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Virginia Teacher, September-October 1922

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

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THE STATE NORMAL SCHOOL is an institution hardly surpassed in importance by any other institution maintained by the public, save perhaps the elementary schools; and the latter can never be efficient without the former. Appreciating as fully as I do the importance of such an institution to the state, and as interested as I have been for many years in the training of teachers, it would be difficult for me to attempt to speak on such an occasion as this on any other theme than one relating to the profession of teaching. Moreover, since the commencement speaker is expected to address himself primarily to the candidates for graduation, and since these young women are about to go out into the work of teaching, the theme which I shall use appears to me to be not inappropriate.

The profession of teaching is the most ancient and honorable of all professions. In primitive times the priest-teacher was looked upon as being more than human. The highest Grecian civilization was represented by the philosophers, Plato, Aristotle, Socrates—all of whom were teachers. In Rome the teachers were paid from the imperial treasury, and by royal edict they enjoyed many of the privileges of the senatorial class, being exempt from military service and from taxation, and even made sacred in their persons like royalty itself. The Christian era was inaugurated with the advent of the Great Teacher, who came speaking as one with authority and drew all men under his tutelage. During the dark ages, when the lamp of learning flickered and almost went out, the profession of teaching fell from its high estate, and we find the great reformer, Luther, exhorting the people to recognize the importance of the teacher to the state. "Where were your supply of preachers, lawyers, and physicians, if the arts of grammar and rhetoric had no existence?" he asks, for.

said he, "These are the fountain out of which they all flow. I tell you, in a word, that a diligent, devoted school teacher, preceptor, or any person, no matter what his title, who faithfully trains and teaches boys, can never receive an adequate reward, and no money is sufficient to pay the debt you owe him; so, too, said the pagan Aristotle . . . . I am convinced that, next to preaching, this is the most useful, and greatly the best, labor in all the world, and, in fact, I am sometimes in doubt which of the positions is the more honorable."

The great aims of teaching give importance to the work of the teacher. The teacher is called upon to be the chief agent in the solution of the greatest problem of life, since only education can solve the problem of the relation of the individual to society. Education is, on the one hand, the process of the development of the individual; while, on the other hand, it is the process of the development of and the perpetuation of society.

Just as education is the best means for securing to the individual his personal rights and the maximum development of his powers, so it is the best means for preparation of the individual for successful participation in the economic, political, and social activities of life. It is not only the chief means for individual betterment, but it is also the best means for social betterment. He who looks upon education as merely giving the individual the elements of learning and developing in him certain skills has not grasped the significance of the educational process. This is altogether too restricted a view. It is the function of education to assist the individual to be something for himself, yes, but more, to do something for others.

The pre-requisite for good citizenship is educated citizenship. The fathers of the American nation, particularly Washington, Jefferson, and Madison—all Virginians—saw clearly the immense social and political importance of education among the masses of the people. The teacher is the most important official of the state, because no greater service can be performed for the state than

*Commencement of the State Normal School, at Harrisonburg, June 8, 1922.
the development in every individual of such traits of character, such social habits, such patriotic motives, such sympathetic feelings, as will make of him a loyal, upright, and productive member of society, and enable him to readily adjust himself to new social conditions as they arise.

The problem of the teacher is to take the knowledge of the ages and to incorporate it into the life of the pupil, using those methods which scientific research has determined upon as most effective, guided by sympathy for the pupil on the one hand, and by goodwill for society on the other, which two essentials should have been produced by the teacher's own training and experience. It is the teacher's task to use the materials and processes of the school in such a manner as to develop character in the pupil. It is to do this year after year, with every individual coming under his care and influence. This is no mean problem; this is no ignoble task. Indeed, the magnitude of the problem, and the nobility of the task, lift the office of the teacher to the topmost peak in the social organization.

The first point, then, to which I would direct your attention, is that the profession of teaching is ancient and honorable; the aims of teaching give great significance to the work; and the task of the teacher is essential to the welfare and indeed to the perpetuation of the state. This should be sufficient to make us all proud of the fact that we are teachers, or are going to become teachers, and we should go forth to our work with joy and enthusiasm.

However, while joy and enthusiasm count for much toward the success of any undertaking, this is not all that is needful. Now, I trust that your experience in this institution has discovered to you the secret of success in life. Do not be misled by exceptions which we sometimes meet. I heard not long ago a big man tell of an experience he had in Europe some time after the world war. He met a soldier who was decorated with medals and ribbons from one shoulder to the other. He said to himself, "Now, there is really a distinguished man." So he went up to the soldier and said, "Sir, do you mind telling me why you have received all these wonderful medals and things?" The soldier replied, "I will tell you with great pleasure. You see this large medal here on my left? Well, I got that by mistake, and I have all the others because I got that one first." Many people have, no doubt, obtained honor and fame in this manner; but it would be altogether unsafe and indeed foolish for you to hope to get thru life by bluffing and taking chances. Rather, listen to the sane advice of that great military leader, who was called from the desk of the teacher, in an academy in France, to the battlefield to lead the armies of the world, Marshal Foch, who, when asked for a message to the young men of America, replied: "Tell them that he who hesitates is lost, that he who moves forward wins . . . . The way to move forward is by patience, by earnest endeavor, by diligent study, by tireless work. Plan your battle of life in advance. Map out every detail of what you want to accomplish, and then follow your program. No man who has been successful in life can be counted lucky. His success has been due to his own effort. Success is work, and work is success. The two are inseparable. And take as your motto the quotation from Racine, 'I fear God, and have no other fear.' May I not second what this great French soldier has said, namely, that hard, patient, continuous work, and courage, are the chief elements for success in the teaching profession.

Some of you, no doubt, think that success is dependent upon opportunity, and that is to some extent true, but unless we are prepared when opportunity comes there is little chance for reaching success. So far as the teaching profession is concerned there are abundant opportunities on every hand for the young man or young woman trained for the work. It is only necessary that one be observant and take advantage of his opportunities as he finds them, and they may be found in every community, every day. Opportunities need not be sought far away. We frequently overlook them because they lie so near at hand. The important thing is to take advantage of and make the most of the opportunities which are nearest us. As the late President Graham, of the University of North Carolina, so beautifully expressed it: "The road that leads by my own door is the road that leads to the end of the world; and the wonderful thing is that for me it is the only road that leads to the end of the world." Some of you may
be called to serve in your own home communities. These may be small communities, and the field of service may appear to you to be quite restricted and unpromising; but despise not the small task, and remember that the faithful performance of a small task frequently leads to greater opportunities for service.

Thirty-five centuries ago a young Israelite was tending the flocks of sheep of his father-in-law, as they grazed among the sun-kissed hills of Midian. As he went about his duties he beheld a bush burning as with fire, yet not consumed, and he turned aside to see. And because he turned aside to see, the Lord God, Jehovah himself, spoke to him, and commissioned him to deliver his people from bondage, the greatest work to which any man had been called in the history of the world. And Moses, remembering that he was an humble shepherd, remembering that he was even a fugitive from justice charged with murder, demurred, and said unto the Lord, "Who am I, that I should go and do this great thing? Behold, they will not believe me, nor will they hearken unto my voice." And the Lord said unto him, "What is that in thine hand?" And he said, "A rod." And the Lord said unto Moses, "Thou shalt take this rod in thine hand, wherewith thou shalt do these mighty things." And as we follow the stirring drama we see Miriam with her timbrel in her hand, and all the women going after her with timbrels in their hands, shouting forth a great chorus:

"Sing ye to the Lord, for he hath triumphed gloriously;
The horse and his rider hath he thrown into the sea."

And thus, thru the instrumentality of a poor shepherd youth with his crook, the Lord led a great people out of captivity and into the land of promise.

A year, or a few years, ago, as you young women went about your various ways, your attention was in one way attracted or another to the opportunities offered at this great normal school. You turned aside to see. And because you turned aside to see, a great call has come to you, and the equipment to respond to that call has been supplied to you. If you have fully sensed the meaning of your education in this training school for service, you should know that this call has come to you from the Lord, in just as real a sense as it came to Moses of old. If you have realized the responsibility which has fallen to you, I have no doubt you have felt like that humble shepherd, and have said, "Who am I, that I should go and do this great thing?" And the question comes to you tonight, just as really as it did to Moses 3,500 years ago, "What is that in thine hand?" And it is answered in precisely the same way, "Thou shalt take that which is in thine hand, wherewith thou shalt do these mighty things." The diplomas which are handed to you tonight are symbols of the power and ability which have come to you from your work here in this institution. If you will only put this power and this ability at the disposal of your Master, for whatever service He may have for you, you too will accomplish wonderful things. Such is being done by hundreds and thousands of men and women who have gone forth from our educational institutions, and such is altogether possible for you.

The only hope which we teachers have for securing the recognition to which we are entitled lies in making ourselves an indispensable part of the community in which we live and work. The old-time schoolmaster was unquestionably a success in the work he undertook to do. He had few of the material helps which we now have. He taught usually in a cheerless, uncomfortable schoolhouse, with crude furniture, few books and appliances. The science and art of education had not been developed, in a scientific manner, as the outcome of educational psychology. He was altogether innocent of lesson plans and of books on methods of teaching. Yet he was an excellent schoolmaster, and he served his day and generation efficiently and well, going to his eternal reward with his name and work left as an imperishable monument to his memory. What made him great, and what made him beloved of his people, was the fact that he was a recognized leader among his people whom he served. He was a life-long student, he led an exemplary life, he was consecrated to his work, and he looked upon it as his life-work. His school was the most important institution in the community, and he was the most important citizen.
The best advice which I can give to you young women who are now going out from this splendidly efficient institution, with the finest equipment that can be obtained for the important service to which you are called, is the same advice which I doubt not has been given to you from the time you entered here even to the present day, namely, do everything in your power to become a leader in your community. Take an active part in everything that makes for the good of that community. Wherever you may abide, endeavor to be

“A life in civic action warm,
A soul on higher mission sent.”

At times it may seem to you that your part is small. You may be impatient to do great things. At times it may seem to you that you are weak and altogether unequal to the task that you would like to perform. You will, no doubt, find “Main Streets” in every community into which your duty may call you. You may be thoroughly imbued with the desire to reform the conditions which you find. Be comforted by the fact that the greatest teachers have been reformers. There is no reason to believe that our hands are less free than were the hands of Martin Luther or of Rousseau. I am inclined to think that we could not possibly meet with as great obstacles as did Pestalozzi. When we sometimes feel appalled and overwhelmed at the tasks before us, is it not probable that this is because we have not a clear vision and a strong heart? Joan of Arc was a poor peasant girl, yet she led an army to victory; and tho her own life was sacrificed, she is among the Immortals. Many great things have been achieved by women, and now that political justice has come to them many greater things will be accomplished by them. Many great things have been achieved by teachers. Is there real reason for feeling that you cannot achieve great things?

You young women who are daughters of Virginia, and of the South, embody, I am sure, the highest ideals of Virginia and of the South. The nation needs these ideals in its life. It is looking to you to preserve them, and to pass them on until they shall influence the life of the entire nation. The hope of preserving the best in American life rests with the Southern people today more than at any time in history. The race for wealth, the overcrowding of cities, the flood of immigration, the resulting strife between capital and labor, lowered standards of living, and lowered ideals of conduct, following from the military victory of the North in the Civil War, and intensified by the recent World War, have brought the North and West to a condition that must be of grave concern to serious-minded American citizens. Prosperity truly has its perils as well as poverty. The North and West have become largely European. The South is now the only truly American nation. The South has led, the South may yet lead. Let us, therefore, hold tenaciously to our ideals, regardless of consequences to ourselves.

