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Andrew T. Weaver
Wisconsin High School (University of Wisconsin)

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Yonkers-on-Hudson
New York
In trying to find out what part psychology plays in the curricula of the Normal Schools of the United States, it is necessary to rely upon the suggestive value of certain objective calculable facts. By means of the questionnaire no direct information can be obtained as to the quality of the courses given. To a certain extent, the text-book does indicate this, yet it is the teacher and not the text-book that really makes the course; and the quality of the teacher the questionnaire can in no way successfully find out. Still in spite of all the evident shortcomings of data compiled from questionnaires, if only the data is representative, it can give a fair general survey, perhaps doubly valuable in that it is the best that can be obtained under the circumstances.

The number of questionnaires answered was 27, approximately one-fourth the number of those sent, 102; and a questionnaire was sent in the school year 1921-1922 to every Normal School in the country listed as having not less than two hundred students. One Normal School, however, had an enrollment somewhat less than this minimum.

### I. NUMBER ANSWERS RECEIVED

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Atlantic States</td>
<td>5</td>
</tr>
<tr>
<td>South Atlantic States</td>
<td>3</td>
</tr>
<tr>
<td>North Central States</td>
<td>11</td>
</tr>
<tr>
<td>South Central States</td>
<td>2</td>
</tr>
<tr>
<td>Western States</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
</tr>
</tbody>
</table>

It will be seen by reference to chart number II that the number of teachers of psychology in no case exceeded four, while in most cases it ran one or two. Teachers listed as part-time gave courses in education.

### II. NUMBER OF TEACHERS

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A. S.A. N.C. S.C. W.</td>
<td>One teacher: 2, 5, 3</td>
<td>One teacher: 2, 5, 3</td>
</tr>
<tr>
<td></td>
<td>Two teachers: 1, 3</td>
<td>Two teachers: 1, 3</td>
</tr>
<tr>
<td></td>
<td>Three teachers: 1</td>
<td>Three teachers: 1, 1</td>
</tr>
<tr>
<td></td>
<td>Four teachers: 1</td>
<td>Four teachers: 1</td>
</tr>
</tbody>
</table>

### III. NUMBER OF COURSES

<table>
<thead>
<tr>
<th>Region</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Eight</th>
<th>Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A. S.A. N.C. S.C. W.</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The nature of courses offers the same wide variety, it being evident that there is fairly general agreement only in offering general psychology and educational psychology. The larger schools of the North Central division naturally offer a wider variety of extra and elective courses. Courses appearing in but one of the twenty-seven schools and not listed below in the table are as follows: psycho-analysis (W.), psychology of home economics (N.C.), abnormal psychology (N.C.), psychology of exceptional children (S.C.), high school problems (N.C.).
IV. COURSES OFFERED

<table>
<thead>
<tr>
<th></th>
<th>N.A.</th>
<th>S.A.</th>
<th>N.C.</th>
<th>S.C.</th>
<th>W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General psychology</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Educational psychology</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Child psychology</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Adolescent psychology</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Intelligence tests</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Educational measurements</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Applied psychology</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social psychology</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Advanced edue. psychology</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business psychology</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Psychology of religion</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The text-books in use offer almost the widest possible range. Aside from those listed in the table below, the following were used in one school each: Woodworth, Terman’s Intelligence of School Children, Hallet, S. C. Myers, Monroe’s Measuring Results of Teaching, Bolton, Titchener, Warren, Ross, Hall’s Adolescence, Cameron, and James. Equally interesting with the wide variety of texts was the data offered regarding the change of texts by the few schools which reported on this matter. The excellent custom of frequent changes seems to be prevalent in a number of schools.

V. TEXTBOOKS IN USE

<table>
<thead>
<tr>
<th></th>
<th>N.A.</th>
<th>S.A.</th>
<th>N.C.</th>
<th>S.C.</th>
<th>W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norsworthy and Whitley</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Thorndike</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Monroe, DeVoss, Kelly</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Terman</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Woodrow</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pillsbury</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Colvin and Bagley</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>LaRue</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Angell</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Averill</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tracey</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Freeman</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Breese</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kirkpatrick</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Starch</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pyle</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Colvin</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Strayer and Norsworthy</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Betts</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Strong</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

In the matter of laboratories it is worthy of note that normal schools are giving up those in hand and devoting attention largely to mental testing. One normal school was in the act of disposing of a comparatively large laboratory equipment. Although the importance of mental tests cannot be denied, this seems to be giving them much more attention than desirable. This may be an indication that the normal schools are prone to follow the psychological fashion. In the table below, a “regular” laboratory means one in which the standard experiments on reaction-time, memory, etc., are given. The difference between demonstrations by the instructor as illustrations and as experiments is one of degree only. The latter method is more thorough and inclusive than the former.

VI. LABORATORIES REPORTED

<table>
<thead>
<tr>
<th></th>
<th>N.A.</th>
<th>S.A.</th>
<th>N.C.</th>
<th>S.C.</th>
<th>W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular laboratory</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Mental tests</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Demonstration (illustration)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Demonstration (experiment)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Training School only</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The questionnaire also asked for the degrees held by the teacher above the baccalaureate degree, but very few answered this question. Some five or six teachers were reported as having their M. A. in psychology or education and still fewer the Ph.D. It is possibly fair to infer that in most cases those whose failed to answer the question held none of the higher degrees.

In conclusion it may be said that tho every State is not represented, still practically all of educational importance are. Also every large conventional division of the country is represented more or less adequately. The information, therefore, is fairly representative if not as complete as might be desired. While the reader may best be left to infer the general status of psychology in the normal schools from the data offered in the tables above, it may be said that psychology, which is the crucial subject in the normal school curriculum, is not apparently receiving the attention it should.

Joseph Ratner

He that loveth a book will never want a faithful friend, a wholesome counsellor, a cheerful companion, an effectual comforter. By study, by reading, by thinking, one may innocently divert and pleasantly entertain himself, as in all weathers, so in all fortunes.—Isaac Barrow.
II

IS THE ABILITY TO USE AND ENJOY GOOD ENGLISH ONE OF YOUR ACCOMPLISHMENTS?

Whatever your attitude towards Coueism may be, you are probably normal enough to make some sort of self-analysis at times. If you have had even very modest educational advantages, you are no doubt ambitious to be classed among the American intelligentsia. As, however, not only your native intelligence, but your educational achievement and consequent vocational fitness are capable of very exact measurement, has it ever occurred to you to determine your rating in the greatest and rarest of all accomplishments, the fine art of joy-giving expression and delicate appreciation of finished literary products? Have the years you have spent in a more or less painstaking study of your own language brought you the satisfaction of the use and enjoyment of good English? Whether you will ever understand just what is meant by this or not, it is the consensus of the critically-equipped that you can not comfort yourself with the consolation of the weak, that this, like many other attributes you may have once aspired to, is a gift for the favored few; it is, on the contrary, an accomplishment admittedly within the reach of any one of average intelligence.

It has ever been a source of extreme irritation to people with only the mildest pretense to culture, that the more exquisite literary productions, the really great poems, the splendid specimens of oratory, and the masterpieces of prose description, are rarely popular; the words "classic" and "standard" are interpreted quite generally as "beware!" The discussion of that nebulous and variously interpreted quality known as "style," moreover, is not current even among "would-be intellectuals," except as an occasional and indefinite reflection of some critic's printed estimate of a work. Yet, as sad a commentary upon our schools as is the failure to teach the use and enjoyment of good English, the apparently inevitable lack, to which we become so easily reconciled, is a matter which can be remedied, in the first instance, by the development of a penetrative appreciation of words. The unnecessary handicap of a limited vocabulary, with only the shallowest surface meanings attached to the comparatively few words having at all definite meanings, the slight suggestiveness, or connotative value of language, and a positive fear of new words—all make reading, writing, or speaking more of an effort than a pleasure. Hence the idea in the popular mind 'that these be mysteries beyond my ken,' when in reality the same principles applied to any other art will bring the mastery so essential to the highest enjoyment of so many of life's best relationships.

The venerable art critic, John Ruskin, in trying to put into the lives of the working people of his day something more than the daily routine of the household and the shop, was accustomed to emphasize in his addresses the values of reading. He told an audience of young people on one occasion, however, that they might read all the books in the British Museum and yet remain utterly illiterate; but that, if they read ten pages of a good book in the right way, they would forever afterwards be in some sense educated men and women. In this "right way" he stressed the need of getting into the habit of looking closely at words, of becoming "learned in the peerage of words."

Among the more deplorable consequences of an evergrowing freedom of election in studies, the loss of sensitiveness to the fineness and accord of thought and expression, resulting from a neglect of language studies, is forcibly impressed upon the observer of current English usage. Despite such warnings as that of the historian Mommsen, to the effect that "language lies at the root of all mental cultivation," and Percival Chubb's anything but mild suggestion that what we need is more "linguistic pride" and a better developed "linguistic conscience," those in charge of our pre-university courses of study have yielded more and more to the clamor of the educational get-rich-quick advocates; and all time-consuming subjects have been replaced with such as can lay claim to immediately practical values. Thus, the exquisite Greek; the Latin, without which no literary scholarship is possible; the Anglo-Saxon, the fountain-head of our every-day speech and the *sine qua non* of appreciation of the grammar of our language; and finally the
German, the modern synthetic representative of the classics, under the urge of immediacy have been dropped. An advocate of a return to these alone as the source of educational material would be properly classed with the anti-evolutionists and be correctly dubbed a medievalist. But it seems equally true that the extremes to which educators are so prone to go in their acclaim of anything new that promises to lead them to their poorly defined ideal have now carried them too far away from some of the best educational possibilities, and those, too, that have stood better tests than many of our recent educational aggravations. The French and the Spanish, it is true, are retained as electives, but for reasons that are educationally fantastic, inasmuch as they are of the same analytic type as our own language and furnish a minimum of language training. There is little wonder, in consequence of such chaos of inexpert opinion as to the educationally worthwhile, that the sprachgefühl and the klangfarbe, real sensings of linguistic values, are as completely lost as the charm of these once significant terms.

Pleas for the classics are falling more and more upon minds made up as to the merits of the so-called “cultural training”; the demand for an education that will enable students to “get somewhere” is more insistent than the desire to be something when they arrive. Except for occasional survivals, resulting from forceful enthusiasts or the die-hard spirit of those whose life-work is being taken from them, the classics have lost their once honorable position in the curriculum of preparatory schools. Whether or not this extreme attitude is an educational folly, it is just as well for us to adjust ourselves to the inevitable and to seek a substitute that will save as much of the old values as possible. The claims of the classics as language training can be, to a very surprising extent, met by the right sort of study of our own language.

The essential principle of language study consists in finding out what words say. Every word has, besides its dictionary meanings,—its mere denotation,—its own life history, and enshrines customs and habits of thought; it may contain a poem, an emotion of splendid worth, and frequently indicates a morality of a clearness that is beyond gainsaying. When a language hides the ugliness of facts with a striking beauty of terminology, as is an occasional occurrence even among twentieth century peoples, a prominent characteristic of the nation finds its expression; and when a language lacks words for certain virtues, it is because the nation speaking the language lacks those virtues. The soul of an individual or of a nation finds, despite itself, sooner or later an expression of its true being. Words really mean what they say; but, as was the case with Shelley’s musical instrument,

(A word) “...will not tell
To those who can not question well
The spirit that inhabits it;
It talks according to the wit
Of its companions; and no more
Is heard than has been felt before.”

Language, in reality, is a veritable store-house of knowledge; and when words speak to the master of language, with complete and exact meaning, they bring him the rich offerings of their varied history, with their connotations, suggestive not only of their direct associations with his past, but also of their own life history. When the special shade of meaning of a particularly significant word is grasped, with the exact import of its delicate blending of root and affixes, then it becomes apparent that language is indeed the most artistic creation of the mind of man. The word “fate,” as the irrevocable word, or thing spoken, as its Latin original denotes, represents no accidental association, but rather a justified notion based on the experience of the race. Our own Anglo-Saxon word comes to us from the name and function of the great over-brooding deity, Wyrd, whose decrees bind both gods and men.

