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THE VIRGINIA TEACHER

February, 1923

WALTER LIPPMANN
Author of Public Opinion, etc., and Associate Editor of The New York World, writes of ENGLISH: THE MAIN INSTRUMENT OF CIVILIZED LIVING

HENRY DEXTER LEARNED
Associate Professor of Romance Languages, University of North Carolina, discusses AIMS AND ATTAINMENTS IN MODERN LANGUAGES

REPORT OF SOUTHERN REGIONAL CONFERENCE ON HOME ECONOMICS EDUCATION
By Grace Brinton, Head of Home Economics Department, Harrisonburg State Normal School

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$1.50 a Year Published Monthly 15 Cents a Copy
ENGLISH: THE MAIN INSTRUMENT OF CIVILIZED LIVING

A Letter from Walter Lippmann, author of "Public Opinion," etc.

WHEN you asked me the other day to put on paper ideas about the teaching of English in New York public schools, you were aware of course how great are my disqualifications. I do not know how English is actually taught today, except as I have had some chance to talk to children who were being taught. Nothing I shall say, therefore, is meant as direct criticism, and I shall have few if any practical suggestions to offer. I shall confine myself to sketching the problem as it presents itself to me.

My impression is that the canons of English teaching were formed in an environment very unlike that which now exists in New York City. They assume that the pupil studies English in order to discipline, refine, and enrich his native speech. They assume that he already possesses the idiom of the language, and that at home and at play he is in contact with the living sources of English. But, of course, for a very large part of the school children of New York such an assumption is untrue. The speech which they learn at home is a second hand and acquired English. It is a language learned by their parents rather late in life, if they have learned it at all; and it is a language learned hastily and wholly for the purpose of a quick adjustment to immigrant conditions. This urban immigrant dialect is a kind of convenient sign language rather than an expression of personality and experience. It tends to abstraction and not to imagery. Its rhythms and its idiom draw upon no folklore and no folkways, but instead upon the standardized language of newspapers and advertisements. You cannot assume in New York City, therefore, as you might still assume in the country districts or in England, that from outside of school the sap of native English flows through the pupil's mind.

Lacking the sense of language, acquiring the language learned by his parents to express their immediate wants rather than their whole sense of life, the child comes to you with a pitiably insignificant fund of words. His words are so colorless and meagre that in the attempt to express himself, the modern city child uses the same words so often and in so many different meanings that at last his speech is a series of ejaculations. Everything is a "thing." "Things" are grand, swell, awful, nice, terrible, pretty, interspersed with "you know what I mean" and "do you get me." It is not a language that describes and communicates experience in a world of shapes and colors and movement, but a language of seeking and demanding and giving and refusing accompanied by exclamations of approval and disapproval.

But experience that can't be described and communicated in words can not long be vividly remembered. For words more than any other medium prolong experience in consciousness. And then because experience can't be expressed and can't be remembered it soon ceases to be noticed. That is one reason, I think, why in a modern city like New York the enduring interests of the race seem so
neglected. When you have looked at the stars once and remarked that they are grand, and then again only in order to say that the heavens are swell, why not look at the Wrigley chewing gum sign on Broadway which is equally grand and equally swell? Without words to give precision to ideas, the ideas themselves soon become indistinguishable. If you go through life as so many city people do, knowing objects only by the general species to which they belong, the individuality on which all true judgment and all genuine appreciation depend is soon lost.

The Book of Genesis is wise in these matters. You will remember that the Lord’s first act after the creation, even before He made Eve, was to bring every living creature to Adam “to see what he would call them.” But if you ask an ordinary movie audience in New York City to tell you the name of natural objects, you know what the response would be. How many stars could they recognize and name? How many plants? How many trees, how many animals, how many parts of their own bodies? You find, I think, that the purely urban person has almost no sense of and no words for the main activities by which he is fed, clothed, housed, transported, or even amused. The whole cycle of the seasons and the weather, of ploughing and sowing and reaping, of carrying to market and distributing is a blur in his mind. Unless he happens to be in a certain trade he is shut out of the very rich and expressive language of labor, of shipbuilding, and carpentry, and plumbing, and tailoring, and cooking. The names of tools, the names of structural parts, the names of different sorts of joining and cutting and welding are mysteries to him. You search his mind in vain for the sharp aspects of real perceptions. The substances with which his imagination can work are impoverished.

Yet the business of living in what Graham Wallas calls the Great Society is an ever greater tax on the imagination. For the bulk of public questions deal with matters that are out of sight, and have, therefore, to be imagined. These questions are reported to us in the thin and colorless language of the newspapers. We read this language, and unless we read it with a mind stored with concrete images, we can come to no true realization of what it all means. How can you hope, for example, to find a sound public opinion in New York City about the farmer’s politics if the whole circumstance of the farmer’s life is hidden and unconceived? Yet that is just the difficulty we are facing every day.

As you know I have no belief that this underlying problem of our civilization—the problem of enabling men to master an unseen environment—is soluble without a very great development of our machinery of accounting, analysis, record, and reporting. I have dealt with that elsewhere at some length. But nothing is more certain than that the teaching of English in the public school is a critical factor in the whole affair.

On the teachers of English our society depends for the formation of habits of speech, which are in reality habits of thought that will equip the modern citizen to give precision to experience by naming it. Our social life depends on the presence of enough people who can tell different things apart and discern identities where they exist. It depends, therefore, on people who use words without confusion as to their meaning, to whom the name of this and that is the name of this and that, and not of half a dozen vaguely related things as well. It depends on people, who in language at least are what the Mediaeval schoolmen called Nominalists, on people who do not mistake general terms for objective facts, on people who can penetrate phrases like Bolshevism, socialism, democracy, liberalism, radicalism, Americanism, and can arrive at candid vivid understanding of the particular persons, acts, hopes, fears that these omnibus words are supposed to cover.

A large order, but to be teacher in a republic is in itself a large order. An easy and inconsequential life is after all a dull one. But to teach English in a community like ours is to be dealing every day with the main instrument of civilized living. To give that instrument edge and point and temper is a sacred task.

WALTER LIPPMANN

THE TEACHER’S RESPONSIBILITY

The teacher—whether mother, priest, or schoolmaster—is the real maker of history; rulers, statesmen, and soldiers do but work out the possibilities of co-operation or conflict the teacher creates.—H. G. WELLS.
REASONABLE AIMS AND POSSIBLE ATTAINMENTS IN MODERN LANGUAGE TEACHING

Work in modern languages is offered in American schools and colleges with two sorts of aims in view, one specific: ability to use the language orally and ability to read; the other general: developing some intelligent conception of language as an accurate medium of expression, acquaintance with another literature, understanding another civilization. Probably most language teachers will average substantially these ideas and about this order of emphasis.

First of all comes "speaking knowledge": that is our goal, of course. The common experience that four whole years of French or German in school does not impart the ability to make practical use of the idiom in actual conversation has become a stock joke on our school system. The better informed among non-professional critics to whom this point strongly appeals make comparisons with French and German schools, where, undeniably, far greater progress is made toward really speaking English, for instance. One of two things must be the reason: either the American schoolboy is less clever or the American system is wrong. Since the former proposition is unacceptable, the latter is assumed to be the fact.

Now the American schoolboy—or girl—can, and does, learn anything he takes a notion to learn. Put him by himself in a French or German school, at almost any age up to maturity, and in six months you can not tell that he is talking a foreign language. He will have acquired perfect fluency and probably perfect accent as well. It is advantageous, if not indispensable to do this, and he does it. He makes more progress in six months than he would in more than as many years in schools at home.

Of course, he has been hearing, and, to some extent, using the language at least twelve hours a day, 360 hours a month, 2,160 hours in six months; whereas he would have only five hours a week thirty-six weeks a year in a school at home, and at that rate it would take him twelve years to amass the linguistic experience of six months abroad. Even the best teacher with the most scientific method possible to devise, could not do better than halve the time.

But even so, there remains the vast difference that in the foreign environment the boy has a compelling practical necessity which does not exist at home. No teacher and no method can overcome that handicap. Instinct tells the boy "this is of no use to me," and there is an end to "speaking knowledge."

Now the instinct is right, ninety-nine times in a hundred. Not one American in a hundred ever, in all his life, has a good chance to really speak a foreign language, unless he lives in a foreign community, in which case he has been bilingual from childhood, probably speaking neither language with true precision. The occasions on which ability to converse in a foreign language would be a real advantage practically never come to the average American. Our soldiers got along well enough without it in France. A handful learned a little French; the others taught American to more than willing pupils who saw a chance to capitalize all they could get. The American was not less astute: he simply realized that there was no particular use in exerting himself.

"Speaking knowledge" is a specifically practical thing, requiring long and arduous labor. It would be well to admit this, and to postpone serious attempts at handling the conversational idiom until the majority of students, of whom so-and-so many language credits are "required," have dropped out and only the small specially interested group is left to continue the study beyond this point.

Meantime we have an important duty—it may be the most important—to the others. If foreign language study is to continue as an essential element in our curriculum, it must make its appeal to a much larger group than one composed only of persons who contemplate some practical application of it to their own lives.

The case is somewhat different for "reading knowledge," because this can be acquired in a single year without great difficulty. We have insisted for centuries that a really educated person, whatever his mother tongue, should have such a smattering of at least three languages, English, French, German, as not to be entirely helpless when confronted with a page in one of them. No scientist,
for instance, can take the time and pains to
hunt for a translation, or, in the absence of
one, can afford to ignore an important docu-
ment, or wait until someone with the proper
equipment has done a translation for him.
Many find some occasion to use such knowl-
edge. But here again is a specifically prac-
tical thing. Its undeniable utility is not a
conclusive argument for its presence in a cur-
riculum designed for general education; else
we might with more justification require a
couple of years of law or medicine in high
school or college.

The modern language problem interests
both high school and college. The average
course prescribes two years in school and one
in college, or two years in college. Those
who fulfill this customary requirement may
be presumed to have learned how, perhaps
with the aid of a dictionary, to get the sense
out of a passage in the language they have
been studying. They have read several hun-
dred pages of, usually, quite insignificant
stuff; at any rate, they have no background
against which to see its significance. They
have had plenty of grammar. They are now
"prepared"—to drop it forthwith, as nine-
tenths do, and forget every word of it almost
immediately, because they have nothing that
ties up with their lives and their thinking.