By way of emphasizing the point I am trying to impress upon you, may I be permitted to direct your attention to a great exemplar of Southern ideals and Southern courage? A decade ago the people of the North became very much alarmed because of the social turmoil. At this critical time came forth a great Southerner. He had been born in Virginia, in the modest home of a preacher, in the beautiful little city of Staunton; he had played as a boy among the red hills of Georgia and upon the parched soil of South Carolina; he had attended college in North Carolina and law school in Virginia; he had gone North and there had learned Northern ways and Northern habits of thought, never losing his Southern ideals. He had come forth out of the bitter struggles of reconstruction in the South, he had been a deep student of history and government; he knew the ways of the past, and he understood the underlying currents of human action. He was a leader among men, just that type of leader that the nation, and, as it proved later, that the world also, needed, if the tides of death and devastation were to be stemmed. Men and nations rallied to him. He accomplished much, both at home and abroad, far more than may be recited here, indeed far more than will be generally known until the record of history is written long after he is dead. He offered balm for the wounded and bleeding world; he offered salvation for the dying nations of the earth; he pointed the way out of chaos and destruction, out of hatred and strife, to a new world-nation, conceived in liberty, and dedicated to the proposition that all men and all nations, both strong and weak, are entitled to justice, to life, liberty, and the pur-
suit of happiness. Like John on the Isle of Patmos, he saw with clear vision that

"one far-off divine event,
To which the whole creation moves."

He pointed the way to a parliament of nations, to a brotherhood of man, by which the world might "have a new birth of freedom," ensuring for all time "that government of the people, by the people, and for the people, shall not perish from the earth." And poor, stricken, starving Europe was half ready to receive his message, and soon would have completely accepted it. But—he came unto his own, and his own received him not!

Because he had vast vision of world scope, his enemies, and even his erstwhile friends in some cases, called him an unpractical dreamer, forgetting that all of the really great things of life originate in the minds of dreamers. Because he, like all philosophers and deep thinkers who are seeking solutions for serious problems (for example like our own beloved Southern chieftain, General Lee), found it necessary to keep often to himself, away from the handshaking and garrulous multitude, men vilified him as arrogant and obstinate. Because he had come from the South, and from the teacher's desk, he was pilloried by sectional hatred and partisan jealousy, and denounced to the rabble in terms which they could understand.

Signs are not wanting, to the student of current events, of social statistics, and of political science, that another day will dawn, that another leader of a similar type must come, and that he must necessarily come from the South. It may be a generation, but what is a generation in the life of a nation? If it be a generation, it may fall to your lot, my young teacher friends, to train such a leader. What an opportunity lies ahead of you! What an important task is yours! Virginia looks to you; the South looks to you; America looks to you!

What may be expected for duty faithfully performed? Well, surely the teacher has his reward, altho it may not be the kind of reward that most people think about—money. Unfortunately the temporal world judges the individual largely by his earning capacity. We are accustomed to measuring the values of things in dollars and cents. To most people this is the only known medium in which comparisons may be made. Yet we know full well that life does not consist in the abundance of worldly goods which one possesses.

As a rule society has failed to give proper recognition to its obligation to maintain education on a liberal basis in order that it may be most effective. It should, by more generous support, remove the teaching profession from those competitive conditions which have a tendency to reduce its efficiency to the lowest standards rather than to raise it to the highest standards.

Despite the fact that it gives but little to the teacher, and that grudgingly, the world exacts much of the teacher. It is expected that the teacher shall be possessed of all of the knowledge of the heavens above, of the earth beneath, and of the waters under the earth. It is expected that he shall be as wise as a serpent, yet as harmless as a dove. It is expected that, with the wisdom of Solomon and the beauty of the Queen of Sheba, shall be combined the meekness of Moses, the piety of Aaron, and the ability to live on a small mess of pottage.

Because teaching is not spectacular, because a certain degree of dignity must always be maintained, and because it has been generally considered unbecoming for teachers to be aggressive, people as a rule have a very restricted perspective of the importance of the teaching profession. At an institution which I have every reason to respect and honor, I am told that a large number of the instructors receive not more than $2,000 a year, yet at one football game at that institution last fall the receipts were more than $125,000. It is well-known that at a number of institutions the athletic coaches for a few months' work receive more than the president of the institution for the entire year, and two or three times as much as the professors. Athletic games are good things, they are worthy of our support and encouragement, so long as they are kept clean; but should they be permitted to cause us to lose our sense of proportion to such a degree as I have just indicated? After all, the intellectual aims of the college are those for which it was primarily established and is maintained, and anything which shifts our chief focus from these true aims becomes a menace to the educational establishment.

It is quite obvious to anyone who is at all familiar with the facts, that the reward
of teaching is not found in the money compensation of teachers. Nor is the true reward of the teacher fame and popularity. Fame is an evanescent thing. Like the swift-flying meteor, the fast-flying cloud, popularity is here one moment, and the next moment it is gone forever. Socrates, the great teacher of the ancient civilization, was sought by hundreds, his footsteps thru the streets of Athens were followed by philosophers and sages, while youth crowded about him to catch the wisdom which flowed from his lips. Yet the cup of hemlock was soon his potion. The greatest Teacher of all the ages was so pressed by the throng that he had to step into a boat and seek quiet on the blue waters of the Galilean sea. One day the thousands sought the loaves and fishes from His hand; one day the hale, the maimed, the blind, pressed upon Him that they might merely touch the hem of His garment for the healing of their infirmities; one day they acclaimed Him king and strewed palms in His way; the next they pressed a crown of thorns upon His brow, and spat upon Him, and fed Him away to Calvary. And that great teacher and leader of our own day, to whom I have already referred; to whom nations of people were looking for rescue from misery and death; to whom the pale, drawn faces of thousands of mothers were turned, and to whom their gaunt arms were outstretched for bread to preserve their offspring from starvation; whose name was lisped in the prayers of little children all over the terror-stricken world—one day the undisputed leader of two hemispheres, the next immolated on the infamous altar of political partisanship.

During the storms of war, when the enemy was at the gates, when men's souls were being tried, and death and destruction stalked thru the blood-soaked fields of Europe, we turned with hope to the college-trained man and woman, we put them at the helm of state and at the head of our numerous and varied national agencies, from the presidency down. Shall we, when peace has come, forget those to whom we turned in times of stress? Is it not significant that the national political parties in 1912 and again in 1916 nominated college men for the presidency, while in 1920 both great parties dropped dangerously near to mediocrity, and the best recognition that could be obtained for college men was the two nominations for the vice-presidency?

"God of the nations, spare us yet, Lest we forget, lest we forget" that great agency, education, thru which Thou hast made and preserved us a nation!

The rewards of teaching, and of leadership, and of public service, lie not in wealth nor in fame. They are found in "an inheritance incorruptible, undefiled, that fadeth not away." They are the outcome of every life of unselfish service, which altho it may not be recognized by men, at the time, will almost certainly ultimately come into its own. When the tumult and the shouting of war have died; when the captains and the kings of hate, and of greed, and of oppression, have departed; when the thunderbolts of strife have spent themselves; when the jazz of frivolity and sensuality, the flapperism of carelessness and selfishness, have died away; when men and women return to normal thinking and acting; then will come the true reward of the public servant. God grant that you, my young friends, and all of us who have entered upon this high calling of teaching may have the courage, and the fortitude, and the wholesome philosophy of life, which will enable us to go on our way rejoicing, in the great opportunities which we have had for service, despite the obstacles which may arise in the pathway before us, despite the indifference and the scorn of men, in the full faith that

"If with honest-hearted Love for God and man, Day by day He finds us, Doing what we can; He who giv'st the seed-time Will give large increase, Crown the head with blessings, Fill the heart with peace."

With all that the teacher must be and do, he but plants the vineyard from which another shall gather the fruits. His consolation is that, in his toiling, rejoicing, and sorrowing, he is building to make the way easier for those who are to follow after him, and in so doing he is laying up for himself treasures that neither moth nor rust can corrupt and that no thief can take away. He
must keep the faith and do his work to the end.

An old man, going a lone highway,  
Came at the evening, cold and gray,  
To a chasm, vast and deep and wide.  
The old man crossed in the twilight dim;  
The sullen stream had no fear for him;  
But he turned, when safe on the other side,  
And built a bridge to span the tide.  
“Oh man,” said a fellow-pilgrim near,  
“You are wasting your strength with building here;  
You never again will pass this way;  
You've crossed the chasm deep and wide,  
Why build you this bridge at evening-tide?”

The builder lifted his old gray head.  
“Good friend, in the path I have come,” he said,  
“There followeth after me today  
A youth whose feet must pass this way.  
He, too, must cross in the twilight dim;  
This chasm, which has been as naught to me,  
To that fair-haired youth may a pit-fall be;  
Good friend, I am building this bridge for him.”

We must think nobly of our work. We must recognize in it infinite possibilities. Education is a constant force. If rightly directed its results are certain. Let us then not grow weary in the way, but let us work on, in the face of misunderstanding and discouragements, if need be, in the faith that the time will come when we shall be amply justified.

“And then,” in the words of that great Southerner, the great Virginian, that greatest save one of the presidents of this great nation of ours, “and then trust your guides, imperfect as they are, and some day, when we are all dead, men will come and point at the distant upland with a great shout of joy and triumph and thank God that there were men who undertook to lead in the struggle. What difference does it make if we ourselves do not reach the uplands? We have given our lives to the enterprise. The world is made happier and humankind better because we have lived.”

JULIAN A. BURRUS

Due attention to the inside of books, and due contempt for the outside, is the proper relation between a man of sense and his books.—Lord Chesterfield.

TENTATIVE NORMS FOR A SIMPLIFIED RATIONAL LEARNING TEST FOR CHILDREN EIGHT, NINE, AND TEN YEARS OF AGE

A real knowledge of the native abilities of the child in his early school years is a vital educational necessity, a great aid to the teacher as well as an inestimable benefit to the child. The possibilities of such knowledge have been greatly increased of late, thanks to the development of intelligence tests. Group tests are now available, and in the main are so easy to administer that every teacher can, with a little preparatory practice at home, get a fair rating of her pupils herself even if the services of a school psychologist are not available. Special cases, the very dull and the very bright children as well as those showing any other atypical traits, should be tested individually with some good revision of the Binet tests, such as the Stanford Revision. These matters appear very simple to the psychologist, especially the administration of the group test, but practically there are obstacles great enough yet to prevent the use of tests by most teachers. Most of the teachers do not realize the great benefits obtained from a little time devoted to tests for practical purposes. Moreover, they have fallen into a routine that prevents them from indulging in any sort of experimentation, even for the benefit of exceptional children. The slight cost of test materials and the general lack of training in the administration and use of the Binet tests are obstacles to the universal adoption of means now available to the better trained teachers.

It is also true that however useful the standard intelligence tests are in practical educational work, there are traits of importance to success in school that they do not measure. We are consequently keeping up the search for new factors, or for factors not yet measurable, in the hope that in time the various influences and traits making for success in school and in life may be determined for any individual in the early part of his education and thereby controlled for his good.

One of the tests that we have been using in the Jesup Psychological Laboratory to
determine race differences between white and negro children seems so valuable that we desire more information on the correlation of its results with certain traits of recognized value. Our purpose in the present article is to interest teachers to the extent that they will give the test to their students and study the results in relation to intelligence, to school success, to ability to organize work for the attainment of certain practical ends, etc. For the help that this will give us in our work, we feel sure that there will be an immediate reward in the better knowledge of their pupils and in better mutual understanding between teacher and pupil as well as in the acquirement of useful habits of scientific study of the traits and abilities of children. The test in question is the Rational Learning test, simplified for children of elementary school grades. Results on college students with a more difficult form have been published, and the method and norms have been given.* The results of the test are largely free from the influence of past experience; no writing by the subject is required; the subject has constant stimulation throughout the test; and the test puts a premium on ability to organize and think one's way out of a problem involving ideational elements. It is a real test of the subject's learning under a well controlled situation, and on the other hand a complete record is obtained of all the significant responses of the subject in the order of their occurrence. Aside from intelligence differences, variations in such traits as subjectivity of mind, degree of organization in one's thinking, tendencies to talk first and to think afterwards, quickness of response to situations requiring choice also come out in the test, traits that are undoubtedly important.

