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RECENT PROGRESS IN RURAL EDUCATION IN THE SOUTH

In the early '70’s, Robert Fraser, a young soldier in Stonewall Jackson’s Army, was appointed the first superintendent of the Free Schools of Orange County, Virginia. Calling representative citizens together, the young leader asked what should be done. The decision was a school within easy walking distance of every child in the county. So, in available schoolhouses, churches, vacant store rooms, abandoned cabins, and tenant houses, teachers were scattered over the county. In a similar manner the South was sprinkled with one-teacher schools kept open three or four months during the year to teach the children how to read, write, and cipher, which was the generally accepted aim of the free school.

What was the result? In the late '70’s the writer was a pupil in an academy around which rambled a village with its shoemaker, its blacksmith, its carpenter, its joiner, its doctors, three or four stores, and two churches. Nearly every home in the community was on a small farm with its garden and orchard, each in a high state of cultivation, and with the delicious air of a refined country life.

There were several hundred students in the academy, which with its principal, a graduate of the University of Virginia, and its corps of four or five efficient teachers, was veritably a center of culture for a large area. Starting the pupils into Latin and Greek in their early 'teens, it gave the community a classical temper, sending quotas regularly to the colleges. It thus constantly contributed influential leaders to the professions. But the community had an attracting power that brought more than it sent out.
One summer day, after an absence of twenty-five years, the writer drove up to the old home to find an old man, once a prosperous merchant, plowing in a field where stores and shops once stood. Churches, homes, school, and community had vanished. A few dilapidated houses, ill-kept gardens, worn-out orchards, and poorly tilled fields were the sad remnants of the flourishing life which the writer cherished in his memory thru long years of absence.

What had happened? The free schools had drawn the pupils away from the academy. The reconstruction measures forced upon the southern states had unsettled labor conditions. The panic of 1873 had brought ruin to many. Plantations were broken up. A townward movement resulted. Nearly all the families I had known in my boyhood days had gone to the strong town centers and the region round about.

To create centers of influence, the Peabody Benefaction gave its help to the centers of population to aid in organizing effective schools. It then established the Peabody College at Nashville, and co-operated with the states in building up normal schools, but as the average country school offered a salary of $150 to $200 a year, the trained went to the towns and cities, thus increasing their power to attract the people from the farms. Therefore, thousands of centers of culture vanished from the country side.

Writing in a southern Farm Magazine in 1903, Miss Elizabeth D. Abernathy, one of the great spirits who had given her life to the rural cause, said, "For three or four months of the year the country boys and girls may attend a public school, taught by a primary teacher who comes and goes with the summer season. Thirty years' experience has convinced our people that such schools are not means of education, but a menace to the community—machines for reducing all classes to the dead level of mediocrity. . . . In such ways we degrade education. We have degraded education in the rural districts until today our people no longer respect country teachers and country schools.

"No, our leading farmers see but one solution to the problem. There are no schools in the country that command their respect, but in the towns and cities there are public schools which they believe to be better than any
country school, public or private, can be made. Besides, the town offers other attractions, and to town they go with their families. . . . Our communities are breaking up."

When Miss Abernathy wrote, the county superintendent in her county, one of the richest in the South, was getting $300 a year. She adds, "From sad experience we have learned that our public school system, founded upon a pauper basis and held always subservient to the convenience, the ignorance, and the caprices of the masses, degrades education."

For some years there has been a growing awakening to the startling fact that about eighty per cent of our school population were growing up without educational opportunities, thus creating a serious menace to the foundations of the Republic. The seriousness of the whole situation brought a number of leaders of different callings and professions into conference at Capon Springs, West Virginia, in the summer of 1898. The outcome was a movement known as the Conference of Education in the South. In 1901 the Southern Education Board was organized as the executive agency of the Conference and empowered to raise funds to aid the states in conducting campaigns for education for free schools for all the people. "These campaigns of education for education in all the southern states," says the National Commissioner, "enlisted the co-operation of teachers, school officers, farmers, politicians, publicists, business men, and men and women of all professions, as nothing else within the last forty years had done. Hundreds of mass meetings were held in all the states, thousands of addresses were made, tens of thousands of newspaper columns were devoted to public education. Within the brief space of a decade the mass of the people had their attention attracted to education, and learned more of it than in the century before."

As a result of these campaigns, a careful estimate shows that between 1904 and 1910 in eleven states more than fifty millions of dollars were added to the school funds. The great gain, however, was a public sentiment for better schools. To organize this constructively the Southern Education Board aided the states in employing agents to co-operate with the counties in forming School Improvement Associations. I believe that history
will show that this was a step of far-reaching consequence, for it was the beginning of community effort at strategic points, which has again started the development of centers of influence and culture in the open country.

This systematic local effort for rural school improvement began vigorously in North Carolina in the first years of the century. In 1904 the Virginia Cooperative Educational Association was organized. As the outcome of the efforts of its leaders, there are today in Virginia nearly a thousand Civic Leagues working to build up schools and community life. The Schools Improvement Association has likewise had a remarkable development in Alabama, Arkansas, Mississippi, and South Carolina. Indeed, the idea and plan has become a part of the educational policy of all the southern states, where in varying ways local leagues or associations are active for school and community betterment.

By 1909 it was felt that the time had come when the funds of the Southern Education Board could be turned from the general campaign to a more definite effort. Therefore, in co-operation with the Peabody Education Board, appropriations were made to the state departments of education to aid in securing the services of experienced leaders who would give all their time and energy to carry out a state-wide constructive plan for building up the rural schools. A few supervisors had been appointed at the time of the meeting of the Little Rock Conference in 1910. However, at the Jacksonville Conference in 1911 a group of remarkable men sat for three days around a table and hammered out the rural school program which is being carried out in all the southern states. Their names will endure in the educational history of the South: C. J. Brown, of Louisiana, L. C. Brogden, of North Carolina, R. H. Powell, of Georgia, Fred B. Frazier, of Tennessee, L. J. Hanifan, of West Virginia, George M. Lynch, of Florida, T. S. Settle, of Virginia, W. K. Tate, of South Carolina, T. J. Coates, of Kentucky, W. H. Smith, of Mississippi. (N. R. Baker, of Alabama, and J. L. Bond, of Arkansas, were appointed during the following year.)

The program agreed upon included the following points: (1) The creation of school areas capable of supporting at least three teachers: a principal for agriculture, an assistant for domestic science, and an efficient
primary teacher—all this in most cases involving consolidation and local taxation. (2) The development of county supervision thru the employment of competent superintendents and of expert assistants to bring the schools into a compact, effective system. (3) The development of demonstration schools at strategic points thruout the country, with one central experimental school in connection with Winthrop College, South Carolina, to serve as a laboratory for the South.

The following summer a notable conference of the state supervisors and all district superintendents was held at the University of West Virginia. Something like fourteen years before, it occurred to Mr. Jolliffe, the chairman of the Board of Education of Mannington, West Virginia, that it was even a greater folly to send a company of teachers into the field without any supervisor, than it was to send a company of miners to dig coal without an overseer. The result was the employment of an experienced teacher to look after the other teachers of the district, which was the beginning of district supervision in the state. The Morgantown Conference clinched the conviction that “the one big fundamental thing to do is to secure the right kind of supervision in every county.” Efforts for this have been determined and persistent.

However, data recently collected by the National Bureau of Education from 326 counties in twelve southern states, shows that only thirteen per cent of the counties employed supervisors or assistants for the county superintendent, and only eleven per cent have stenographers or any clerical assistants. An extensive referendum has led to the agreement that the minimum force needed for carrying out a county constructive program is: (1) A superintendent of schools devoting entire time to the work, with a minimum salary of $25 for every teacher in a county, up to $60. (2) A stenographer or clerk. (3) An assistant devoting entire time to the improvement of the methods of teaching, with a salary of at least $600 a year.

Will it not be wise to bend every energy to get the minimum force employed in every county where it is lacking?

There is another fundamental question. The first action of the Conference at its organization in 1898 was
to send Dr. G. S. Dickerman, one of its wisest, thru the South to study conditions and to report what should be done. Dr. Dickerman saw that the divided neighborhood was a serious obstacle to progress; so at Capon Springs he urged: “Fix on the community; get at the means of developing the whole to greater intelligence and to better standards of living. The community must have a new life to give the individual a chance.”

At Richmond in 1913 President Charles W. Dabney urged: “The great trouble in the way of educational progress in the South is the absence of efficient social organization.” From then on, emphasis has been upon community effort rather than upon individualism. There must be a sustaining power for home, school, and church. The large volume of community thought and planning culminated in the demonstration of an organized community at Louisville in 1914, and the development of a community program that is now being worked out in varying forms in the different states. Recently the State Departments of Education, Health, and Agriculture, the State University, Normal College, and Farmers Union, of North Carolina have combined to form a Community Service Bureau, with Mr. W. C. Crosby as the executive officer, to co-operate with counties and local leaders in definite programs for community up-building.

The thought and discussion of years has crystallized into the conclusion that at the community center there should be: (1) A school with at least three teachers and with a term of not less than one hundred and sixty days. (2) A playground and farm of from five to fifty acres, which is the demonstration center used as a practical illustration for the community. (3) A teacher’s home, a part of the school property. (4) A Community Savings and Loan Association or credit union. (5) An active community league of at least three associations or clubs with joint sessions at least three times a year.

The significant happening now is the coming of the agricultural, educational, industrial, and religious forces into a co-operative effort for the development of community life, building up again centers of culture and influence out in the country. In addition to the departments of education which are being organized more and more effectively in every southern state, there is some special influence or agency working for this end: in
Texas, the Extension Department of the State University; in Mississippi, the Agricultural High School; in Virginia, the Co-operative Education Association; in North Carolina, the Community Service Bureau just mentioned; in South Carolina and the other states, the Extension Department of the colleges of agriculture are especially active.

With all the vast sums raised for taxation and with all the forces that have gone into the field, we find that North Dakota spends $9.63 per capita of total population per annum for the support of the common schools; Georgia, $1.98; Minnesota, $8.33; Mississippi, $1.48; Nebraska, $8.10; Texas, $3.40; Montana, $9.50; Virginia, $2.59; Idaho, $9.66; Tennessee, $2.60; Washington $8.89; Kentucky, $2.87; Oregon, $7.60; Alabama, $1.97. What does all this mean?

At the outset we spoke of the starting of the free schools in Orange County, Virginia, in the early '70's, under the superintendence of one of the great leaders of the generation, Dr. Robert Fraser. It is interesting, therefore, to note the following in a survey of the schools of Orange County made in 1913 under the direction of the State Board of Health, the Department of Education of the University of Virginia, and the State Department of Education:

Of the 4,008 children of school age, the inspector found only 1,793 present in forty-nine schools visited. "If education in Rural Virginia is taken with the seriousness by parents and children as this state of things seems to indicate, something very radical must be done to meet the situation. If thirty per cent of the whites and forty per cent of the colored enrolments are absent habitually from schools having only six months' session, the future of such communities must be very dubious, for the percentage of ignorance which a continuance of these conditions must bring forth will act as a clog to all progress." . . . . Of the forty-nine schools inspected only seven were of consolidated and graded type. "The remaining forty-two are of the one-room 'old field' variety. One white and one colored schoolhouse had been whitewashed within recent years and two had once been painted." The inspector found some schools still in abandoned tenant houses, churches, or store rooms. "For the most part these schools are located in the midst of
woods or on bleak wind-swept hillsides, remote from dwellings, illustrating the ‘splendid isolation’ and ‘democratic independence’ which was the ideal of former times. Education is a thing more or less removed from daily experience; therefore let it be worked into our children in a place apart, a kind of tobacco bed, as it were; we shall take care to transplant the shoots to the farm when the young idea has sprouted sufficiently.”

Such conditions are gradually yielding to the united march that is being made against them. The tide, however, is still flowing strongly from the country to the town and city. The great mill centers are drawing the white tenant farmers by thousands and their places are being filled by negro toilers. The fight is thus still against great odds and, with all that has been done, all that we can say is, the campaign is on and will not cease until the last stronghold is taken.

A. P. Bourland
THE DARLING OF THE BARD OF AVON

A Reminiscence

When I was a boy it was my privilege to see the Shakespearean performances of many of the best actors of that day, the first of these being the younger Salvini—Alessandro Salvini—in “Hamlet.” It was while under the spell of the remarkably fine acting of this Salvini that I received my first inspiration from the acted drama—or rather, experienced my first thrill, for I believe my first inspiration really came some years before this, in hearing my father describe the wonderful acting of Edwin Booth as Hamlet, Iago, and other Shakespearean characters, though I did not fully realize what this meant until I saw Salvini. He made me feel—he made me think—he made me want to do. And then came Stuart Robson, Modjeska, Thomas Keene, Henry Irving, Creston Clark, Frederick Ward, James O’Neil, Louis James, and many others to whom I feel I owe an everlasting debt of gratitude for having, thru their vivid interpretations, acquainted me with life.

I also had the privilege of meeting many of these great actors, and I was invariably impressed and surprised to find them simple, gracious people, with big hearts and generous natures. I particularly remember my first meeting with Sir Henry Irving. When, in my eighteenth year, I was manager of the theatre in Savannah, Georgia, my home, I had the great honor of meeting the wonderful English actor. I should like to dwell a little on his personality and its effect upon my youthful dreams and ambitions, but that would be a digression from the purport of this article, as Sir Henry did not present a Shakespearean play in Savannah, and I have been requested to tell here how my own work has been influenced by Shakespeare and the great performances of his plays that I have seen. I count these experiences as the milestones of my life.

The last of these milestones was passed two years ago when I saw Sir Johnstone Forbes-Robertson in “Hamlet.”

It is with deep regret that I note the announcement of retirement from active service of Forbes-Robertson,
but it is no doubt a great satisfaction to that actor that his country has decorated him for his fine contributions to her stage by conferring upon him the title of “Sir Knight,” a title which in itself is nothing, but it is a fine thing in that it represents a national honor and is an emblem of recognition which England bestows upon her subjects who have, thru service and marked ability, become public benefactors. What a pity America has no national form of recognition for her artists! However, it is not of titles, but of Forbes-Robertson, actor, that I am most pleased to speak. Tho this actor is retiring and I may never see him again, I shall not forget his superb, scholarly rendering of that darling of the Bard of Avon—the Prince of Denmark. He was indeed the Prince of Denmark to the fullest extent of my imagination. No reading or re-reading of the text can possibly bring out the elements of life that Shakespeare has embodied in the personality of Hamlet. It requires the skilled interpretation of the actor to make this real to us. And so I hope that no boy or girl, no man or woman in America will let the opportunity escape to see these last performances of Forbes-Robertson’s Hamlet; for it is sure to fire the hearts of the young and fan the flame in the hearts of the old. It is in witnessing the fine acting of the best drama, as it is in hearing fine interpretations of the best music, that the desire for the best in the theater is developed, and thru which the best that is in humanity is brought out in us as individuals, as in a nation.

Charles Douville Coburn
THE ORGANIZATION OF COMMUNITY MUSIC
FESTIVALS

Our large cities offer wonderful advantages to the
student and lover of music. Those distinguished musi-
cians who are giving their lives to their art and by so
doing are developing in great numbers of people a love
for the beautiful, have furnished many practical ideas
as to the possibility of making America a musical
nation. These ideas are being carried out in many
cities; but very little that is practical has been sug-
gested for the betterment of music in the country or
small towns; one visit to the average country school
or church will make manifest the truth of this state-
ment.

This condition can be much improved at small
expense if the interest and co-operation of the schools
can be gained, as thru them every part and every
interest of the community can be reached. In the
states where music is a required subject in all graded
and high schools, the effect is seen thruout the whole
community; schools and churches use only the best
music; practically everybody sings; and there is a
genuine and general appreciation and enjoyment of
good music. Where there is no opportunity to hear
good music, it is the province of the school to give to
the students and patrons an introduction to the great-
est of all arts. Dr. Karl Muck, conductor of the
Boston Symphony Orchestra, says that the only way
for America to become a musical nation is for all the
people, young and old, to wish to play and sing good
music; if all the people could hear Dr. Muck conduct
his symphony concerts, this would soon be an accom-
plished fact.

But what can be done to gain the interest and
co-operation of the schools in a community where music
is not a required subject? For accomplishing this end,
the value of the Music Festival cannot be overesti-
mated. In an article by Frank Damrosch we find the
statement that nearly a hundred years ago Lowell
Mason, the leader of the musical world at that time,
united with other enthusiastic musicians in arranging
festivals in which as many as twelve hundred children
sang in chorus. "The music was of excellent quality, and tended to raise the standard not only of the children performing it, but also of the parents and friends who were impressed and inspired by its stirring performance." He also gives more modern instances of most beautiful and effective employment of large numbers of children in choruses used to celebrate great civic events or festivals, as on the occasion of the welcome of Admiral Dewey to New York in 1898, when three thousand children sang "See the Conquering Hero Comes." He says, "Such participation of children in great civic functions should be encouraged, as it engenders that pride in citizenship which is so essential to the performance of its duties later on."

A three-day festival, costing thousands of dollars for a symphony orchestra and the world's greatest artists to lead a chorus of trained musicians, is practical only in the large cities, altho it is indeed a rare treat and an education in itself. However, there is no reason why every community should not have a one-day festival in which all the schools and all music-lovers of the community take part. Such a festival would not only widen interest in music, but would help to create the desire to originate and execute music of the right kind and also bind the community together in a common interest.

