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

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I

THE CONTRIBUTION OF THE
CLASSICS TO GOOD
CITIZENSHIP

The democracy of a republic to be lasting
must be genuine. In such a state high ideals
of conduct must be offered to youth, and as
teachers they must have guides who not alone
are competent, but who in their lives exem-
plify the lessons that they would teach. In
a sense, then, all teaching should be moral,
and all of it should have in view training
for good citizenship. This training should
be broad enough to reach all the youth of the
land, and should comprehend not alone those
subjects that experience has proven are neces-
sary for the masses, but much that in itself
may not be what many are pleased to denom-
inate today as ‘practical subjects’—material
which the experience of the past has shown
is of prime importance.

Such training must not include the pres-
ent or the immediate past alone—it must con-
sider not alone the past history of our own
land and the races whence we have sprung.
It must take into account also the spiritual
ancestors of our race, the historic sources of
our civilization—the Hebrews, the Greeks,
and the Romans. This training is of para-
mount importance to the man or woman who
later is to lead in a democracy, but it is im-
portant not alone for these. The contribu-
tions which it has to make are also for the
average youth who later is to play his part
as a good citizen in the state.

The civilizations of Greece and Rome
have enriched the world through the ideals
which they held, and which found expression
in their laws, their literature, and their art.
Our government and our laws have been alike
derived, in large measure, from classical
sources.

Greece, after having tried the autocratic
and aristocratic forms of government, tyran-
nov and timocracy, developed in a number of
her states the democratic form, and it was
under this form that Athens reached the acme
of her progress. Here apparently for the
first time in history we have the state organ-
ized so as to give a large measure of freedom
to the mere citizen and also to give to him an
actual partnership in the affairs of the state.
The rights and duties of the citizen are
carefully defined. He is safeguarded in the
holding of his property, while the obligations
of the state to the individual and to other
states are also set forth.

The principles of government were ap-
lplied by the Romans, and it would seem that
even before they had adopted the republican
form of government the mere citizen had
some right to a voice in the making of rulers,
and the laws by which he was to be controll-
ed. The freedom of the individual was
greatly enlarged under the republic. We
have, from an early time, certain principles
laid down for the control of rich and poor
alike. Inequalities continued to exist and
justice often failed to be done, but this came
frequently from no defect in the laws, but
from the failure to apply them properly—a
defect which we find only too often existing
in the modern state.

The intelligent and general study of the
ancient classics, not now alone in the monas-
teries by the few, but by the tradesman, the
farmer, and the knight, under the intellec-
tual leadership of Petrarch, Baccaccio, Chau-
cer, and Erasmus, wrought mightily toward
the ushering in of a new day. Men were no
longer content to limit their vision to the con-
templation of the present, but they studied
the storied pages of the Greek and Roman
classics, and from Xenophon and Plato to
Aristotle and Thucydides they gathered in-
formation as to the ideals that the Greeks had
regarding the relationships that should exist
between man and man.

They turned to Rome and studied the
teachings of Cicero, Marcus Aurelius, and
Seneca. They read the histories of Livy and
Tacitus, and from these sources gathered
wisdom to deal with the social and political
problems which they had to face.
This influence was a potent one in forming the fine citizenship of Holland, of England, and of some of the Italian republics. Many of the first men of these countries bear testimony to the inestimable value of the ideals that were obtained from these sources. And these were men of action, and the ideas that they had obtained frequently found expression in their lives.

It gave them intellectual efficiency and historical perspective. It trained the aesthetic nature. From these sources they assimilated moral, political, and social principles that they were enabled to put into effect. From these sources men reached a broader outlook upon life, and passed from the narrow and provincial to the cosmopolitan view.

It would be difficult to overestimate this discipline as it made for good citizenship in England and America. If one be doubtful as to this matter it were only necessary to convince him, to have him consider for a brief time the names of the men who have made England great in all the lines of human endeavor: the statesmen, the men of letters, the generals, the great physicians, the men of affairs, with few exceptions, have been classically trained, and have acknowledged the value of this discipline in preparing them for their life careers. Only a few names can be mentioned from this long and illustrious roll: Sir Philip Sydney, Sir Walter Raleigh, Milton, Tennyson, Shelley, Pitt, Fox, Palmerston, Rhodes, Bryce, Macaulay, the Duke of Wellington, and Gladstone show the value of this training upon their lives.

The same is true of America. Among the founders of our republic Jefferson, Hamilton, Madison, Monroe, and Adams played a very large part, and all of them were largely indebted to their classical training for the ideals which they had. To this fact they give testimony not alone indirectly through their conduct and teachings, but through specific utterances on the subject.

In more recent times nearly all the men who have been prominent in public life in America have acknowledged their debt to the classics. Such men were Webster, Calhoun, Sumner, Garfield, Cleveland, Roosevelt, and Wilson. Let me quote the testimonies of some of these.

"Cultural training—a liberal education, an education in the 'Humanities' to use an old term—must be taken simply for the sake of knowledge and character and for the benefit of the commonwealth. It aids in giving to the commonwealth the incalculable benefits of men trained in literature, art, and non-commercial science; and it is also an aid to the highest kind of statesmanship."—Theodore Roosevelt.

"We should have scant capital to trade on were we to throw away the wisdom we have inherited and seek our fortunes with the slender stock we ourselves have accumulated. This, it seems to me, is the real, the prevalent argument for holding every man we can to the intimate study of the ancient classics."—Woodrow Wilson.

"The modern world needs ancient writings as much as ever not only because they furnish perpetual delight as models of style but also because by their very unlikeness to modern conditions they touch the imagination, stimulate thought, enlarge our view of man and nature. . . . Save them for posterity."—Lord Bryce.

These lessons have been learned not alone by the successes of the two historic peoples, but also by their failures. Rome has taught England that she owes it to the dependent peoples under her sway that they have material prosperity. This was an old lesson and applied by Augustus: "The sheep must be sheared, not flayed." But England has learned from Rome's ultimate failure that subject peoples cannot be content with material prosperity alone. They must not be oppressed in other ways; they demand a just and equitable government in all respects.

The force of this influence has not spent itself. It is present today alike in England and America, and it is destined to exist as long as men value not alone the present but are willing to enrich their lives by drawing upon the past for that which it has to give.

The importance of comprehending knowledge on the part of the teacher can hardly be overestimated, for the languages of Greece and Rome should not be used merely as instruments for training the mind and for giving the pupil greater facility in handling his mother tongue. They must afford a medium for liberalizing the mind, for the enlightenment of the understanding, for deepening moral convictions, and for sweetening the spirit.

The four books of the Gallic war are not to be read merely that they may be translated. There must be a study of the content. The importance of the Commentary must be emphasized as it bears upon the early
life history of the Britons and Gauls, and thus deals with two of the chief sources that are found in American life. The lesson of patriotism and love for country can hardly find a better example than the heroic stand of Vercingetorix, and though defeated, by his heroic resistance he surrounded the "Lost Cause" with a dignity which it has kept throughout the ages.

The character of Caesar bears close study and there is much in it that cannot fail to interest the youth who is reading the story, and not alone interest but give to him material that he may take into his own life. The fearlessness of Caesar, though not tempered with rashness, is worthy of imitation. Also his faithful care for his men, his insistence upon the strictest discipline, the leaving of nothing to chance, his affability with his soldiers, his cheerful use under adverse conditions, his diligent use of time—all these are worthy of imitation, and they will not be forgotten if properly presented. The careers of some of Caesar's young lieutenants, Cicero, Trebatius and the rest, cannot fail to interest. We have, since the World War, a great opportunity for the humanizing and modernizing of Caesar, and the lessons that he has to teach will be absorbed with a zest which would not have been the case a few years ago, and we will make a great mistake if we do not utilize this material, not alone for increasing the student's knowledge of Latin, but in the making of good citizens, which should be one of the primary aims in all education from the primary grade through the university.

Cicero, if properly presented to the pupil by a teacher who has gone far beyond the six orations usually read in the school, will prove a valuable teacher. We must not content ourselves, then, if we are to interpret him adequately, with bringing to youth the lessons that he has to teach will be absorbed with a zest which would not have been the case a few years ago, and we will make a great mistake if we do not utilize this material, not alone for increasing the student's knowledge of Latin, but in the making of good citizens, which should be one of the primary aims in all education from the primary grade through the university.

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Vergil is not alone one of the world's greatest poets. He taught his age, and has been a teacher to all succeeding ages. The
lessons that he has to impart are to be drawn from all of his writings—from the Eclogues, the Georgics, and the Aeneid. The Eclogues are far more than shepherd’s songs upon the wheaten pipe. In them he sounds the praises of a child yet unborn, who is to usher in a golden day and turn men from slaughter to the simpler paths of peace. It is small wonder that the Christians saw in these words a prophecy of the coming of Christ, and that in the Catacombs we find a picture of the divine poet along with other seers and prophets who did homage to Christ, the Lord.

The Georgics is a didactic poem. It was written by a man who was born and reared in the country, and who cherished throughout his life the simple ideals of plain country folk with old-fashioned virtues. He longed to call men away from the fetid city, and the crowded forum, to the country side:

"Where the tillers of earth have only need to break,
Year after year the clods with rounded share,
And life is the fruit their diligent labors bear
For the land at large, and the babes at home,
and the beeves
In the stall, and the generous bullocks. Ev-
ermore
The seasons are prodigal of wheaten sheaves
And fruits and younglings, till, for the com-
ing store
Of the laden lands, the barns too strait are grown
And the autumn is dropping increase, and the vine
Mellowing its fruit on sunny steeps, while the folk
Indoors hold fast by the old-time purity,
And the little ones sweetly cling unto neck and knee."

We follow him as he sings of the preparation of the soil, the sowing and the harvesting of grain, the care of flocks and herds, the planting of vineyards, the harvesting of grapes and the care of fruit trees. Homely subjects these and commonplace. But he who takes the lessons of the poet to heart will be not alone a good farmer, but a loyal citizen and a devoted father.

It is in the Georgics that our poet shows his love for his native land, a lesson that must be learned by all who are to know what good citizenship means.

"Here blooms perpetual spring, and summer here
In months that are not summer’s; twice teem
the flocks; Twice doth the tree yield service of her fruit.
Up rugged precipices heaved and reared,
Of mighty toll the achievement, town on town
Mark too her cities, so many and so proud,
And rivers undergilding ancient walls.
A land that reared a valiant breed of men,
The Marili and Camilli, names of might,
The Scipios, stubborn warriors, ay, and thee,
Great Caesar! Of fruits and heroes; ‘tis for thee I dare.
Hail, land of Saturn, mighty mother thou
Unseal the sacred fountains, and essay
The song of Ascura through the towns of Rome."

It was a love for country like that which led Lee to resign from the Union army, though he had been informed that if he remained he would soon command it, and turn his face southward when his beloved mother, Virginia, called. These lines had not been forgotten by Davis and Stevens when they sorrowfully bade farewell to their associates in the senate of the United States, then a body to be honored, and threw in their lot with the Confederacy, ready to suffer hard ship in a cause that they believed to be just, and with their dear Southland which had nurtured them.