No apparatus other than a watch, a sheet of paper and a pencil, and a typewritten copy of the instructions is necessary, and the test is easy to administer with a high degree of reliability. The instructions to the subject, given orally and individually to each child, and repeated in whole or in part when ever this seems advisable in order that the child may know what he is to do, are as follows:

The letters A, B, C, D, and E are numbered 1, 2, 3, 4, and 5, but not in this order; that is, A is not 1 and E is not 5. The numbers are all mixed up any way, so that at first you will have to guess at them. When I call out A you are to guess whatever number you think I gave to A, and keep on guessing till I say 'Right.' Then I will call out B and you must guess numbers for B till I saw 'Right' and so on in the same way for C, and for D, and for E. Do you understand? Try to remember the number that belongs to each letter for as soon as you are able to remember all of them twice through without a single mistake, the test will be finished. Each letter has only one number, and no other one has that number; and when I say 'Right' you know what that number is. Do you understand? Let's see how soon you can get through and remember all the numbers.

Before these instructions are read to the subject, the name will have been obtained and recorded, also sex, grade, age, birthday, occupation of father, and any further information that may be desirable. Also the exact time of starting the test must be taken (just before calling A) and that of ending must be noted as soon as the test is completed. The five letters are numbered as follows:

\[
\begin{array}{cccccc}
A & B & C & D & E \\
4 & 2 & 5 & 1 & 3
\end{array}
\]

These letters and their numbers are written at the top of the test sheet before the test begins. Now the tester, sitting in a position such that the subject cannot see the sheet and what is written on it, calls out A, and the child being tested—the subject—guesses till he gets 4. If he guesses any number above 5, or any letter, as children sometimes do in this test, he must be told that only numbers from 1 to 5 are used. When 4 has been guessed for A, B is called out; and as soon as 2 has been guessed for it, the other letters are called out in order. It is obvious that by careful attention to the associations of the correct numbers the subject can limit the range of guess work and quickly solve the problem. The tax on memory is very small, but organization is necessary. This is obvious from the fact that feebleminded children, so far as our experience goes, are unable to make progress in the test. They may guess the correct numbers but do not learn to avoid the errors. Every guess of

any kind must be recorded as given. Two correct trials are necessary to complete the test.

It will clarify the method if we give the record of one child, a very good record, however.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Age 10 years and 4 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td></td>
<td>Time 2 minutes</td>
</tr>
</tbody>
</table>

First Trial Repetitions, Errors, 3:

<table>
<thead>
<tr>
<th>5</th>
<th>3</th>
<th>3</th>
</tr>
</thead>
</table>

3

Second Trial

| 4 | 2 | 5 | 1 | 3 |

Third Trial

| 4 | 2 | 5 | 1 | 3 |

In the following percentile table, norms are given for children of the three ages indicated. The number of children on which these norms are based is given at the base of the table for each age. The children tested were Nashville public school children. We have also norms for negroes of the same ages, which will be published in time with a full account of our studies. The present norms are for the benefit of teachers and investigators who may desire to use the test as at present developed. A percentile score is the score that passes the percentage of children of a certain age-group, given in the corresponding row at the left of the table, in the column with the heading “Percentiles.” Thus an 8.5 year old child completing the test in 12.4 minutes equals or surpasses just 60 percent of his group, whereas a score of 11.9 minutes by a child 9.5 years of age passes 60 percent of the scores by children of that age. Let us suppose that a child eight years and six months old makes the following record: 10.4 min., 21 repetitions and 85 errors. Looking at the table, we find that the time record is nearest the 70 percentile, that the repetitions record is nearest the 50 percentile, and that the score in errors is nearest the 60 percentile. We therefore get the percentile record of the child (assuming that time, number of repetitions, and errors should be weighted equally) as follows:

\[
\text{Percentile rank} = \frac{70 + 50 + 60}{3} = 60.
\]

This means that the child in question gets a percentile rank of 60; that is to say, he surpasses just 60 percent of the group of which he is a member. This is a valuable thing to know; it shows that the child is a little above normal in the kind of performance involved in the test. A percentile rank of 10, for instance, shows that the child is just 10 percent of the group; and a percentile rank of 90 shows that he is the superior of 90 percent of the group.

### PERCENTILE TABLE

<table>
<thead>
<tr>
<th>Percentiles</th>
<th>8.5 year Olds**</th>
<th>9.5 year Olds</th>
<th>10.5 year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>7.9</td>
<td>11.3</td>
<td>42.7</td>
</tr>
<tr>
<td>75</td>
<td>9.1</td>
<td>12.5</td>
<td>52.1</td>
</tr>
<tr>
<td>70</td>
<td>10.3</td>
<td>13.7</td>
<td>63.3</td>
</tr>
<tr>
<td>60</td>
<td>12.4</td>
<td>16.7</td>
<td>84.3</td>
</tr>
<tr>
<td>50</td>
<td>14.6</td>
<td>20.5</td>
<td>114.2</td>
</tr>
<tr>
<td>40</td>
<td>17.7</td>
<td>24.9</td>
<td>127.9</td>
</tr>
<tr>
<td>30</td>
<td>22.0</td>
<td>31.4</td>
<td>166.4</td>
</tr>
<tr>
<td>25</td>
<td>25.0</td>
<td>34.5</td>
<td>187.5</td>
</tr>
<tr>
<td>20</td>
<td>33.5</td>
<td>40.3</td>
<td>228.3</td>
</tr>
<tr>
<td>10</td>
<td>40+</td>
<td>55.3</td>
<td>465</td>
</tr>
<tr>
<td>Lowest</td>
<td>40+</td>
<td>106.0</td>
<td>1045.0</td>
</tr>
</tbody>
</table>

**The writer desires to acknowledge the assistance of Miss Pantha V. Harrelson in the research from which these data are taken.

**In this table the 8.5 year norms are based on the scores of 108 children ranging in ages from just 8 years to approximately 9 years, the median age being 8.5 years. Norms for the other ages have similar meaning. No child was allowed more than 40 minutes, and since the experiment was discontinued after the expiration of this time by any child the “repetitions” and the “errors” norms are really too high in the lower percentiles for the 8.5 and 9.5 year old groups.
stance, would probably indicate that the child needs special attention if he is to get much good out of his school work, and one below 3 might indicate feeblemindedness, though this should be verified by the Binet test.

We have standards now for only the three ages given. Any child may be judged by the standards nearest his own age at the time of the taking of the test. We shall be glad to receive results of this test on children of ages from 6 to 12 years; that is, the number of minutes for each child, the number of repetitions (including the last two with no errors), and the number of errors. Results will be of no value unless all the conditions of the test are followed exactly. The age of each child must be given in years and months to the nearest month. When we get results of tests of a large number of children of each age we shall publish better norms for the use of all teachers interested.

One of the greatest benefits that the writer has derived from the giving of this learning test to numerous subjects is the insight into their mental operations that it affords. Every person has his own characteristic manner of wrestling with the problem, and the tester, who makes a complete record of the subject's significant responses, comes to appreciate keenly the nature of his several difficulties and even to anticipate those that will arise in successive repetitions. He notices failure of retention due to improper attention to essential relations; narrowing of attention due to confusions resulting from slight errors, and consequent failure to avoid guessing numbers that he knows full well belong to letters already learned; strong tendencies, probably innate, on the part of certain persons to respond in a sort of trial and error manner even to a rational problem and then to think afterwards; and many other individual differences and general principles of learning which give him a real interest in and knowledge of the processes of learning with which the teacher has so much to do.

THE VIRGINIA TEACHER

III

SOME OF THE NEWER TESTS

With the opening of school the problem arises afresh of measuring the material at hand and of measuring the result of instruction. Numerous school systems have now established the thrice-a-year plan of measuring achievement and intelligence, and most progressive schools do some desultory testing.

The purposes of this article are to call attention to a somewhat wider range of testing devices and materials than is in general use and to point out some of the newer developments in testing. Later articles will furnish special bibliographies and detailed studies of special problems and the use of different tests.

While the new crop of tests each year is bewildering, two very sane tendencies apparently can now be seen at the end of the dozen years since Thorndike's test in handwriting, the first of its kind, came out. Many tests have fallen out of general use, and those that are proving more valuable and adaptable are being rigidly revised and the accompanying directions for giving and scoring are being simplified and improved. It is therefore certain that the teacher's tools of diagnosis will in the next few years be tremendously improved so that a quarter century of the testing movement is likely to show far greater progress than any corresponding period even in the history of medical practice.

INTELLIGENCE TESTS AND TESTING

Individual testing of the intelligence of pupils will be made somewhat less expensive of both time and money by using the new Herring Revision of the Binet-Simon Tests. This is arranged in what may be called the spiral form so that a short series of tests may be given if the intelligence quotient only is desired or a longer series if a diagnosis of the child's strengths and weaknesses is desired. It is claimed that results with this test correlate very closely with those gotten by the use of the Terman Revision which has been in vogue for some time and has been widely used.

The majority of the tests referred to in this article are published and distributed by the World Book Company, Yonkers, N. Y. Unless therefore the tests mentioned are published by another concern, the publisher will not be referred to.
proved such an excellent tool for individual testing.

In the primary field, the popularity of the Haggerty and Otis Tests for use with groups has been maintained as well as that of several other tests, while the test used by the Detroit schools and known as the Detroit First-Grade Intelligence Test promises to be another effective non-literate test. It is easily administered and offers much simpler material than some of the earlier tests. The tests seem well adapted to measuring abilities that are required in reading in the first grade.

For the grammar grades it is doubtful if a more practical and usable group of tests has come to light than the National Intelligence Test which has the advantage of being published in four equivalent forms with others to follow from time to time. It will be remembered that this was developed from the work of several educator-examiners of the men in the army during the Great War and hence has the advantage over many tests of not having the bias of an individual educator. A supplementary book which gives norms and other valuable information has been published recently.

For the measurement of intelligence of high school students and college freshmen, the Miller Mental Ability Test is now available as supplementing Otis, Haggerty, Thurstone, and others. The Miller test has, unlike most tests, only three parts, a word-relation test, a cause-effect test, and a directions test. It seems therefore to throw the emphasis upon abilities of the more abstract nature. They have the advantage of being inexpensive and quickly administered and scored.

The Myers Mental Measures\textsuperscript{2} is a picture test for use with all ages, being devised by the authors for use in classifying illiterates in the army. Its usefulness and its usability are much enhanced by the recent publication of an excellent manual or examiner's guide giving norms, indicating the use of the test, and giving other valuable data.

TEACHING ACHIEVEMENT IN SCHOOL SUBJECTS

Here again the same tendencies of standardization and revision are perhaps the most striking phases of the development of the past two years. At the same time the effort at simplification in the giving and scoring of tests has gone on, while the tendency to throw the emphasis on diagnosis rather than on measuring in terms of norms or group standards is also marked. It is apparent that those who devise and publish tests as well as the educators themselves are making it possible for the relatively untrained teacher to handle the testing work in her own grade or classes. In this report no mention will be made of the tests in fields where standardization has for several years been fairly definite, for example, arithmetic, writing, language, spelling, composition, reading and algebra, but attention is paid rather to work in other and newer fields.