In order to make this work of real value, the time and place of the festival, as well as the program, should be arranged a year in advance. Two years are spent in working on the program of the Cincinnati Festival given under the direction of Dr. Ernest Kunwald, conductor of the Symphony Orchestra of that city. The festival should be under the direction of one school, and every detail should be carefully considered. There should, however, be no competitive spirit; all should form one great chorus. Each school should study the same songs—preferably ballads and national airs for the first program—all the music selected being the best that the world has ever given us, but carefully chosen in order not to discourage the untrained singers. Too much stress cannot be laid upon this selection, the musical experience of the probable listeners being considered also, for it is their interest upon which we have to depend, as well as upon those who take part.
While it is absolutely necessary to have an experienced director who knows the musical ability of the community, and the obstacles to be overcome, and who possesses sufficient tact and patience to overcome them, yet the greater responsibility rests upon the principal and assistants of the school not having a special music teacher. A full explanation of the plan should be given to the pupils in such a way as to make clear to them what part they are expected to take and to arouse their enthusiasm for the success of the undertaking; unless the teachers themselves feel this enthusiasm, it will be impossible to impart it to the pupils and the work will be a failure. A short practical talk by a musician of the neighborhood or elsewhere on the value of music to the school and of the purpose of the festival, will help the teachers in this direction.

There need be no expense; the programs can be paid for by local advertisements; and transportation need not be considered, for if children are interested there will be no trouble in getting them together. Nor need we search for a place to hold the festival; no place could be more suitable or beautiful than an open field, a hill-side, or an orchard.

Probably these festivals should be carried on for several years in this same unpretentious way, tho always with some new idea or feature as an incentive to continued interest and better work. The first step, the first festival, will be the hardest. The love for music is innate, an inheritance of the race, and after an interest is awakened it will grow of itself; we need not stop to consider ways and means for its further development. The schools that take part in such a festival will thereafter want music and will have it. The music at school entertainments will improve, and when an opportunity comes to hear great artists they will be appreciated.

The plan suggested may not in every instance accomplish all that is desired; but if only one school is roused to faithful endeavor it is well worth the effort.

It may seem that too much importance is attached to the giving of a festival with untrained voices; a question may arise as to the permanent benefit and real development derived from such a plan. It is only a means to an end; the first step must not be made so steep and difficult as to discourage further effort. The musical
standard in a community should be developed in this way—first interest, then appreciation thru organized work.

This consummation so devoutly to be wished can be reached only thru the interest and participation of the schools, but no matter how excellent the teacher, how apt the children, the best results cannot be obtained without the hearty support of the school officials. If they look upon music as a fad or a luxury, it cannot reach its full development; it can grow to its full beauty only when it receives the same consideration as other studies, worthy to rank as substantial educational material. It can then be made the vitalizing agent of the school, by whose aid all tasks are accomplished willingly, and a source of ever-increasing pleasure in the years to come. The close association and community of interest brought about by singing with the other people of the town or neighborhood even once a year will be of untold benefit both to the school and to those outside, and if all these forces work together to the same end, America will be made a musical nation, and the greatest of all producers of singers of the highest order.

Edna T. Shaeffer

GOD’S SPRING

I saw on far distant horizon
   Purple hills peaked with white;
Giant pines massed together
   Like an army to show its might;
Low-sailing clouds filled with sunlight,
   And a flock of birds on wing,
With the blue heaven about them—
   Surely, this is God’s Spring!

Linda Carter
SHAKESPEARE’S THEOLOGY

A STUDY OF HIS REFERENCES TO THE DEITY

It may possibly cause some degree of surprise to those who have not given special attention to the subject to be told that in the writings of Shakespeare there are over one thousand references to the Deity. By actual count of the writer, there are 1,145; and this number might be increased by an inclusion of various terms and passages not counted in this enumeration because they are somewhat vague or ambiguous. The hundred and fifty-four sonnets do not contain the name of God; the Rape of Lucrece and the Passionate Pilgrim contain it once each; it is not found in the other “Poems”; but in all of the plays except three, Timon of Athens, Julius Caesar, and Cymbeline, there are names and references unmistakable, ranging in number from one each in Antony and Cleopatra and The Winter’s Tale, to one hundred and twenty-four in King Richard III.

Eleven of Shakespeare’s plays may be classed as non-Christian, or pagan, in their general character and setting. But even these, including five of the six plays already named, contain names of, and references to, the Deity to the number of thirty-nine, distributed thus: King Lear, 14; Titus Andronicus, 9; A Midsummer-night’s Dream, 6; Pericles, 3; Troilus and Cressida, 3; Coriolanus, 2; Antony and Cleopatra, 1; The Winter’s Tale, 1; Cymbeline, 0; Julius Caesar, 0; Timon of Athens, 0.

Some of the difficulties of this study have already been suggested. Frequently it is hard to tell whether an expression ought to be interpreted as referring to the personal One or not. Especially is this true in the pagan plays, where the great dramatist is not always consistent, occasionally using expressions that must be referred to Jehovah, and not to the heathen divinities that give to the religious atmosphere of the play its distinctive character. And even in the Christian plays similar difficulties are not wanting. Of particular terms, the word “heaven” is perhaps the one most frequently of doubtful signification. Its two well-marked uses may be illustrated by the following examples:

(1) “Peace with his soul, heaven, if it be thy will.”
—King Henry VI, Part II, V:2:30.

(2) “When yond same star that’s westward from the pole
Had made his course to illume that part of heaven
Where now it burns.” . . .
—Hamlet, I:1:36-38.
In the first of these passages there is plainly a reference to the personal Deity; in the second, "heaven" has an unmistakable meaning of place or direction; but between these two realms of person and place, where the notions are clear and distinct, there is a shadowy kingdom where ideas of person and place meet and mingle, and where in consequence much uncertainty as to identity must be acknowledged.

The names and terms employed by Shakespeare in referring to the Deity present an interesting connotation and variety. "God," distinguished of course from "god" and "gods," occurs 830 times; "heaven," in the divine, personal sense, is employed at least 115 times. One hundred instances of the corresponding use of "Lord" have been found; "Jesus" and the shorter form "Jesu" appear twenty-one times; "Christ" is written twelve times; "Jesu Christ," "Providence," "God Almighty," and "King of Kings," each three times; "Creator," "Savior," "Redeemer," and "Lord of Hosts" are each employed once. About fifteen other terms, of corresponding significance, are found in single instances: "Deo," "The Eternal," "Eternal Mover," "The Everlasting," "Justicers," "A Judge," "All-Seer," "The Highest," "The Best," "Master," "Naz- arite," "The world's ransom, blessed Mary's son," etc.

Comparing the comedies with the tragedies, we find the latter, as should be expected, the richer field for our study. The twenty plays classed by Charles H. Herford and others as tragedies contain 841 references to the Deity, an average for each tragedy of about forty-two; while the seventeen comedies, by the same classification, contain altogether only 302 such references, or an average for each of not quite eighteen. Moreover, the character of the references in the two classes of plays is noticeably different, the majority of those in the tragedies being of a serious or reverential nature; those in the comedies being for the most part of a frivolous or profane character.

Comparing the earlier and the later plays, the former are found to contain by far the larger proportion of references. In the nineteen dramas, placed by Charles W. Kent before 1600, there are 863 terms and phrases referring to the Deity; in the eighteen placed in and after 1600, there are only 280 such terms and phrases. *King Henry VIII*, however, one of the last-written
plays, is a conspicuous exception; for it contains seventy-two references; there being only four others with greater numbers: *King Richard III*, with 124; *King Henry V*, with 90; *King Richard II*, with 82; and the second part of *King Henry IV*, with 79.

Shakespeare's comprehensive and exalted conceptions of the Deity become strikingly manifest from an inspection of the terms used in referring to him, and from a study of the declarations made concerning him. First, from a large number of those passages in which no special distinction of persons in the Godhead is made, let us select a few significant examples.

In being, God is acknowledged as eternal. This is the identical term used by the Gentleman of Verona when he declares,

"By penitence the Eternal's wrath's appeased."

Hamlet recognizes the same attribute when he exclaims in his despair,

"O, ... that the Everlasting had not fix'd
His canon 'gainst self-slaughter";

and Prince Hal, in making supplication for his father, devoutly prays,

"He that wears the crown immortally
Long guard it yours!"

The omniscience of God is also recognized; and, among numerous instances, the following are only some of those that are conspicuous:

"That high All-Seer that I dallied with
Hath turn'd my feigned prayer on my head
And given in earnest what I begg'd in jest."

"It is not so with Him that all things knows
As 'tis with us that square our guess by shows."
—All's Well that Ends Well, II: 1:152, 153

God in his being is not only acknowledged as eternal and omniscient, but is also declared to be omnipotent and omnipresent. To the rebellious Northumberland King Richard says:

"Yet know, my master, God omnipotent.
Is mustering in his clouds on our behalf
Armies of pestilence."

King Edward IV says to Hastings, in exhorting him and Rivers to swear their love:

"Take heed you dally not before your king:
Lest he that is the supreme King of kings
Confound your hidden falsehood."
and King Henry V makes the warning declaration against evil men, who have defeated the law and outrun earthly punishment,

"Though they can outstrip men, they have no wings to fly from God." —King Henry V, IV:1:178.

In character, God is declared to be merciful. "Open Thy gate of mercy, gracious God!" cries York, stabbed by Clifford and Queen Margaret, "My soul flies thru these wounds to seek out Thee." Shylock, standing doggedly upon the letter of his bond, demands his pound of flesh, "But mercy," declares Portia, "is above this sceptred sway; It is enthroned in the hearts of kings, It is an attribute to God himself." And her next word rings hope even for Shylock:

"And earthly power doth then show likest God's When mercy seasons justice."

God is just, according to this declaration, as well as merciful. Agreeing with this true word of a wise woman, hear the word of a saint and the word of a villain: "Great God, how just art Thou!" is the devout acknowledgment of the pious King Henry VI; "O God, I fear thy justice will take hold on me," is the exclamation of the unscrupulous Edward, trembling in a balance.

The goodness and holiness of God are plainly set forth, by explicit statement or obvious implication. "Mid sounding trumpets and glittering hosts Garter King-at-Arms invokes from Eternal Goodness blessings upon a child of destiny:

"Heaven, from thy endless goodness, send prosperous life, long, and ever happy, to the high and mighty princess of England, Elizabeth!"

In activity, God is seen creating, commanding, avenging, and providing. As Creator he is clearly recognized in the following passages:

"To see how God in all his creatures works!" —Second King Henry VI, II:1:7.

"To sin's rebuke and my Creator's praise." —Third King Henry VI, IV:8:44.

"He that of greatest works is finisher Oft does them by the weakest minister." —All's Well that Ends Well, II:1:139, 140.

As Commander, he is King of kings, God of battles, and Sovereign of angels. Says the Bishop of Winchester concerning England's darling, Henry V, "He was a king bless'd of the King of kings." "The great King of kings Hath in the tables of his law commanded," are words put into the mouth of the unfortunate Clarence.
It was to the "God of battles" that King Henry cried on the portentous eve of Agincourt; and it was he also who said, "Praised be God, and not our strength," for the glory of that field. He furthermore gave order:

"Be it death proclaimed through our host
To boast of this or take that praise from God
Which is his only. . .
God fought for us."

As Sovereign of angels he is invoked by the Archbishop of Canterbury in behalf of Henry V:

"God and his angels guard your sacred throne
And make you long become it!"

The reprimand of Albany to the heartless Goneril implies the same exalted sovereignty:

"If that the heavens do not their visible spirits
Send quickly down to tame these vile offences,
It will come,
Humanity must perforce prey on itself,
Like monsters of the deep."

God as Avenger is frequently seen. "War is his beadle, war is his vengeance," is the declaration of England's great war chief in his argument with Michael Williams at Agincourt. "He holds vengeance in his hands," cries Clarence to the murderers, "To hurl upon their heads that break his law." And on Bosworth Field, as yet unstained, Earl Richmond prays:

"O Thou, whose captain I account myself,
Look on my forces with a gracious eye;
Put in their hands thy bruising irons of wrath,
That they may crush down with a heavy fall
The usurping helmets of our adversaries!
Make us thy ministers of chastisement,
That we may praise thee in the victory."

God as Provider is shown exerting himself in the fall of birds and in the building of kingdoms. "There's a special providence in the fall of a sparrow;" says the pensive, melancholy Dane. "How came we ashore?" was the question of Miranda, and Prospero answered, "By Providence divine."

In all of Shakespeare's writings there is perhaps no passage more beautiful than the following, which finely sets before us the same great truth of God's providence, and reminds us that even in the sorest bereavement we cannot "drift beyond his love and care":

"Heaven and yourself
Had part in this fair maid; now heaven hath all,
And all the better is it for the maid:
Your part in her you could not keep from death,
But heaven keeps his part in eternal life."

—Romeo and Juliet, IV:5:66-70.
And Shakespeare's God is not only active in creating, commanding, avenging, and providing; merciful, just, good, and holy in character; omnipresent, omnipotent, omniscient, and eternal in being; he is also the champion of widows, the defender of the righteous, the refuge of his people, and the giver of life. Altho the God of battles, he is a lover of peace; while looking familiarly upon the scenes of earth, he is dwelling in the heavens, and worthy of worship, praise, and supreme glory.

Coming now to a distinction of persons in the Godhead, let us consider some of the passages relating to the character of Jesus Christ.

Altho I have not found an explicit assertion of the divine Sonship of Jesus, there are numerous passages in which I think this doctrine is clearly implied. For example, King Henry IV speaks of "All the kingdoms that acknowledge Christ," as he might becomingly refer to an acknowledgment of divine sovereignty (First King Henry IV, III:2:111); and Bishop Carlisle recognizes him as the receiver of souls:

"Many a time hath banish'd Norfolk fought
For Jesu Christ in glorious Christian field,
... and there at Venice gave
His body to that pleasant country's earth,
And his pure soul unto his captain Christ,
Under whose colors he had fought so long."
—King Richard II, IV:1:92-100.

Carlisle thus accords to Jesu Christ an office that can properly belong only to Deity—the Giver of Life. Moreover, in Shakespeare Jesus is always referred to not as a saint, or an angel, but as one above the saints and angels. He is invoked for preservation, for pardon, for blessing; and, if fuller recognition of his divinity be sought for, let it be found in those passages that acknowledge him as the Saviour and Redeemer.

The incarnation of Christ, in which Divinity appeared as humanity, is clearly set forth. Says Joan of Arc, when she out-fights Charles, "Christ's mother helps me, else I were too weak"; stern old John of Gaunt speaks tenderly of "The world's ransom" as "blessed Mary's Son"; and Marcellus refers to "our Saviour's birth," the celebration of which makes the time a "hallowed and gracious season."
In connection with the divine-human nature of Jesus Christ, are naturally to be found his offices as Redeemer, Pardoner, and Exemplar. References have just been given in which he is set forth as "our Saviour" and "the world's ransom." Says King Edward IV: "I every day expect an embassage from my Redeemer to redeem me hence." No less a villain than Richard III invokes Him as one who is possessed of mercy and empowered to pardon (King Richard, III, V:3:178). The notion of the Exemplar is suggested rather than definitely expressed in such lines as that spoken by Polixenes, king of Bohemia, in which the Best is adored. The Best is certainly a worthy Exemplar, one entitled to lead and command, and one under whose colors men do well to follow as far and long, and fight as well, as did "banish'd Norfolk."

Concerning the Holy Spirit, as a distinct person of the Trinity, I have found in Shakespeare no definite statement. It would not be altogether fair, however, upon this ground to assume that Shakespeare knew not of, or was averse to acknowledging, the Holy Spirit, as a distinct person. Almost as fairly might one argue that he did not know of, or acknowledge, God the Father, because this particular, distinctive name is not found. We may easily see, I think, how it was both more appropriate and more convenient, not to say effective, for Shakespeare's purposes, to refer to Jesus Christ, to the Son, to the Saviour, and to God without distinction of persons, with whom, at least as notions and terms, the people were most familiar, than it would have been to refer to the Holy Ghost, or Holy Spirit, whose names were less familiar and whose reality was less distinct in the common mind,—the mind to which the dramatist made his appeal. Even today the Holy Ghost is rarely named—from the pulpit, not to speak of the stage.

In opposition to the general assumption of this study it may of course be contended that Shakespeare's characters speak in character, and therefore do not represent Shakespeare himself, either in theological notions or anything else. Granting that this is true as far as possible, and granting that it is true to a greater degree in Shakespeare than in any other dramatist, it is still a fact that if we cannot estimate Shakespeare thru his writings we must pass him by as unknown and unknow-
able. His writings are chiefly the utterances of his stage characters. Can it be possible that in all the splendid things he wrote—said thru borrowed lips—he never once expressed himself? Such a conclusion is an absurdity, such a fact is an impossibility. The qualities that are characteristic in Hamlet, in Richard, in Henry, in Lear, in Othello, were given by the creator of them all; and the sum of his preferred characters, so far as we know them, specially in their exercise of approved qualities, will approximate our fairest conception of Shakespeare.

It is not the aim of this study to set the bard of Avon forth as a theologian, except as he was one incidentally, or as a model of Christian piety, except as he was one ideally; but he was an idealist and a moralist, and his moral principles are obviously associated with the doctrines of Christianity. It is not at all certain that he was ever a systematic student of the Bible; perhaps he never was. The knowledge of the Scriptures that he displays is not greater than a man of average intelligence might acquire from a boyhood under a good mother, followed by a youth and a manhood in communities where bells knoll to church; and whatever the average man might thus receive would be enhanced in Shakespeare, who was more than an average man. The truth remains, and is patent: Somewhere, somehow, early in life, Shakespeare acquired and assimilated many Biblical ideas and phrases; he learned certain Biblical names and terms, of course; and as the sons and daughters of his genius come upon the stage before us they speak the words and turn the phrases he has given them from his own store. His store was enriched by the Christian contribution.