It is hoped then that the general results,
at least, will be more permanent. Training
in accurate expression is the first of these.
But by no means every elementary course in
a modern language gives this training. It
must be carefully and wisely directed to this
end. "Translation English," mongrel litter
out of Dulness, sired by a Handy Dictionary,
hurts the perception of ideas and the faculty
of expression in both the foreign language
and the mother tongue. There is only one
excuse for translating: that the sense is not
obvious; in which case the sense should be
rendered exactly into as flawless English as
the translator can contrive. The ideas are
before him; he must express them properly.
Thus translation is an exercise, not in the
foreign language, but in English composition,
and as such has great and permanent value.

Acquaintance with another literature is
a general aim of foreign language study. But
for the ninety percent who pursue it through
three years at most, this is practically un-
attainable without the most skilful planning.

There must be no time wasted on worthless
reading matter, beyond the barest minimum
at the start, for of course something less dif-
ficult must precede Molière or Balzac or
Grillparzer, and this in turn must be led up
to by a little rather predigested prose. But
if the student is to have something of literary
experience worth keeping from his two or
three year course, he must be crowded into
worth-while reading almost immediately. In
French the one thing he must know, or he
may as well know nothing, is the last half
of the seventeenth century; in German, the
fifty years ending with the death of Goethe.
Representative things from these periods are
not beyond the scope of the second semester
in college or the second year in high school.
They are, however, lost on readers who have
no idea of the history as a whole, and the
relation between various periods. At this
time, therefore, a broad, general survey of
historical developments is demanded. This
should emphatically not be the sort of dry
specialized literary history that might be
pieced together from the introductions to most
classroom texts. It should above all be in-
teresting, as it will be if it is broad enough;
it should show the convergence of political
and economic as well as purely intellectual
forces upon certain focal points—just a few
of the most important, to serve as beacons
afterwards. Long dissertations on "Storm
and Stress," elaborate definitions of classicism,
the unities, the Alexandrine, kill the student's
interest and dull his understanding at this
stage. Not all in the first three years are
future literary historians; we are dealing with
a largely indifferent group whose interest
might possibly be roused, and is certainly
worth rousing. Reference must be made con-
stantly to something familiar: proceed from
the known to the unknown; and the cheap
magazine story or movie thriller are by no
means to be despised as stepping-stones in
teaching literature to a young class. To read
worth-while stuff with real enjoyment, it is
first necessary to read something with enjoy-
ment. Almost anything will do for a start,
if the student's interest be not killed in the
most delicate process of cultivating his taste
and his critical faculty.

The more one considers this matter of
familiarity with another literature as an aim
in a foreign language course, limited in prac-
tice to two or, at most, three years, the more skeptical must he become. There is very little encouragement in announcements of college courses at that stage of the work, and his recollections of his own course are not likely to be brighter. The alluring subjects offered farther on are invariably barricaded with prerequisites which will only be taken by the specially interested group.

Understanding another civilization, and thereby better understanding our own, would seem to be the most generally desirable and most permanent thing to be got from a course in a modern language. This is necessarily one of the last attainments, a sort of culmination, impossible without some fair grasp of language and of literary, political and economic history. It is coming to be increasingly desirable to us in America, not merely as a drawing-room ornament, for which it has always been sought. We are beginning to need it seriously wherever votes are cast for international policies. Can the two or three year modern language course make this its business?

The thing has been done for years, as everybody knows, in an improper way, by propaganda pro-this or anti-that dictated by partisan passion, not interested in training judgment but only in establishing, by any and all means, certain prejudices.

It is entirely possible, however, to plan a two year college course in a modern language so as to have the class read its greatest masterpieces and really know the most important lessons relative to intellectual development and racial characteristics which may be drawn from a comparative study of literatures and peoples. There is one important proviso: we must not stop to try for speaking knowledge, nor allow the acquisition of reading knowledge to become an end; it is only the means to something of which we ought to give our students a glimpse before they fulfil their formal requirement. After that we can specialize, and classes will be the larger for it.

The matter of method is of course vital in any such scheme. Although we are not attempting to teach conversational command of the language, the quickest, soundest, most interesting way to impart the rudiments is by a tremendous amount of oral sentence construction in imitation of a connected pas-

sage, and not patched together from a vocabulary plus a couple of paradigms: in other words, by something approaching the so-called "direct method." It does not seem possible to apply the direct method as strictly in French as in German, for several reasons, above all because of the enormous phonetic difficulties for the beginner in French. It is pedantic and a waste of valuable time to insist that details such as grammatical explanation be done in the foreign language; effort should be concentrated on the expression of really useful ideas and the fluent mastery of really common difficulties in construction. In this way a foundation may be laid that will prove serviceable if the student later on has occasion to learn to speak.

Oral expression in the foreign language is so much more difficult than translation into one's own that after a very short time spent on the former, the latter seems to come almost by magic: the passive vocabulary is so much larger and easier of acquisition than the active one. Worth-while reading should be possible after a semester of college work or a year in high school planned according to some such scheme.

The easiest of the classics should be read at this stage and just enough broad literary history should be introduced from time to time to let the class understand the plan that is being followed and the meaning of essential terms such as epic, lyric, drama, classicism, romanticism, realism. Constant comparisons must be made drawing together and shaping into a unit conception every available bit of literary knowledge, every bit of reading, and all experience of the sort that the class may have.

In the second year, as the reading advances in difficulty, the relationships studied may become more complex and the first broad lines of literary history may be filled in and illustrated. The most careful selection of the texts to be read is imperative if all this is to be accomplished, but it is feasible. If it were done, and well done, not, as now, by the end of a specialized four-year course taken by a very few, but in the two or three-year course required of all, the result would probably stand out as the most conspicuous part of the liberal arts training.

An educational system that may be excellent for European schools must, if it is
to be adapted to American conditions, be modified in points where the conditions differ. The majority of continental Europeans actually need to know the practical use of two languages besides their own; the majority of Americans do not. European children, from the nature of their environment, can and do spend much more time on their studies; hence greater condensation and more careful selection of material are required in America, and still we cannot expect to create the same intellectual attitude. Perhaps after all there are genuine compensations. But in civilization there are certain things so essential and so universal that no race, no mind deprived of them can be productive, can contribute anything worth while. It is a lofty function of education in America to break up the sterilizing intellectual isolation into which we are prone to settle after the truant officer has let us go. The time may yet come when we can match our intellectual with our material citizenship in the larger world.

HENRY DEXTER LEARNED

EDUCATION OF MOTHERS AND HOME MAKERS

The Virginia Home Economics Association composed of all of the workers in the Home Economics field, Home Demonstration Agents, and home makers who are interested in the improvement of all of the homes of Virginia have effected an affiliation with the National Home Economics Association of the United States. This association, the first and the largest of all of the organizations for home economics teachers, has affiliated units in practically every state of the Union. Through this organization the cause of home economics has been greatly promoted throughout the nation. The Virginia Association of which Miss Lula B. Walker of Blacksburg, Va., is president, is trying to interest the schools, women's clubs, and home makers in the cause of Home Economics Education. In view of the fact that practically 85% of the women of Virginia become home makers at some time in their life and that only a very few are being reached by definite home making training it shows the necessity for a greater state-wide effort to educate the mothers and home makers of tomorrow while they are in the schools of the state.

PUBLISHERS ARE WARNED AGAINST THE USE OF BAD TYPE

A WARNING that the extensive use of printing type of smaller dimensions than 10-point is becoming a serious factor among the contributory causes of eye-fatigue and impairment of vision is contained in a communication from The National Committee for the Prevention of Blindness to the various associations of book and periodical publishers, advertisers, printers, school boards, libraries and other large users or producers of printed matter.

The statement calls attention to the fact that "the use of type smaller than 10-point not only has a harmful effect on the eyesight of the reader, but often defeats its own purpose by repelling the potential reader who realizes that the reading of such type hurts or tires his eyes." The amount of money lost by advertisers and publishers through the waste circulation that results from the use of type faces difficult to read because of smallness or design, says the National Committee for the Prevention of Blindness, is probably greater than the cost of the extra space and paper stock necessary if larger type is used.

Particularly in the case of school books and other publications read by children is the use of small type harmful, the committee says. Reading matter intended for children of any age should never be printed in type smaller than 10-point. The type sizes recommended for children by the National Committee for the Prevention of Blindness follows:

For children 12 years of age—10-point
For children between 9 and 12 years—12-point
For children between 8 and 9 years—14-point
For children between 7 and 8 years—18-point
For children under 7 years—24 to 30-point

The publishers of geography and history maps are among the most flagrant offenders in this respect, the committee reports. A special effort to induce publishers of school maps to use larger type will be made.

A research recently conducted by the Department of Education of the State of Ohio showed that certain styles of 24-point type were more easily read by young children than other styles of 36-point type. The ultimate abolition of the use of all 6-point and smaller
types of any styles is urged by the committee. Publishers, printers, and advertisers who have on hand large stocks of such small types are urged to use them only when their use is unavoidable, and to scrap such type at the earliest opportunity.

As an indication of the growing appreciation of the effect of type sizes on eyesight, the National Committee for the Prevention of Blindness reports that at least two public libraries, at St. Louis, Mo., and Springfield, Mass., have set aside departments of “Books for Tired Eyes” in which are included only books of 14 and 18-point type. These books are proving exceedingly popular with older people.

THE PLAYGROUND MOVEMENT AND ITS DEVELOPMENT IN VIRGINIA

“Happy hearts and happy faces
Happy play in grassy places;
That was how in ancient ages
Children grew to kings and sages.”

ROBERT LOUIS STEVENSON

WHAT is play? It is the “finishing and crowning part of nature’s law of growth.” It is one of the three great channels, as numbered by Dr. Richard C. Cabot, needed for the development of a happy, successful life: responsibility, recreation, and affection; or work, play, and love. Dr. Cabot likens play to art. Their functions, he says, are recreation and re-creation; they are both done for their own sake and in each lives beauty, heroism, success, failure, suspense, and response from an audience.