While in the field of Latin, the only available tests on the general market are the Henmon tests for measuring vocabulary and sentence ability, investigations are now under way which are more promising than those in any other high school subject. The so-called "classical investigation\textsuperscript{3} which was begun last year in an effort to determine the values of Latin teaching and which is under the general chairmanship of Dean Andrew F. West of Princeton University, has found it important and necessary to devise tests to measure the results of Latin teaching. It is to be hoped these will shortly become generally available. In the meantime teachers of Latin will secure prompt co-operation if they will write the chairman or other members of the committee having the matter in charge.

In the field of modern language much remains to be done, but teachers of modern language are not without significant helps nevertheless. The Wilkins Prognosis Tests have proved very useful in guiding teachers both in their estimate of the pupil's probable ability to master French or Spanish and as a check on their growth thru the tests to be given at the end of four weeks of work in the subject. Henmon's tests in sentences and vocabulary in French and Handschin's tests in both Spanish and French are very inexpensive and should give a teacher excellent opportunity to determine the achievement of pupils in subjects where different methods of teaching sometimes make very

\textsuperscript{2}Published by Newson and Company, New York City.

\textsuperscript{3}See article with that title in The Classical Journal for October, 1921.
uncertain the progress of a class or an individual student.

It cannot but be hoped that science will some time be placed as thoroughly on the defensive as has Latin, if accurate measuring instruments would be devised as a result. The progress in science tests seems to be very slow. At the present writing the Thurstone Test in Technical Information is one of the best available, if not the best, for diagnosing a pupil’s ability and interest along scientific lines. It should be of very specific help in the upper years of the high school in suggesting what pupils are likely to succeed in this field.

A matter of very definite interest with the rapid growth of home economics in the schools of Virginia is the gradual development of suitable tests in that field. The pioneer test which has been on the market for some little time is the Murdoch Sewing Scale. This is intended for use in the elementary grades and high school, and can be administered with about the same ease as the typical graphometer or handwriting scale, since it consists of photographed copies of actual samples. More recently other teachers in various schools and school systems have devised valuable tests most of which perhaps cannot be said to be as well standardized as some of the tests of mechanical or rote ability in elementary school subjects. Such are the tests in the classification and function of foods, and the preparation of menus by Miss Grace McAdam, Supervisor of Home Economics, of Detroit, and the Trilling and Trilling-Hess Tests used by the Department of Home Economics of Chicago University, largely covering the informational side of textiles and clothing. The next few years will undoubtedly see a large application of the testing concept not only to the skills involved but also the information and attitudinal aspects of these subjects. But in the meantime the teacher of home economics has a number of excellent tools at hand.

Scales of general interest for which a wide use should be guaranteed are the Upton-Chassell Scales for Measuring Habits of Good Citizenship.

Not only do these scales represent a development out of the field of mental testing into the field of moral-social testing, but the significance of citizenship as a general objective of school work is now so generally recognized that it is important that teachers in large numbers avail themselves of these and any other early tests in this field in order that revision and standardization may be hastened as much as possible.

W. J. Gifford

IV

PROFESSIONAL GROWTH

Two questions of similar content have been asked in the state examinations for first and second grade certificates in recent years: “How can a teacher improve professionally?” “Give three opportunities for professional growth which the teacher in service has.”

The answers quoted below, which are typical of approximately forty-five per cent of all the answers, seem to show that many teachers have a lamentable ignorance of what constitutes professional growth and professional improvement of teachers. They seem to indicate that an article defining professional growth and pointing the way to professional improvement might be of value.

“By working hard.” “By visiting parents.” “By getting to school on time.” “By punishing bad children.” “By grading papers carefully.” “By getting pupils to love you.” “By being sociable.” “Supervising playground.” “Making school sanitary.” “Remaining in same position two or more years.” “The teacher can advance the children professionally by teaching them the four fundamentals, English and to read.” “The teacher can advance herself in service professionally by joining an agency and getting better pay.” “A teacher has the opportunity to get a position to teach a higher grade, fifth instead of third, high school instead of sixth, etc.” “The teacher can improve the children professionally by teaching them to take good care of themselves.” “The teacher can improve the community professionally by getting them to have a league and have regular meetings.” “A teacher should go to church, Sunday school, and prayer meeting.
She should not go to the movies, the theatre or dances or any amusements."

While some of the above answers show an inkling of the correct idea, others show an entire lack of understanding.

The term "professional growth" implies in itself its meaning. Growth means progress. Professional is defined as belonging to a calling, vocation, or pertaining to one's life-work. Hence professional growth means progress in one's calling; for the teacher progress in the art of instructing the young.

The teacher who improves professionally is one who continually becomes more skilled in the various methods of training children, educating them. Opportunities for professional growth are occasions favorable for the gaining of additional skill in teaching.

The two questions quoted in the first paragraph may be reworded as follows: What occasions (opportunities) for gaining additional skill in teaching (in the teacher's profession) has the teacher who is actively engaged in teaching (in service)?

With this explanation of the question we are ready for correct answers as contrasted with the incorrect ones which were noted above.

Real growth professionally must be based on sound educational principles, on educational psychology and knowledge of educational growth in the past. It must be perfected by knowledge of educational aims, principles, and the essentials of teaching methods. No one can deny very successfully that the proper place to obtain such is in an educational institution making a specialty of training teachers. Since the teacher in service is actively engaged in teaching, most of the training is to be secured, of necessity, during the summer session. Hence the teacher who wishes to secure the maximum amount of professional growth in service must attend summer school.

After a teacher has worked in her profession long enough to understand its problems fairly well, she can secure much valuable help from reading educational literature. The term educational literature is used here to mean books, periodicals, and articles on every phase of education. Such literature must be read thoughtfully and carefully and an honest attempt made to apply it to each day's work. If a group of teachers can read together and discuss the topics as they read, the work will prove much more valuable.

For the mature teacher who feels she can get at the "meat" in a course without much help from an instructor and make applications of her studies, a correspondence course with some good teacher's college offers a distinct opportunity. The immature teacher, or a teacher who cannot weigh values, make applications, compare, contrast and evaluate, will not profit much from correspondence work.

A teacher who studies her children's work in the classroom with the utmost care and zeal is able to get newer and truer insights into the motives and values in education from the viewpoint of the child, and so is able to learn more and more the avenues of approach which must be used in getting results. Thus she may become a better teacher. We must not get the idea however that the mere routine performing of daily teaching will of itself lead to improvement. It will take the hardest kind of study, examination, thought, and conscientious effort to improve materially by practice alone.

Other opportunities which the teacher has or may make for improving herself, which require no comment to be intelligible, are discussions of problems with fellow teachers, attendance upon teachers institutes, meetings, and conventions, visiting other teachers at work and inviting constructive criticism of her work by visiting superintendents, supervisors, or principals. The teacher who sincerely wishes to grow professionally must welcome instead of shun criticism as long as it is offered in the right spirit.

To grow professionally a fixed and determined plan is necessary. The ever present temptation to procrastinate must be shunned. Constant, unrelenting, systematic, daily study and thought in the face of work, fatigue, and discouragement, will bring to any teacher the satisfaction that comes from conscientious effort. To gain that higher satisfaction which comes from the realization that one is growing professionally it is necessary to seek improvement by one, or all, of the methods suggested above.

C. K. Holsinger

I would rather be a poor man in a garret with plenty of books than a king who did not love reading.—Lord Macaulay.
V

A GUIDE TO THE TEACHING
OF SPELLING

Here is an extremely readable book—free from technical terms, simple and direct, forward-moving, and interesting. It will serve inexperienced teachers as an easy approach to some of the main problems of the teaching of spelling.

Chapter I of Part I discusses incidental methods, drill methods, the value of grouping words, written vs. oral spelling, emphasizing difficult parts of words, the value of rules, syllabication, and supervision. The whole is an attempt to sum up the results of experiments in 22 pages,—an obviously impossible task. In the limited space given to this important topic one wishes that less time had been given to Rice and Cornman, the value of whose work is largely historical, and more time to Lay, Lobsien, Turner, Abbott, Arp, and others. No adequate survey of even the outstanding investigations is provided.

Chapter II deals with the principles of habit-formation, interest, and motivation—general psychological principles. No attempt is made to present an analysis of the mental processes involved, nor to indicate the order in which particular associations are made. The relative value of various methods of presentation is omitted. The authors go back to general psychology for a basis in method and disregard almost entirely the extremely valuable contributions of Abbott, Hollingsworth, and others to the special psychology of this field.

Part II takes up Methods, Materials, and Devices. The methods described in Chapter I are the incidental method, the test drill method, the teaching—study method, and the content-dictation method. Each method is described in general terms, and the advantages and disadvantages of each are pointed out. The chapter is largely a summary of the opinions of the advocates of these methods, and of the authors. The vast amount of experimental data that has been accumulating for 25 years is completely overlooked.

Spelling books are treated in Chapter II much as methods were above. The authors distinguish the following types: logical, phonetic, psychological, mixed, and miscellaneous. The same criticisms are applicable as in the case of "Methods".

Five standards by which to measure spelling books are advocated in Chapter III. Basing their conclusions again upon deductions from general psychology rather than upon the results of carefully controlled scientific experiments, the authors strongly favor the language type of speller.

Chapter IV contains brief mention of several concrete investigations of spelling material, a minimal word list, and some practical suggestions on how to use word lists to supplement textbooks.

Chapter V describes briefly the use of individual and class word lists. Special emphasis is given to preparation of lists centering about some topic, such as farming. A detailed illustration is given in The Brown County Spelling Book. One wonders whether the authors have distinguished closely between the hearing, speaking, reading and writing vocabularies, and between words of temporary and of permanent values. The criterion of selection is purely subjective.

Chapter VI gives some devices for teaching spelling. Games, visualization, and the use of pictures are emphasized.

On the whole the book is interestingly written; but it is scrappy, poorly balanced, and to some extent impressionistic. Fundamental problems of teaching are given scant treatment; for example, the presentation of words in directed class study. Other topics are over-emphasized: more than two-fifths of the book is given to spelling material. The results of many significant and invaluable investigations apparently have been neglected entirely, e. g., Abbott's and Hollingsworth's. The teacher will find the book interesting and suggestive, but he will hardly get from it an accurate, well-rounded, scientifically sound view of the subject.

W. F. Tidyman
VI

SELF-GOVERNMENT IN EDUCATION

Self-government as a means of education in schools is of comparatively recent date, but Alfred E. Stearns, who has been principal of Phillips Academy, Andover, Mass., for twenty years, has an interesting story which he tells of his early days there, when the boys went a little further in self-government than is usual. A light upon the relations of the boys to their principal is shown when he explains that he had a pretty good start with the boys, for “as a combination of theolog, and baseball and football coach, I was tolerated when perhaps I would not have been under other circumstances.” Mr. Stearns slipped into his position of principal by way of that of registrar.

“The education those youngsters gave me I will never forget,” he says.

“Jack” Gates was one of the fellows who helped me in my early days, especially in one situation.

“We had a ‘rough house’ in Commons and the windows were smashed and the trustees didn’t have money enough to replace them. The boys did what they could with their old trousers and caps and newspapers. I called Gates in and asked him what we could do about the situation.

“Appoint a committee; we can handle it,” he said.

“So we appointed a glass committee made up of Jack Cates, ‘Tommy’ Thompson, who afterwards played on the Cornell team, and ‘Dutch’ Schidmiller, who played on the Dartmouth team, three of the strong men of the school. I said to them:

‘We have got to have this thing stopped. Can you do it?’

‘Sure we can do it,’ was the reply.

