it was near many large cities where markets could be found for milk and cream; and the South was ready to buy the surplus of improved cattle. Acting on his belief that dairying could be made to pay with the best cows that could be gotten and with the best feed and pastures, he sold out his herd and went to New York and purchased a small herd of highly bred animals, which became his foundation stock. At this time that appeared a very radical thing to do, but the future indicated his great foresight.

His first effort was local and directed to persuading his neighbors to follow those principles which he advocated. Working on this line, his new neighbors in Nottoway began to mark him as a man who could "do things". His optimism was of the contagious kind; his progress was the simple story of doing the everyday duties in the right spirit.

By his influence, dairying has become an industry around his home town, and on these farms there are many herds of finely bred cattle. His influence has been felt far beyond the confines of his section and has added much to the wealth of Eastern Virginia.

Mr. Sandy believed that the marketing of farm crops had to be done more intelligently; that the best stuff would demand a price and a premium; that farmers ought to grade their produce, pack in attractive containers, and sell in large quantities. He also believed that they should buy lime, fertilizer, and grass seed in large quantities by joining together. In the nomenclature of today this was truly co-operative marketing.

Mr. Sandy was greatly influenced by Ds. Seaman A. Knapp, the great agricultural philosopher of the last fifty years in America and the founder of Extension Work. This man loved the country with an indescribable devotion. He saw that the stability of our great nation meant keeping pure, happy and prosperous the rural life of the country. From this great high priest of southern agriculture, Mr. Sandy absorbed the highest impulses, and from then until the day of his death he was aflame with the spirit of sacrifice and service.
He was put at the head of Extension Work in the state in 1907, Dr. Knapp appointing him, and held the position for ten years when, on account of failing health, he had to resign.

The present form of Agricultural Extension Work is the outgrowth of farmers' co-operative demonstration work conducted by the United States Department of Agriculture, which was started in Virginia in 1907 in two or three counties, with Mr. Sandy as a County Farm Demonstration Agent. A year or two later he was appointed State Farm Demonstration Agent. His work was with men only. In 1908 work with boys, known as Boys' Corn Clubs, was started.

Similar work for girls was started in Halifax and Nottaway Counties, June, 1910. In 1914 work for women, as well as for girls, was definitely taken up. Great work has been accomplished along this line.

In the fall of 1917 work for boys and girls in Virginia was combined under what is known as Boys' and Girls' Agricultural and Home Economics Clubs.

Most people think that the old Farm Demonstration work was originated and carried on by the Department of Agriculture. Such is not the case. In the last analysis the Farm Demonstration work was really due to those great leaders and moulders of public opinion of the South, who carried on a campaign for better common schools throughout the South. These were no less than educational crusades and within a single decade made the most amazing change in the literacy of the southern states. Among these men were such great southerners as Walter Page, late ambassador to England; Chas. W. Dabney, later president of the University of Cincinnati; P. P. Clayson, later Commissioner of Education; S. C. Mitchell, of Richmond University; Edwin A. Alderman, president of the University of Virginia; Bruce R. Payne, president of George Peabody College. Robert C. Ogden and Dr. H. B. Frissell, two northerners, were closely associated with and intensely interested in the educational problems of the South also.

The great effort put forth by these men resulted in cutting down illiteracy and increasing the annual appropriation of the southern states for common school education, many, many millions of dollars being spent annually.

This body of men was originally known as the Southern Education Board, but later on the leaders of the board became identified with the General Education Board. Some of the same leaders and workers from the South saw the need of improved farms, and homes, and lands, as well as improved schools, and they originated the plan of the Farm Demonstration Work.

Dr. H. B. Frissell, a member of the old Southern Education Board and later a member of the General Education Board, was among those instrumental in securing the services of Dr. Seaman A. Knapp, whose success in fighting the boll weevil by new methods of farming had made him famous, and Mr. Sandy who had made of poor red clay lands a farm that was famous for its production before Farm Demonstration Work of the South had been dreamed of.

The Farm Demonstration Work, sponsored and financed by the General Education Board, devoted its energies to the wise expenditure of large funds each year in behalf of education and rural life enrichment throughout America. Those leaders who planned the movement had great inspiration and vision, but to such leaders as Seaman A. Knapp and T. O. Sandy, who never lost the vision while carrying it through to the successful culmination of a system which is now supported by the states, counties, and central government, belongs the greatest credit, because they literally gave their lives for their country.

The purpose of the Extension Division is to disseminate information gained first through research and investigations by agricultural colleges and experiment stations and the United States Department of Agriculture, and the second by results obtained by the best farmers and home-keepers of the state, that their farm and home problems might be successfully solved.

The scope of work done by the Extension Division at present is so broad that there are few farm or home problems that they can not help solve and the service is free, honest, and impartial to all people within the state. The information is imparted by personal visits, meetings, newspaper articles, bulletins, circulars, and correspondence of county, farm, and home demonstration agents and specialists, through boys' and girls' and women's
The possibilities of the New South and the"mag-

We are short on the former and long on the
need more men and women than phosphate.
new must he developed along new lines. We
Intelligence and training have taken the place
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possibilities of the New South and the mag-
ificant opportunities that lie before you for
success as citizens of a new era. Verily, the
doors of hope stands ajar for you and bids you
enter, yea, challenges you to enter. In or-
der to meet these opportunities you must be
pre pared. You must be trained along the
right lines. The hope of the future develop-
ment of Southside Virginia lies in the soil, so
then your education and training must be of
such nature as to fit you for future occupation
of the soil. It must be agricultural and in-
dustrial rather than classical. I commend to
you the farm as the best place to live and an
agricultural school as the best place to get
your training."

The work of Mr. Sandy can best be com-
memorated through the following letters
received from his friends who worked with
him in helping to enrich Virginia Rural Life.

Dr. S. C. Mitchell writes:

"The Extension Division is financed by
appropriations made (1) directly to the
United States Department of Agriculture
for farmers' co-operative demonstration work;
(2) appropriation for co-operative extension
work in accordance with the terms of the
Federal Smith-Lever Act; (3) direct appro-
priation from the general assembly of the
state; (4) by appropriations and contributions
from counties and cities; (5) associations of
farmers and individual farmers, colleges,
boards of trade, chambers of commerce,
through local associations of business men and
individuals within the state." 1

Besides taking such an active part in Ex-
tension Work, Mr. Sandy also advocated good
public schools. He was the founder of the
Haytakah Agricultural High School at
Burkeville, Virginia. He was on the school
board during all the trying years when the
building was in process of erection, and
would not desert his post of duty until the
debts and obligations had been almost cleared.
This school has meant a great deal to the
boys and girls living in Nottoway County
and the surrounding counties. The majority
of the number of pupils enrolled consists of
boys and girls from rural districts. Two or
three school wagons are run, besides a num-
ber of private cars. Up to 1921 a dormi-
tory, accommodating twenty-five or more stu-
dents, was run in connection with the school,
in order that the poor boys and girls desiring
an education could be given the opportunity
to work their way through school. The
school is an accredited high school and gradu-
ates can enter any college in the state with-
out taking examinations. Shortly after the
completion of the school Mr. Sandy wrote the
following paragraph in a bulletin sent
out from the school to the boys and girls of
southside Virginia:

"Times have changed since I was a boy.
The Old South has passed away forever and
in its place has come the New South. The
wealth of the Old lay in its negro slaves, the
wealth of the New lies in its boys and girls.
Intelligence and training have taken the place
of negro muscle and the dagon plow. The
new must be developed along new lines. We
need more men and women than phosphate.
We are short on the former and long on the
latter. I congratulate you upon the splendid
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latter. I congratulate you upon the splendid
possibilities of the New South and the mag-
Co-operative Education Association. Then Sandy was launched. His common sense and energy transformed Virginia. Knapp took him up. Virginia took him up. He had the stuff in him.

"He had spent a while at V. P. I. Great credit is due that school for what it taught him. T. O. Sandy is a standing exhibit of what V. P. I. and such colleges are doing for America.

"His personality was solid, and Virginia had great need. Slavery had wasted the South's main bank account. The fundamental problem of the South is the recovery of the fertility of the soil."

Mr. Bruce R. Payne, president of George Peabody College for Teachers, says:

"Mr. Sandy impressed me first of all, as a steady worker, a very practical man, and a very hopeful man. All that I should have to write about him would be centered around these three points: his energy, his practical knowledge of all there is around farm life, and his very great optimism."

John Stewart Bryan, president and publisher of The News-Leader, Richmond, Virginia, says:

"Mr. Sandy was a constant inspiration to every one who was engaged in the improvement of rural Virginia. He not only had faith in the fact that Virginia could be improved, but he demonstrated that faith in buying land that was lying idle and developing it by scientific farming into land that was comparable with the best soil in the state."

Mr. John R. Hutcheson, Director of Division of Extension Work, Blacksburg, Virginia, writes:

"I was closely associated with Mr. Sandy for a period of five years and I want to say that I consider him one of the greatest friends of country people who ever lived in the state. His optimism and foresight laid a firm foundation for extension work in this state. His big heart and personal interest in his men made him greatly beloved by all of them."

Mr. F. S. Farrar, Burkeville, Virginia, writes:

"I worked with Mr. Sandy for ten years and can not say too much for him. As a farmer, as a private citizen, and as public official he was a most conspicuous man. No one of his day or generation has left behind more enduring movements of human service for country life."

In conclusion I might state that Mr. Sandy's success was due first of all to his desire to be of service to every man who cultivated the soil. But many a man has this desire without other qualifications. In addition to the desire, Mr. Sandy had a great vision of what was needed, and he knew the step to meet the need. He was intensely practical. He was one of the most patient of men; kindliness simply radiated from him; and he had remarkable persuasive powers. He was unsurpassed in his power of persuading men; and his power was due to the fact that he was practical, kindly, and knew his grounds.

Mary Louise Overton

III

THE PUBLIC LIBRARY IN VIRGINIA

What more appropriate way could Virginia have chosen to honor her heroes of the late war than through the erection of a Memorial Library? Following a senate joint resolution adopted at the extra session of the General Assembly in 1919, a commission was appointed to recommend to the General Assembly the erection of a suitable state memorial to the soldiers, sailors, marines and women who gave their services and in some cases lost their lives in the World War.