The mastery of English is not only the mastery of a fine art, with its consequent disciplinary values; it has a decidedly practical advantage; and whatever may be one’s vocation, the power to appreciate and express will largely determine the individual’s success in his calling. Language is, moreover, not merely an instrument that we find useful in the acquisition and dissemination of knowledge: a value of tremendous weight lies in language as an effective mind-trainer—little else, indeed, furnishing the same opportunities for the development of analytical powers and logical procedure found here. Gaining facility in the use of language in-
volves the development of the language sense; and language power is related directly to mind power, constituting, in reality, the latter’s outward and visible sign. Language is always distinctly and immediately indicative of thought; and the moral and mental life of a man, as truly as is the case with the race, is limited by his language; this paradox, however, is reversible. The development of the language sense, always possible, despite the intellectual predestinarianism advocated by the psychologists, is always accompanied by a development of literary judgment. Literary criticism resolves itself, in its last analysis, into an appreciation of words.

It takes no great stretch of the imagination, therefore, to conceive of language as the highest form of human expression; no other art contains so much of the best thought and the deep realities of life. Archbishop Trench pointed out in his pioneer work in this field that the language of an individual, as well as that of the nation, becomes an index to the social, intellectual, and moral standing of that individual or nation. Assuredly, no better way could be found to judge us than by our words, for our language unmistakably reflects us, as individuals and groups, in every way. “Style is the man” is more nearly the truth when spoken of the dress of one’s thoughts than of the dress of one’s person. It is particularly unfortunate, therefore, that the value of the study of one’s native tongue as a means of bringing about the ends of education should be obscured by the spectacular claims of the educational fads, fancies, and fallacies foisted upon a non-resisting public by obliquely trained school men. No one has yet successfully disputed the dictum, that language is the supreme instrument of education.

The philosophy of effective expression by means of languages resolves itself into finding the right word for the right place; the “how” in speaking and writing is primarily an intelligent choice of words. One sometimes possesses this fine sense of word-values largely as a result of environment and early training; but whether this is true or not, one may accomplish the result desired by schooling himself to it by deliberate effort. However the results may be obtained, good English is born of familiarity; and unmistakably the intellectual, moral, and esthetic qualities of style reflect similar characteristics of mind in the user. The rare quality of scholarly discrimination in the use of synonyms is much to be desired and implies fine analytical powers; but there is a danger of allowing the pursuit of this accomplishment to carry one into purism and pedantry. If ease and graciousness of style must needs be sacrificed for an exquisite precision, we would be better off without the precision. As well as decency, as Cicero would term it, there is also a “what” and a “why” of words, as there is of all other living things; and we may learn to know the various aspects of words as we may learn to know anything else in life. Our method of study should be the same as that applied to any other living organism.

Stripped of the schoolmaster’s formalized treatment, effective expression, with its groundwork in a genuine appreciation of words as the vital element of speech, may be reduced to the mastery of three essential principles: namely, making one’s self understood, making an impression, and being pleasing. The rhetoricians call these principles clearness, force, and elegance, and gather around them the details that constitute the usual course in rhetoric. As learning to use and appreciate English is a matter of self-cultivation, any one who has the will power may accomplish what he chooses. Guidance is helpful, but not necessary; and not even the best guidance can claim anything like uniform results. But that such an acquirement takes times and effort may be inferred from the fact that the language development of the individual marks the intellectual growth of the man; the compensation comes from the thought that it involves the acquisition of a power, and as such lasts for all time.

That we shall be judged by every word that proceeds out of our mouths has a larger significance than the moral interpretation usually given to it. If your chance acquaintance uses “seen” for “saw,” to you it is not merely a bit of bad grammar; an inevitable loss of respect follows; and from that moment the value of what your acquaintance has to say is measurably discounted by the unfortunate revelation in that little slip. He is an unusually strong personality, if he has not put himself, in your estimation, on the defensive. Why should this be the penalty for exchanging one small word for another, when such an exchange might have been an historical happening and few been the wiser?
The answer lies in the suggestions of the reasons that may be behind the bad English. Refined, cultured people do not make such errors in speech. Though you may try not to let the "little accident" influence you, nevertheless you are conscious that such slips are associated with unfortunate early environment, lack of proper breeding, and even lamentable ignorance; in itself, at any rate, it is an evidence of mental slovenliness and indifference towards the good opinion of others—and possibly it may mean all these things! This is not overstating the case for any one who has developed a susceptibility to good English. Is there any wonder that so much stress should be put upon the correct use of the mother tongue, when one can show himself so completely to his disadvantage by failing to use certain established forms? But one can reveal what he is, as well as what he is not, by the matter and manner of his speech, no less than by the form of it.

School advantages are, unfortunately, by no means a guarantee of pleasing standards of usage; and many who have not had opportunities of suitable training are quite superior to those who have had them. The ability to use and enjoy good English is, we repeat, an accomplishment, and one that rests largely upon self-cultivation. Whether, therefore, the inspiration of intelligent guidance is had or not, the accomplishment rests, first, upon the desire to be effective in speech; then, with the realization that what one gets he must get for himself, the student must become actively interested in the notion of authority. With the use of such opportunities for practice, both in writing and speaking, as are likely to arise, and the constant and critical observation of the usage of the best writers and speakers of our land at the present time, systematic attention to words will inevitably result in the acquirement of a large vocabulary and a consequent power to use it. But it should never be forgotten that "eternal vigilance is the price of good English."

A nation's life, be it remembered, is written in its words. As language is an organism, development is to be assumed; but in no other institution do we feel that a knowledge of its antecedents is unnecessary for a proper appreciation of its present status and relationships. The evolution of the English language, nevertheless, has kept exactly the pace of the development of the nation in all other respects; and the determining influences in the race's intellectual, moral, and physical growth are clearly and definitely indicated in its language from period to period; and, as is the case with other institutions, knowing the present involves an appreciation of its past. The characteristics of the hero of Beowulf, with his consuming desire for individual freedom, his love of glory, his instinctive turning towards nature, his respect for woman, and his deep religious sense, are still the dominant traits of the true descendants of the Anglo-Saxons; and those ideals, enshrined for all time in the language of our forefathers, are present, whether we realize the facts or not, on our lips today. Words have been termed "fossil poetry;" and indeed the rich experiences of some past age are contained in most of the words that we so lightly bandy about, with only a shallow, current meaning for us. The logos, the thought and the word, in all its rich suggestiveness, is preserved for us, and we can know it if we but take the trouble to find out.

The sole impetus of interest will undoubtedly lead us far, but, above all, it will assuredly develop in us the habit of observation and analysis that will eventually result in a subtle appreciation of language, and the power to put exactly what we wish to say in spoken or written language, to the end that others may share our pleasures, understand us, and get our impressions. The use and enjoyment of good English, expressed either as a problem or as a result, is a matter of deliberate self-cultivation, commensurate, not so much with the opportunities one may have had for formal language training, but with the interest and zeal with which one may steadily pursue his aim.

James C. Johnston

Without Plutarch, no library were complete. Can we marvel at his fame, or overestimate the surpassing merits of his writings? It seems as I read as if none before, none since, had written lives, as if he alone were entitled to the name of biographer.—A. Bronson Alcott.
III

THE DEVELOPMENT OF THE MODERN PUBLIC HEALTH MOVEMENT

In 1915 out of the 160,000 men who enlisted in the United States Army only 30,000 were accepted. This forced us to realize for the first time our physical unfitness. Since then the word "preparedness" has been in everybody's mouth. Regardless of whether universal peace or more wars are ahead we must do our bit as citizens towards the furtherance of the health movement, for the citizen most valuable to his country is the one who is prepared to do some useful thing well.

The Virginia State Board of Health publishes these words on all of its health bulletins: "Health is Happiness." What could be truer? A man may be prosperous and successful, but we seldom find happiness and ill-health running together. Often we read in newspapers of business men who become so despondent that they commit suicide. The man with steady nerves and a good digestion usually stands the misfortunes and comes up smiling.

"Most educators agree that no matter what the fruits of any educational system, it must prove a failure unless it produces moral men and women." By no means are all people who are healthy honest, truthful or charitable; but reason itself will teach us that the better physical condition a man is in the more apt he is to be just to his fellowmen. Even bad colds tend to make a person irritable and cross.

Some manufacturing establishments require that a certain physical examination be stood before a man can take his place as an employee. Usually the industries that require this have made their plants as sanitary as possible and they often even provide athletic grounds for leisure hours. A few normal schools require that the students pass a standard physical examination before they can enter. From these instances we can see that health is necessary in the making of a living.

If health is so very essential, then where should it be taught? No other agency compares with the school in offering an opportunity for this. We cannot teach men and women health habits, but we can mold the child's hygienic habits in the school.

The modern public health movement cannot claim any remote ancestry. It is as modern as the practical use of electric energy and very near as modern as the telephone. There has been much dispute as to the date marking the true beginning of our modern health conceptions, but we usually say they go back about seventy-five years. To make the development of the modern movement clearer we can conceive of its having developed in three eras.

The period from 1850 to 1885 we speak of as "The Era of Sanitation." This era was concerned with environment. Because the problems of health have to do principally with home, street, school, business and the like, it is not wasted time to relate hygiene instruction to industry and government. This era was not concerned with repeating health laws but working out a scheme by which we could all work together and observe the laws.

Industrial insurance companies and mutual benefit societies did much to help laborers regarding the effect of certain trades and of certain habits. Unclean streets, dairies and overcrowded tenements are examples of failure to enforce health laws. This era saw city governments watching these things closely.

We find the hygiene teachers in the schools stressing the old adage "Cleanliness is next to godliness." This meant not only cleanliness of the body, but of the home as well.

Out of this period must have grown the conspicuous notices that were posted in trams: such as: "Spitting is a vile and filthy habit, and those who practice it subject themselves to the disgust and loathing of their fellow-passengers."

The anti-slum movements originated in cities where there was much uncleanness and disorder. To the small town and the country the slum means generally the nearby city whose papers talk of scarlet fever or smallpox. Every individual knows of some family that is pictured when they hear the term "slum."

The period beginning with 1870 covering about thirty years is known as "The Era of Infectious Disease Work." The "germ" was
the key word. In this era the person was overlooked and people thought that if the germ could be gotten rid of, then the health problem was solved. This era shows just a change of emphasis, for all of the problems of the earlier era had not yet been solved.

Deadly fevers, the plague, black death, cholera, malaria and smallpox taught man many lessons. Millions of people died before man even thought of preventing the diseases. In the modern world the first outbreak is known, the patient is isolated and all causes of spread destroyed. It was during this thirty years that this movement was first started.

Perhaps the most notable example of government work in the riddance of the germ was the triumph over the yellow-fever and malaria mosquito in Panama. When the Panama Canal was started by the French a hospital was the first thing to go up. The canal had to be given up. Gorgas, the chief medical inspector, decided that there was no need of all this sickness if the proper preventive measures were taken. About this time the United States undertook the job of building the canal. Gorgas set to work draining the swamps and pools, paving the streets, and introducing water works and hydrants.

"President Roosevelt in his special message to Congress on the Panama Canal stated that in the weekly house-to-house visit of the inspectors at the time he was in Panama but two mosquitoes were found. These were not of the dangerous type."

Panama, like Havana, is now safer than some American cities.

Many people still think that colds are contracted by being exposed to cold air or draughts, rather than to a germ. We are glad to say that the majority of the people today have gotten away from the old saying of our wise ancestors:

"If the wind should blow through a hole, God have mercy on your soul."

