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Virginia Teacher, November 1922

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

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WHERE CARELESSNESS IS A CRIME

The President of the United States and the Governor General of Canada, by executive proclamation, set aside the period commencing on October 2 and continuing to October 9, 1922, the fifty-first anniversary of the great Chicago fire, to be observed as "Fire Prevention Week" throughout the Continent of America. It is time for sober reflection on the causes of our exceptionally high and rapidly increasing annual fire waste.

A strong association of commercial interests, viz., the National Chamber of Commerce, the National Board of Fire Underwriters, the National Fire Protection Association, the National Association of Insurance Agents, the National Association of Credit Men, and other large bodies, combined the momentum of their organizations in making the celebration of this year productive of large permanent results.

The last twelve months have registered a total of nearly 15,000 lives lost by fire, while during the same period over 16,000 persons have been seriously injured. Careful analysis shows that over 80% of these are mothers, children up to the end of school age, and infirm or aged persons, all of whom are dependent upon strong, able-bodied men for protection. This analysis proves the utter inadequacy of our system of protection in the homes and schools where these dependent ones are domiciled.

While I recognize the fact that statistics are usually dry, you may be interested to know that the fire loss in the United States for 1921 reached the staggering sum of $485,000,000. By way of comparison, the construction of the Panama Canal cost $352,000,000, salaries of superintendents and school teachers in the United States $437,000,000, total maintenance of the U. S. postal service, $452,000,000. Every cent of this loss is ultimately paid by the citizenship of the Republic. The amount paid for fire protection during the manufacture of all articles is always added to the cost and is paid by the consumer. A country's greatness is considered in proportion to the conservation of its resources, which are necessary to the enlargement of its trade. One of the largest sources of leakage in recent years has been occasioned by the carelessness of the people of the United States in allowing losses of life, property and forestry through fire.

The public in general has displayed little interest in this phenomenal waste because they are not advised as to how it is borne. The Editor of the Chicago Journal of Commerce in an editorial, under date of August 3, 1922, speaks of this leakage as follows:

"We all pay for the fires which break out. Individual loss does not fall so heavily on sufferers as it did before the beneficent system of fire insurance was established. But that, while it protects the immediate victim of a conflagration, does not protect society at large. It simply distributes the loss among us all. Every fire insurance premium paid by the home-owner, the merchant, or for any form of fire protection, represents fire loss, which is a direct and heavy tax upon not only all business, but upon every person who insures any sort of property from fire. We shall never, in the nature of things, be wholly rid of fire losses, but the taxes they impose upon us may be enormously reduced, once we are educated to take care in the use of fire. We protest against excessive government taxation. It is high time we make an effective protest against heavy fire taxation, and that is through intensive education in reducing fire losses.

"This is a national matter, involving the interests and assets of every citizen. Our annual fire loss is a great national calamity. Insurance companies cannot, do not, protect us from these losses. They merely distribute them equitably among us all. The loss it-
self remains, and every man whose property is insured pays it whether or not his own property burns."

Another feature that has escaped our notice is the item of regular taxation. Municipal and state governmental functions depend upon taxation upon existing valuation, for their financial supply. Every building burned is removed from the tax duplicate and the amount it would have produced is assessed as another invisible tax upon the remaining property owners. It is estimated that in 1922 we shall have to pay an excess of over $20,000,000 in our taxes by reason of the properties burned in 1921.

We are also taxed for the maintenance of fire departments, for the purchase of fire fighting apparatus and equipment, water works, for the paying of firemen, for the paving of streets, and in many other ways for the successful fighting of fire. This is all an additional burden on the tax-payer.

The untold destruction of our forestry is also a matter for pertinent consideration. Our supply of timber has been diminished in recent years in such proportions as to cause alarm as to the needs of future construction. The largest percentage of our forestry losses are the result of our own habits of carelessness.

One of the reasons why our per capita fire loss is so large in comparison with the countries of Europe is because there exists in most of these countries a strong Personal Liability Law, which is based upon a section of the Law of Moses, and which holds any person liable for any loss to his neighbor's property from fire due to his carelessness. This law should be in force in the United States and Canada. It would, if enacted and rigidly enforced, eliminate very much of the loss both to life and property.

Eighty-seven percent of all property losses and ninety percent of losses of life and injury are found, by analysis, to be the result of our lack of education as to the causes of fire and our careless, yes, reckless, habits of life.

Sixty-five percent of the number of fires have their origin in homes (850 reported every day of the year) where the inmates have given little or no consideration to the fire prevention education of the family.

Schools have a burning ratio of five for every day of the year, while hotels, clubs, and residences of transients are on fire on an average of fifteen for every twenty-four hours.

Every chimney should be constructed from the ground up with satisfactory flue lining throughout and should be cleaned at least once a year. Fireplaces are safe only when adequately screened. Forty-six percent of all fires caused by carelessness with electricity originate from forgetting to turn off the current in the electric iron; therefore, do not leave the ironing board for any purpose until you have disconnected the power current. Dustless mops used generally today are very liable to produce spontaneous ignition; therefore, when not in actual use keep them stored in an incombustible receptacle. All Christmas decorations should be of material that has been satisfactorily fireproofed. Nearly 800 women were burned to death in homes last year while trying to clean small articles with gasoline. One gallon of gasoline in explosive effect is equal to 83 pounds of dynamite. No chances should be taken in its use for any purpose in the home.

The question comes to us individually: "How much have we contributed either in thought or definite program in the saving of this dreadful waste of life and property?"

May we hope for the splendid support of the young ladies of the Harrisonburg Normal School when they go out to teach in the schools of the Commonwealth? By way of suggestion, have a fire prevention program once a year. This program may be arranged for any day during fire prevention week. Give a talk on this subject. Have a girl's essay on "Fire Dangers in our Homes," and have a boy's essay on the "Hazard of Matches." Have a fire drill. Invite the parents to attend, since a valuable purpose of the observance is that of arousing the interest of the older people. Have your school inspected by an expert so that you may have personal information as to the safety of your children. I am sure you can not do a more patriotic service to your nation, to your state, and to your community, than by adopting this plan. Yours is a splendid opportunity. Will you take advantage of it?

C. Grattan Price
II

THE PROGRAM IN ENGLISH AT THE LINCOLN SCHOOL OF TEACHERS COLLEGE

The standing of the Lincoln School of Teachers College as one of the foremost experimental schools in the country gives, of course, special significance to any statement of the work undertaken there in the different fields of education. Below is reprinted an excellent summary of the theories and practices that are followed in the field of English:

From the first grade to the twelfth the aim of the English course is to teach children to read intelligently and to write and speak in accordance with the accepted standards. It is, however, important that these habits as formed should be accompanied by increased pleasure in reading and by increase in enjoyment of effective writing and speech. We must, therefore, avoid the mistake of treating children like mature persons; the ultimate aim is maturity, but at any given stage of the pupils' development the habits appropriate to that stage must be respected; normal tastes and desires must be used as the means of improving tastes and refining desires. Fundamental mechanical skills—spelling, punctuation, grammar—must of course be taught.

In the elementary school the entire day affords opportunity for oral expression. Questions, criticism by the teacher, the relating of experiences, council meetings, and assemblies provide frequent occasion for effective speech under varying conditions. Correspondence with former classmates, the composition of short plays, and written reports on experiments and investigations call for various kinds of writing. The motive is always to enable someone else to share understanding or enjoyment. In the upper grades certain class periods are given wholly to English, but satisfactory results cannot be secured except through attention to clearness and correctness of expression in all classes.

SPELLING

The problem of spelling has been attacked by a committee composed of the teachers of the third, fourth, fifth, and sixth grades, and the teachers of English in the high school. Using the Horn-Ashbaugh list, which is made up of several hundred words for each grade, these teachers first dictated to each grade, from the third to the eighth, the list of words for that grade. The same lists were then dictated again, and each pupil made a list of the words he had misspelled. His spelling assignment for the year was then to master the words in his list. If his list was short, he was enabled to use the time saved in doing other work. After completing the six lists now included in this spelling course, the pupil should be able to spell correctly the four thousand words commonly used in correspondence—an accomplishment of no mean order.

In order to insure mastery of misspelled words, careful instruction is given in the method of learning to spell. The permanent mastery of the words studied is as far as possible insured by a series of reviews so planned that they occur at gradually increasing intervals until the word has been retained for a sufficient length of time to justify the conclusion that it is completely learned. During the spelling period the pupils work in pairs, dictating these reviews to each other, each being responsible for the correction of his own. The fact that the pupil keeps his own record and follows his own progress is a great incentive to thorough study.

Although the plan has been in operation too short a time to permit the presentation of any final conclusion, certain good results have already appeared. In the first place, interest is stimulated by directing pupils' efforts toward the mastery of their own known misspellings. Besides this, the record sheets enable teachers to pick out the pupils who have not been studying properly, and those who have special difficulties in spelling and whose weaknesses need individual attention. It is, of course, necessary to supplement the list of four thousand most commonly used words by recording and studying all the misspellings that occur in the ordinary writing done by pupils in their daily work.

In the high school, since English is a dis-
distinct subject, with its own definite period, the relation between English expression and other studies must be maintained by planned cooperation between the English teacher and the teachers of other subjects. At present it seems that such cooperation is best promoted by enabling the teacher of English to spend some time every week in attending the recitations of his class in other subjects, and making the results of his observations the subject of study and instruction during the English periods.

COMPOSITION

The outstanding aim of the teaching of composition in the junior high school is the mastery of the fundamental mechanics of written expression. In view of the notorious lack of such mastery even among college students, this may appear an over-ambitious aim, but it is probably, to a very great extent, within reach. Through lists of errors made by pupils in their written work, it is possible to put instruction on an individual basis, and to set up minimum requirements that will secure a more economical use of the time allotted to English in the seventh, eighth, and ninth grades. By the end of the ninth year pupils should be able to write clearly on matters about which they are informed and in which they are interested.

LITERATURE

We have pointed out the necessity of using immature taste as a means of arriving at mature taste. If the study of literature in the high school is to result in the enjoyment of good reading, the books read must be carefully graded, so that the standard will be always rising, but never too high. To secure a graded list of readings involves selection from a large amount of material, through observation of the way successive classes of pupils react to it. Selection of material is now going on, by means of oral and written book reports, in which pupils are encouraged to give sincere opinions, under no fear of penalty for failure to agree with the judgment of adult critics or with tradition. Written reports of this nature are filed in the library, and through their use it should eventually be possible to distribute books by grades in accordance with the developing tastes of growing children. The habit of independent thinking gives a real value to this collection of book reports.

In every school the last-minute rush to finish assigned reading or to "bring in" an essay is well known. This hasty, insufficient reading and writing can be checked if the reading and writing are done under the supervision of the teacher. Interest that begins under such conditions carries over self-imposed tasks. Class work of this nature does not preclude assignments for home study in the ordinary sense, but it assures the cultivation of a proper method of work.

Through varied activities children are reaching higher standards of appreciation and expression. Influences that operate to this end are frequent assemblies, dramatization, and the exchange of letters with pupils of other schools. The pupils of the eighth grade, for example, are carrying on correspondence with a group of young students in Japan: those of the seventh grade have recently begun to correspond with the pupils of a junior high school in California.

STUDENT PUBLICATIONS

The pupils publish a small magazine known as "Lincoln Lore," which provides a motive for the most careful work by contributors throughout the school. The quality of its contents is due to a standard set by the student editors, with the guidance, but not under the dictation of the teacher adviser. Besides "Lincoln Lore," the monthly magazine, students issue another publication, "The Lincolonian," the year-book of the graduating class.

The contents of both are largely assembled, criticized, and rewritten in the English classes, where opportunity is given, not only for composition, but also for judging the value of contributions. The staff of "Lincoln Lore" consists of twelve high school pupils, representatives of the elementary grades, and an English teacher. The amount of material used is restricted, in order that what is published may be of satisfactory grade.
III

EXTRA CURRICULAR ACTIVITIES IN HIGH SCHOOL

Until quite recently education was regarded not as a part of life itself, but as a preparation for life. Not so long ago our colleges were indifferent to physical education, and were even opposed to student activity along athletic, dramatic, musical, and present-day lines. Social life used to be considered a problem of the home and concerned school only when it interfered with school work. It is not unusual to find high schools where the social life is still an incidental factor and forms the fringe of the educational process.