How can we better build the bodies of young American citizens into fit temples for their souls, how can we better teach them the principles of good citizenship—obedience, fair play, clear thinking, and honesty, than by teaching the right use of their leisure time and filling it with health-giving happy play? Joseph Lee, President of the Playground and Recreation Association of America, says, “The growth of the individual as of the race is to a vital extent growth through action.” If this is true is not play necessary then to the children of the land? If opportunity for play is denied, the boy—if he liver and grows—will seek some other avenue for outlet of the force within him which bids him play.

WHY HAVE PLAYGROUNDS?

The great need for healthful recreation has been shown by some startling statistics:

In a certain restricted area of Chicago in the vicinity of the stock yards play facilities were adequately provided and during a two-year period juvenile delinquency decreased 44%.

Studies of 23,675 school children in schools of different neighborhoods in cities such as Cleveland, Milwaukee, Kansas City, and Richmond, show an average of 52% doing nothing outside of school hours. Playgrounds would not only give them something to do, but would provide that which would be beneficial to them physically and morally.

The instances just given are only a few out of hundreds collected from year to year.

HISTORY OF THE PLAYGROUND MOVEMENT

The public playground is a great tool in the hands of the recreation systems and its development has taken place in the last thirty years. In 1886 the first playground in the form of a sand garden was established in Boston at the Children’s Mission on Parmenter Street. In 1889, the first public gymnasium for men and boys was opened in Charlesbank, Massachusetts. Columbus Avenue Playground in Boston was the first large playground representing the ideals for that type of playground and was established in 1900 by Joseph Lee, who paid for its operation during its first years. This development of the Boston playground system is only an example of early achievement in one city. In New York after struggles with legislation, financial problems, over-enthusiasm, lack of space, and prejudice, a remarkable achievement had been made by 1903. In Chicago by 1901 four municipal playgrounds had been opened. Ten years later there were thirty-six Chicago playgrounds famed for their magnificence of equipment and grounds. The first endowed playground was the Children’s Playground and Playhouse in East Fairmount Park, Philadelphia. Baltimore began its playground work in 1896 and in 1907 had five municipal gymnasia. The movement spread rapidly westward to Cleveland, Minneapolis, Denver, San Francisco, Los Angeles and Oakland. Recreation continues to grow more popular and Table No. 1, contrasting the reports for 1919 and 1921, shows a steady increase in figures.

1The Playground, April 1915.
THE VIRGINIA TEACHER

TABLE NO. I

<table>
<thead>
<tr>
<th>Cities reporting recreation centers under paid leadership</th>
<th>1919</th>
<th>1921</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>428</td>
<td>502</td>
</tr>
<tr>
<td>Number of centers reported</td>
<td>3,969</td>
<td>4,584</td>
</tr>
<tr>
<td>Number of workers directing recreational activities at these centers</td>
<td>8,043</td>
<td>11,079</td>
</tr>
<tr>
<td>Cities reporting playgrounds donated</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>Cities establishing recreational centers for the first time</td>
<td>31</td>
<td>51</td>
</tr>
</tbody>
</table>

METHODS OF ADMINISTRATION

There have been various methods of administration of playgrounds and none has seemed so superior to all others as to deserve to be universally adopted. In the report of the Year Book of the Playground and Recreation Association of America for 1913, management under recreation commissions or departments seemed most popular, as thirty-six cities reported the use of this method.

THE PLAY LEADER

As to the supervisor or play leader of playgrounds, much can be said. It seems to me her greatest equipment would be some of the spirit of James Whitcomb Riley when he wrote:

"I believe all chillun good,
If they're only understood.
Even bad ones 'pears to me
Are jest as good as they kin be;"

for truly she must have an understanding heart, a clear, quick brain, a love for play, and a spirit which does not disdain to go into the alleys and tenements bordering on her play ground. Experiments and experience have proved that a playground not under supervised leadership is a thoughtless extravagance.

PROGRESS OF VIRGINIA IN RECREATION WORK

The southern states as a whole do not measure up to the standard set by northern and middle-western states, but Virginia has made a vigorous start toward systematic recreation activities. I am informed by Mr. C. R. Wood of Lynchburg, that Virginia sent

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TABLE NO. II

<table>
<thead>
<tr>
<th>No. of centers under paid leadership</th>
<th>No. of paid workers</th>
<th>Average daily attendance</th>
<th>Expenditures for fiscal year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pop.</td>
<td>Summer months</td>
<td>Other seasons</td>
</tr>
<tr>
<td>Alexandria 1919</td>
<td>22,500</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Alexandria 1921</td>
<td>18,060</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lynchburg 1919</td>
<td>35,000</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lynchburg 1921</td>
<td>29,556</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Norfolk 1919</td>
<td>110,000</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Norfolk 1921</td>
<td>115,777</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Richmond 1919</td>
<td>158,700</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Richmond 1921</td>
<td>171,667</td>
<td>3</td>
<td>2-3</td>
</tr>
<tr>
<td>Petersburg 1919</td>
<td>31,012</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Petersburg 1921</td>
<td>50,843</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

*In several cases the figures can not be contrasted because the reports were not complete; for instance, the salaries for Lynchburg centers in 1921 are not given and average daily attendance for Norfolk in 1921 is not given.
thirty delegates to a recent Recreation Congress held at Atlantic City and that this was the largest delegation from the South or south of the Mason Dixon line, and compared favorably with some of the delegations from northern states. Not only by representation at this congress but by legislation has Virginia shown signs of advancement. In 1920 Virginia passed a physical education law which is one of the best in the United States. Among other things it provides that any city or county may have a director of physical education if it will pay half of his salary. Six counties and fourteen cities have taken advantage of this. In three ways this law makes for better physical education: (1) it requires physical training in the public schools, (2) it requires physical training for normal school graduates and (3) it makes possible aid from Community Service.

Four Virginia cities were represented in the annual report from the Playground and Recreation Association of America in 1919 and six in 1921. Table No. II, made from this report, contrasts the figures for the two years and shows a noticeable increase in many respects.

MANAGEMENT OF VIRGINIA PLAYGROUNDS

Authorities managing Virginia playgrounds include school boards and parent-teacher associations, boards of education, departments of public welfare, departments of public works, departments of recreation and playgrounds, park commissions, and associations of commerce. In some cases the authorities managing playgrounds have changed: in 1919 the playground at Alexandria was managed by the school board and in 1921 by the playground association; in Richmond in 1919 one year-round recreation center and seven summer centers were managed by the Department of Public Works, while in 1921 the Department of Public Works was still running seven summer centers but no year-round center and the Community Recreation Association was maintaining three year-round centers.2

DEVELOPMENT IN INDIVIDUAL CITIES

Petersburg established her recreation system in 1921 under the management of the school board. From Mr. F. M. Martin, Superintendent of Public Schools, comes a most enthusiastic report as to its development:

For a number of years a comparatively small group of people in Petersburg made unsuccessful efforts to establish playgrounds. We found always that the city governing body, while sympathizing in a way with the thought, was not sufficiently impressed with the importance of playgrounds to make the maintenance of these centers of a public nature. This small group of workers, however, did not despair and when the city changed from the old bicameral form of government to the city manager form, we were intensely heartened to find that the city manager was a man of broad vision and wide experience in municipal government and hence alive to the civic value of playgrounds. We found a very cordial reception to our proposition. We found also that the five commissioners elected to govern the city were men of splendid vision and were equally cordial in the reception of the proposition. The city was very much hampered by lack of funds and by a large municipal debt. However, even in the face of this handicap, the city manager and the commissioners gladly gave a modest sum, about $2,000, for equipment and provided for paid directors at each of the six grounds established. The whole matter was put in charge of the superintendent of public schools. The supervising janitor of the school system was used to install the equipment. Through the ingenuity and ability of this man we made a great deal of our apparatus. The rest we ordered. Six playgrounds were established with a standard equipment as follows: 6 swings, 1 horizontal bar, 1 ladder, 6 seesaws, one bamboo slide, 2 giant strides, 1 sand pile, 1 set of basket-ball stops, basket balls, volley balls, indoor baseballs, etc. All of this equipment we made except the bamboo slides. We used pictures of the other apparatus as guides and fabricated a very substantial and usable lot of apparatus. Of course, it was necessary to order some pieces, like heads of giant strides, and swivels for swings, etc.

We operate the playgrounds from the first of March to the first of December. During the school session we keep them open for three hours in the afternoon after school and for six hours on Saturdays. During the vacation we keep them open six hours every day. We use as playground directors local talent entirely. Some of these leaders proved very successful, others did not meet with such a great success. None had any training. We had an expert to come to Petersburg and give a course of demonstrations and lectures. This course was very helpful. Many of our playground supervisors make the matter a subject of study and several were really talented. Those persons who did not succeed were quickly eliminated and replaced by others. This process has been going on for several years until now we have a really competent body of supervisors, self-taught and very efficient. We were fortunate in developing locally the talent of a young woman who is gifted in this respect. For the past year she has had general supervision of all the playgrounds.

2Year Books of Playground and Recreation Association of America for 1919 and 1921.
Salaries of these leaders have been small, ranging from $30.00 to $40.00 per month during the school session, and from $50.00 to $70.00 per month during vacation. These salaries have been provided for each of the three years since the establishment of the playgrounds in the regular budget of the city. We have never had a dissenting vote on these budgets.

A great deal of interest and some opposition was aroused when the playgrounds were first established. The public, suspicious at first, soon turned whole-heartedly to the program and it has now come to be one of the most popular of the municipal undertakings. Its scope has greatly widened. For instance, last year we added cement bathing pools and shower baths to two of the playgrounds and are planning for three more next year. The attendance upon the playgrounds has been remarkable. We make an effort to provide a program for all ages, and both sexes. In some of the playgrounds we find the attendance of adults to be very gratifying. These grown persons have a part on the daily program. Sometimes it is to come and enjoy a game of volley ball and a shower bath afterwards. Sometimes it is in the form of a sewing party for the adults. The children use the apparatus, but the principal interest is in the games, pageants, and stories. The story hour is a regular part of the program. Practical patriotism is taught in the form of organizations, pageants, etc. Many new games are taught: courtesy, politeness, and consideration for others cultivated. A sense of responsibility in the duties of citizenship is inculcated. In fact, every effort is made to make the playgrounds really profitable to the city, not only in the pleasure and healthful recreation of the children, but in the better citizenship which results.