Often we see men, the men who helped to build our nation—and surely Virginia has given her quota of them—remembered by memorials entirely unworthy of them—statues, brass and marble, recumbent and equestrian. Art? Yes, sometimes. But we have enough of that type of art. Instead of this the recent commission selected a more fitting memorial, one whose motto is the same as that of the heroes it represents, "service"; one which will function vitally in the everyday lives of the citizens of Virginia.

A MEMORIAL LIBRARY

The General Assembly1 appropriated to finance the Memorial Library $125,000 for the year ending February 1921, and $125,000 for the year ending 1922. This meant that before the meeting of the 1922 Legislature, there was $250,000 in the state treasury for the purpose of building the library. The state further pledged her faith as far as she could under the present constitution that she would, by her legislature of 1922, appropriate $125,000 for the appropriation year ending February 1923, and $125,000 for the appropriation year ending 1924. This would have totaled $500,000.

But when the 1922 session of the General Assembly met, the new appropriation bill made no provision for the Memorial Library, but, indeed, carried a provision transferring the $250,000 already appropriated to other purposes, so there is no cash appropriation now available for the library. This means that we are no nearer having a library than we were in 1919.

But the transfer of the money has a far graver significance. While the fire of patriotism, caused by the war, was burning, our legislature established the Memorial Library. But by 1922, the fire had burned down and the legislature transferred this appropriation to other purposes. Of course we want to forget the horrors of war as quickly as possible. But the glories of it we want always with us to inspire the patriotism of future generations, just as the records and memorials of our grandfathers and great grandfathers inspired us.

The attitude of most of the ex-service men following the legislature's action has been expressed by Dr. Junius F. Lynch, Division Commander of the American Legion. He writes:

"The American Legion did not ask for this memorial; it was voluntarily given by the legislature of 1920 in grateful remembrance of those Virginians who had served their country and died for it; and the action of the last assembly was a deliberate and premeditated violation of its predecessor's pledge to ex-service men and women of the state that is indefensible and unpardonable. As Senator Mapp very aptly expressed it, it was an insult to every soldier and gold-star mother in Virginia."

"I do not know," Dr. Lynch says further, "what action will be taken at the annual convention of the American Legion next fall, but I do know that wherever I go in Virginia I find a general feeling of indignation among the ex-service people and those connected with them. The feeling in the American Legion and in the Woman's Auxiliary of the American Legion is that we have been given a raw deal."

Are Virginians content that men and women who offered their lives for us, should feel that they have been treated in this way? Senator G. Walter Mapp, of Accomac County, a member of our State Senate, and an enthusiastic supporter of the library, urges that we must not allow our heroes to feel this way.

He makes the following statement in regard to the situation:

"The practical effect of this tangle in legislation is to leave the Act of March 1920 intact without any appropriation to carry it into effect, . . . .

"I have never known, since I have been in public life, anything worse handled or butchered than the Memorial Library undertaking. The responsibility for this I need not here undertake to fix. Sooner or later, however, it will come out and the selfish motives of certain individuals responsible for wrecking what seemed to many of us a splendid undertaking both in commemorating the valor of the late war participants and in furnishing a capstone for a splendid library system in Virginia will be known to the public of the State."

Certainly we will agree that the commission could have chosen nothing which was more needed than a library. When we look at the figures and see that Virginia, the mother state, a place of aristocracy and refinement, holds forty-first place in education and that she is even lower than this in her
library service—forty-third, rated according to the number of volumes per one thousand inhabitants.  

Perhaps the existence of a bill, even without any money, may yet mean the beginning of a library renaissance in Virginia, if the people are awakened to the need and force the General Assembly to carry out the original plan.

Or to show Virginia's rank from another point of view, only 9.6% of Virginia's population has access to free public libraries. Virginia's low rank in this comparison is more closely shown from the preceding graph, used through the courtesy of the Journal of the National Education Association.

LIBRARIES AND SCHOOLS  
In states where libraries are now well developed, their growth has been closely connected with the growth of schools. About 1820, for instance, the New England states awoke to the need of education for the masses. In that year a high school was established in Boston. From that time on the number steadily increased. By 1860 there were 78 high schools and a well organized school system in Massachusetts.

In contrast, the development of the educational system of Virginia came many years later. Here the educational awakening came about 1905-6.

As the schools developed, so did the libraries. In 1851 there were 36 public and subscription libraries in Massachusetts, more than are in Virginia at the present time. In that year, Massachusetts enacted a brief law under which libraries multiplied rapidly in the commonwealth, so that by 1855 there were 51 libraries in the state—an increase of 15 in 5 years. May we dare hope that this Act in Virginia if given a chance would mean as much as the Massachusetts law did in 1851?

What causes have contributed to the fact that Virginia holds so low a place in library service? One writer, after making a survey of the public libraries in the South, quotes Virginia librarian as saying that, "As usual Virginia is in a position to seem more backward than she is, because she has neglected to keep records of her work. No library statistics for the state have ever been compiled." This is really a very optimistic point of view. But facts are facts. We Virginians are too prone to excuse ourselves for any present deficiency on account of the glorious history of our past. But we can not educate children or build good roads by reciting The Sword of Robert Lee!

In early Virginia the boys and girls were usually educated by a tutor or private teacher. Later the girls went to seminaries; the boys to academies and to universities at home or abroad. In other words, there was no such thing as education for the masses. The people who were the leaders did not see the logic of taxing themselves to establish an institution which they, themselves, would not patronize. This was the main reason for the failure of Jefferson's scheme to establish a state educational system. These same people, the aristocratic planters and also political leaders, who could afford to give their sons a university education, also usually had in their homes splendid libraries and did not feel the need of public libraries and so did not establish them. Besides this general attitude toward public institutions, several other factors contributed to hinder the establishment of libraries. In Virginia and the entire South as well, the population was largely rural. The people lived a long way apart on large plantations. There were very poor roads between these plantations. Even though there had been libraries, the people probably would not have used them, on account of the poor roads and slow means of travel.

The large per cent of Negro population has hindered the development of the South in many ways, and may even be considered an element in retarding the development of libraries in the South. The Carnegie requirement that Negroes be admitted to libraries is one cause of there being comparatively few Carnegie Libraries in the South.

As a result of these conditions, the social and political, what is the present status of public libraries in Virginia? The accompanying table, taken from the state librarian's report for 1920, summarizes:

\[\text{School and Society, October 8, 1921.} \]
\[\text{Journal of the National Education Association, November, 1921.} \]
\[\text{Public, School and Society Libraries, U. S. Bulletin No. 25, 1913.} \]
\[\text{Monroe's Encyclopedia of Education. See Libraries.} \]
<table>
<thead>
<tr>
<th>City</th>
<th>Date Opened</th>
<th>When Free</th>
<th>Hours Open per Week</th>
<th>Conditions of Use to City</th>
<th>Conditions of Use to County</th>
<th>Number Borrowers</th>
<th>Number Volumes</th>
<th>Percentage Pledged</th>
<th>Sources of Income</th>
<th>Co-operation with Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abingdon</td>
<td>1914</td>
<td>4</td>
<td></td>
<td>$1.00 per year</td>
<td>$1.00 per year</td>
<td>541</td>
<td>1,000</td>
<td>75%</td>
<td>Membership fees</td>
<td>Free to children of school age</td>
</tr>
<tr>
<td>Alexandria</td>
<td>1912</td>
<td>4</td>
<td>Free</td>
<td>$1.00 per year</td>
<td>$1.00 per year</td>
<td>94</td>
<td>450</td>
<td></td>
<td>Subscriptions</td>
<td>Keep reference books for use</td>
</tr>
<tr>
<td>Bedford</td>
<td>1913</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>142</td>
<td>2,500</td>
<td></td>
<td>Fines, overdue books, sub</td>
<td>Library in schools. Teachers can use any time</td>
</tr>
<tr>
<td>Burks Garden</td>
<td>1916</td>
<td>Free</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>12</td>
<td></td>
<td>subscriptions</td>
<td></td>
</tr>
<tr>
<td>Christiansburg</td>
<td>1916/1916</td>
<td>3</td>
<td>Free</td>
<td>$1.00 per year</td>
<td>Not used</td>
<td>500</td>
<td>1,500</td>
<td>80%</td>
<td>Subscriptions, entertainments</td>
<td>Largely used by teachers and pupils</td>
</tr>
<tr>
<td>Crozet</td>
<td>1916/1916</td>
<td>1½</td>
<td>Free</td>
<td>$1.00 per year</td>
<td>Not used</td>
<td>500</td>
<td>1,500</td>
<td></td>
<td>Library association fees</td>
<td>Only by opening library to children</td>
</tr>
<tr>
<td>Danville</td>
<td>1908</td>
<td>12</td>
<td></td>
<td>$1.00 per year</td>
<td>Not used</td>
<td>100</td>
<td>2,522</td>
<td>75%</td>
<td>Fees, donations</td>
<td>Loan libraries</td>
</tr>
<tr>
<td>East Falls Church</td>
<td>1899</td>
<td>3</td>
<td></td>
<td>$1.00 per year</td>
<td></td>
<td>500</td>
<td>1,500</td>
<td></td>
<td>Fees and fines</td>
<td>Located in primary school bld. Free to children</td>
</tr>
<tr>
<td>Farmville</td>
<td>1913/1914</td>
<td>Free</td>
<td></td>
<td></td>
<td></td>
<td>500</td>
<td>2,500</td>
<td>75%</td>
<td>Town Council</td>
<td>Library in high school building. Books used in class rooms</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>1919/1919</td>
<td>12</td>
<td>Free</td>
<td>$1.00 per year</td>
<td></td>
<td>200</td>
<td>5,500</td>
<td>75%</td>
<td>Membership fees</td>
<td>Parallel material. Debate material. Reference</td>
</tr>
<tr>
<td>Hot Springs</td>
<td>1906</td>
<td>12</td>
<td></td>
<td>$1.00 per year</td>
<td></td>
<td>175</td>
<td>2,000</td>
<td>50%</td>
<td>Gifts and fees</td>
<td>Free to teachers and pupils</td>
</tr>
<tr>
<td>Leesburg</td>
<td>1906/1907</td>
<td>8</td>
<td>Free</td>
<td>If reliable</td>
<td></td>
<td>4,000</td>
<td>1,000</td>
<td></td>
<td>Endowment</td>
<td>In all ways desirable</td>
</tr>
<tr>
<td>Lynchburg</td>
<td>1907/1908</td>
<td>12</td>
<td></td>
<td>$1.00 per year</td>
<td>Not used</td>
<td>1,000</td>
<td>1,000</td>
<td>100%</td>
<td>Membership fees, rental of books</td>
<td>Books</td>
</tr>
<tr>
<td>Marion</td>
<td>1905</td>
<td></td>
<td></td>
<td>Free</td>
<td>If taxp'r, city</td>
<td>800</td>
<td>500</td>
<td>75%</td>
<td>Fines</td>
<td>Children have use of reference books</td>
</tr>
<tr>
<td>Montross</td>
<td>1913/1914</td>
<td>12</td>
<td></td>
<td>$1.00 per year</td>
<td>Free</td>
<td>2,500</td>
<td>12,200</td>
<td></td>
<td>City, shypard donations</td>
<td>All reference and reading for schools</td>
</tr>
<tr>
<td>Newport News</td>
<td>1912/1913</td>
<td>12</td>
<td></td>
<td>Free</td>
<td>If taxp'r, city</td>
<td>150</td>
<td>2,250</td>
<td>75%</td>
<td>Library association fees</td>
<td>Reference work and books on reading list</td>
</tr>
<tr>
<td>Norfolk</td>
<td>1894/1894</td>
<td>8</td>
<td>Free</td>
<td>$1.00 per year</td>
<td>Free</td>
<td>4,320</td>
<td>9,000</td>
<td></td>
<td>City</td>
<td>Borrowing books and supplying books for reference</td>
</tr>
<tr>
<td>Orange</td>
<td>1904/1905</td>
<td>9</td>
<td></td>
<td>$1.00 per year</td>
<td></td>
<td>1,500</td>
<td>10,000</td>
<td>67%</td>
<td>Gifts, fines</td>
<td>Monthly consultation with children. Assists children</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>1896/1897</td>
<td>12</td>
<td></td>
<td>$1.00 per year</td>
<td></td>
<td>1,500</td>
<td>10,000</td>
<td></td>
<td>City</td>
<td>Library is in John Marshall High School</td>
</tr>
<tr>
<td>Purcellville</td>
<td>1909/1910</td>
<td>8</td>
<td></td>
<td>$1.00 per year</td>
<td></td>
<td>1,500</td>
<td>10,000</td>
<td></td>
<td>City</td>
<td>Free to children. Story-telling</td>
</tr>
<tr>
<td>Richmond</td>
<td>1899/1899</td>
<td>12</td>
<td></td>
<td>Free</td>
<td></td>
<td>101</td>
<td>1,500</td>
<td>90%</td>
<td>Gifts</td>
<td>Free for reference and parallel reading</td>
</tr>
<tr>
<td>Richmond</td>
<td>1899/1900</td>
<td>12</td>
<td></td>
<td>Free</td>
<td></td>
<td>547</td>
<td>1,500</td>
<td>67%</td>
<td>Tax</td>
<td>Every way possible</td>
</tr>
<tr>
<td>Richmond</td>
<td>1899/1900</td>
<td>12</td>
<td></td>
<td>Free</td>
<td></td>
<td>101</td>
<td>1,500</td>
<td>55%</td>
<td>Educat'n and Civic Assoc.</td>
<td>Use of books to children</td>
</tr>
<tr>
<td>Richmond</td>
<td>1919/1920</td>
<td>4</td>
<td></td>
<td>Free</td>
<td></td>
<td>175</td>
<td>1,500</td>
<td></td>
<td>Town membership fees</td>
<td>Co-operates with high school</td>
</tr>
<tr>
<td>Richmond</td>
<td>1919/1920</td>
<td>4</td>
<td></td>
<td>Free</td>
<td></td>
<td>25-50</td>
<td>1,000</td>
<td></td>
<td>Fortnightly Club</td>
<td>Co-operates with schools</td>
</tr>
</tbody>
</table>

Note: As this information was collected and tabulated in 1920, attention should be called to the establishment of other libraries, such as the one at Charlottesville, and the one at Roanoke.
As far as I have been able to find the following is a list of the cities that contributed to the support of their libraries in 1920.

Farmville $360.00
Newport News 300.00
Norfolk 19,676.00
Portsmouth 2,000.00
Waynesboro 1,000.00

Total $23,336.00

Only four of this number are entirely tax supported—Norfolk, Waynesboro, Farmville, and Portsmouth. Most of the city and town libraries in Virginia are supported through subscriptions and through clubs. It is very unfortunate for public institutions that people do not realize that the proper way to support public institutions is through taxation. People who will give and give freely, if called upon to contribute the same amount through taxation, would cry, "Give me liberty, or give me death."

STATE AID TO VIRGINIA LIBRARIES

The aid given to libraries by the state itself is to local school libraries, traveling libraries, and the State Library in Richmond. The state appropriates $3,000 yearly for distribution among school libraries. The State Board of Education has control of the expenditure of this money and has this year asked for an increase in the appropriation from $3,000 to $6,000. In order to receive this aid, schools should apply to Mr. Harris Hart, Superintendent of Public Instruction, Richmond, Virginia. Mr. Hart says it is distributed "in such a way as to give as many counties as possible the benefit of the small appropriation. . . . In order to receive this money there must be evidence that the state course of study is followed, and that the general conditions of the school are reasonably satisfactory."

The law provides that if a local school raises $15 and the district school board contributes $15, the State Board of Education will give $10, making $40 for a school library.

The Travelling Library is a collection of books of 20,000 volumes. The books are divided in fixed sets of from 25 to 50 volumes each. The books are available to schools, study clubs, or individuals. They may be obtained by filling out an application blank sent out on request by Mr. J. R. C. Brown, State Library, Richmond. If an individual is the borrower, the application must be signed by some person connected with the state government. This is not necessary for teachers or ministers. The postage is paid by the individual borrowing the book. If a school is the borrower some person is named as librarian, the application is signed by the principal and five taxpayers, one of whom is the superintendent, who will make good any losses of the books or damages. The sets of books are loaned to schools for the school session, and to communities for six months, at the end of which time the set must be returned and another will be sent if requested. Most railroads in the state now give free freight transportation from Richmond to the nearest freight station. Mr. Brown, who is at the head of the department, says, "Free freight transportation . . . . has greatly facilitated our work, the demand for sets being greater this fall than we can supply."

In the Annual Report to the Library Board (1920) Mr. Brown states that there has been a great increase in the number of these sets of books sent to schools, but a decrease in the number used by clubs and individuals.

In 1920 there were 218 books added to this department, 108 from the American Library Association, and 38 purchased at a cost of $61.41.

THE STATE LIBRARY

The State Library at Richmond is a collection of 124,418 books. The following will summarize the growth of that library last year:

| Number books, pamphlets, bound periodicals added during last year | 3,054 |
| Number which were gifts | 1,341 |
| Exchanged | 476 |
| Purchased | 1,947 |
| Books purchased | $2,398.05 |
| Cost of periodicals | $731.37 |
| Binding | $297.25 |

Total $3,426.67

In this library is a Department of Archives which contains historical source material of...
Virginia and the United States. Last year this department was visited by 1,134 investigators from 30 states, the District of Columbia, Canada, China and England. Of course this is a very valuable phase of the work. But things of this kind seem to belong in a museum rather than in a library, and the money which goes to support them should come from sums appropriated for that purpose rather than from library appropriations.

The amount of money spent for libraries in Virginia may also serve to show the rating of her progress in this field.

In the state in 1920—$42,355.08 was spent for libraries. This includes $35,867.00 for the support of city and town libraries, and the state appropriations: $3,000 for school libraries, $61.41 for the traveling libraries, $3,426.67 for the state library. This means that in Virginia during 1920 18 mills ($.018) per inhabitant was spent for libraries. To quote Mr. Joy Elmer Morgan, Editor of The Journal of the National Education Association, writer and promoter of library work, "In general a state can not be expected to render adequate library service with less than one book per literate inhabitant and the expenditure of one dollar per inhabitant per year." When we look at this fact we can easily see why Virginia is forty-third in rank in library service.

What effect will Virginia's lack of library service have on the state? How would a good library service function in Virginia? Could a library system be organized to meet the two-fold need—both recreational and educational?

Of the children who enter the first grade about one-fourth of them go on to high school. About one-eighth of them complete the high school. About one-sixteenth of them enter college. So a great majority of the people in the state do not have a high school education. For these people who have found it necessary to stop school before their formal education was anything like complete, the library if it were available would serve as a continuation school. It would be a place where those who finished school can go to keep their wits sharpened.

The library should be a part of the educational plan of the state. It should work hand-in-hand with the schools. We teach children the pleasures that may be derived from reading good literature, and then try to give them a "taste" for it. But we provide no means of satisfying this mental appetite.

What should we do about it, if public library facilities are so poor, and if by having good libraries we can improve the civic life of our state—civic because better education makes better citizens?

In selling anything new to people we have to make them see that this new product will satisfy some need of theirs. But first they must realize this need. And here lies the seat of the trouble in Virginia, making people feel the need of libraries. And how can this be done? How did we sell Liberty Bonds during the war? Through constructive propaganda carried on by central authorities.

In the Memorial Library we had a well formulated plan for the bettering of libraries and a means of stimulating interest in libraries in the state. The immediate thing that we must do, not only to improve our library facilities, but also to save our face as a patriotic state, is to establish this library.