Social organizations were forbidden in some schools, regarded as an evil in others, and in some merely tolerated by teachers to work off the surplus energy and help in the discipline problem. Some teachers claimed that these activities required too much extra work. Principals who are careless about this matter are sure to have uninteresting and unprogressive schools.

With the changing view of education, educators feel that social life is as important as the intellectual life of a school, for in social situations in schools students are living in embryo many experiences they will have through life.

Education is regarded now as a training for present living. Hence the problem arises how best to utilize the good in the many social activities springing up in high schools and how to curb any antisocial tendencies in them which have hitherto gone unchecked. It is now also our problem to consider and provide for the girl well as for the boy.

Since education is life and not a preparation for living and since school life is to inspire in a child the instinctive love and loyalty that home and country do, rather than create an attitude of antagonism, it is time we take steps to make the high school a natural environment in which boys and girls find real satisfaction in opportunities for work and play which the school gives and where social aims of education find concrete and organized expression.

We read "Cardinal Principles of Education," but where is there a high school that regards these objectives as part of the course of study, on the same basis with the formal course of study? Where is the school that gives adequate recognition of worthy use of leisure, civic education, ethical character or worthy home membership? Is there a school that keeps a record of social progress in comparison with those kept for scholarship? We are all progressing in acceptance of social aims, but the extent to which we give importance to activities is not so plain.

More attention is now being paid to social activities and from a questionnaire which I sent out, every high school principal recognizes their importance and intimates that they should be given more scope than at present.

Social activities that do not "carry on," or promote growth, are unworthy of the time and attention of any school. It is true that there are some organizations making more for socialization than others. Often students have no definite purpose in life and do not see the value of their subjects. Hence the spirit is often, "I don't care." Student activities offer the best solution. The Literary Society seems to be the oldest and most common type of high school organization. One answer, in the questionnaire, stated that these were the weakest societies of the school. Departmental clubs, Latin, French, Spanish, science, seem to be accomplishing their aims in most schools. Debating clubs held in history, civics, economics, and English classes seem to satisfy the adolescents' hunger for argument. The Student Council is composed of members that meet with the principal to give the students' point of view. The glee club and school orchestra should be encouraged and fostered. Too little attention is given to music in our public schools. These clubs vitalize school work. The dramatic club is excellent in furnishing exercises for English classes. Only one school reported that they had this club.
From the information gained the athletic association was made a joint affair for boys and girls. It was also present in every high school I heard from, except Lexington, Virginia. The training along this line for girls has been made more impressive in late years. Now women take up nearly all kinds of work done by men, and provision has to be made to keep them physically fit to assume this work. A plan should be worked out for girls as well as boys. As an illustration, I shall take my high school in Martinsburg, West Virginia. It has just been within the last five years that girls have formed an athletic association. Now they play inter-class, as well as inter-scholastic, basket ball games. But ever since I can remember the boys have kept an enviable record in track and basket ball.

The work done with periodicals, papers, and magazines can be made into a school project, in that it correlates with many phases of school work. All departments furnish material. They also furnish business experience in being editor, business manager, and so on.

Dancing seems to be an undesirable form of recreation, as some students will participate in no other activity, while those that do not dance will be left out. But some schools give dances and with proper chaperonage of parents and teachers there is no harm in this activity.

Few schools have the Camp Fire Girls or Scout organizations. The aim of these is to promote true companionship in home and in school. The Student Government Association does not function in many high schools.

Class organizations seem to be common to all schools. One school has only the Junior and Senior classes organized. Secret societies are prohibited in most schools.

Most of these organizations are successful, but so very few exist in our high schools. Often it is through these that a student gains whatever appreciation he or she may have of music, art, or drama. Social standards are also acquired.

From my data, I shall name the number of certain activities reported in high schools.

### Summary

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class organization</td>
<td>15</td>
</tr>
<tr>
<td>Athletic Association, boys and girls</td>
<td>15</td>
</tr>
<tr>
<td>Literary Society</td>
<td>12</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>10</td>
</tr>
<tr>
<td>Debating Society</td>
<td>8</td>
</tr>
<tr>
<td>Glee Club</td>
<td>8</td>
</tr>
<tr>
<td>School Orchestra</td>
<td>8</td>
</tr>
<tr>
<td>School Magazine</td>
<td>8</td>
</tr>
<tr>
<td>Student Government</td>
<td>5</td>
</tr>
<tr>
<td>Boys Branch Y. M. C. A.</td>
<td>5</td>
</tr>
<tr>
<td>School Paper</td>
<td>4</td>
</tr>
<tr>
<td>Girls Branch Y. W. O. A.</td>
<td>4</td>
</tr>
<tr>
<td>Girl Scouts</td>
<td>2</td>
</tr>
<tr>
<td>Dramatic Club</td>
<td>1</td>
</tr>
<tr>
<td>Patriotic Society</td>
<td>1</td>
</tr>
<tr>
<td>Secret Society</td>
<td>1</td>
</tr>
<tr>
<td>Violin Club</td>
<td>1</td>
</tr>
<tr>
<td>Departmental Clubs</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>5</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
</tr>
<tr>
<td>Commercial</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Camp Fire Girls</td>
<td>1</td>
</tr>
</tbody>
</table>

The number of activities in each high school below mentioned for 1921 is as follows:

<table>
<thead>
<tr>
<th>High School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newport News</td>
<td>15</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>15</td>
</tr>
<tr>
<td>Norfolk</td>
<td>14</td>
</tr>
<tr>
<td>Richmond</td>
<td>13</td>
</tr>
<tr>
<td>Lynchburg</td>
<td>11</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>8</td>
</tr>
<tr>
<td>Norton</td>
<td>7</td>
</tr>
<tr>
<td>Staunton</td>
<td>7</td>
</tr>
<tr>
<td>Suffolk</td>
<td>7</td>
</tr>
<tr>
<td>Scottsville</td>
<td>6</td>
</tr>
<tr>
<td>Lawrenceville</td>
<td>6</td>
</tr>
<tr>
<td>Smithfield</td>
<td>5</td>
</tr>
<tr>
<td>Chester</td>
<td>5</td>
</tr>
<tr>
<td>Lexington</td>
<td>3</td>
</tr>
<tr>
<td>Winston-Salem</td>
<td>12</td>
</tr>
</tbody>
</table>

The real test of value of student organizations to the school should be the same as that applied to any other department of school work; namely, how far do they promote the chief ends of education of the type necessary for a democracy?

In considering the aims of secondary education, we find that they try to develop each student into a well-rounded individual fitted for citizenship. Therefore, he should have physical equipment and technical training to make him self-supporting. He is to be able to assume his part in government and so spend his leisure hours that they will contrib-
ute to his personality and give him a love for the finer things of life. Any social program that helps to promote the above objectives will be considered an asset or legitimate function of the school.

In places where social activities have been properly controlled they have been a value to the school. Since the pupil is to be prepared to take his part in a democracy, he should be given every chance to practice living in the democracy of the school. Just as a student can be benefited more by practicing the rules of hygiene than reading the text, so the student can derive more civic training by participating in the school organizations than by reading civil government in textbooks.

It is the duty of the school to train future citizens to work more efficiently through organizations. This training can be given through the work of student co-operative organizations. But this source of valuable information is merely being tapped by some schools. The individual will be taught to work to the best of his ability with his fellow student for the good of the school society as a whole.

The following are some remarks made by educators concerning the value of student activities:

Froebel, one advocate of social activities for little children, meant that these should be carried through high school. Pupils are given the chance to work out their natural, instinctive desires. Social activities furnish training in self-control, leadership, co-operativeness, initiative and responsibility; impart knowledge of human nature; give practice in business methods, and experience in the ways of the world. For these very reasons extra-curricular subjects are more valuable than many curricular subjects and should be given more thought, time, and attention than at present.

Every high school principal that answered my question, "What do you consider the chief advantages of these clubs?" answered favorably. I shall quote some.

1. N. E. Smith, Harrisonburg, Va.:
   "Socializes school, develops spirit, valuable training, boosts and advertises school."

2. W. D. Cox, Smithfield, Va.:
   "Athletics and music have undoubtedly kept many students in school, have developed a spirit of co-operation, and the music has earned money for school purposes and been a practical help to the community."

3. C. K. Holsinger, Lawrencesville, Va.:
   "Increases school spirit."

4. J. I. Burton, Norton, Va.:
   "Furnish training not otherwise provided for; furnish work for time that would otherwise be wasted; bring pupils into contact with other schools; add attractiveness to school life."

5. G. L. Johnson, Supt., Staunton, Va.:
   "I have never seriously considered these questions. Such activities as these named are helpful."

6. E. R. Custis, Suffolk, Va.:
   "The organizations tend to create a better spirit among the students and give them actual practice in administration."

   "These clubs motivate school work, contribute to and in fact make the 'esprit de corps' of the school. They also react favorably on the scholastic work of the school."

Student conduct on the whole is made more satisfactory, and a better understanding, comradeship, and response between student and teacher is gained. Respect for faculty and for assigned work has developed when the students see their teachers take an interest in their activities. Most students that take an active part in school activities will lead their classes in school work.

From my data, no principal recognized these activities as having a bad value. The following are some of the disadvantages some people attach to student activities:

1. Development of cliques.
2. Excess of money expenditure.
3. Conflicts with scheduling dates for events.
4. Limitations in number of pupils participating.
5. Overloading work upon a few.
6. Neglect of curricular work.
7. Too much burden on the principal.
8. Lack of adequate supervision.
9. Hard to find teachers capable of supervising.

Mr. J. I. Burton, of Norton, Va., states,
"There are no disadvantages where proper proportion between curricular and extra-curricular activities are maintained."
Mr. H. Waddell, of Lexington, Va., says, "Too many organizations are very distracting."

A student should be limited as to the number of "activity units" engaged in. The boy who plays basketball should not play baseball. The senior president must also be guarded from having too many honors. The point system can be arranged by the student government officers.

In some places participation is overdone and poorly distributed. Often teachers do not stress the importance of students' taking part in clubs, but it is our problem to encourage all to take part in some kind of activity. The unsocial student should be developed and the shy one brought out.

If these activities are to contribute any good to the school, then it is necessary that sufficient time be given to carry out the work. Social agencies should form a part of the student's regular program, so that the girl or boy who works outside of school shall not be debarred from full participation in the orchestra or debate. Belonging to these has often revolutionized a boy's whole attitude toward school life, improved his personal appearance, and changed him into a social asset. These activities should be given the place they deserve instead of being relegated to the unattractive after-school period. A regular period should be set aside in the school program for social activities and this should be of as much value as algebra.

The idea of giving credit for this phase of student life is also new. Some schools give credit, but the greater number do not. From my data the following credit was given in schools:

1. N. E. Smith, Harrisonburg, Va.:
   "Credit is given but does not count in the required units for graduation."

2. C. K. Holsinger, Lawrenceville, Va.:
   "One-half unit per year credit in Glee Club, but only one total unit possible."

3. J. I. Burton, Norton, Va.:
   "No credit given pupils on regular high school course for these activities. All pupils graded on some details in citizenship, rating according to their interest and proficiency in these activities."

4. Fred M. Alexander, Newport News, Va.:
   "Credit is given Literary Society and Orchestra."

5. R. H. Lathan, Winston-Salem, N. C.:
   "We are now working on credits for this kind of work."

Some schools give credit toward graduation for social efficiency. Mr. Johnson, in his book, The Modern High School, says that the high school in order to show appreciation for student activities ought to have for each year an hour of elective student activity credit, making it possible for a student to make during his course four hours of such credit. This can be earned in any one activity. But the student should perform his duties well and make a good record. In some high schools every boy, in order to stay on the basketball team, has to maintain a certain grade in his curricular work. I think the time will come when students will be given credit for these activities.