During this period men's eyes were dazzled "by the demonstration of Pasteur, Lister and Koch; by the discovery of diphtheria antitoxin and its analogous biologic sera; by the clearing up of the puzzles of the ages as to how cholera, malaria, typhus, typhoid and a host of other infections spread."

The period just beginning may be called the "Era of Hygiene." This era has turned to the person. "Education" is the key word. The public health nurse figures largely. Of the present health movement there are many objectives.

1. "Eugenics"—Maybe it is unreasonable to expect that people will ever mate on positive eugenics grounds. The problem is ours, therefore, to so educate our young generation that feeble-mindedness and other defects will be intelligently avoided.

2. "Better maternity hygiene"—In this present day era of hygiene is the time to insure better maternity hygiene. How much better for the child if the mother observe the health rules very closely during pregnancy. The public health nurse is doing much to help the poor, ignorant woman along these lines, but she can't possibly do it all. Had that woman been taught when she was a child in school then she would now be ready for her part in life and nine times out of ten her child would be healthier for it.

3. "Furtherance of infant welfare"—In many cities homes have been organized where the mother who works daily in the factory can leave her child for the day. In these homes the child is made comfortable and given plenty of time to sleep quietly and gets plenty of pure fresh air where otherwise he would have been left with a younger brother or sister to have fretted all day with improper attention. In the summer the people of cities often make up purses and send sickly, ill-kept children to the country where they can breathe air that is not full of smoke, dust and germs and get plenty of good rich milk to drink. This few weeks' stay often lengthens a child's life, but think of his having to go back to his home in the slum district.

4. "Development of school hygiene, including physical education"—Reading, writing and arithmetic have always been considered as the essentials in every educational program, but hygiene should come ahead of these. Any school that fails to instruct and train its pupils in the getting and keeping of health builds its house upon the sand.

By teaching health today we do not mean simply having the child to memorize the rules but to see that they are put into practice every day. Many teachers, especially in the primary grades, allow those children who come to school with clean hands, teeth, bodies and finger nails certain privileges during the
day. The community nurse is doing a great work in the public schools. She sees that a health chart is kept for every room, weighs the pupils, and if they are underweight finds out the cause. Children are encouraged to take milk to school to drink at recess. If the next generation is healthier, it will be largely because of the health training the children are receiving in school.

“We have been too prudish. Because we have been unwilling to teach school children the evils of violating sex hygiene, we have been unsuccessful in combating evils justly attributable to ignorance on the part of girls as to the duties and dangers of motherhood.”

When we get to the point where regular courses in sex hygiene are given along with other hygiene, I believe the world will be better off for it.

Like hygiene instruction physical training has been made compulsory in many states. This consists in most places of deep breathing exercises and arm and leg movements.

Luther Burbank says: “The curse of modern child life in America is overeducation, overconfinement, overrestraint. The injury wrought to the race by keeping too young children in schools is beyond the power of any one to estimate. The work of breaking down the nervous systems of the children of the United States is now well under way. Every child should have mud pies, grasshoppers, and tadpoles, wild strawberries, acorns and pine cones, trees to climb and brooks to wade in, sand, snakes, huckleberries, and hornets, and any child who has been deprived of these has been deprived of the best part of his life.”

5. “Development and intelligent appreciation of mental hygiene”—Mental hygiene admits the existence of dental cavities, scarlet fever germs, adenoids and cross-eyes. The man who does not keep health laws can not conceal his looks of dissipation by mental hygiene. Mental hygiene can not live thru a conscious violation of the laws of medicine and religion.

6. “The still better control of the sanitation of environment”—The sanitation of environment was a problem receiving much attention early in our modern era, but was never gotten entirely under control. What we need now is better water, sewerage, housing, and getting rid of troublesome insects. When we get city health officers that realize the bigness of their jobs we believe that environment can be controlled.

7. “The control of infectious or communicable diseases”—This is not our most important objective now but it still needs careful and well thought out attention. Much can be done in our own schools toward preventing the spread of contagious diseases. Watching the child and at any slight symptom referring him to the school nurse is the surest way of keeping other children free from the same disease. In some schools children with colds are not allowed in school and I venture to say that, were this practice begun in September, by mid-winter the usual epidemic of colds with the almost constant cough would not be.

8. “Industrial hygiene”—The factories and industrial plants have been greatly improved. It is not beyond possibility to find an almost ideal plant now-a-days, well ventilated and heated, with a good lighting system and spotlessly clean. The few of this kind, though, can not be compared with the great number whose owners live in utter disregard of their own health, much less that of his employees. The employer who sits at his desk dreaming of money, and money only, thru the rings of smoke from his cigar is the very man we are hoping to reform.

9. “Nutrition and food assimilation”—The home economics departments of the various schools are doing much to educate people along the lines of nutritional foods. It has been a grievous fault of people since the Year One to eat things that are not good for them and will even make them ill, just because they like it. The housewife who considers the ages of her family and buys the proper foods for their ages is on the right road to making a healthy family. The mother who realizes the necessity of proper food in making her child strong and happy is going to make it her point to find out what is good for her child. Let us help her to come to the realization of this necessity!

10. “Personal hygiene”—“Practise what you preach” is a good old adage for a teacher of health to live up to. How could she expect her pupils to do something that she fails to do herself!

These are not all of the things that health workers wish to do, but they are by far the most important ones.

Long ago Pasteur broke forth with his immortal phrase: “It is within the power of man to abolish the infectious diseases from the world.” Time has proved this to be true.

Gladys Winborne
IV

HOME ECONOMICS IN THE
ELEMENTARY AND HIGH
SCHOOLS

Very few girls and women can have the advantage of a longer education than the elementary and high schools. Many of those that can afford to continue after completing the elementary course, drop out after two or three years in the high school because of lack of interest in the studies.

The high school of today and tomorrow should meet her interests as well as the needs of social life. Most high schools aim for the completion of a particular course rather than for the needs and interests of the girl.

Secondary school work should not neglect physical improvement. Thus, the health work should be taught from the kindergarten on through the normal schools and colleges, so that the body can be kept in a good physical condition. Right ways of living started early in life are very easy to follow up as the person becomes older. All secondary work should give the individual a broader view of life and enable the pupil to select a vacation which will be a life interest.

A knowledge of home economics should enable any girl or woman to be a better homemaker, producer, or consumer. There are scores of girls who have to give up school to take charge of the home affairs. I have a definite example of that in my class at the Dayton High School. This girl had to stop school at the middle of her second year in high school to keep house. However, this girl may be able to resume her studies at the beginning of the next year. These cases are rare, for, usually, when once she stops, studies are not resumed again.

If, as it has been shown time and time again by statistics, many girls do not go any further than the high school and the majority do not go to high school, then home economics should be taught in the elementary and high schools.

The great aim of this course is to teach girls that home life, under right conditions, is best for girls. It is their duty to raise the standards of American homes. It is through the influence of the home that the characters of our future citizens are moulded. The girls should know the principles, sources, and functions of food; how food may be prepared to meet the needs of the body; and how it may be served attractively, as well as how proper food may be selected. She should be taught to clothe herself attractively and simply. She should acquire the knowledge of textiles, so that she can clothe her family in the best way for health and in accordance with the family income. She should also be taught the practical and scientific management of the home.

The art of true living is the big principle to be taught by the Home Economics Course. There are many fields of work a girl can enter upon, leading from this course. Demonstration agents are in great demand. Then, the home economic workers go into the slums and settlements and teach mothers how to care for their homes and children. Home economic teachers can find places in high schools and elementary schools now where there is a demand for home economics in the school.

In the schools of tomorrow we will find some phase of home economics in every grade from the kindergarten through the college. At the present time we find it in the larger schools. Even as early as the kindergarten and first grade home economics may be taught. Is it taught under that name? Of course not. Little does the child thing of home problems at this age. Yet they study home life by making sand tables. Barns are made, as well as pigs, dogs, horses, and other farm things. They play games in connection with this, such as delivering milk or bread. Here, too, the health program can be brought in by bringing in the foods the children should eat. People have to be clothed and dolls are dressed or paper dolls are used. Each fall the family is prepared for winter. The tiny tots make jelly, such as they have seen their mothers make at home. In this way they learn something of the home tasks that their mothers have to do.

In the second grade the same work is continued, only under another head. Primitive life in contrast with the present is illustrated. The kinds of homes, dress, and foods are studied. Sand tables are made, illustrating primitive life.

In the third grade the little girl will
be quite proud of her canvas needle book or paint rag. Indian life can be the main problem. Indian clothing is quite easily constructed and their mode of living is quite different from that of the child of the present day. Some people say that this is not home economics; but what is it? It leads to nothing else. The child's native ability is being used to develop him along the lines of art and home life. He becomes familiar with surrounding occupations of different stages in life. The children are taught, through the health work, the kinds of foods that will make big muscle, and make them grow. The things that the different foods do for the body are taught also. If a boy is told that by drinking a quart of milk a day he will soon be strong enough to play on the base ball team, he becomes interested and tries to drink as much milk as he can. In this way we can put the proper food selection before him.

In the fourth grade the life, dress, and occupations of the Greeks and Romans could be introduced in connection with the project work in history. Articles of sewing such as penwipers, bean bags, and clothespin bags could be made. Neatness and accuracy should be stressed, so that the children will not become careless as they develop. The position of the body and manipulation of tools should be closely watched at all times.

In the fifth and sixth grades the boys' and girls' work should be divided. The interests of the boys and girls are becoming different. The boy is no longer interested in the same things as the girl and better work can be accomplished when each can do what he is interested in. The boys have shop work and the girls have housework, including foods and clothing. Small articles are made by the girls such as pot holders, Christmas gifts, and similar things. Darning lessons are given.

The little girls will be interested in knowing the kinds of food that will make them strong and healthy and able to run and play. If there is a little brother or sister in the family they will eagerly strive to learn how to care for it and little things they can do for it. Each year the work develops more and more into its own field until finally it becomes a field of its own.

In the seventh and eighth grades the girls make simple garments, such as cooking aprons. In making these garments they use the sewing machine and in this way learn to operate the machines and use the various attachments. Then they study the economical buying and cutting of materials, the furnishings of the home, and textiles, that is, ready made clothing versus hand made or home made clothing. Also, in connection with the foods work they study the proper selection and buying of foods and learn the kinds of foods to combine to make a balanced meal. Health work, which is a phase of home economics, should be a part of the course too.

This subject matter may be too advanced for some localities, but the teacher of home economics can soon determine her group and suit the work to their needs. It may be better for some groups to study the selection of clothing and the furnishing of the home rather than to construct garments. Their home conditions may need bettering while their mother or someone in the family sews. They lose interest in the work when they think that there is no need for them to learn to sew, when someone else always does the sewing for the family and they are not allowed to put their knowledge to practice. The girl should understand home economics and should know the fundamentals and principles of food, sanitation, clothing, and hygiene. She should have an appreciation of and sympathy with the problems involved in running her home.

In planning the course of study for the work in the seventh and eighth grades, the teacher should first know the needs of the girl. She should make a general survey of the homes in regard to sanitary, economic, social, and spiritual conditions. Of course, in some localities the course of study would be quite different from some others, if it is adapted to the needs of the homes.

The time devoted to the work will vary in different schools according to the school system. In the grades, usually, a period of forty-five minutes three times a week is devoted to the work, but it varies in different places. The time really should be longer. There should be plenty of time to teach the girls the problems which relate to their lives, such as the care of the home, selection, cost, and care of clothing, and other related topics. It is impractical to follow any textbook word
Home economics lends itself to modern methods of teaching. There are many advantages shown by teaching by projects. The girls have a definite goal to work for and do not lose interest, but work towards the goal. That goal may be a dress, apron, or any useful article. The project method presents the problem as a whole and then develops each step; and the girls see just why each step is made and the work moves smoothly along. Then, too, the girls have a part in deciding upon the project and this creates a stronger interest when they feel that they have a part in the planning.