What should we do about it, if the Legislature transferred this appropriation because of the present economic conditions in the state. But Virginia is not nearly as "bad off" as they would have us believe. We realize this when we look at the figures and see that of all the states Virginia is seventeenth in the amount of money her people spend annually for automobiles, but still she ranks forty-first in schools and forty-third in libraries.

Although we may not be able to convince the present generation, there is always the possibility of educating the younger generation. The necessity of libraries in education was seen by the National Education Association when a committee of its members set up certain workable standards for library development. Some of these are:

All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained (a) to love to read that which is worth while; (b)
to supplement their school studies by the use of books other than text-books; (c) to use reference books easily and effectively; (d) to use intelligently both the school library and the public library.

Every school that provides training for teachers should require a course in the use of books and libraries and a course on the best literature for children.

The public library should be recognized as a necessary part of public instruction and should be as liberally supported by tax as are the public schools, and for the same reasons.

The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

In a very few words, what we want in Virginia, and want just as soon as we can get it, is a good, up-to-date, vital library in every community so that every resident and every school child in the state can have access to good books.

PENELOE C. MONGAN

IV

TENTATIVE MINIMUM STANDARDS FOR JUNIOR HIGH SCHOOLS IN OREGON

I. THE ORGANIZATION

A. A separate unit of grades seven, eight, and nine, or
B. A three-year division of a six-year high school, such division to comprise grades seven, eight, and nine.
C. Class periods not less than forty minutes each.
D. Teachers assigned in general on the departmental plan.
E. The enrollment of sections averaging not to exceed twenty-five and no section containing more than thirty pupils.
F. The organization, administration, and supervision clearly indicating an effective plan for a gradual transition by pupils from elementary school to high school methods; e. g., gradual intro-

From a pamphlet entitled Course of Study for Junior High Schools, just issued from the Department of Public Instruction of Oregon.

II. BUILDING AND EQUIPMENT

A. An adequate and well-adapted building containing:
1. Auditorium seating not less than enrollment of school.
2. Gymnasium not less than thirty feet by fifty feet.
3. At least one science laboratory with running water and electricity.
4. At least one adequately furnished and equipped room for household art or science.
5. At least one shop adequately furnished and equipped for vocational or prevocational work.
6. Adequate housing and shelving for the library, either in the study hall or in an adjacent room.

B. Equipment for effective teaching, including:
1. Laboratory equipment intelligently selected and in such quantities that effective laboratory work in general science may be done. (The list for general science as set forth in the Official Directory issued by the State Department of Public Instruction should be the minimum equipment.)
2. An adequate library including:
   a. At least one recent standard encyclopedia — International, Britannica, or Americana.
   b. One unabridged dictionary for every forty pupils enrolled, up to two hundred pupils.
   c. Adequate references for teaching the courses in (1) English, (2) history and civics, (3) science and geography. Not less than 150 well-selected volumes in each of the first two of the foregoing fields and 100 in the last, or less than one volume in each field for each pupil enrolled in classes in that field.
3. A standard projection lantern, with attachment for projecting from opaque materials; a room and screen suitable for use of the same.

III. TEACHING STAFF

A. All teachers either graduates of accredited normal schools or teacher colleges or graduates of standard colleges or universities, and having taken courses in education to the extent of not less than fifteen semester hours or twenty-two term hours. (Until September 1, 1925, this provision will not apply to
teachers of more than five years’ experience in grades six, seven and eight, or in the high schools in this state.

B. Not less than one-third nor more than two-thirds of teaching staff graduates of a four-year course.

C. Not less than 25 per cent of the teaching staff composed of men.

D. Junior high school teachers paid on the same salary schedule as teachers in the senior high school of the same preparation and experience; the average salaries paid teachers in the junior high school being within $150 of the average of the salaries paid in the senior high school, exclusive of principals.

E. No teacher required to teach more than six classes daily. (Principals in schools of less than 200 pupils shall not teach more than 120 minutes daily, in schools from 200 to 500 pupils not more than sixty to ninety minutes daily. Principals of schools of more than 500 pupils should be free to give full time to supervision and administration.)

IV. INSTRUCTION

A. Teaching methods showing definite and considerable effort to:
   1. Direct and supervise the learning of pupils and to give training in good methods of study.
   2. Make instruction concrete and real through illustration and application.
   3. Determine the specific purposes for which the subject is taught and to adapt instruction to the securing of these purposes.
   4. Provide for training in self direction in individual or group study by means of projects and study units.

B. Some adequate means of homogeneous grouping to provide for individual differences of needs, interests and abilities of pupils.

V. PROGRAM OF STUDIES

The program of studies outlined by the authority of the state superintendent of public instruction. Until further announcement, the program included in this manual to be accepted as a standard.

VI. ADMISSIONS, PROMOTIONS, AND CREDITS

A. Admission to the first year of the school of:

1. Any boy or girl who would be accepted in the seventh grades of standard Oregon graded schools.

2. Any boy or girl fourteen years of age or older, whether or not he or she has completed the sixth grade, who otherwise is eligible to attend the seventh grade and whose mental ability is not obviously below the normal.

B. Promotion by subject in all schools having in general more than one section of each class.

C. A plan of crediting at par value for high school graduation all work taken in the ninth grade and of allowing one high school unit to those students who have passed in foreign language in the seventh and eighth grades.

VII. SOCIALIZATION

The operation, under favorable conditions, of a definite plan to provide desirable civic and social training; e.g., through student participation in the organization and management of various phases of school life, including extra curricular activities.

A LIBRARY PROGRAM

1. The library is an educational institution made up of various agencies, the two most important being the school library and the public library.

2. The school library should be the heart and center of the school work.

3. It should be so used as to train pupils to use a public library intelligently.

4. Pupils should be so instructed as to want to read books that are worth while.

5. There should be a collection of books in each schoolroom suitable to the age and purposes of the pupils.

6. Teaching children to read is of little value unless they are taught what to read, and are provided with the right kind of books.

7. The public library should serve as a continuation school for those who have finished their school life.

8. Public libraries should be supported by public tax as are the public schools.

9. Librarians should be as specially trained for their work as are teachers for theirs.

10. All people should have easy access to libraries.

SHERMAN WILLIAMS,
Pres. of Library Department of the N. E. A.
IS THERE A STANDARD
OF LITERARY APPRECIATION?

No mere whim dictated the request of the eminently sincere Tennyson that his last great lyric, Crossing the Bar, be placed at the close of every edition of his works to be given to the public after his death. When the poem is read, as the great Poet-laureate intended, as a sign of redemption from a meaningless philosophy, we realize that it bears a far more significant relation to the life of its author than it does to the reader; it is, indeed, in the poet’s chosen medium, the expression of a pure, unalloyed faith in the verities of the religion to which he could give for so great a part of his life only the agnostic’s assent.

There is of course little doubt that the ordinary reader gets something of the lyric fineness and simple beauty from the reading of this exquisite creation, even if he lacks the mildest pretense to literary culture; but there is a vast difference between getting something from the reading of a literary masterpiece and getting what was intended by the author. Even a fair understanding of a great literary work implies, it would seem moderate enough to assert, not only a grasp of the literal sense, but more particularly a sympathetic appreciation of the circumstances that produced the work, its relation to the life of the author, and just what the thing is that he is embodying in language for all time.

As was the case with many great thinkers of his day, the religion offered to the poet involved so many dogmatic demands that Tennyson could not give to it an honest expression of belief. Inasmuch, however, as he was a great thinker, he thought through his doubts and difficulties; and at the close of his life he was able to put the seal of faith to his questionings, his fears, and his many suggestions of “it may be so, but I can not say it seems to me probable.” The essential meaning of the poem becomes clear, and the consequent higher plane of enjoyment, through the knowledge of its relationship to what the author had previously thought and frequently expressed in his earlier writings.

In the Apologia pro Vita Sua of the distinguished Cardinal Newman we have perhaps as careful a piece of analysis of one’s course of action as can well be found throughout all literature. In this we find the eminent Churchman explaining in detail the line of reasoning that led him to take the momentous step of leaving the Church of England for the Church of Rome. While the splendid Apology is read by the few with due appreciation of its tremendous intellectual qualities and its significance in the life of the author, yet the wonderfully beautiful and touching hymn, Lead, Kindly Light, composed just before the author made his decision, has penetrated as a heart-product into the farthest corners of the earth and has become the favorite hymn of thousands who have never heard of the Apology.

But even in the case of a hymn the highest type of appreciation can not come from mere heart-acceptance. Not even so, although it is heard at those deeply moving occasions when we are looking for the last time upon the mortal remains of some loved one, to whom living, the hymn was a favorite. Faith and hope, it is true, rise high in our lives on such occasions; and it would seem then, if ever, the realization of such a production should be completely ours. Without, in the least, denying the high appeal this hymn might, and usually does, make to our hearts, under whatever circumstances it might be sung, yet it is plain enough that its real significance in the life of the author as a genuine prayer for guidance at a crucial moment furnishes us the key for the emotional and intellectual appreciation that alone can be said to do justice to it.

The crises of life, as of prime importance in life-direction and life-development, furnish us with the most dynamic literary records, those that represent rather the urge of genuine experience than the desire to produce an art-form. Hence it is, that a large share of the world’s best literature is, to a greater or less extent, autobiographical. Such productions, to which the commonly used critical terms, “representative” and “characteristic,” are not always strictly applicable, constitute the most genuine contributions of an author; in that they have sought expression as distinguished from those that have had expression sought for them. It is the literature of life-crises that furnishes us with the cue for the standard of appreciation of literature as a whole.
Among the productions of practically every great author there is at least one literary work that has the special significance of being a memorial of some sad, if not tragic, period in the life of that individual. The work may have all the literary finish and splendid interest of *The Confessions of an English Opium Eater*, the weird atmosphere of the magnificent *Manfred*, tortured by some ever-present and soul-racking memory that draws forth the Promethean spark of rebellion rather than penitence, the melancholy of *The Deserted Village*, whose memories still cling amidst the cruder days of success and achievement. It may take the form of a less obviously tragic *Journal to Stella* or be but *The Buried Life* of a Mathew Arnold; or it may take the turn of the delightful *Sonnets from the Portuguese*; yet there is the inevitable biographical element, the absence of a knowledge of which makes them only dim echoes of a rich possibility of wonderful music. To the extent to which they lack the reality of connection with the lives of their authors, they can not be realized in our lives.