Granting that Shakespeare was not essentially a theologian nor always a saint, it will probably be generally admitted that most of his teachings concerning the Deity and concerning Christianity will pass fair in a test of orthodoxy. Moreover, they are vigorous and practical, set in his own effective forms, and are fitted to grip the consciences of our day as well as those of his day. While many of his religious conceptions appear to have been caught from the judges and kings of martial Israel, and from the prophets of fire, many, on the other hand, embody that sweetness, sympathy, and tenderness that was perfected only in the life and character of "blessed Mary's Son."
The premium that Shakespeare puts upon reverence for the Deity is apparent in the fact that his noblest characters are the most reverential. This is true, for the most part, not only in his Christian dramas, but also in his pagan plays. Among all the men that he held up to admiration, none, perhaps, is given a higher place among his Christian heroes than King Henry V, whom he ranked with Caesar, and of whom he declared, "England ne'er had a king until his time" (First King Henry VI, I:1:7). Is it, then, an accident that out of the more than six hundred different characters that throng the Shakesperian stage, King Henry V, that "star of England," should be the one in whose mouth is put the greatest number of reverential references to the Deity? In three plays, Henry V, as prince and king, makes altogether fifty-seven references to God, forty of them in the play called by the king's name. Most of these fifty-seven references are, one need hardly remark, reverential.

Of those personages that are set in the lower social orders, the portly and voluble Dame Quickly heads the list of those who speak of God. Most of her references to the Deity, twenty-four in number, are, as one might expect, more or less profane. Falstaff, in First King Henry IV, makes twenty-one profane references, the most of this character in any single play. The noble Queen Katherine, in King Henry VIII, makes fifteen reverential references to the Deity, a greater number of such references than is made in any single play by any other female character. Strange as it may seem, twelve characters from the clergy refer to God in all only sixty-eight times; and about one-sixth of these references can hardly be considered reverential. The particular clergyman who makes the most references to God is Archbishop Cranmer, in the play of King Henry VIII. At least eleven times he refers to the Divine Persons, generally with reverence.

The thoroughness with which the Christian conceptions and names of the Deity had worked themselves into Shakespeare's thought and language appears from the facts as shown, specially from the fact noted in the beginning, that even in the pagan plays, in which the time, scene, and other elements that go to make up the general setting are non-Christian, we find frequent names and
references that can be applied only to Jehovah. In *Cymbeline*, for example, Jupiter is the acknowledged king of the gods, and there seems to be a consistent purpose to maintain the heathen atmosphere and relations; yet there occur a number of expressions in which one distinctly feels the nobler spirit of a Jewish or a Christian age. In *King Lear*, also, the same spirit is noticeably present, in even greater degree, perhaps; and in several other of the pagan plays, in which we should not expect the names of the true God, or expressions referring directly to his worship, such names and expressions are nevertheless found.

Thus it may be observed how even Shakespeare was influenced by the religious ideas of his people and his time, and was led by them into what were inconsistencies, if viewed from the artistic and technical standpoint. Viewed from the standpoint of Shakespeare the man, they were entirely consistent with what he was and what he wished to be. Moreover, what the pagan plays suffered in technique by the interjection of such ideas was, we believe, amply compensated by what the larger class of his writings gained in vitality from their thoroughgoing influence.

Viewing Shakespeare from the angles drawn above, we are able to appreciate more fully some of the great forces that touched or entered his life, giving color and spirit to much of his greatest work. Among these influences, Christianity is seen frequently and powerfully in evidence, and his conceptions of God, even in his so-called pagan plays, are essentially the Christian conceptions. To him, as to the race whose voice he is, it is but natural and fitting that man should lift his face toward the stars. Harmony and light are, and are from, above. Between the heavens and the earth the fruitful touches of immortality have made a kinship that aspiring mortality is fain to acknowledge. The many can see the shining outside of heaven, “thick inlaid with patines of bright gold”; the few only may know that the far-off small orbs move to angel voices; and Shakespeare alone, perhaps, and those who listen with him, are able in these clanging times to hear with what harmony the vestured soul answers to the strains above. It is the ear of genius that hears, even if it be the voice of another that sings.

**John W. Wayland**
The history of medical gymnastics began with the history of man. Although not perfect at first, from the earliest times primitive man seems to have known by instinct that certain manipulations were good for bodily ailments. About 3000 B.C. the Chinese had a thorough system of medical gymnastics. In other ancient civilizations the priests were the healers and relied upon a gymnastic system. Plato leaves definite accounts that among the Greeks such a system was universally used and we discover among the writings of Pliny such a statement as this, “Mind is stimulated by the movements of the body.” As we run down the scale of years to about 100 B.C., we find the Romans using gymnastics as adjuncts to the bath, and it is said that certain great Romans used them to counteract the effeminate luxury of the times.

During the middle ages manipulations were to some extent used, but medical gymnastics came nearer to a standstill. In the sixteenth and seventeenth centuries a revival occurred and medical students again began to recognize the need of such exercises. Such an advance in this line took place that in the present century it has reached an exceedingly high standard of perfection.

“Medical gymnastics,” says R. H. Lynn, “is a system of positions and movements, based on anatomical principles, done by one’s self, or with the assistance of someone, by which we endeavor to restore or preserve health, and to correct and prevent deformities.” In brief, they are just old-time truths based upon anatomical and physiological principles.

These specially designed exercises may be divided into two groups, namely, medical and corrective. The former applies to medical cases, of which disorders of the respiratory, circulatory, and nervous systems are examples. In general these are due to poor muscle tone and anemic conditions. Specific exercises and manipulations to increase lung capacity, circulation, and blood supply to the muscles should be given. The latter applies to orthopedic conditions. Anything that has to do with distortion, or change of the bony part of the body,
Corrective gymnastics is that part of medical gymnastics that relates principally to the cure of these bony abnormalities. This side I wish to stress, and especially certain important phases relating to posture, which may be easily recognized by the classroom teacher.

Erect carriage is undeniably best for the human race, but we are continually having certain influences brought to bear which are detrimental to good posture. Thomas J. Browne in a recent article upon this subject makes the following interesting statement: "Sometimes it seems a pity that the race ever evolved into the erect position. The disadvantages are pointed out in the way of a greater tendency towards appendicitis, hernia, varicose veins, hemorrhoids, and torpid liver or intestines. It seems that the ligaments supporting the abdominal viscera are better adapted to the horizontal position. The lack of valves in certain veins would not hinder the circulation so much, were we crawling about like our very primitive forbears. The heart would not have to do so much work as it does now in pumping against gravity. However, these physiological and anatomical disadvantages are compensated for by the greater mechanical advantages of the erect position. In using the hands we can rotate about a vertical axis, thus getting a greater range and freedom than if we tried to do the same things with the trunk in the horizontal plane. Our progress to the erect position has coincided with the development of the cerebrum. In idiots and defectives we notice the tendency to revert to a more primitive position in the characteristic collapsed posture and slouching gait. The erect position has proven to be a higher step in the development of the human species."

These orthopedic conditions which are the outcome of failure to hold the body erect may be grouped under the three following heads: (1) antero-posterior faulty postures, (2) scoliosis, (3) weak and flat feet.

Stoop shoulders, round back, sagging abdomen, sway back, and flat and narrow chests are characteristic of antero-posterior faulty postures. These conditions may be caused by muscular weakness, due either to the bony structure’s growing faster than the strength of the muscles or to improper nourishment. Severe illness in which the body is weakened by disease often lowers the tone of
the supporting muscles and causes a drooping attitude.

Defects in hearing and vision cause children to take a bad posture in order to hear or see better. The child who is near-sighted carries his head forward or downward to get nearer the object. A defective ear means that in order to hear he must bring the other ear forward and consequently carry the head to one side. In school these can be somewhat obviated by placing such children near the front of the room and in better lights.

Repeated assumptions of faulty attitudes, of course, result in permanent faulty postures. What is known as occupation postures are continually before us: the digger of ditches, the motorman, the bookkeeper, and even the debutante, all get the characteristic attitude of their trade. At home children frequently use the wrong chairs to sit or curl up in, for those that seem comfortable are often the ones which are causing the assumption of a position which results in the round back and flat and narrow chest.

Children are also hampered by clothing, such as underwaists and garters with straps which tend to drag them forward and downward, and to which the child gradually yields. This may be easily remedied by seeing that the bands of underwaists are kept near the neck, where the strain will not be felt in the easily moved shoulder girdle. Other such causes are the use of outgrown garments and those that bundle them up too much. These latter push the head forward by badly fitting collars and mufflers. Shoes that do not fit the shape of the feet cause them to feel uncomfortable and to assume bad standing positions. Frequently boys develop the habit of slumping forward by keeping their hands pushed down into their trousers pockets.

All antero-posterior deviations are seen best from the side view. The following faults will act as a guide in an examination for these faulty postures: first, head too far forward; second, scapulae prominent; third, shoulders forward; fourth, chest flat and narrow; fifth, abdomen prominent. To treat such conditions it is necessary, first, to increase the flexibility of the muscles, and, second, to strengthen and train the muscles to hold the corrected position. This may be accomplished thru forcible correction by apparatus, and by corrective exercises.
Scoliosis, or lateral curvature of the spine, is not a disease, but a fault of posture, which, of course, may become a fixed position. Altho an abnormality of growth, it does not even lead to disease, except that it causes a general weakness in the muscle tone. A lateral curvature affects the balance of the body, and asymmetry of parts results. Protruding ribs, prominent shoulders, high hips, and a gradual deviation of the spine to one side are characteristics of this condition. It is seldom accompanied by pain, but the muscles are easily fatigued. In lateral curvatures the organs, and limbs particularly, may be affected.

Scoliosis may involve one or several regions of the spine, but the most common form is what is known as the postural curve, which involves only one portion. The more complex form is the structural curve, which usually develops from the postural, for, when the body sags beyond a certain point, there seems to be an effort on the part of the body to re-adjust itself, and this re-adjustment occurs where there is a line of least resistance. In this case two curves instead of one will result. In this structural curve the child cannot straighten himself by his own efforts, and for this reason there must be forcible correction by apparatus.

Scoliosis may be due to many of the same conditions that cause antero-posterior faulty positions. In many cases physical defects that are due to congenital malformations are the cause. Paralysis, unequal length of legs, or loss of a limb, will be generally accompanied by this condition. The schoolroom has been called the factory of scoliosis and we no longer doubt that the schoolroom desk, which is generally too high or too low for the child, is probably the cause of many such conditions. During the periods of rapid growth the soft bones easily adjust themselves to any position assumed by the child. Sleeping habitually on one side forces the shoulder to project on that side, and hence a compensatory curve occurs in the spine. The sleeping position may be varied to avoid this. The habit girls have of sitting on one leg causes scoliosis. Faulty positions of girls are apt to have a more harmful effect on them than the same positions on boys, because the girls do not, in most cases, get the vigorous exercise that the boys get, which usually
counteracts the most harmful effects of poor posture assumed elsewhere.

The treatment of scoliosis involves the restoration of flexibility and strength of the muscles, and a re-adjustment of muscle control. This may be accomplished thru mechanical stretching, corrective exercises, and massage.

The abnormal foot is of three types, weak, strained, and flat. A weak foot is characterized by a slightly sagging arch which gradually grows flatter and flatter. There is seldom much pain because there has, as yet, been little change in the ligaments and muscles. As this condition progresses and there is more strain brought to bear, the muscles and ligaments become stretched and there is much pain. This is termed a strained foot. Finally, if the condition is not remedied the foot gradually rolls over so that the side lies flat on the ground, the ligaments and muscles become stiffened, and as a result we have a flat foot.

Symptoms of flat foot are severe pain and unnatural walk, prominence of the ankle bones, and stiffness. These conditions may be due to sprains or injuries. Improper shoes, prolonged standing, increase in bodily weight, and continual walking on hard floors and pavements, all tend to bring on and to aggravate such a condition.

The treatment necessary makes it important, first of all, to increase the flexibility and strengthen the muscles by exercise and massage. Proper shoes must be worn in order to place the foot in the best condition for work. Arch supports should be worn only in extreme cases, and only then with the advice of a specialist. Lastly, correct the walking position by walking with the feet parallel, toeing neither out nor in.

Thus we see that the daily posture is as important as the daily bath, for the proper carriage of the body is necessary to health and efficiency. Much will be accomplished if children can be helped in their habits of recreation. They should be observed in their games and in the postures assumed while reading and resting. If we will look after these, and see that they use low pillows, or no pillows, that they obtain on an average ten hours of sleep out of the twenty-four, and that they have plenty of fresh air, the result will be better posture, for this will
enable the organs of the body to be held in their normal relationship to each other, so that they will not be prevented from working properly.

Some one has said, "It is not the load that breaks people down, it is the way they carry it." From a psychological standpoint we know that poise of body represents poise of mind, therefore corrective gymnastics depend a great deal upon psychology. For this reason it is necessary to establish an ideal for good posture in the mind of the growing child. Often a simple suggestion, such as telling him to hold himself tall, will prove more effective than anything we can do, and will let him know that the people around him are judging him by his posture.

Altho true corrective work implies individual work and must be carried on over a long period of time to gain effective results, still a great deal of general corrective work can be done in class, especially in the improvement of posture. In the ordinary classroom the teacher can prevent bad posture by frequent change of position and occasional breathing exercises.

The following general outline of exercises may prove helpful in gaining good posture by establishing better poise and co-ordination of muscles:

1—Standing, arms raising sideward with breathing.
2—Standing, weight forward, heel raising.
3—Standing, weight forward, heel raising, knee bending.
4—Standing, toe raising, quick successive movements alternating with slow movements.
5—Marching, (a) slow toe march, (b) brisk marching, weight well forward, (c) knees upward bending, alternating right and left.
6—Standing, springing diagonally forward and backward. Increase difficulty by adding arm-fling movements.
7—Walking, weight on head, such as bean bag.
8—Practise correct sitting position.
9—Stride stand, sway weight from right to left.
10—Right foot forward, sway weight forward and backward.
11—Left foot forward, sway weight forward and backward.

RUTH A. ROUND
DREAMER AND TOILER

Just as the curtain of evening
Shut out the light of day,
The moon in celestial beauty
Rose on her heavenly way.

Do you stop to think, O Toiler,
As you travel on life's highway,
Of the things the moon sees, journeying,
Just at the close of day?

She looks on mines and factories;
Your life at their shrine you lay.
She sees the thronging city
Where you toil till close of day.

Of what do you think, O Dreamer,
Traveling the vision-way?
What does the moon see, journeying,
Just at the close of day?

Purple hills, dim-shadowed valleys,
Waters that know no stay;
All the wonders of night-time,
The dreams that vanish with day.

Then, as the wings of the morning
Chase night's dark shadows away,
The distant moon pales and glimmers
With the coming of the day.

O Toiler, hear me, I pray you,
Toil not forever and aye,—
A Dreamer lives forever,
A Toiler dies in a day.

Madge Bryan
THE EMPHASIS ON MODERN HISTORY IN VIRGINIA HIGH SCHOOLS

Editor's Note.—At the annual meeting of the History Teachers' Section of the Virginia State Teachers Association in November, 1914, a special committee was appointed to investigate the following question: "Is too much emphasis being placed on ancient and medieval history in Virginia high schools, to the neglect of modern history?" The committee, consisting of Mrs. E. M. Baker, chairman, Norfolk, Virginia, Miss Froude Kennedy, Farmville, Virginia, and Miss Martha M. Davis, Harrisonburg, Virginia, carried out the instructions given and presented its report to the body at Richmond on November 25, 1915, thru its chairman, Mrs. Baker.

Obeying your instructions "to study the prescribed course of history in the Virginia schools to determine whether an undue emphasis is placed on ancient and medieval history to the neglect of the modern," your committee sent out a questionnaire to all high schools on the accredited list having eighty pupils and more. We respectfully submit the following report from the sixteen schools that were good enough to send replies:

1. What Is the Minimum Requirement of Time Spent on Work in History? The majority of the sixteen schools spend the required two years, some spend more. A few of the schools misunderstood the question and gave the length of the recitation period, but showed in subsequent answers that the two years was the minimum.

2. What Part of History Is Covered in This Time? The prevailing answer was ancient and American, while some gave American and any election from the course offered.

3. What Is the Maximum Requirement of Time Spent on Work in History? Seven schools spend four years, two spend three years, five spend two years. Two schools gave no answers.

4. State the Time Devoted to Each Period of History: Ancient, Medieval, Modern, English, American. Fifteen schools spend one session on ancient, one school gives a half-session to this period. Nine schools spend a half-session on medieval, three combine it with modern and give one session to both, one devotes two and a half months to the medieval, another gives three months to the same period. Those schools that do not combine the modern and medieval periods devote half a session to modern, except two that give two and a half and three months respectively to the modern. To English history twelve schools give a session, while one school gives a half-session, and two failed to report on it. Fifteen schools spend a session on American history.

5. Are All Latin Pupils Required to Take Ancient History? Ten schools answered in the affirmative, four in the negative, and two gave no reply.

6. With Due Consideration for the Needs of Your Pupils, Would It Be Well to Spend Less Time on Any Period Now Prescribed? Eleven negatives against three affirmatives with two blanks were recorded.

7. Would Less than One Session of Ancient and a Half-Ses-
The Emphasis on Modern History

8. **Would a Change, Giving More Time to the Modern, Particularly the Twentieth Century, Be Advisable?** There were eight affirmatives against eight negatives.

9. **What Time Do You Give to Current Events and the Preparation of Papers?** Varied were the answers to this, expressed in "good deal," "little," "casual," "no special time," "five or ten minutes daily." One school gives fifteen minutes each week for the discussion by the whole school. Some schools require one topic each quarter as the minimum in oral reports, and one paper a quarter on a topic in connection with the lesson as the requirement in written work.

10. **What Periodicals and References Do You Use?** Eleven schools use many; such as library books, *Outlook, Literary Digest, Review of Reviews, Independent, World's Work, Current Events, Atlantic, Geographic,* and dailies. Five gave no report.

So much for the investigation which we submit. There seemed to be no lack of interest on the part of the schools that reported. On the contrary, all were gracious and desirous of aiding us. It is inspiring to meet with such co-operation, and we thank these schools for so much gratuitous help. We do not wish to be considered presumptuous, for we but carried out the instructions of the department of 1914, and are sorry some of the leading schools gave no response to our appeal. I heartily commend to you my efficient co-workers, Miss Froude Kennedy, of the Farmville State Normal, and Miss Martha M. Davis, of the Harrisonburg High School, to whom all credit for this report is due.