But it is to the Aeneid that we turn for the matured teachings of the poet. These teachings if properly comprehended embrace almost the whole of that which makes for good citizenship. They have to do with the relationship of the individual to the state, to his fellow, with family life in its various phases, the respect which we owe to the gods, and the rewards which come both here and hereafter, to those who strive after the best. Here we find fully exemplified by precept and example the civic and social virtues. It would be difficult to find elsewhere finer teachings as to ‘pietas’ and ‘reverentia’. But the poet would have the good citizen not only just, reverent, filial, and patriotic. He should also be a lover of the beautiful, a sharer in the higher things of life. When Dido, his ideal sovereign, builds her new city, she is not content with the merely utilitarian. It must also be beautiful. She erects a noble temple and adorns it with matchless paintings. She flanks it with other buildings that are noble and imposing. She builds for herself a splendid palace which is richly furnished.

Let us note some examples from the ample pages of the Aeneid to illustrate its value as a good text-book on good citizenship.

The Romans appreciated full well that
the future of the state depended upon the child, hence Juvenal's "Magna reverentia puero debetur." We have a number of pictures of children that attract us, but let us follow the care which surrounded Ascanius, the destined leader of his people. We meet him first in the home, lovingly cared for by grandfather and parents. After the mother is no more, the father gives him his constant and tender care, and Venus, though a goddess, deigns to watch over her dear son's child. Dido, too, loves him, and the attendants at the hunt watch over him. He is a youth that youth today should emulate—high-spirited, brave, generous, thoughtful of others. See him as he rides forth to the hunt, managing unaided his spirited horse, and fully equipped for hunting big game. He wishes not to hunt deer or smaller game, but prays that a lion or wild boar may descend from the mountains. No youth who has had this picture properly presented to him can forget it, and the qualities of the brave youth will be, in a measure at least, transferred to him.

In the funeral games which are held by Aeneas to honor the memory of his father, there are sports for the youth, and in these the youthful Ascanius takes a leading part, and shows well the qualities of leadership so important in a leader. Again when the news reaches the men that the ships have been fired, he cannot be held back and not even his tutors can restrain him. But he rushes forward into the midst of the women and throwing his helmet to the ground cries: "What madness is this? You wretched women are not burning the camps of the Greeks. You have set fire to your own hopes. It is I, your Ascanius, who am speaking to you."

Filial affection has numerous illustrations in the Aeneid, but the hero himself affords us the best example of it. The father at first declines to leave his home but prefers to perish with the city, and finally when he goes obeying the will of the gods, it is under the tender care of his son, who bears him, a willing burden, upon his shoulders. Though the father has urged him to go without him and leave him to his fate, Aeneas will not do this. They make good their escape, and during the wanderings of the Trojans the father is his constant care. When the end comes he lays his ashes to rest in Sicily after having paid to him the last solemn rites, and on his return to the island after his shipwreck and sojourn at Troy, he holds the funeral games in his memory. When he is conducted to the realms of shades he longs to see his father; hence his question: "May I know, blessed spirits, where Anchises dwells?"

The meeting between the two illustrates alike paternal and filial affection.

The poet allows us, too, to have more than one glimpse of the relation between husband and wife. The love and loyalty which existed between Aeneas and his spouse is clearly shown: Dido's love for her husband dead is revealed, and it is only through the direct efforts of Venus that her heart is opened for a second love.

On his journeyings Aeneas visits Epirus, and here he finds Andromache in unwilling wedlock with Pyrrhus, the murderer of her father. She is sacrificing at a mound dedicated to Hector, and the unhappy princess refers most touchingly to her dead husband, and shows how deep and lasting was her affection for him.

The poet, in one of his most vivid similes, shows the devoted housewife, who wakes early from her sleep and fans into life the coals on the hearth. She arouses the maids and has them at their tasks of spinning and weaving, and throughout the day is busy, loyal to her husband, and tenderly ministering to her children.

Devoted friendship and loyalty between friends is finely shown in the story of Nisus and Eulyalus, who in death as in life were united.

Civic virtues find abundant illustration in these pages: Aeneas devotes himself unselfishly to the welfare of the remnant from Troy, though the poet makes it clear that he sets little store by life for himself. Dido shows herself an unselfish and capable leader of her people, and is genuinely devoted to their interest.

And the exiled Acestes is found by Aeneas ruling wisely and well in Sicily. We have in these men the ideal ruler, the father of his people. But not alone do the leaders illustrate the virtues that we value in the citizen, but there are many examples to be found in the humbler associates of Aeneas, devoting themselves unselfishly to the service of their ruler and their associates. Such an one was 'fidus Achates' and Palinurus, his faithful helmsman.
Vergil's belief in the gods is genuine and sincere, and consequently his religious beliefs are worthy of careful consideration. For him the higher powers are a reality. He shows his belief in providence, and the gods who control and direct, and his Jupiter is far nearer to the Christian's conception of God than is the Zeus of the Greeks. He is just, merciful, and loving: It would appear that among all the seekers after truth there is no one more advanced than Vergil. He believes and teaches the doctrine of immortality, the punishment of the wicked, and the blessedness beyond the grave of those who here have played well their part.

His state is one in which there is a ruler benevolent, capable, devoted, and loyal to his people, and a people intelligent and faithful to their ruler. This ideal he held in common with Augustus.

He is a lover of peace, but not averse to war when it is needed to obtain thereby a lasting peace. Aeneas has to fight to establish himself in Italy and found his kingdom. But he does not engage in war until first he has tried to establish his rule by peaceful means. War is forced upon him by the madness of Turnus. From his teachings here also there are lessons that the good citizen has to learn and apply. But Vergil has a message only for those who read him with appreciation and comprehension, and the teacher who knows and loves Vergil has through him a wonderful means of teaching to youth at the most impressionable age much that will be invaluable if followed in their own lives; and in this way the poet will contribute vitally in the future as he has done for many generations in the making of good citizens for the state.

Vergil does not stand alone among the Roman poets in the lessons that he teaches. Horace has shown us the citizen as a gentleman. He has revealed himself to us with frankness and completeness in his writings, and in many particulars has placed before us a model that may be followed in the making of a good citizen. His devotion to his father is one of his most noteworthy characteristics, and not less worthy of commendation is his loyalty to his friends. In his social relationships he is tactful and considerate, but he is no flatterer, and can say no when Augustus asks him to become his private secretary, and decline to obey the orders of even Maecenas, as much as he values his friendship. These are all lessons that the good citizen must learn and apply. The other satirists, Juvenal and Persius, have their lessons for us.

One is not apt to think of the writers of Roman comedy as teachers to follow in the making of citizens. But from this source there is much to be had not only to amuse but to instruct and to inform. There are many types of fathers, but in more than one, in both Plautus and Terence, we have fathers that see life whole. These men do not close their eyes to the faults of their sons, but, knowing human nature, they stand ready to aid and to call them back from the paths of dalliance. Such a one is Micio, the foster father of Aeschines, in the Adelphi of Terence. He knows his son's weaknesses, but he does not use the curb when he sees that it will not avail. But the youth is finally led to turn to him, and the father, although at first laying on the goad, full soon shows to the youth his loving sympathy, and the boy in turn reveals the depth of his love for his father. The youth is saved. Under the guidance of Micio he will become a devoted husband and a useful citizen. This same play gives us in Demea an example of the type of father who in all ages has driven his sons into hypocrisy and deception. The Adelphi, Andria, Hecyra, and Heauton Timorumenos of Terence; the Captivi, the Tnnummus, and the Rudens of Plautus offer excellent opportunities under proper guidance not alone for amusing but for impressing upon youth the civic and social virtues.

The teachings of Lucretius make for a sound morality, and it were hard to find in the whole range of literature a finer tribute to the happiness of two married lovers than Catullus gives us in his Acme and Septumius; nor can any lover of literature fail to appreciate the beauty and the sentiment contained in his epithalamia.

The fragments of Ennius which have survived breathe a splendid patriotism, and we may be sure that his poems were a powerful instrument in moulding the fine characters that controlled the destinies of Rome in her best period.

Mark the fine sentiment of Pyrrhus after he has defeated the Romans: "Nec mi aurum posco nec mi pretium dederitis; nec cauponantes bellum sed belligerantes ferro, non auro, vitam cernamus utrique." And again the fine sentiment which applies to the
Romans after the fateful defeat at Cannae:
"Qui vicit non est victor nisi victus fatetur."

The Greek and Roman classics have given us, then, discussions of the various forms of government, they have defined for us the duties and obligations which devolve upon the citizen and the government in their mutual relations, and in their relations to other people. By precept and example the relations of the citizen in family and social life are presented to us. There are given us, also, the principles by which the individual is to be trained for the highest usefulness as a citizen of the state and in private life.

These teachings hark back to the earliest Greek writers. We find them in Homer, in Hesiod, and in the early laws of the Greeks. The youth of Athens was carefully instructed by precept and example in private and civic virtues. But this was only a part. He was instructed in literature, art, and music, for the value of these subjects as a refining and elevating influence in life was duly appreciated. The physical well-being of youth was carefully looked after, and the numerous statues which have come down to us reveal the perfection of physical manhood.

Socrates devoted his life to the elevation of youth, and through his two great disciples, Xenophon and Plato, we have his teachings. In these dialogs we have presented all the ideas of the life of a citizen, and the rules of conduct formulated that should guide him in his relation to the state, to his fellow citizens, and to the family.

Plato carries forward the teaching of his master, and in his De Republica, though he puts the main teachings in the mouth of his master, we are sure that he is giving us his own views as well.

Plutarch has made many and valuable contributions to this important subject. The father should ever set a proper example to his child. For the child there is need of a good disposition supplemented by sound training. The mother should delegate a mother’s duties to no other. The director of the child’s conduct must be honest and trustworthy if the child is to be properly trained. Mere facility in addressing a crowd is not education. Literature, philosophy, and science should all be studied, gymnastics practised, and the body trained. Kindness and good counsel he deems better than blows. Over-pressure in learning is to be avoided, and there should be plenty of time for relaxation. Self-control, especially of the tongue, is strongly recommended. The youth when grown should constantly advise with his father. The father should not be harsh or exacting, and should remember that he too has been young. Marriage is recommended strongly and with one of equal rank.

No author of antiquity has been more widely read than Plutarch and from no other source do we have sounder lessons for the making of the good citizen. But more through his biographies than through his formal treatises, contained in the ‘corpus’ comprehended under the title Moralia, has he been a teacher of youth and an inspirer of manhood for many generations. It is by the perusal of the lives of worthy men that youth has ever obtained the lessons which are transmuted into their lives and tend to the formation of fine characters and worthy citizens. These lessons are taught throughout the pages of Plutarch, and though he was himself a Greek, we find them illustrated in the careers of many of the worthy Romans whose lives he has recommended to us. The youth who has read the life of Camillus cannot fail to be impressed with the lessons of patriotism and character which it conveys. He will remember especially his treatment of the schoolmaster who would betray to him the city by delivering to him the sons of the leading citizens with whose education he had been charged. At last having got them together he brought them to the Roman advance guard and delivered them up to be taken to Camillus. When brought into the presence of the general he said he was the schoolmaster of Falerii, but preferring his favor to the obligation of duty he came to deliver up those children to him and in them the whole city. This action seemed very shocking to Camillus and he said to those near by: “War at best is a savage thing and wades through a sea of violence and injustice; yet even war has its laws, which men of honor will not depart from; nor do they so pursue victory as to avail themselves of acts of villainy and baseness; for a great general should rely only on his virtue and not upon the treachery of others.” Then he ordered the lictors to tear off the wretch’s clothes, to tie his hands behind him, and to furnish the boys with rods and scourges, to punish the traitor and to whip him through the city.
The life of Quintus Fabius Maximus affords a fine example of patriotism, of able generalship and administrative ability.