In the high schools the work should be a continuation of the previous work, the standards being raised each year. The course should offer practically the same thing to the girl that expects to continue her work, as it does to the girl that will have to stop school. It should enable her to choose more wisely her later life occupation. She should be given subject matter that will help her in her daily home living. She should be taught to choose healthful food, clothing, and proper living conditions. She should appreciate the sciences and arts related to these studies.

The periods should be longer in the high school than in the elementary grades, as the work should be made much fuller. Two hours, two or three times a week, should be sufficient for the high school course. The lessons should be arranged in series using the project method. However, throughout the grammar grades and high school the fundamentals of health and right living should be the basis of the work.

In the four year high school we usually find the curriculum divided into courses. In the larger high schools we find a regular home economics course. This course deals with the home problems, foods, and clothing, right living, hygiene, and other subjects related to these. The girl that is interested in home economics has a chance to take this course and follow up the work she is interested in.

Usually, the foods work begins with the preparation of dishes for breakfasts and finally the serving of the breakfast. The value of the different foods to the body are studied in connection with the preparation of the foods. The luncheon and dinner are studied in due course. The clothing work is started by the construction of simple garments and on through the years more difficult problems are presented. Millinery is usually a part of the course.

A course in home management is sometimes given. It is much more important for the girl to know how to choose wisely, to buy, plan, and organize, and to learn to appreciate and enjoy the real value of home life than it is for her to develop a high degree of skill in performing any of the home duties. Therefore, the four year high school should include in the home economics course a study of how to choose, buy, and plan for the home. There should really be no definite program for the home economics course, as new problems develop from year to year and the field is constantly growing.

The junior high school usually consists of the seventh, eighth, and ninth grades. In a school which includes these three grades we will find children of all classes: some from poor homes, some from prosperous homes, and some immigrants, perhaps, not accustomed to healthful ways of living. It would be an ideal situation if there could be distinct groups made of each class. The girl that comes from the poor home will be apt to leave school at an early age to help support the family. This group will then of course not want the same information about home economics as the girls that will continue the study. They should receive a course in self-service. These girls have much to learn of health; the selection of neat, proper clothing; the selection of the right kinds of food; and of the proper social standards.

The girl from the prosperous home usually continues her work on through college. She should have a general knowledge of the principles of home economics. More stress can be put on details as she will spend a longer period of time in studying the different phases of home economics.

The immigrants will have an entirely different problem. They should be taught right living, health, and proper home management rather than the mechanical side of preparing foods and making garments.

However, it is not often that it is possible for these divisions to be made and a course has to be given that will include all. The
principles of home economics "put across" in the right way would be the best plan.

In the senior high school the work is continued from the junior high school. The girl that enters the senior high school, expecting to complete the course, usually goes on to some higher school. The work in the senior high school stresses the mechanical side of the work more; the girl's interests are different, and she lays a foundation for further work. The course however should be complete enough for her to have a general knowledge of home economics in case she goes no further in school work.

In the rural schools an entirely different problem presents itself. Heretofore in the rural high schools teachers not trained in home economics have been expected to teach the subject. The teachers should be trained not only in home economics, but in agriculture as well. The course offered should try to keep the boys and girls on the farms.

The work in home economics in rural high schools should not be confined to the school room. It should extend to neighboring farms, dairies, poultry farms, and even homes. There should be a community wide interest.

The use of the food grown at home should be one phase of the food work; the healthful handling of milk could be another; and the proper raising of poultry could be still another. Poultry, pig, and corn clubs could be formed.

For the clothing side the girls can select suitable places for homes, considering the location, drainage, sun, outlook, and other important points. They can plan the house, furnish each room from paint to furniture, and get estimates on the cost. This would lead the girls to try to arrange their homes in the best manner possible.

The home economic work in the rural high school can really be made more interesting and be brought to have more relation with the home than it can in the city schools.

In every community there are slums. There should be no such conditions existing anywhere and it is a large work for the home economics teachers to educate the children of today to have better homes in the future, as well as to correct the conditions existing today. When the children are not old enough to take a course in home economics, they can at least be taught how to keep themselves clean and keep their bodies in a healthy condition. Probably the cause at home is insufficient clothing, because no one can sew, and the family is too poor to have it done. Special night classes are given in some places where women can learn to cook and sew.

In order that our nation way continue to grow and prosper and be the head of all nations, we must have better homes. Very little argument is necessary to convince wide-awake educators of the real need of the introduction of home problems into school work. Miss Frances Willard has said: "The mission of the ideal woman is to make the whole world homelike." Therefore, it is our duty as home economics teachers to present the home problems in such a way that the women of today will make their homes home-like and we will have better homes throughout the whole country. Victor Hugo says:

"A house is built of bricks and stones, Of sills and posts and pliers, But a home is built of loving deeds, That stand a thousand years."

There has been a constant and growing demand for regular instruction in home economics. Home economics has spread widely over the country and schools which a few years ago did not have it, now have a regular home economics teacher. Departments have been organized and have grown rapidly. There are so many fields branching out from home economics that a course in it is in demand in any good school. Health work is now on a boom. New fields of home economics are constantly being discovered and this is because it is not at a standstill. The demand is growing. Our mothers never heard of a course in home economics, when they were at school; but few girls ever leave school now without hearing of the work or, most probably, having studied some phase of it.

Florence Shelton

Reading is to the mind what exercise is to the body. As by the one health is preserved, strengthened, and invigorated; by the other, virtue (which is the health of the mind) is kept alive, cherished and confirmed.—Richard Steele.
The significant comment of James H. Dillard, of Charlottesville, Virginia, on one of the outstanding problems of financing our schools is all the more notable because Mr. Dillard is president of the Slater and James Funds. The following communication appeared in School and Society for November, 1922:

Here again we shall to realize the truth of the saying of Epictetus that nothing is to be had for nothing. Dr. Carter Alexander's paper appearing in School and Society in the issues of September 23 and 30 dealing with the problem of financing public education deserves careful attention. There are not many present problems that are so important. It is a question which the American public will have to face, because the fact is becoming more apparent every day that if we are to do the job of public education as it ought to be done, which means doing it far better than it is now being done, we shall need three or four times as much money as is now being got for the purpose. One item of greatly increased expenditure is outstanding. We must have fewer pupils to the teacher, and this of course means a considerable increase in the number of teachers to be employed and adequately paid.

I do not know how the matter of which I shall now speak stands in other parts of the country, but I do know that in the south one line of necessary improvement lies in the direction of fairer assessments. The question of assessments is a very unpopular one for the public discussion, none more so, but it is one, that, at least in the southern states, holds the secret of better revenue for public purpose. I refer particularly to the assessment of real estate and especially of real estate in the open country, where the need of money for better schools and better roads is most pressing.

As I have said I do not know whether the practice of making absurdly low assessments be the prevailing fact in the east and west, but that it is the prevailing fact in the south I do know. Many illustrations from each of the southern states could easily be given. I will give four specific instances which happened to come to my personal knowledge. In Virginia a farm was recently sold for $8,750 cash on which the absentee owner was paying a total tax of $2.92 per year. In another part of Virginia a farm was sold for $12,000 cash, the assessed value of which stood at $800 on the assessor's list. In South Carolina the owner of a tract of valuable cotton land refused an offer of $175 per acre. The land was assessed at $8 per acre. In Alabama an offer of $25 per acre was made for a tract of rather poor land and refused. The land was assessed at $24 per acre. In the four counties to which these instances relate the rural school term in 1921 was six months in two instances and five months in the other two instances.

In another state, which I prefer not to name because I think it might be well to give a sad personal experience, the illustrations I could give would be even more discreditable than those cited above. I was invited to address the State Teachers Association and prepared a paper on the delights and advantages of education. When my moment came I had been listening to doleful accounts of lack of funds for school buildings, longer terms, and larger salaries. The spirit moved me to cast away my treasured paper and at least for once in a teacher's conventional life to speak out in meeting and tell the truth. In as modest and moderate a way as my feelings would permit I said I would venture to tell where the money could be found for schoolhouses, longer terms and higher salaries, with good roads thrown in. Then I gave my hearers illustrations of assessments in their state. "Now," I said, "in order to get money for all the good purposes concerning which this meeting has naturally been uttering well-founded lamentations you do not need to do so rash a thing as to obey fully the law on the subject of assessments; you can immensely improve conditions by following the law to even a third or fourth degree of fulfillment. If the lands which are valued at $100 per acre on a low estimate were assessed, the revenues for public purposes would be greatly increased." I closed with an appeal that teachers, as good citizens, should direct the attention of their various communities to the enormous absurdities of our system of assessments.

This was in my salad days. I thought I had made a pretty effective speech, and there was a touch of glow in my heart when I sat down. But the glow was brief. It vanished in the atmosphere of the deadest silence I have ever listened to. I wished a trap-door might open in the platform and
swallow my mortified embarrassment. Usually, no matter how poorly a speaker may have carried off his part, some few sympathetic hands will give a timid clap. But for me there was not a movement. Nobody even looked my way. With a sort of suppressed air the chairman of the meeting continued the program.

I tell this experience to show the difficulty, not to discourage, for the sequel was almost amusing. It is true that neither at this session nor at any session of the three-day meeting was there any public mention of my effort, but I found encouragement in the fact that many of the brethren came up privately to approve, and almost all of these had some illustration in support. I am convinced that improvement in rural schools of the south depends upon convincing the people that they will be benefited in every way by paying for good schools, and that certainly one honest method of increasing the funds for the purpose lies in the direction of at least approximately fair assessments. There seems no other way of bringing this about except by continual preaching. There are signs of conversion. Now and then we see a stray paragraph in some newspaper which hints at a confession of sin. And how much better it would be to get the increased support for local schools from the people themselves rather than from any outside source. It seems to me that we stand in constant danger of forgetting a great fact. We are in danger of forgetting that being worked on and uplifted by outside organizations and outside finances goes but little way toward building up a people into the kind of manhood that is needed for democratic citizenship.

JAMES H. DILLARD

VI

PUTTING LIFE INTO REVIEW WORK

AN APPLICATION

When my sixth grade pupils had finished studying the Central States, we decided to build on the sand table a representation of the Great Lakes. This was to be used in reviewing the products of the states, cause of location of the cities, and everything of importance that we had studied during the past month.

First the class was divided into the following committees: (1) lakes, (2) mines, (3) cities, (4) boats, and (5) products. Each committee discussed its work, the children talking freely and making many suggestions. By having each committee know exactly what to do, confusion was avoided.

I think the most important thing the lake committee learned was the elevation of the lakes. Lake Superior was built the highest, the rapids were made, and the Soo canal was built around it. The other lakes were built lower, and then Ontario made a big drop, showing Niagara Falls with the Welland canal built around it.

The iron mines were located on the northern shore of Lake Superior, and brick dust representing iron ore was sprinkled around the opening of the mine and over the top of the mountain range. The copper mines were located in the same way. Bits of coal were sprinkled over the prairies, showing where to find the coal mines.

The cities were located by means of little cardboard signs held erect with toothpicks. The lakes were marked in the same way with the height of each lake on the signboard.

Products were brought and loaded into small paper boats sailing the lakes. Several were leaving Duluth loaded with iron ore, (bits of broken brick), and wheat from the Red River section. Near Cleveland and Toledo, boats loaded with pig iron (small nails) showed us where the iron had been smelted. Grain, flour and lumber from Chicago and Milwaukee could be seen on boats throughout Lakes Michigan and Huron, and some nearing Buffalo showed us that their cargoes were bound for foreign ports. A bag of flour, half emptied, helped locate Minneapolis on the Mississippi River near the falls of St. Anthony.

One committee at a time worked at the sand table until all was completed. In the class discussion which followed, several criticisms were made which sent the various committees back for further information. My, how these children studied their maps and textbooks!