The following recommendations we offer meekly, to complete the report. We find that the modern period is not neglected,—on the contrary, more time is given to it at the expense of the medieval and ancient. Less than one session devoted to ancient history will not be profitable. Only one school thought the medieval might be crowded in with the ancient history.

In view of the fact that so many in their answers to question seven expressed themselves as considering the medieval vital, we recommend that a full half-session be spent on this period,—not two and a half months or three months, but a full half-session. It is not wise, in our opinion, to give less than this to a period full of so many great movements and important issues, a period holding in embryo so many modern institutions and customs. Speaking of this period Professor Bryce says: "Just as to explain a modern Act of Parliament or a modern conveyance of lands we must go back to the..."
Fudal custom of the thirteenth century, so among insti-
tutions of the Middle Age there is scarcely one which
may be understood until it is traced to the classical or to
the primitive Teutonic antiquity."

The first word of the medieval, then, should be a
thorough review of the Roman Empire; the Teutonic mi-
grations and kingdoms; the Franks and the work of the
Carolingians, especially Charlemagne; and all forces that
tended to make this period differ from other periods.
The freshman cannot get enough of this in one session
to make him connect the two periods. Then, too, many
pupils select the medieval and modern in their one-year
course instead of the ancient and they work at a dis-
advantage without some knowledge of the transformation
after the disruption of the Roman Empire. Constant
review and frequent mention of great issues are neces-
sary before the young can appropriate them and trans-
mute them into terms of living biography; oral and writ-
ten reports, parallel references, the sources—all must
find some place in this half-session, to say nothing about
the constant tracing back to the ancient and forward to
the recent history. "To establish any sort of foundation
in medieval history in this time is a tax on the cleverest
teacher. To build on that, even the walls of a compre-
hensiveness of modern history, in a half-session is a Hercu-
lean task," says an influential teacher in one of our
Virginia normals.

In extending the work in the medieval period we
would contract the text of the modern by comparing old
conditions with the new that arise and create the prob-
lem to be solved,—then connect them with present-day
issues. We must omit much that deals with wars and
stress social, industrial, and economic phases, while en-
riching the period with parallel readings. In a three- or
four-year course there is plenty of time for training in
recent issues, but in the one or the two years' course the
teaching must be very definite.

As the value of history to a high school pupil lies in
the fact that it enables him to understand the world in
which he lives, and develops in him a certain power to
cope with present-day problems by virtue of the widened
experience which history gives, our teaching should
enable him to draw conclusions from facts, considering
such facts as means, not as ends; should emphasize nat-
ural conditions, peaceful measures, physical features, geographical influences, art, religion, government, industrial, commercial, and social relations, because these determine the key to the history and to the destiny of a people.

From our investigation we find a tendency to emphasize the more recent periods of history, and those developments in the past that bear upon the problems of the future; we find that economic and social phases are being substituted for military campaigns; that local history in the form of current events receives more attention than formerly. To put these tendencies upon a working basis is our problem, which will require new textbooks or the reconstruction of old ones. The latter course is at our disposal, and we suggest that we use the text more as a guide, and cease to be its slavish followers; that we use more references and source material, in the form of oral and written reports, which will engender greater originality and power among the pupils than the old method. We suggest further that we devise schemes for the study of local, national, and international items in current events to help the pupils to see history in the making; to help them discover that the roots of the problems of today extend far into the years back of us; to let them realize that no civilized nation, as no individual, lives unto himself; to foster in them a love for reading and give them an acquaintance with current periodicals.

I submit a simple scheme for current events which has been useful in my own classes and has aroused a degree of interest. I use the outline method as it is more readily understood, and require the work once a week.

**Current Events**

<table>
<thead>
<tr>
<th>I. Local Events</th>
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<tbody>
<tr>
<td>A. City News</td>
</tr>
<tr>
<td>1. Give a brief statement of the event.</td>
</tr>
<tr>
<td>2. Give reference with date.</td>
</tr>
<tr>
<td>B. County News</td>
</tr>
<tr>
<td>1. As in A.</td>
</tr>
<tr>
<td>2. As in A.</td>
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<tr>
<td>C. State News</td>
</tr>
<tr>
<td>1. As in A.</td>
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<tr>
<td>2. As in A.</td>
</tr>
<tr>
<td>II. National News</td>
</tr>
<tr>
<td>1. As in A.</td>
</tr>
<tr>
<td>2. As in A.</td>
</tr>
<tr>
<td>III. International News</td>
</tr>
<tr>
<td>1. As in A.</td>
</tr>
<tr>
<td>2. As in A.</td>
</tr>
</tbody>
</table>
In working out this outline we discuss prominent features in class, and the pupils are requested to give references from magazines as well as dailies. At stated intervals the outline is reviewed and tests are given on current events with the regular tests required in the course. It seems to me that the difficulty of our work is summed up by a contribution to Dr. Kelsey’s questionnaire in the September History Teachers’ Magazine: “We work too disjointedly. We need better general agreement as to standards and closer adherence to those standards.” I heartily endorse this statement and propose that we have a supervisor to visit our schools periodically to investigate the history work and hold us to the standards which we should formulate in this conference. These standards should embrace an agreement upon the vital points to be taught; the important parallel readings; the character of both oral and written reports; the use of current events in teaching more recent history; the means by which we may make our teaching more definite; and the process of teaching by the problem method, which forces the pupil to recognize a need and offer a solution thru past experience aided by the new. This will give us a systematic plan of procedure, and help us make the pupil realize that our civilization is a living transcript of the classics, and that to understand it he must know the history of the classic people, the changes wrought in the medieval and modern periods, and the causes for the transformation from the past to the present.

In the words of Dr. John W. Wayland: “The student of history must aim continually at tracing the past into the present; i. e., to show how and in what measure past events, conditions, and movements have registered themselves in our existing customs, laws, character, and institutions. He must do this to understand the things and the people about him. Whether he begin with the present and go backward, or begin with the far-away and come forward, he should have always the consciousness that in history there is a unity and continuity that cannot be broken except with loss.”

E. M. Baker
CORRELATION OF GAMES WITH SCHOOL WORK

Perhaps the majority of teachers have never correlated games with their school work. Some may even think that there is no connection between the routine work of the classroom and the pleasure derived from a game; but "Play is the atmosphere of happiness that we put around our work." This being true, should we not make our work as joyous as possible by letting the play spirit enter into it?

Wherever possible, and as often as possible, give the children a three-minute game period between classes; preferably a game that will allow each child to get out of his seat and have a run or movement of some sort. The time will not be lost, for the next piece of work will be done with more alertness, more accuracy, and keener interest, because of the few minutes' relaxation from regular mental work and the stimulation of circulation.

In the primary grades, it is very easy to connect game work with the regular program; and here of all places it should be used. The little child should not be subjected to long hours of work without periods of relaxation. Dramatization is one form of play that can be used to a great extent in the lower grades.

Games can be correlated with language, arithmetic, geography, nature study, history, and many other branches of the curriculum. A great deal of the drill work that has to be done can be accomplished thru games and will be effective because of the element of the unexpected and the play spirit in it. For instance, the game "Buzz" will provide drill on the multiplication table and at the same time develop such mental qualities as attention, quickness, and memory.

Then, again, for easy work in addition appoint scorekeepers in some simple bean bag game and let them put down the scores made on their sides and add up for the total score. The children are utterly unconscious of any arithmetic lesson, yet they are getting a practical drill in addition—and not only these particular children, but all who are playing, for the interest in the game and the eagerness to see if their side is the winner will make all the children do the process and detect an error if one has been made.
Further up in the grades, the game spirit can enter into the mathematical work by having a set of examples on the board hidden from sight until wanted. Announce to the class that they will have so many minutes to work and you want to see who will have the greatest number of correct answers when the time is up.

The drill work in geography, such as learning the mountain ranges, capital cities, climatic conditions, exports, rivers, and boundaries, can be correlated with the game work thru games like "Cross Questions" and "Bird, Beast, Fish," using cities, rivers, mountains, or other words instead of bird, beast, fish. Again the play spirit can enter into the geography lesson by some such guessing contest as "I am thinking of a capital, river, or country beginning with B—", and see who can tell the correct answer.

For nature study, the teacher can make good use of the collecting instinct to secure specimens for identification and exhibits. The game "Leaf by Leaf" is splendid for testing the children's knowledge of leaves or flowers. Let the teacher have a number of different kinds of leaves. Each child having a slip of paper and a pencil, give the first child in the row a leaf. He examines it and passes it to the next child. If the children can identify the leaves, they write the names on their paper. The child or row having the greatest number of correct answers wins.

The school garden is a form of play and recreation that can be splendidly correlated with the nature study course, and not only this course, but some of the others; for example, with arithmetic by estimating the actual cost of and the profit derived from the garden. The game "Bird, Beast, Fish" is surely a nature game and by a little direction on the part of the teacher can take the form of a lesson on birds.

In language work certain idioms can be taught thru games. "It is I" is a good game for drill on this idiom. Let one child stand or sit in front of the class with his back to it. Designate some child to come forward and touch the one out in front on the back. The one who is "It" asks, "Who knocks?" The one knocking answers, "It is I." "It" then tries to guess the child by the sound of his voice. If he guesses correctly, he returns to his seat and the one caught becomes "It."
Correlation of Games

games where a child describes himself, some other child, or some object in the room and the others guess who or what it is can be made use of in the language period.

The history period might be taken sometimes for a guessing contest, such as calling on a child to describe some general, statesman, or president, and letting the class guess who is described. Again “Cross Questions” can be used to test knowledge of dates, battles, and great events. For training in observation, alertness, and association of ideas with persons or events, the teacher might have in a box certain articles that suggest historical people, and pass it thru the history class giving each pupil one minute to look at the contents. Each pupil then writes on a slip of paper as many of the objects as he can remember and beside the object the person it suggests to him. For instance, a hatchet or piece of cherry tree would suggest George Washington.

In some such ways as suggested, games can be correlated with the various branches on the school program. The interest of the children will be keener, alertness will be manifested, and the power of concentration developed while the children are merely having a good time playing a game.

AMELIA HARRISON BROOKE

Spring and the apple blossoms
Come to us hand in hand,
To the call of Nature’s trumpet,
From the realm of fairy land.
CONCERNING SOME OLD BALLADS

"As she rode down the lengthy road
And drew near to the town,
Up stepped John o' the Hazlegreen
And holp his lady down."

"What does it mean, Mary, 'John o' the Hazelgreen'? What is a hazelgreen? and what makes you say 'holp' his lady down?" The reply to one question was the reply to both, and the invariable reply, when the phraseology of ballads was on trial, "It's just the way the song goes, child." Some years later when the questioner happened upon Scott's Jock o' Hazeldean, other questions arose. Were John o' Hazelgreen and Jock o' Hazeldean the same person? Where did that good woman who made such delectable pies, took children on berry hunts, and knew so many strange songs, but who could neither read nor write, hear about John o' the Hazelgreen? Was there another poem in a book somewhere? But Mary had no books, her father and mother had no books. No one who read books or sang ballads as a drawing room accomplishment knew anything about John o' the Hazelgreen and his lady. Mary herself had no other explanation than that she "had always known it."

Only within the past few years the discovery has been made that a large number of English and Scottish ballads, transmitted by oral tradition, found their way to this country many generations ago, and that they are still known and sung. The Virginia Folk-Lore Society and other organizations are collecting these survivals, the treasure-trove of Rockingham County being well represented in the ballads thus far collected.

To the question, "Where did you learn this ballad?" the reply most frequently given is "From my father or mother or grand mother," or occasionally, "From a domestic when I was a child." It is observed, however—and there is abundant evidence of the fact—that few children today know the songs which their forefathers knew and enjoyed. Here and there in the country schools may be found collections of folk songs transcribed into blank books from the memory of singers, and among them fragments of old English ballads, Lady Marget, The Twa
Sisters, Barbara Allen, and others of English or Scottish ancestry.

"Many and many a time has my mother rocked me to sleep with that old song." But the cradle and the spinning wheel have been relegated to the garret. The poets and musicians abandoned the spinning wheel in the nineteenth century, they will write no cradle songs in the twentieth, and the crooning of old ballads by the fireside is only a dream picture of the past. It has to be so. Science says that something dreadful goes on in the constitution of a child that is rocked. How long it will permit the father to dandle a child on his knee to the tune of "Ride the white horse to Banbury Cross," "Git along home, Cindy, Cindy," or some other cheerful ditty, only the future can tell.

The perpetuation of many old ballads in this country is due in some measure, doubtless, to the scarcity of books for children in pioneer days. Among the survivals of the Three Hundred and Five thus far found in this country few are innocent and happy, or touched with humor, and according to the standards of the present day it seems somewhat strange that past generations introduced them to the companionship of children. But children are little savages, scions of their forbears of the crude age when ballads were born. Lady Isabel’s Wild Ride, The Douglas Tragedy, The Jew’s Daughter, and Lamkin were heard probably with the same shivers and thrills, or stoicism, that today accompany Jack the Giant Killer, Red Riding Hood, or the deeds of Morgiana in The Forty Thieves. In a home in the eastern part of Virginia within recent years a version of Edward, traditional time out of mind, was a favorite nursery drama, an ancestral sword that hung within the reach of small hands having an important part in the interpretation of the tragedy. Any child addicted to the pleasures of the table would appreciate Lord Randal’s

"Mother, make my bed soon,
For I’m sick at the heart, and fain would lie down,"

tho as a tale of treachery and murder it would mean nothing more, possibly, than the killing of Cock Robin. It is not many years since a version of The Twa Sisters was rather well known among the school children of Rockingham County and, the air being blithesome, the
tale went ‘‘trippling on the tongue’’ to its close, when

‘‘The miller was hung at his mill gate
For drowning of my sister Kate.’’

Many ballads are reappearing, an increasing number traceable to British soil, which have been part of the lore of countryside and mountain cabin for generations, ballads which may or may not hark back to print at some time, whose virility is shown by their long companionship with folk ballads. The minds of the humble folk in particular seem to have been stored with them, and wherever white domestics were employed, children found their fund of tales with a tune fascinating. Old Crumley, The Miller, The Merchant’s Daughter, Derby’s Ram, The Old Woman from Ireland, The Cuckoo, and a score of others were more familiar to boys and girls in Virginia a hundred years ago than they are today. These anonymous ballads, so to speak, are often interesting for the narrative, always as they reflect the manners of an earlier day. The following ballad, The Squire and the Nobleman’s Daughter, which is also known as The Golden Glove, probably crossed the sea in pre-Revolutionary days. The evidence of several contributors points that way. One says, ‘‘I am sorry I haven’t any data. If I ever saw the ballad in print I do not remember it. I only remember my old aunt had a small ornamental wooden box full of ballads. She played on a dulcimer, an instrument Mark Twain said looked like a fence rail; but the music was very sweet as I remember it. I am sure I have the tune just as she sang it. One of my great-grandfathers was from England. My grandfather settled in the country too far from a school for the children to attend; so he always had a teacher in the house, always a man, during the winter to teach the children. I have heard my mother say they spent a great deal of their time in the long winter evenings singing and playing; so I suppose they gathered up all the old ballads and strange instruments they could get.’’

THE SQUIRE AND THE NOBLEMAN’S DAUGHTER

I will tell you of a squire of whom you shall hear
Who courted a nobleman’s daughter so fair.
He courted her, to marry her was all his intent,
All friends and relatives had given their consent.
Concerning Some Old Ballads

The day they appointed the knot to be tied
   He chose a young farmer to wait upon the bride.
On this gallant young farmer the bride she cast her eyes—
   Oh, my heart! oh, my heart! and for sorrow she cried.

Instead of getting married she went sick to bed;
   The thoughts of the farmer were rolling in her head,
The thoughts of the farmer were rolling in her mind,
   And a way for to gain him she quickly did find.

So early the next morning this lady she arose
   And dressed herself up in a suit of men's clothes,
A vest, pants and coat this lady she put on,
   And away she went hunting with her dog and her gun.

She hunted all around where the farmer did dwell,
   For she thought in her heart she did love him so well;
Many times did she fire but nothing did she kill,
   Till at length the young farmer came into the field.

"Why were you not at the wedding?" this lady inquired,
"To wait on the squire and give him his bride?"
"Oh, no, kind sir, the truth I do tell,
   To give her away I did love her too well."

The lady being pleased to hear him so bold
   She gave him a glove that was figured with gold,
Saying, "I found it, as I came along,
   When I was hunting with my dog and my gun."

Then she went home with her heart full of love
   Relating the news that she had lost her glove;
"If any man will find it and bring it to me
   I'll vow and declare his sweet bride I will be."

As soon as this young farmer did hear of the news
   Away he did run without his hat or his shoes,
Saying, "Here, dear lady, I've brought you your glove,
   And I hope you'll be so kind as to grant me your love."

"It is already granted," the lady she replied,
   "I love the sweet breast of the farmer," she cried;
"I'll be the mistress of my dairy and the milker of my cow
   While my jolly young farmer goes whistling to his plow."

And after they were married she related the fun
   How she hunted her true love with her dog and her gun.
"But now I have him up so fast in a snare
   I'll love him forever, I vow and declare."

As an aid in collecting, it is often convenient to know the story, a few lines, or many of the stock expressions of old ballads. Any of these clues, however, may fail. The modern balladist knows that lovers continue to meet and part, and that ruby lips must be brought into
play. He still holds the silver dagger, too, and the fatal knife, to make or settle trouble for somebody, while the gleam of the lily-white hand may lure the collector into false trails at any time.

THE JEALOUS LOVER

Down on her knees before him
She pleaded for her life,
When deep within her bosom
He plunged the fatal knife.

THE DISTRESSED LOVER

The parents of the lover have forbidden the bans, the would-be-bride having no dower. Hopeless she leaves the city. Then

She pull-ed out her silver dagger
And thrust it thru her snow white breast.