In Richmond Mr. E. J. Garmhausen is the paid director of the Community Recreation Association, through the efforts of which some playgrounds have been maintained in addition to those supervised by the city under volunteer leadership. (This accounts for the double figures given in Table No. II in the Richmond report for 1921). The city has a swimming pool known as Shields Lake, which occupies over an acre of ground and is attended by several thousand daily during the summer. There are clubs and leagues for boys in three neighborhood recreation centers. Motion pictures, band concerts, and water carnivals have also been promoted by the city recreation movement.

Lynchburg has been the most fortunate Virginia city in having playgrounds donated. In June 1911 Mr. and Mrs. Max Guggenheimer donated a four-acre playground in memory of their deceased daughter and bound themselves to pay $500 annually for its maintenance. This is known as the "Guggenheimer-Milliken Memorial." In 1912 the Craddock-Terry Company of Lynchburg donated a thirty-one acre island in the James River to the Y. M. C. A. for a public playground. It was equipped for $30,000 as an athletic field. A brief but encouraging report of the development of the playground work in Lynchburg has been obtained from Mr. C. R. Wood of that city:

"1913—Several delegates attended the Recreation Congress at Richmond. As a result of this congress the delegates returned to Lynchburg and organized a playground association supported by private subscription. Mrs. Max Guggenheimer was the honor of the first playground and the first and only Community Building and was also the first president of the association.

"1917—The Playground Association turned over all work to the school board.

"1920—After a hard fight the city took over the playground as a separate and distinct city department. At the present time the recreation department is working under a budget of $6,700 from the Municipal Treasury and is not supported in any way by private funds or subscriptions.

"1921—The department conducted:

Four playgrounds—3 white, 1 colored, which are open the year round.

One municipal swimming pool with a capacity of 400,000 gallons.

Physical training classes for policemen, firemen and nurses.

City baseball, football and basketball leagues for men and boys.

No Accident and First Aid weeks.

A municipal band.

A community center—nine-room colonial house with club rooms, social lobby for indoor games and dancing, and cooking facilities for suppers and other entertainments."

Clifton Forge is another Virginia city having recreation facilities. Its playground covers twelve acres of ground and is operated and supervised throughout the summer months. It also has a large swimming pool.
FURTHER DEVELOPMENTS

New recreation centers are being started in various parts of the state: “plans are underway for supervised playgrounds at Winchester, Harrisonburg, Charlottesville, and Covington. Winchester is building an enormous stadium in connection with the Handley Memorial Schools; there is also a thirty-acre tract for playground and playfield in connection with the schools.”

PLAN FOR EFFECTING AN ORGANIZATION

The method of organizing the type of recreation system which these cities are attempting is given in the following outline:

First: an advance man from the Recreation Association goes to a community on an invitation from members of the community. He interviews some of the chief business men and gets them to promise their support.

Second: when the advance man leaves the community a field organizer comes for a stay of six weeks. He takes a group of people as a nucleus and forms a board of directors of thirty-five or forty people who represent different organizations. He then forms a governing body composed of

1. Five officers of the organization.
2. Four members at large.

The next duty of the organizer is to plan and put on a program or series of entertainments which will interest and entertain the people of the community.

The field organizer also appoints a finance committee which will raise funds for the maintenance of the system by means of

1. Taxation—Some states have laws which provide for levying of funds for recreation. In other states the funds must be voted upon.
2. Subscription—Before the Recreation Association sends directors it must be sure of eight hundred dollars from the community to match the eight hundred which it furnishes. Of course this sixteen hundred dollars is not enough to begin a recreation system, so there must be other funds subscribed.

Third: the playground leader and recreation secretary are the ones who carry on the work of the recreation system; and upon them is thrown the responsibility of bringing about the far reaching effects of a playground. They come after the advance agents, who are the advance man and the field organizer.

Virginia cities are thus seen to be improving their facilities for public playgrounds, taking such steps as seem to accord with the ideals of a former president of the United States, who said:

“I do not know anything which will contribute more to the strength and morality of that generation of boys and girls compelled to remain part of the urban population in this country than the institution in their cities of playgrounds where their hours of leisure can be occupied by rational and healthful exercise.”

Marjorie Bullard

BOARD OF EDUCATION ADOPTS TEXTBOOKS FOR STATE SCHOOLS

Following a four-day session during which the State Board of Education met as a committee of the whole for a consideration of the merits of various textbooks offered for state adoption, announcement was made the evening of February 8 that the following list had been adopted. According to Dr. William T. Sanger, secretary of the Board, there will be but few changes in the current price of textbooks. It is to be noted that books which have given reasonable satisfaction have generally been retained.

HIGH SCHOOLS

English—Basal:
Lewis-Hosie, Practical English; American Book Company.
Metcalf, English Literature; Johnson Publishing Company.
Metcalf, American Literature; Johnson Publishing Company.

Social Science—Basal:
Webster, Early European History; D. C. Heath.
Webster, Modern European History; D. C. Heath.

Optional—Basal:
Robinson, Breasted, Smith, General History of Europe; Ginn & Co.

History—Basal:
Latane, History of the United States; Allyn & Bacon.
Long, Government and the People; Charles Scribner.
Towne, Social Problem; Macmillan Co.
Latin—Basal:
Place, Beginning Latin; American Book Company.
Bennett, Latin Grammar; Allyn & Bacon.
Bennett, A New Latin Composition; Allyn & Bacon.
Walker, Caesar; Scott, Foresman.
Knapp, Virgil; Scott, Foresman.
D'Ooge, Cicero; Benjamin H. Sanborn.

French—Basal:
Fraser & Squair, French Grammar (Revised); D. C. Heath. Or Fougeray, Mastery of French, Book 1; Iroquois Publishing Company.

German—Basal:
Bagster-Collins, First Book in German; Macmillan Co. Or Joynes & Wesselhoeft, German Lesson Grammar; Heath & Co.

Spanish—Basal:
Hills & Ford, First Spanish Course; D. C. Heath & Co.

Mathematics—Basal:
Wells & Hart, New High School Algebra; D. C. Heath & Co.
Wells & Hart, Plane and Solid Geometry; D. C. Heath & Co.
Wells & Hart, Plane Geometry; D. C. Heath & Co.
Wells & Hart, Solid Geometry; D. C. Heath & Co.
Robins, Plain Trigonometry; American Book Company.

Science—Basal:
Ritchie, Human Physiology; World Book Company.
Hartman, Laboratory Manual for Human Physiology; World Book Company.
Millikan & Gale, Practical Physics; Ginn & Co.
Manual for Millikan & Gale; Ginn & Co.
Black & Conant, Practical Chemistry; Macmillan Co.
Black, Laboratory Experiments in Chemistry; Macmillan Co.
Peabody & Hunt, Elementary Biology; Macmillan Co.
Dryer, High School Geography; American Book Company.
Clark, Introduction to Science; American Book Company. Or Hessler, Junior Science; Benjamin H. Sanborn Co.

Bookkeeping—Basal:
Williams & Rogers; American Book Company. Or The Twentieth Century; Southwestern Publishing Company.

Commercial Arithmetic—Basal:
Moore & Miner, Business Arithmetic, Revised Edition; Ginn & Co.

High School Supplementary List

English:
Century Handbook of Writing; Century Company. Or Woolley, Handbook of Composition; D. C. Heath & Co.
Jones, Junior High School Writing Vocabulary; Hall & McCreary.

History:
Cheyney, English History; Ginn & Co.
Munford, Virginia’s Attitude Towards Slavery and Secession; Williams Printing Company.

High School English Classics
The following series of classics are suggested, as published by American Book Company, Houghton Mifflin Co., Johnson Publishing Company; Macmillan Company.

Elementary Schools
Reading—Basal:
Child World Reader; Johnson Publishing Company.

Optional—Basal:
Aldine Primer; Newson & Co.
Everyday Classics Primer; Macmillan Company.
The New Howell Primer; Noble & Noble.
Playmates Primer (until July 1, 1924); Johnson Publishing Company.

Basil:
Child World Reader, first to fifth grades, inclusive; Johnson Publishing Company.
New Elson Reader, sixth and seventh grades; Scott, Foresman & Co.

Optional Basil:
Aldine First Reader; Newson & Co.
Graded Classics, grades 1 to 4, inclusive (until July 1, 1924); Johnson Publishing Company.

New Howell First Reader; Noble & Noble.

Spelling—Basal:
New World Speller (extended to July 1, 1924); Work Book Company.

Elementary School Dictionary; American Book Company.

Language and Grammar—Basal:
Emerson & Bender, Book 1; Macmillan Company.
Emerson & Bender, Book 2; Macmillan Company.
(Both extended to July 1, 1925).

History—Basal:
Our Republic; Richmond Press Company.
Wayland, History of Virginia (term of adoption not expired); Macmillan Company.

Civics—Basal:
Hughes, Elementary Community Civics; Allyn & Bacon.

Geography—Basal:
Prye-Atwood, New Geography Book 1; Ginn & Co.
Prye-Atwood, New Geography Book 2; Ginn & Co.

Optional Basil:
Prye, First Course; Ginn & Co.; Prye, Higher; Ginn & Co.

Arithmetic—Basal:
Smith, Modern Primary; Ginn & Co.
Smith, Advanced; Ginn & Co.

Physiology—Basal:
Ritchie, Primer of Hygiene; World Book Company.
Ritchie, Primer of Sanitation and Physiology (with Virginia supplement); World Book Company.

Optional—Basil:

Winslow, Healthy Living (with Virginia supplement); Charles E. Merrill & Co.

Agriculture—Basil:

Duggar, Agriculture for Southern Schools (revised Virginia edition); Macmillan Co.

Writing—Basil:

Locker Easy Method Writing, grades 1 to 7; W. C. Locker, Richmond, Va. (Extended to July 1, 1924).

Drawing—Basil:

Industrial and Applied Arts; Mentzer, Bush & Co. Or Industrial Art Textbooks; Laidlaw Bros. Or Practical Drawing; Practical Drawing Company.