The career of Cato the Censor has inspired many a youth. Sprung as he was from modest country stock with no inherent influence to aid him, largely by his own efforts he rose to the highest place in the state. He could not be bribed, he could not be intimidated. He governed his provinces justly and administered the finances of the provinces and of the state with frugality and sound judgment. Though obtaining large means through his honest efforts, he always lived simply, teaching by his practise the doctrines that he preached. It were well if these lives were more widely read today by our high school students, for they stand ready to impart lessons invaluable for the making of the good citizen, and need to be known to this generation as they were known to the earlier generations of English and Americans.

Quintilian, the teacher of Tacitus, and Pliny, as lawyer, orator, statesman, and professor, yielded a large influence upon their generation.

After a distinguished public career Quintilian gave himself up to the teaching of youth under the patronage of the emperor. He has left in his Institutes the body of his teachings. In this book in twelve volumes he has left us a complete guide for the training of the good citizen, and need to be known to this generation as they were known to the earlier generations of English and Americans.

Quintilian attaches great importance to the training of the child. This training must come at first largely from the parents and it must be imparted not alone by precept but to a great extent from example. He would surround the child with refining influence in the home. If there be servants they should be of good character, and their language before the child should be carefully chosen. There should be pictures and works of art that make for refinement. Much care should be given to the thorough training of the mind in preparing the citizen for the discharge of his duties in the state. Gentleness rather than force should be used in the training of the child. The object of all education is to make a good man, a useful citizen.

In evaluating the extent of our debt to the classical writers in the making of good citizens, the teachings of Seneca should not be passed by. His moral teachings have influenced strongly his own and successive generations of men.

But of more avail than the abstract teachings of the moralists and philosophers among the Greeks and Romans are the lessons that may be drawn from the lives of their citizens, as revealed in the pages of the classical writers, in Herodotus, Thucydides, Livy, Tacitus, and the rest. Of all these Livy is perhaps the best. He tells the story of Rome with high regard for his mission from the foundation of the city to his own times. The youthful mind cannot fail to find in these pages lessons that will bear fruit in his own life, giving him the proper ideals that should control him as a citizen in his relations to the state, in the family and in society. In these vivid pages we have examples of all the varied types of men, and youth are shown the things they should avoid, as well as those which they should emulate.

The classical writers have given to mankind valuable teachings as to the nature and character of government, and the relations that should exist between the various orders of society. They have laid down the principles that must be followed in the making of good citizens. They have left us sound ideals with reference to family life, and the social relationships of the citizen. They have left to the world a rich and varied art inheritance, and two splendid literatures that have been informing and ennobling.

This great body of knowledge has not been extraneous. It has governed, controlled, and, in large measure, moulded the ideals of the men who have made England and America great, and the influences that have come from them have reached the remotest bounds of the earth.

ALEXANDER L. BONDURANT
THE VIRGINIA TEACHER

II

THE INFLUENCE OF PSYCHOLOGY ON THE ELEMENTARY SCHOOL

THE MAISTER

He gied us Scripture names tae spell,
But what they meant we couldn't tell,
He maybe didna' ken his sel'—
The Maister.

What funny dogs we used tae draw
Upon our sklates, an' ships an' a
Till keekin' roond wi' fright we saw
The Maister.

He gied oor lugs a fearfu' pu',
Said he wud skelp us blac kan' blue;
I doot he wudna' try that noo—
The Maister.

We mind them weel, his lang black taws,
They nippit sair like parten's claws,
A crabbit little man he was—
The Maister.

He birled me roond like Nanny's wheel,
Said he was tell't to lick me weel;
He seemed tae like tae hear me squeal—
The Maister.

He opened aye the school wi' prayer,
An' psalms an' questions gied us mair
Than that we thought was proper there—
The Maister.

An' after time, an' siller spent,
We left as wise as when we went;
It wasna' muckle that he kent—
The Maister.—Teenan.

Mr. Teenan gives us a typical description of the old school. It is hard to conceive of the idea that our grandmothers and grandfathers actually went through these experiences, but nevertheless they did. This master is not an exaggeration, but just one among the general run of school teachers of olden times; times that were not so many years back, as our present-day school has developed rapidly within the last few years. But this type of school is a thing of the past. Even in the rural districts we have progressed far beyond the master, although these sections have not reached the standard we would wish.

To give an idea of how great the change has been, I will picture a morning in a typical first grade of this day. As the bell rings the children hurry from their stunts on the play ground, happy, healthy, full of life, vigor, and vitality, anxious and eager to start the day's work, which is not drudgery, as in days past, but a chance to develop naturally the aptitudes and capacities with which they have been endowed. To exercise their capabilities with full force, good health is essential; therefore the reason for the small milk pails which they all deposit on a special shelf just outside the window. The children take their seats in little chairs placed at tables, about large enough to seat six comfortably, giving plenty of space to each. They start the day with good morning greetings and handshakes, just as one would naturally do anywhere. The pupils are deeply interested in the doll project which they are working out; so in this conversational period they discuss the work they have done so far, pointing out the strong and weak points, and make plans for the future. The special topic this morning is suitable clothing for winter. At the close the teacher gets each group to move their tables to the back of the room, in order to have a larger space for the rhythm. She plays records and lets the children interpret them. There are different kinds, as the skip, gallop, march, run, and dance. The class takes great delight in this form of exercise. Now is the time to carry out the plans of the conversational period. Tables are replaced and the heads of the families bring out the rag dolls and materials with which to make clothes. They are soon at work, and it is an interesting sight to see. When one child cannot thread a needle some member of the group comes to the rescue. This is a splendid example of the co-operation which exists throughout all of their work. The grade has been divided, by the aid of intelligence tests, into two sections, the fast and slow children. The former now come to the front of the room to have their reading lesson. The method used is the Aldine, which introduces new words by a rhyme. By telling a story, letting some person or animal say it, the rhyme is brought in incidentally and the children learn it easily, even without effort. It is amazing to see how many new words they learn in such a short time by their association. When they finish, they take up the project work and the slow class goes through the same performance. With this group the teacher goes slowly and gives more individual attention. To relieve the tension and strain of the morn-
ing, recess comes right after this reading class, which is about ten thirty. The playground supervisor directs their games and sees that they get plenty of good exercise during this intermission.

After this activity the milk pails are greeted gladly. This not only satisfies their hunger and enables them to do better work during the remaining time, but it gets the children in the habit of drinking milk and encourages them to ask for it at home.

As most of the work in the first grade, phonics is given in story form also. It is after the order of reading, the sounds being uttered by one of the characters in the story. After the children become familiar with the sound of the letter, they are taught to write it on the board.

The phonics is followed by another reading lesson, just as before. By this time the children are beginning to get restless at the close of the morning; so they play several games of their own choosing. They leave as happy as when they came, and I think one little girl expressed the sentiments of all by suggesting that they stay at school all day.

Just this example of the first grade will give us an idea of what a tremendous improvement there has been in the school system in every way. The basis of all learning is the situation, bond, and response combination. "In teaching a child a poem the teacher makes the situation by arousing the child's curiosity and interest, and he responds by giving his attention and learning the poem. The bond is that connection in the nervous system which makes it possible for the child to learn the poem, and if he learns it well enough this bond will make it possible for him to say it whenever he wants to." The teacher to get the desired response must be careful that her situation is of the right character to produce the proper result.

There are two types of bonds, learned and unlearned. The learned has just been discussed above. We call the unlearned reflexes and instincts. Reflex acts are such as winking, sneezing, and jerking the hand away from a hot stove. Instinct is very similar, but in this there is a more complex situation, followed by a more complex response, as, fear and flight from an animal, a mother's interest in her baby. To make a long story short, reflex acts and instincts are those that are already formed at birth and not those we acquire.

All individuals when presented with the same situation do not form the bond to the same degree of strength, or in exactly the same manner. As an illustration, take a teacher who reads a poem and calls on different members to give her the story. One pupil will remember all the details, in the order they came, but another will recall only one or two points and is not able to give those very efficiently. The difference between these two individuals may be due to one or all three of these factors, heredity, environment, and training. The first little girl may have had superior parents and inherited their good qualities, giving her a start in life with superior natural endowments. Then she may have been reared in a home where she received personal attention from parents who took notice of her interests and gave her opportunity of hearing good music, the best stories, and living in contact with people who speak the best English. This environment naturally helped develop her tendencies which she inherited from her parents. By hearing stories and telling them, the little girl received training which was an aid to her in the school-room. On the other hand the child who could not remember all the story but told it disconnectedly may have come from a settlement district, with parents of no education and very little intelligence, and who had no previous home training at all. It is not always the case that all of these factors cause individuals to differ. It may be only one. As Jennings says, "Superior parents have no guarantee that their children will be superior; you cannot tell what combinations will arise." As a rule, though, the children of the best intellect usually inherit their capabilities from superior parents. It is more of an exception than the rule to find backward children who have bright, intelligent parents.

The fact that psychologists have obtained all of this data places the emphasis in education on the child. "The new training is based on self-activity of the child. It believes in the child. It respects his rights. It helps him to become free and self-directing. It relates him to humanity, to the universe, and to God. It reveals his special power to him and leads him to understand that the purpose of his life should be to use
this power in transforming present conditions into better conditions."

Children love to do things. They are brimming over with life and must have some outlet for all of their energy. They love to do things planned by themselves, and in cooperation with others. These tendencies are used to advantage now but in former times the slogan of the school was "don't!" to every move or action of the pupil. How could the children become "doers of the word and not hearers only," when their training always took the negative form? The doers, or boys with any energy and enthusiasm, were classed as bad, while the dull, lifeless children were ranked as the best. When a child is dull and lifeless now-a-days, you know something is radically wrong; so our opinions have changed. By doing, the child broadens his experiences, his outlook on life; he becomes original, independent, and self-reliant, all of which aid in the development of character.

Children need more freedom. Their feelings should be considered and they should be consulted more than they are about their personal problems. Children think a great deal more than we give them credit for. When getting a little girl a dress you will please her much more by allowing her to choose one she likes. She may not be capable of making the entire selection, but give her three or four dresses from which to make her choice. Not only in the question of dress but many little everyday matters would add to the child's happiness, taste, and independence if consulted. We would not like it if some one decided all of our affairs; so why think the child has no feelings at all just because he is young, which is all the more reason for being shown some consideration? He will have to make decisions in later life; so why not give him training that will stand him in good stead in time of need.

Now that we have waked up to the fact that the child is all-important, we have changed our views regarding all the phases of education. It has broadened our outlook and made us realize we had misplaced our emphasis.

The big aim of education at the present time is citizenship. This may sound far above the elementary grades, but it is not. Little children have many ways in which to show their citizenship. They have their problems, rights, and duties as well as the older people. Even in kindergarten, children learn self-control, co-operation, the value of health and the means of maintaining it, unselfishness, and independence, all of which are essential to a good citizen. The more training they have, the better prepared they will be to take their places in the community later.

This aim gives the chance for a much broader curriculum. The aim of the curriculum is to bring into the experiences of children the materials and the methods found by the race most effective in adapting conduct to the most wholesome purposes of worldly living. To enrich the child's experiences the school must reflect the interests and purposes of social life, which it desires to promote. The curriculum should emphasize that which is important in the child's social life, and subordinate the phases of no importance. When the social ideals change, and the methods of life, through inventions and discoveries, the curriculum should change to correspond. Life is made up of desires and their satisfaction. The course should be such that it will better our wants and teach us the best way to satisfy them.