Hearing her screams, the lover comes from his hiding place in a thicket and

He pick-ed up the bloody wee-pon
And thrust it thru his own dear heart.

In another ballad a train is heard whistling in the distance. The lover had been jilted. Two stanzas from *The Lass of Rochryan* with slight changes do service in the parting.

It's hard to love when you can't be loved,
And it's hard to say goodbye,
It's hard to part from the one you love
As it is from the stars in the sky.

"And who will shoe your pretty little foot?
And who will glove your hand?
And who will kiss your red, rosy lips,
When I'm in a far off land?"

"My father will shoe my pretty little foot,
My mother will glove my hands.
My sister will kiss my red, rosy lips
When you're in a foreign land."

THE PRINTER'S BOY

I took her by the lily white hand
And slung her round and round;
I took her down to the seashore side
And plunged her in to drown.

THE GAY SPANISH MAID

Her lily white hands to her bosom she clasped,
When he told her how long he would stay.
Notwithstanding the Scot’s deep attachment to the traditional airs of his land, they have not fared well in the hands of the great musicians and composers, not a few of whom have considered them rather uninteresting, if not worthless. It is said of Beethoven, however, that he was fond of Scottish folk-song and at one time intended to write a series of sonatas based upon some of its melodies. Apart from the question of their value, or possible relation to Scottish airs, there are other reasons why the old ballad tunes sung among us should be collected and taken care of. The tune is the tie that binds memory to the song; the words and the air are inseparable in the mind of the singer. Scholars and musicians may have their dictum, but it is the feeling of the folk to whom we owe the preservation of ballads that without its air no ballad can have its proper flavor. If any appreciable number of these English and Scottish survivals should again become the property of young people, neighborhoods in which these ballads are found would have community pride in the fact that they are sung to “the old tune.” A few years ago after a meeting in Harrisonburg in the interest of ballad lore many persons who had been in the audience and were familiar with the ballad expressed disappointment that Barbara Allen was not sung to the “right tune.” Altho the air adapted to it on that occasion is the popular air in Scotland it is not the air known in this community. Who knows, too, that another genius may not appear to transmute these simple folk songs into a symphony following the precedent of McDowell’s Indian Suite?

Martha M. Davis
The word "Kindergarten" is often misunderstood. Some think it a place where children are to be amused; some think it a convenient place to keep children out of mischief several hours each day; a few send children just to get them out of the way; while others realize its importance in the scheme of education and send children in order that they may develop normally and naturally. Dr. MacVannel, in an article on Kindergarten training, says, "The Kindergarten is a society of children engaged in play and its various forms of self-expression thru which the child comes to learn something of the values and methods of social life without as yet being burdened by its intellectual technique. Here as throughout the educative process the starting point is the experiences, the tendencies, the interests of the child."

Some one else, in writing about the Kindergarten, says: "It takes children as it finds them, and does not try to force upon them methods of thought and action suited only to the adult."

The child, then, with his impulses and interests forms the center around which the Kindergarten program revolves and these impulses may be classified under the following heads, as suggested by Dr. Dewey:

First. There is the social instinct, as shown in conversation, personal intercourse, and communication. We all know how self-centered a little child is, at the age of four or five. If any subject is brought up, if he says anything about it at all, it is: "I have seen that" or "My father" or "Mother told me that." His experiences are very limited, his world is small and narrow, everything centers around him, his home, his father, his mother, his brothers and sisters, his pets and his God. And yet this limited and egoistic interest of little children is in this manner capable of infinite expansion.

Since my topic is the religious training of the young child, I will give some illustrations showing how some children feel towards God. A little girl whom I know
very well was saying her prayers one evening when a friend of the mother’s happened in. “And aren’t you going to ask God to bless me?” asked the friend. “Oh, no, indeed,” answered the child, “he’s just our God; daddy’s, mother’s, brother’s, and mine.” On another occasion this same child said to her mother, “My, but I’ve lots of Fathers; there’s Daddy Father, God Father Perkins, Big Daddy in Washington, and God Father in Heaven.” Another child was saying her prayers on the eve of her departure for a visit to her grandmother’s, and this is what she said: “Now, I lay me down to sleep, I pray thee, Lord, my soul to keep. Goodbye, God, I’m going away and I won’t see you again for a long time.”

It was only after another child of five and a half had returned from a visit to her aunt’s and included her aunt and cousins in her prayer that she said to her mother one night, “I’m tired and won’t God understand if I don’t say all the names, but ‘God bless everybody in the whole world’?” The ‘everybody’ including, as you see, only the other family, and it was no great surprise to us when the child went home one Sunday after having the story of Adam and Eve in the Garden taught her and told her mother about the bad servant in the garden, servants having come within her experience; serpents had not.

Second. The language instinct is the simplest form of social expression of the child. Hence, it is a great educational resource, perhaps the greatest of all.

Third. There is the instinct of making. The child’s impulse to do finds expression first in play, in movement, gesture, and make-believe. The child has not much instinct for abstract inquiry; therefore, church history, catechism, and creed have no place in the training of the young child. Let him get the creed from hearing older children say it and by saying it himself with them, but definite instruction along that line has no meaning for the child; it comes at a later period.

Fourth. The instinct of investigation seems to grow out of the combination of the constructive impulse with the conversational; children simply like to do things and watch to see what will happen. But this can be directed into ways where it gives results of value, as well as be allowed to go on at random.
The religious training of the child begins in the home and is given by the mother; she quiets his first fears, she gives him his first lesson in obedience, she answers his first question, she teaches him his first prayer; and when he is old enough he is sent to Sunday school. Were I teaching young children in the Sunday school, I should use these same impulses as the basis of my work and I should fit my lessons to the child, instead of fitting the child to the lessons.

My aims in teaching young children would be:

First, to bring to the child’s consciousness God, the Father, His love, care, and protection of everything in the world.

Second, to start the child’s growth along this line by helping him form habits of love, kindness, obedience, happiness, etc.

Third, by helping him find his place and be useful in the social group of which he is a member, (a) at home, (b) with his playmates.

Fourth, by helping him meet and solve the problems which come up in his own little life. And the ways to accomplish these aims would be thru, (a) conversation, (b) song, (c) story, (d) prayer, and (e) picture. I should have big topics rather than a separate lesson for each Sunday. Knowledge does not come to the child in separate bundles, he sees everything in relation to his needs or his experiences. I should use such topics as Kindness, Thankfulness, Love, Help, Obedience, Happiness.

If I were developing the topic of “Kindness,” I should ask such questions as, “What does it mean to be kind?” Then, I should give each child an opportunity to tell what it means to him, and I should expect such answers as—“to help mother,” “not to be cross,” “not to hurt any one or anything.” I should teach the verse, “Be ye kind one to another.” I should teach the prayer,

“Father in Heaven we pray to Thee
That good, kind children we may be,”

and then The Lord’s Prayer. Before having the prayer said, I should put the children in the right attitude by saying, “Let us fold our hands and bow our heads;” or “Let us kneel, when we talk to God;” and then I should
wait until every child did it. Then I should have the song, "All things bright and beautiful," the stories, *The White Dove* and *The Coming of the King*; and I should tell each story for at least two Sundays in succession. Bible stories, just because they are in the Bible, should not be used; instead of helping the child they very often confuse him. I should use any story which would be suitable to and make clear to the child the lesson I wanted him to get. I recall a lesson I once heard: "Jesus, the Helper" was taught to children of six years thru the story of Jesus stilling the storm; and the verse memorized was "We love him because he first loved us." All very good and beautiful in itself; but how was it to help those children to be any better! That was not the way they were used to being helped. They could not see nor be made to see any connection between that story and anything in their own lives.

Another time the changing of water into wine was taught to young children. One child listened attentively and then said, "If they'd only had ice cream at that party there wouldn't have been all of that trouble." I should show the children pictures of the Charmer, Improvised Cup, the boy Samuel or any others which would bring out the thought. Most of the biblical pictures used in our Sunday schools are very confusing; they give the children all sorts of negative thoughts and confusing ideas.

The second topic would be "Thankfulness." I should call the children's attention to nature, the flowers, trees, birds, animals, colder days, etc., and ask such questions as "Who has helped the trees and flowers to grow?" "Who has cared for the animals?" "Who has sent the rain and sunshine?" "Who has cared for everything in the world?" "When father and mother have helped us, we thank them; how can we thank God for all the good things he has given us?" I had the good fortune to work in this way with a group of young children and at Thanksgiving time they composed their prayer. They knew that winter time was coming; the leaves had fallen from the trees; the days were growing colder; the fires had been started in the furnaces; they had put on heavier clothing; and God the Father who cared for them cared for and protected everything in the world, and
Thanksgiving was the day when all the people gave thanks. When they were asked, if they had anything to be thankful for, as many different answers as there were children were given. They were thankful for their homes, their fathers, mothers, their dogs, rabbits, food, and many other things. When it was suggested that all these things would make such a long ‘thank you,’ one little boy said, ‘“Can’t we say, ‘God, we thank you for all the good things you send to us?”’ And so, that simple prayer, coming from those little children, was used every Sunday after that.

I should sing such songs as:

“All things bright and beautiful,
All things great and small,
All things wise and wonderful,
The Father made them all.
Each little flower that opens,
Each little bird that sings,
He made their glowing colors,
He made their tiny wings.”

“For the fruits upon the tree,
For the birds that sing of Thee,
For the earth in beauty dressed,
Father, mother, and the rest,
Father in Heaven, we thank Thee.”

“Father, we thank Thee for the night,
And for the pleasant morning light;
For rest and food and loving care,
And all that makes the world so fair.”

“All good things around us
Are sent from heaven above;
Then, thank the Lord, Oh, thank the Lord
For all His love.”

“I will give thanks unto the Lord.”

The stories, Molly’s Lamb, Giving Thanks, and the pictures of Harvest, Sheep in Winter, and so on, would bring out my point.

The third topic, “Love,” God’s best gift to the world, would be developed in this way: ‘“Christmas is Christ’s birthday, the happiest day of the whole year. The first Christmas was God’s best gift to us. He sent the Christ-child that the world might be better, the people happier; and ever since then people have tried on
that day to make others happy. Can we make some one happy? How?" I should encourage the children to bring a gift or gifts for children who have not as much as they. I saw that idea carried out very beautifully in one Sunday school. I know little children who selected toys from among their own, wrapped them and took them on Christmas eve to the Sunday school, that they might be given to some poor children.

Then the following details would enter:

Songs, *Holy Night*, and *Away in a Manger*.

Stories, *The Birth of Jesus*, just as it is given in the second chapter of Luke; *The coming of the Wise Men* and *Why the Chimes Rang*; and these verses would be used:

"Glory to God in the Highest;" "Fear not, for behold I bring you good tidings of great joy;" "Suffer little children to come unto me;" and "And he took them in his arms, put his hands upon them, and blessed them."

I should then make the most of these pictures:


I should not go into the life of Jesus more than that when he grew to be a man he went around from place to place, preaching and doing good. He loved little children and lived to do good.

Time does not permit me to go into the detail of the other topics. In connection with the topic, "Helping," I do want to tell how the idea of service was developed. The same group of children of whom I have just spoken brought their pennies every Sunday, instead of putting them in an envelope or on a plate; for some unknown purpose, these children put theirs in a small paste board box. One Sunday when the box was quite full and rather heavy one child said, "What are we going to do with all of this money?" and the question was asked back, "What would you like to do with it?" After some conversation about it, it was decided that it should be sent to the Manhattanville Day Nursery to buy milk for the babies. One Sunday a letter from two young Japanese boys, thanking the Sunday school for the money they had sent the year before, was read. The children remembered the letter because of the names and they asked why the Sunday school had sent money to those
men. The answer given was, that the people over in Japan did not know of God and the money helped to buy books, etc., in order to teach them. Then, the teacher asked if the little children wanted to share their money with the Japanese girls and boys. They not only wanted to share money, but they also asked to make pictures to send.

At Easter I should want the children to get the idea of happiness in the awakening of all life about them. The death, burial, and resurrection of Jesus is too abstract to mean anything to the little child. Just as the fall is the sleeping time of nature, culminating in Thanksgiving, so spring is the waking time culminating in Easter. I should want them to feel the happiness of the season thru the life about them.

Religion does not make its appeal to the individual thru the intellect, but thru the feelings; and in order to develop the religious feeling in the children, I should occasionally take them to church. I should want them to know that it is God’s house, that it is there people go to talk with Him. When they go there they are very quiet, attentive, and reverent. I should have organ music, one or two hymns which they know, prayer, a short sermon for them, and the benediction. For it is not, after all, how much we teach our children, but how well; not how much they are able to give back to us in words, but how well we have helped them to help themselves in the right way.

MARY L. SEEGER
STATE CONTROL OF COUNTRY SCHOOLS

As early as 1642 the people of Massachusetts declared that the state has a right to require the education of all its citizens; and five years later that local civil divisions of the state can be required to maintain schools for the education of the children of the division. In 1694 the people of Maryland decided that the state could appropriate funds for the support of a general school system. There was, however, little interest shown on the part of the states for public education up to the close of the first quarter of the nineteenth century, and many of their state constitutions failed to make any mention whatever of it. In fact very little was contained in any of the state constitutions concerning education up to the middle of the century, and in the South nothing until after the close of the Civil War. Development of the idea of state responsibility for and state control of education has been very slow, but sure; and its progress is shown by the continued increase in the number of school laws made by the various states and the creation of various state offices and institutions. The school laws from time to time have been tested and sustained by the courts, so that now the general supremacy of the state in matters pertaining to public education is rarely questioned.

State control has been a development from the communities upward to the state, education having been at first a purely local affair. The right of the state to control its public schools is based fundamentally on its right of preservation and progress, and to this end it is recognized that the wealth of the state should be used for the education of the children of the state.

It is certainly the duty of the state to protect its children, and it is necessary for the welfare of the state that it do so. The state alone can furnish the necessary protection. In doing so the state must:
(1) provide for the child a good, professionally-trained teacher;
(2) provide for him a safe and sanitary schoolhouse and sufficient equipment;
(3) provide a course of study adapted to the needs of the pupil, and in accord with the demands of life;
compel negligent, indifferent, and ignorant parents to send their children to school; and prevent the industrial exploitation of children.

The highest development of the state demands an equal educational opportunity for all its people. This means a unified educational system, maintaining certain standards of efficiency, and eliminating those differences which advantages of wealth give one section of the state over another section. This is possible only with state control and state financial assistance. When schools are merely local affairs, struggling for existence against the prejudice, ignorance, and penuriousness of a local constituency, little can be expected in the maintenance of standards and the production of results. Education is of too serious importance to the state to permit of a laissez-faire policy. For the best interests of the state co-operation among the various communities is necessary, and only by a combination into a large unit like the state can advantages be equalized.

The defects in country schools may be grouped under three heads.

First, lack of money. The remedy does not lie entirely in increased local taxation, even if it were always expedient to raise the local rate, which certainly is not the case. The state must come to the rescue, by a just and wise distribution of the school funds on a basis of effort and need. State help should be given in proportion to the effort put forth by the community, as in so doing it stimulates the community to educational activity. If this is not done many communities will stop their own efforts when they have reached the minimum required by the state. On the other hand the state can decide what is best for all of its children and can require all of the small units to measure up to certain minimum requirements under penalty of receiving no state aid if they fail to do so. Further, if by reason of low taxable values, or for some other reason perhaps, it is shown that any unit is unable to provide the minimum facilities required by the state, then an increased amount should be provided from the state school funds for the assistance of the needy unit, and in proportion to the needs.

Second, defective organization and equipment. The state by the proper exercise of its powers can ensure suitable physical conditions by:
(1) approving plans for all school buildings before they are constructed;
(2) requiring the remodelling of those already built but unsatisfactory as regards light, heat, ventilation, etc.;
(3) regular sanitary inspection of schoolhouses and premises;
(4) physical examination of pupils and teachers;
(5) consolidation and abandonment of small, unfit, and unnecessary schools, and rewarding the improved school with a subsidy according to its accomplishments.

The state can enforce standards of instruction by:
(1) taking full charge of the licensing of teachers;
(2) prescribing a minimum salary for teachers of the various grades;
(3) prescribing a minimum course of study, and limiting the choice of textbooks and school appliances;
(4) prescribing a minimum length of school term;
(5) classifying schools and rewarding progress.

Third, inadequate supervision. The state can reorganize the local units in such a manner as to justify the employment of professional supervisors, and it can require that such be employed. Until this is done the country schools will continue to be inefficient. The state can maintain a general oversight of the schools, seeing that the school laws are enforced, requiring reports from all educational officers and publishing the information thus secured, for the benefit of the public at large, and encouraging in every possible way education throughout the state.

The state can do all of these things, yet the state is not perfect and state control is not a panacea for all the ills of the country schools. Changing political conditions sometimes are of disastrous consequence to the schools. It is doubtful if any perfect system of placing school officials in office will ever be devised; and there will always be those in authority who are not fitted for it. The state has its limitations. It cannot go too far in the direction of compelling. It must bring to bear continuously a gentle but insistent pressure for better things, without compulsion. It must reward the good rather than punish the bad. It should seek a co-ordina-
ion of effort and the maintenance of proper standards, but it should require unity in essentials only, and instead of suppressing individual initiative it should encourage it in every possible manner.

To this end, and in furtherance of its plan of control, the state delegates certain authority to local school organizations, but it must always be kept in mind that such powers are derived from the state and that the state may revoke them at any time. The state school officials are usually too far removed from the country schools, and too burdened with other duties, to be of much real service except in encouraging and advising them in a general way, in apportioning funds to them, and in securing legislation for them. The greater part of the work of supervision and control must be done by the local school authorities. The great importance of the work would seem to justify the creation in most states of a bureau or division of rural education within the state department of education, in which would be employed experts in rural school, agricultural, and extension work.