The interest in the whole work was unsurpassed, and with but few exceptions, each child put his best work into it.

MARY CLYDE DEISHER
TEACHING CITIZENSHIP IN A DEMOCRACY

Better citizenship has long been a purpose in the education of the American child. The accomplishment of this purpose, however, is still presenting its difficulties to educators. These difficulties are due largely to the complex and apparently contradictory developments in our civic and political systems. We are citizens of the community in which we live, be it rural or urban; we are citizens of the state in which we claim residence and from whom we receive the right of suffrage; and we are citizens of the nation to which we owe allegiance and obedience. The policy of our statesmen has been to separate these three branches of government as much as possible, giving to each branch the right to deal directly with the citizen. On the other hand, our politicians in zeal for party organization and party success make the state a sub-division of the nation and the community a sub-division of the state. Small wonder the teaching of citizenship and government presents its difficulties.

To teach citizenship effectively we must do more than present the mere facts and theories of government. We must create in the pupil a personal interest in his government, must make him feel and believe he is a part of his government and bears his individual responsibility for its failure and successes. We may introduce the idea of government and instill the germ of responsible citizenship in the lower grades without the use of textbook, but in the upper grades and high school a textbook is a most valuable asset, if not a necessity.

A book to be of value in the school room must not only contain material of real worth, but it must be both readable for the pupil and teachable for the teacher. We have had at various times in the past, and still have in a few instances, books in use in our schools which possess neither of these qualities, and consequently the results accomplished have been discouraging. However, conditions have changed within recent years, due to the influence of the World War and a more complete realization of the need for better citizenship, so that today we have a number of textbooks which are real acquisitions to the educational libraries of our schools. The purpose of this article is to summarize and evaluate some of the more important of these books.\footnote{Everyday Civics, by Charles Edgar Finch. New York: American Book Co. 1921. 326 pages. $1.20.}

All of these books have been published during the past year and deal with government and citizenship in the light of present day conditions and developments. Only such books should be used as textbooks. In addition, the illustrations have been carefully selected, depicting recent events and emphasizing essential and noteworthy incidents and objects. This is particularly true of the three books by R. O. Hughes, American Government by Magruder, Community Life and Civic Problems by Hill, Everyday Civics by Finch, and The Practice of Citizenship by Ashley.

Everyday Civics and Elementary Community Civics are particularly well suited to the upper grades and junior high schools. They are readable and have proved teachable, as the authors have used them in class work. Real and individual citizenship is emphasized, and neither book presents the

\footnote{Elementary Community Civics, by R. O. Hughes. New York: Allyn and Bacon. 1922. 475 pages. $1.20.}

\footnote{The Practice of Citizenship, by Roscoe Lewis Ashley. New York: The Macmillan Co. 1922. 446 pages. $1.48.}

\footnote{Community Civics, by R. O. Hughes. New York: Allyn and Bacon. 1922. 505 pages. $1.40.}

\footnote{American Government in 1921, by Frank Abbott Magruder. New York: Allyn and Bacon. 1921. 478 pages. $1.60.}

\footnote{New Era Civics, by John B. Howe. Syracuse, N.Y.: Iroquois Publishing Co. 1922. 420 pages.}

\footnote{Community Life and Civic Problems, by Howard Copeland Hill. New York: Glenn and Co. 1922. 561 pages. $1.40.}

\footnote{Our Government, by Sheldon E. Davis and Clarence H. McClure. Chicago: Laidlaw Brothers. 1922. 281 pages.}


\footnote{Problems in American Democracy, by Thomas Ross Williamson. New York: D. C. Heath & Co. 1922. 567 pages.}

\footnote{Problems of American Democracy, by R. O. Hughes. New York: Allyn and Bacon. 1922. 646 pages. $1.60.}
subject in a formal manner. *Everyday Civics* deals more directly with our political government and its organization, while *Elementary Community Civics* introduces much material pertaining to the social and economic side of governmental activities.

Although exhibiting a tendency to the more formal and previously recognized method of organization, *American Government* by Magruder is an exceptionally valuable book and can be used in the grades as well as in the high school. It seems better suited to the high school, however, and the questions at the end of each chapter will be a distinct aid to both pupil and teacher. In addition to the customary questions on the text, there is added an excellent list of questions for discussion. These questions are particularly valuable. Every teacher in government will receive much help from the use of this book, either as a text for his class or as a reference book for himself and as a parallel reading for his class.

*The Practice of Citizenship* by Ashley, *Community Civics* by Hughes, *New Era Civics* by Howe, *Community Life and Civic Problems* by Hill, and *Our Government* by Davis and McClure, are suitable for use in the junior and senior high school. *Our Government* deals primarily with the political government, its functions and agencies, and does not introduce as much of the social and economic phase as the other books. Better results can be secured from the use of a book dealing with more than the mere political development of our government, as the pupil usually comes in contact with his government through its social, educational, or health branches early in life. This gives the personal contact between the pupil and his government, which offers a basis upon which can be developed the teaching of the political citizenship. Citizenship in all its phases must be taught if our teaching is to make better citizens.

In the *Practice of Citizenship* one part of the book is devoted to citizenship in the school. This application of citizenship is too frequently overlooked both by teachers and by writers. A good citizen in school will make the good citizen in the community, and this phase of citizenship should receive greater attention. The book is divided into six parts: Foundations of Citizenship, Citizenship in the Home, Citizenship in the School, The Citizen and Business, The Citizen in Relation to Government, and The Citizen, America, and the World. This arrangement should prove very helpful, as it emphasizes the practice of citizenship as well as the teaching of citizenship. This book could be used in the upper grades as well as in the high school.

*Community Civics* by Hughes and *Community Life and Civic Problems* by Hill contain additional material pertaining to certain problems confronting us today, the solution of which we look to the Government to accomplish. Both of these books are better suited to the high school pupil and can be made the basis for a thorough course. The two books on the *Problems of American Democracy*, one by Williamson, the other by Hughes, are devoted entirely to the treatment of the problems confronting the American people. Among the topics discussed are such topics as transportation, banking, health, credit, immigration, business, and others of similar nature. The former is better suited to the later years of high school, and either or both should be available for reference and reading.

*Fassett’s Handbook of Municipal Government* is a comparatively brief study of the various forms of city government. City government is undergoing radical changes at the present time and this book helps us to understand those changes, and offers a valuable text in the study of this all-important phase of our government. For schools in the cities particularly this book can be of distinct value, in addition to the regular text.

All is not in the text chosen, and every teacher of citizenship must realize this. The pupil of today is the responsible citizen of tomorrow. The teacher is doing more than teaching citizenship; he is training the citizen. The pupil must be given more than knowledge; he must be taught to live and use his knowledge constructively and helpfully.

RAYMOND C. DINGLEDINE

The vacant mind is open to all suggestions as a hollow building echoes all sounds—Chinese Proverb.
VIII

EDUCATIONAL COMMENT

DISTRICT TEACHER’S HOME

Handley Schools, Winchester, Virginia

Some idea of the progress that is being made in the establishment of district-owned or controlled teachers’ homes is to be had from a recent bulletin (1922, No. 16) of the U. S. Bureau of Education. It is particularly pleasing to find here a complete description of the co-operative club plan which has been adopted in the Handley Schools, at Winchester, Virginia.

Miss Lillie B. Maphis, Manager of the Teachers’ Club, made the following report to J. C. Muerman, Specialist in Rural Education, Bureau of Education:

Last year on account of the scarcity of suitable boarding houses in which the teachers of the Handley schools could secure accommodations, the city school board of the Handley Foundation decided to rent a furnished dwelling and establish a home, or club, for their teachers.

The only available building was a house which accommodated 12 roomers and about 21 table boarders. The club is conducted in just the same manner as a well-regulated private residence, the entire supervision and management being under the direction of the manager. The teachers boarding and rooming in the club pay the entire expense of its maintenance and operation, the school board being at no expense whatever. On account of the smallness of the house and inefficient heating plant, the overhead expenses are very much heavier than if we had a larger and more suitable building; notwithstanding this fact, the operation for the last nine months has demonstrated that the teachers can be housed and boarded at a cost less than they could obtain accommodations at other boarding houses, and at the same time they have the advantages of the home as though they were one large family.

In order that you may know just how the club is operated, I am attaching a copy of my expense statement for the month of March, which is a little higher than the average. The average for board has been between $25 and $27 a month, and board and room together between $38 and $40 a month.

From this statement, you will observe that the school board purchased certain equipment for the club which is being refunded at the rate of 5 per cent a month until this permanent equipment is paid for in full.

From my observation, I think the teachers in the club are pleased with the arrangement and they realize that they are afforded privileges they would not have at a private or public boarding house. It is hoped that we can secure a larger and more suitable building for the coming year, in which case we will be able to reduce the overhead expense very materially, as the present force can take care of more people.

I buy all the supplies and everything needed in connection with the club to the very best advantage possible, and it is generally conceded that the table is as good, or better, than can be secured at the average boarding house. In case of a temporary vacancy at a table, a guest is invited to dine with us. As vacancies occur quite frequently, the girls have the opportunity of meeting the people of the town, and also of entertaining their friends. They also understand that at any time one, more than one, or all of them desire to entertain—at a tea, party, dance, etc.—they have the privilege of using the house as though it were their own, and the assistance of the manager in any way possible, the expense, of course, being borne individually. In other words, we are one big family, and I believe the girls feel that the club is as nearly a home as it is possible
for a substitute to be. The teachers this year are all attractive young girls, and we have spent a very pleasant winter.

Report of Lillie B. Maphis, Manager, Teachers' Club, Month of March, 1921.

<table>
<thead>
<tr>
<th>Items of Expense</th>
<th>Expense of Board</th>
<th>Expense of Rooms</th>
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<tr>
<td>Manager's salary</td>
<td>$ 37.50</td>
<td>$ 37.50</td>
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<tr>
<td>Cook</td>
<td>14.50</td>
<td>14.50</td>
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<tr>
<td>First maid</td>
<td>9.50</td>
<td>9.50</td>
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<tr>
<td>Second maid</td>
<td>7.50</td>
<td>7.50</td>
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<tr>
<td>Furnace man</td>
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<td>Food</td>
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<tr>
<td>Total</td>
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<td>150.80</td>
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<tr>
<td>Less board for guest, 5 days at 30c a meal</td>
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<td></td>
</tr>
<tr>
<td>Average for each boarder or roomer</td>
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<td>$13.70</td>
</tr>
<tr>
<td>Twenty boarders.</td>
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<td></td>
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<tr>
<td>Eleven roomers.</td>
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AMERICAN EDUCATION WEEK

American Education Week this year, held December 3-9, was devoted to the outstanding National issues of illiteracy, physical education, Americanization, and inequality of educational opportunity. This annual celebration of Education Week was initiated by the American Legion for the purpose of acquainting the laymen of the country with what is going on in our schools, and likewise with some of the more notable needs of the schools. Some pertinent queries for which answer was sought were:

(a) Should the richest nation in the world lag behind other enlightened nations in stamping out illiteracy?

(b) Can we afford to have our effectiveness as a democracy diluted for a century by a menace that would quickly fade before an adequate educational system?

(c) Does the fact that five million people confess illiteracy in 1920 represent a menace to our democratic institutions?

(d) Can a nation afford to have a fourth of its young manhood unable "to read and understand newspapers and write letters home"?

(e) Are all Americans getting "an unfettered start in the race of life"?

(f) Can the fact that one in every four of our young men possesses "physical defects of such a degree as to prevent their qualifying for general military service" safely be disregarded?

(g) Should ignorance of the simple rules of health and hygiene be allowed longer to undermine the nation's physical efficiency?

(h) Should the opportunity to attend school be dependent upon the accident of the place of birth?