"The purpose of the elementary school is to provide experiences in meeting the common needs of all, regardless of sex, vocation, or social status." These grades deal with children during a period when their thoughts, acts, and tendencies are more alike than at any other time. There is a certain amount of knowledge that everyone should know, and this is gotten in the elementary grades.

The next question is how to teach this knowledge. This question is still debated today and we do not know whether the one we use is right, but it is the best we have at present and is far superior to the old methods.

The one in most prominent use is the project. By this plan all subjects are correlated. One main plan is chosen and the language, reading, number work, songs, games, etc., all bear on the same subject. Take, for example, Indian Life. The children read stories, make an Indian sandtable, posters, blackboard borders, booklets, learn songs, games, and everything in connection with Indian Life. This gives their work some organization, teaches them co-operation, originality; gives clear, definite images; and gives the chance for expression and interpre-
tion. It has been tested and found that the project is the best method we have at present.

Through psychology we have found that individuals differ, some of one ability, some of another. By intelligence tests we can find a child's mental age, whether it corresponds with his physical age or not. In this way the teacher can find the children's capabilities and divide them into two sections, the slow and fast groups, as illustrated in the first grade. The bright section should be allowed to set their own pace and be given as much material to use as they wish. The other group needs more of an inspiration to go on at all. They should receive much personal attention and will necessarily progress very slowly.

In order for the children to develop their capabilities to the best advantage, they must be healthy. The conditions necessary for them to be strong physically are to protect them from diseases; see they have the proper nutrition; look after the external conditions, as lights, clothing, ventilation, physical defects, bodily temperature, desks, and the like.

Of course, in a way, it is hard to protect children from diseases, but in the school we can help them have a high resistance against these blights, by always having clean hands, bathing frequently, drinking plenty of water, having good ventilation, taking exercise, using a handkerchief when coughing, brushing the teeth twice a day, and many other little sanitary rules. It is impossible to see that they have the proper nutrition but we can prove an aid by asking them to drink milk, eat plenty of fruit, have cereals and eggs for breakfast, and discourage too many sweets, coffee, and foods that do not build tissue. We can see to many of the external conditions as ventilation, desks, clothing, physical defects. Health is one of the important phases of education. It is stressed particularly during this period.

While considering health, be sure the strain of the work is not too hard upon the children. After sitting bent over a desk for a long period they soon get tired, their muscles become cramped, and they grow mentally inactive. To relieve the tension have a game, or change the positions and sing songs. Arrange your schedule in such a manner that the children will not sit in one position for a long period of time.

In order that the child shall have the best training, the teacher has to have a definite knowledge of the child, curriculum, methods, that she may be capable of teaching him. The teaching force has not only increased but is better prepared, as schools are requiring a certain amount of training. This requirement enables them to carry out the aims of education in the best manner. It is through the teachers that we have been able to carry out our ideas concerning education. They hold the reins to our destiny and they are one of the largest factors in determining the future of the present generation.

Therefore we have found that psychology has placed the emphasis of education on the child. The influence has changed our aim, which in turn caused a change in curriculum, method, and equipment.

Psychology is just beginning this change and will make rapid strides in the future. Only time can tell what will happen, but we are looking forward to a great improvement and progress, and we believe they all are bound to be the result of such a beginning.

Meade Field

A WORKABLE PLAN FOR RELIGIOUS EDUCATION IN OUR SCHOOLS

When one comes into Beckford Parish and enters the grounds of the first church built within its bounds one is struck with a feeling almost of reverence for our pioneers in religion; and it is with a feeling of awe that one finds himself standing in the spot where the first rector, Reverend Peter Gabriel Muhlenberg, having preached his famous sermon on the text, "There is a time to every purpose under heaven—a time of war, and a time of peace," cast off his vestments and stood before his congregation in a full uniform of a colonel of the Continental Army, and sounded the call to arms.

I do not presume to compare myself to General Muhlenberg, yet I do want to use a portion of his text and declare that it is time to fight the lack of religious instruction in the schools of our state.

I fear no contradiction when I say that the religious instruction received by our chil-
Children is inadequate. The Sunday school is doing its best, but it is failing. The ignorance of the youth of this generation with regard to the knowledge of the Scriptures is complete and shameless; yet it is no wonder. His instruction is limited to one hour a week on Sunday morning, which is reduced to a scant half-hour, by opening exercises, roll calls, and distribution of books and papers. He gets this every week if breakfast is not late, if he has not been out too late on Saturday night, if he has not gone away for a week-end visit, or if he does not stay at home for some other reason. And frequently he goes home after Sunday school and does not even hear the scripture lessons read in church.

Religious instruction must be had somewhere. Statesmen of all generations and all creeds have maintained its necessity. Of our own great men from Washington, who said in his farewell address, “Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in the exclusion of religious principles,” to men holding high positions in our government today, who say that the present social and economic unrest, the troubles between the employer and employee can not be settled satisfactorily until the minds of men are imbued with the principles of religion, the fatherhood of God and the brotherhood of man, all voice a like sentiment. *Vox populi* is not *vox dei* unless the people are instructed in the laws of God.

In a land where religious liberty is a bulwark of the nation the introduction of religious instruction in the public schools of the state has seemed impossible, partly because of the idea of religious liberty, and partly on account of denominational jealousy, and perhaps even more on account of the narrow-mindedness of the Protestant who, in many instances, is unwilling even to admit that the religious instruction of the Roman Catholic, and of the Hebrew, is better than no religious teaching at all. The Hebrews have religious schools on our Sunday, which is a week-day to them, and the Roman Catholics have parochial schools for the same purpose. For more than fifteen years, to my personal knowledge, in the city of Baltimore requests are regularly made of the principals of the city schools from time to time, to excuse pupils of both Hebrew and Roman Catholic families to receive religious instruction, and these requests are always granted.

When the Inter-Church World Movement took form in 1919 the time was thought propitious by some of us to see if something could not be done towards introducing religious instruction into our public schools of Virginia. Hence at the meeting of the Council in Richmond in May, 1920, the following resolution was made as a part of the report of the Committee on Co-operating with the Inter-Church World Movement by its chairman Rev. G. Freeland Peter:

*Resolved, that a committee of five be appointed to consider the advisability of asking the I. C. W. M. to consider with us a means of introducing religious instruction into the public schools—such instruction to be given to their adherents by the various religious bodies, or by persons authorized by the authorities thereof, one hour each week during regular school hours, the State Board of Education concurring.*

This report was adopted and the committee was continued to carry out its provisions; but upon the disintegration of the I. C. W. M. nothing was done by the committee. In discussion, however, it was brought out that the State Board of Education had already provided a plan by which religious instruction might be given in the high schools, an outline of which will be given later.

However, at the State Sunday School Convention, held in Harrisonburg in June, 1920, a similar resolution was introduced by Dr. E. R. Miller and was adopted.

The plan had in mind by the framers of the above resolution was that on a certain day of each week the Methodist preacher, the Presbyterian minister, the Episcopal clergyman, the Roman Catholic priest, the Jewish rabbi, that is, the leaders of all religious bodies in the community or their accredited representatives go into the public schools, gather the children of families of their own faith around them and give them religious instruction. It was thought that this method would be especially valuable in rural communities.

Other plans have been tried in other places and have worked. Rev. Geo. P. Mayo, rector of Monumental Church, Richmond, has collected data with regard to the plans used in a number of other places and has very kindly loaned me the correspondence
in regard to this work, from which I shall quote to show the feasibility of these plans. The plan for use in cities is in brief, that pupils be excused from the public schools to go to nearby churches for one hour each week. The details of this plan can best be made clear by extracts from the papers collected by Mr. Mayo.

In a circular letter sent by the rector of Calvary Church of Cincinnati to the parents of Calvary Parish on September 20, 1920, he says:

This year we are to limit our instruction to the children of the 3d, 4th, 5th, and 6th grades of the public school. The children of the 5th grade will come to the school for religious instruction in Calvary Parish House on Tuesday afternoons at 1:15 o'clock, coming directly there from home instead of reporting at the public school, beginning next Monday, Oct. 5, after lunch. At 2 o'clock they will return to the public school. The children of the 4th grade will come on the same afternoon (Tuesday) at 2 o'clock from the public school and be in attendance at the Church School until 3 o'clock, when they will be dismissed to go directly home. The children of the 5th grade will come at 1:15 o'clock and of the 6th grade at 2 o'clock in the same manner as just described on Monday afternoons. . . . . These hours have been arranged in consultation with Mr. Swing, the principal. . . . in such a way as not to interfere with any vital part of the children's public school work.

In Toledo, Ohio, a similar plan is working and from St. Mark's Church comes the following:

We have made a splendid start. From the beginning we have had the co-operation of the superintendent of our public schools, Dr. Giteau, and, I believe, great interest on the part of principals and teachers.

In Grand Rapids, Michigan, in 1919, the Rev. G. P. T. Sargent, rector of Grace Church, organized a church school for religious instruction. The facts in this case are so interesting that I feel it is worth while to quote the whole account of what happened there. He says:

We took the Christian Nurture Series and had a long conference with the Superintendent of Schools. We asked him if he would be willing, upon the request of parents, to direct his principals to excuse for one hour a week the boys and girls to come to us for the religious instruction. He promised his hearty co-operation, and his promise has been fulfilled. Read his letter:

My dear Mr. Sargent:

I am very much interested in your plan of a church school and I promise that we will co-operate with you in every possible way. The question of religious instruction in the public schools has always been a very difficult problem, and in my opinion you have selected the only possible solution of this very important problem. It is not right to neglect the religious instruction of the children. The public schools can not give this instruction at public expense. It is, therefore, the duty of the Church to give religious instruction to the children, each denomination taking care of the families belonging to that denomination.

I was very much interested to observe how skillfully you have developed your course of study so that it correlates in all grades with the course of study prescribed for our schools. By doing this you will not detract from the efficiency of the instruction in the regular branches of public education, but you will make both the secular studies and the other studies offered by you in your school more interesting and vital.

If all the churches in Grand Rapids would do as you have done, and are planning to do, the whole question of religious instruction of the children of Grand Rapids would be solved. Yours sincerely,

W. A. Greeson, Supt.

The following letter was sent by Superintendent Greeson to the Grand Rapids principals and teachers:

Grand Rapids Board of Education Office of Supt. of Schools Sept. 10, 1919.

Bulletin No. 8

To Principals and Teachers:

The Rev. G. P. T. Sargent, rector of Grace Church, has organized a school for religious instruction in Grace Church. Announcement will be made by him of the organization and the dates when each grade will meet. The purpose of this Bulletin is to authorize you to dismiss pupils whose parents or guardians desire their attendance at this Church School in time to arrive at the church at three o'clock on one afternoon a week. I am enclosing a letter which I have written to Mr. Sargent on this subject.

W. A. Greeson, Supt.

A year later, Sept. 11, 1920, Supt. Greeson sent out another bulletin, a part of which is:

The work in religious education in Grand Rapids is progressing very satisfactorily. There is every reason to believe that the work will be very greatly increased this year and that other churches in addition to those that inaugurated the work last year will join in the movement. Children and young
people have a right to religious education. The public schools cannot undertake this work. We must look to the churches to provide the religious education for the children in each church.

Last September I issued a Bulletin authorizing you to excuse pupils from school to attend classes in religious education in any church, where such a school is organized. The church school will co-operate with you in reporting attendance and progress in the work. The Board of Education has authorized you to give credit for work done in these schools. These credits will be entered upon our records only on written recommendation of the teachers in the church school.