“The next day I happened to go to Boston and, coming back on a late train, I found a note at my house from Cates. He said:

‘Call at my room after you get back; I want to see you on important business.

“It sounded a little like the notes I sent around to the undergraduates at that time, but that was the way they regarded me and regarded my dignity, so I went because I knew it was my duty.

“I am mighty glad you have come around,” said Cates, ‘for we have fired three fellows tonight.’

‘Fired three fellows! What the dickens are you talking about? You haven’t authority to fire anybody,’

‘I know we haven’t, but we had to clean up.

‘What did you fire them for?’

‘For abusing the school spirit and the privilege of Commons. One fellow was a bad egg. The other two we told they could come back, but this one it’s no use to bother with.’

‘Where does this leave me with the fathers?’ I asked, because I could see a father coming up the next day to inquire.

“We hadn’t thought of that,” he replied.

“Well, I have,” I said. ‘What have you got for me?’

“We’ll give you the information if you want it,” he replied.

“I thought a minute.

“No,” I said; ‘I don’t want it, but I may later.”

“It was two days after that when, sure enough, the father of the ‘bad egg’ came to see me in a state of great indignation.

“What does this mean?” he said. I sent my boy here to be under the control of the faculty and not to be bulldozed and ballyragged by the undergraduates. I won’t stand for this thing.”

“All right. What do you want me to do about it?”

“I want the boy reinstated. I want his case acted on properly and through the right channels.”

“That is perfectly proper,” I said, “but first I want to tell you one thing. I don’t know anything concerning this case. I have no idea what it was all about. But my experience with boys is this: If your boy hadn’t done something pretty desperate the natural instinct of those fellows would be to save him and not get him into trouble. Of whatever he may have done there is no record on the books now. If you wish it, we will let him come back and we will have a formal investigation and a report will be made and whatever is found to be the fact will have to go down on the books and remain there for all eternity. If I were you I would leave the thing alone.’

“Well, he went away, pretty mad, telling me he would think about it and let me know. A day later I received a letter from him in which he said he had decided to drop the matter. The boy my committee had put out stayed out.”—The New York Times.
II

EDUCATIONAL COMMENT

HOME ECONOMICS MEETING

The Virginia Home Economics Association meeting at Richmond during the annual Virginia State Teachers Conference, announces for Friday, December 1, in room 203, John Marshall High School, the following interesting program:

9:00 a.m.—Mrs. Pearl Powers Moody, president
1. Educational Tests and Measurements as applied to Home Economics
   Discussion.
2. The Teacher's Responsibility in the School Health Program.
   Discussion.
3. Reports of the Year's Progress in Home Economics Education.
   All participating.
   Election of Officers for the coming year.
   Meeting of Committees.

2:00 p.m.—
1. Recent Progress in Home Demonstration Work
   Discussion.
   Discussion.
3. What should a Course in Clothing Include? In Normal Schools? In High Schools?
   Discussion.
   Discussion.

TEACHERS OF ENGLISH TO MEET IN CHATTANOOGA

The National Council of Teachers of English will this fall meet in a Southern city—for the first time since the organization of the National Council in 1910. The battlefields of Lookout Mountain, Missionary Ridge and Chickamauga are expected to attract to Chattanooga many teachers of English who find interest in historic places, as well as in the various addresses and round-table discussions that make up the main feature of any educational assembly.

The meetings of the National Council will be held November 30 and December 1 and 2. In addition to the usual college and high school sections there will be an elementary school section meeting this year.

The preliminary announcement of the secretary, Professor W. Wilbur Hatfield, of the Chicago Normal College, includes among the most important topics listed for discussion the following: “Objectives in Literature,” “Literature's Right to be Placed in the Curriculum,” “Sane Testing,” “The Improvement of Conditions of Teaching, especially Composition Teaching,” and “Standards of Qualification for Teachers of English.”

TWENTY-FIVE BOOKS FOR A ONE-ROOM SCHOOL

The librarians and teachers of the United States at the recent conferences of the American Library Association and the National Education Association selected by ballot a list of good books for a one-room school, comprising twenty-five books for children in grades one to eight.

“Little Women” by Louisa M. Alcott comes first on the list chosen by librarians and first on the list chosen by teachers.

Following this on both lists were “Alice’s Adventures in Wonderland and Through the Looking Glass” by Lewis Carroll, “Robinson Crusoe” by Defoe, “Tom Sawyer” by Mark Twain, and “Treasure Island” by Stevenson.

The other books which appear on the joint list are:

Nicolay. Boys' Life of Abraham Lincoln.
Kipling. Jungle Book.
Andersen. Fairy Tales.
Aesop's Fables.
Fyle. Merry Adventures of Robin Hood.
Lamb. Tales from Shakespeare.
Arabian Nights.
Malory. Bays’ King Arthur.
Van Loon. Story of Mankind.
Wiggin. Rebecca of Sunnybrook Farm.
Stevenson, Burton E. Home Book of Verses for Young Folks.
Dickens. Christmas Carol.
Irving. Rip Van Winkle.
Mother Goose.
Dodge. Hans Brinker.
Hagedorn, Boys’ Life of Theodore Roosevelt.
Seton. Wild Animals I Have Known.
Spyri. Heidi.

Three books selected by the teachers but not included on the combined list were:
Riis. The Making of an American.
Baldwin. Fifty Famous Stories.
Eggleston. Stories of Great Americans.

Three books selected by librarians and not included on the joint list were:
Dickens. David Copperfield.
Grimm. Household Stories.
Wyss. Swiss Family Robinson.

That teachers are eager to get this list as an aid in making their selection of books, is indicated by the inquiries that have been coming in from all parts of the United States to the Chicago headquarters office of the American Library Association.

**IS YOUR LIBRARY ORGANIZED FOR EDUCATION?**

[This resolution was approved by the A. L. A. Council and by the Library Department of the N. E. A.]

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the sources of libraries.

To accomplish this there should be a supervisor of school libraries in every state and province, and a school librarian or supervisor for every school system—city, county, township or district.

We therefore recommend as a minimum standard that there be at least one full-time school librarian for an enrollment of 1,000 elementary and high school pupils.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions.

"SCHOOL LIFE" RESUMES PUBLICATION

Under date of September 8, the following announcement was issued by the U. S. Bureau of Education:

The Congress of the United States has authorized the resumption of the publication of School Life. It has been suspended since December, 1921. The September number will be issued and hereafter it will appear monthly, except in July and August.

Under the terms of the Public Resolution authorizing the resumption, those who receive the publication must pay part of the cost; an amount must be charged for subscription equal to the cost of printing, plus 10 per cent. This will not cover any part of the cost of editorial work. The publication carries no advertising.

The price of subscription has been fixed at 30 cents a year; but 25 copies or more will be sent to the same address at the rate of 25 cents a year for each copy. That is, 25 copies will be sent one year for $6.25, 30 copies for $7.50, etc. These copies, however, must not be sold for profit.

Persons who wish to receive School Life regularly should forward the subscription price at once to the Superintendent of Public Documents, Government Printing Office, Washington, D. C. Please do not send money to the Bureau of Education.

JNO. J. Tigert, Commissioner.

THE SCHOOL SUPERINTENDENT

It makes a great difference whether the superintendent is a politician, a mechanician, or an educational artist. If he is a politician he must needs walk a tight-rope all the while with a balance-pole in his hands. If he is a mechanician he will concern himself with gears, bearings, levers, statistics, and reports, and nothing will be music to his ears but the clanking of machinery. If he is an educational artist he will look upon each child as a wondrous possibility, and upon each teacher, not as a servile operator of a piece of mechanism, but rather, as a high-minded, sentient human being, whose mission is to be his vicegerent in opening the portals of the child’s spirit that a flood of light and joy may stream in.—Ohio Educational Monthly.
Three cheers for Kentucky! That is the mood in which this account of the moonlight schools of Kentucky leaves you. Yet the book is a difficult one to review. How can one even suggest its charm and stimulating power? Suffice it to say that it is accurately written, a real history of the initiation of the movement for adult education in the South, yet it has all the fascination of a story. For it is a story: the story of how a woman pioneer worthy of the memory of Daniel Boone led the teachers of her county out to meet a foe more deadly than the Indian—illiteracy. Already feared by their day's work, these teachers never wavered when Mrs. Stewart asked them to add the burden of the night school. They gave freely of their afternoon time, visiting the people, overcoming their shyness, persuading them to come. But would they come? How those teachers waited that first night, each in his little one-room school house, makes thrilling reading. And they did come; the tired mothers and fathers, yes, even the grandfathers. From eighteen to eighty-seven they came, and they learned! The facsimile letters written by these mature men and women to Mrs. Stewart grip one's heart. The schools were a success the first year: the people plead for them again. The movement spread rapidly. A state illiteracy commission was appointed with Mrs. Stewart as chairman. Other states in the South were quick to adopt the scheme, modifying it to suit their own needs. I once heard one of Alabama's eighty-year old pupils tell a teacher's institute what it had meant to him to learn to read and write. Much remains to be done, but to Kentucky's everlasting glory she was the first to point the way. Cora Wilson Stewart, woman superintendent of Rowan County, Kentucky, has not only done her state but the entire nation an invaluable service.

Katherine M. Anthony


In this book, the author has revised pains-takingly about two-thirds of his earlier text entitled Introductory Psychology for Teachers (see THE VIRGINIA TEACHER for December, 1920). The two major topics are the learning process and individual differences. The subject of physiological psychology is left for a larger and more comprehensive volume soon to appear. The author and the publishers are to be congratulated on the improvement in the general organization, the attractiveness of the arrangement of material, and the attention to such mechanical details as the paging and binding, which were at fault in the early editions.

It seems to the reviewer that the function to be served by this book is that of making concrete and vital the principles of mental life after the student has gotten a background for this applied study through the use of an outline, or a text, in general psychology. The method of Dr. Strong is admirable and it is to be hoped it will shortly be incorporated into the texts in general elementary psychology in which so little has been done to psychologize the study of psychology. A large field of usefulness is predicted for this book and its influence is bound in time to extend to the whole field of textbook in education.

W. J. Gifford


Here is just an experiment. If it is not a text, nor a scientific treatise. It is a report of the Bureau of Educational Experiments concerning work with the nutrition classes of the public schools of New York City. It places the experience of these trained workers at the disposal of others who are interested in the great health campaign which is sweeping the country, and serves as a guide to both the possibilities and the limitations of the nutrition class. Two very interesting chapters are the ones given to Growth in Height and Weight and Mental Measurement.

The authors emphasize the fact that the purchase price of public health is "initiative, ability, and continual conscientious effort." They say the efficient program of health education "must recognize the primary importance of nutritional status as a basis for estimating general physical condition among children." And their conviction is that the preventive program of health education "must be basic, an integral part of the school's general thinking, administration and equipment."

Grace Brinton


A view of Stonehenge, taken from an airship as it flew across Salisbury Plain, forms the striking frontispiece in "The Story of England." Several convenient reference tables utilize the inside of the front cover and a number of maps with an index, close the volume. The work is divided into two parts—178 pages to the death of Elizabeth and 142 pages from the ascension of James I to the death of Victoria. The story of a great people is told in simple, stimulating
language: the illustrations are delightfully quaint; outlines and tables are interpersed with helpful maps. The value of the book for school use would be enhanced by a chapter or two bringing the narrative down to the present.

JOHN W. WAYLAND


Few writers of rhetorics have succeeded as well as Professor Slater in presenting material in a manner to illustrate the rhetorical principles discussed. The earlier edition of the book, published in 1913, has always stood out for its vivid, sometimes racy, style, and for its strikingly concrete presentation of ideas. Students read it much as they read a novel, and teachers found it a delightful book in the classroom. The book was free from pedantry, and its author knew how to treat with a living language. He admitted, "A certain stiffness, not to say pedantry, marks the conversation of those who talk precisely as they write."