If we really believe there is educational value in developing character, in learning human nature, and in gaining administrative ability through school activities, should we not try to evaluate the training and file the students' records in the principal's office? This record would be of valuable aid to persons desirous of employing students. At "Georgia Tech" it is well known that a certain large industrial firm asks not for best students in class, but those who have been leaders in student activities.

"The record of pupils' social progress should be kept. Such a record kept for four years would furnish more reliable information about pupils' efficiency in school life, likelihood of success or failure in college and as a business man or woman, than the 93% that place them on the honor roll of the commencement program."

One of the most perplexing problems before educators in secondary education is how to control student activities. In some schools it is handled entirely by the faculty, but this deprives the student of much valuable knowledge. Then there are schools which have left the whole matter in the students' hands. This has its problems, such as dishonesty, irresponsibility and lack of training of the pupil. The best plan seems to be that of dis-
tributing students with the faculty as advisors. In every case this plan has worked well and students appreciate the teacher’s advice.

Then comes the question, “How can teachers keep themselves in the background but make their assistance vital, be with the student when needed, but let him take the lead?” Many schools have come to the conclusion that the best solution is through a general organization of all students in school, which shall be a central organization for direction of every type of associations, clubs, etc. The faculty advisor is known as supervisor. This idea seems to be growing in favor. The aims of such a scheme should be to work in harmony with the school administration, foster school loyalty, and establish relationship between pupil and faculty. The students should be in the foreground, hold all officers and elections, and conduct meetings. The faculty advisors can be members of the activities on equal terms with the students; they should not do the work, however, but guide. The supervisor must be interested in his work, as well as a leader, with tact, sympathy and attractive personality. He must have that faculty of getting down into the lives of students so they will trust him and have confidence in his advice. He also has the power to prevent a few from dominating all the rest and encourages students to do their work so that a few would not have too many duties. In athletics, the supervisor can distribute the funds evenly and not let enthusiasm at the beginning of the year get too strong, but extend it throughout the year. Supervision should be to social activities what the principal is to academic activities.

Membership is often solicited on basis of social quality, where many a student with other excellent qualities will be excluded. New members in some schools are admitted because of scholarship standing or by try-outs. Some are elected on application or recommendation of teachers. In other schools membership is open to all. I think this is the best plan, for it is more democratic.

The finance phase of student affairs has caused much discussion and trouble. Many principals think high school students are too young and inexperienced to handle money and therefore put it in charge of a faculty treasurer. This deprives the student of valuable experience. Now, many men and women are treasurers of large clubs and need to know how to handle money. Some schools let the faculty supervisor handle it. Each board makes out its budget and with this the supervisor fixes the assessment to be laid on each student. Another plan is that in which a financial manager is appointed by the principal to take charge of all money. Raising money is done by treasurers of activities and is handed to the financial manager. Most schools let treasurers of different clubs take care of the finance. This is the best way. Still another way is to let a member from the Commercial Class be elected association treasurer. Let treasurers of all clubs act together to form a board to handle all school money. By the last two plans students have a chance of doing business on a small scale. A faculty member should be in readiness whenever needed by the board.

Financing organizations is a vital problem and should be handled in the most economical way. Dues should be as small as possible.

1. Dramatic and debating clubs will be taken care of through paid admission to performances.
2. Athletics by tickets sold for games.
3. Annuals and school periodicals by advertisements and subscriptions.
4. Fees may be charged; there are various ways in which to take care of class expenses.

Money left over at the end of the year may be invested in a present for the school, or given to some worthy cause. All the above plans need close supervision of teachers to be carried on properly.

An ideal program for a city high school may be put as follows:

1. Faculty supervisor over the entire scheme in which the principal co-operates.
2. Faculty advisor of clubs, organizations, etc.
a. Dramatic and debating clubs under direction of English teachers.
b. Orchestra and Glee Club under music teacher.
c. Literary work under English teachers.
d. Business activities, paper, and magazine under the mathematics teacher.
e. Athletics under the athletic director.
f. Departmental clubs under teachers of each subject, as Science, French, etc.

3. Students from commercial department, with treasurers of clubs, to manage money.

4. Student government association in which the whole faculty can help.

5. Each class and club to have its officers.

6. Each teacher should have charge of one branch of activity and give a grade. Keep this record. Require each student to make one credit in some one activity a year, along with the regular work. Failure will cause an incomplete record for the year.

Program for small town high school:

Athletics . . . . . . . . . Principal
Literary clubs . . . . . . English teacher
Science and Art clubs . Science teacher
Student publications . . Math teacher
Music . . . . . . . . . English teacher
A faculty advisor for all activities,
Club treasurers to take charge of dues,
Have all forms of activities properly organized,

LENA M. REED

IV

HOW ONE BOY BECAME STRONG

"There he is, Mamma," said Harold.
"Whom do you mean, dear?"
"Why, Arthur. Don't you 'member I told you about Arthur, the boy who has only one mother?"

You see Harold was a little boy who had two mothers. To be sure, he did not remember the first mother, but her picture stood on the table by his bed, and Grandma, Daddy and the new mother often talked with him about her.

The first mother had not been strong, and no more was the baby whom she left as a precious legacy to Grandma and Daddy.

No food could be found that seemed to agree with the little stomach. He had severe cases of eczema, asthma, bronchitis. The doctors said he would never grow up.

Then one day, when Harold was about four years old, Daddy had brought home another mother.

This mother was a kindergartner and every day when Harold was well enough they went to the kindergarten together.

When they came home at noon they had luncheon together, and then the new mother told him stories until he fell asleep.

When he awoke from his nice nap, they filled their pockets, one with rice for the birds and the other with peanuts for the squirrels, and went for a walk in the park.

About five they returned, and Mother gave Harold a bath. He liked to take a bath now because Mother had given him some celluloid ducks, swans and geese to float in the water. Later when he tired of these she bought him a boat and then a submarine, and finally when he was older and stronger, a bathing suit. And in the warm days of summer he put on his bathing suit and played on the lawn for fifteen or twenty minutes while mother sprinkled him with the hose.

So there was never any more coaxing to get this little boy to take his bath.

Then when the bath was over Mother gave him such rubbing with the bath towel that his little body just glowed all over.

He slept on the porch all summer where he could see the little stars winking at him and hear the crickets chirping in the grass. And even though the new mother did say that little boys should be in bed at six o'clock while one could "hear the grown-up people's feet still going past me in the street," Harold didn't mind, because the birdies used to wake him very early in the morning, and so he had plenty of time to play.

When Harold's birthday came Mother made an angel cake or a sponge cake and decorated it very beautifully, and everybody in the family had a wee taste. But on other days Harold ate no cake, pie, candy or cookies. But mother sent to Vermont for
real maple sugar, and she sometimes had a little round sugar cake made for him.

She told him interesting stories too, of how the sugar was made, and when he was a big boy ten years old she took him to Vermont one spring to help Farmer Harlow make sugar.

She bought some nice honey in the comb and told how the bees had made it. They then found some pretty pictures of clover fields, and bee hives and looked at them together.

Harold always had all the fruit he wanted, beautiful red apples, and golden oranges, purple plums and blushing peaches, great clusters of grapes and pretty cherries. And, oh, how many stories mother would tell about them and the places where they grow.

They watched for colored pictures in the magazines and Harold cut them out and pasted them in his "orchard book."

The stories about the countries where dates and figs grow were the most interesting, and Harold soon found that little boxes of raisins, or big boxes of dates with pictures of camels on them, or packages of figs wrapped in silver paper looked much prettier on his Christmas Tree than candy bags, and they made nicer presents to send to other children too.

And what do you think happened? Why, one day Daddy realized that his little boy was a big boy, and that he never was sick any more.

Then Harold and Mother made out a list of things that will help to make boys and girls strong and well, and here they are:

1. Go to bed early.
2. Sleep out-of-doors or in a well ventilated room.
3. Take a bath every day.
4. Have mother or father or big brother or sister rub you well with a towel until you are big enough to do it yourself.
5. Eat good wholesome food (dark bread, fruit, vegetables, eggs and milk).
6. Be regular about your meals. Eat slowly and chew your food well.
7. Brush your teeth after every meal (and be sure to wash your hands before every meal).

8. Go to kindergarten every morning and play out of doors at least two hours after you come home. If there is no kindergarten in your town, get mother or father or auntie or someone who loves little children to write for details as to how to help in the work of kindergarten extension and legislation to the National Kindergarten Association, 8 West 40th Street, New York City.

Bertha Haywood Higgins

V

NEGRO EDUCATION MAKES PROGRESS, IN NORTH CAROLINA

That North Carolina citizens, both white and colored, have succeeded in finding a way to keep together by working together for a common, worthy cause—the care and nurture of God-given children—was the opinion expressed by Dr. Wallace Buttrick of New York, president of the General Educational Board, at the recent, two-day conference on North Carolina’s Program of Negro Education, which was held in Raleigh, N. C., under the auspices of the Division of Negro Education (N. C. Newbold, Director) in the State Department of Public Instruction (Dr. E. C. Brooks, Superintendent).

PROGRESS THROUGH CONFIDENCE

Doctor Brooks, who came into office in January, 1919, outlined the progress which North Carolina has made in Negro education during four years. Early in his administration, at an educational conference, representative Negroes issued their “Declaration of Principles.” In this document they made vigorous appeal for cooperation, mutual confidence, and racial integrity. They spoke against the appeal to force which encourages mob law. This declaration restored mutual confidence and made it possible for white
and colored citizens to go forward in education.

"This declaration," said Doctor Brooks, "brought co-operation, peace, and harmony. The repudiation of appeal to force captured the hearts and minds of the best people in North Carolina. Of course, there are still injustices and defects. To go forward, however, we must have standards by which we can measure our progress. Today Negroes in North Carolina are confident men and women. It is the duty of the State to back up the confidence of these people. North Carolina has confidence in its colored people."

SIGNS OF EDUCATIONAL PROGRESS

Director Newbold declared that North Carolina has kept faith with the colored people and "made good" in its State educational program, involving $935,000 for Negro schools, in its local educational program, involving $1,525,000, and in its Negro public school teachers' salary program, involving $1,500,000.

Some of the important outlays in North Carolina's Negro education program, carried out during the past year, follow:

1. Construction of two dormitories at the Slater Normal School, and a combination building to be used as a gymnasium and auditorium, together with industrial classes—cost $134,000.

2. At Elizabeth City Normal School an administration building—cost, with equipment, about $125,000—nearing completion; also a principal's home, a three-teacher practice school, together with heating, water, and sewerage system, costing $40,000—total spent at this about $170,000.

3. At Fayetteville Normal School an administration and class-room building, a dormitory for girls containing seventy-one rooms, and a water-sewerage system—all nearing completion—cost $166,000.

"The small balance of only a little more than $11,000 on the $600,000 State appropriation for the three colored normal schools will be used within the next sixty days," said Director Newbold. "The General Education Board has appropriated $125,000, which will be used in equipping these three normal schools. All the State's appropriation will be used for construction. These three schools are using annually the maintenance fund provided; namely, $75,000.

4. New building being constructed at the Agricultural and Technical College, Greensboro, cost $115,000.

5. Hospital building for tubercular Negroes, now building—cost $100,000.

6. Division of Negro Education, with eight workers, is now a component part of the State Department of Public Instruction—cost $15,000.

7. Teacher-training organized in nine private schools—cost $15,000.

8. Teacher-training in summer schools and for high school and vocational education—cost $50,000.


NEED OF CLOSER CO-OPERATION

Director Newbold emphasized "two distinct facts: (1) that the program of North Carolina for Negro education, as far as it is initiated by the State government and is carried forward by State authority is functioning in a fairly satisfactory manner; (2) that many local communities have not been aroused to do their duty in giving Negro children public school facilities.

He raised this fundamental question: "How may the public and private Negro schools of North Carolina co-operate helpfuly to the best advantage of the Negro people and the State of North Carolina?"

He stated that some Negro leaders in North Carolina "appear to be alarmed and fear the State may in some way overshadow or crush out the private schools. The primary purpose of both public and private schools is the same; namely, to educate and train for good citizenship the Negro children of the present day. By 'good citizenship' I mean 'a citizen who is accounted worthy in a Christian Commonwealth, a Christian Nation.' . . . Conscious of its shortcomings in the past, North Carolina now wants to do its duty. . . . The State of North
Carolina is no conscienceless organization. It has no designs upon any individual or organization that exists for moral or legitimate purposes.