Music—Basil:

Hollins Dann Music Series, grades 1 to 7; American Book Company.

Optional—Basil:

Progressive Series; Silver, Burdett & Co.

Home Economics—Basil:

Matthews, Home Economics; Little, Brown & Co.

SUPPLEMENTARY LIST, ELEMENTARY SCHOOLS

Reading—Supplementary Primers:

Barnes Primer; Laidlaw Bros.

New Elson Primer; Scott, Foresman & Co.

Reading-Literature Primer; Row, Peterson.

Story Hour Primer; American Book Company.

Wide-Awake Primer; Little, Brown & Co.

Reading—First Supplementary:

Everyday World, grades 1 to 5, inclusive; Macmillan Company.

Literary World, grades 6 and 7; Johnson Publishing Company.

Reading—Supplementary:

Story Hour, grades 1 to 5, inclusive; American Book Company.

Howe, grades 1 to 5, inclusive; Scribners.

Reading Literature, grades 1 to 5, inclusive; Row, Peterson.

Studies in Reading, grades 1 to 5; inclusive; University Publishing Company.

Boelenius Silent Readers, grades 4 to 6, inclusive; Houghton Mifflin Company.

Wide-Awake, grades 1 to 5, inclusive; Little, Brown & Co.

New Elson, grades 1 to 5, inclusive; Scott, Foresman & Co.

New Barnes, grades 1 to 4; Laidlaw Bros.

Edson, Laing, grades 1 to 5; Benjamin H. Sanborn Co.

Winston Silent Readers, grades 3 to 7, inclusive; John C. Winston Co.

Carpenter, Geographical Readers; American Book Company.

Sheppard, Geography for Beginners; Rand, McNally Company.

Carpenter, Around the World With Children; American Book Company.

Webb, Our Bird Book; Pioneer Publishing Company.

Jackson, Life of Booker Washington (for colored schools); Macmillan Company.

Tyler, Virginia First; Author.

Jones, Keep-Well Stories; Lippincott & Co.

Rosser, Uncle Jim the Fire Chief; Southern Publishing Company.

McVenn, Good Manners; D. C. Heath & Co.

Hallock & Winslow, Land of Health; Charles E. Merrill & Co.

Brooks, Story of South America; Johnson Publishing Company.

Wayland, History Stories for Primary Grades; Macmillan.

Supplementary for Third Grade:

Robbins & Rowe, Work and Play With Language; Row, Peterson Company.

Supplementary English:

One thousand six hundred Drill Exercises in Corrective English; Noble & Noble.

Supplementary History:

Eckenrode, Told in Story; Johnson Publishing Company.

Supplementary Civics:

Binford, Young American Citizen; Johnson Publishing Company.

DRAMATIZING A HYGIENE REVIEW

HOW can a junior high school subject be reviewed with best results to the class and with least possible conscious effort on their part? This problem was met in the Harrisonburg Main Street School in a class which had studied First Aid by working out a little play. In order that the pupils themselves might initiate this activity, several copies of a hygiene play written and acted by another junior high school class were secured. A number of the students took the parts of the characters and read the play to the class. The teacher's hopes were realized when, immediately after this reading, several of the pupils suggested that they write a play themselves.

An outline of the work gone over in class—of which the play was to be a review—was made by the teacher. The class of thirty-three was divided into six committees, and a chairman for each was appointed. Each chairman was given a copy of the outline, and was made responsible for seeing that his committee got together and wrote a play in—

1Freeland—Modern Elementary School Practice, pp. 165-173.
volving as many as possible of the principles

of First Aid which had been studied.

From the six plays written the best one

was chosen. The cast practiced after school

eyery afternoon of the week preceding the

presentation of the play.

The customing was very simple—a long
dress for the mother and a high hat and a

kit for the Doctor. The properties consisted

of a long table at the center of the stage, a

few chairs, and a couch improvised from a

camping cot furnished by one of the boys, a

cover, and a few sofa pillows. The few stage

properties needed were furnished by the

children.

The class made the programs—small fold-
ers of white drawing paper with a small

picture—a Red Cross nurse, a First Aid kit,
or a Red Cross bandage—and the name of

the play on the first page, and the cast of

characters on the inner page.

After the play, the class wrote up instruc-
tions for the use of the First Aid measures

that had been demonstrated—how to give

artificial respiration, how to treat fainting,

how to set a broken arm, etc. Thus by writ-
ing down what they had seen and heard, they

fixed the knowledge more firmly in their

minds.

The use of this form of review was an

advantage to both teacher and pupils: the

children's interest was aroused—this furnished

an incentive for the children, and by so doing

made the teacher's work easier; the pupils

actually did the things they had studied,

which is always desirable; they received good

training in cooperation and in working with

committees; and the summing up in writing

of what they had learned impressed it firmly

upon their minds. In a word, the children

enjoyed doing the work and at the same time

learned more than they would have, had the

work been done in a formal way.

SAM LOSES HIS HEAD

Scene: Living room in Mrs. Keepclean's

home; table in center, couch on left, chairs

near center.

Characters: Bill, Sam, Mother, Joe,

Ruth, Henry, Jim, Doctor.

(Mother is seated to left, reading. Enter

Jim and Sam, coming from school).

Mother (after boys are seated) Have

you boys studied your lessons for tomorrow?

Sam: Going to do that now. We have

a test on First Aid tomorrow.

Jim: That is right!

Sam: Jim, will you explain this thing

to me about the course of the blood through

the body?

Jim: (explaining) Well, you see, it's

this way: The blood leaves the left side of

the heart through the aorta; then it goes to

the smaller arteries and circulates all through

the body. It is then carried through capil-

laries to the veins, and the veins carry it back

to the heart. It enters the right side of the

heart, is taken to the lungs to be purified,
comes back to the left side of the heart, and

is ready to start all over again.

Now, Sam, suppose you found me with a

deep cut in my arm—how could you tell

whether the blood was coming from an artery

or a vein?

Sam: You ask in vain.

Jim: Well, in bleeding from an artery,

the color of the blood is bright red and it

comes out in jets. Now, what is the first

thing you would do if you found me with a

cut artery?

Sam: I'd call a doctor and keep cool.

Jim: Yes, that's important, but—

Mother: But suppose you couldn't get a

doctor?

Sam: If I couldn't get Dr. Byers, I'd

get Dr. Firebaugh—there are always plenty

doctors.

Jim: But in case we couldn't get a doc-
tor—

Sam: Oh, I know! I'd 'phone for Miss

Hill.

Jim: Aw, don't you know Miss Hill is

busy looking after scarlet fever patients? The

thing to do would be to press between the

wound and the heart. Now, for instance,

if this artery were cut—(Jim grasps Sam's

upper arm) you would press right by this big

muscle; or you could put a tight roll of cloth

in the bend of the elbow and then bend the

arm up as far as possible, like this—(demo-

states).

Mother: Suppose an artery in the tem-

ple were cut, Jim?

Jim: You would press with your thumb

about half an inch in front of the upper part

of the ear, like this—(demonstrates). (Tak-
ing up books) Well, Sam, I'd better be going. Don't forget to brush your teeth, for, as Miss Wagstaff says, a clean tooth never decays!

SAM: So long, Jim. (Exit Jim). Mother, Jim always gets the highest grades on First Aid, but I remember the important points.

MOTHER: How's that, Sam?

SAM: I call the doctor and keep cool. I remember when Bill got hurt last year I kept cool, all right. I was so scared I was cold as ice.

BILL (off stage): Oh, Sam! Come help me. (Exit Sam).

MOTHER: How different those two boys are! Jim is so calm and Sam is so excitable! I do wish—Mercy! what has happened?

(Enter Bill and Sam, carrying Joe.)

SAM (excitedly): Bill found Joe with a broken arm and a cut head.

MOTHER: Oh, let me 'phone for a doctor!

(Exit Mother).

MOTHER (to Bill): Keep cool, keep cool. Bill, keep cool!

BILL: Sam, bring me some water and my First Aid kit. (Exit Sam). (Bill seats Joe in chair and talks to him soothingly. Sam enters with pan of water, hits arm on chair, and spills half of it).

BILL: Aw, Sam, don't break your neck. Where's my kit?

SAM: Oh, I forgot that. (To himself) Keep cool, keep cool. (Rushes out).

(Enter Mother).

MOTHER: What shall we do? I've 'phoned three doctors and they are all out.

(Enter Sam with kit).

SAM (to himself): Keep cool, keep cool. Bill, keep cool!

BILL: Well, I'll have to set that arm temporarily. (Opens kit).

(Sam seizes pan of water, dips handkerchief in it, and starts to squeeze water into wound on Joe's head).

BILL: Hey there! don't put water into that cut. Don't you know pus germs will form?

MOTHER: I'll get some iodine and fix it up.

(Mother bandages head while Bill puts splints and sling on broken arms. General conversation while this is being done. Sam continues to rush around, getting very much in the way).

(Enter Ruth).

RUTH: Oh, Mrs. Keepclean—my brother was unloading wood out here and he's dislocated his shoulder!

MOTHER: Oh, I'll call the doctor again! Sam (to himself): Keep cool, keep cool.

(Bill and Sam bring in Henry and put him in chair).

BILL: You say this shoulder has been dislocated before?

HENRY: Yes. See if you can set it.

(Bill clears table, then he and Sam lift Henry to table).

SAM: Keep cool, keep cool.

(Bill sets shoulder, helps Henry down, and seats him in chair).

RUTH: Oh, I feel like I'm going to faint!

(They put her on couch. Sam starts to put pillow under her head).

MOTHER: No, her feet must be higher than her head. Bill, rub her wrists while I get some ammonia. (Exit Mother).

(Mother enters and gives Ruth ammonia).

SAM: What's that for?

MOTHER: It's a stimulant.

SAM: What's a stimulant?

JOE: I know what it is. It's something taken into the body to make the heart beat faster. Corn is a stimulant.

SAM: Corn?

JOE: Yes, corn whiskey.

MOTHER (standing back and looking at Joe, Ruth, and Henry): Well, any one would think we were rehearsing for a play, we've had so many accidents.

(Knock at door. Enter Doctor, followed by Jim).

DOCTOR: Good evening, people. My, it looks as if you have a hospital here.