We may read *The Sandpiper* of Celia Thaxter and get from it a dim impression of loneliness; but the mere reading of the poem alone will never enable us to realize the solitariness that was the little child’s lot in life, unless we know that the poem is not an idealization, a mere figment of the imagination, but a genuine picture, recalled out of her life by the author.

*The Sensitive Plant* is as exquisite as the flower it depicts; yet without its biographical bearings well in mind, it is safe to say that the average reader must content himself with an impression of exceptional word-power on the part of the author; we realize that he has looked long and searchingly into his own soul and has drawn for us a picture of what he has seen there.

If Edgar Allen Poe had not given us anything of his critical and analytical writings but his *Philosophy of Composition*, we would be compelled to hail the author of *The Raven* as a master of poetics. *The Raven*, though a studied masterpiece of unique effect, is, unlike its coldly intellectual prose analysis, much more than a splendid fabric of poetic genius; it is the unburdening of an overcharged soul that sought its expression through *Ululume, Lenore, For Annie, Euallie*, and *Annabel Lee*. They consistently support his theory of poetry, it is true, but there is a certain biographical foundation for them that makes them as significant in the spiritual as in the artistic history of the poet’s life.

George Eliot found it impossible to accept any of the commonly received religious beliefs of her contemporaries; still the Choir Invisible haunted her dreams and, essentially religious-natured as she was, a compensation creed came to her relief in the pathetic expression of *O, May I Join the Choir Invisible*.

> “Of those immortal dead who live again
In minds made better by their presence,
Whose music is the gladness of the world.”

To what extent can our enjoyment of this poem be modified by a knowledge of its background? When would the passing of a judgment on it as a genuine, poetic contribution be justified?

We have come to accept the idea that all definitions of literature may be given in terms of life; hence, any method of interpretation that fails to make use of the fact that literature yields its full richness only when it is understood in its relation to life overlooks, we believe, the most vital point of both interest and possibility of real appreciation.

How close this relationship of even a simple literary production may be to the life of its author is well illustrated in such a poem as Bryant’s *To a Waterfowl*. We have here an actual experience, a minor life-crisis, crystallized in an eternal art-form. The author speaks in one of his letters of the “very forlorn and desolate feeling one evening late in the year of 1816,” as he journeyed on foot to see what inducement a nearby town offered him for the practice of law in which he had but recently been licensed. His future never seemed more desperate and uncertain. But as he watched the dying day, he noticed a solitary bird winging its way along the horizon. His eyes remained fixed on the gradually disappearing figure until it was lost in the distance. It seemed all at once to give him renewed strength and courage. His fresh hope was shortly after revealed in his lines *To a Waterfowl*, in the last stanza of which we find the expression of faith gathered from the scene before him on the evening of crucial significance:

> “He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will guide my steps aright.”
The Cotter's Saturday Night reflects the humble life of Robert Burns; its appreciation can best and most thoroughly come from a knowledge of the events and conditions that surrounded the home life of the poet. Wordsworth's Prelude is an autobiography of the artist, and can best be evaluated in the light of the life and creed he practiced. No less truly does Cowper's pathetic tribute On the Receipt of My Mother's Picture out of Norfolk demand for its proper interpretation a knowledge of the author's life and character.

Involved, therefore, in the reading of a great deal of the best creative literature is its realization in our lives. The neglect to stress this phase of literary training with the less imaginative accounts, no doubt, for the narrow acquaintance and limited interest in great literature on the part of most people. It offers an explanation to some extent for the preference for what is known as light fiction on the part of the untrained reader, as this type of reading has just those barriers removed that prevent the entrance into the more abundant life of better reading.

In literature, as in other forms of art, there is what Ruskin calls a "something at the heart of everything that we would not be inclined to laugh at." Real literature comes always from sincere effort on the part of the author to embody in artistic form an experience that is of tremendous significance to him. To get a correct measure of this experience that is of tremendous significance from the standpoint of the author. It is impossible for us to judge of the correctness of our estimate unless it is looked at through the mind of the author; and there seems to be but one way of doing this thing with any degree of sureness, that is, knowing the circumstances that brought the literary work into existence. The circumstances that produced the literary work must be imaginatively realized in our own lives, before we have any ground for the notion that we sympathize, appreciate, and correctly measure the product. If criticism presupposes an intelligent appreciation, this must be emphasized as the indispensable condition.

Who does not remember the travesty on literature teaching in the all-too-common method by which L'Allegro and II Penseroso were presented in his school days? While beautiful word pictures, indeed, and rich in classical allusions, they can have a meaning only in relation to the life of Milton at that period when he was seriously considering his vocation. Though given to the world, as a matter of fact, in the form of a highly finished literary product, they represent, it must be believed, a genuine struggle on the part of the author to settle his career as a man-of-letters. Nature, and Man, and Art are looked at through the eyes of the man of joy, and then through the eyes of the man of seriousness; and though the events of his life marked out his career for him and shifted him to the character of II Penseroso and robbed him for all time of the delicate fancy and feeling evidenced at the period of the composition of these companion poems, yet with a knowledge of his life and its environment we know the character of L'Allegro is there. Their closeness to the inner life of the author furnishes the cue for their full appreciation; and they can be realized richly in our lives only by being realized in relationship to the life of the author.

These familiar and more easily intelligible literary products, noted here only in the barest outline, serve but to suggest the rich list that might be used to enforce the point, that impressionistic standards of literary appreciation are unreliable; and that even with the trained reader there is the tendency to read himself into his literary preferences, in genuine Byronic fashion, rather than take his reading from the viewpoint of the author.

"The Buried Life" of literature is the thing that we most want to know, inasmuch as there is a subconscious realization that in that life there lies the secret to the highest type of literary appreciation. Great literary productions are those that have grown out of great spiritual crises; and the degree in which they are sincere and true to the soul-experiences through which the authors have passed they are great; but they must remain to us as a closed book unless we come into common possession of the production facts. The life incarnate in books can be revived only through a realization of the one thing the author has put in his masterpiece; and that realization can come alone through a knowledge of the facts and conditions that made the masterpiece a fact. Otherwise the reading is likely to be done, not in terms of life, but rather of art.

James C. Johnston
VI
EDUCATIONAL COMMENT

SUMMER SCHOOLS

The phenomenal growth of summer schools in the last six years, especially among the summer school students who are taking teacher training, is an encouraging indication of the professional spirit and high standards the teachers of the nation are bringing to their work.

One-fourth of the teachers of the country attended summer schools in 1921. This year the enrollment will be even larger. Teachers are realizing more and more keenly the need for greater preparation and more professional training and are taking this opportunity that summer sessions offer them to train for teaching. They are conscious of the great work the teacher has to do—the task of building a better America through better schools—and are anxious to pay their debt to their profession by bringing to it the best equipment, the highest enthusiasm, and the finest ideals of achievement.

The day is past when our teachers have to be recruited from among those who have no special ability for any other work and teach only because they must do something. Today the great majority of the teaching body are in the profession because they can do their best work with the children who are anxious to meet it worthily is evidenced by the increasing attendance at summer schools.

Great credit is due the teachers of education and the heads of teacher training institutions for the widening realization of the need for better trained teachers and the resulting increase in summer school courses. They have looked into the future, and have told what the vision meant to them to all who would listen. Every hamlet and town, every rural community and city is demanding more from the schools, and the colleges and schools of education throughout the country are helping to give them what they want by offering to train better teachers.—Detroit Educational Bulletin.

SCHOOLS FREE FROM PROPAGANDA

Survey of the textbooks and social studies just made public by the Committee on Education and the Executive Council of the American Federation of Labor shows that no evidence was found that textbooks in the public schools are being used for anti-labor propaganda purposes.

The report, however, declares that a "serious threat is menacing our public education system, which, however, is not working itself out so much against the means of education, such as the courses of study and textbooks used, as against the human part of our educational system, namely the great body of teachers."

Responsibility for this threat devolves mainly upon a group of extra-educational associations, it asserts, such as the National Association of Manufacturers, National Industrial Conference Board, "America First" Publicity Association and others. "Their influence, however," it was added, "is being partially counteracted by public spirited, progressive educational organizations."

In all, 123 textbooks—47 histories, 47 civics, 25 economics, and 4 sociologies—were evaluated by the committee. The tests bring out that one-half of the books are of the newer type dealing with the broader aspects of Government and the social and industrial life of the people, rather than with the forms of organization, military events and abstract theories.

The report emphasizes the place of the labor movement in the social sciences and asserts that studies dealing with the labor movement are "entirely inadequate."
"Progress, however, has been made in recent years in the extension of the social sciences in our public schools," it was added. "Nevertheless, very much still must be done. In fact, the whole public education system, if the ideals of humanity as expressed by the labor movement are to receive adequate consideration in public education, will require reconstruction around the social studies."

In another report the committee emphasized the need of labor education.

"With vast increase in the size and power of organized labor, the education of adults has become one of the fundamental demands on the labor movement," it says. "Constant progress is achieved through the increasing intelligence of the rank and file of the membership. The worker must know the relation of the industry in which he works, not only to the labor movement but also to the structure of our modern society. He must be conscious of the spiritual forces which direct and shape the course of the labor movement and inspire the willingness to stand by the movement.

"Workers' education is the very basis of a permanent and responsible workers' organization; it must be co-ordinated with the labor movement and therefore should be regarded as an integral part of the trade union itself.

"Adult workers' education gives emphatic support to Democratic Government. In deed, as President Gompers said: 'It may very well be that organized labor, which took such an active part in the establishment of popular education in the United States, will now take the lead in another movement of vital significance to the cultural development of this country.'"—New York Times.

TEACHERS' COLLEGES

The classification of teacher training in institutions as normal schools has long been a debatable question. The National Education Association Committee on Teachers' Colleges reported upon this subject at the Chicago meeting, February 27, 1922. The objectives and conclusions of this report are reproduced at this time.