QUESTION OF STATE-WIDE IMPORTANCE

Director Newbold submitted six questions, on which an inter-school commission, composed of Negro leaders, will report at the Winston-Salem meeting of the Negro State Teachers' Association:

(1) Will it be possible for the religious denominations or groups concerned to make an authoritative survey of all of the private elementary schools, and, where it seems wise, consolidate with the public school authorities so that a strong community school may be established in lieu of two or more weak and struggling schools?

(2) Would a survey or an examination of the private high schools prove helpful?

(3) Would it not be wise economy and sound educational policy for the schools struggling to maintain themselves as colleges to become standardized immediately as junior colleges?

(4) Will the private colleges accept normal school graduates as candidates for the junior class in a four-year college course?

(5) Will the organizations which own and operate the private Negro colleges be interested in bringing them up to a standard that will entitle them to an accredited rating without question?

(6) Would it be wise to agree upon a common nomenclature by which the same grade of work in public or private institutions would be known by the same name?

Wm. Anthony Aery

The National Society for Vocational Education, the Vocational Educational Association of the Middle West, and the National Vocational Guidance Association will hold a Joint Vocational Education Convention at Detroit, Michigan, November 30—December 2. The American Home Economics Association will hold its mid-year meeting in connection with this convention—The Journal of Home Economics.

VI

BOOKS OF THE MONTH

No subject in the elementary school has received more attention than reading, and no subject needs more attention than reading, since it opens up to every one who masters its symbols the great storehouse of the "world's best." The methods by which it has been taught have been many and varied. Teachers have sung children through the A B C's, they have helped them climb the rugged peaks of phonics, only to arrive at the end of the journey at that place called Knowing How to Read, which consisted of saying words or spelling those which were not known.—I am reminded of the story of a child who came home from school one day in great glee. "I know how to spell cat," she announced, and then proceeded without waiting to be urged, "i-c-a." "Oh, no," said the mother; 'c-a-t spells cat." To which the child replied, "No, it doesn't. Didn't my teacher write 'I see a' on the board and then make a picture of a cat after it?"

Among the more thoughtful teachers there has been much discontent and dissatisfaction over the results obtained by these methods and they have studied the problem carefully. They have used scientific measures for arriving at their conclusions, until today we have a quantity of valuable material in several forms.

Probably the best form, that which deals with the subject from every angle, which is based on the best and latest scientific investigations and is yet free from technical terms, which can be used by the untrained as well as the trained teacher, is Stone's Silent and Oral Reading. In it the author not only tells the teacher what to do but how to do it. If it were possible to pick out one chapter and say, "This is the best," that chapter would probably be "Training Lessons in Silent Reading"—not because it surpasses the

others but because it makes clear as nothing else has the importance of training children how to read silently. And there are all kinds of illustrations given: devices for increasing rate, plans for improving comprehension, and plans for vocabulary training. Nor are these illustrations limited to one grade. For example:

“Oftentimes the backward pupil is a slow and laborious reader. His oral reading is characterized by difficulty in quick recognition, lack of phrasing, and repetition. Phrase flashing is one means of training for better eye-movement habits. The content should be such as will appeal to the age and interests of the pupils. The following is a set of phrases that would be likely to appeal to the boys:

<table>
<thead>
<tr>
<th>BASEBALL GAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play ball</td>
</tr>
<tr>
<td>Play hard</td>
</tr>
<tr>
<td>Run fast</td>
</tr>
<tr>
<td>Two-base hit</td>
</tr>
<tr>
<td>Hit the ball</td>
</tr>
<tr>
<td>Foul ball</td>
</tr>
<tr>
<td>Good play</td>
</tr>
</tbody>
</table>

This could be played as a game with any number of players on a side and with a set of rules as follows: A player recognizing a phrase exposed for two- or three-fifths of a second would advance the runners one base. A pupil failing in correct recognition would be out.”

For the teacher of beginners chapter three answers all the questions which may be asked, together with a number of illustrative lessons, and likewise the teachers of intermediate and grammar grades are neither neglected nor forgotten.

To those interested in scientific tests the chapters “Reading Tests and their Use in Improving Reading” and “Individual Differences: Specific, Individual and Group Instruction” will prove invaluable.

MARY LOUISE SIEGERT

VII

MISS TARBELL ENJOYS VIRGINIA

When, in October, Miss Ida M. Tarbell needed in her writings further facts in regard to the forebears of Lincoln, she set out for Harrisonburg for a few hours’ investigation. But finding in our Dr. Wayland a very mine of historic treasure, she remained several days—“gleaning his scattered sapience,” we had almost quoted, but Dr. Wayland’s sapience is always organized and accessible.

In her letter of cordial appreciation, written from Kentucky, Miss Tarbell said some fine things, but he lets us quote only the paragraphs about two of Virginia’s great sights.

“My sister and I are deeply grateful to you for suggesting that we go to Weyer’s Cave. We were able to make the trip on Saturday afternoon—both of us carried away an impression of an extraordinary natural wonder. It was quite beyond anything that I had anticipated in its mystery and its fantasy. I am taking pains to advertise it here in Kentucky, where there is just one cave in the world—the Mammoth, which I have not seen.

“We took a day . . . for the Natural Bridge, motoring down from Staunton. I would not have missed that for the world. It is one of the most unspoiled of the natural wonders that I know, and its dignity, beauty and variety of line at different points were all more than I had expected.”

VIII

MISS BELL IN HAWAII

Writing from the Makiki Hotel in Honolulu, Miss Mary L. Bell, formerly librarian in the Harrisonburg Normal School, sends a picture of palm trees and stretches of sea, with a message to all her friends. She says under date of October 24:

“Maybe you have heard that I’m away off here, but I hope you realize that I can never be too far away to want news from my dear friends at H, N, S. I’ve searched the Sunday Times-Dispatch in vain for a news-letter, and so have not heard a word since the session began. We are dependent upon weekly sailing of boats here, and mail seems much enhanced in value because it comes so seldom. This is a wonderful country—no picture or description can do it justice. But I have an idea now of the meaning of a “riot of color,” “everlasting spring.”
IX
VIRGINIA EDUCATIONAL CONFERENCE, RICHMOND, VIRGINIA

November 28, 29, 30, December 1, 1922

THE CONFERENCE

The Virginia Educational Conference, scheduled for Richmond, November 28-December 1, 1922, represents the State Department of Education, the State Teachers Association with a score of departments and sections, the Co-Operative Education Association, the Superintendents Association, and affiliated educational interests. This annual event attracts thousands of teachers and schools officials. Ample provision is made for the social and professional requirements of the many guests of genial Richmond, itself rich in history and literature. Those attending the Conference for the first time will likely be amazed at its magnitude. A complete handbook will be available; only its essential features are given here. Early arrival at the Conference will facilitate its administration and better enable all concerned to enjoy what promises to be the best week of Conference history.

GENERAL MEETINGS

General meetings will be held at 8:15 P. M. on Wednesday, Thursday, and Friday in the John Marshall High School Auditorium. Other meetings will be held in the Virginia Mechanics Institute, corner Eleventh and Broad Streets; the Capitol Building; the Auditorium Broad Street Methodist Church, corner Tenth and Broad Streets; and in rooms of the John Marshall High School Building, unless otherwise noted.

ENTERTAINMENTS

Tuesday, November 28, 1922
1 P. M.—Luncheon to the Board of Directors of the State Teachers Association and their guests, given by Retail Merchants Association, the Hotel Association, and the City of Richmond.

Wednesday, November 29, 1922
11:30 to 12 M.—Demonstration of Marching, Gymnastics and Stunts by the Sixth and Seventh Grades, at the Robert E. Lee School Gymnasium, under the direction of Miss Lottie Thorpe, Supervisor of Physical Education of the Richmond Public Schools.
1 P. M.—Luncheon to the Conference of Division Superintendents and Trustees, given by the Retail Merchants Association, the Hotel Association, and the City Council of the City of Richmond.
4 to 6 P. M.—Reception by the State Board of Education at the State Department of Education, Fourth Floor Free and Presbyterian Building, 6-8 North Sixth Street (three blocks south from Miller & Rhoads.)

Thursday, November 30, 1922
2:30 P. M.—Mischa Elman, the eminent violinist, has been secured for a recital at the City Auditorium, under the management of Mrs. Wilson-Green, at the request of the General Conference Committee. Announcement of seat sales will be made at the various sessions of the Conference.

Talking machine records by Elman are used in many Virginia schools.

Friday, December 1, 1922
1 P. M.—Informal Buffet Luncheon for Officers, Executive Committee, County and District Presidents, and accredited Delegates from Community and Junior Community Leagues, followed by business session and social hour, Broad Street Methodist Church, Tenth and Broad Streets. Register for luncheon tickets at Headquarters Co-Operative Education Association, Room 112, John Marshall High School.
4 to 6 P. M.—The Richmond Public School Art Teachers and the Virginia League of Fine Arts and Handicraftsmen will hold their informal reception at the Atelier of the League of Arts, 160 North Fourth Street, in honor of the visiting art teachers and others who are interested in art.

Alumni Meetings and Dinners

University of Virginia Alumni Dinner, Wednesday, November 29, at 6 o'clock, Murphy's Hotel.
Alumni Dinner of Emory and Henry and Martha Washington Colleges, Wednesday, November 29, at 6 o'clock, Murphy's Hotel.
George Peabody College for Teachers Alumni Luncheon at 1 o'clock, Murphy's Hotel, Thursday, November 30.
Bridgewater College Alumni Luncheon at 1 o'clock, Thursday, November 30. Meet on Mezzanine Floor, Murphy's Hotel, promptly.
Columbia University, Murphy's Hotel, Thursday, November 30, 1 P M. Dr. Kilpatrick will be present and speak.
Annual Dinner, University of Richmond Alumni, Thursday, November 30, 6 P M. Hotel Richmond.
Fredericksburg State Normal School Alumni and Faculty Dinner, Thursday, November 30, 6 P M. Roof Garden, Westminster Club.
Annual Luncheon of the Harrisonburg State Normal School Alumnae Association, Thursday, November 30, 1 P M. Hotel Richmond, at 8:15 A M.
Annual Dinner, Radford State Normal School Alumnae, Thursday, November 30, 1 P M, Hotel Richmond.
College of William and Mary Annual Dinner, Thursday, November 30, 6 P M, Murphy's Hotel.
Annual Luncheon of the Harrisonburg State Normal School Alumnae Association, the Red Room, Hotel Richmond, Friday, December 1, at 1 P M.
Annual Luncheon Farmville State Normal School Alumnae Association, Murphy's Hotel, Friday, December 1, 1 P M. Tickets may be...
**COMPLETE PROGRAM**

**Monday, November 27, 1922**

All-day session of the Board of Directors of the State Teachers Association, beginning at 9 A. M.—Parlors of Murphy's Hotel.

**Tuesday, November 28, 1922**

All-day session of the Board of Directors of the State Teachers Association, beginning at 9 A. M.—Parlors of Murphy's Hotel.

1 to 2 P. M.—Luncheon for the Committee.
2 to 3 P. M.—Conference of Division Superintendents, Senate Chamber, Capitol Building. Albert H. Hill, presiding.

Theme: Problems of Administration and Supervision.

I. Address, Honorable Harris Hart, Superintendent of Public Instruction.

II. Address, Dr. W. F. Sanger, Secretary State Board of Education.

III. Address, Cornelius J. Heatwole, Editor Virginia Journal of Education.

IV. Teachers' Salaries—A Uniform Scale.

V. New Problems Presented by the County Unit Law and How to Overcome Them.

VI. Professional Courtesies Which Should be Recognized by All Superintendents.

VII. More Freedom in School Organization for Superintendent, Principal and Teacher.

VIII. The Superintendent as the Business Manager.

2 to 5 P. M.—Meeting of Trustees Association, House of Delegates, Capitol Building. W. A. E. McShea, presiding.