MOTHER: Well, we have, Doctor, almost. Bill found Joe with a cut head and a broken arm, and before we got him fixed up Ruth came in and said her brother had dislocated his shoulder. Then by the time Bill had set
that, Ruth had to go and faint, so here we are with three patients on our hands.

(Doctor looks over each patient, talking to them as he does so).

Doctor: Well, they look like they ought to get on all right now.

Sam: Yes, Bill fixed 'em all up.

My, but Ruth looks white! She looks like that man who was nearly drowned last summer.

Doctor: Sam, what would you do for a person who was nearly drowned?

Sam: I'll call Bill and keep cool.

Mother: Well, if you didn't keep any cooler than you did today, you wouldn't keep very cool.

Doctor: Bill, can't you give us a demonstration of artificial respiration?

Bill: I can try, Doctor. Get up here, Sam.

(Puts Sam on table, face downward, Bill kneels on table beside Sam, presses with palms of hands on Sam's ribs, then releases pressure).

Bill: Now, this is the Schaefer method.

Ruth: Named after Miss Edna Shaefer?

Bill: Oh, no—named after some man a long time ago. (Continues explanation).

This ought to be done about twelve or fourteen times a minute, but if you don't have a watch to time yourself, you can count. We learned a better way than that down at camp, though; when we press down we say "Out goes the water," and when we let up we say "In goes the air." That makes it about the right time. This method is better than the old Sylvester method, because it's so much easier to use.

Doctor: Well, Bill, I hope you will be a doctor when you grow up.

Sam (sitting up on edge of table, facing audience): Bill surely can do the doctoring till the doctor comes. (Then, nodding his head slowly) and the next time anything like this happens and I lose my head, I'm going to sit right down till I find it again!

Helen Wagstaff

On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.—Daniel Webster.

EDUCATION IN ACCIDENT PREVENTION

Each year 76,000 people are killed in the United States by accident, of whom twenty-five per cent or nineteen thousand are children under fifteen years of age. For every death there are twenty-six serious injuries—nearly two million people hurt and maimed and crippled. It is not a pleasant picture and it is a shameful one when we realize that this waste of life and limb is wholly unnecessary. It can be changed, if we will. The reason for this appalling loss is largely psychological, for we as a nation have not learned to think in terms of conservation as applied to human life. The secret of preventing accidents lies in teaching the children of the country to form habits in accordance with the ordinary laws of safety and common sense. With this in view the Education Section of the National Safety Council has been working since 1919 toward the development of education in accident prevention in the public and parochial schools of the country. The plan of making safety instruction an integral part of all regular curriculum subjects was worked out and its practicability demonstrated by Dr. E. George Payne of New York University, at that time Principal of the Harris Teachers' College in St. Louis. Other cities felt the need and developed similar work along the lines followed by St. Louis, notably Detroit, Cleveland, Cincinnati, Louisville, Milwaukee and several others, and achieved remarkable results in the reduction of the death rate of school children.

Briefly the plan is this. The various phases of safety in the home, in the school, at play and on the streets are used as themes for study and discussion in each of the conventional school subjects. For example, English class work offers an unlimited field for work in accident prevention through reading, composition, speeches, debates, etc. Drawing has an equally extensive scope for safety teaching through posters, construction, sand-table models, scrap books, bulletin-boards, etc., and an arithmetic class can use accident statistics for their city, state or country as a basis for graphs and problems, learning meanwhile the value of keeping accurate public record of accidents so that the extent of the accident
situation may be known. Civics can include the study of municipal and governmental agencies for the protection of citizens such as the Police, Fire and Health Departments. Safety may be emphasized in geography through the study of U. S. Coast Service, the fighting of forest fires and protection from floods. Science may deal with poisons and their antidotes. This scheme involves no extra study periods and instead of being a drag on the teacher it makes her work easier because the accident theme stimulates the children's interest by relating their school work to their every day experience.

This, then, is the plan endorsed and adopted by the National Safety Council. In November 1922 the Education Section of the Council sent out to school superintendents in cities of ten thousand and over a questionnaire regarding the teaching of safety in their schools. This questionnaire met with a most unusual response, and a realization on the part of educators that this problem is a vital one for the schools to consider and act on. The following outline is an analysis of the answers received:

1. Schools with safety teaching:
   a. Introduced as a part of the curriculum .................. 142
   b. As a special subject .................. 37
   c. Both as a special subject and as a part of the curriculum 40
   d. Instruction in safety incidental .................. 57

   Total .................. 276

2. Schools without safety teaching ........ 17

3. Reply without information on this point 3

   Total answers to date .................. 296

4. Interest of child in school work stimulated by the use of the safety motive:
   a. Those answering in the affirmative 136
   b. Those answering in the negative 10
   c. No answer .................. 133

5. Cities wishing further information in regard to plan of safety teaching ........ 258

6. Cities not wishing further information in regard to plan of safety teaching ........ 2

7. No answer on this point ........ 25

8. Cities wishing to use the education committee as a clearing-house of safety information:
   a. Affirmative .................. 199
   b. Negative .................. 7
   c. Wish further information before committing themselves ........ 21
   d. No answer on this point ........ 66

9. Cities having children's safety organizations in at least some of the schools 82

The plans of the Education Section involve a clearing-house for the exchange of material and information as to methods of safety instruction between schools. This will be largely carried on by travelling exhibits, and safety films showing methods of safety teaching. We feel very strongly that the best way to develop education in accident prevention is to make available for all schools which are interested, plans and methods found successful by other schools.

The Statistical Bulletin of the Metropolitan Life Insurance Company for November 1922 makes a report which is most encouraging to those interested in the development of safety instruction. It says:

"In view of the great and growing seriousness of the automobile situation as a whole, it is particularly gratifying to be able to report on one phase of the hazard which is actually declining. It appears from an analysis of the automobile fatalities among those insured in the Industrial Department of the Metropolitan Life Insurance Company that the rate has actually declined since 1919 among school boys and young men. From 1911 until 1919 there was a steadily increasing rise in every age group. The two years following 1919 have shown this change in the situation—a decline apparently concentrated in the ages between five and fifteen and to a lesser degree up to age twenty-five. On the other hand, the rate among children under five and at the ages over twenty-five is increasing. The rate of increase is most marked among those over 65.

"Does this mean that the propaganda carried on in the schools and through the public press has actually borne fruit? It is among the boys of school age that a very large proportion of the automobile fatalities occurs. If, as the figures indicate, the influence of the police, safety and school authorities has taught caution in the play habits of these boys, then a real step forward has been taken."

It is most significant that the period of reduction in automobile accidents to boys of school age should correspond to the campaign for education in accident prevention which began in 1919. A long step forward has indeed been taken and it is not too much to hope that the needless loss of life among American children will be cut down to a minimum in the course of the next ten years.

MARY NOEL ARROWSMITH
JUNIOR COMMUNITY LEAGUE
BULLETIN NOW READY

A
NEW bulletin on the work of the Junior Community Leagues has just been issued by the Cooperative Education Association. This bulletin contains a Foreword from Honorable E. Lee Trinkle, Governor of Virginia, and from Honorable Harris Hart, Superintendent of Public Instruction, full instructions on organization of Junior Leagues, with constitution and by-laws. The Obligation follows:

"On my honor I will seek:
To serve this league, this school, and this community;
To prepare myself in body, mind, and spirit for my duty;
To live the truth and to keep faith with knowledge;
To promote education as the right of every child;
To labor for the advancement of Virginia, to bring no reproach upon her and to emulate those who made her great among the nations by their loyalty to honor and to her;
And finally, to remember that as a citizen of the United States, I owe allegiance to the nation, and to freedom, democracy and progress among men."

The principles of the Junior Community League, as outlined in the bulletin, are:


Dr. Ennion G. Williams, State Health Commissioner has a special message for the boys and girls on the health phase of the work and Mr. Geo. W. Koiner, State Commissioner of Agriculture, has an article on "Our Birds." Suggestions for work under each head are enumerated. Special emphasis is placed on the Reading Course, for which a certificate is awarded the members complying with the requirements. The list of 25 books for children, as balloted by the American Library Association and the National Education Association, also appears. Details for awarding of prizes and pennants are outlined as well as the following information:

1. Topics for final essays, orations, and compositions.
2. Suggested ways of raising money for league work.
3. Special days to celebrate.
4. Where to write for valuable literature.

It is the purpose and aim of the Junior Community League to train the boys and girls through service to their school and neighborhood during school days, to meet the opportunities and responsibilities of full citizenship that will be theirs later as men and women. The Junior Community League should be the relay for the Community League. The future citizens of Virginia should be the relay now that they may be ready and eager to take up and develop the wise plans and work mapped out by the good citizens of today. There are now 275 Junior Leagues in Virginia; the purpose is to organize a league in every school in the state. Anyone interested may procure copy of the bulletin, free of charge by writing Cooperative Education Association, Box 1667, Richmond, Virginia.

TO STIMULATE VERSE-WRITING

"THE GLEAM," a magazine of verse for young people, recently established as the official organ of the School and Poetry Association, seems destined to exert a wide influence on young people of secondary school age, if it continues to live up to the program it has set for itself, one of "providing poetry suited to the maturity and life interest of young people, and of centering the teaching of this poetry upon the meaning and message of the poet—the mood and spirit of the work—rather than upon the technical or formal."

The magazine appears five times during the school year in alternate months, beginning with October. Teachers, librarians, poets, and the general public may apply for membership in the association by writing to Paul S. Nickerson, Editor, Canton, Massachusetts. The annual dues are one dollar and if membership is granted, the applicant will receive the magazine for one year. Pupils and young people may obtain The Gleam at ten cents a copy by applying to some member of the association. Teachers who are
members will receive original poems and 250-word poetry essays from their pupils for submission to the editor.

The publication has as its advisory board Professor Raymond Alden of Leland Stanford, Katherine Lee Bates of Wellesley, Grace Hazard Conkling of Smith, Professor John Erskine of Columbia, Percy MacKaye now of Miami University, Professor John M. Manly of Chicago, Josephine Preston Peabody, and Professor Charles Swain Thomas of Harvard.