"The two main objectives of the study were:

1. To discover the scope of the teachers' college movement, i.e., to what extent normal schools are advancing in rank to teachers' colleges.

2. To gather data which would reveal the practices and standards obtaining in teachers' colleges and their relations to practices and standards generally accepted in college and university circles.

The Committee reached the following conclusions:

1. In the opinion of this committee the teachers' college movement is sound in policy. The normal schools began as secondary schools with a professional purpose. As public education progressed they advanced to the rank of junior colleges and with the further progress of public education it is perfectly natural that they should develop into professional colleges. This development is in complete harmony with the general advancement of organized education. Moreover, it is a necessity if we are to have a body of trained teachers with a professional attitude toward their work. Especially is it important that we should have teachers' colleges in view of the disposition of teachers in service to continue their education. Thousands of such teachers find the work offered by the teachers' colleges during the summer session their greatest single opportunity for academic and professional advancement.

2. The teachers' college movement is still in the experimental stage. While a few institutions have established themselves firmly in the college field and have received general recognition for their work, probably three-fourths of the so-called teachers' colleges are just advancing to senior college rank. It will take a number of years for them to establish their courses, increase their attendance, and standardize their work on a college basis.

3. The movement should receive encouragement from all friends of public education. Legislatures which have been responsible for the legal enactments which have created these teachers' colleges should back them up financially and make it possible for them to develop a physical plant and the faculties necessary for the work which they have been authorized to undertake.

4. The universities should evince a cooperative spirit toward the teachers' college movement. In the great work of education there is room and glory for all. The universities will find their resources taxed to the limit to care for those who desire to enter their doors. Any spirit of rivalry or over-zealous competition between the edu-
cational institutions of a state should cease. The universities and the teachers' colleges should be colleagues and firm friends in advancing the interests of education within their respective states.

5. The normal schools which advance to the rank of teachers' colleges should take the name college. It is idle to ask what is in a name, for there is much in a name. In public thinking the term "school" is applied to an institution below college rank. The name "college" has an appeal which the name "normal school" does not have, and as soon as a normal school is authorized to take up senior college work it should take the name indicative of its rank.

6. The teachers' colleges should address themselves to the task of standardization. If they are to be colleges in name they should be colleges in fact. This means that for the entrance requirements, student's load, content of courses, academic preparation of faculty, faculty load, number of weeks' teaching a year, et cetera, they should "square" with college standards. Teachers' colleges may never hope to have the respect and recognition of the colleges and universities and the public in general until this task of standardization is achieved.

7. And as aid to this standardization, the committee suggests that a more detailed study be made of the organization and administration of teachers' colleges and of the content of the course of study, such report to be made by the present committees or by some other committee authorized for that particular purpose.

LIBRARY WORK IN NORMAL SCHOOLS TO FIT STUDENTS FOR THEIR WORK IN TEACHING

"The normal school is the crucial point for improving the school library conditions of the State," said Mary C. Richardson, of the Geneseo (N. Y.) State Normal School, in an address before the Library Department of the National Education Association. Her address in part follows:

"The normal school should send out graduates with a clear and high ideal of what a modern school library should be and do. We librarians should see to it first of all that our students associate, during their normal school course, with the kind of library we wish them to imitate in the public schools."

"Second, we should give them clear and definite instruction in how to use their own library intelligently and without loss of time. In addition to this we should give them an outline of lessons to give to the grades, two or three a year, so that at the end of the eighth year in school, children will be able to go to any public library, find material on a given subject for themselves, and in short have the equipment to carry on their education through the public or university library.

"Our next responsibility is to send out teachers who are lovers of books for children as well as lovers of children, who know thoroughly and by actually reading the best of children's literature, e. g. Aesop, Andersen's and Grimm's Fairy Tales, Kipling's Just-So Stories, Uncle Remus, Gulliver's Travels, Alice in Wonderland, Mark Twain's Huckleberry Finn and Tom Sawyer, Stevenson's Treasure Island, and Lamb's Tales from Shakespeare, and others as good as these.

"Normal schools are the training camps for the teachers of the children of the Nation. When we burn an ideal into a teacher's consciousness we are influencing the life of the Nation."

THE MENTAL HEALTH OF YOUNG CHILDREN

"The last half century has been marked by a brilliant and remarkable battle against disease," said Dr. J. Mace Andress, of the Boston Normal School, in an address before the department of elementary education of the N. E. A at its Boston meeting. Dr. Andress spoke as follows:

"Training children in health habits is now regarded as one of the most important objectives in education. The last half century has been marked by a brilliant and remarkable battle against disease. It was only within the last decade, however, that we have begun to utilize one of the most powerful factors in this great struggle. I refer to the training of the child in health habits, such as cleaning the teeth, eating green vegetables, drinking milk and the like. Teachers and parents are beginning to be convinced that health is the basis of happiness and efficiency, and there is a nation-wide propaganda for the inculcation of health habits.

"This movement has so far been restricted largely to the development of habits relating to physical hygiene. We must now realize
the necessity of carefully training children in mental health habits.

"The World War revealed not only great physical defects but also mental diseases and disorders incident to and following the war. 72,000 were rejected for mental and nervous diseases from the draft army. Today one in three of our disabled soldiers are suffering from mental disturbances. In a time of peace there are about as many patients in our mental hospitals as in all others combined. Besides those in institutions there are many suffering from nervous breakdown and nervous disorder who are totally or partially disabled.

"The thousands of mentally disabled once passed through our public schools without their weaknesses of mind being discovered and without anything being done to prevent life's tragedies. We now know that often this mental disorder begins in childhood and that much of it could be prevented by sound training in mental habits.

"Is the school of today unconsciously an agency in promoting mental disability? In its mad rush for mastery of facts is it neglecting the development of wholesome attitudes toward school work and life? Does not successful and happy living depend on satisfactory adjustment of one's self to others? Does he not form bad habits of meeting reality, frequently habits of nervousness, invalidism, and juvenile delinquency?"

Dr. Andress presented clearly and definitely a practical program for mental hygiene for the elementary school.

COLUMBIA TEACHING 12,364
EVERY QUARTER OF THE GLOBE REPRESENTED
AT SUMMER SCHOOL

Columbia University will begin the second week of its largest Summer session with a total enrollment of 12,364, according to complete registration figures, announced recently. Every quarter of the globe is represented in the crowds that throng the campus. New York's quota is about 2,300, and there is a marked increase in the number of students from the South and Middle Atlantic States.

A PIONEER IN HOME-MAKING

"Marion Harland" died at her home in New York City on June 2. The twenty-first of next December would have been her 92nd birthday. The story of how this Virginia girl, Mary Virginia Hawes, later the wife of the Rev. Edward Payson Terhune, won fame for her books on cookery and household management, is told in the New York Times:

Born in Amelia County, Va., daughter of Samuel Pierce Hawes, she showed in childhood a gift for "making up stories" and began writing for the press at 14. She was only 22 when she published her first novel, "Alone," an emphatic success.

In 1856 she married, and during the next few years at Charlotte Court House, Va., learned to overcome the difficulties of a housewife. At that time the books on cookery and household management were ill-written and impractical. Mrs. Terhune went to Scribner's with the manuscript of a cookbook that bore neither of these defects. A skilled writer and a genius in the art of homemaking, she had prepared a book, "Common Sense in the Household," that proved the first really practical work of its kind, and sold 100,000 copies in ten years. There followed "The Dinner Year Book," "The National Cook Book," and others of the sort, in addition to novels and short stories, more than forty books in all.

Marion Harland also wrote daily articles for syndicates, for two years edited Babyhood and later The Home-maker, and during her residence in Newark served as President of the Woman's Christian Association. Three years ago her last novel appeared, "The Carringtons of High Hill," in which she returned to her old Virginia associations for material.

The energy and spirit which never failed Marion Harland throughout her life often led interviewers to ask how she maintained the working pace that only recently began to slacken. She would reply that the secret of her youthful ardor lay in a happy blending of religion and humor. "If you want to stay young," she added, "have some work you like, something to get you up in the morning. I don't mind growing old. Up on the tableland of age the air is invigorating."

Mrs. Terhune had collaborated at times with each of her three children. They are Christine Terhune Herrick, Virginia Terhune Van de Water and Albert Payson Terhune.
RECENT BOOKS OF INTEREST TO TEACHERS


This might either be used as a text book or a supplementary reading for a class in Budget Making. Miss Lord understands human nature and appreciates the aversion that the average person has for keeping accounts and for making preparation for the rainy day. "There is no question," she says, "that you get your money's worth to a greater extent with a plan than without, but not if the plan is made reluctantly and looked on as an ogre that threatens to kill pleasure whenever he sees it."

Women have become the acknowledged spenders of so large a proportion of the present day income that it is necessary that they understand how to use their money wisely and effectively. So it is that schools which train for home making have included in their curricula a course in Budget-making. "The greatest importance of the budget is that it makes one consider values," says Miss Lord. "It is not the budget that sets the limits, but the income." . . . "Economy does not mean saving but right use."

Miss Lord has so delightfully treated the mechanics of budget making, that she gives assurance and courage to even the most faint hearted. Accounts become interesting, "even entertaining to keep and to study," and as she speaks of the social aspect of the budget, she makes us realize the responsibility resting upon us in the right use of the latent power of money. "We get our money's worth only when we consider well how, out of what we have, we can get the largest amount of what we want most." Home and school alike should profit by the use of this book. It is readable, it is understandable, and it is practical.

GRACE BRINTON


The object of these two little books is to fix the attention of the child on health rather than to teach a great number of health facts. Paul and Ruth, the two children of the story books, learn to make a happy, healthy home by planning a house with their uncle who is an architect. They begin by selecting a healthy site; then plan the house for health, comfort, and convenience. Such points as the placing of windows, with screens, and the amount of window space in regard to light, ventilation, and number of occupants, are carefully worked out. As the house is built, finishes for walls and floors, and their care, are studied. In the kitchen, the Market Basket and the Milky Way have not been forgotten! The house materializes as a real play house.