The Rev. Mr. Sargent, rector of Grace Church, has made the following schedule for the different grades of classes meeting in Grace Church. Monday, grades 9, 10, 11, and 12; Tuesday, grades 7 and 8; Wednesday, grades 2 and 6; Thursday, grades 4 and 5; Friday, grades 1 and 3.

You are authorized to dismiss pupils in time to arrive at the church school at three o'clock, p. m. When other churches organize their schools, I will inform you of their schedule.

I am sure you will continue to co-operate with the churches of Grand Rapids in this important movement.

Yours sincerely,
W. A. Greeson,
Supt. of Schools.

In Oak Park, Ill., the plan has been tried as indicated in the following letter:

Oak Park Public Schools

To Parents and Guardians:
At a recent meeting of the Board of Education, the Supt. of Schools was authorized to co-operate with the Oak Park-River Forest Board of Religious Education, to the extent of allowing pupils to elect classes in religious studies offered in churches of this community. Parents or guardians who desire to make this election will please indicate their decision by filling out the form on the other side of this card. Pupils not electing this work will remain in the class work of their respective schools.

If the privilege of attending the classes in the churches is abused for truancy, or otherwise, it will be withdrawn.

W. J. Hamilton,
Supt. of Schools.

The legality of this plan was vouched for by State Superintendent Blair, of Springfield, Ill.

As early as Feb., 1918, Dr. John K. Finley, Commissioner of Education, New York, said in an address on Religious Education:

With our varying creeds the religious teacher may not come with his or her particular creed into the school, but that should not prevent a co-operation between the school and the church or between the school and the home which will insure the religious teaching of every child outside the school.

The time has come for Protestant and Catholic and Jew and Gentile to co-operate to the end that every child may have . . . an intimation at least, of his moral and religious inheritance.

In January, 1920, such a plan was put into effect in Rochester, N. Y. Record of attendance at the church school and grades on work done are sent to the parent on the regular Public School Report Cards.

In the Batavia (Ill.) plan, a card is sent from the school to the parent, having on one side this statement:

To the Parents:

In accordance with the Batavia plan for week-day religious instruction, pupils in the elementary school, on application of parents made on the other side of this card, will be permitted for one hour on Thursday to attend church for religious instruction.

If the privilege is abused for truancy, or otherwise, it will be withdrawn. Pupils who remain in school will have a study hour.

And on the other side of the card was:

To the Superintendent of Schools:

Please permit my child—

( ) Baptist
( ) Brethren
( ) Holy Cross Rom. Cath.
( ) Christian
( ) Congregational
( ) Episcopal
( ) First Meth. Epis.
( ) Immanuel Ger. Luth.
( ) Bethany Sw. Lutheran
( ) Swed. Meth. Epis. (to attend first M. E.)
( ) Swedish Ev. Mission
( ) German Evangelical
( ) Study Hour (in case no church is selected)
( ) Study Hour

Date . . . . . . . . . Parent . . . . . . . . .

Furthermore, chiefly at the instance of Rev. Mr. Mayo, I think a plan has been formed by which the pupils of the Richmond, Va., schools are to receive week-day religious instruction in a manner similar to these. The details of this plan I have not been able to obtain. But I do know that Supt. Hill is in sympathy with the movement.
The actions of these cities in so many states augur well for the co-operation of the churches and the public schools in cities. Can such a plan be put into operation in the towns and cities in other convocations, in Winchester, Woodstock, Strasburg, and Harrisonburg, for instance? If we want such a plan in our towns we have got to put our prejudices in our pockets and treat alike Jew and Christian, Protestant and Catholic and get our ministerial unions to study these plans and have something definite to present to the school superintendents and push the whole matter. The experiences of the towns referred to show that it can be legally and successfully done.

These plans will look out for towns and cities. But I am more interested if possible in what can be done in the country.

Take a graded country community school for instance. Could it not be so arranged that the clergy of the three or four churches which serve that community could all go to the school one day a week, take with them the helpers of their own denomination needed, and give the instruction desired.

I believe this is possible. I believe the State Board of Education will co-operate with such a plan. I am emboldened to think so because I know Superintendent Hart and the other members of this board to be open-minded men, alive to the interests of the people of the state, and also because at the Rural Life Conference, held in Richmond the second week in May, 1921, Governor Davie called on the clergy in all rural communities and the school officials in effect to co-operate with each other in the teaching of ethics and morality.

The legal difficulties, if any, can be removed if the sentiment of the people in this commonwealth is sufficiently in favor of it.

The course of Biblical study outlined by the State and authorized for use in high schools has been successfully tried in at least one place in the lower valley. It has also been in successful operation in the town of Broadway in Rockingham County, where a portion of the course has been given by each of the several ministers of the town, one taking the lesson for Monday, another, the lesson for Tuesday, and so on in rotation. Supt. Myers, of Rockingham County, tells me that this work has been remarkably successful at Broadway, pupils whom one would least suspect of being interested in the Bible following the course with great avidity. He furthermore said that a number of the pupils who had the course have connected themselves with the church of their choice and this is thought to be largely due to the course.

I must say that, however good this course may be, it is not sufficient to satisfy the needs of any community, because if religious education is put off until our boys and girls enter the high school, we are late beginning and besides we do not reach more than ten per cent of our children, as they leave school before they reach the high school. Hence, if we wish to reach all our children we must begin in the lower grades.

HENRY A. CONVERSE

IV

THE WORTHY USE OF LEISURE AS AN AIM OF SECONDARY EDUCATION

Our vocation must represent our purpose in life. Whether we have chosen to follow the plow, to excel in a professional line, or to care for the home, it is the biggest thing in our lives.

Next in importance, then, should come our avocation. Whether it occupies only a few minutes a day, a few hours a week, or a whole day at a time, it is a vital problem. It must add to or take from our worth-while-ness as citizens of the community in which we live.

When we have realized the importance of the avocational interests the question arises as to where good leisure habits are to be acquired. Where should a man learn to use his time for the re-creation of his powers and the enrichment of his life? Where is the promotion of social interests to be learned? In the "nursery of civilization"—the school.

A neglect of this vital problem can lead only to dire results. We shall find more divorce cases on record, for much of the contention between husband and wife is caused by worthless outside interests. There will be no lessening of juvenile delinquencies or
reform schools. When a youth is thrown on
his own resources he fulfills the saying, "The
most original impulse in us is the impulse to
action." His response is ready and ungo-
vernied, whether the situation be favorable or
unfavorable. He is forced to learn a hard
lesson; a lesson made hard by the neglect of
parents and teachers. Boys who spend three
nights a week at "peppy" shows and the
other two at equally "peppy" dances can not
be expected to make very estimable citizens.
The unworthy use of leisure accounts for
the flush in police courts during a holiday
season and the frightful growth of crime dur-
ning strikes.

"The unworthy use of leisure," says a
Bulletin, Cardinal Principles of Secondary
Education, "impairs health, disrupts home
life, lessens vocational efficiency and destroys
civic-mindedness." Underlying all of this
there is a lack of training. I have chosen to
lay responsibility of this training on second-
ary education.

The scope of secondary education ex-
tends from twelve to twenty-one years, in-
cluding all cases. It includes what is known
as the adolescent period, a period which edu-
cators agree to be a character-molding one.
The children are eager to form new ideas and
ideals of conduct. They are easily influenc-
ed, especially by example. Any one seizing
their fancy can sway them at will. They
have been known to change their ideals al-
most daily. One woman tells of her young
son who went to school one morning declar-
ing he meant to be a man just like the new
minister and came home in the afternoon
swearing allegiance to the fellow who "lick-
ed" all of the other boys.

Paul Monroe says, "Every youth should
ask himself the question, 'How am I going
to find my amusement, spend my leisure
time?' " We, as teachers, must help him to
answer it rightly.

"Education is not only preparation for
life; it is life itself," Graves says in his Stu-
dent's History of Education. This is es-
specially true of secondary education, for there
are few of life's problems that do not pre-
sent themselves at this time. The choice of
vocation, of religion, of friends, of ideals,
of books, and a multitude of other minor
matters must be attended to. It is necessary
then that all the activities, study, athletics,
social affairs, and school life in general "be
infused with a wholesome morale so that in
all the will of the youth is acting as we de-
sire it to act in his mature life." Worthy
habits and actions will come naturally, if
they have been cultivated throughout the
school life of a man or woman.

To one who would teach habits of harm-
less enjoyment the support of the ringleader
is of no little value. If the most charming
girl in town can be made to see that an af-
ternoon on the tennis court is worth while
or a cross-country hike beneficial, it will not
be so hard to get the other girls of the com-
munity to think so, too. A single boy can
cause a school to have a successful athletic
year, not by being such a fine athlete him-
self, but by taking a whole-souled interest in
it. If we can influence this boy and girl to
come to this conclusion, to realize that out-
door sports are worth while, then we have
made one stride towards a happier and bet-
ter community for the future.

Miss Espey says that girls find their good
-
time by doing things that are different, live-
ly, and interesting. "Variety, wholesome
fun, and abundant opportunity for self ex-
pression must be provided by schools." Of-
ten so much time, energy, and fineness of
character are lost in the search for these
things that should have been placed within
reach. We continually say, "Don't do this," or,"Don't do that," without giving a plausi-
ble reason for our demand or proposing any-
thing to take its place. Young people will
try their wings even if told they are too
young to fly, and we must assume a more sub-
tle way of governing them than by mere
"Don'ts." No matter how often Mrs. Jones
separates Johnny and the neighbor's boy, if
she does not give him something else to do,
hostilities will not be long suspended. It is
what we get boys and girls to do and not
what we keep them from doing that counts
most in their lives. Our attitude, which has
been a "let alone" one, must be changed.
We must have a positive, determined pur-
pose that such habits shall be taught to the
youth of our land. There is little to be
gained by agreeing that the worthy use of
leisure is important, if we do not take defi-
nite steps to see that it is taught in the
schools.

Summarizing then, the worthy use of
leisure should be the function of secondary
education, first, because it covers the devel-
opment period of social, mental, and moral
activities. Second, because of the pupil's in-
interest in himself and his environment at this time. Third, it provides for instruction in more interesting and practical ways than other phases of education. Teachers would do well to recognize this aim in the teaching of English, history, civics, music, physical education, and the sciences.

English, or more properly literature, offers one of the largest fields of opportunity, as it is suitable for both urban and rural education. It is almost always a constant in the curriculum and is popular among students. The value of the inculcation of good reading habits can not be overestimated. In a majority of cases, ninety per cent in fact, they will have no further systematic study of what to read. A boy who enters high school thinking The Last of the Mohicans is dry and uninteresting has read Diamond Dick novels with a relish. A change must be brought about, but it must be a constructive growth rather than a violent overthrowing of his former principles. Purely classical literature must be approached gradually, for to rush matters is as likely to kill any regard for reading as to improve it. This study may be aided by a not less important aim, the reading of good, standard current fiction. While classics may aid to a great extent in the forming of right ideals, it is the writers of the present who must progress as the student progresses. It is just as important that he make the acquaintance of the men of his time as that he know Milton or Shakespeare. The pleasure that is to be got from the patronage and sharing of good books should be placed above all other aims in the high school literature course. The end of this course should be a mere beginning of a finer, better, course which will develop as the young mind develops and will extend itself through a whole life time.