Into the revised edition has been incorporated an elementary review of sentence and paragraph construction, and there has been added a glossary of common errors. Sections through the entire book have been numbered consecutively, and at the ends of chapters appear ninety consecutively numbered assignments, which may serve as a program of the year's work at the teacher's option.

Many users of the older book will regret the omission from the appendix of the chapter from James's Psychology entitled "The Formation of Good Habits," but the additions and improvements more than compensate for the slight losses. Slater's Freshman Rhetoric, in the reviewer's opinion, is easily one of the best books for college freshmen now available in the field of English composition.

J. T. LOGAN


This book for the junior high school completes the Wohlforth-Mahoney series of Self-Help English Lessons. Like its companions it is built around the principle that learning is an active process. This is evidenced at the outset by the scheme for reviewing the minimum essentials taught in the grades. The project "Making an Inventory of Your English Stock" is so cleverly planned that the child becomes an active agent, consciously striving toward a certain goal.

The authors aim to make every lesson in grammar a lesson in composition. At times this is a little strained, but there are spots affording a real contribution to this task which is so challenging the English teachers of America. This is particularly true of the treatment of sentence analysis. Shorn of all its traditional setting, it is made to serve the child in two definite ways: a test for the sentences he writes and an aid in interpreting the sentences of others. Needless to say, this method gives the child far greater insight into sentence structure than the formal one.

Any teacher alive to the present day problems in junior high school English will get constructive suggestions from this book.

KATHERINE M. ANTHONY


Since the number work of the early elementary grades is largely independent of a text book, a teacher's manual is almost an essential. This book aids the teacher in making the number work function in the life of the child. Concrete examples are given showing how problems arising in a project demand knowledge of facts and processes and skill in applying them to the problems. When the child feels the need of this knowledge and skill in his project, the drill which is so essential is an answer to this felt need. The book gives not only an outline of the course for each grade but a detailed plan of treating the three phases of the subject—presentation, drill, and applications. Well graded drills are provided, giving the teacher a definite plan to follow. This plan, if followed, will insure skill in handling the addition, subtraction, multiplication and division facts of each series.

MARIE ALEXANDER


The elementary grade teacher who has many plans to make outside of the class room will find Goodhue's book a great time saver and a good clear guide. It contains thirty-two pages of detail plans drawn to an exact scale and as many pages illustrating the objects after completion, with printed illustrations for the development of each step. There are over one hundred objects of simple furniture, houses, barn yard objects, etc., described and pictured. They are suitable objects for both primary and grammar grade children.

Children will be pleased with the making and possession of the articles in this book and the work will stimulate accuracy, neatness, originality and confidence.

ALMÆE AIKEN


Of this neat and attractive volume Professor Sherman is said to have written his publishers, "After you get past the Introduction, it's all good stuff." This may be modest, but it is not truth. The Introduction is a keen and searching study of Emerson and his work. This volume contains twenty-two of his essays and thirty-five poems.
SCHOOL ACTIVITIES

Did Dr. Converse ever find that four hundredth student? The enrolment for the fall session, unless Dr. Converse's search has been rewarded, is 399 students at the present writing. But there are several more students who will enter before Christmas, so it is safe to speak with all accuracy of an enrolment of 400 at Harrisonburg this fall. This is the largest enrolment for any but the summer quarters in the history of the school.

It is interesting to note, too, that practically all of these students are rooming either on the campus, or in buildings leased by the school and under the entire control of the school. The advantages of this arrangement are obvious.

Speakers at assembly, which is this year being held at 11:40 on Mondays, Wednesdays, and Fridays, have included ministers of the various Harrisonburg denominations, who extended cordial welcomes to students to find a church home in Harrisonburg. Mr. C. G. Price spoke on Fire Prevention during the Fire Prevention Week; Mr. C. J. Heatwole, secretary of the Virginia Journal of Education, spoke partly in reminiscent vein, telling of his years of service in the Harrisonburg Normal School; Miss Alimae Aiken presented an interesting array of objets d'art which she had found about the campus and discussed the appeal that each made; Mr. C. J. Schuler, a representative of Community Service, Inc., conducted a "sing" one morning; and Mr. C. T. Logan discussed Sinclair Lewis's new book, "Babbitt," reading excerpts from it.

But most important of all, Miss Ida M. Tarbell, writer of national prominence, visited us recently while on a trip to Rockingham county to look into the ancestors of Abraham Lincoln. Miss Tarbell has written a life of Lincoln and various short stories including the charming little "He Knew Lincoln," also various books on American business and one widely read volume entitled "The Business of Being a Woman." Miss Tarbell spent a week or more in this county searching for information about the Lincoln family, which had lived on Linville Creek previous to its migration to Kentucky, and in her talk at assembly here recounted some of the things she had learned here during her visit.

With President S. P. Duke as their conductor, several score students, many of whom come from Tidewater Virginia and have never seen a mountain before this fall, spent Saturday, Oct. 28, climbing to the top of Massanutten Peak, which rears its head a thousand feet above the surrounding Shenandoah river bottom.

With the establishment of the permanent grade line and the acceptance of landscape architects' plans for the future development of the Normal School campus, the Superintendent of Grounds, G. W. Chappelear, Jr., has begun extensive plantings of trees, shrubs and perennial flowers. More than a thousand plantings will be made in all, and the somewhat desolate appearance of the northern portion of the campus will be changed.

Seniors have definite plans on foot for the opening of their tea room on Saturday night, November 4. The tea room is to help the girls feel more at home; and the most genuine way to do this, they think, is to give them "Eats"—things like they have at home—not like mother cooks them, but just the best that Seniors can do. Decorations are to be in green and white, Senior colors, and booths with more "eats" will offer sandwiches, candies, and everything good.

On the opening night there will be music, stunts, and lively times to make the minutes fly and carry one back to memories of what used to be.

The tea room will be open every Tuesday and Thursday afternoon, and if one would like extra sleep on Saturday morning, Seniors will be glad to serve just anything to make up a good breakfast. They want all the business coming.

If you want "eats", they have them; If you have money, they want it!
Chairmen of committees in charge are Menu, Norma Spiers; Decoration, Ruth Bean; Poster, Zelma Wagstaff; Buying, Mildred Bell; Social, Elizabeth Sparrow, and Accounts, Helen Wagstaff.

Beginning this year, a model Smith-Hughes home economic department is being conducted at Bridgewater as a part of the Bridgewater High School. This work is under the direction of Miss Rosa demonstration Payne Heidelberg as critic teacher. Miss Heidelberg last year received her bachelor's degree in home economics at Harrisonburg. The Bridgewater home economics department is one of the first such schools in the state to be operated as a demonstration practice school for teacher training.

Members of the Harrisonburg faculty who have recently made addresses before teachers institutes in the Shenandoah Valley include Miss Addresses Katherine M. Anthony, Supervisor of Training, who spoke before the teachers both at Woodstock and Harrisonburg; Miss Mary Louise Seger, Director of Kindergartens, who spoke also before Shenandoah and Rockingham county teachers; Dr. Henry A. Converse, who addressed the teachers of Prince William county on "Arithmetic in the Grades", and those of Fauquier county on "Teaching Mathematics".

The first music recital of the present session was given the night of October 26 in the Music Room. Miss Furlow, instructor in voice, sang "My Laddie," by Thayer, following the students' program.

Recital Menetto (Beethoven), Beatrice Copper; Will-o-the-Wisp (Rebikow), Susie Geoghegan; Joyful Wanderer (Wolff), Thelma Eberhart; Can You Tell Me Why? (Scarmolin), Lucy James; Valse Arabesque (Lack), Nell Moon; Etude (Wollenhaupt), Helen Walker; Melody (Tours), Elizabeth Guntner; Mignonette Waltz (Thoma), Ruth Bransford; Butterfly (Lavalee), Luclie Boyer; The Sandman (Jacobs-Bond), Emma Dold; Romance (Sibelius), Marian Travis.

Each fall the old girls give the new students at H. N. S. some manifestation of the hail-fellow-well-met spirit, and as is usually the case play off a basket-ball game early in October. This year on October 6 the two teams met, and both seemed out to win. The new girls showed splendid material and both teams played exceptionally well, considering the small number of practices.

But by now you want to know who won? The old girls, because team work and a good familiar field makes all the difference in the world. The score was 51 to 14. But we do not despair for our Junior team even so.

The Home Economics Club held its first meeting in the gymnasium on Tuesday, September 26. Mickie Lamphier was in charge of the party given the new girls to make them feel at home. After dancing and playing games, refreshments were served. The second meeting was in the music studio. After a few words of welcome by the president, Miss Brinton told the new members what the ideals and purposes of the club were. The rest of the program gave the club a chance to know the new members of the Home Economics faculty. They told of their association with other clubs and gave a few very good suggestions as to how the Harrisonburg club could be improved.

On Friday, September 29, all the girls dressed up in their brightest colored organ- dies. Big sisters went for little sisters to go to the Y. W. Y. W. 0. A. party party in the basement of Har- rison Hall. As they entered each girl was given a blank card and another card on which were five numbers. While each leader was trying to get the prettiest dresses for her rainbow, the girls filled their blank cards with the names and addresses of other students. Rose Hendrick got the prize for listing the greatest number of names. After the storm of name-getting, the rain- bows appeared. The judges awarded the prize to the group which had everything like a real rainbow except the pot of gold.

At a signal from Peggy Moore, who was in charge of the party, everyone started on a tour of the side shows. The card with the numbers was the ticket. In room No. 3 re-
freshments were served. No. 2 was a doll's show in the underground passage. In No. 1 Sue Reigned as a gypsy fortune teller. There were some more stunts in No. 4. The drawing card was the Great Omar, the magician from India in No. 5. Edna Draper, as Omar, and Blanche Ridenour as his exhibitor, brough forth peals of laughter.

Friends of Dr. John W. Wayland will be pleased to learn that he is entering upon the task of preparing a revised edition of his How to Teach Books by Dr. Wayland American History. This volume, first published in 1914 by the Macmillan Company, has enjoyed quite a steady sale.

Another of Dr. Wayland's publications, History Stories for Primary Grades, has recently been brought out in a special "Indiana Edition" which includes also a valuable list of Indiana stories prepared by Superintendent Haworth of Kokomo. In all but ten of the 92 counties of Indiana the book is now being used.

In addition to those announced in The Virginia Teacher for June, the following senior essays have been accepted from students who completed their courses and graduated in September.

- More
- Senior
- Essays

The Teaching of Agriculture in the Junior High Schools of Virginia—Edith L. Lickfold.

My Experience in Educational Work among the Indians—Mrs. Winona Miller.

The Importance of Teaching Citizenship in the Elementary School—Helene Moorefield.

The School Lunch—Hazel Payne.

The Renaissance of Art in Charlottesville—Agnes Stephens.

Limitation of Armament Conference—Ella Stover.

The Teaching of Composition in the Secondary School—Florence Taylor.

The Stratfords were back on the job early in the season and welcomed into their number six "goats" from the Stratford "old girls". No one knew anything about it until the familiar goat sign appeared, riding gaily upon the backs of the six heroines. That was Monday and on Wednesday, October 10, the Stratfords held their banquet for the goats. One might say that the table was beautifully decorated and that the hostesses were attractively gownned, but one could not say of any of that about the "goats", for they came in many strange costumes. Miss Sallie Loving representing Mrs. Jiggs; Miss Mildred Lampier representing Mr. Jiggs; Miss Mary Lees Hardy and Miss Carrie Malone, the Gish sisters; Miss Margaret Moore, Peg-O-My Heart; and last Miss Roselyn Brownley, the conductor of Toonerville Trolley. We don't know what happened after the banquet, but next day all the goats appeared in class,—tho perhaps a trifle wan.