The second of these books is a study of the body, The Most Wonderful House. It is physiology and hygiene in simple story form which will appeal to children of the third grade. At the end of each chapter there is a summary of Things to Remember, Things to Do and Things to Think About, which serves to clinch facts learned.

P. P. MOODY


I consider this book the most condensed and the most helpful study in debating work now available.

The writer is not telling us anything new, but the old form of debating is most carefully and attractively worked out so that it will be of vital interest to the young students beginning work in debate.

The value of the book is greatly enhanced by the questions with suggested issues and brief bibliography. This should prove very useful at the beginning of debating work when time for preparation is somewhat limited.

I recommend it to any school as a textbook.

RUTH S. HUDSON


This little pamphlet, as the preface tells us, is confined to minimal essentials, stressing especially the elements of language work that most frequently confuse students.

One essential discussed is the form of the manuscript, including material, arrangement of page, folding papers, references, and other requirements for manuscript. Language elements dealt with are handwriting, capitalization and punctuation, outlines, and the grammar of the sentence. A page for each is given to spelling, symbols for correction, and study helps.

Not only pupils but also teachers will find this a useful reference booklet when writing or correcting manuscript.

FRIEDA G. JOHNSON


This booklet on paper construction offers a practical method of building all objects from the folded unit in such a way that the object can be held together without the use of paste.
It is a helpful little book to teachers who are interested in mechanical handwork.

MARY E. CORNELL


In this two book series the children are first introduced to how people work and live in general throughout the world in an interesting way, then they take up the study of continents and their subdivisions.

The type is good and clear. The illustrations are numerous and the best the present reviewer has ever seen in any one set of books, there being over 400 in Book I and 600 in Book II. Each book furnishes a good list of reference material for the children and teacher. Book II has a valuable table of commercial statistics of the principal countries of the world.

The Teacher's Manual for this series will be a great help to the busy teacher. Realizing that no one method is best, it provides numerous problems to be studied. It suggests projects, excursions, imaginary journeys and use of pictures.

PAMELIA L. ISH

**SUMMER SCHOOL ACTIVITIES**

An innovation this summer, which will likely be carried through to the winter session, is the placing of the chapel services just before dinner, after four periods of work of the regular college hour length. The chapel services have been held, as usual, in the Open Air Auditorium, or rather under the tent where the Open Air Auditorium flourishes in less sunny seasons of the year. The programs have been made exceptionally attractive, with plenty of good music, special lectures from outside talent, and a never-ceasing supply of interesting announcements.

With an enrollment for the first term of the Summer School of approximately 800 students and indications of many more than half that number for the second term, the Summer Quarter surpasses the record of any previous year in point of attendance. But it is not alone in point of numbers that this Quarter is to some degree remarkable. There is, for instance, a much larger number of students doing professional work and a smaller number preparing for state examinations. The testimony of practically all instructors leads us to believe, moreover, that there is a much higher average of preparation for the several lines of work offered and a more systematic devotion to study than has characterized many of the Summer Sessions.

The Summer Quarter is growing in popularity with students taking the regular Normal courses. There are many students who have been teaching in the winter again present this summer to continue their work; also many students who have missed a quarter on account of sickness or late entrance, as well as some who are trying to complete the work for the diploma as quickly as possible. As weather conditions, the large number of instructors, and several other circumstances of the Summer Quarter are becoming better appreciated, students are attracted more and more to this Quarter as offering many desirable opportunities.

Notwithstanding the large numbers present this Quarter, and the fact that at least 200 students came for registration without having made previous arrangements with the proper administrative officers of the school, housing conditions have been unusually satisfactory this summer and practically no complaints have been registered about living conditions. Many students came to take whatever luck they might strike, although they had been informed that no accommodations in the school could be provided for them. After the first day or two of the term, however, every one seemed to be adjusted to the conditions and bent solely upon work.

In addition to the splendid offering at the chapel services of constructive addresses, the State Department of Public Instruction and the State Department of Health have greatly enriched the Summer Term with addresses and conferences from their specialists. Miss Rachel E. Gregg was here for a day or two at the opening of the term to help straighten out...
the tangles in the certification of teachers; and from the same department Mr. Guy C.
Throner came to offer his services in the development of the Department of Physical
Education. Dr. Brydon, Dr. Ballou, and Mrs. Fox presented important messages relative
to the general subject of hygiene and the special subjects of mouth hygiene and sex
hygiene. Dr. Plecker, of the Bureau of Vital Statistics of the Department of Health,
spoke of the relation of proper food to health; while Mrs. Roy Flannagan dealt with tuber-
culos is and the part the teacher could play in relieving the state of this plague.

The faculty reception to the student body took the form this summer of a huge out-of-
doors entertainment, in which Everybody a large number of the students, Enjoyed as well as the faculty, partici-
pat ed. Many bright, well-ar-
anged stunts were presented before an exceptionally large audience, after which eight hundred people lined up for refreshments to be served on the hill-side behind the Auditorium. The grounds were given quite a carnival air by the lanterns and other decorations displayed for the occasion.

As a special entertainment feature, arrange- ments were made to have the Swarth-
mor e Chautauqua here during Chautauqua the Summer Term. This took the place of the customary out-
doors entertainments which Furnishes Splendid Entertainment the School has always provided for the Summer Quarter. The Chautauqua was quite the best that has visited Harrisonburg. It was splendidly patronized, the students making large use of the special arrangements for their attending the entertainments.

A much appreciated source of entertainment for the student-body, as well as the community, is a real live, honest-to-goodness base ball team for Harrisonburg. The Professional Ball Team Harrisonburg has a local team is a member of the Shenandoah Valley League and has been putting up a fine ex-
hibition of base ball. Our team heads the league; for this fact, as well as the fact that professional ball even in a minor league is appreciated, capacity crowds have attended every game played on the local grounds.

The School has been offering the usual number of attractive excursions to near-by points of interest. The caves, the springs, the peaks, and other natural attractions have gotten out the usual number of those interested in seeing whatever is worth while whenever the opportunity offers itself.

The Chesapeake-Western Railroad has arranged for genuine commuting from points as far away as Elkton. Each morning a group of students, who must have some sort of daylight saving plan of their own, start for an eight o'clock class from Elkton in the motor bus run by this accommodating railroad. While they do not always reach the school as the Western Union clocks say they should, they feel it a matter of considerable pride that they have nevertheless always gotten here sometime in the morning, and have apparently gotten home.

Mr. Duke gave on the morning of July 10 an interesting report of his visit to the meeting of the National Edu-
cation Association, which was held in Boston from July 2 to from the July 8. While he brought back many lines of thought and new interests, as was evidenced in his address, yet the great good of such a meeting could not be told in words, but rather, as he put it, in constructive school work.

Under the direction of Miss Woolridge, with the usual liberal assistance of Miss Mackey, representing the Art Department, a brilliant class Art Production was presented in the Open Air Auditorium the night of July 25, in the form of Some Masterpieces of Painting. An enlarged reproduction in colors of the paintings studied in class was shown, presenting members of the class and others as the subjects. Rarely has the "living picture" idea been so beautifully carried out, with a faith-
fulness to the utmost detail of color and form, as was the case in this delightful evening’s entertainment.

The new buildings, the Auditorium and The Shenandoah Apartments, are giving fine promise of completion by the opening of the Fall Quarter.

New Buildings The Alumnae Building, having been used this quarter for the accommodation of the summer students, is already looked upon as one of the old buildings. The plant now has twelve separate buildings, for the use of students, and numerous out-buildings servant quarters, and so on.

Education is frankly recognized by thinking people everywhere as the basis of successful democratic government. Numerous problems are now testing democratic governments as they have never been tested before. Therefore education, now, and in the future needs to be supported and developed as never before. Otherwise the whole structure of civilization is threatened with disaster. Education is at once insurance against danger and the key investment that makes possible greater development in the future.—National Education Association.

IX

NEWS AND NOTES OF THE ALUMNAE

Jean Nicol, who has been keeping house for her father during the past two years, has decided to enter the public health service as an occupational aide. Another sister takes her place as home-maker. She may still be reached with a letter addressed to Rockville, Md.

Grace Heyl started summer work at the University on July 15. She is still keeping an eye on proceedings at Harrisonburg, especially to the end that the new copies of the Student Government Constitution may be ready for use in September.

Mary Louise Overton is spending her vacation at home at Burkeville—and we do not know a better place to spend it.

Hazel Bellerby is also at the University this summer. Under date of July 12 she writes:

“At last I am at that great institution known everywhere by everyone and which is a most inspiring place for a H. N. S. student. It must attract our girls, for there are so many here.'

Louise Adams sends a card from "Old Faithful Inn," Yellowstone Park. She writes:

“This is a beautiful place. . . . Will go to Yellowstone Lake this afternoon" (July 7).

Nancy Hufford Furrow's address is 604 Florida, Avenue, Bristol, Tenn. But we dare say that her heart is still in Virginia. She lets her friends at Blue-Stone Hill hear from her now and then. Just now she is preparing a paper for the August D. A. R. meeting on "Powhatan and Pocahontas." She writes:

“We have built us a little home here in Bristol. My husband is in electrical contracting work. He still flies, but not a great deal." She adds (in a postscript), "Am going to register my first time today and will do some real voting in August."

Possibly she remembers the class campaign we had as a civics project while she was at the Normal school.

Lila Deisher sends a card from Niagara Falls. She says:

“I have been visiting Mary Rumburg, and she is here with me. We are enjoying the wonders.”

Virginia Leith sends greetings from the Grottoes of the Shenandoah. She ventures to inquire after the health of "the history notebooks."

Margaret Bulloch sends a picture of the U. S. battleship Vermont, in Norfolk harbor.

The recently elected officers of the Norfolk-Portsmouth Chapter of the Alumnae Association are: Lelouise Edwards, president; Edith Ward, vice-president; Georgia Foreman Smith, secretary; and Louise Harwell, treasurer. This Chapter contains about one hundred members.