All of this obviously assumes that the state department of education will be more than a bureau of statistics and a clerical establishment. It assumes that the head of the department, the superintendent or commissioner, shall be more than a political demagogue or a pensioner of the state. It means that the department must be a great central dynamo of educational energy, and that the superintendent and assistants shall be men and women of ability and force, professionally trained for educational and social engineering.

Julian A. Burruss
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EDITORIAL COMMENT

THE NEW METHOD OF ESTIMATING HUMAN VALUES

The name that presents itself as the synonym of supreme excellence in the best that the term literature is capable of conveying to the world of letters is by an apparent irony of fate bereft of all but a few simple statements of real biographical value. By an unaccountable neglect the facts of Shakespeare's life were not recorded by his contemporaries. That we know more, however, than his immediate successors, and that we have in our possession all the necessary information for the writing of the life of the great dramatist, not as a biographical essay, but as a biography proper, is confidently believed.

The lives of men of letters, according to the opinion of the street of a few generations ago, counted for little in the history of the nation; the performances of men of action only, even if they were those of the most insignificant officer in the household of a great man of affairs, were once thought to be the legitimate material out of which the story of a nation could be woven. We know now that the thinker and the man who has the infinite gift of putting the thoughts, the aspirations, the hopes,
and the ambitions of a people into a pleasing and acceptable form are the men who mold the future far more effectually than does the mere doer of things. To the thinker, even to the once despised theorist, is assigned the credit of giving direction and impetus to civilization. We are, in fact, more largely the product of the thought of the past than we are heirs to the achievements of bygone days. In no respect does this statement receive a more striking illustration than in the spiritual descendants of the great Shakespeare.

There are certain considerations that enter into the making of a life; and these are now universally recognized. When the individual's inheritances are pretty well established, his environment known in detail, and the product of his life work fully preserved and rich in suggestion, it is not necessary to know many of the outer circumstances and incidents of his career to get at a very nearly correct valuation of it.

An elaborate chronology of the life of the poet is no longer a possibility; yet what do we care for the mere chronological part of a "life"? We know when and where Shakespeare lived; the circumstances of his early life; his family, his descendents, his ancestors, his relationships. We know the England of his day; we are fairly familiar with the temper and tone of the parts of England in which he lived. We know, in truth, all the important factors that have a bearing on the molding of a sensitive and gifted mind. Especially are we happy in the possession of the life-illuminative body of work covering a period of nearly half of his life. As a man is the product of heredity, environment, and formal instruction, when one knows the factors, it is really not a difficult task to complete the equation.

The new method of estimating values in human history has been responsible for the removal of many of the absurd and contradictory traditions and the gathering of the material of the life of the man into something more than a mere tissue of dates and legal entries. What we really know about Shakespeare is, in fact, about what we would wish to know about the life of any man, in order to estimate the worth and value of it. It is safe to say that our views would be little changed and the advantages would be small, if we knew as much about his life as we do about that of Doctor Johnson.
Educational Preparedness

Coloring the thought of the American people in practically every department of life, the word "preparedness" is used with a daily increasing force of suggestiveness. In educational matters it is little less significant than in the military application of the term. We must make plans for greater preparedness as a nation; preparedness, if you will, against war, but preparedness for a greater efficiency in our industrial life; preparedness for a larger role in the world's affairs; preparedness of the kind to gain and keep the respect and good will of the great people of the world.

This preparation must come, as it has everywhere else, thru the proper education for boys and girls; that is at the root of the whole question, to whatever phase of our national life we wish to apply the term. Military preparedness is doubtless all right; but there can be little substantial backing to any plan for such that does not include an educational policy that will make for a higher standard of educational valuation. The American schools must increase their efficiency average. There can be no preparedness for a larger commercial activity, a wider scientific sphere, a larger military part, a higher diplomatic call, except thru more general, more practical, and more effective education.

To the individual, this means that he must not only know many things—tho we are little likely to fail here, as the ineffectiveness of much of our training is doubtless due, in part, to the fact that we are attempting to teach too many things to each student—but that he must know all there is to know about some one thing. We must all, individually and as making up professions and trades, take a definite part in the development of our national life, and we must know how to do our part well; we must, in reality, know how to do some one thing better than it has been done heretofore, and we must be willing to accept that as our part in life.

We must, indeed, learn to mobilize our forces; we need to know all there is to know about industrial mobilization; but, above all, we must learn a better method of mobilization of our educational resources. Until our schools put out a better and more uniform product, our national resources are going to stand for shoddiness, for superficiality, for shams. It is, however,
not at all necessary that we go industry-mad and abandon all of the old type of education; but it is necessary that we look to putting a more capable type of trained men into the field of industry. Our schools have resented too long the perfectly legitimate question put to the graduate, "What can you do?" They should know how to do something and be able to do it well; or, else, they are of little advantage to the state. They are expected to know how to do something of economic value to the nation.

The world as a whole must henceforth rise to a higher plane of efficiency, and the nation that does not now realize the full significance of the obligation, must suffer the fate of the unprepared. By all means let us be advocates of preparedness; but let us not forget that all genuine preparation must include a program of educational preparation for real economic efficiency.

The Mental Test of Responsiveness

That culture should be associated with the air of weariness and satiety, that the blase' manner should be its outward and visible sign, is a curious misconception of that strangely maligned mental and spiritual state. It is no more real than the education that gives ground for one to suppose that he has risen superior to manual labor. No, ennui is the result of a lack of mental resourcefulness, the effect of being cut off from intellectual stimulus, an atrophying of the responsiveness to spiritual interests. Life and its myriad hopes and enterprises can never pall upon the active intelligence.

An assumption of superiority because of experiences that have made us withdraw into ourselves is the acme of intellectual density. Opportunity, properly made use of, does not produce tedium and monotony; but, rather, an ecstatic sense of the beauty and glory of existence, a longing for an immortalization. People who are tired of everything that has come within their range of observation and experience are wearisomely like the assigned attributes of their external world. Being bored is a sure sign of stupidity or of mediocre ability; or perhaps it is only an indication of failure; an active, aggressive mind is always enthusiastic and is capable of finding something worth while in any environment, hu-
man or otherwise. Men and women who expect to be entertained and are proud of their slowness to respond to natural situations are defectives in the light of the proper norm, that of the really intelligent.

Whether one is constitutionally and chronically life-weary, depends largely upon his real rather than his affected attitude towards the world,—depends, in reality, upon the fact that his achievements are measured by what is gotten out of life, not by what is put into it. Life, no less than literature, gives us what we are prepared to get from it; and to each we must bring much if we expect to gain much.

The things that may properly give us the bearing of the arbiter elegantiarum are only those things that have enriched our lives by quickened interests, larger sympathies, and greater toleration. The book, the picture, the music, however, can contribute only so much as by associative value it is capable of connecting with experiences already deeply impressed. Our notions of education have sometimes been so perverted that it may be best characterized by an enveloping process, instead of being looked at as a development; it is really more induction than education.

The bored attitude is not a sign of culture. Refinement and culture express themselves in active consideration, in an ever-broadening interest, in the enlarging of the mental horizon, in a more inclusive appreciation; and the best evidences are lives that contribute to the sum total of human happiness and welfare.

THE DEMON OF FEAR

Quite probably the greatest impediment to human progress is the sense of fear. Whether in the moral, the physical, or the intellectual sphere, the most truthfully assigned cause of our failure is the frequently present dread of failure. There is a positive fright that comes to us at the thought of loss and the recognition of inability to attain success. Put into our minds primarily as a means of self-protection, the sense of fear has become one of the heaviest handicaps of life, the retarder of progress, and the chief cause of most of our discomfitures and defeats.
There are, for instance, many men and women who could and would make splendid speakers, if they were not afraid of making spectacles of themselves,—if they were not terrified at the thought of the embarrassment consequent upon failure. Not infrequently, on the other hand, we see men succeeding as orators, who had originally not one characteristic that gave ground for the hope of success. The achievement in such cases comes of course from the force of will behind the act and the belief in the possibility of the attainment. The fear of failure on the part of a student who is well prepared for an examination will often cause a poorer showing than that of a less well-prepared but more confident person. Lack of confidence is, in reality, only a continuous fear of failure, and must become eventually the cause of defeat and ignominy.

The baneful effects of fear are felt, however, hardly less in other spheres than in the intellectual; physical cowardice has retarded the advancement of all departments of life. The slow development of science thru so many centuries is a pertinent commentary on the subject. It has been only since man has to some extent overcome his fears that important discoveries have been made, such as have extended the boundaries of the geographical world, as well as of all departments of industry that depend upon investigation and enterprise. It is today the man who dares that is mastering the secrets of aviation, polar exploration, and so on. The present age is remarkable for its development of the natural sciences, chiefly because men are mastering to a greater degree physical fear; but what he accomplishes is due, not so much to the absence of fear as to the willingness to risk more because of the greater reward. Physical fear has, indeed, by no means ceased to exert its wonted influence.

The demon of fear has always exerted a strong influence on the minds of men; yet it is not wholly an evil, not without its uses. While the fear of criticism has suppressed many a budding genius, it has, nevertheless, made impossible many an act and many a condition that would have had a baleful influence on society. It is easy to realize what it means to be laughed at; this fear makes us more careful of our actions. So, in the moral world it is not an unmixed evil; there are, really, many results that must be looked upon as advantageous. Yet, in the
physical and intellectual worlds, it has been a large
means of arresting development. Many of our beliefs,
social, political, and religious, are modified and con-
trolled to no small extent by fear; while physically we
are constantly in fear of accidents, diseases, and pain.
There is perhaps no other one emotion that can claim so
important a part in shaping and controlling our lives.

SELECTING THE "HIGH SPOTS" IN THE SCHOOLS

The New York Institute for Public Service is prepar-
ing a list of the best practises and conditions in the city’s
school work, for distribution when the National Educa-
tion Association meets there in July. The New York
school system has been before the country for too long a
time, subject to adverse criticism from one source or
another, the officials think; and now they are about to
prepare a list of "high spots," which will show the re-
verse side of the picture.

This seems an excellent idea, and is worth putting
into practise in an humbler way in any school system,
however small or large. Let the spotlight points in our
schools be selected as a means of making a less morbid
inventory of the things that show the "where’s where"
and the "what’s what" in the schools.
EDUCATIONAL NOTES

In line with the general tendency throughout the country to raise the standards of the teachers employed in the public schools, the State Board of Education of Virginia has recently taken a number of very advanced steps in this direction. The Third Grade Certificate has been abolished. The Second Grade High School Certificate—which was always of doubtful expediency—will be abolished after this year. After this year applicants for the First Grade High School Certificate will be required, in addition to the completion of a standard four-year high school course, to take a six-weeks' course in professional subjects at a state normal school. Beginning with the summer of 1917 three summer terms of six weeks each will be required for the Summer School Professional Certificates instead of two summers' work as heretofore required. These measures should be the source of much gratification to all who have the best interests of our public school system at heart, and our State Board is to be congratulated for its progressive stand in these matters.

After days of anxiety, with many disappointments, the General Assembly finally enacted some legislation which will be of great help to the cause of public education in Virginia. It was feared that the school revenues would not be sufficient to maintain the schools during the coming two years on even the same basis as formerly, and strenuous efforts were made by the friends of education in both Houses to provide additional sources for support. These efforts centered largely about the Reed Bill, which proposed an increase of the present school levy from ten to twenty cents. After a hard fight this measure was defeated, although all known parliamentary tactics were resorted to in its behalf. Prominent members of the Legislature, however, assure us that the legislation which was put into force will produce increased funds for public school purposes. Provision was also made whereby localities could arrange to meet the exigencies which face them until the new system of taxation is put into full operation.
Progress has been made toward securing statewide compulsory education, altho the measure as passed by the General Assembly is far from being all that is needed. The chief difficulty in the way of getting better legislation on this subject is the constitutional limitation which prohibits any law except as affecting children between the ages of eight and twelve years. The bill introduced by Delegate Williams, of Fairfax, provides for sixteen weeks of attendance each year, beginning at the opening of the school term unless otherwise ordered by the school board. It is also provided that the attendance shall be continuous and consecutive so far as conditions will permit. Certain exemptions are made, but they do not materially weaken the measure. Provision is made for the enforcement of the law, and for the employment of truant officers where necessary. Failure to observe the compulsory attendance law is made a misdemeanor punishable by fine or imprisonment, or both.

In the matter of appropriations for the various educational institutions of the state, those institutions which have for their chief work the training of teachers appear to have made the most successful appeal at the recent session of the General Assembly. Of the institutions for men, William and Mary College fared better than any other; while the four normal schools for women received as much as could be expected under the circumstances. Farmville received a substantial increase in her yearly support funds and a special appropriation to buy adjoining property; Fredericksburg was given a special amount to extend her heating plant; Harrisonburg and Radford both received substantial appropriations for new dormitory buildings. It was gratifying to the friends of these institutions that the attitude of the members of the Legislature toward them seemed to be more friendly than it has been for many years, and there were many evidences that their work is being more and more appreciated as absolutely necessary to the improvement of the public school system of the state.

While so much attention is being paid to the subject of preparedness, the importance of the work of the school must be recognized more than ever before. From the school must come the future guardians of the national honor. From the schools also must come the workers who shall restore the commercial and indus-
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trial balance of the world after the great period of destruction thru which it is at present passing. Not only the European War but also the use of the Panama Canal will open up new international trade relations which will make great and increasing demands upon the schools.

Much interest is being aroused thruout the states by the bill recently introduced in Congress, known as the Smith-Hughes Bill for the promotion of vocational education. The object of this bill is to provide Federal money to be used in co-operation with the several states for the promotion of education in agriculture, trades, and industries, and in the preparation of teachers for vocational subjects. This bill is very similar to the one introduced in the last Congress, and there is reason to believe that if it is not enacted into law at this session it will be in the near future. The plan includes a Federal board of control which shall work in co-operation with a similar board in each state, and stipulates that an amount equal to that furnished by the United States government shall be provided by the state or local community deriving benefit from it. It is also required that the latter shall furnish the plant and equipment necessary for carrying on the work.

Intelligent and comprehensive surveys of schools and school systems seem to be gaining in popularity thruout the country, and this is a hopeful sign. Recently a very thororo survey has been made in Maryland and the results have been published in a useful and interesting form by the General Education Board. The purpose of such surveys is not to find fault with existing conditions, but rather to take stock and make a definite report to the people of the returns they are deriving from the investment made in public educational machinery. Such an accounting should result in increased revenue for the use of the schools and increase of efficiency in their work.

In North Dakota a new plan has been tried in the rural schools. The county superintendent has two assistants, one of whom is a school supervisor, and the other a school nurse. The latter works also under the direction of the county board of health. Her work has resulted in improved schoolroom sanitation, in more attention to personal hygiene, in a lessening of the ravages
of contagious diseases, and in a general arousing of the pupils, teachers, and parents to a higher appreciation of good health and the care of the teeth, eyes, and ears, and the correction of defects.

With the multitude of publications of all sorts and printing-presses running continuously night and day, proof-reading has come to be a most important vocation. It is one of the callings which has in recent years been opened to women, and it presents rather attractive possibilities for them. The work requires a sound foundation in language, particularly as regards composition, punctuation, and spelling, a fund of general information, and a quickness of eye to detect errors in type. It is said that the Oxford edition of the Bible was read and reread ten times and that immediately after its publication a reward of fifty pounds was offered to any one who should discover a typographical error—one was found in the first chapter of Genesis! One of the great dictionaries, a standard authority, was read in proof eleven times, by some of the most learned men in America, yet typographical errors may still be found in the completed work after many revisions. In ordinary books from the best publishers such mistakes are common, tho the proof is carefully read and reread.

J. A. B.

The Seventh Congressional District Conference of the State Teachers Association, which met at Charlottesville March 9, 10, and 11, was full of interest throughout its several sessions. Many prominent speakers were present and a rich offering of vitally important topics was presented at each meeting. An especially valuable feature of each session was the discussion of the problems that are actually engaging the attention of teachers by those who have already solved them with some degree of success. Superintendent H. M. McManaway, the Vice-president, presided at all the general sessions.

The Fifth District Meeting was held at Danville, March 30 and 31. Much splendid work of a helpful nature was accomplished. Dr. J. P. McConnell, of Radford, gave a vitally interesting address on "The Larger Task of the School," a congenial subject, upon which Dr. McConnell can speak with undoubted authority.
The second annual session of the Association of Virginia Colleges met at the University of Virginia February 3 and 4. The presidents and deans of the various Virginia colleges and state normal schools were present. Dr. Henry Louis Smith, president of Washington and Lee University, presided over the sessions of the conference. Uniform entrance requirements, uniform entrance blanks, the character of the required entrance units—these were the principal subjects discussed. A fine spirit of co-operation marked the deliberations. To this association the common problems of college administration will be brought, and there is every reason to believe that this dignified body will have great influence in shaping the character of higher education in the state.

Many of the city school systems of Virginia compare favorably with the most progressive systems in the country. For example, Norfolk has its own teachers' association and institute, which meets each month. These meetings consist of a general conference at which the teachers are addressed on some live educational topic, and sectional meetings which are devoted to the special grade problems. This year they are engaged in remaking their course of study. Teachers of special subjects are sent to important schools where they can study the outgrowth from the application of some theory. At a recent meeting a report of a visit to the Gary schools was made by a member of the school faculty. The result of this progressive spirit is found in a live corps of teachers and well-equipped schools.

The Department of Superintendence, which met in Detroit during the last week of February, had an enrollment of over 4000 members. There were nearly as many departments and councils convening as in July, at the time of the annual meeting. Each of these departmental meetings had programs which were representative of the current interests in that particular field. Probably those which attracted most attention were the rather informal meeting of the National Council of Primary Education and the debates on the Junior High School problems.

The Primary Council is a new organization, which has met with a warm welcome. The debates upon the Junior High School organization and course of study were participated in by such well-known educators as
Dr. Charles H. Judd, of the University of Chicago, Dr. Lotus D. Coffman, of the University of Minnesota, John D. Shoop, Superintendent of Schools, Chicago, Dr. William H. Bagley, of the University of Illinois, and Dr. David Snedden, Commissioner of Education, Boston. It has been several years since Dr. Bagley and Dr. Snedden met in a public debate and the interest aroused by these two extremists was very great.