Probably no course at the Normal School has stamped itself in the minds of former students more indelibly than "Special English". Since the founding of the school it has each year, with Miss Elizabeth Cleveland as pilot, rescued the perishing and steered them thru troubled waters. Entering students who might confuse their commas and semi-colons, who perhaps needed Alice to help them spell receive, who sometimes grew lackadaisical about crossing their t's, who might not—alas—be good at "these kind of things", have profited immensely from this class.

But year by year the freshman class has grown larger, and there have been times when juniors grew to be seniors before they were ready to disembark from "Special English." It became necessary to divide Special English into sections.

A new plan devised this fall is now in operation. The entering class, together with such students as had not been previously exempted, were given a series of seven tests designed to measure their skill in spelling, in punctuating, in composition writing, and in various kinds of language performance. Computations were then made on the basis of these scores and for each student an index figure was secured to show that student's ranking.

The upper quartile, that is, the best fourth of the 261 students examined, was exempted from attendance on this elementary class; and the remaining 200 have been divided into three sections under the supervision of Miss Cleveland, Miss Hoffman, and Mr. Logan.

After so rigorous a testing, it is surely a distinction to be exempted from "Special English". Those whose earlier training and
whose present performance entitled them to exemption are as follows:

Ruth Bransford
Emma Dold
Sally B. Leach
Mary F. Bailie
Susie Geoghegan
Sybil Harmon
Bertha McCollum
Ethel J. Reid
Gene Bailey
Lucile Keeton
Delia Leigh
Dorothy Mosher
Virginia Simpson
Virginia Wiley
Sidney Arts
Melva Barnhart
Elizabeth Buchanan
Bettie Harris
Ruth Kirkpatrick
Elizabeth Shields
Madeline Bishop
Frances Clark
Dorothy Mayes
Grace White
Mary M. Alldzier
Dorothy Parkhurst
Katherine Sebrell
Ellse Warren
Lillian Barham
Beasie Dillard
Marguerite Daugherty
Elizabeth Gunther
Janet Harshberger
Euphemia Lawrence
Beasie Meador
Mildred Morecock
Ruth Swartz
Marian Travis

Frances Walter
Charlotte Wilson
Carolyn Wine
Juliet Garnett
Louise O'Callaghan
Ruth K. Paul
Doris Persinger
Lucetta Powell
Mae Gatling
Elizabeth Johnson
Emily L. McCaleb
Virginia Poe
Edna Rush
Sadie Williams
Mary Woodard
Labinda Clement
Katherine Cogbill
Wille Higgs
Ellen Kagey
Mabel Kirks
Margaret Parham
Barbara Schwartz
Mrs. H. B. Burchfield
Thelma Eberhardt
Jane Nickell
Elizabeth Rolston
Elizabeth Thomas
Maltie Fitzhugh
Lena Hitchings
Mina Jordan
Mary Lacy
Mabel Suthers
Jennie D. Payne
Louise Burgess
Maggie Drewery
Elizabeth Franklin
Shirley McKinney
Esther Patton

The following books have recently been added to the library:

**EDUCATION**

Psychology, a Study in Mental Life, by R. S. Woodworth.
How to Measure in Education, by W. A. McColl.
How to Teach Silent Reading to Beginners, by Emma Watkins.
The Dalton Laboratory Plan, by Evelyn Dewey.

Human Traits and Their Social Significance by Irwin Edman.

**Music**

Grade School Music Teaching, by L. P. Giddings.
The Child Voice in Singing, by F. E. Howard.

Descriptive Analysis of Piano Works, by E. B. Perry.
American Composers, by Hughes and Elson.

**ENGLISH**

Public Speaking, by Clarence Stratton.

Elements of Debating, by L. S. Lyon.

Selection from the Federalist, edited by J. S. Bassett.
Landmarks of Liberty, edited by St. John and Noonan.


Modern Verse, British and American, edited by Anita Forbes.

A Book of Short Stories, edited by S. P. Sherman.

Southern Life in Southern Literature, edited by M. G. Fulton.

Longer Plays by Modern Authors, American, edited by Helen Louise Cohen.

Songs from the Trenches, edited by H. A. Gibbons.

The Odyssey for Boys and Girls, by Rev. A. J. Church.

**MISCELLANEOUS**

Historical Readings, edited by H. B. Bennett.

Around the World with the Children, by F. G. Carpenter.

The World Remapped, a Summary of the Geographical Results of the Peace Settlement After the World War, by R. Baxter Blair.


The Play House: Home Hygiene, by M. S. Haviland.

The Perfect Gentle Knight, by H. D. Jenkins.

Opportunities for Women in Domestic Science, by Marie Francke.

Construction Work for the Primary Grades, by E. F. Worst.

Pasteless Paper Construction, by S. E. E. Hammond.

The American Girl, by Anne Morgan.

The Rib of the Man, a Play of the New World in Five Acts, by Charles Rann Kennedy.

The Charm School, by Alice Duer Miller.

Later Adventures of Wee Macgregor, by J. J. Bell.

People Like That, by Kate Langley Bosher.

In the Morning Glow, by R. R. Gilson.

Your United States, by Arnold Bennett.

Diplomatic Days, by Edith O'Shaughnessey.

**DIRECTORY OF STUDENT OFFICERS**

**STUDENT GOVERNMENT ASSOCIATION**

Grace Heyl, University, president; Anne Gilliam, Petersburg, vice-president; Sally Loving, Stage Junction, secretary.

**Student Council** — Rebecca Gwaltney, Wakefield; Florence Shelton, Norfolk; Ruth Funkhouser, Buchanan; Nan Taylor, Waynesboro; Kathryn Borden, Front Royal.
Clara Aumack, West Point, president; Carrie Malone, Petersburg, vice-president; Mary Stuart Hutcheson, Brownburg, secretary; Mearle Pearce, Marietta, Georgia, treasurer; Lucy McGehee, Keysville, undergraduate representative.

Committee Chairmen — Mary Stuart Hutcheson, publicity; Clotilde Rodes, alumnae; Elizabeth Cale, world fellowship; Margaret Moore, social; Anice Adams, social service; Celia Swecker, religious meetings; Carrie Malone, membership; Mearle Pearce, finance; Addie Scribner, Bible study; Bernice Spear, social standards.

ATHLETIC COUNCIL

Clotilde Rodes, Greenwood, president; Adah Long, Herndon, secretary; Mildred Bell, Machipongo, business manager.

Class Representatives — Sadie Rich, Emporia, degree class; Anna Forsberg, Norfolk, postgraduate class; (others not yet elected).

CLASSES

Degree Class of 1923 — Sue Raine, Lynchburg, president; Alberta Rodes, Greenwood, vice-president; Blanch Ridenour, Petersburg, secretary and treasurer; Anna Gilliam, Petersburg, business manager; Sadie Rich, Emporia, sergeant-at-arms.

Postgraduate Class — Edna Scott Draper, Charlottesville, president; Anna Forsberg, Norfolk, vice-president; Elsie Proffitt, Roanoke, secretary and treasurer.

Senior Class of 1923 — Rebekah Elizabeth Stephenson, Wakefield, president; Mary Stuart Hutcheson, Brownburg, vice-president; Mildred Turner Bell, Machipongo, business manager; Helen Mabel Wagstaft, Herndon, assistant business manager; Adaï Magdelene Long, Herndon, secretary; Nan Smith Taylor, Waynesboro, treasurer; Rose Stringfellow Hendrick, Norvello, sergeant-at-arms.

Junior Class — Officers not yet selected.

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Frances Clark, temporary chairman.

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Grammar Grade Club — Elsie Proffitt, Roanoke, president; Marjorie Jones, Penlan, vice-president; Rose Hendricks, Norvello, business manager; French Maj lor, East Stone Gap, secretary and treasurer.

Le Cercle Francais — Kathryn Duncan, la presidente; Helen Wagstaff, la vice-presidente; Sybil Page, la secretaire; Shirley McKinney, la tresoriere.

Roanoke Club — Clarinda Holcomb, Roanoke, president; Constance Beard, Salem, vice-president; Evelyn Harris, Roanoke, secretary and treasurer.

Hampton Roads Club — Norma Spiers, Newport News, president; Elizabeth Buchanan, Hampton, vice-president; Charlotte Wilson, Hampton, secretary and treasurer.

Tri-County Club (Dinwiddie, Mecklenburg and Brunswick) — Carrie Malone, Petersburg, president; Anora Ivey, Lawrenceville, vice-president; Lucille Keeton, Lawrenceville, secretary and treasurer.
Rockbridge Club—Louise Houston, Fairfield, president; Florence Saville, Lexington, secretary and treasurer.

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The Wise County Club—Margaret Guntner, president; French Taylor, vice-president; Clara Lay, secretary and treasurer.

Southwest Virginia Club—Henrietta Hufford, Rural Retreat, president; French Taylor, East Stone Gap, vice-president; Dina Dalton, Galax, secretary and treasurer.

The Ramblers (Out of the State Club) Marjorie Bullard, Bluefield, W. Va., president; Marie Cornell, Bamwell, S. C., vice-president; Bernice Spear, Kinston N. C., secretary and treasurer; Elizabeth Sparrow, Wilmington, N. C., business manager.

NEWS AND NOTES OF THE ALUMNAE

Iona Wimbrough writes from 8 Willow Street, Chincoteague. She says, "I am going to teach English and American History in the high school here this year. I often think of the good old days at H. N. S. and wish I could come back. I am hoping to be in Richmond for the meeting this Thanksgiving."

A few days ago Florence Keezell and Elizabeth Saville dropped in for an hour or two. Florence is at home this year. Elizabeth has just graduated as a trained nurse at Johns Hopkins.

M. V. Glasscock, is teaching Virginia history and related subjects at Marshall. She remembers the Normal with sympathetic interest.

Lucille Kneisley is also teaching at Marshall. Her subjects are history and Latin. She also plays the piano for assembly every morning—and we all know how well she can do that.

Estelle Thurston is attending the Richmond city normal school this session. She writes from 3135 West Franklin Street and sends her good wishes to all friends at Blue Stone Hill.

On registration day Lucile Whitesell (Mrs. Claggett) visited us. She brought along her husband and her small daughter. She likes being the daughter of a preacher so well that she married a preacher. Her home at present is at Moorefield, W. Va.

The next day came Carolyn Ruan (Mrs. Arthur H. Beebe) from Stillman Valley, Ill., with her husband and two children, a girl and a boy. The little girl was so pleased with the Normal that she was persuaded to leave only with difficulty. She seemed quite ready to pick out her room for a session in the near future.

Nora E. Crickenberger is teaching at Bassett. She tells of plans for an accredited high school next year.

Clara M. Thompson is teaching at Glen Wilton as principal of the junior high school at that place for the third session. She recently addressed the county teachers' institute on "What Constitutes a Really Effective Study Period in the High School."

Bernice Gay sends greetings to teachers and students at the Normal. She says she wishes she could drop in to see us—so do we.

Louisa Battermann is teaching near Chatham. She has pleasant memories of her summer at Harrisonburg.

Gretchen Bell writes from Toano in her usual breezy style:

"As a change from the home economics work that I have taught for the past four years, I am teaching grade work in Toano High School. I am teaching fifth grade. The work here is most pleasant, the school is an attractive and up-to-date one, and the faculty charming, I think. Mary Phillips of H. N. S. is teaching Home Economics here.