Helena Marsh and Ester Derring, who did critic teaching in the Training School of
Harrisonburg last winter, have decided to give up teaching temporarily. They are now doing library work in New York City. They made a splendid record in Harrisonburg and their many friends here greatly regret their departure.

Pattie Puller is doing government work in Richmond. Her address is 307 North Boulevard, Richmond. Miss Puller has been in government work in Washington for the past four years. We are glad to get her back in the state.

Emily C. Round is spending the summer at the University of Virginia, doing special work in home economics subjects. She will teach in the high school at Alexandria this coming session.

Edith Ward is one of the advisers at the Y. W. C. A. Camp at Norfolk this summer. We have just learned with much regret that she has had the misfortune to lose her father very suddenly. As we understand it, Mr. Ward had not been ill at all.

Katherine Oldfield, of Norfolk, was married to Dr. Dandridge Payne West, on June 15. They are making their home in Norfolk.

Miriam Jones, of Norfolk, paid the school a visit on July 27, as she passed through town with some of her friends.

Marceline A. Gatling, of Norfolk, is visiting in Harrisonburg.

On June 24 six of our girls were in the Grand Canyon of Arizona, enroute to California. From the Hotel El Tovar, Grand Canyon National Park, they mailed post cards to Virginia friends, and signed jointly and severally, as follows:

Frieda Johnson
Elizabeth Barbour
Columbia Johnson
Anna Potterfield
Nan Wiley
Ruth Holland

Through the kindness of Professor Logan we are enabled to know something of the Harrisonburg folks at George Peabody College for Teachers. According to his letter of July 13, they are the following:

Rosa M. Tinder, of Winston-Salem, N. C.;
Mamie L. Eppes, also of Winston-Salem, at present;
Bess Lay, who will get her B. S. in September;
Mary H. Nash (B. S. Hbg. 1919), who is working for her M. A.;
Miss Anthony, who will get her M. S. in September.

Mr. Logan seems to be enjoying his teaching at George Peabody, but he does not hesitate to confess that it did sound "kinder good" to hear "Old Virginia" sung at the Stunt Night, July 3.

JUNE WEDDINGS
June 20, Kathleen Huffman to Mr. Charles F. Warren, Cumberland Mountains, Chattanooga, Tennessee.
June 24, Lucile McLeod to Captain Percy S. Haydon, Detroit, Michigan. At home after July 1, 4th Cavalry, Fort Sam Houston, Texas.
June 28, Catherine Harrison to Mr. Alfred L. Leigh, Harrisonburg, Virginia.
June 28, Alpha Holcomb to Mr. Robert P. Jones, Portsmouth, Virginia.

A LETTER FROM BRAZIL
Sao Sebastiao do Paraíso, Estado de Minas, Brazil,
June 10, 1922.

Dear Friends at Home:
"Tempo fugue" in Brazil as it does at Home! During the time since my last letter, I have had varied experiences; a visit to Sao Paulo, the most American-like city of Brazil, a trip to Piracicaba, where there is a Methodist school, my first illness in Brazil, and finally our marching orders—now we are in Sao Sebastiao do Paraíso (in plain English, Paradise) where we expect to be for 18 months.

I should like to tell you a little of Sao Paulo. Were you to go there and meet the lovely Americans, then see the city itself with
its broad beautiful avenues and go into the business sections where the stores are up-to-date and where the people are actually hurrying to and fro, you might wonder if you were not in the U. S. A. Then there are native churches of all denominations in this city of half a million. I enjoyed visiting the largest Presbyterian S. S. in the city, in which I saw a well-organized school from the Cradle Roll Department through the Adult Bible Classes doing work I believe Misses Shields and Binford would approve. One thing especially impressed me in that S. S. Each class was named for some missionary—there was the Dabney Class, the G. W. Butler Class, the Edward Lane Class, etc., and I thought this a good plan for the S. S. at Home. If a class bore the name of a missionary, I am sure the boys and girls of that class would be more interested in the country to which this Servant of the King had given his life.

The visit to a friend in the school at Piracicaba was a joy. I still feel lost outside of the schoolroom so it was a delight to get where there were 200 Brazilian girls being prepared as leaders for the future homes of Brazil. Here the teachers face the same problems and think they have the same hard times that each would find in a similar school at Home. A devoted missionary of the Methodist Church founded this school with one pupil, and though no others came for a year, she persisted until once more faith was justified of her children.

I was distressed to delay our coming to Sao Sebastiao by having an attack of inflammatory rheumatism. But with the best treatment from a good physician, splendid nursing, and in answer to prayer, I am quite well again and hope never to have another such illness.

Now that we have come to this tableland of the interior of Brazil where the invigorating air blows fresh and clean from the blue mountains, and where there is so much work to be done, I don't see how one could get sick! Mr. Lane is to substitute in this field for Mr. Daffin. His work will be in the church here and at many outstations, preaching at those already started and opening up others. We feel this is the proper line of advance for this mission and are looking forward to this section of Brazil as the place God has for us in the evangelization of this vast country.

Sao Sebastiao is a "day's journey" (I do not give the distance in miles because I have yet to hear it expressed except in the Biblical way!) from Campinas, up through coffee fazendas and cattle lands, into another state, Minas, and has an elevation of 3,300 feet. It must be a good place if it lives up to its celestial name. Mr. Lane and I after two weeks here, in a little home of our own, think it is not wrongly named. When we get inside of our American home (although it is a queer little Brazilian house) and see the pictures of our friends and loved ones and use in every room the useful and beautiful things you folks gave us, we do not feel as if we were in a foreign land at all, but right at Home. Whilst separation from friends and kindred is on of the greatest trials of a missionary's life, still you do not seem far away when each steamer brings us your ever-welcome messages.

In a recent issue of the Missionary Survey there was a sketch of Mr. Daffin's work here and a picture of the church in which we shall work. It is a great privilege and joy to fall heir to such a field. The S. S. of over 100 is one of the best organized in Brazil, the Boys' Club is active as any natural teenage boys' club would be, the Girls' Club is a happy working group, the women's society with its various activities in and around Sao Sebastiao, getting groups together for services in their homes, sewing and distributing garments for the poor, and multiplying their talent money—all will demand our best. We hope you will pray that we may not fail in this our first missionary enterprise.

This town of 6,000 inhabitants with the blue hills all around is in the interior of Brazil. The people in the state of Sao Paulo say it is a "muito longa" journey; but for those of us who have put 5,000 miles between us and those we love, a day's journey is not far. Nor have we found the people as primitive as we were led to expect.

"Tis true I have not seen a woman's hat since I came and barefooted men and women are frequent sights, but the leading people are well dressed and show some signs of culture. They have taken us in very graciously from the time our train stopped at the station. Here we were met by Mr. Daffin and all the men of the church. I had practiced a sentence or two of greeting but when we were welcomed by such a body, it took all the Portuguese out of my mind and certainly off of my tongue. These Christians come daily to see us and are kind in
every way. Some one said “visits are of three
kinds, a ‘viz’, a visit, and a visitation”—
they believe in the last and expect the same
from us! To sit for hours not being able
to express half the thoughts that arise in you
is a trying experience, but I feel encouraged
to think I shall talk all I want some day.
These people are so polite that we can not
take too much encouragement from them—
they all tell me I speak “muito bem” (very
well). Mr. Lane and I are studying with
a Brazilian professor and also teaching some
Brazilians English, so between the two we
hope to get the language some day as we want
it.

This being Saturday it is “Beggar Day”
and we feel with Mother Goose of old that
“the beggars are coming to town, some in
rags, all in tags”, for they wear big blue
license tags. As yet I have not seen any
“velvet gowns” but the most imposing one
of today was a man riding in a cart pulled
by four goats, he sat in this smoking a ciga-
rette while he had a small boy doing the beg-
ging for him. In this land of plenty it is
heart breaking to see so much dire poverty.

Since I have been telling you of our
travels, I am reminded that each month a
delightful magazine named “Travel” comes
to us and we don’t know to whom we arc-
debted for this pleasure, but we enjoy and
appreciate it anyway.

I suppose you all know who “Aunt Lottie
of Brazil” is, Miss Charlotte Kemper of
Lavras, our senior missionary of all Brazil.
“Mildred Welch” has written her life so
inspiringly in “The Real Romance Series”
published by the Christian Education and
Ministerial Relief Committee of our Church.
Aunt Lottie is now 84 years old and still
actively engaged in missionary work in the
schools of Lavras. It is truly an inspiration
to know this sained but perfectly human,
dear old lady. Her 85th birthday is on
August 21st and some of us thought it would
gladden her heart to give her a shower of
cards, notes, letters, clippings, etc., on that
day. Her address is Miss Charlotte Kem-
per, Lavras, Minas, Brazil.

Springtime in all its freshness and radi-
ance is in full bloom with you now while our
days are getting shorter and the roadsides
are lined with goldenrod and purple asters,
the yards ablaze with brilliant colored dah-
lia, chrysanthemums, scarlet sage and trees
of poinsettas, and the air has that feeling of

“October’s bright blue weather”. But we
are not looking forward to any bare trees
nor snow-storms even this month, the height
of our winter!

May you all have a happy and restful
vacation. With daily thoughts of you, I am,
Gratefully yours,
MARY COOK LANE

Any letter with two cents postage, ad-
dressed to Mrs. E. E. Lane, Sao Sebastiao do
Paraiso, Estado de Minas, Brazil, will reach
her in due course of mail.

OUR CONTRIBUTORS

HENRY DEXTER LEARNED, formerly pro-
fessor of French at the University of Chat-
tanooga, goes to the University of North
Carolina this fall as associate professor of
Romance languages.

MARY LOUISE OVERTON is a graduate,
class of 1922, of the State Normal School at
Harrisonburg. Her home is at Burkeville,
Nottaway County, Virginia.

PENELOPE C. MORGAN is a graduate of the
Home Economics Department (B. S. 1922)
of the State Normal School at Harrison-
burg. Her home is in Danville, Virginia.

JAMES C. JOHNSTON is head of the Depart-
ment of Physical Science at the State Nor-
mal School at Harrisonburg.

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