The Virginia Association of Colleges and Schools for Girls, which held its annual meeting in 1915 at Harrisonburg, will this year be entertained by the Chatham Episcopal Institute. The opening session will be held on Tuesday evening, June 13, and the conference will close on Thursday night. All those interested in the girls' schools of our state would do well to send at once any topics deemed desirable for discussion to the president of the association, Dr. J. P. McConnell, President State Normal School, East Radford, Virginia. Prospective guests are requested to notify the hostess, Mrs. L. May Willis, Lady Principal of Chatham Institute.
SCHOOL AND ALUMNAE NEWS

An exceedingly pleasing rendering of the "Comedy of Errors" was presented here in March by the Devereux Players. The privilege was given us two years ago of seeing this play presented by the Coburns in the open air auditorium. The Coburn production was intended to revive the atmosphere of the Elizabethan comedy; and this was done to perfection. The Devereux presentation was directed more especially to bringing back the temper and tone of the story upon which the drama was founded; and the simple, tho artistic, stage setting and the special musical accompaniments, with their strong Greek flavor, added greatly to the impression the play made upon the delighted audience.

Among the entertainment treats of the past quarter was the visit of Mr. Walter Bradley Tripp. Mr. Tripp forsook his Dickens and gave a lecture on The Comedy of Shakespeare and a reading of "Henry IV." Both were thoroughly enjoyed.

The plans for an elaborate Shakespearean pageant during the latter part of May are being rapidly perfected. The people of the town and the schools of the town and county will join the Normal enthusiasts in doing honor to the great bard. Not only will large use be made of the Shakespearean plays, but the Elizabethan Age will be revived in many of its brighter and more delightful aspects; all that the music, the dances, the sports, the games, and numerous other pastimes, can recall of that life will be part of the program. There will be about five hundred persons in the various representations.

In the literary societies, as well as in the classroom, a great deal of attention has been given to the study of the Shakespearean drama. The Stratford Society recently presented in costume a creditable performance, entitled "The Shades of Shakespeare," in which a number of the more famous and admired characters were presented in well-chosen scenes. With the air already virtually saturated with things Shakespearean, and the pageant yet to come off, the Coburns, who will present their usual number of plays in May, and the Devereux Players, who will contribute three during the summer,
will doubtless feel that proper preparation has been made for their advent.

The literary societies have not only been exceptionally energetic in carrying on work of a high type, in which they have shown originality, enthusiasm, and painstaking effort, but they have added an appealing feature in the form of special entertainments after the society hour. Washington’s birthday was made the occasion of a masked party given by the Lanier Society to the faculty and the other two societies. The Laniers and the Lees were in colonial costume, very stately and becoming, and the Stratfords came dressed as flowers, having “Mistress Mary, Quite Contrary” and a gardener in charge, while a butterfly flitting from flower to flower completed the realistic effect. The Stratford Society entertained by an attractively designed Valentine party; while the Lees gave a charming St. Patrick’s Day entertainment.

The Lanier Society produced one playwright last quarter in the person of Miss Geneva Moore, of Smithfield; Miss Moore revived the life of the southern negro as it used to be “On the Old Plantation.” The play was well conceived by the author and splendidly represented by the members of her society.

The Lee Society, somewhat in keeping with their determination to exploit historical themes, presented a striking pantomime show representing a number of the most famous persons and incidents of history. A prize was offered for the best list of detailed interpretations on the part of the audience. Either the audience was very well informed or the pantomines were perfectly presented, as most of the lists handed in were wholly correct. The entertainment was, in fact, so impressive that the society has been asked to repeat it during the month in the open air auditorium.

The Senior Hop was a feature of unusual interest this year, made possible by reason of the large auditorium being at the disposal of the students for the purpose. As a departure from the traditional Junior Banquet, the class this year gave a cabaret supper in the auditorium to the members of the faculty and the senior class.
The resident students showed such substantial interest in the magazine number of THE NORMAL BULLETIN that it was decided to add to the editorial staff a member elected from the student body. Miss Marie Meisel, of Richmond, was chosen for the position. Miss Meisel is a senior in the Regular Normal Course and received her preparation for professional work in the Richmond schools.

The special monthly meetings of the combined faculties of the Normal School and the town schools have been of the profoundest interest and profit. The special problem taken up for the year was the course of study, the ends it is supposed to serve, the best means of accomplishing those ends, and the chief problems involved. Each subject of instruction has been examined in the light of the following questions:

(a) What ends are most important in the teaching of the subject?
(b) How do these ends square with the needs or demands of the students?
(c) What plans, methods, and content are being used in the teaching of the subject?
(d) How may results in the teaching of the subject be more accurately measured?
(e) How may we obtain closer correlation between the work in this subject as taught in the Normal School and that (1) in the Training School, (2) in the public schools of Virginia?
(f) How may this department of work co-operate with other departments in the Normal School to mutual advantage?

A local mad dog scare, a perfectly warrantable one, was responsible for the visit for several weeks of two members of the State Board of Health, Dr. A. P. Traynham and Dr. J. T. Boothe. We are indebted to these gentlemen for a number of practical and timely talks on "Serum-Therapy," "Preventive Medicine," and "Detection of Infectious Diseases of Children." Their readiness to be of service, the unfailing interest which they always aroused, and the practical help which they rendered will do much to spread their Gospel of Health in this section.
Some practical civics, with the inevitable touch of the eternal feminine in it, was illustrated recently in a class of Dr. John W. Wayland's, who insists upon practical and constructive applications where possible. The class was divided into two political parties; each held a convention and adopted a platform supporting the rights of women as viewed from different angles. Speeches were made nominating candidates for all state offices; campaign managers were appointed; and party spirit ran high in halls and dormitories, with the usual accompaniments of stump speeches and private electioneering. On the day of the election, voting was carried on by printed ballots at two precincts, after the judges were satisfied that each voter had registered and paid poll taxes, past and present. The election, it is perhaps needless to say, resulted in a large majority for the advocates of equal suffrage, pensions for old maids, and some similar items to be expected in the platform. After the smoke of the hot political battle had cleared away, the two parties got together and had a feast on hot chocolate and cakes purchased with the receipts from the poll taxes.

The opera, "Pinafore," was a pronounced success. Added to the fascinating rendering of this old favorite among the operas are some material facts of interest. The costumes were designed and made by the Household Arts Department; the scenery was all specially designed and painted by Miss Frances Mackey, of the Manual Arts Department; and the Departments of Expression, Physical Education, and Music, represented by Miss Ruth Hudson and Miss Margaret Hoffman, did the rest.

The election of the Annual Staff of "The Schoolma'am" has recently been completed as follows:

**Annual Staff**

Editor-in-Chief ——— Ruth Witt, Roanoke
Business Manager ——— Esther Hubbard, Roanoke

**Assistant Business Managers**

Edna Dechert ——— Harrisonburg
Mary V. Yancey ——— Harrisonburg
The Senior List for 1915-16, containing seventy-five names, is as follows:

**Senior List**

1915-1916

<table>
<thead>
<tr>
<th>Anderson, Edna Ernestine</th>
<th>Gatling, Lucy Spotswood</th>
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<tr>
<td>Baird, Marie Bingham</td>
<td>Glick, Vada Virginia</td>
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<td>Bendall, Mary Helen</td>
<td>Greaves, Elizabeth</td>
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<td>Bowman, Ellen Kay</td>
<td>Grove, Ruth</td>
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<tr>
<td>Brunk, Anna Mary</td>
<td>Guthrie, Clarice Franklin</td>
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<td>Brunk, Mattie Virginia</td>
<td>Hankins, Mary Coles</td>
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<td>Buckley, Esther</td>
<td>Holmes, Xenia Ruth</td>
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<td>Burnley, Nannie</td>
<td>Hubbard, Esther Jane</td>
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<td>Burns, Stella</td>
<td>Hufford, Nancy</td>
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<td>Burton, Josephine</td>
<td>Jarman, Lizzie Miller</td>
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<td>Chalkley, Marian</td>
<td>Jasper, Annie Mary</td>
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<td>Clarkson, Nannie May</td>
<td>Jennings, Clarita</td>
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<td>Coleman, Beatrice Marie</td>
<td>Jones, Ann Walker Carter</td>
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<td>Constable, Mary Grace</td>
<td>Jordan, Mary Greene</td>
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<td>Darling, Grace Marian</td>
<td>Lam, Grace Elizabeth</td>
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<td>Dechert, Edna Imogene</td>
<td>Leavell, Louise</td>
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<td>Douglass, Annie Jennings</td>
<td>Lee, Clara Elizabeth</td>
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<tr>
<td>Dunlap, Sadie</td>
<td>Loving, Jennie Perkins</td>
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<td>Early, Mary Annie</td>
<td>Lowman, Blanche Elizabeth</td>
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<td>Early, Sarah Lucile</td>
<td>Magruder, Margaret</td>
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<td>Eisenberg, Mary Caroline</td>
<td>Maurer, Winifred</td>
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<td>Elderkin, Irene</td>
<td>Meisel, Marie</td>
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<td>Elliott, Lillian Long</td>
<td>Moore, Geneva Gertrude</td>
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<tr>
<td>Engleman, Ellen Elizabeth</td>
<td>Orndorff, Rachel</td>
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<tr>
<td>Farrar, Garland Hope</td>
<td>Parrish, Lucy Anderson</td>
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<tr>
<td>Ferebee, Sarah Cason</td>
<td>Pugh, Virginia Edith</td>
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<tr>
<td>Fletcher, Delucia Sarah</td>
<td>Quigg, Mary Elizabeth</td>
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President Julian A. Burruss, an alumnus of the Virginia Polytechnic Institute, contributes to the April Bulletin of that institution an exceedingly interesting discussion of “The Duty of an Educational Institution to Its Alumni.” Mr. Burruss discusses in detail the means of bringing about ‘some definite, tangible, and human connection of the alumni with their alma mater.’

The distinguished violinist, Jules Falk, made even a larger place than ever for himself, if were possible, in the history of the entertainments of our school in his recent visit. He was accompanied on this occasion by Mary Josephyne Comerford, who added greatly to the pleasure of the evening by her splendid contralto voice. Both artists were exceedingly gracious and generous in their encores.

Miss Sarah H. Shields, president of the class of 1912, was appointed by the mission board of her church a year or two ago to a place of work in India, but on account of the war in Europe and Asia she has been detained at home hitherto. During the past session she has been teaching in Cincinnati, but plans now seem completed for sending her to India during the approaching summer.

Miss Georgie Foreman, who has been a student at the Normal during several sessions past, has been teaching the current year in Princess Anne County, Virginia, near the line of North Carolina. For a while she conducted a moonlight school for the grown-ups, and her community service has been applied in other helpful directions. Recently, by an entertainment, she raised $50 for repairing the school building.

Miss Lillian Millner, president of the class of 1915, is teaching at Broadway, Virginia, with most encourag-
The Normal Bulletin

In addition to her school work during the week, she is rendering a fine community service on Saturdays and Sundays. Each Sunday she teaches in two Sunday schools—in one in the forenoon, in another in the afternoon.

Miss Marceline A. Gatling, a graduate of 1913, has been doing some very successful work recently in the city of Norfolk, teaching a class of twenty sub-normal children. At first she gave them only reading, arithmetic, and spelling; after a while she added history, geography, and writing. The results have been very encouraging to teacher and pupils alike.

Miss Gatling will have charge of several classes of physical education work in the University of Virginia Summer School this year.

Miss Nettie M. Nunnally, one of our students for two or three sessions past, has taught the current year near Richmond. She has made a feature in the life of her school by the introduction of patriotic songs, and reports fine results therefrom in growth of interest and in the appreciation of civic values.

Miss Virginia Fisher Leach, a graduate of 1914 in the professional course, is doing fine work in charge of the Front Royal Normal Training School. Not long ago the school board gave substantial evidence of their confidence by placing fifty dollars in her hands to be used in the purchase of books for the school library.

Miss Nettie Shifflett, who has been a student with us during several sessions past, is closing a successful year's work as teacher of a rural school in Page County, near the town of Stanley. A month or two ago she put a red-letter day in the local calendar by having a real flag-raising at her school, with attendant exercises of appropriate character.

One of the appreciative readers of the magazine is Miss Grace M. Jackson, who will be remembered as one of our earnest students of the first two sessions of the school. Her career since leaving us has been full of interest and well illustrates the high purposes of many of our girls. Writing under date of January 31, Miss Jackson says:
"The copy of the Normal Bulletin reached me to-day. I am delighted with it and feel that it will be read with pleasure and interest by all friends of the school. It is good to see the names of old classmates and to know of their successes.

"After I left Harrisonburg I went to Kansas City, Mo., and finished at our training school for missionaries, graduating in May, 1912. I was turned down as a foreign worker for health reasons, but for four years have been under our home mission department. Two years I had charge of our settlement home in Augusta, Ga. Last year I was pastor’s assistant in Jenkins, Ky., coal field. Last fall I was sent here (Thurber, Texas) as head resident of our settlement home, Marston Hall.

"Thurber is a coal-mining town of about seven thousand inhabitants, three-fourths of whom are foreign-born. My work, besides the care and running of the home, is visiting in the interest of our work; also visiting the sick and needy; helping wherever I can. I also assist in club and story-hour work, in church and Sunday school, and in evening school for foreign young men—mostly Italian and Mexican.

"I learned to love the Normal those two years I spent there, and I shall always feel interested in what you are doing."

Miss Lillian V. Gilbert, who graduated in August, 1914, is the efficient assistant of Superintendent Rollins, of Vance County, North Carolina. This is Miss Gilbert’s second year in the position indicated and she is making a fine record. The Vance County school fairs to which she has contributed a vitalizing energy have attracted attention all over the Old North State and even beyond its borders.
BOOK REVIEWS


A story of Virginia by a Virginian who is very familiar with the people and the land of which she writes. The plot is an old one, treated by the most modern methods. The hero inherits a weak spot in his brain, which becomes an obsession for drink. The heroine returns from Germany with a psychological hint, superimposes her brain upon his, and exorcises the demon. The story is interesting enough to hold the reader thru an unusually lengthy development; hence it is a pity that the element of style is not more uniformly effective.

M. G. K.

Plane and Solid Geometry, by Wells and Hart. (D. C. Heath and Company, Boston.)

Progressive teachers of mathematics should welcome this new geometry. It incorporates the best of modern thought with reference to the teaching of geometry. Professor Hart of the Training School of the University of Wisconsin has embodied in this book the recommendations of the Committee of Fifteen. The book stresses construction problems of a practical nature and is full of practical applications. Many of the problems of the book look to the applied arts. The splendid introduction should stimulate a real interest in the subject and should indicate in a very definite way the practical value of geometry. The best features of the old Wells' Geometry have not been lost in this new revision.

W. R. S.

What is Education? by E. C. Moore. (Ginn and Company, Boston.)

Mr. Moore, in his volume entitled "What is Education?" writes from the philosophical standpoint and approaches the educational concepts in a direct and somewhat striking manner. The following are the chapter-heads: What is Education? What is Knowledge? Doctrine of General Discipline; Education as World Building; Kinds of Education; Learning by and for
Doing; The Place of Method in Education; Learning by Problem-Getting; Organization by Selection; Diagnostic Education; and Learning to Work with Concepts.

In the course of these chapters Mr. Moore finds opportunity to discuss the main fundamental questions of modern education in a clear and forceful style. The thought-content of the book rings out clear and true when squared with the most approved educational thought. In the philosophical concepts set forth, the author takes his points of departure from the philosophy of Plato and in a remarkably illuminating way harmonizes the educational ideas of the Ancient Sage with the best educational thought of today.

The book is an excellent text on the philosophy of education, as it is conceived at present. However, one has the feeling that in form and mechanical make-up it lacks some of the valuable features of a modern textbook. More numerous sectional headings and visual indications of a more definite analysis would add to the usableness of the book by students. The title of the book seems trite, but the volume seeks to answer just the question, "What is Education?"

C. J. H.


About sixteen years ago a little volume containing three striking lectures by Dr. Dewey appeared under the title, "The School and Society." Its influence was so great that its publication may be taken as marking an epoch in the development of elementary education in America. In his latest book this author describes a number of educational experiments which are now being made in various sections in the effort to bring the consciously directed educative process into coincidence with the natural development of the child and into intimate relationship with community life. These extraordinary schools of the present are taken as an indication of what may be expected of the ordinary schools of the future. In this education of the future the value of play will be largely recognized. Likewise industry will furnish a most important means of instruction and development. The curriculum, which has been in a continual process of reorganization and of readjustment, is to be still
further redirected and brought still nearer to the needs of the masses of the people and of the times. The book is not an attempt to set forth a system of education, neither is it an educational textbook in the usual sense. It is not an abstruse and tedious dissertation on educational theory, but on the other hand it presents in a lucid and attractive style certain fundamental principles of elementary education; and, by its descriptions of already existing schools, it shows how these principles may be put into practise. The book is throughout practical rather than theoretical, and it should prove of value and interest to the general public as well as to those engaged in educational work. To the latter the book is certainly both inspiring and informing; and he who reads it is thankful for what is being accomplished, takes courage, and goes forth with faith in the future.

J. A. B.

The Child in Human Progress, by George Henry Payne. (G. P. Putnam’s Sons, New York City. Price, $2.50 net.)