AN EFFORT TO APPLY TO NEW CREATIONS

CRITICISM HITHERTO DEVOTED TO THE PAST

A course in current literature, described as the first attempt on the part of any American university to interpret and evaluate literature in the making, is being offered at Columbia University this fall, both in the classroom and as a home study course for persons not residing in New York. The aim of the course, which is being conducted by Lloyd R. Morris, writer and critic, is to guide the general reader to the most significant books published during 1922-1923, both here and abroad in the fields of fiction, poetry, drama and general literature.

"Literature is not a dead art," declares Mr. Morris, "and it is difficult to see how other universities can long escape the conclusion that an intelligent interest in the creative activity of today is one of the responsibilities of an education. Our universities attempt to interpret the literature of the past and to form standards of literary taste, but no attempt has thus far been made to evaluate the literature which gives expression to contemporary experience—precisely the experience in which the student is most interested.

The same course, as arranged by the Home Study Department, will provide a complete program for the year for the use of literary clubs. Many others, all over the country, who wish to keep up with the best in current literature will welcome, it is thought by Columbia authorities, "intelligent and not too dictatorial help in separating the wheat from the chaff."

The discussions will be issued for the home study course in thirty installments, fifteen each semester. The students will not be required to report on the readings each
week, but must complete the reading called for in the course within twelve months. Registration for this course may be made at any time during the year.

"For some time it has been apparent to most writers that they are faced with a hospitable but frequently unprepared audience," said Mr. Morris, in commenting on the need for a course in current literature. "In this country criticism has most profitably concerned itself with the past. The literature that is produced today is largely treated as news, and it is more rarely considered as literature.

"There has been frequently expressed by American writers a wish for a more competent criticism and a more exacting audience. It is part of the purpose of this course to develop the nucleus of such an audience."—The New York Times.

STUDENTS FOREVER

An interesting development of the function of the university is exemplified in the effort of Amherst College to extend the influence of its curriculum in such manner as will keep the students of the College more or less actively engaged in college studies the rest of their lives. The New York Times comments on the plan editorially, as follows:

The story is told of an English army officer in India that when he was shut away in a precarious mountain position with a small contingent, and was asked by heliograph how long he could hold out, he answered "Forever." So it was that thereafter, even though he was little more than a youth, he came to be known as "Old Forever." The graduates of Amherst College, all the way from '78 to '21, have just put forth a plan to help make those who were once youthful students in that institution students forever.

The scheme is to offer, through the college faculty, continued intellectual guidance to alumni, and to promote, through conferences for them and their friends, serious and orderly study. A wide range is indicated by the subjects of the conferences that are being arranged for this week at Amherst, where the hosts will be gathering preparatory to the Amherst-Williams football game on Saturday. The object of it all is not the backward-looking one of keeping the old college loyalties, but the forward-looking, Aristotelian one of helping the graduates to employ profitably their "leisure time."

It will be a fine service to American life to invite adults generally to this use of the free time which most of them have beyond their hours of occupational work. There is no gospel that more needs preaching in our country today with the increase of leisure time and the temptation to its prodigal or purely sensual use. And the most effectual way to preach it will be its practice by such a body of men as Amherst has scattered through this nation. Williams has done a fine bit of pioneer work in making a summer retreat for the study of international problems. Amherst has an opportunity to do another bit of pioneer work in making her curriculum life-long.

CLASSICAL TEACHING IN AMERICA TO UNDERGO A THOROUGH INVESTIGATION

American secondary schools are to be studied for a period of two years in their relation to classical education. The work will be under the direction of the American Classical League; and about 125,000 students in about 750 schools will be under observation. The announcement, made from Princeton, is as follows:

The sum of $110,000 is now available for investigation of classical education in American secondary schools, it was announced tonight by Andrew Fleming West, Dean of the Princeton Graduate School, who is President of the American Classical League. Dean West's statement follows:

"The General Education Board has just appropriated $50,000 to continue and complete the investigation of classical education in American secondary schools. This is in an addition to the $60,000 previously appropriated, making a total of $110,000. The investigation is being conducted by the American Classical League and will be completed by January 1, 1924.

"About 125,000 pupils in about 750 schools, distributed through every State in the United States, are being tested for a period of two years. Many special studies and controlled experiments are under way. The United States Bureau of Education, the College Entrance Examination Board, the Department of Education for the State of New York, together with other educational bodies
and seventeen leading professors of education or psychology, are also co-operating in the work. About 7,000 teachers of the classics, English, French and history have given their services without compensation to help in conducting the investigation. It is a free-will offering unmatched in the educational history of our country. Valuable information regarding changes and improvements in English and French classical education is being secured from the British and French Ministries of Education and through other agencies.

IX

RECENT BOOKS THAT SHOULD INTEREST TEACHERS


This collection of essays and addresses, revised and brought down to date for publication, forms a kind of autobiography of thought rather than action. Dean Russell has usually been thought of as the virile father and builder of the first, and still the greatest, university professional school for teachers, the Teachers College of Columbia University. But we see in this volume something of the reason for his leadership in educational action. These essays stretching out over the present century are abundant evidence that Dean Russell's quick insight and clear vision as to the ever-changing needs of a great professional school were due to his firm grasp on the principles of education in a great and growing democracy—are due—for after twenty-five years of service as dean of Teachers College he is still actively planning and developing this great institution along new lines.

Among the essays which mirror best this long service and therefore are of greatest value to the administrator in charge of similar work are perhaps those on "The University and Professional Training," and "The Opportunities of Professional Service." A number of essays are of similar importance for the high school administrator, particularly those on the values of examinations, on the training of high school teachers, and on co-education. However, more than half the volume is of interest both in giving the broader principles in present-day American education, and in indicating to educational leaders, interested in rendering the largest service thru the best preparation, certain lines of thought which are fruitful for them to follow. Such are the chapters on "The Call to Professional Service," "Education for Democracy," "The Trend in American Education," "The Vital Things in Education," and "Specialism in Education."

Educational theory is much the richer for the appearance of this little volume of a great educator's most virile ideas, just as American educational practice has been enriched beyond all dreams of a score of years ago, thru the achievements of the great institution built under his skillful guidance.

W. J. Gifford


In this admirable manual, the author aims thru a set of eighty problems "to train the student of education to think in psychological terms about educational situations." The manual represents one of several recent efforts to psychologize the teaching of the subjects which the prospective teacher is studying so that the method used in his training may not continue to be out of harmony with the theory he is taught. It would appear to the reviewer that the use of these concrete problems would make the subject of educational psychology much more fruitful in the preparation of teachers, and that the manual is particularly usable by more mature students.

In general the booklet is based on two methods, the so-called case method and the problem method. The right hand page only is printed, the problem, illustration, or case being placed at the top, and then usually two or three thought-provoking questions are distributed over the page with room for answers. The subjects include among others heredity, instinct, imagination, methods of teaching and study, discipline, motivation, the learning process, and examinations and grading, a suitably wide range for stimulating thought in the psychological background of all the major teaching and administrative problems. References are given only on a few of the problems.

The author and publisher must share in the responsibility for inadequate proof-reading, for the narrow margin and consequently unattractive page, for the fact that when one opens the book the leaves come out as they are turned, and finally for the lack of topical headings for the problems or lessons, so that the reader has to look thru each problem to find its point. Despite these matters which can easily be corrected in later issues, it would seem that the pamphlet is certain to be assured wide use by teachers who are anxious that they may make the subject of educational psychology, practical, vital, and concrete, and who are concerned with demonstrating to their pupils the same methodology which they are taught, and finally for the lack of topical headings for the problems or lessons, so that the reader has to look thru each problem to find its point. Despite these matters which can easily be corrected in later issues, it would seem that the pamphlet is certain to be assured wide use by teachers who are anxious that they may make the subject of educational psychology, practical, vital, and concrete, and who are concerned with demonstrating to their pupils the same methodology which they recommend for them as teachers.

W. J. Gifford


Miss Pierce, in undertaking to find and catalog available literature applicable to the work of advisers of girls or young women, should have the gratitude and co-operation of
all deans and advisers. She has examined 3000 items, 2000 of which are considered of sufficient importance to be numbered according to the Dewey decimal classification with descriptive and evaluative notes. There are also subject and author indices.

The three-fold purpose in compiling the catalog is that it may be a source of information concerning published literature in the field of shop work and that it may be a means for readily cataloging this material to build up libraries for individuals or for institutions; and that it may be a revelation of the scarcity of usable books that others may be encouraged to meet this need.

The busy adviser and the leader of girls and young women will welcome the catalog as an easy guide to any subject in which they are seeking information, and, seeing the subjects still untouched, will dare to pass on what they have learned through their work for the help of others.

Natalie Lancaster


This piece of research work among the juvenile employees of the retail department, dry goods and clothing stores of Boston should be of interest to the employee, to the store manager, and to the educator who gives courses of training for store service in the secondary or continuation school. It seeks to broaden the perspective of the young employee, to help him "to see his task as a part of the great public service of distribution," and by acquainting the store managers of other cities with the progressive policies of some of the Boston business men, they may improve their own organizations.

Grace Brinton


The author has observed that among teachers of shop subjects there is a noticeable lack of ability when it becomes their duty to solve problems of school shop planning, installation, and maintenance.

The fundamental reason for this deficiency is, perhaps, that, although there are numerous technical books and magazine articles dealing with such problems, they are written primarily for the engineer and do not provide readily the comparatively simple, yet essential information needed by the shop teacher when it becomes his duty and privilege to plan, install, and keep in order school shop equipment.

The purpose of this book is two-fold: An attempt is made to present in simple language and readily usable form information, rules, and methods that (1) will constitute a hand-book for teachers for use in solving these problems of equipment and maintenance, and (2) will be a text for use in normal courses in which manual arts and vocational teachers are trained.

Part One, including chapters I to IV, discusses shop installation. It is not possible to mention in a limited space the helpful points brought out, but the discussions of power transmission, motors and currents, and the selecting and placing of the metal and woodworking machines will be of immense value to one installing a shop.

Part Two, including six chapters, discusses shop maintenance, one of the most important problems of a shop. The shop teacher and student should know how to keep edge tools in shape, to fit and braze saws, understand belting and babbiting and the adjustment of heavier machines. The making of a project is not the only thing of importance in a shop. This is one of the most needed texts for superintendents and teachers who are installing or maintaining a shop. In simple language the author discusses the most practicable and timely problems of the shop.

A. K. Hopkins


This is one of a series of six volumes, five of which are intended as textbooks for pupils in manual training, industrial, trade, technical, or normal schools. This volume, the Handbook in Woodwork and Carpentry, is for the use of teachers and normal students who expect to teach the subjects treated in the other five volumes.

The first, second, and fifth chapters point out many practicable teaching hints. To an experienced, as well as an inexperienced, teacher these hints should be very helpful. Sooner or later in the shop the problems in question will face the teacher.

Chapter Three discusses shop equipment and supplies. These are both important problems of a shop and call for no little consideration.

Chapter Four suggests courses of study that one might wish to use. This is one of the most unsettled shop problems today. What to teach or require of each grade is no small problem.

This book will be of great value to teachers of this subject. The author seems to have kept a diary of shop problems and attempted to point out solutions for them in this volume.

A. K. Hopkins


This book shows the wonderful development of the Demonstration Method of agriculture as outlined by the founder of the plan, Dr. Seaman A. Knapp, who believed it would "raise country life to a higher plane of profit, comfort, culture, influence and power." The
author has shown graphically a most interesting phase of educational work, the teaching of agriculture by the demonstration method. That this method has been successful is demonstrated by the wide scope of the work throughout the entire country and by the fact that other countries are calling upon our experts in this field to help them in establishing work of this character. And no one is better qualified to give the history of this movement than the author, as he was intimately associated with Dr. Knapp and is entitled to a great deal of credit for its development.