The physical education course undoubtedly offers another large field of opportunity. The forming of high ideals of good sportsmanship, fairness, honesty, and courtesy are a few of its contributions. Perhaps its greatest gift is its promotion of bodily vigor, for no man can serve either his own or his community's interest best if he is weak or frail in body. Athletics are of a necessity more or less democratic. The boy or girl who can throw two field-goals a minute in a game of basket ball will not lack for popularity. Youth learns to respect fine bodies rather than wealth and the things it brings. The principle of subordination, so hard for adults to learn, may easily be taught here. All men may not be leaders in life any more than all players may be forwards in basket ball. So they must learn to serve where they are most needed and not where they are most applauded. Less formal gymnastics in which every child takes a part are worthy of consideration and may bring keen enjoyment when school days are over.

Shakespeare evidently realized the value of music when he said:

"The man that hath no music in himself, 
Nor is not moved with concord of sweet sounds, 
Is fit for treason, stratagems and spoils: 
The motions of his spirit are dull as night 
And his affection dark as Erebus: 
Let no such man be trusted."

All through life children display a love for music. The small boy whistles a lively tune or annoys his elders with a breath harp. The little girl sings her dolly's to sleep at night. Older girls and boys get together for no other purpose at times. A cultured enjoyment of music must, however, come through study and appreciation. The first instruction should be simple, lively, rhythmic songs that will catch and hold the children's fancy. Most American children will never be great singers; so a great deal of time should be spent in making good listeners of them. If they once learn to enjoy and appreciate good music they will never be content with any other.

History and civics may, if well taught, be the making of good citizens. If the men and women cease to be mere lay figures and appeal to the children as living beings who have made the best of their lives, its influence for good is untold.

Sciences of various kinds have been found worthy of consideration, especially for boys. Interests have been awakened during high school days which have resulted in great inventions later on.

Another way in which the worthy use of leisure may be taught is through the social activities of the pupils. These necessarily divide themselves into two classes, the city and the country activities. There are some applicable to both, such as the reading, music, dancing, or dramatic clubs.
The reading club may be entertaining, interesting, and enjoyable. It is also instructive without seeming to be. The organization may be selected or open to all. In a small town near Roanoke, Virginia, a notice in the postoffice window brought a sufficiently large number to organize. The first chapters of a new book were read by the principal of the high school and then the hostess of the evening sent them to the kitchen for a taffy pulling. The club has continued to thrive and has meant a great deal to the community. I am sure no boy or girl has ever gone home with a guilty conscience or incurred a parent’s displeasure by attending the meetings. They are easy to join, as the end of any book offers excellent opportunity for the addition of members. One night of initiatory services is a fine thing and prevents a monotony of procedure. A small fee will help defray the expense of books and promote group spirit.

The music club is supported enthusiastically by parents and well attended by students. Mrs. Warren, a social worker on the streets of one of our large cities, tells of a poorly clad boy who slipped into a cheap movie every night. He always sat with his head in his hands and never seemed to see the picture. One night she laid her hand on his arm, and asked, “Is there anything the matter, sonny?” “Oh, no, ma’am,” he replied brightly, “I just came in to hear the music. Isn’t it pretty?” Mrs. Warren called it a tragedy. A love for music amounting almost to a passion had been so warped by ten cent movie jazz that in later years when his chance came he had lost his artist-sense. It is not enough that we teach children to like good music, but we must also put it within their reach. A victrola is an invaluable assistant and local talent is very useful.

Closely allied with music clubs is the dancing club. It is not undesirable in the least if carried on under the proper auspices. If parents and teachers were really interested in the club and did not assume a watch-dog attitude, a boy would find as much pleasure in dancing with his mother or sister as he had found in slipping down the back stairs and attending a “moonlight dance.”

A dramatic club suffices as an interesting recreation for high school boys and girls. The plays at first should be selected by an elder person, but the pupils should be trained to judge for themselves. It is not advisable to give the same boy a villain’s part each time, for they not only play the part, they also live it. The club is self-supporting and may be used as a money-raising means for worthy causes.

In the country the agricultural clubs tend to keep boys and girls at home, and happy. The live stock and farm product contests teach the boys resourcefulness, independence, and sportsmanship. It calls for true steel to see a blue ribbon awarded another boy after three months of hard labor on your part. There are lessons to be learned from nature that later prove invaluable. They learn a kindness and sympathy through raising a prize flock of geese or fine pig that will often extend to their fellow men.

The Y. M. C. A. and the Y. W. C. A. are among the organizations most influential for good, as they not only serve during school years but after graduation. Their high purpose strikes an answering chord in most young people. Their gymnastic apparatus draws the crowd if they come for no other purpose. Especially in cities the work has been far-reaching and worth while. Mission work conducted through them has taught young people the error of strong drink, gambling, and corruptness in business.

The time is coming, I believe, when all school activity shall be preparation for either vocation or avocation. We, as a commonwealth, are waking up to the needs of our children. We are teaching health, citizenship, and other common sense subjects. We have put hitherto taboo subjects in the curriculum for the physical welfare of our nation. For the moral welfare of our nation we have recognized the worthy use of leisure as an aim of education. “For,” says J. P. Garber, “it is just as essential to a stable social order that the individual should know how to spend his recreational hours as it is that he should know how to spend his vocational hours. To this end educational forces must move steadily.”

Josephine Harnsberger

The directors of the Commonwealth Fund have granted $10,000 to the University of Chicago for the prosecution of research in visual education.
REPORT OF COMMITTEE ON RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION

The National Education Association of 116,000 American teachers, in its Sixtieth Annual Convention, declares its profound faith in the principles of our democracy and in the indispensable character of public education as the vital forces in that democracy; we here devote ourselves anew to the patriotic duty of developing intelligence, honor and loyalty in the lives of American boys and girls.

For the teachers of the United States to come to New England is not a journey but a pilgrimage. It was here that the American public school was born. It was here that the principle of free school, tax supported and controlled by the people, had its first clear and substantial expression. It was here that the first public high school was established. It was here that Horace Mann lived and labored. To this birthplace of the American public school it is the privilege of our Association to return. From this vantage ground of a splendid tradition it is fitting that we should proclaim anew our faith in the American public school. Here, in the nursery of American freedom, it is fitting that we should pledge again our unswerving loyalty and devotion to the American ideal of universal public education as the basic safeguard, guarantee, and bulwark of civil and religious liberty. It is especially fitting that we bespeak here, in behalf of twenty million boys and girls who must soon bear the full responsibilities of American citizenship, the continued and increased interest of the American people in the welfare and progress of their most fundamental institution.

It is especially appropriate in this place and at this time to reassert a principle that has been irrevocably established in our national life—the principle, namely, that public education is more than a matter of local or even state concern; that it is in truth a matter of the deepest national concern; and that the nation as a nation has a stake and interest in the welfare and development of every child in the land.

It is appropriate in this place and at this time to reassert this principle because its establishment was due primarily to men from New England. It was Rufus Putnam of Massachusetts who secured in the Land Ordinance of 1785 the far-reaching provision which has set aside for "the support and maintenance of public schools" the sixteenth section of every township in every state that has since been carved from the National domain. It was Nathan B. B. of Massachusetts who drafted the Ordinance of 1778, which placed religion, morality, and education as the foundation of the states formed from the Northwest Territory. It was Manasseh Cutler of Massachusetts who stood first and foremost in 1787 for the Federal land grants which made possible the state universities of our Middle West. It was a senator from Vermont, Justin S. Morrill, who fought through three Sessions of Congress for the legislation which, within a decade after its approval by President Lincoln in 1862, secured the establishment in every state of the union of a "College of Agriculture and Mechanic Arts," under national support but with complete state control. It was a sun-crowned son of Massachusetts, Charles Sumner, who fathered in the Senate the bill introduced in the House of Representatives by James A. Garfield in 1867, establishing a Federal Department of Education. It was Charles Sumner who said that, if he could have his way, he would place the
head of the Department of Education in the President's cabinet. It was another great Senator from Massachusetts, George F. Hoar, who in session after session urged the Congress with cogent force to appropriate for the support of public schools throughout the country the national funds arising from the sale of public lands. It was the venerable and honored Senator, Charles S. Pageor of Vermont, whose name was first connected with the legislation which is known today as the Smith-Lever act, and also with the bill now known as the Smith-Hughes act which, passed with the complete and cordial support of the New England States, has been the nation's first great step toward the solution of the problem of vocational education.

Notwithstanding all that has been so nobly wrought, there are unfinished paths before us. No state today can be educationally self-sufficient. No American citizen, no matter what his color, what his occupation, or what the land of his birth, can, with safety to our social order, be merely "hands and feet to fetch and carry." Human destiny, to an extent never known before, is now in the hands of the great masses of the people. The fundamental problem that now confronts us is to raise the common man, not so much to a greater degree of skill and industrial efficiency as to those higher planes of thinking, feeling, and social action which the complexity and interdependence of life demand.

In full accord with these ideals and teachings, we pledge our support to the following principles and policies, and invite good citizens everywhere to join us in making them effective throughout the nation.

We reaffirm our sincere, devoted, and unqualified support of Federal aid and Federal recognition of public education, without Federal interference in any way with state and local control, as they are embodied in the Towner-Sterling bill now pending in the 67th Congress.

The question of adequate school revenues is one of the most pressing and important problems facing the country at this time. The wealth of the nation is sufficient for all its educational needs. We ask that Congress and the state legislatures recognize the supreme importance of public education and that they set themselves to the task of providing adequate funds for its support. We believe, in order that there may be equality of educational opportunity for all children, that the state should assume a much larger responsibility for the adequate financial support of schools and that at least one-half of the school revenues should be derived from state income.

We believe that the best interests of education will be served by a full recognition of the principles that education is a state function, and that local boards of education are in this sense officers of the state; and that they should be free to determine and administer their own financial budgets, subject to general state control but unhampered by municipal authorities.

The safety of the republic rests to a large degree with the teachers of the nation. We call upon teachers everywhere to teach respect for law and order and for constituted authority; to impress alike upon young and old the importance of obedience to the Constitution and to all state and national laws and to local ordinances; to teach the children that the laws are made by the majority and may be changed by the majority; but that they must be obeyed by all; and that he who disobeys the Constitution or laws is an enemy of the republic.

We approve training in American citizenship and urge that the principles of this Government as embodied in the state and national Constitutions be made an integral part of the training of every student in every school. We also urge in the interest of true Americanism that no person unwilling to submit to these principles be employed in the education of youth.

We declare our unqualified approval of permanent tenure for teachers during efficiency and good behavior following a reasonable probationary period; of the establishment of permanent, safe, and adequate teachers' retirement funds; of raising educational standards and attracting the finest ability to the teaching profession by an increase in teachers' salaries; and we stand unalterably opposed to a lowering of salary schedules for competent teachers in any part of the country. To these ends we urge that continued activity of the National Education Association to secure the legislation in various states which will bring about these results.

We declare that the fundamental need in public education is an adequate supply of well-trained teachers, and we urge the sup-
part of every agency and policy that will increase and improve the facilities for the preparation of teachers. We urge that salaries be based upon professional preparation, the skill attained, and the quality of service rendered, irrespective of the grade or age of the children to be taught.

We call attention to the failure to provide an adequate program of education for the children living in the rural areas of our country, and we urge that the educational opportunities provided for children in rural America be made equivalent to those offered to children in the most favored urban communities.

We look to the City of Washington for leadership in matters of school administration, supervision, teaching, business management, and for the development of a sane, well-balanced and progressive educational program in city schools. In a special sense the schools of the capital city belong to the nation. In behalf of the nation we ask Congress to create a board of education for the City of Washington which shall be entirely free from party control, to have direct charge of its own financial budget and with a secure financial income sufficient to make these schools worthy of the capital city of the nation.