Each issue contains the following variety of material: modern poems, selected and rewritten with informal foreword and suggestions for interpretation; one or two standard poems with similar foreword and suggestions; a single unpublished poem by a living poet of prominence; poems by students; student letters or essays about poems; and a short editorial.

Of special interest to Virginians will be the following poem which appeared in the October number. It was written by a 1922 graduate of the Maury High School, Norfolk, Miss Elizabeth Grinnan:

BEAUTY
My spirit is wild, untrammeled and free; The vast blue spaces in the sky Sprinkled with stars.
And the swaying tops of mountain pines Are its playgrounds.

But sometimes when I gather the stars in my arms, Their shining points tear at my heart; And the sharp, fragrant odor of the pines Cuts like a breath of flame.

The most striking thing about The Gleam is its value in providing a stimulating opportunity for expression. Already the response from students has been large and the current issue includes short poems from widely separated parts of the country. Students who are definitely interested in poetry and those who have never before known the gratification that comes with satisfactory self-expression in rhythmic form alike show by their attempts how keen a motive is provided by the possibility of publication in The Gleam.

SOUTHERN CONFERENCE ON VOCATIONAL HOME ECONOMICS EDUCATION

THE Southern Regional Conference of Vocational Home Economics Education met in Richmond, Virginia, January 9-12. The Honorable Harris Hart, Superintendent of Public Instruction and Mrs. Ora Hart Avery, Supervisor of Home Economics Education of Virginia, extended a most cordial welcome to the conference and made its members feel that they were indeed glad to be in Virginia and were the recipients of true Virginia hospitality.

Miss Adelaide Baylor, Chief of the Vocational Education of the Federal Board, presided over the meeting. Miss Baylor in her introductory remarks said that it seemed wisest at this meeting to take stock of the work of the past five years. She then called upon Miss Edith Thomas, Federal Agent for Home Economics Education, to give a report of the Minneapolis Conference.

The meeting was then divided into two sections and all the State Supervisors met in a round table Conference on Supervision and the representatives from the Teacher Training Institutions met together to discuss the value of the vocational experience secured by the home project method and the home management cottage. The conclusions drawn were, that the home project which was carried on during the summer in the girl's own home was the best method of securing vocational experience and that the supervised work of the home management cottage was the best means of providing experience in management and a larger opportunity for training in the social aspects of the home. A discussion of Supervised Teaching brought with it the conviction that the more varied the experience the more valuable it would be. It was thought advisable to use public schools, part time schools, evening schools, or Y. W. C. A. classes for securing teaching experience. There seemed to be a difference of opinion concerning the amount of supervision needed. Some public school superintendents require 100% supervision in order that they may be assured that their classes will not suffer at the hands of a weak student-teacher, but it seemed to be the opinion of the majority that 100% supervision did not give the girl a

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1 Reprinted by special permission from The Gleam, A Magazine of Verse for Young People. Paul S. Nickerson, Canton, Mass., Editor.
chance to express her own initiative or to develop self-reliance.

Much consideration was given to a discussion of evening school work, based upon the organization of the evening school, the propaganda, the publicity necessary to make it a success, and the most approved working principles. Since attendance is voluntary, the work must be vital and interesting and the highest compliment that can be paid a part-time teacher is for her pupils to want to continue work with her for another course.

The conclusions drawn were that the success of an evening school depended upon (1) a careful registration, (2) a small class of a definite unit size, not larger than ten, (3) progressive unit-courses, and (4) the granting of a certificate after the work had been completed. The teacher best adapted for evening school needs was thought to be the woman with a home economics education, who, after marriage, found that she had time for extra work outside of her home. The tradeswoman is not always capable of teaching and the day-teacher is too busy to undertake night work. Another phase of the evening-school which was reported to work great benefits in the respective communities was the Mother-craft Courses.

The interest shown in the discussion of child care proved conclusively that in taking stock of the past five years the aim of Home Economics education had steadily been seeking its goal and had found it in the heart of the home—the child.

The consensus of opinion was that teachers must be trained to give courses in Infant Care, Care of the Mother, Child Feeding, and related courses. One state felt the need of such courses, because of their high infant mortality, and another, because there was such a large percentage of under-nourished children in the schools.

Mr. France, of the Federal Board, gave a very interesting talk, in which he said he believed that the term “Home Economics” was going to give way and in the future “Home Builders” would be the accepted phrasing. He paid a most eloquent tribute to the work that had been done by the teachers of Home Economics and prophesied better and bigger results for the future.

One of the most progressive measures of the past five years program has been the establishment of cottages for the housing of the home economics departments of the various schools.

Louisiana reported that they had seventy-two cottages, Texas a few, one of which cost $25,000, and Virginia reported but five. The value of using the cottage as the headquarters for the Home Economics Department may be appreciated when one considers that (1) it would encourage the girl to take an interest and pride in her home and surroundings; (2) it would give her higher home ideals; (3) the department would not be intruded upon by other departments; (4) business management of the home would be more easily taught; (5) it would endeavor to reorganize rural home conditions; (6) by example it would be able to teach correct home sanitation; and (7) it would be used as a center for community social gatherings.

Dr. Mary E. Bryden spoke of the necessity of the Home Economics department cooperating with all other agencies that were putting on health programs.

Then Dr. J. A. C. Chandler followed with an excellent talk on “Why Girls Should Study Home Economics.” Dr. Chandler told of how his own interest had developed in the practicability of Home Economics education. He cited the case of a girl of 16 who was being educated in the “so-called” cultural subjects, when her mother died and she was compelled because of financial conditions to assume charge of the home and care for her four small brothers and sisters. This girl found it necessary to enter some night school classes in home-making in order that she might learn even the simplest processes in preparing foods and the making of clothing. He stressed the fact that, because of the changed economic conditions in the South, a knowledge of home economics was almost a necessity to the Southern girl. “Amusements and entertainments seem to take young people out of the home,” he said, “but with a broader home education in which higher ideals and standards are set up, will we not bring them back to the home?”

Dr. Chandler’s sympathy and faith in the bettered home conditions that will result from the earnest efforts of the home economics movement made the conference feel that with such support from the administrative officers, there would be no limit to their accomplishments.

Grace Brinton, Secretary
EDUCATIONAL COMMENT

GREATER FREEDOM FOR SUPERIOR STUDENTS

Brightest students in girls' college relieved of class tedium

Smith College, one of the leading girl's colleges in the east, has made a radical change in its curriculum this semester in so far as that little group of intellectuals—those who have an average at the end of their second year of B or better—are concerned. Instead of having to attend classes and take examinations with the more backward girls, the star students may, if they desire, devote all their time and thought in their special field, under the guidance of a general director.

The plan is wholly optional, and any student, however, brilliant, who wishes to follow the regular course of study may do so and may obtain general honors as heretofore. At Smith these students will have to take a wide range of prescribed courses in their first two years, in this way differing from the honor schools of the English universities. It differs also from the tutorial system adopted in recent years in some American universities in its restriction of the system of individual guidance to a small picked group, thus avoiding the danger of bankruptcy, which, according to the announcement of the plan in school life, "is apt to accompany the application of costly methods to the whole body of students."

"The rate of progress aimed at in college courses is determined by a rough averaging of the capacity of all the students in them," the announcement states, "with the result that while this rate is barely maintained by the weakest students, it is very far from keeping the ablest employed. These latter, the most valuable assets of the college and of the country, are liable either to fall into habits of intellectual loafing or to occupy their too abundant leisure by a disproportionate amount of non-academic activities.

"The objection to assuming a uniform pace for all abilities applies also to a uniform method of instruction. Frequent recitations and lectures may be the best means of keeping the weaker students moving; but for the brighter minds they are unnecessary and wasteful. After a good student has acquired habits of study and vital intellectual interests, she needs leisure for thinking and large quantities of solid reading rather than hours a day of class-room work.

"Further, after the large range of subjects required by the curriculum in the first two years, she is ready for a more intensive application in some chosen field, so that at the end of her course she may carry away not merely a great variety of scraps of knowledge but power and method for the mastery of a single department of learning. During the acquisition of this power she should be freed from the constant interruption of tests and examinations and encouraged to take on her own shoulders the chief responsibility for her mental development.

"Recognizing these principles, the faculty has approved a scheme by which at the end of the sophomore year students having an average of B or better—that is, about 10 per cent. of the class—shall be permitted to apply for candidacy for honors in a special field. If approved by the committee in charge and the department of their choice, they will be relieved during the last two years of the routine of class attendance and course examinations. Each candidate will come under the guidance of a general director of her course, who will plan for her a series of units of study, for each semester, and will arrange the supervision of her work in each of these units by a special instructor.

"This supervision will in general be conducted by means of suggested readings, written reports calculated to train judgment as well as the power of collecting and organizing facts, and conferences, weekly or fortnightly,
in which one report is criticised an instruction given for the preparation of the next. The last semester of the senior year will be devoted to the writing of a long paper and to a general review preparatory to an extensive examination covering the whole field of study of the last two years."

ITS BEARING WIDER THAN ECCLESIASTICAL

There is much more in Bishop Manning's letter to Dr. Grant than its immediate bearing on the utterances which caused it to be written, according to an editorial opinion of The New York Times. It constitutes, too, a lesson, much needed, these days, on the real nature of free speech and the right of everybody, in such a country as this one, to believe what he chooses and to tell the truth as he sees it.

At frequently recurring intervals some clergyman, and even oftener some collegiate professor or instructor, says something or teaches something that grieves or offends those upon whom depends the retention of his place in the church or college. Now and then such a person is dismissed, after a controversy more or less bitter and sensational, and all too often he goes away claiming sympathy as a martyr and the victim of oppression. All too often he gets from people who share his beliefs the sympathy he claims—and not infrequently he is able to capitalize his well advertised woes and to become both more famous and more prosperous than he was before.

In most of these cases, no rights, of free speech or other, have been violated, and there would have been no trouble whatever if the clergyman or professor had done what he should have done and exactly what Bishop Manning tells Dr. Grant he must do—recant or resign. Freedom neither of speech nor of opinion is violated when these alternatives are presented, and he who does not accept and act on one or the other of them has no grievance if effective measures are taken to make him seek other scenes for promulgating doctrines which, with or without reason, are viewed with disfavor by those who have been paying for his services or under whose authority he voluntarily had placed himself.