Officially the demonstration work started in the fall of 1903 in Texas, where the boll weevil was creating such havoc. As the first demonstration proved successful, before the year was closed twenty agents had been employed in different sections of the state and a beginning had been made in Louisiana and Arkansas. Thus the work spread until today there is not a state in the Union but has its State, District, and Local Farm Demonstration Agents and its enthusiastic co-operators.

To his long shelf and has vitalized the past half of every page in the book is devoted to pictures and illustrations concerning the text, making it a most attractive manual. In fact, this book is just as interesting for children beginning to study the laws and government of the United States, as it is for high school or college students.

A very unique and instructive book it is, indeed.

M. L. WILSON


In The Story of World Progress Professor West has added another attractive volume to his long shelf and has vitalized the past by showing its values in the present. His aim has been to make the past live again and at the same time to construct a continuous story that will prepare for an understanding and appreciation of the social problems of today. The 669 pages of text are illuminated with pictures and maps. Helps for teacher and pupil are judiciously offered. The book has been written for the special use of pupils in their ninth or tenth school year, but more advanced students will also find the volume attractive and interesting.

JOHN W. WAYLAND


The purpose of this work is to "state and discuss the fundamental principles underlying the organization and activities of the Government of the United States."

If, as Mr.Untermeyer believes, "teachers no less than students are intent upon discovering the kernel rather than analyzing the shell that covers it," then this anthology will serve admirably to stimulate an interest in modern poetry. For the more than three hundred poems chosen from the work of sixty-five American and sixty-five English poets represent a great variety of form, but a sustained excellence of matter.

In addition to a foreword that defines the word modern, there are separate prefaces to the American and English divisions of the book, and these prefaces flash with the quick penetration of their author, who, barring Miss Amy Lowell, stands probably as the ablest critic among living American poets.

Those who like an anthology for its ideal browsing facilities will be the least stimulated by the guide-posts in the prefaces. Whitman "took his readers out of dusty, lamp-lit libraries into the sharp sunlight and the buoyant air." "In a ringing blank verse, Markham crystallized the expression of outrage, the heated ferment of the period." Robert Frost "is as native as the lonely farmhouses, the dusty blueberries, the isolated people, the dried-up brooks and mountain intervals that he describes." "The work...

"Almost all the poems are short; there are usually only three or four selections from a poet; there are extremely few excerpts; there is an informing biographical and critical sketch of each poet preceding his work.

It is an excellent collection for high school pupils—in fact, for anyone who is interested in those modern poets who "have learned to distinguish real beauty from mere prettiness; to wring loveliness out of squalor; to find wonder in neglected places."

C. T. LOGAN


The investigations of the "theory of poetry" carried on so extensively by the insurgent Romanticist poets are here conveniently collected in one volume. Poets themselves are discussing the nature of the poetry for the most part. Essays are included by Wordsworth, Coleridge, Blake, Lamb, Shelley, Hazlitt, Keble, Newman, Carlyle, Leigh Hunt, Arnold, Ruskin, Mill, Bagehot, Pater, Emerson, and Lowell.

SCHOOL ACTIVITIES

Until the first issue of The Breeze appeared on the campus, December 2, the chronicler of passing events was this department of The Virginia Teacher. But now there are reporters with snappy eyes and keen, with alert steps, and each with a "nose for news." And they publish twice to the Teacher's once. So what is news in the bi-weekly Breeze has lost some of its punch when the more sedate and leisurely Virginia Teacher steps out of Dr. Converse's office.

Perhaps this department should withdraw from the field of "straight news." Names, dates, events—these are the essence of news; but events often call for comment and interpretation, and to this more limited field "Student Activities" will hereafter aim to devote itself.

In addition to the large number of readers of The Virginia Teacher whose interest is in the leading articles and book reviews, there are perhaps some hundreds who, having studied at Harrisonburg, feel a special interest in the "goings-on" here.

For those readers, then, who look to "School Activities" and its next-door neighbor, "News and Notes of the Alumnae," for comment on the school's customs and traditions, on its daughters and their work in the field, assurance is hereby given:

The Breeze may come, The Breeze may blow,
The Breeze may be quite clever;
But we (S. A. and N. N. A.)—
We chatter on forever.

Lest the foregoing should leave the impression that "School Activities" has been a one-man, not to say one-horse, "Twenty Mule Team" stated that the contents of this department have been contributed by numerous members of the Harrisonburg faculty and by students no less numerous.

At the risk of erring by telling names and tales both, there might be mentioned especially the following contributors: Miss Cleveland, Dr. Wayland, Miss Anthony, Dr. Gifford, Miss Stephens, Louise Houston, Annie Gilliam, Grace Heyl, and various members of Miss Cleveland's "English 100c," besides "others too numerous to mention."

The presence of Mr. C. B. Root in Harrisonburg for six weeks as a representative of Community Service, Inc., "C'mon, let's has brought much pleasure to Play!" students and faculty alike. To begin with, Mr. Root was invited to the dinner at which the Harrisonburg Kiwanis Club entertained all teachers of the city schools and of the State Normal School, and at the conclusion of the dinner put on some games which were most diverting.

If any Kiwanian regarded his guests as stern and staid school teachers when the dinner began, he was surely enlightened by the time the games had proceeded to the stage where everyone tried to "catch a fox and put him in a box."

In the play institute during the last two weeks of November Mr. Root had among his most regular attendants both students and teachers of the Normal School. The Friday night after Thanksgiving great fun was had at the community play festival held in Harrison Hall.

And during American Education Week Mr. Root again was on hand, this time to speak briefly at assembly December 8.

Everyone is rooting for Root, and back of the idea he stands for: a community organization in Harrisonburg that will provide directed play for its citizens' leisure hours.

The Educational Conference at Richmond was a most stimulating one. Professor W. H. Kilpatrick, of Teachers College, Columbia University, was the most prominent speaker, and made a profound impression on his audiences, both at the general sessions and in the section meetings which he addressed. On all sides it was noted that altho Professor Kilpatrick had been speaking continually of the ideas and principles with which his name is identified in education, not once had the phrase "project method" fallen from his lips.

Dean W. J. Gifford was elected vice-president of the State Teachers Association, representing District G, which comprises most of the Valley counties. Miss Mary Louise Seeger was elected chairman of the Primary-Kindergarten section for 1923.

Harrisonburgers felt a special interest in the program of the Home Economics section,
of which Mrs. P. P. Moody was chairman. Miss Greenawalt read a paper on clothing; Miss Penelope Morgan (B. S. '22), now teaching at Averett College, Danville, spoke on ways and means of teaching health, and Mary Lees Hardy, now in her fourth year of training at Harrisonburg, read a paper on educational tests and measurements in the field of home economics.

Miss Katherine M. Anthony, as chairman of the Grammar Grade section, presided over a joint meeting with the Primary-Kindergarten section, at which Professor Kilpatrick spoke on "Broader Principles of Method," and over a later section meeting when a fruitful discussion of this address was carried on.

While the Richmond meeting was on, there gathered in Chattanooga, Tennessee, about 200 teachers of English to attend the annual November meeting of the National Council of Teachers of English. Previously, each meeting had been held in one of three cities, Chicago, New York, and Boston, and the attendance of Southerners had never been large. The policy of meeting outside of these three cities seemed to meet with a general welcome, for there were presented invitations for the next meeting from St. Louis, Memphis, Detroit, and Atlanta. Detroit was chosen.

Mr. C. T. Logan attended the meeting and spoke before the high school section on the various means of creating and enlarging a "reading public" for high school writers. Mr. James M. Grainger, of the Farmville State Normal School, was to have read a paper before the elementary section on "Composition as a Means of Socialization," but was unable to be present.

The Home-Coming Room was thrown open Thanksgiving morning, when the first floor of the Alumnae Building was treated to a sort of house-warming. The room is beautifully furnished, and the great fireplace is rightly the cynosure of all eyes, for it imparts to the whole room an expansive and cordial air.

On the west side, four of the six rooms have been occupied. The Social Director, Miss Lancaster, has her new office here; the newly appointed Alumnae Secretary, Miss Anne Gilliam, has an office; there is a room for the Student Government Association; and at the southwest corner is the editorial home of the new student newspaper, The Breeze.

Recent official visitors on the campus have included Mrs. Edna Fox, and Mr. L. L. Williams, both representatives of the State Board of Health; Mr. M. L. Combs, newly appointed assistant supervisor of secondary schools in Virginia; Mr. T. S. Settle, a representative of Community Service, Inc.

Because many of the photographs for the 1923 annual, "The Schoolma'am," were taken this fall, student organizations were completed early in the session—much earlier than usual. Among the various clubs to choose officers were the long-established name clubs. Some of these are quite active organizations.

Mary Club—Mary Warren, Norfolk, president; Mary Pratt, Waynesboro, vice-president; Mary Baily, Waynesboro, secretary; Mary S. Hutcheson, Brownsburg, business manager.

Frances Club—Frances Corraleigh Jones, Gordonsville, president; Barbara Frances Sellers, Elkton, secretary and treasurer; Frances Conway Henderson, Milford, business manager.

Virginia Club—Virginia Borst, Petersburg, president; Elizabeth V. Buchanan, Hampton, vice-president; Claire V. Lay, Coeburn, secretary and treasurer; Virginia Swatts, Churchville, chairman of social committee.

Louise Club—Louise Houston, Fairfield, president; Louise Allen, Goshen, secretary and treasurer; Louise O'Callahan, Athens, Georgia, chairman of social committee.

Elizabeth Club—Elizabeth Keen Richardson, Danville, president; Elizabeth Joyner, Smithfield, vice-president; Elizabeth Sparrow, Wilmington, N. C., secretary; Elizabeth Robinson, Roanoke, treasurer; Elizabeth Johnson, Lynchburg, business manager.
NEWS AND NOTES OF THE ALUMNAE

A postcard, wonderful in “the glows and glories” of a Hawaiian sunset, comes from Miss Mary I. Bell. Even there, with all the tropic novelty to charm her, she was watching the letter-box and scanning the Virginia papers for news of Blue-Stone Hill. Miss Bell belongs to us. We lent her to Richmond in an emergency, and that city has never returned our valued property. Surely her trip to the summer isles was so timed as to have her back for the Harrisonburg luncheon at Thanksgiving.

Carrie Bishop writes from Churchland, proposing to establish there another Lanier Literary Society, using the old badge, the old motto, and the old constitution. This makes the second daughter of which the Harrisonburg society is proud.

The last letters from Lucile and Mary Early are full of the dimpling charm of Mary’s baby girl, Julia Almond Parrott.

Elizabeth Matheny is teacher of mathematics and history in McLean High School. She is enjoying her work and is only twenty minutes from Washington.

Fanita Holloman and Reba Suter also teach at McLean. Miss M. M. Snead is principal and has held this position for several past sessions.

Edith Sagle is teaching her second year at Montpelier, and is making a record. Her letter of recent date, headed, “Beaverdam,” gives interesting school news and encloses a renewal for The Virginia Teacher. “I just can’t do without it,” is her adequate reason. Edith also says, “I saw Doris Woodward at our county fair and she was telling me about the new buildings at Blue-Stone Hill.”

Minnie Bowman is teaching in the high school at Cedar Bluff—her second year. Katherine, her sister, is there also this year, teaching the sixth and seventh grades.

Frances Jennings and Nell French, with the Bowman sisters, make up a Harrisonburg quartet at Cedar Bluff. They send their greetings in Minnie’s good letter of October 21.

Annie Sherwood sends her letter from Virginia Beach, in care of Coast Guard Station No. 104. She is making her one-room school a place of wide-awake activities.

Lila Gray writes from Norwood. She is on the lookout for progressive aids in her work as a teacher.

Mary Haskins is teaching the third and fourth grade at Lodi. Under date of November 6 she sends us a message and makes inquiry about certain classroom aids.