We declare that the exclusion of Hawaii and other territories from benefits of Federal appropriations is unjust and indefensible; and we instruct the Legislative Commission of the National Education Association to urge Congress in all acts providing for Federal aid for education to place these territories on the same basis as the states.

We are unalterably opposed to the Johnson bill now pending in Congress whereby the education of the foreign-born would be placed in charge of the Naturalization Bureau. This work belongs to the department of education and should be placed there.

We send fraternal greetings to all national organizations of teachers in foreign lands, expressing our desire and readiness to join them in the leadership which shall promote the cause of truth and of international understanding. To this end we commend the work of the Committee on Foreign Education Relations in preparing for a world conference on education in 1923 in connection with this Association.

We rejoice in the reduction of world armaments already accomplished. We believe that international peace and good will, brought about by mutual understanding and confidence, will be more speedily realized by education than by any other means. We therefore recommend that revenues released by the reduction of armaments be used in the promotion of education.

We express our sincere appreciation of the fine hospitality which has been shown the members of the Association by the committees, organizations, press, and citizens of Boston and vicinity. There has been evidence everywhere of careful foresight and of untiring effort on the part of scores of volunteer workers who have contributed to the success of the 60th Annual Convention of the Association.

"About five hundred years before the Christian era, a Chinese philosopher said, 'Three things will I strive to attain: humility, frugality, and gentleness. Be gentle and you can be bold; be frugal and you can be liberal; be humble and you can become a leader of men.'

"None of these three qualities could possibly irritate even the most sensitive person in the household, and yet there is no idea that they imply weakness. The homemaker is the head of the household in the real sense of controlling the social atmosphere of the home. Her gentleness prevails over clashing temperaments, ill humor, selfishness. The woman who is gentle is soothing and powerful, too, because wherever she is she takes all the sting of discord out of the air. Through frugality, day by day, there is always a sufficient fund for the necessities, and the second cause of broken homes vanishes as if by magic.

"The rulership of humility is the surest sovereignty. The homemaker who does not insist on her power will never lose it; her family naturally come to her as the court of final appeal in family affairs. She shuts out no confidence from husband or children. 'Love seeketh not her own, is not puffed up, vaunteth not itself,' and so on. The race is not to the swift in the homemaker's path; but the greatest glory is hers when her personal character frees her from discontent, envy, greed, and creates a haven of peaceful understanding for old and young."—The Forecast.
SOME RECENT BOOKS OF INTEREST TO TEACHERS


One's first impression regarding this book is that it may prove too technical for the average reading circle or methods class, but, following a closer examination, the decision is thoroughly in favor of the book. There are few books which go into every phase of reading procedure, as does this one.

There is first a survey of reading tests and their results upon method, then an analysis of reading from the standpoint of quantitative and qualitative perception, and the motor processes involved, such as eye movement and breathing, followed by a discussion of the higher mental processes such as association, imagery, appreciation, and comprehension.

These chapters are followed by other summarizing tests, not from the standpoint of results upon method but with regard to the tests themselves and how to conduct and score them. Last, comes the meat of the book for those engaged in teaching—a discussion of remedial measures and a discussion of variations of methods to meet the needs revealed by diagnosis, all so much to the point and so clearly based on real experiences, one can not help suggesting that Dr. Gray make his next book a book of methods.

Ethel Dulin


This is a report of the N. E. A. Sub-committee on Revision of Elementary Education, put up in booklet form. Its purpose is to show how superintendents and other educators may "follow up" the administration of intelligence tests. It is composed of six chapters, one by each of the above authors, on problems growing out of the use of tests and the attempts made to readjust school methods, curricula, and organization on the basis of mental test results.

Terman in the first chapter presents an historical discussion of the use of tests, from the individual tests of Binet to the present widely used group tests. He shows how much tests are necessary for the discovery of individual differences and the solution of the problems arising from such differences.

The remaining chapters describe experiments that are being made in readjusting the school to meet this problem of individual dif-

ferences. In Chapter II Dr. Dickson describes the Oakland, Cal., plan of classifying school children according to mental ability. This plan affects all the school children and the whole administration. In Chapter VI the other extreme is reached when Dr. Fernald shows how adjustment and corrective methods are used with individual children. Mr. Tupper, superintendent of schools, Miami, Arizona, gives a very helpful discussion of the use of intelligence tests in small city schools.

It is a book that will make many superintendents turn to their files and go over the results of their tests with renewed interest.

Clyde P. Shorts


The book is divided into four parts and an appendix and glossary. Part I, How to Use Tests, devotes four chapters to a discussion of what the test is, the relation of tests to school problems, statistical methods, and the use and abuse of tests.

Part II describes the tests used in measuring achievement in the various school subjects under the headings of General Nature, Practicability, and Use. Illustrations are given of each type of test.

Part III is devoted to the measurement of general mental ability.

Part IV. It is this chapter on Important General Principles Regarding Tests that makes the book a departure from the present books on the market. Here he describes how a test is made, how to select a project and choose a test best suited to that project, and how to administer and score the test. In Chapter XV the author shows how to relate the test results to teaching, and how to plan for further testing. Part IV is a real addition to the literature that is available to the average teacher interested in tests and measurements.

In the Glossary a list of 87 technical terms are defined and will be a great aid in remedying the looseness with which terminology is used at the present time.

Clyde P. Shorts

HUMAN TRAITS AND THEIR SOCIAL SIGNIFI-

Written for freshman students in Columbia University in a course entitled "Introduction to Contemporary Civilization", this stimulating book is bound to attract a larger audience, one of thinking men and women. It will do this because it interprets modern life in terms of the newer psychology and soci-

ology.

The first part of the book is devoted to what the author entitles social psychology, a subject usually intangible and expressive of the author's pet theories. In this treatment
it is a concrete and illuminating study of types of human behavior, nature of the self, language, reflection, and so forth, and besides being a keen analysis of the fundamental activities of men in group life, it is full of hints for the individual in his efforts at self-direction and self-development.

The second part of the book is a study of the manifestations of human reason in the fields of religion, art, science and morals, which are really man’s efforts to adjust his life to his environment and perhaps we should say his environment to his life as well. Controversialism and completeness are not aimed at, but illustration and stimulus to thinking abound. No college student could make a careful study of this book without gaining a broad foundation of ideas for the interpretation in his life of the place of the many various courses he shall pursue in college, and at the same time laying a sound foundation of ideals for his life in college and after college. W. J. Gifford


Books for beginners in algebra appear with the regularity of the recurring seasons and frequently they are as much alike as one summer is another. But in this text we have at least something a bit out of the ordinary.

The first 45 pages are used to review some important parts of arithmetic and to make an easy transition from arithmetic methods to those of algebra. A number of pages are used to clarify the idea of translating from the language of the street to the language of algebra, i.e., statement of problems—all this before the idea of negative number is introduced on page 64. Following the four fundamental operations we find a chapter on Graphs which is perhaps rather difficult for a beginner, and then linear equations in two unknowns. All this comes before factoring or fractions.

A review follows in which fractional equations are introduced and more difficult problems presented. An appendix contains subject matter which in the opinion of the authors should be omitted in a first year course in algebra.

The same authors have prepared a book on Plane Geometry and another on Solid Geometry along traditional lines, with a slight difference in arrangement in order to throw emphasis on important theorems.


HENRY A. CONVERSE


As an introduction to Geography the author of Around the World with the Children has put into a book the true spirit of the teaching of Geography. With the appeal to the fundamental interest of food, clothing, and shelter as a theme, and with the social instinct of a child for facts in the lives of other children as an incentive, this volume of one hundred and thirty pages will be very gratifying to any boy or girl.

As a book to be taught it has a distinct advantage in the excellent ideas that are included in the book as an appendix. The “Suggestions to Teachers” give the inspiration that may be developed into an artistic and unique piece of instruction.

ETHEL SPILMAN


Despite the large number of available texts in the field of general psychology, there is still a strong demand for others and Elements of Human Psychology promises to take its place among the better recent texts for the use of college students. The binding and print of the book are especially to be commended, as also its general organization.

Perhaps the stronger features of the book are as follows: the number of excellent cuts and illustrations, the new classifications of mental states and mental phenomena, the “practical exercises” at the end of each chapter, the review questions at the end of the book, and the rather detailed combined glossary and index. While the outline of the book as a whole does not differ greatly from most texts in elementary psychology, the author is to be commended for laying especial stress upon the psychology of attitudes, language and thought, intelligence, and human character. The book does not abound in practical applications to education and other arts because the author’s purposes are rather to set forth the field of general adult psychology.

W. J. GIFFORD


This is a collection of essays on agriculture by ancient and modern authors and includes among others the names of Xenophon, Huxley, Washington, Darwin, Lincoln, Roosevelt, Bailey, Butterfield, Emerson, Houston, Meredith, and Hoover. It is intended to be used as illustrative material in courses in composition. The list of authors is a guarantee of its excellence for that purpose. It should serve the dual purpose with agricultural students of promoting interest in the specimen
essays and of convincing them that there is abundant opportunity for the same hand to wield the hoe and pen.

I am very glad that this book was brought to my attention as I could scarcely have afforded not to have read it. It is more than a question of instruction; the person that could not be inspired by these essays must be mentally dead.

GEORGE W. CHAPELEAR, JR.


Landmarks of Liberty is a collection of twenty-five notable documents that have stimulated the growth of democracy in England and America during the last century and a half. The names of James Otis, William Pitt, Patrick Henry, Daniel Webster, Woodrow Wilson, and Charles E. Hughes appear as authors, among others, of the addresses and messages presented. The editors have tried to gather into a single small volume as many as possible of the great speeches that have had an important influence on the growth of American political ideals. Teachers of history and civics will find the book useful and convenient. The average citizen would do well to carry a copy in his pocket for reading in odd moments.

JOHN W. WAYLAND

VII

SCHOOL ACTIVITIES

With an attendance of 480 students, the high water mark for the second term of the Summer Quarter was reached this year. This marks a growth from classes so small that for several years it was a questionable point as to whether the second term could ever be made justifiable, to the present summer, in which practically all the advantages of the winter terms have been furnished to numbers on a par with those of the regular session. This large enrollment is the more remarkable in that approximately four-fifths of the number of students are doing professional work, while a group of less than a hundred are preparing for state examinations.

The attendance for the quarter has exceeded the 1250-mark predicted at the beginning of the first term. In this number there have been for the two terms 976 different students.

As, however, among this summer-term's student body there are 40 men, the question might arise as to when the school will become a regular co-educational institution.

The men are obviously enjoying the advantages offered and having the opportunity of attending a teacher-training institution within comparatively easy reach of their homes. All the work this summer has been on the college-hour basis; and the largely increased numbers of students working for school credit have justified a sufficiently rich offering of courses to obviate the necessity of substitutions.

For the first time in the history of the school, and so far as we have been able to ascertain in the history of our state institutions, the number of students completing their work at the end of one or the other of the summer terms has become so large that it has been deemed advisable to hold graduating exercises at the close of the present term September 1. The exercises will be held in the Open Air Auditorium. Hon. Harris Hart, Superintendent of Public Instruction, will make the address. The list of graduates, twenty in number, is as follows:

Mary Lucile Biedler, Dorothy Isabel Crank, Virginia Venable Garden, Hawsie Lewis Goodloe, Adrienne Goodwin, Mary Alice Herringdon, Catherine DeVaul Kemp, Mary Agnes Stephens, Luna Saunders, Claudine Catherine Cundiff, Mary Pauline Drinkwater, Elizabeth Ernest Hunter, Elizabeth Ridgley Jackson, Edith Louise Lickfold, Helene Moorefield, Hazel Grimes Payne, Ella Antrim Stover, Florence Collins Taylor, Mrs. Winona Rigel Miller, Floss Whisman Tucker.