"I am boarding with Mrs. Walter Martin, who was Mary Garden, and who taught here several years. She is dear to the teachers. Her house is by far the prettiest and most attractive in Toano. Her sister, Virginia, is teaching at Darumsville, very near here."
Willie Mae Branham is now Mrs. E. C. Hise. She lives at Cherrydale, where she taught one year.

How many Harrisonburg alumnae will do what Anna Cameron has done? Write a letter to The Virginia Teacher and tell us the news about your former schoolmates in Harrisonburg? Where are they? What are they doing? What successes have they had? Their friends will want to know the news.

Enclosed in Anna's letter were these two newspaper clippings:

DISTINGUISHED VISITORS ATTEND COMMUNITY DAY CELEBRATION

Suffolk, Aug. 20.—Community Day will be celebrated at Cypress Chapel, Va., on Wednesday, August 20, beginning at 11 o'clock, a.m. Governor E. Lee Trinkle will be present and will make an address. Other distinguished speakers will be Colonel Thomas W. Shelton, of Norfolk; State Supervisor Henry G. Ellis, of Richmond, Va.; City Superintendent of schools John C. Martin, of Suffolk; Mrs. E. Penno Heath, president of the Elizabeth City County Federation of Leagues of Hampton, Va.; Congressman Hallet Ward, of Washington, N. C., and Colonel John B. Pinner, of Suffolk, who will introduce the Governor. Miss Susie L. Rabey will preside over the program.

A fine quartet from Suffolk will be present and will render a number of musical selections. Dinner will be served on the grounds and will consist of fried chicken, chicken salad, bread and biscuit, pickles, lamb, beef, cakes of all kinds, and ice cream and cold drinks, all of which will be on sale.

GIRL REPRESENTS STATE AT RECREATION MEET

Suffolk, Aug. 20.—Miss Susie Lynton Rabey, principal of Cypress high school, has been appointed by Governor E. Lee Trinkle as a delegate to represent Virginia at the Recreation Congress to be held in Atlantic City, N. J., October 9-12, 1922. "Building for Citizenship" will be the keynote of the meeting. In his letter to Miss Rabey the Governor went on to say: "In these restless times we who consider the future of the nation must not fail to make the best possible provision for the playtime of our people, as it is one of our most important factors in the character building of our citizens. A boy or girl, man or woman who has learned to play square will live square and will prove one of the biggest assets of the nation." Miss Rabey's commission will be sent through the office of the Secretary of the Commonwealth.

318 50th St., Newport News, Va.

Aug. 21, 1922.

I found the enclosed clippings in today's paper. Is Susie Rabey an alumna of Harrisonburg? I am under the impression that she is.

A little more news:

Marjorie Bullard is doing playground work in Bluefield, W. Va.; Maude Brooks, 1922, has charge of the Wilson playground, the new park opened this year in Portsmouth. She is going to teach at Alexandria. Minnie Louise Haycox, of this year's Junior class, spends five hours a day in the Norfolk playgrounds. Anne Christiansen is going to teach Home Economics at Brownsburg, Va., this winter. Dorothy W. Williams is going to teach at Winchester. Alese Charles, Frances Barham, Louise Moore, Virginia Seegar and I are going to teach here this winter. Catherine Moore is going to William and Mary next winter to continue work for her degree.

Most sincerely,

Anna Cameron

MISS PORTER IN ALASKA

Miss Zoe Porter, who for the past four years has been a member of the Training School faculty at Harrisonburg, resigned last summer to accept a position in the public schools at Sitka, Alaska. She is delighted with the novelty that Alaska presents and sends most interesting letters to her friends in Harrisonburg. Under date of September 2 Miss Porter writes:

"This is Saturday morning and I have been teaching a week. Our boat came in on Monday afternoon and I went to work on Tuesday. Our sailing from Seattle was postponed two days. We took that time to go by stage to Mt. Ranier in Ranier National Park. The mountain is beautiful. It was covered with snow and ice. It takes two days to climb it and you have to be a real climber at that. We did not try. There were many other trips to take and we had time for them. Our trip was on Paradise Glacier. This is a huge mountain of ice with crevasses yawning thousands of feet deep on every side. We had on hiking clothes—trousers with tin seats and boots with cork soles, and we carried Alpine stocks. Everybody held to a rope and we fell around. We did a lot of coasting on
our way from the glacier. This is the reason for the tin seats on the trousers. Right below us, all the time we were in the snow and ice, the valley was covered with the most beautiful flowers I have ever seen. It was hard to believe one's eyes."

"We sailed from Seattle on August 14 and were on the ship for six days. It was a little rough only twice. We saw beautiful water and beautiful mountains all the way up. The Spokane called at the ports of Ketchikan, Wrangell, Petersburg, Juneau, Kake and Skagway. We stopped at Taku Glacier. It is about five miles wide and two hundred miles long. The water for miles around was full of icebergs, some of them the most beautiful blue I have ever seen."

"We left The Spokane at Skagway and went into the interior. We went first to Carcross, which means, The Place Where the Carabou Cross. There are some around here now, but not many. At White Horse we saw the wonderful Yukon River. It is very beautiful, but terribly dangerous looking in places. We went to Lake Atlin also. Everything there is so beautiful. We spent about six hours out on the lake. In the interior we saw many fox farms and some gold mines. We ate moose steak and were crazy about it. The women hunt both moose and carabou and are fine hunters. They also fish as well as the men. I talked to a woman who was wearing the most beautiful marten skin from an animal she had killed herself. I shall always remember the beautiful flowers at Skagway. The yards were full of dahlias, snapdragons, delphinium, forget-me-nots, stock and dozens of others."

"Sitka is beautiful. There is a wonderful national park here filled with the most wonderful Sitka firs and containing the most interesting totem poles in Alaska. The waters all around are dotted with green islands, and the harbor is always a delight as I look out over it from my school-room window."

"There are three schools in Sitka. The one I am in is for white children. They are all American except a few Russians. In another there are twenty teachers who have the children that are Indians, natives, half-breeds. In the third school, all the children are Indians."

On September 16 Miss Porter writes, "Well, I'll tell you this time what we are doing. 'WE' always means the teachers—the four of us who have just come from 'The States'. I have ten cards stuck around my mirror, which is one way of saying that I have had ten callers. We have been to three parties. We have been invited to four dinners. At the last one I had cranberries that were picked in a nearby swamp and were much better than any I've ever tasted. Everybody dances here. We have been to two big dances. We have been out three entire afternoons in a dandy gas boat and once went rowing. The people could not be nicer to us than they are."

On October 14 a letter contained the following news: "I am getting to be a regular mountain goat. I walked twelve miles last Saturday over the roughest mountain trail I've seen, but the scenery was worth the climb and we enjoyed it. We are crazy about the game we are having to eat these days. We have had lots of duck, both teal and mallard, and grouse, which is the best meat I have ever eaten. We have venison just any time and delicious crabs. There is a crab cannery here. I was there this morning and saw crab meat being prepared and canned."

"Can you picture yourself never hearing a telephone or seeing a train? We are always so excited when a boat-whistle blows that the children jump up and down in school and chatter about it."

"I saw a whaling boat at the dock the other day. The whaling station is at the other end of the island about sixty miles away. The boat that was here had a crew of Norwegians aboard. They had caught this season one hundred and nineteen whales that weighed from forty to eighty tons apiece. It was most interesting to have them show us the big harpoon and to see the way it worked. Last Saturday afternoon, while I was out in a boat on the bay, I saw three big sea lions."

"I have never been so up against it as I am up here about writing letters. There are so many things to tell about that I cannot decide what to write. Think that I shall send a list of topics and ask you to mark them in the order of your interest or choice."

ZEPHYRS FROM HELENA MARSH

It is surely a part of the eternal fitness of things that Helena Marsh is on the staff of the New York Evening Post. We thought at first that it was some advertisement in to-
day's mail—her big envelope with the name of that newspaper printed on the corner—and were laying it aside to be examined at that uncertain time called "at leisure." But a familiar look about the handwriting, and the fact that it was handwriting at all, gave us pause and, opening it, we caught a very whiff of the New York world of letters, wafted to us-ward by Helena's own breezy personality. Among journalistic fragments enclosed were book reviews, in galley proof, by Kenelm Digby himself.

We follow an impulse and turn her letter over to the printer, who is calling for copy.

NEW YORK EVENING POST
Syndicate Department
20-24 Vesey Street
New York, N. Y.

Oct. 24, '22

At the Office, 5:15 p. m.

Observe the stationery. Even so—head of the Syndicate Dept., and accordingly possess-ed of a very hard job, but interesting likewise. I have been here since the end of September, coming straight in from my library work at the A. C. O.

Esther [Deering] was with me all summer. We took the Y. W. C. A. course together, and I turned down some nice offers in order to stick by my journalistic guns. But Esther is Girls' Work secretary in Washington, Pa., and seems to like it very much. I miss her mighty badly, but I suppose it was sort of planned for us to have each our present place.

Meanwhile I have taken an apartment with another girl, a very nice person, from Missouri, and we enjoy life immensely. There are some nice men, too, flitting about now and then. One took me to see Isadora Duncan dance, with the Philharmonic Orchestra, the other evening. She was exquisite, of course, and the music even better. And I am going to a masquerade ball of the art students Monday—and in between I am trying to knit a dark red sweater—so there you are!

What are you reading? Do read Maria Chapdelaine in the French if you can get it. And I have tried to plough through The World's Illusion, but find it very tiresome.

Enclosed are proofs of some of our stuff—from the Literary Review. "Kenelm Digby" is a delightful person, as well as being such an enormous big bug in the world of letters. He and Christopher Morley and Miss Amy Loveman are just down the hall from my office.

I am so tired at this end of the long, hurried day that I can't write even as plainly as I sometimes do.

Peggy Davis writes me that Spooner and Mamie Omohundro are both in town again. Do you write me all the news. (I started to say "scandal" but didn't, remembering your amused shrinking at that synonym last year.)

Tell Dr. Wayland I live quite near Macmil-lan's; so if he wants me to do anything ever, it will be easily and gladly accomplished.

Must go home. We live in the Village [Greenwich] at 27 West 10th St., and have a fireplace and a handsome parquet floor to add to our apartment joys. When can you come to New York?

Distribute my love broadcast around Har-risonburg, to both town and the school that I love so well.

Devotedly,

HELENA

THE "INTELLIGENCE QUOTIENT"

Bobby spells just as he chooses,
His addition makes me blue,
But for this I must forgive him—
Bobby has a fine "I. Q."

Benny spells with nice precision,
His addition's perfect, too,
But I own I'm not contented—
Benny has a poor "I. Q."

Now, regarding Bobby's problem,
Drill will make his number true,
Patience will adjust his spelling,
And he'll still have his "I. Q."

But poor Benny! He'll be formal,
Prim and proper all life through,
For I own with him, I'm helpless—
I can't alter his "I. Q."

—Susie M. Best, in Cincinnati School Index.

OUR CONTRIBUTORS

JULIAN BURRUS is president of the Virginia Polytechnic Institute at Blacksburg, and was during the first ten years of its existence president of the State Normal School at Harrisonburg.

JOSEPH PETERSON is Professor of Psychology at George Peabody College for Teachers, Nashville, Tennessee.

W. J. GIFFORD is dean and head of the education department at the State Normal School at Harrisonburg.

C. K. HOLSINGER is principal of the Lawrenceville High School, and for several summers past has been an instructor in education at the Harrisonburg summer school.

W. F. TIDYMAN is the author of a study on The Teaching of Spelling (World Book Co.) and of various studies and magazine articles. Dr. Tidyman is head of the department of education and supervisor of the training school in the Farmville State Normal School.
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