Sallie Maupin writes from Lovingston. She has an interesting class in the fifth grade.

Mabel Snidow still keeps Blue-Stone Hill in mind. She is teaching at Kimballton.

Mary Quigg was married on November 4 to Mr. George B. Bridgforth. The wedding took place in the Presbyterian church at Clifton Station.

Julia Silvey (Mrs. Chas. Luttrelly) is still working in her home county of Rappahannock. A recent letter was written to the Normal from Amissville.

Mae Padgett writes a breezy letter from Pound, where she is teaching the second year. “I often think,” she says, “of the pleasant hours spent in classes at the Normal.”

Beulah Crigler inquires, “How is everyone at H. N. S. now?” She declares that she thinks about us often. She is teaching at Williamsburg, in the college training school.

Mary Coakley mails her letter at Arrington. She is teaching three grades in the local school.

Eva Gillespie’s address is 22 Houston Street, Lexington. She is seeking the best aids to make her school an enjoyable and wide-awake place.

Coleman Boswell writes from her place of work at Wylliesburg, asking for copies of “Old Virginia.” She is planning an entertainment for her school and community.

Ruth Lewis sent us a message from Burnley’s, and then did better by paying us a flying visit. She is principal of a three-room school.

Chloe Wells is teaching the seventh grade at Wakefield. She says, “I often think of H. N. S.” She is planning to come to her class reunion in 1924.
Helen Browder’s address is still 667 Jefferson Street, Danville, and she is just as progressive as ever in her teaching. She says, “I was delighted to find so many of the Danville graduates going to Harrisonburg this fall.”

Tacy Shamburg (Mrs. Marchant Fansler) paid Alma Mater a visit a few days ago and brought a donation to the school museum.

Hannah Via writes from Nuttsville and makes inquiry regarding certain publications of interest to teachers. She is teaching the fifth grade.

Jo Warren renews her subscription to the Virginia Teacher and tells of her second year’s work in Clay county, W. Va. She says: “I teach three hours every Friday night, eighteen miles from Clay, and travel on a freight train to reach the place, where I meet seven teachers. They are required to have four high school credits next summer in order to get their certificates renewed, and they are teaching this winter; so there is no way to get the work except in extension courses or by correspondence—they chose the former. Then on every alternate Saturday I have another class at another place, which I reach by traveling on the B. & O. train for 15 miles and walking up a mountain. I enjoy the work because the people are so appreciative, and it is some diversion too.

“I attended the State Education Association meeting last week at Charleston and had a very good time. Saw Pauline Callendar and Miss Kathleen Watson, who is a daughter of a former pastor of the church at Harrisonburg. Saw Maude Kelly also. Pauline invited me to see her Christmas, and I think I will try to be in Harrisonburg the last Sunday in the year.”

Mary Lee Perry has the primary work at Broadford, Va. Under date of November 20 she sends a newsy letter “home”—that is, to Blue-Stone Hill. Virginia Leith is teaching near Broadford.

Catherine Moore is now continuing her work at William and Mary. She still remembers her friends at the Normal.

Josephine Harnsberger is teaching English and history in the Floris Vocational High School near Washington. She reports a fine school spirit, which reminds her of Harrisonburg.

Mary Lancaster Smith (Mrs. E. E. Garrison) is now living at 101 Wellington street, Springfield, Mass. She encloses with her letter a photo showing her house, her husband, and her son.

Loomis McCray writes from Page’s Mill. She is teaching intermediate grades in Back Creek School.

Minnie B. Shaw was married on August 16 to Mr. Clarence P. Robinson of Winchester. The happy couple are now at home at 1868 Ingleside Terrace, Washington, D. C.

Margaret Ropp (Mrs. E. G. Currin, Jr.) writes a good letter from her home, “Englewood,” near Meredithville. She is looking out for the welfare of students from her vicinity and is outlining a course of training for her two young sons.

Bernice Gay is teaching first grade in Portsmouth. Frances Sawyer is again in Norfolk. Besse Lay and Margaret Seebert, class of 1920, are in the Cloverdale High School, Montgomery County, Alabama, teaching home economics and science, respectively. Louise Walker, same class, now Mrs. John F. Jennings, 3122 Third Avenue, H. P., Richmond, has a son, J. F. Jennings, Jr.

A LETTER FROM BRAZIL

Sao Sebastiao do Paraíso, Estado de Minas, Brazil, September 29, 1922.

Dear Friends:—

One year ago today I stepped ashore on Brazilian soil so this letter may be called my first year in Brazil! As I look back, my deepest feeling is one of joy and thankfulness—grateful, first of all, that God let me come to this land, then thankful for many other things of which I shall tell you now.

We are thankful that our work is in a land so endowed with natural beauty, and among people so responsive, so eager to be taught, and I might also say, so in need, for surely it greatly adds to the joy of life to serve where you feel so keenly your opportunity. The new-found friends among the missionaries are some of our best gifts; in addition to these are the many Brazilians who have opened their hearts to us. As I left the homeland, I confess now I wondered whether I should ever make any real friends
again, and at the close of this, my first year in a foreign land, I realize that was a short-sighted and faithless wonder.

I am glad of all the getting "acostumada" to Brazilian ways and customs and for every word in my new and meagre vocabulary. Some one says, "There are four stages in language study, (1) When you know what you say, but no one else does. (2) When you get an intelligent reply. (3) When the people say, 'How well you speak.' (4) When there are no comments at all." Mr. Lane has successfully passed into the third stage but I sometimes feel I am only half through stage No. 1. I never realized before how much I had to be thankful for when I could express my thoughts to those around me.

Before Mrs. Daffin left I was "a outra Americanna," but now I am "a Americanna" (feminine form) of Paradise, being the only American woman for miles and miles. However, this does not feel as strange as it sounds. When I go with Mr. Lane on the train or into sections where I am the first American woman the people have ever seen, I certainly get what we call at Home "the once-over," and I feel that I must be a living wonder.

We have at last faced one of our American missionary's problems—the striking of an even balance between a sanitary and a simple home. The ordinary comforts of American life are to these people luxuries, and what would pass at Home as a very modest home is to them a palace. In a land so full of dirt, however, we feel that we cannot have our home too striking an example of neatness and cleanliness and homelikeness. It is hard for you, so accustomed to sanitation in the U. S. A., to imagine conditions here. Only the tropical sun saves Brazil from an early grave. Dirty garments, dirty faces, dirt in the streets, dirt in the so-called homes, dirt everywhere! This can truly be described as the land "where the little children know not the blessing of being clean." There is just so much filth and disease that sometimes you feel like picking up your skirts and running away—but then you realize what you are here for and you are GLAD you can have a part in lifting people who have not had your chance from a low level up to a higher and cleaner life physically and spiritually.

At the present, we are thrilled over the chance to work in Sao Sebastiao for a year, a field so white unto harvest, so full of oppor-

unities calling for our best, and where our training and experience at Home can count for so much. As you know, we are only sojourners here while Mr. Daffin is teaching in the Seminary. My bounding joy is the Primary Department of the S. S. Two months ago we organized this department with 18 children in the basement of the church. Last Sunday there were 110 children present and we literally had a "houseful and yardful," so the session of the church is getting ready to build us a room all our own. The growth in members is not the only way we have spread out. How I wish all of you could hear the little children sing, "Ao trono de Jesus" (Around the throne) and "Sei que Jesus me quer ben" (Jesus Loves Me), and recite the Bible Alphabet and the 23rd Psalm. Last Sunday one of the tiniest tots stood on the platform before the whole school and lead them in the Lord's Prayer. There were few dry eyes in the room when he said, "Amen" in his clear little childish voice. Just now we are making a special effort to recruit new members in the Sunday School for Rally Day, October 24. There were 300 persons last Sunday, many of them never having heard before the heartening truths from the Bible. There are many new doors open to us now through this unusual interest and attendance at our Sunday School and the responsibility is very great. We ask for your continued earnest prayers that we may grasp every opportunity of entering these homes, and that we may have the wisdom that cometh down from above, that cometh only to the children of the King.

The Girls' Society is another arm of the service in which I am especially interested. They recently raised 150 milreis for the church debt and had lots of fun doing it. They meet every week, and all 15 members are always there on time. They conduct the meetings themselves, leading in prayer, giving short talks on the Bible and carrying on the business in a very happy way. Today we organized a basketball team and had our first practice in this new-to-them sport. That and tennis, which the men enjoy very much, are greatly helping the social development of our work and are putting us in contact with persons we could not reach otherwise. The attendance at the church services is very encouraging and many new persons are interested and we hope may become
Christians. We can truly appreciate the joy of the angels over one sinner that repenteth in this land where accepting Christ means giving up social position and bearing many things we know nothing of in our Homeland. Each one must count the cost before taking the step but they all feel the cost is not to be counted as compared with the joy they have in their hearts and show in their faces.

I am also greatly interested in a class of young men to whom I am teaching English just now. One thing I can certainly say of their teacher is that she could not be more sympathetic. They are so anxious to learn and I find it very pleasant to be able to teach somebody something. But I am ashamed of my lack of progress in their language alongside of their rapid progress in English. They help me a great deal in learning their language, we compare ways of saying the same thing in the two tongues. I asked one the other night how to say "if I have time" and he said, "You never find Brazilians talking much about time." You would have to live here to appreciate that statement. The nation's motto is, "Espera um pouco," and they practice it at all times. Mr. Lane laughs at me every day for not learning that proverb, which really means "wait a little," and for thinking I can get things done ON TIME in this country.

Another cause for true gratitude in our hearts is the recent decision of the Mission as to our future location. Next year we are to go to a brand-new locality, hundreds of miles from Paradise, and farther into the interior, where our parish will be as large as all of South Carolina, and where there are no churches, and no schools. Here we will have a chance to work out our own salvation, and that, after this year's experience in this progressive church, where we shall have seen what things can lie and have been done in Brazil.

We are also mindful of our temporal blessings. We have fallen heir to the Daffin Mission Home, which is roomy and comfortable and has a flower garden radiant just now with flowers of every color of the rainbow, and also has a grape vineyard, many orange, lemon, mamea, alligator pear, plum, and jaboticabo trees.

I really have reserved my greatest cause for gratitude for the last—for you folks at Home, for your love and prayers and letters we are truly and deeply thankful. Thank you every one for your great part in our work! I think it is the realization of your faithfulness and in answer to your prayers that so many good things have come to us and that we are so full of joy. You certainly are a continual inspiration to us.

I know this sounds like a missionary's edition of Polly Anna but I also know you want your missionary to be a GLAD one—and I am! We wouldn't go back for "keeps," not even if you sent an airplane for us—but we do love you and the work in the Homeland in the same old way, and the days the boats get in from the U. S. A. will always be our Red-Letter days until our Red-Letter year—1928—when we can really see you again.

Gladly your missionary,

MARY COOK LANE

Nashville, Tennessee, November, 1922.

Any letter with two cents postage, addressed to Mrs. E. E. Lane, Sao Sebastiao de Paraíso, Estado de Minas Geraes, Brazil, will reach her in due course of mail.

The first time I read an excellent book, it is to me just as if I had gained a new friend; when I read over a book I have perused before, it resembles the meeting with an old one.—OLIVER GOLDSMITH.

If you are in Doubt of any Thing, don't be ashamed to ask; or if you have committed an Error, to be corrected. A little before you go to sleep read something that is exquisite, and worth remembering; and contemplate upon it until you fall asleep; and when you awake in the Morning, call yourself to an Account for it.—DESIDERIUS ERASMUS.

In Books we find, the dead as it were living; in Books we foresee things to come. These are the masters who instruct us without rods and ferrules, without hard words and anger. If you approach them, they are not asleep; if investigating you interrogate them, they conceal nothing; if you mistake them, they never grumble; if you are ignorant, they cannot laugh at you.—RICHARD DE BURY.
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A Syllabus
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