The indicated enrollment for the coming fall term is not only far in excess of the total enrollment for any previous winter session, but gives prospects of the largest entering class in any of our state institutions. The Junior Class now numbers approximately 300. With the adjustments, due to some withdrawals, it is safe to predict an entering
class of at least 275. The number of old students returning will bring this number up to a September enrollment of 450 students.

The faculty changes announced officially for the coming session, beginning September 20, are as follows: Frances Isabel Mackey, instructor in manual arts, will be absent for a year's leave for the purpose of study; Gladys Irene Sharfenstein, home economics, Ruth C. Pannill, school and home nursing, and Louise B. Franke, physical education, have resigned, to do similar work elsewhere. Miss Zoe Porter, critic teacher in the third grade of the Training School, has accepted a position in the Government Schools of Sitka, Alaska.

Among the appointments thus far determined are: Gertrude G. Greenawalt, B. S., of Harrisburg, Pennsylvania, home economics; Alimae Aiken, M. A., of Texas, drawing and fine Arts; Julia D. McIntire, M. S., of Texas, home economics; Dorothy M. Spooner, B. S., of Farmville, 8th Grade Critic Teacher; Pamela L. Ish, 4th Grade critic teacher; Rosa Heidelberg, B. S., of Rustburg, Va., critic teacher of the Smith-Hughes Model Training School at Bridgewater, Va. Mrs. Althea L. Johnston, B. A., Harrisonburg, resumes her work as instructor in physical education.

The chairman of the student appointment committee reports the following: While it is impracticable to report at this time all the appointments of the graduates of 1922, a fairly complete list is given below. All the B. S. graduates are well located and salaries from $1100 to $1300 were secured in some cases for experienced two-year graduates.

The appointment committee is being called upon more and more to assist in the placement of former graduates. Among such graduates who have secured attractive positions are the following: Annie Hundley, who will work in the Harrisonburg Junior High School; Beulah Cryder, who will teach in Williamsburg; Nell Critzer, who will teach English in the John Marshall High School of Richmond; Dorothy Williams who will teach in Winchester; and Edna Matthews who will teach in Staunton. Pauline Miley and Rosalie Brock are to try their fortunes in New Jersey, and Mary and Marguerite Seebert in Alabama. It is to be hoped that in the future this work can be extended so that former graduates may have more prompt and helpful service.

Rebecca Abernathy—Primary Grades, Dinwiddie.
Marion Adams—Primary Grades, Alexandria.
Louise Bailie—Primary Grades, Winchester.
Winifred Banks—Grammar Grades, Norfolk.
Frances Barham—Primary Grades, Newport News.
Isabel Barlow—Home Economics, Drewery's Bluff.
Lucille Biedler—Latin, Floyd High School.
Katherine Bowman—Grammar Grades, Cedar Bluff.
Maude Brooks—Physical Education, Alexandria.
Margaret Bulloch—Grammar Grades, Drewrysville.
Alex Charles—Primary Grades, Newport News.
Anne Christiansen—Home Economics, Brownsburg High School.
Marjorie Cline—Principal, Junior High School, Parnassus.
Roberta Coffield—Primary Grades, Portsmouth.
Margaretta Coffman—Mathematics, Dayton High School.
Claudine Cundiff—Grammar Grades, Roanoke.
Louise Davis—English and History, Lawrenceville High School.
Ruth Davis—Primary Grades, Portsmouth.
Gladys Didawick—Grammar Grades, Winchester.
Mary Drinkwater—Primary Grades, Lafayette.
Jula Dunaway—Primary Grades, Ashland, R. F. D.
Meade Feild—Primary Grades, Alexandria.
Christine Ferguson—Grammar Grades, Highland Springs.
Nina Ford—Grammar Grades, Herndon.
Dorothy Fosque, B. S.—Home Economics, Schoolfield.
Bernice Gay—Primary Grades, Portsmouth.
Elzie Goocanour—Home Economics, Crabbottom High School.
A Syllabus, entitled Introduction to Psychology, which was awarded first place in a contest of psychology teachers conducted by the National Association of Presidents of State Teachers Colleges, has just appeared in printed form. Its author is Dr. Walter J. Gifford, dean and head of the Department of Education, of the State Normal School at Harrisonburg. Dr. Gifford is receiving, not only high commendation for a very scholarly and practical piece of work, but a merited recognition in large adoptions for class use in a number of institutions, as well as scores of inquiries and requests for examination copies from all over the country.

The rapidly increasing number of readers of Dr. John W. Wayland's books will rejoice with him at the reception his literary work is having at the hands of eminent men. The following letters from Mr. William Jennings Bryan have just come to us notice, his words of appreciation will please Dr. Wayland's host of friends throughout the state.
Dear Dr. Wayland:

I find upon my arrival in the city your little book entitled "Christ As a Teacher." I shall take it in my valise and read it on the way.

Appreciating your kindness in sending it, I am,

Very truly yours,

W. J. Bryan.

En Route. May 30, 1922.
(Mailed at Lexington, Ky.)

Dear Dr. Wayland:

I am so pleased with your little book, "Christ As a Teacher," that I am enclosing five dollars for extra copies. Please send two to Mrs. W. J. Bryan, 1520 Ogden Drive, Hollywood, Los Angeles (my wife is there for the summer), and the rest (I do not know how many it will buy) to me in care of The Commoner, Lincoln, Neb. I will be north during the summer.

You may quote me as saying that you have embodied a great thought in beautiful and impressive language. The book ought to be in the library of every preacher and teacher.

Yours truly,

W. J. Bryan.

THE OLD WAY VS. THE NEW WAY.

The old style of teaching civics with a deadly adherence to a formal textbook, memorizing the names of officers, constitutions, branches and functions of government, etc., will never make active, public-spirited citizens of those who are compelled to pursue them. If civics is not capable of making better citizens, then the sooner it is dropped from the curriculum the better. The civics class should spend a great part of its time in the court house, in the city hall, and in the various other places where the actual practices of civil government are in operation.—John J. Tigert, U. S. Commissioner of Education.

NEWS AND NOTES OF THE ALUMNAE.

During the summer term a large number of our former students have been in attendance upon classes—some to renew certificates, others to gain credits toward diplomas, and some, according to their own declaration, "just because they wanted to spend some more time at Blue-Stone Hill."

Already the "home-coming house" (Alumnae Hall) has served excellent purposes. During the greater part of the first summer term the upstairs room were occupied by students. This term thirty-two girls are domiciled therein, and the building is in charge of Marcelline Gatling, a graduate of 1913. Miss Gatling came to Harrisonburg on a visit, but was prevailed upon to take a place in the summer faculty again; and so, quite appropriately, she was put in charge of Alumnae Hall. In a short time, it is confidently expected, the entire building will be finished. The spacious reception room, with its artistic fire-place, will be a delight to all our girls whenever they see fit to pay Alma Mater a visit.

Marguerite Shenk, of Lynchburg, is one of those who came back this summer because she had the desire rather than the need to come. She did not take regular class work, but spent some time observing the work in the training schools.

Agnes Christian, of Richmond, with several members of her family, paid us a visit recently. She and her party were on an auto tour through various parts of the Valley.

Do you all remember "Lise"—Elise Loewner? Everybody says "Yes." But now you must sing her praises to a different tune—she has changed her name. After teaching last session in Roanoke City she decided that she had found a place for life; so on August 8 she married Mr. Richard Aufenger, and after September 1 will be at home on King George Avenue, No. 516, Roanoke.

Genoa Swecker taught last year in Monterey; and she, like Elise, became so attached to her place of work that she decided to remain there for good. Accordingly, she will...
marry Mr. John Emory Slaven on September 7 and be at home in Monterey.

CLASS REUNIONS

Next June, 1923, will be the time for two class reunions—the first five-year reunion of the class of 1918 and the ten-year reunion of the class of 1913. Already plans are being laid by the officers of these groups to get the class members back in large numbers. The chief obstacle that has been found to lie in the way of such home-comings at commencement is the late closing of many of the schools over the state in which our girls are teaching. Just how this difficulty is to be overcome we do not see just now; but we are hoping for large reunions next June. It has been suggested that all married members of the class of 1913 bring with them their husbands and children, and thus set a precedent for all reunions hereafter that fall on ten-year or longer periods.

Marion Nesbitt just could not stay away from Harrisonburg any longer; so she came back for the second term to take a few classes, renew old friendships, and breathe this fine mountain air again. Marion is teaching in Richmond, where her family moved last fall. Would it not be fine to keep Marion here for the Varsity next session?

An invitation to a double wedding of Elizabeth Mott and her sister Catherine, to take place on September 7, was recently received by us. Elizabeth is to marry Mr. Catesby Todd Field; and her sister Catherine is to marry Landon Carter Catlett, junior, United States Army. The wedding is to take place at Ware Church, Gloucester County, Virginia.

We had a delightful visit a few days ago from Elizabeth and Maria Murphy, of Staunton. They are, however, only on their vacation, as Maria is Chief Dietitian in the Veterans' Bureau, of New Orleans, while Elizabeth has been teaching at the George Mason High School, of Alexandria. It is a great pleasure to those who stay here to see the old students keep in touch with the school, as these girls have so splendidly done; nothing of interest to the school is foreign to them.

Ruth Sanders, we understand, is now chief of the Woman's Bureau of the Richmond Police Department.

Lucile McLeod Hayden is visiting her old home at Bridgewater. Her present home is at Fort Sam Houston, Texas.

The local Junior High School ought to be the best in the state, with the addition this year of Mamie Omohundro, Annie Hundley, and Dorothy Spooner. Their splendid records elsewhere make good advertising material for the Harrisonburg Junior High School.

SELF-MASTERY IN THE PRESENCE OF THE UNKNOWN

The translation of a Latin sentence is not primarily an intellectual task; it is a matter of will-attitude, a matter of self-mastery in the presence of the unknown, the difficult, the complicated. The examination of a flower under the microscope is not a matter of counting stamens to be followed by the chasing of Latin names through a book; it is a matter of moral and aesthetic standards as well, of the pupil's power to wonder, to admire, to pursue the suggestions of nature until we reach the fundamental laws.

—W. H. P. Faunce, President of Brown University.

OUR CONTRIBUTORS

PROFESSOR ALEXANDER L. BONDURANT is a member of the national committee of the Classical Survey now being financed by the General Education Board under the direction of the American Classical League, of which he is a former vice-president. Professor Bondurant is a native Virginian, a graduate of Hampden-Sidney College and of the University of Virginia, and has for some years been professor of Latin at the University of Mississippi.

MEADE FIELD is a graduate of the State Normal School at Harrisonburg, Class of 1922. Miss Field will teach this year in the primary grades in the Schools of Alexandria, Virginia.

HENRY A. CONVERSE is the registrar and Instructor in mathematics in the State Normal School at Harrisonburg. Dr. Converse was formerly the director of St. Paul's School for Boys, in Baltimore City.

JOSEPHINE HARNSBERGER is a graduate of the State Normal School at Harrisonburg, Virginia. Miss Harnsberger will teach English and history this coming session in the Floris High School.
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