I. Relationship Between Division Superintendents and County School Board.

II. The Clerk of the County School Board:
   (a) Eligibility; (b) Duties; (c) Compensation.

III. The County School Board as a Unit in Following Concerns:
   (a) Loans from the Literary Fund Secured by School Property of the County Rather Than That of District;
   (b) Salaries of Teachers—Uniform for the Entire County, Based Upon Appropriate Qualifications;
   (c) Obligations Under Bond Issues.

IV. Method of Keeping School Accounts:
   (a) Minute Book for Records of Board;
   (b) Journal for all Receipts and Disbursements;
   (c) Large 3-Column Journal for Distributive Statement with Headings Corresponding to Headings on the Annual Report.

VI. Uniform Plans for School Buildings:


I. How to Get the Desired Results from the Compulsory Attendance Law and the Child Labor Law.

II. What Can be Done to Improve Conditions in the One and Two-Room Schools?

III. What Data Should the Local Board of Education Present to the Levying Authorities?

IV. The County School Board as the Unit of Administration.

V. Distribution of Duties Between Superintendent and School Board.

VI. Need of Emphasis on Purely Educational Processes. This and Related Matters to be Assigned to the Superintendent and his Assistant.

**Wednesday, November 29, 1922**

9 to 11 A. M.—Conference of Superintendents, Senate Chamber, Capitol Building. Albert H. Hill, presiding.

Theme: School Supervision (open discussion).

I. The Junior High School.

II. Standards for Measuring Teachers.

III. Standard Tests as an Aid in Supervision and Classroom Instruction.

IV. The Next Step in the High School Curriculum.

By request, at 1 o'clock, the Project Method will be demonstrated in several of the city schools. Superintendents are invited to observe these demonstrations if they so desire.


I. Standards for Rural Schools: (a) Methods for Their Improvement; (b) Judicial Consolidation.

II. Local School Committees—Their Appointment, Qualifications and Duties.

III. How Best Meet Problems of Expenditure Which Require Immediate Solution.

IV. Vacation Schools.

V. Physical Education.


I. Address, E. E. Worrell, State Department of Education.

II. Adult Education—A Problem of Rural Superintendents.

III. The Use of Standardized Tests in Rural Supervision. Dr. W. F. Tidyman, State Normal School, Farmville, Va.


Theme: Community Building.

I. Gleanings from the National Education Association and National Recreation Congress, Mrs. E. Fenno Heath, President Federation of Leagues of Elizabeth City County and Member Executive Committee.

II. Address, Community Building, Rev. H. H. Young, of Kenbridge, President Federation of Leagues of Lunenburg County.

III. Community League Report, beginning with Accomack County. Problems of Expenditure.

11 A. M. to 1 P. M.—Co-Operative Education Association, Room 112, John Marshall High School. George W. Guy, Executive Secretary, presiding.

I. Address, Value of Community Leagues to the Teacher, Miss Kathleen Saville, President Federation of Leagues of Montgomery County.

II. Community League Reports.


11:30 A. M. to 12 M.—Demonstration of Marching, Gymnastics, and Stunts, by the Sixth and Seventh Grades at the Robert E. Lee School Gymnasium, under direction of Miss Lottie Thorpe, Supervisor of Physical Education of the Richmond Public Schools.


I. Music.

II. Address, Rural School Standards. Dr. Lee Driver, State Department of Education, Harrisburg, Pa.

III. Music.

IV. Free Libraries for County, Mrs. Mary L. Titcomb, Washington County Free Library, Hagerstown, Md.

11 A. M.—District Meetings, Second Floor, John Marshall High School. District A, Room 201; District B, Room 202; District C, Room
THE VIRGINIA TEACHER

202; District D, Room 204; District E, Room 203; District F, Room 201; District G, Room 201; District H, Room 212; District J, Room 212; District K, Room 212; District L, Room 212.

2 to 4 P. M.—Meeting Health Educators and Physical Directors, Room 212, John Marshall High School. Dr. M. E. Brydon, presiding.

I. Hygiene of the Child, Miss Emma Dolinger, Child Health Organization of America, New York City.

II. A Demonstration of First Aid, Major M. J. Shields, M. D., First Aid Service, American Red Cross, Washington, D. C.

III. Status of Health and Physical Education in Virginia, G. C. Throner, State Supervisor of Physical Education.


V. What We Should Expect from the Use of Standard Educational Tests, Miss Sally Guy Simpson, Jr., presiding.

VI. A Demonstration of First Aid, Major M. J. Shields, M. D., First Aid Service, American Red Cross, Washington, D. C.

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XIII. What We Should Expect from the Use of Standard Educational Tests, Miss Sally Guy Simpson, Jr., presiding.
THE VIRGINIA TEACHER (Vol. III, No. 11)

I. Address, Hon. Harris Hart, State Superintendent of Public Instruction.

II. Address, William Mather Lewis, Chief, Education Service, U. S. Chamber of Commerce, Washington, D. C.

The chorus singing at the beginning of the General Conference at 11 A. M. on Wednesday and Thursday will be under the direction of the Virginia Folk Lore Society.

The Virginia Music Teachers Association will have charge of the chorus singing at the beginning of the evening meetings on Wednesday and Friday, and also at the general meeting at 11 o'clock on Friday.

Thursday, November 30, 1922

8:15 A. M.—A breakfast will be given for the Administrative Women in Education at the Hotel Richmond at 8:15. Reservation made through Miss Katharine Scott, Waltham Hotel, Third and Main Streets, Richmond, Va.


11 A. M.—Inaugural Joint Meeting Kindergarten-Primary Association and Department of Grammar Grade Teachers, Auditorium Broad Street Methodist Church, corner Tenth and Broad Streets. Miss Katherine M. Anthony, presiding.

Address, Broader Problems of Method, Dr. William H. Kilpatrick, Columbia University, New York.


I. Address, Community Activities as Related to College Extension Work, Prof. George R. Zahner, William and Mary College.

II. Address, Value of Community Leagues to the City Schools, Mrs. John H. Lewis, of Lynchburg.

III. Two-Minute Talks from the Floor on How the Co-Operative Education Association Can Help the Local Leagues, Led by Mr. C. L. Starke, President Federation of Leagues of Loudoun County. (This will be an open discussion and anyone desiring may participate; to last fifteen minutes).

IV. Community League Reports.


II. Address, Supervisor, Norfolk.

III. Three-Minute Reports from the Floor on the Teaching of History, Earl G. Swen, Librarian and Associate Professor of History, College of William and Mary.

I. Need for Libraries with Special Reference to the Teaching of History, Earl G. Swen, Librarian and Associate Professor of History, College of William and Mary.

II. The Project Method in Teaching History. (Speaker to be announced).

III. Report on Members in the City Schools, Mrs. John H. Lewis, of Lynchburg.

IV. Discussion.


I. Address, Dr. Orie L. Hatcher.

II. Address, Mr. Homer L. Ferguson

III Business Session: (a) Report of Secretary and Treasurer; (b) Election of Officers; (c) Appointment of Committees


I. Music—Orchestra from Binford Junior High School.

II. Business Session.


I. Address, Demands of the Times on Our Schools, Dr. William H. Kilpatrick, Columbia University, New York.


III. Three-Minute Reports of Vice-Presidents.

IV. Report of Board of Directors.

V. Announcement of Committees.

VI. Introduction of Resolutions.

1 P. M.—Luncheon George Peabody College for Teachers Alumni, Murphy's Hotel. For reservations address Miss Florence Ingram, 2011 Grove avenue, Richmond, or Mr. George W. Guy, Box 1667, Richmond.

P. M.—Bridgewater College Alumni Luncheon. In the Melbourne Room, Murphy's Hotel, promptly.

1 P. M.—Annual Dinner Radford State Normal School Alumni, Hotel Richmond.

1 P. M.—Annual Dinner Teachers College Club, Columbia University, Murphy's Hotel.

2:30 to 3:30 P. M.—Virginia Council of Administrative Women, Room 293, John Marshall High School. Miss Rachel E. Gregg, presiding.

Business Meeting: (a) Reports of Committees; (b) Discussion of Plans for Coming Year; (c) Election of Officers.

3:30 P. M.—Mischa Elman, World Renowned Violinist, City Auditorium. On the authority of the General Conference Committee, Mrs. Wilson-Green of Washington, D. C., was asked to secure a musical attraction of genuine merit for this session of the Virginia Educational Conference. Mrs. Wilson-Green has booked Mischa Elman, than whom there is not a greater living violinist. It is regretted that the expense of such a feature prohibits the free distribution of tickets. Admission charges have been kept down to the minimum with the hope that every visiting teacher and school official may be able to attend this performance. Further announcements will be made at the various sessions of the Conference regarding ticket sales.

6 P. M.—Annual Thanksgiving Dinner, University of Richmond Alumni Association, Hotel Richmond.

6 P. M.—Frederickburg Normal School
Alumnae and Faculty Dinner, Roof Garden, Westmoreland Club. Register for dinner, registration office, John Marshall High School.

6 P. M.—Annual Dinner, College of William and Mary, Murphy's Hotel.


I. Music.

II. Annual Report of President State Teachers Association.

III. Address, Dr. E. C. Brooks, State Superintendent Public Instruction, Raleigh, N. C.

IV. Music.

May, December 1, 1922

8:15 A. M.—There will be a breakfast for women interested in Citizenship Education, under Katherine M. Anthony, president, of Women Voters, at the Richmond Hotel. Mrs. J. B. McCarty, of Delaplane, will be in charge of the breakfast. Tickets may be reserved through her.


II. The Use of Periodicals and Newspapers in Promoting Agricultural Education. Mr. D. Morgan Shepherd, Editor, Southern Planter.

IV. Business Session: (a) Election of Officers; (b) Discussion.

9 to 11 A. M.—Meeting of College and Secondary Schools, Auditorium Broad Street Methodist Church, Tenth and Broad Streets. D. R. Anderson, presiding.

I. The Honor System and Student Government. Addresses by Professor J. C. Geiger, William and Mary College; Professor W. A. Pott, the University of Virginia; Professor Mary Williamson, Hollins College.

II. Some Unsolved Problems in the Admission of Students to College: (a) From the Point of View of the High School, H. A. Walker, Supervising Principal E. C. Glass High School, Lynchburg; (b) From the Point of View of Freshmen, Dean W. L. Prince, University of Richmond; (c) From the Point of View of the College President, Dr. F. E. Blackwell, Randolph-Macon College.


Ten-Minute Talks:


V. Visual Education as a Part of Parent-Teacher Program. Mrs. V. T. Sandige, President Amherst P. T. A. Amherst, Va.

VI. Address, Mrs. A. H. Reeve, Chairman of Rural Life Department National P. T. A. and Editor Child Welfare Magazine, St. Martins, Philadelphia.


I. Report of President.

II. Report of Board of Directors.

III. Report of Treasurer.

IV. Reports of Committees.

V. Election of Officers.

VI. New Business.

1 P. M.—Informal Buffet Luncheon for Officers, Executive Committee, County and District Presidents, and accredited Delegates from Community and Junior Community Leagues, followed by business session and social hour, Broad Street Methodist Church, Tenth and Broad Streets. Register for luncheon tickets at Headquarters Co-Operative Education, Room 112, John Marshall High School.

1 P. M.—Annual Luncheon of the Harrisonburg State Normal School Alumni Association, the Red Room, Hotel Richmond.

1 P. M.—Annual Luncheon Farmville State Normal School Alumnae Association, Murphy's Hotel. Tickets may be secured at the Registration Desk, John Marshall High School.

2 to 3:45 P. M.—Department of Rural Teachers, House of Delegates, Capitol Building. Mrs. C. Bocock, presiding.

I. Material in Reach of the Rural Teacher. Miss Mamie E. Rohr, Professor Education, Delaware College.

II. Vocational Guidance for Rural Schools.
THE VIRGINIA TEACHER

C. J. Heatwole, Executive Secretary, State Teachers' Association.

III. Health Viewpoint of the Rural Teacher, Dr. Roy K. Flannagan, State Board of Health, Richmond.

IV. The Form of Training and Instruction Which Leads to Self-Support and Productive Efficiency, and at the Same Time Provides for the Cultural Value of Education, Dr. J. P. McConnell, President Radford Normal School.