In this day books on the child are legion. This book is, however, not of the usual type. It is historical and scientific, and it approaches the subject from a different angle. Beginning with the status of the child in primitive times, the author leads us thru all the various steps of the way down to the present generation. It has been the lot of children to suffer greatly among heathen people in all ages. The reasons for this are shown, and the effect of the coming of Christianity is pointed out. Even among Christian nations the portion of the child has sometimes been neglect and oppression. Efforts that have been made from time to time to ameliorate the treatment of children, are described. In order to understand child life a reliable fund of information as to the historical development of child life must be available as a background. This work is the first comprehensive history of childhood, and as such it is a distinctly valuable contribution to the literature of education and sociology. The subject is here considered from the physical, economic, social, and domestic standpoints. The book is profusely illustrated, and an extensive bibliography is included. It should prove of great interest.
and value to the teacher, to the sociologist, and to all
who are interested in any way in child-welfare. The
subject is one which makes a direct appeal to the human
heart; and it is not possible to find any more satisfying
and complete treatment than that given in this volume.

J. A. B.

Education and Social Progress, by Alexander Morgan.
(Longmans, Green & Co., New York City. Price,
$1.20 net.)

The child is the center of the social problem, and the
source of all hope of its ultimate solution. The secret
of permanent civic reform is to catch your citizen early.
Prevention is always better than cure, and it is infinitely
easier. Education properly directed can be made a
means for the prevention of many social ills. In this
book the author discusses the causes of social disease
arising from heredity, environment, and defective edu-
cation, and the conditions which govern social progress.
He recognizes education of the proper type as the most
potent agency of social intervention and consequently
the most hopeful means of realizing the ideals of democ-

ty. Education is considered from its beginnings in
the primary school, thru the pre-vocation period, and
on into adult life. Considerable space is given to a treat-
ment of the relationship of education to public health.
The education of defective children is also considered
at some length. Finally the author points out the great
place occupied by the teacher in the scheme for social
improvement, and suggests methods of fitting him for
his important responsibilities in this connection. The dis-
eases of society are not inevitable, and the fact that they
are not prevented to a greater extent is due more to a
lack of will than to a lack of knowledge. The most hope-
ful field for the cultivation of the will to do is among
children, and often the easiest way to reach adults is
thru the children; therefore, the educational system is
the logical agency to undertake the task of permanent
social amelioration, and public funds cannot be used in
any better way than to forward its work. "It is the
children at present being educated in the schools who
will bring to fruition in the next generation the possi-
bilities of the coming peace."

J. A. B.
A History of the Family as a Social and Educational Institution, by Willystine Goodsell. (The Macmillan Co., New York City. Price, $2.00.)

The institutions and customs of the present day can be properly understood only in the light of the history of their development. The family is the oldest and most fundamental of social institutions. In it the child received his training long before the differentiation of a teaching class and the establishment of any agency for the specific purposes of education. In this very thorough work the author begins with the study of the primitive family and the services rendered by it to civilization. Then in turn she discusses the patriarchal families of the Hebrews, the Greeks, and the Romans. The coming of the Christian era brought many important changes in the status of woman and the marriage relation. Family conditions among the barbarians who overran Europe at the beginning of the Middle Ages and among European peoples in the later medieval period and the Renaissance, are described and contrasted with the present. The English family of the seventeenth and eighteenth centuries and the American family of the colonial period are discussed at considerable length. Included in the latter is a brief but interesting treatment of plantation life in the South of the early period. The effect of the industrial revolution on the English and American home was far-reaching and changed in a vital way many phases of domestic life. Indeed, full adjustment to changed economic and social conditions has not yet been reached; and there is cause for alarm in the apparently increasing instability of the American family, with its menacing problems of divorce, desertion, and disintegration, particularly in the larger communities. In conclusion the author cites the theories of various schools of modern thinkers on social questions, both radical and conservative. The chief hope for results seems to lie in the remedies proposed by that large group of educated and enlightened men and women whom the writer terms “moderate progressives.” These reflective thinkers believe that reforms are to be worked thru legislation and education. The revision of domestic codes, the enactment of new social legislation, and a campaign of education—these are needed to readjust the family to the social conditions of the present and to keep it in
its rightful place as the fountain-head of social health and righteousness. The work is full of references to literature bearing on the subject, and each chapter is followed by a bibliography with page references, thus making it of value and convenience to the student, as well as giving authority for statements made in the work. Teachers and others interested in social and educational affairs will find the book of much interest and value.

J. A. B.

THE CREED OF THE OLD SOUTH, by Basil L. Gildersleeve. (The Johns Hopkins Press, Baltimore. Price, $1.00.)

Dr. Gildersleeve, who has been teaching Greek and writing Latin Grammars for more than fifty years, has in his later days been giving the public a share in his diversified life thru various writings that do not have to be read altogether on a pony or in a lexicon, tho an acquaintance with Thucydides would help and some familiarity with Clio is necessary to easy going. In the artistic little volume before us the creed of the Old South is set forth in the real adornment of truth, sympathy, and courtesy. The author’s birth in Charleston, his education in Germany, his cavalry charges in the Shenandoah Valley, his chairs of honor at the University of Virginia and Johns Hopkins, his dreams of Hellas and his days in Hesperia have all combined to make his life rich in the varied elements of culture. His wits have ever been keen, but they are gently kept from mischief by the guards of chivalrous kindness. The reader of “The Creed of the Old South” and its companion-piece, “A Southerner in the Peloponnesian War,” will find both entertainment and instruction.

J. W. W.


The scope of this book is shown in the preface. The author there says that his purpose is to give in a simple, interesting manner to the untrained teacher a knowledge of teaching, of methods, and of the results to be expected. The first part is devoted to a survey of the present educational situation, which has caused a broadening of the older educational aims. Thru the study of such recent movements as the elimination of waste in education, of
the special care of defective children, and of the improve-
ment of the teacher in service, the author reviews in a
brief and clear manner the present tendencies in the
educational world.

The summary of this part of the book serves as an
introduction to the second part. This is found in the
chapter on general methods of teaching. Here are form-
ulated in clear, definite terms the important phases of
educational principles and method. The second part is
devoted to the application of these principles to the
specific subject-matter of the elementary school curricu-

um, includina the more recently added subjects in the
fields of household and manual arts.

The value of this little book lies in the directness of
style, the well-chosen illustrations, and the soundness of
the principles and methods given.

R. E. G.

WHY WE PUNCTUATE; OR REASON VERSUS RULE IN THE
USE OF MARKS, by William Livingston Klein. (The
Lancet Publishing Company, Minneapolis, Minn.)

The revised edition of this work is most timely in
view of the almost utter chaos existing everywhere as
regards punctuation which is helpful to both reader and
writer. Heretofore, the treatises on the subject have
exhibited only a great amount of research, and set forth
a great number of rules; the mastery of which is an
almost impossible task, as all who have attempted to
teach them can testify. This book clearly shows that
the value of punctuation depends upon the importance
attached to the understanding and correct use of lan-
guage; that the study of punctuation is in reality the
study of language. The author of this work has for his
aim the giving of a comprehension of the nice relations
in language, which may be clearly pointed out by marks
of punctuation based upon reason.

M. V. H.

OTHER RECENT PUBLICATIONS RECEIVED
(These books may be reviewed at length in a later issue.)

IN THE VALLEY OF DECISION, by Lynn Harold Hough.
(The Abingdon Press, New York. Price, 50 cents
net.)

An admirable book, intended to encourage wise life
decisions, and to set forth the motive, method, and outcome of such decisions. The book is attractive in style and mechanical make-up and will make a sure appeal to both the eye and the mind.

**Child Study and Child Training, by William Byron Forbush.** (Charles Scribner's Sons, New York. Price, $1.00 net.)

A book that furnishes a working basis for a study of human development from infancy to maturity. The laboratory method of directed observation is particularly emphasized, after a careful study is made of the changes that may be wrought by environment and training. It will be found of interest to all who care for the physical, mental, social, and moral betterment of children.

**How to Know Your Child, by Miriam Finn Scott.** (Little, Brown and Company, Boston. Price, $1.25 net.)

A book of practical advice by one of the best authorities on the subject of child training. It is intended as an aid, not only in developing the best in children, but in preventing the growth of the bad and in unspoiling the spoiled child. It is an interesting and sympathetic presentation of a wide experience with child life.


A brilliant effort to discover the laws which underlie the child's spiritual growth, and to show that complete development can be attained only when character and intelligence issue in a life inspired by a religious purpose.

**Everyday Pedagogy, by Lillian J. Lincoln.** (Ginn and Company, Boston.)

This book, reflecting a thorough study of schoolroom needs on the one hand and of carefully tested theory on the other, will bring to any teacher, especially in rural or small schools, the satisfying inspiration that results from the sense of having done one's work in the light of the best information on the subject. Especially will
this work be an aid in a crisis, when just the principle the occasion requires constitutes an important educational problem in itself. It is a thoroughly practical and serviceable contribution to the subject of pedagogy.


This book constitutes an important contribution to the series of authoritative books on some of the most interesting problems before the American people today. Growth thru production is the underlying principle of the educational process which the author stresses. Intelligent co-operation between parents and teachers is emphasized as a means of accomplishing economically and efficiently the ends aimed at in secondary education. A reading of this thoroughly sane little book will give a hopeful insight into the working ideals of a great and laborious art.

**Father Payne.** (G. P. Putnam's Sons, New York. Price, $1.50.)

The story of the central figure of a little brotherhood of men who were learning to be writers, written by a member of the group. "Father" Payne was a layman, and may, possibly, represent a portrait of Arthur Christopher Benson; but, whoever he was, he was a rich personality worth depicting, a man with a very definite theory of life and faith. The unknown author has here given us a perfect picture of this twentieth century Amiel; and the story of his opinions make a book that will interest profoundly the general reader.


This book represents the careful examination of the principles of picture-making by an experienced art-teacher and critic. Both the moral and the material aspects of the subject are faithfully presented from practical tests made during a great many years of handling the subject. The book is a work of art in itself, handsomely illustrated, and in every way made to appeal to the eye as well as the mind. It will interest the amateur and collector, as well as the scholar of the art school and the student of artistic and pictorial photography.
WITH THE MAGAZINES

TEACHERS’ COTTAGES AND RURAL HOME ECONOMICS

The State Superintendent of Schools of Washington, Miss Josephine Preston, tells in the January number of The Journal of Home Economics of the ten years’ experience her state has had in providing cottages for rural teachers to use as homes during their term of service in the schools. This has been done because of the conviction that no teacher can give her best services unless she is happy and comfortable in her boarding-place, and because of the increasing difficulty, mainly on account of labor conditions, of finding places where this is possible. There are now one hundred and twelve such cottages in the state; some are movable, some are lean-tos built against the side of the schoolhouse; in some cases the old school building has been worked over when a new schoolhouse has been built. But most are well-built little houses, of from two to six rooms, standing on the school grounds.

Many of these cottages are used also as laboratories for domestic science, and to demonstrate lessons in homemaking and housekeeping; the kitchen plans and furnishings are intended to include the modern conveniences that should give the country woman ideas as to easier methods of doing her work.

This assuring a living-place for the teacher has resulted in attracting better teachers, and inducing them to stay longer in one place, thus increasing their efficiency many-fold in school and community. As this great hindrance to the progress and betterment of the rural schools is recognized all over the country, it is hoped that every state may follow the good example of this distant member of our Union.

ARE OUR SCHOOLS HITTING THE MARK?

This vital question is discussed in the March issue of The Educational Review by Carleton E. Preston, of the English High School, Boston. “The mark” he considers to be character-building; and some of the school influences affecting the pupils morally and inviting improvement are:
1. The elective system. Unless carefully watched, this system will allow the pupil to choose the line of least resistance, thus losing the joy and development afforded by difficulties overcome.

2. The relegation of the study of physiology and hygiene to some small, out-of-the-way portion of the program. Man's most important material possession is his body, yet how little do we teach concerning its working and its care! Cleanliness may not lead directly to godliness, but it does lead to increased self-respect and life on a higher plane. Hygiene and neatness go hand in hand, and personal cleansing leads to a pride in personal surroundings which will spread to the home and finally make for civic betterment. There is no way in which the moral truth that man is his brother's keeper, that he cannot live by himself or for himself alone, can be more graphically taught than thru lessons in public hygiene.

3. The common marking system. This may lead, often does lead, to a false idea of values, dishonest methods, and a loss of ambition of the right sort. A standard which is low enough to enable the expected percentage of the class to pass is too low for bright pupils, who may thus develop habits of idleness, inaccuracy, and a shiftless waste of time. The same mark may be in one case an honor, in another, a disgrace. There might be substituted a regular monthly statement, signed as usual, and answering only two questions:

(1) How nearly, in your opinion, is this pupil making the best of his abilities as a scholar?

(2) Is he, so far as you have observed this month, manly and straightforward in his dealings with school officials and with his classmates?

If some kind of mark be insisted upon for office record, let it be a fraction, the denominator standing for relative ability, the numerator for achievement, according to some selected scale.

These suggestions, coming from a man of experience and possessed of a firm faith in the ultimate triumph of efficiency in the school system, are well worth the consideration of all educators.
Music for Children

In *The Atlantic Monthly* for March Mr. Thomas W. Surrett, formerly of Columbia, now of Oxford University, brings many arguments to support his belief that children should in every way be encouraged to sing very early in life, as a means of securing to them the largest possible share of their race inheritance—the craving for beauty. Even when the mind is too immature to be impressed by the beauty of literature or painting or sculpture, a little child can sing, and thus only may he come into contact with a pure and perfect form of beauty. He can reproduce that himself, it lends itself to his individuality; and the joy he thus experiences is like no other.

To enable this joy to be of the highest, he should learn to sing only what is of the best. The compositions of the best masters may not be suitable for him; but there is a profusion of music produced by all races in their childhood—commonly called “Folk-songs”—which are quite as perfect in their small range as are the works of the masters. These songs have proved their worth by being sung by successive generations from very early times, and children, large and small, love to sing them still. Mr. Surrett deplores the “poor, vapid, and false songs” so often used for children’s music by teachers unable to distinguish between a really beautiful folk-song and a trivial copy of one which at first may seem attractive, but will help ruin the taste for good music in later life. Nearly all children have a natural taste for good songs; it is the fault of their elders if this taste is perverted. A child should sing beautiful songs for several years before beginning music theory of either voice or piano. He should also be taught to sing without an accompaniment, else he will not learn to depend on himself for the meter and the rhythm, the pitch and the contour of the melody.

This whole article should be read by all interested in developing children in the fullest and happiest way.

South America and Investments

Teachers and students of Geography may find some suggestions for special study in an article by Percival Farquhar in the *North American Review* for March. In citing reasons for placing investments in South America,
he gives an account of some of the natural resources of the country for filling present needs of the world in general and our own country in particular, in the actual or possible failure of supplies from other sources on account of interrupted transportation caused by the war. The balance of trade being now so largely in our favor will furnish means of investment in mines of iron and manganese in Brazil, of tin in Bolivia; nitrate fields, the only known large deposits; and the rubber-bearing land in the Amazon Valley, now collected from only within two or three miles of the river banks, leaving the vast inner lands untouched. American cattle-breeders, crowded out of this country by encroaching population, can find profitable investment or activities in the broad unoccupied plains of the Argentine. As this huge neighbor of ours, of whom we know comparatively so little, will doubtless come more and more into prominence as time goes on, it may be well for us all to give more intensive study to its vast resources.

**General Science in Secondary Schools**

This comparatively new subject is ably discussed in the January issue of the *Teachers College Record* by Thomas H. Briggs, of Teachers College. The popularity of scientific articles and magazines among high school boys and girls, as well as their numberless questions about surrounding phenomena long before reaching the high school age, show the desirableness of helping them to understand and appreciate the commonest and most striking happenings in the enviroring universe, thus providing them with enduring satisfaction and abiding interest in the world of science. As so many pupils drop out after a year or two of high school, this science course will probably be the only one a majority will have, and the method of presenting it should be carefully chosen and skilfully carried out.

No entirely satisfactory textbook has yet been published; so the writer suggests, as best fulfilling all requirements, the presentation of the material in the form of projects suggested either by the pupil from his personal perplexity, or by the teacher thru excursion, lecture, or reading. These projects or problems may be solved by the pupil thru outside observation or inquiry.
or research or in the laboratory with the assistance of the teacher. Only such work should be done in the laboratory as can be accomplished with simple apparatus to demonstrate with speed and accuracy some definite, practical principle.

This method of study will, of course, ignore the usual boundaries of "subjects." When seeking to learn the best ways of preventing and extinguishing fires, of conserving health thru sanitation of the home, of saving money in the purchase of new clothes or food, nobody cares whether his data be derived from botany or histology, physics or archaeology; what he does care for is that he shall find and organize facts so that they will give him desired information.

Some interesting projects that could be used in this way are described in the article by Professor Woodhull in the same magazine; some of the titles are "Drowning Trees," "Cutting off a Limb," etc.

**How Can the Faculty of the Small High School Establish a Vocational Guidance System?**

This question is answered in the January number of *Manual Training and Vocational Education* by William G. Bate, who gives an account of the plan which has been pursued for a year past in a western high school of seven hundred pupils in six grades.

In view of the many misfits in the way of occupations and often resulting failures seen everywhere, the principal and teachers of this school determined to try to prevent additions to the number by a judicious system of helping as many as possible of their pupils to find out for what work they are best fitted before going out into the world of business. Some of the ways in which they have been working toward this end are: frequent conferences of the boys and girls with the principal; informal talks with the teachers, leading to the pupil's being placed in touch with the department in which he takes especial interest; talks in general assembly by local business or professional men, or by members of the faculty who are willing to give some extra study to suitable subjects; and vocational guidance compositions in English classes in all grades. Conferences with parents are also held; and teachers in their classrooms point out the
practical value of certain courses to success in chosen lines, thus making the pupils see why there may be some definite value in having German or geometry or some other course that may not seem to him to be of immediate use.

The reward of the teachers has been not only in the looking forward to a part in a fuller and more useful life for the pupil, but in the fact that there have been fewer dropping out during the year, and that a better attitude and greater interest has been shown in the present work. The co-operation and interest of the business men of the community is also no small gain. This school feels encouraged to continue the work; and it seems that any school anywhere might carry out the plan, modified to suit differing conditions.

MARY I. BELL

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