V. Short-Reading for the Rural Schools, Georgia May Barrett, Director Training School, Normal College, Valdosta, Ga.

VI. English Teachers Section. Auditorium Broad Street Methodist Church, Tenth and Broad Streets. A. A. Kern, presiding.

I. Business Session: (a) President's Report; (b) Election of Officers.

II. Samuel A. Detrieux, Humanist and Short Story Writer, Professor H. B. Handy, University of Richmond.

III. My Hobby in Teaching English, Miss M. Ethel Smith, State Normal School for Women, Fredericksburg, Va.

Discussion.

IV. How to Handle Parallel Reading. Professor Cary F. Jacob, College of William and Mary, Williamsburg, Va.

Discussion.

V. Place of the English Department in Building Public Opinion, Miss Charles S. Anderson, Danville High School.

VI. Teaching of Literature in the Grammar Grades, Miss Mary C. Hiner, Farmville Normal School.

VI. Composition and Rhetoric in the High School English Course, Principal H. A. C. Walker, Lynchburg.

VIII. The Pupils and the Papers, Miss Lucy N. Brickedhouse, Maury High School.


I. Recent Progress in Home Demonstration Work.

Discussion.

II. Household Management Problems for the Junior High School.

Discussion.

III. What Should a Course in Clothing Include?

In Normal Schools?

In High Schools?

Discussion.

IV. Current Literature in Home Economics Education.

Discussion.


I. Reports of Associations, led by Mrs. Wade Penny, Tazewell, Va.

II. Reports of Committees: (a) Constitution and By-Laws, Mrs. A. P. Staples, Roanoke, Va.; (b) Resolutions, Mrs. J. A. C. Hurt, Wytheville, Va.; (c) Nominations; (d) Time and Place.

Address, The Evolution of a Rural Community Through Parent-Teacher Co-Operation, Mrs. Marie Turner Harvey, Founder of Porter Rural School, Kirksville, Mo.


Suggestions for the Revival of the Study of Greek. Association Professor George H. Gelserling, College of William and Mary.

Discussion.

II. The Latest Results in Latin Accent, Rhythm, and Metre, Professor Thomas Fitz-Hugh, University of Virginia.

Discussion.


Discussion.

IV. Reports of Officers.

V. Election of Officers.

3:30 P. M. — Virginia Folk Lore Society. Young People's Department, Broad Street Methodist Church, Tenth and Broad Streets. John Stone, presiding.

I. Report of the President.

II. Singing of Ballads by the President and other members.


IV. Report of the Secretary-Treasurer.

4 to 6 P. M. — The Richmond Public school Art Teachers and the Virginia League of Fine Arts and Handicrafts will hold an informal reception at the Atelier of the League of Arts, 100 North Fourth Street, in honor of the visiting art teachers and others who are interested in art, Friday afternoon from 4 to 6 o'clock.


I. Music.

II. Annual Report of the President, Mrs. B. B. Munford.

IV. Presentation of Governor of Virginia.

IV. Introduction of Speaker by Governor of Virginia, Honorable E. Lee Trinkle.

V. Address, The Community and the Individual. Dr. Kenyon L. Butterfield, President Massachusetts Agricultural College.

VI. Music.

This, Books can do:—nor this alone: they give new views to life, and teach us how to live; they soothe the grieved, the stubborn they chastise, fools they admonish, and confirm the wise; their aid they yield to all; they never shun the man of sorrow, nor the wretch undone; unlike the hard, the selfish, and the proud, they fly not sullen from the suppliant crowd; nor tell of various people various things, but show to subjects what they show to kings.—GEORGE CRABBE.

Of the things which man can do or make here below, by far the most momentous, wonderful, and worthy, are the things we call Books! Those poor bits of rag-paper with black ink on them:—from the Daily Newspaper to the sacred Hebrew Book, what have they not done, what are they not doing? If a book come from the heart, it will contrive to reach other hearts; all art and author-craft are of small account to that.—THOMAS CARLYLE.
EDUCATIONAL COMMENT

TO TEST VALUE OF EDUCATIONAL FILMS

To Dr. Frank N. Freeman, professor of educational philosophy in the School of Education of the University of Chicago, has been granted $10,000 by the Commonwealth Fund of New York. The money is to be spent in an effort to determine just what value the motion picture has in the education of children.

"There seem to be two general problems presented for solution," said Dr. Freeman in an interview dispatched to the New York Times. "One is to determine what can best be taught by moving pictures and to devise means of enlarging the field, and the second is to find ways of improving the pictures themselves.

"Some of the films in use in the schools are of a purely educational character but more of them are in the nature of literature in that they are partly entertainment. There are, of course, biological and nature study pictures that might be classed as strictly educational. There are also in this class the animated diagrams showing the circulation of the blood, nerve action, etc.

"Visual education, at present, is not systematized. The situation reminds of an enthusiastic friend who went to Mexico to take pictures. He shot everything in sight and then when he got back it took a geographer to 'cut and paste' and get an understandable 'story' out of the films.

"Motion pictures will not spread over the whole curriculum but will be incorporated as a part of the school work. What is best to show is a matter for much study. Some subjects, of course, lend themselves very readily to the film, as the hatching of salmon and orange culture. Pictures of the various stages in these industries are, I think, readily understood by the children. Getting vicarious experience, one man called it.

"Valuable results are obtained in the presentation of objects which the child never has seen. If, for instance, the child never had seen a ship or a picture of one, a film of a vessel moving over the water would convey much more meaning than oral information."

Experimental work now is going on in the University of Chicago, at the University of Illinois and in at least two cities where there are large school systems. Pictures are being taken, shown to the pupils and the results observed. One test is to determine whether it is possible by motion pictures to show the child the proper way to sit while writing and another will be on the proper use of tools, the pictures being made in the school shops.

"Because of the lack of precise information on the film in the education field," said Dr. Freeman, "films sometimes are much too long. Again they are too short. How much 'film' a child can 'absorb' is a matter for experiment. There is a grievous lack of system, too, in the matter of captions. I have seen films that were more than 60 per cent captions. Is this the best length or should they be much shorter, or should there be no captions at all and such matter left to oral exposition after the manner of the illustrated lecture?

"I am of the opinion that the film is not so far superior to other methods as to be substituted in a wholesale way, but that it has its definite field and is excellently adapted to certain things seems beyond doubt."
HIGH SCHOOL PRINCIPALSHIP LOOKED UPON AS PROFESSION

The increasing number of men and women who are preparing themselves for positions as high school principals is one of the most encouraging indications of progress in the high school system of Virginia, Harris Hart, State Superintendent of Public Instruction, said recently, according to the Richmond Times-Dispatch.

In a recent report to Mr. Hart, Henry G. Ellis, State supervisor of secondary education, states that many of the better high schools of the State are in charge of trained, professionally minded educators.

"The principalship of a high school of the better class is no longer looked upon as a temporary moneymaker for a young man between his college course and professional work, or as a retreat for persons who cannot conveniently make a living in other occupations," Mr. Hart stated. "Practically all of the cities and larger towns, and many small towns and rural communities, recognize that the high school principalship is a position which should be filled by a skilled expert, and insists on the employment of a professional educator for the position.

"Salaries of principals of 292 high schools of the State in 1921-22 ranged from a minimum of $900 to a maximum of $4,000. The average salary was $1,692.27. This is below the national average, but represents an increase of over 30 per cent in the past three years in Virginia. Nine principals received from $2,000 to $2,500, and the remainder received less than $2,000 a year. The gradual improvement in principals' salaries will encourage better training and attract more prepared men and women to the work.

"The State Department of Education recognizes that the 292 principals of accredited high schools in the State can and should be a great force for educational advancement, and encourages in every possible way the employment of professional educators as principals. Each year since 1918 the department has held a conference of principals at the University of Virginia. These conferences have helped in the work of creating a professional principalship, and have been of much benefit to the high schools of the State in other ways. The principals of the State also maintain their own association, which meets as a section of the State Teachers Association at the Educational Conference in Richmond each November."

A METHOD OF DRAMATIZATION

Twelve steps in the process of dramatizing a story are suggested by Elizabeth Miller in her book on The Dramatization of Bible Stories. They follow:

1. Select a story with care; then adapt it for telling.
2. Tell the story, emphasizing the essential parts.
3. Let the pupils divide the story into pictures, or scenes.
4. Discuss what should take place in each scene.
5. Let volunteers act out one scene as they think it should be done, using their own words.
6. Develop criticism by the other pupils with suggestions for improvement.
7. Have a second acting of the scene for improvement.
8. Work out each scene in the same manner.
9. See that each child has the chance to try out many parts.
10. Play the story through many times. Change it often according to the criticism, until the pupils recognize the result as a product of their best effort.
11. With the help of the pupils change the words into the diction fitting the story.
12. Let the group assign definite parts to be learned for the final performance.

Talk of the happiness of getting a great prize in the lottery! What is that to the opening of a box of books?—Robert Southey.

Far more seemly were it for thee to have thy study full of books than thy purse full of money.—John Lyly.
XI

RECENT BOOKS OF INTEREST
TO TEACHERS


The authors realize strongly that grammar is one of the “essentials” and show themselves even unafraid of parsing upon occasion. Their treatment of this phase of English is no less broad than the sections devoted to composition. Carefully discriminating themselves, they nevertheless skilfully avoid imposing hairs-breath distinctions upon the pupil. The well-chosen exercises, far from being puzzles, are stimulating yet invitingly possible of solution always.

The methods of approach are fine, “Inductive” is too dull a word for describing how these authors start right and tactfully lead up to a principle of structure or to an achievement in writing. Particularly is it noticeable how in composition assignments they help the pupil to begin. Even the very unimaginative might be lured into story-writing by the invitations to supply the middle or the beginning and end of some incomplete but gripping tale.

Following Stevenson’s account of how he learned to write are opportunities for the pupil to tell how he himself learned to do this or that. Among the other various exercises in exposition—call “explanation”—are studies in written answers in tests and examinations. The letter-writing is not only up to date in form but full of stimulating suggestion to “pretend” so and so in order to secure content as much alive as possible. There is practice, too, in telegrams and night letters and divers needs of today.

To revert to the grammar—and these books do with vigor and persistence revert to it—the teaching is strong and clear-cut where many textbooks are weak. For instance, instead of the misleading trip-artite and apparently equal division of infinitives into noun, adjective, and adverb uses, it is refreshing to see this verbal treated squarely as a noun, with case relations, and then to read later that, since other nouns are at times used as adjective and adverbial modifiers, the infinitive will also often be found serving as adjective or adverb.

Under independent elements are safely classed the near-parts of speech—the interjection, the responsive yes and no, and the expletive there—along with nouns of address and exclamation (though one may well sigh Oh, me! at seeing this last assigned arbitrarily, as usual, to that scrapbasket of substantives, the nominative case).

Once begin to sigh over grammatical nomenclature, however, and shelf after shelf of texts, otherwise excellent, rise in discouraging array, with verb groups called “verb phrases” and certain (and uncertain) adjectives used as nouns entitled “adjective pronouns,” with “when” and “where” baldly named adverbs; and adjectives divided into “descriptive and limiting” as mutually exclusive classes. A grammar teacher is braced to meet these troubles, but it is a disappointment to find such discriminating authors falling back into the inadequate traditional definition: “A transitive verb is a verb that requires a direct object to complete its meaning.” Useless to state later, even in italics, that “verbs in the passive voice are always transitive.” The pupil, logical in this at least, will almost without fail classify them as intransitive “because they have no objects.” And can anything short of a Homeric nod explain the fact that in a clear presentation of the contrast between essential and non-essential relative clauses the title “descriptive” is chosen for the latter, although the former are called “restrictive?” Inevitably the restrictive clause is even more descriptive than is the non-restrictive, which merely interrupts to insert an almost independent remark. The division into “restrictive and descriptive” relative clauses must have grown out of the unfortunate classification of adjectives into “limiting and descriptive.”

Elizabeth P. Cleveland


“To get this lesson is just like reading a book.” The remark came from a normal-school freshman preparing for high-school teaching. She was rapidly reviewing the English fundamentals in Ward’s Sentence and Theme.

In truth, as we turn the pages we feel ourselves in the classroom listening to a live teacher, eager but wise. His very school boys are present, and it is easy to guess their recent blunders; but surely they will not make the same mistake next time—at least, not all of them will. How vigorously and gayly Mr. Ward tackles a difficulty! A “tonic breeze of genuine mirth” sweeps often through his pages; yet he is dead earnest—or rather, alive in earnest—about making his pupils “sentence-sure.” And not only firm structure but also good spelling and punctuation are made to seem a natural part of a wholesome boy’s ambition. Various clever advertising methods are brought into requisition for fixing aright in the memory what might otherwise prove dangerous snags in spelling and in grammar. This good teacher has surely a “way” that is delightful to watch and worthwhile to remember.
For several years we have found most serviceable for drills and reviews a detachable Punctuation Leaves, carefully prepared to accompany the *Sentence and Theme*.

If our high schools found a place for these texts within the first two years, we might reasonably hope for better English habits in their graduates generally.

**ELIZABETH P. CLEVELAND**

**PRACTICAL ENGLISH**


A series of textbooks like the Miller-Paul *Practical English* fills me with longing to teach language in the middle grades once more. For the authors have accomplished a difficult task, created a set of English books that will demand attention in a decade noted for its progress along this line, *Sentence sense*, stories from pictures and from conversations about topics of interest to the child, self criticism in composition, grammar as a means for better expression and not as an end in itself—all these characteristics of the modern text are here; but the distinctive features of the books are the systematic training in better speech, and the practice in vocabulary building. At first I felt that there was entirely too much of the corrective work, but contemplation in reminiscence of how American children—not to mention us grown-ups—speak made me a more lenient critic. The lessons are well graded, and in general well-motivated, although there are some formal spots. The vocabulary work is unique: I have never seen anything to compare with it. There is constant choice of the best of a group of words in an actual situation. This is especially marked in the third book; in fact, it is this third book that gives the series its claim to distinction.

**KATHERINE M. ANTHONY**


**EFFECTIVE ENGLISH**, by Philander P. Claxton and James McGinniss, *New York: Allyn and Bacon, 1921, 555 pages, $1.50.*

*Effective English Junior* is a textbook in composition for the first year of high school; *Effective English* is the senior book, following in the second, third, and fourth years of high school.

An important aim in the teaching of English today is to interest the student to say something. These books offer material along every line and in every phase of life. The work throughout is thoroughly practical. Some of the exercises are in the form of projects, but there is variety in the method as well as in the material. After the student feels that he has something to say, he is guided toward correct expression and made to feel the importance of fitting his expression to his thought, or using the most effective English.

The books are attractive, with the best pictures for inspiration and the best literary compositions for models. Teachers are urged from the beginning to give students some incentive for their exercises and not to make them feel that they are doing a piece of drudgery that will find a place in the waste basket.

**MARGARET V. HOFFMAN**


Designed to supplement the regular textbook in composition, particularly the same authors’ well-known *Practical English for High Schools*, this little paper-covered book will be especially useful to those teachers who can diagnose correctly the specific language errors into which their students fall. There are sixty-two exercises, most of them sets of sentences, and they provide practice in about fifty different items of language instruction—those we call “essentials.”

**C. T. LOGAN**


This is the most striking little volume of plays I have read for some time. The compiler explains that the “form-room” of the English school—our classroom—does not permit of elaborate scenery or dressing-up, but that a big hall on some particularly festive occasion is different. For the possible festive occasion “and also that you may see the characters you are supposed to be, I have roughly described the sort of costume which might be worn in each play,” the compiler tells the form-room players.

The aim of this book is to teach the student to act and to forget self in the impersonation of the character portrayed, and to awaken an artistic temperament in regard to color and scenery. A synopsis is given at the beginning of each play which will prove most helpful in the study of it.

The contents are as follows:

- The Swineherd, from Hans Andersen; The Parlement of Foules, from Chaucer; Thor’s Hammer, from Norse legend; The Death of Balder, from Norse legend; The Traveling Companion, from Hans Andersen; The Cock and The Fox, from Chaucer; A Christmas Carol, from Dickens; The Perfect Holiday, from L. M. Alcott’s “Little Women”; Alice in Wonderland, from Lewis Carroll; Circe’s Palace, from Hawthorne’s “Tanglewood Tales”; Robin Hood, from an old ballad; The Lady of The Lake, from Scott: and A Midsummer Night’s Dream, from Shakespeare.

**RUTH S. HUDSON**
"Little Theatres" all over America have served to stimulate interest in one-act plays. This interest, Mr. Leonard points out in his Foreword, has quite naturally spread to the schools. The present volume contains some of the best of these plays, and at the same time presents specimens of work done for various repertory theatres. For instance the English Repertory Theatre at Manchester is represented by Harold Brighouse's "Lonesome-Like"; the Glasgow Repertory Theatre is represented by J. A. Pearson's "Campbell of Kilnhour"; the Abbey Theatre in Dublin by Lady Gregory's "Spreading the News," J. M. Synge's "Riders to the Sea," and William B. Yeats's "The Land of Heart's Desire." Eugene O'Neill's "Ile" is similarly typical of the work of such groups in America, for Mr. O'Neill, tho now a Broadway favorite, was for years associated with the Provincetown Players, an American repertory organization. Other American groups represented are the Poets Theatre, Winthrop Parkhurst, Louise Saunders, Beulah Marie Dix, Percy Mackaye, and George Middleton, John Galsworthy, Lord Dunsany, and Gordon Bottomley are the other British playwrights. The volume also includes biographical comment, and a valuable annotated bibliography listing about 240 plays of real literary merit suitable for high school reading. But, stimulating as the book is for the high school English class, it is no less usable in college; and it will grace any library table!

C. T. LOGAN


Training in better speech is receiving more recognition today than ever before. To emphasize its value the authors have compiled exercises in enunciation and pronunciation with selections to indicate how the speaking voice may be improved by proper use of the exercises, and to explain the most important principles likely to impress high school pupils. The relation of oral reading to conversation and public speaking is pointed out and there are furnished good selections, interesting, and of literary merit.

"The book is planned to enable teachers with the widest variety of training to present to their classes the underlying principles of good speech, and to offer them profitable projects for training and practice," say the authors. "It furnishes a means of socializing the whole school program, giving point, clearness, and coordination to the work done throughout the school. Just as speech itself is the chief agency for socializing life, so the work of the speech class is the surest way of socializing the work of the school."

RUTH S. HUDSON


Here is a real Baedeker of movie-land for the non-theatrical producer of films! The authors have prepared, within the compass of a single volume, in reality a small library covering briefly but very practically every phase of the motion picture problem for the minister, teacher, social worker, and indeed all who are concerned with the non-profit showing of films. Some of the most helpful chapters have to do with suggested programs, illustrated descriptions of various motion picture machines, detailed suggestions for the care and handling of films as well as suggestions regarding the selection and booking and representing of films, bibliographies of helpful magazines and other publications, and—perhaps most important of all—bibliographies and addresses of exchanges from which films can be rented or borrowed free of charge.

One of the finest features of the book is the non-technical way in which sane and wholesome advice is intermingled with scientific and expert data on every aspect of movie showing. At a time when this work is being so rapidly extended and many mistakes are being made, and also when commercial interests seem to be adopting a dog-in-the-manger attitude as their millions of daily attendants seem to be dropping off, it is highly important that the educational, religious, and social values of moving pictures be kept in mind. No other volume at hand is so well calculated to assist in these larger problems.

W. J. GIFFORD


This is by all means the most comprehensive treatise on scientific measurement in education that is now available. The author states that in reality it is several books in one, comprising as it does in three parts painstaking studies of the use of measurement, the construction and standardization of tests, and the various methods of representing the results of testing. The one thing that the reader may look for that is not incorporated in this volume is the summary of the different individual tests and their merits and demerits. This McCull leaves to other writers; he is content with giving the principles that should control the one who has the selection and administration of tests in charge.
Admirable features of this treatise are the readable and richly illustrated approach to the most abstract topics, the thoroughly systematic nature of the whole treatment, and the carefully selected bibliographies including at the end a brief one of test bibliographies. The supervisor who is concerned as he must be with testing, and with the instruction of others in testing, will find this one of the most essential volumes on his educational bookshelf. Teachers who want to make adequate use of tests should study most carefully the varied objectives which are listed in detail in the first part of the book. Administrators who want to present their needs to the public will find here abundant suggestiveness and helpfulness. In short, while the testing movement is so recent that this book may not serve as long as similarly carefully wrought out texts in more established fields, here is a book which so mirrors and portrays the whole problem of testing that it will serve an unusually large audience. The next step will be the preparation of a number of special treatises on the various large problems of this work.

W. J. Gifford


This study should be put in the hands of every young woman when she leaves college. It is a co-operative study of the provisions for old age made by women teachers in the public schools of Massachusetts. Careful consideration has been given to the economic status of women teachers while in active service and to the resources of the teachers at the time of retirement, and then to old age living conditions of retired Boston teachers.

Because of recent changes in social and economic conditions, the unmarried woman who from girlhood has lived an independent life, finds herself in old age without an established position in a family group, and therefore responsible for complete self-support. Statistics prove that about one-half of our highly trained American women face the necessity of providing maintenance for a longer or shorter period of old-age incapacity, and that well developed plans for meeting this necessity are retarded by an instinctive emotion which prevents the majority of women to expect sooner or later to have homes of their own. Due consideration is not given to the fact that if gainful employment is abandoned to become a wife and mother, good use may yet be made of such savings in enlarging the family income.

No serious minded woman can read this report without being shocked by the tragic conditions in which aged teachers find themselves, who thru lack of foresight, family cares, ill health or inadequate salary have been unable to lay up sufficient money for the barest necessities of life. The report is filled with admonitions to the younger women to decide upon some constructive plan of saving when they first enter the wage earning field and stick to it.

Gracie Brinton


This report of the National Industrial Conference is most interesting. It has been estimated by various commissions that the cost of living between July 1914 and July 1921 increased from 57.5% to 78.6%. With these facts facing the wage arbitrators there is a real problem to solve in adjusting the wage earner's income to the increased cost of living.

Since there has been much confusion, and many unwarranted conclusions have been drawn from the studies made of family budgets, it has been the purpose of the National Industrial Conference Board to summarize all the existing data and remove the misunderstanding which surrounds it.

The report has made a critical analysis of the family budget of the wage earner for the country as a whole, local family budgets and the prevailing standard of living. It has then studied the typical family with its income and expenditures and concluded with a study of the cost of living and wage adjustments.

Informing tables and charts are illustrative of the detailed work of the Board and clarify much of the statistical matter. Undoubtedly such a report will be of value to arbitrators in helping to adjust our present high cost of living.

Gracie Brinton

GLEE AND CHORUS BOOK FOR MALE VOICES, by Earl Towner and Ernest Hesser, Boston: Silver, Burdett and Company. 1922, 136 pages.

In the compilation of this Glee and Chorus Book, the needs of those of average experience in chorus and part singing have been kept in mind. Its purpose is to meet the demand for music of the better kind, adapted to vocal range and interpretative ability of this class of singers.

The arrangement of material for three parts is Tenor, Baritone and Bass. In addition we find union choruses, two-part and four-part choruses with solos for all voices. The collection is indeed distinctive and unusually varied: folk songs, part songs, humorous numbers, and operatic choruses which include Mendelssohn's "Nocturne" from "Midsummer Night's Dream," and the famous "Anvil Chorus" from "II Trovatore." Patriotic songs and a few hymns are included. It will prove an ideal book, not only for Glee Clubs, but for chapel exercises in preparatory schools and colleges.

Sarah L. Furlow
SCHOOL ACTIVITIES

At last! A student newspaper! Plans under way all fall have recently resulted in faculty approval of the establishment of a bi-weekly newspaper to be published under the auspices of the Student Government Association and in affiliation with The Virginia Teacher. A contest is now in progress for the choice of the most appropriate name, and the first issue of the new publication is promised for Thanksgiving or a few days thereafter.

The newspaper will begin with a subscription list of more than 350. It will appear on alternate Saturdays.

According to the scheme adopted by the Student Government Association, only an editor-in-chief and a business manager were elected. The editor appointed two assistants, the business manager one. These five form the editorial board and it was in turn their duty to select six reporters, one from each of the four classes and two from the student body at large.

Roselyn Brownley, of Norfolk, who had been chairman of the committee named to investigate ways and means of establishing a newspaper, was elected editor-in-chief. Florence Shelton, also of Norfolk, was elected business manager. As assistants Miss Brownley selected Anne Gilliam, of Petersburg, and Bertha McCollum, of Danville. Miss Shelton chose for her assistant Emily Hogge, of York county.

The staff as finally announced includes the above-named and also the following reporters: Rebecca Gwaltney, Wakefield (Degree class); Edna Draper, Charlottesville, (Post Graduate class); Ruth Bean, Hinton, W. Va., (Senior class); Shirley McKinney, Hinton, W. Va., (Junior class); Grace Heyl, University, and Mildred Morecock, Newport News, (student body).

During October Mr. Aufenger, of the Aufenger and Dunn Company, Roanoke, came to Harrisonburg to take pictures for the annual, "The Schoolma'am." Under the direction of Audrey Chewning, editor-in-chief of "The Schoolma'am," and Celia Swecker, business manager, the schedule was arranged for the different pictures.

Mrs. Aufenger (Elise Loewner, 1921), a former business manager of "The Schoolma'am," was a great help to the girls. Mr. Aufenger will return in the spring and take the rest of the group pictures and also the remaining individual pictures.

Eight states are represented by students enrolled at Harrisonburg for the fall quarter. From Virginia there are 376; from North Carolina 11, from West Virginia 4, from Georgia 2, and from Maryland, Pennsylvania, South Carolina, and Texas, 1 each.

The Virginia students come from 73 of the 100 counties in the state and from 16 out of the 22 cities. Norfolk county leads with 44 students, Augusta and Rockingham come next with 25 each, Pittsylvania follows with 19. Other counties sending 10 or more students to Harrisonburg are Rockbridge, 14; Dinwiddie, 12; Roanoke, 11; Brunswick and Wise, 10 each.

Figures for the cities of Virginia are included in the above county totals. Separated from the counties, the cities show the following representations: Norfolk, 24; Portsmouth, 18; Petersburg, 8; Danville, 7; Harrisonburg, 7; Roanoke, 5; Hampton, 5; Newport News, 4; Buena Vista, Richmond, and Winchester, 3 each; Lynchburg, 2; Bristol, Charlottesville, Staunton, and Suffolk, 1 each.

A real holiday! Long enough for one to go home and eat Thanksgiving turkey, even!

A Holiday! It has long been the custom to have classes in Harrisonburg on Friday following Thanksgiving, and to have the annual class hockey game on Sat-
urday morning. This year it was decided by the Administrative Council that it would be better to declare a holiday on Friday to allow members of the faculty and students as well to attend the meetings of the Virginia Educational Conference in Richmond November 28 to December 1.

The hockey game has accordingly been advanced a week and will be played Saturday morning, November 25.

It is quite apropos that just when a student newspaper is in the act of inauguration here, Mr. Logan should be called to make an address in Chattanooga, Tennessee, on A National Reading Public for High-School Writers. The occasion is no less than the annual meeting of the National Council of Teachers of English.

A "Geography of Virginia," by President S. P. Duke, has just been announced by the American Book Company, for Mr. Duke writes Geography. This is one of newer geographies published within the last few years, and is being offered for state adoption.

On Hallowe'en night the student body was invited by the Post Graduate class to come down into the gym. to Hallowe'en "Spookland." Everyone went. The gym looked weird and mysterious with ghosts, witches, and black cats fitting about. Dry leaves on the floor, corn shocks, pumpkins, and dim lights gave a true Hallowe'en effect.

Mr. Logan opened the entertainment with a ghost story, which sent cold shivers down the backs of his audience, on account of its profusion of cold winds, black cats, and witches.

Twelve spooks then gathered around a table and in gruesome voices predicted to each person the fate which the month of her birth decreed for her. Just as the crowd had become too frightened to look around, the lights were turned on and they were called to buy peanuts, cider, and candy, and to dance. This continued until the ten o'clock bell warned them that Hallowe'en was over.

A most interesting meeting of the Home Economics Club was held on Tuesday evening, November 7. The Junior-Senior debate was the main feature of the program. The subject was: "Resolved, that membership in the Home Economics Club should be automatic upon entering the home economics course."

The affirmative side of the question was argued by Nancy Mosher and Hattie Jacobson, the negative by Marie Cornell and Mary Warren. The decision of the judges was unanimously for the affirmative.

A very impressive service of the Y. W. C. A. took place on Thursday night, November 9, when the annual Service of Lights was celebrated.

The Junior class, all clad in white, came in a body. After the opening hymn the students were welcomed by Carrie Malone, vice-president of the Association, who gave a reading from the Scriptures and explained the meaning of the Service of Lights.

Then, while the choir sang softly "Ancient of Days," the new girls silently marched up and received their membership badges. Each girl was also given a little white lighted candle. The hundred little flames glowing in the soft light made a beautiful and impressive effect.

While the candles were all burning the Vice-President again welcomed the new girls into the Y. W. C. A. and reminded them that their influence was like the little flame of the candle which they held, and that their light would shine over the campus of the School and out into their world. She reminded them that it is written: "Let your light so shine among men that they may see your good works and glorify
your Father which is in Heaven."

The beautiful service was then concluded by the whole assembly pronouncing in unison the motto of the Y. W. C. A.

Students of the Music Department presented an attractive program the evening of November 21 when the latest class recital was given.

**Music**

- Tarantella, (Risher), Daisy May Gifford;
- The Scenic Railway, (Boyer), Marguerite Coffman;
- Romance (for Left Hand), (Spindler), Frances Kinneer;
- On the Lake, (Williams), Jean Gose;
- Waltz Serenade, (Poldini), Rebecca Kilby;
- Top O' the Morning, (Mama-Zuca), Mary Lacy;
- Springtime, (Carreno), Mary Moore Aldhizer;
- Butterflies, (Chopin), Elizabeth Buchanan;
- I Love My Jean, (Burleigh), Frances Walter;
- Marche Grotesque, (Sinding), Nancy Mosher.

A recent class recital included the following numbers:

- Mountain Climbing, (Bugbee), Charlotte Mauzy;
- The First Violet, Helen Shaver;
- Waltz, (Presser), Wilson Dunn;
- The Return, (Hefnus), Margaret Pence;
- Le Retour des Gondoliers, (Innet), Frances Biedler;
- Polonaise, (De Leone), Janet Houck;
- Witches Dances, (MacDowell), Mildred Loewner;
- Somarina, (Boex), Janet Biedler.

Interest in athletics, as well as athletics itself, is coming on apace. Hockey seems to be the focus of attention right now. Each class has two practices a week, gym. period being used for this purpose.

**Athletics**

- **During November**

  - Every Saturday morning comes a grand rally of all the classes. The seniors have the field from 10:00 to 11:00 and the juniors from 11:00 to 12:00. The select and "sure-to-win" team has not been picked yet, so everyone is working especially hard. Ankles, knees, hands, and even eyes receive unsought and emphatic blows, but who cares for that? The thrilling-in-the-extreme junior-senior game is to be played Saturday, November 25.

  - Basket-ball is also a topic of conversation, though at present it is not so engrossing as hockey. The P. G. and Degree classes, be-cause of their small numbers combined to make one team.

  - The first game between the Seniors and the P. G.-Degree combination, was played November 17, and resulted in a victory for the Seniors, 53 to 6.

The Pleasant Hill School had its annual Hallowe'en entertainment on Monday, October 30. Special features were the musical numbers by each room under the direction of Marguerite Daugherty, and a negro minstrel, written, directed and acted by five junior high school boys. There were many patrons present and quite a few students from the Normal School. The whole affair was a credit to Pleasant Hill and indicative of the general "pep" being displayed there this year.

Supervisors at the Keister School were at home to their student teachers and a few other guests, including Superintendent Keister and Miss Hill.

**Science**

- Saturday afternoon, November 4. Everybody joined in the Hallowe'en games, and had their fortunes told by Miss Pamela Ish.

  - Later, around a bountifully spread refreshment table, Miss Mary Louise Seeger, who is giving a course in educational measurements this quarter, led in a lively discussion—of course: "round-table discussion"—of various measurement problems. Many of the topics considered merited very serious consideration, especially those two: (1) Just what does a frat pin measure? (2) What are the best sources for obtaining norms by which to measure love-letters?

Students presented the first public entertainment in the new auditorium the evening of November 17 under the general direction of Mr. Jas. C. Johnston. Called a Variety Show, the entertainment lived up to its name.

- Terpsichore, Euterpe, and Thalia—or was it Melpomene? (for there was a tragedy
in the acceptance of the name "Wurzel-Flummery"!)—joined hands for the evening. Blanche Ridenour did a charming solo dance; she and Grace Heyl danced a Pierrot and Pierrette figure; and Margaret Parham, Frances Harris, and Henry Converse, Jr., did a barn dance for three. The Choral Club sang "The Dance of the Pine Tree Fairies," "Evening Calm," and "The Gypsy Trail"; and Messrs. Sheff L. Devier, A. K. Fletcher, A. K. Hopkins, and Harry Garber showed, among other things, what beautiful harmony a male quartet can get out of negro spirituals.

Part Two of the Variety shows consisted of A. A. Milne's one-act comedy, "Wurzel-Flummery." The play is full of whimsicalities, but there is an undercurrent of thought serious in its philosophy of life. The persons of the play were Robert Crashaw (Grace Heyl), Margaret Crashaw (Anne Gilliam), Viola Crashaw (Margaret Moore), Richard Meriton (Blanche Ridenour), Denis Clifton (Roselyn Brownley), and a Maid (Laura Lambert).

Since getting into the new auditorium on November 6 there have been a number of interesting programs presented Assembly at the regular assembly periods on Mondays, Wednesdays, and Fridays at 11:40 o'clock.

Beginning with Mr. Johnston's exciting paper that was always going to be read after the next joke had been told—yet, he had a bona fide paper in his hand, and if every joke hadn't reminded him of another one he'd have read his paper—and ending with the musical program on November 24, the first three weeks in the new quarters set a good standard for future assembly programs.

The morning of November 10 was turned over to the Student Government Association in order that the newspaper program might be better understood, and that students might indicate their support of the plan for establishing another student publication. Talks were made by Sue Raine, Edna Draper Rebekan Stephenson, and Frances Clark, presidents of the four classes; by Roselyn Brownley, chairman of the ways and means committee, and by Bessie Dillard, who told of the publications at the John Marshall High School.

Children's Book Week, November 12 to 18, was recognized in the three programs in charge of Mr. Logan. On Monday a series of tableaux and pantomimes was presented under the direction of Margaret Moore and a committee of students from English 207. Books represented were "Little Women," "The Little Lame Prince," "The Bluebird," "Daddy Long-Legs," "The Prince and the Pauper," "Cinderella," and "Seventeen." On Wednesday various members of the faculty presented a symposium on "The First Book I Remember Reading": Miss Cleveland, Mr. Johnston, Miss Hudson, Dr. Wayland, Miss Hoffman, Mr. Duke, Miss Stevens, and Dr. Converse. Rev. Dr. B. F. Wilson, of the Harrisonburg Presbyterian Church, spoke Friday morning of "The Joys of Reading," naming also a number of great books which one could not read without enlarging one's capacity for enjoyment.

Dr. Wayland spoke November 20 on some of the historical and geographical aspects of Harrisonburg and Rockingham county. On Wednesday Mr. Duke, Miss Lancaster, and Dr. Converse were called on to relate their recollections of their first teaching experiences. Friday morning came a delightful musical entertainment.

OUR CONTRIBUTORS

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For Catalog Address SAMUEL P. DUKE, President.