ADOPT NEW POLICIES

The State Board of Education during its proceedings this week adopted a policy which may place upon an entirely different plane the problem of school book adoption. Explained in a few words, the policy is this: That because of the development of scientific technique in education, it is now possible to experimentally determine the relative worth of textbooks by their use under standard school room conditions. Such being the case, a small list of textbooks in each subject should first be selected by preliminary examination and test and subsequently tested out in the schools for at least one year prior to the time of adopting textbooks.

In accordance with the detailed plan formulated, during the next year it is planned to test out the elementary spelling book and language and grammar books now on the present list and compare the results with several other texts in these subjects which by careful study have been found to score high in excellence. This report will be made to the State Board of Education for consideration and will be made the basis for determining what changes shall subsequently be made in these subjects.

"POTENTIAL" EXAMINATIONS

President Lowell in his annual report has some interesting comments upon a type of examination now in vogue at Harvard. The ordinary test seeks to discover and appraise the extent to which the student has possessed himself of a knowledge of the specific matters presented in lecture courses and in prescribed textbooks. The new style of examination aims to find out the student's ability to use and apply the knowledge to which the course of study relates. It also apparently tests the student's general acquaintance with a province of scientific inquiry, rather than his familiarity with those particular aspects of it which may have been emphasized in the classroom. This "potential" examination, indicative of the student's power correctly to apply knowledge to concrete situations, must be successfully passed, in addition to the informational tests, as a prerequisite to a degree.
The President of Harvard is aware that the older informational test may, in varying degrees, elicit the ability whose presence or absence is now to be gauged by the “potential” test. Indeed, in the field of mathematics, the solution of problems, provided they are properly framed, will disclose something of this adaptive or practical power—a fact which, doubtless, accounts in part for “the natural man's instinctive aversion to mathematics.”

The new plan seems rational and promising. The college student, among other peculiar attributes, is often likely, in a particular subject, to become a victim of “one book.” Nor is the failing one that college teachers always escape. During the war a recently appointed instructor in a Government seminary, on first meeting his class, announced that he knew practically nothing of his subject, but promised the class that he would endeavor to be a perfectly fair referee between them and the textbook. Anything that will make for vital knowledge rather than predigested information is in the right direction. It ought to help spread the idea that lecturers and texts are aids to the acquisition of knowledge, not substitutes for the real thing.

REVISION OF HIGH SCHOOL

COURSE OF STUDY

The State Board of Education has authorized the Secondary Education Division of the State Department of Education to undertake a revision of the Courses of Study for High Schools. The courses now in use in the high schools were adopted by the State Board of Education on June 25, 1919, and have been thoroughly tested out in the high schools for four school years. It will be possible, therefore, in revising the courses to eliminate the weaknesses which have become apparent and to make the additions which the experience of the past four years indicates as desirable.

The following committees have been appointed to co-operate with the State Supervisor of Secondary Education in the work of revision:

COMMITTEES

HIGH SCHOOL COURSE OF STUDY REVISION

English: J. M. Grainger, Chairman, S. N. S., Farmville; H. Augustus Miller, Jr., Petersburg H. S.; Conrad T. Logan, S. N. S., Harrisonburg; J. L. Borden, Bedford, H. S.

Mathematics: Fred M. Alexander, Chairman, Newport News H. S. Miss Nellie Smithey, Roanoke H. S.; R. C. Bowton, Supt. of Schools, Clifton Forge.


Agriculture and Home Economics: Dabney S. Lancaster, Chairman, V. P. I., Blacksburg; J. P. Whitt, S. N. S., Radford; Miss Louisa Glassell, Floris Vocational School, Herndon.

Latin: Miss Sallie S. Lovelace, Chairman, Roanoke H. S.; H. L. Sulfridge, Big Stone Gap H. S.; Harrington Waddell, Lexington H. S.

Modern Foreign Languages: A. G. Williams, Chairman, William and Mary College, Williamsburg; Miss Josephine W. Holt, City Schools, Richmond; Mrs. Nellie Ferguson Powell, Lynchburg H. S.

History: J. M. Lear, Chairman, S. N. S., Farmville; Mrs. E. M. Marx, City Schools, Norfolk; Miss Mary Duncan, Salem H. S.

Commercial Branches: Miss Helena Marco, Chairman, S. N. S., Fredericksburg; Miss Nettie Leftwich, Petersburg H. S.; Ira B. Grimes, John Marshall H. S., Richmond.

Physical Education: G. C. Throner, Chairman, State Supervisor Physical Education, Richmond; Tucker Jones, William and Mary College, Williamsburg; Harry Baldwin, City Schools, Newport News.


The work of revision has already commenced, and will be completed in time for the new courses to be available for use in the high schools at the beginning of the session of 1923-1924. Persons interested in changes in particular courses will materially contribute to the success of the work by writing to the chairmen of appropriate sub-committees and expressing their views.
CURRENT EDUCATIONAL PUBLICATIONS

WHEN TEXTBOOKS ARE OFFERED FOR STATE ADOPTION

On the heels of numerous book men who have been visiting teachers of the state in the interest of their various publications, comes an article in The Bookman for February 1923, entitled "The Romance of Textbooks" by Robert Cortes Holliday. Mr. Holliday is one of the authors of a new volume called "The Business of Writing." He points out that today the textbook publisher "keeps pretty close tab on the whole field of potential authors of textbooks: anyone engaged in the work of education who is likely to have up his sleeve a book on his subject is finger-printed, so to say, by the educational publishers."

The publisher and the author, Mr. Holliday reminds us, work usually very close together in the production of a textbook; and it is hinted that sometimes the book is practically rewritten by the publishing house.

"The rewards from a popular novel are all well enough in their way, but the author of a successful textbook or two has no end of a gold mine. Textbooks are not luxuries but bread." Mr. Holliday speaks of one textbook which has been going for seventeen years and last year its sale was a hundred thousand. "Such books," says the author, "have something of the durability of a piece of real estate."

"The ranks of educational book travelers are recruited in some measure from the field of teachers. Occasionally it happens that a man who has been a teacher, and has become a textbook traveler, later returns to the teaching profession. He is in very much the same atmosphere all the while. Whether or not they have ever been teachers the main body of them are, in the fullest meaning of the term, 'college men.' And in their own world there is specialization. Among textbook travelers there are, for instance, 'high school men,' as distinct from the representative of college textbooks."

"The business of educational book travelers is to circulate around among the schools, colleges, and universities; they have no concern with bookstores. Their personal friends are largely among the teaching staffs of educational institutions. They call upon them and visit them; are entertained by them, and entertain them. A general publisher has a large corps of traveling salesmen when he has five or six; but a going educational list is likely to be represented by twelve or fifteen travelers."

"The textbook traveler knows thoroughly the books he handles. He can expound to his hearer exactly why the book of which he speaks is (in the opinion of the publisher) superior to other books of its kind now current. He can follow through the book he has in hand page by page, illustrating point by point its peculiar features as compared with the methods employed by other volumes. He is familiar with the machinery of education."

JOHN ESTEN COOKE, VIRGINIAN

Even to well-read Virginians, Dr. John Owen Beaty's book, with the above title, will be a revelation. All of us have heard of John Esten Cooke; some of us have read his "Surry of Eagle's Nest" and perhaps "Mohun," "Hammer and Rapier," "Virginia," "Stories of the Old Dominion," and one or two volumes of "The Virginia Comedians"; but hardly any of us, even the professors in colleges, could name half of his thirty-one books or a tenth of his magazine articles. Dr. Beaty does not give us a complete bibliography of Cooke's magazine articles, but he does catalog nearly one hundred and fifty. And they nearly all relate to Virginia people, Virginia places, and incidents that took place in Virginia. After reading this book and looking over the lists of Cooke's writings at the end, one is almost inevitably driven to a conclusion and a wish. If Cooke had written as carefully as some others with perhaps less native talent than he possessed have done, Virginia would probably be as well known today in the world of letter as is New England.

Cooke was a Cavalier, figuratively and literally. His soul revelled in the romantic the stately, and the spectacular; yet he had capacity for painstaking research and the keen
conscience of a Puritan. The majesty and conservatism of the law, the stories and the glories of olden days, the magic beauty of the Valley, the dashing exploits of Jeb Stuart and Turner Ashby, days and nights in the cavalry saddle, love, religion, tragedy, all touched his life and enriched his experience and his imagination. High-toned and courteous, pious and introspective almost to a fault, Cooke reveals himself to a degree in his published works but even more in his letters and his diary. The latter, as well as the former, Dr. Beaty has presented to the reader with remarkable thoroughness and with admirable taste. Dr. Robert P. P. Cooke and Mrs. Charles Lee, children of the novelist, generously placed at the author's disposal eight manuscript volumes and hundreds of letters and other papers which belonged to their father. Cooke's nieces, Miss Mariah P. Duval and Mrs. Carter H. Harrison, likewise furnished him with manuscripts and instructed him with reminiscences of their uncle. Many others, far and near, have aided the task of love—the bringing again to his own people the full-length portrait and the versatile achievements of this charming Virginian.

The following paragraph, quoted from Dr. Beaty's life of Cooke, will tell us some interesting facts and will at the same time illustrate the interesting style of the narrative:

"Fighting as he did at First Manassas and surrendering at Appomattox, Cooke always considered it remarkable that he never received a wound. In his diary he checked off his fallen friends and relatives, and recounted his escapes. Once a bullet struck a fence but a few inches from his head; again, he was stunned by a bursting shell and was covered by the thrown-up earth. It was, however, an old habit to close every entry with an expression of hope in God, and he saw fulfilled his reiterated wish to be allowed to return to his beloved Valley. After Stuart's death at Yellow Tavern, Cooke had been assigned to the staff of General Pendleton and was his inspector-general of horse artillery when the end came. Paroled at Appomattox, he is said to have buried his silver spurs upon the field to avoid delivering them to his late foes."

This is the first definitive study of Cooke and his literary background. It is a fine contribution to the history and the life of the Old Dominion. It should be in every library and school in the state.

John W. Wayland

SKILL IN ACCURATE JUDGMENTS


"Can a person teach so well that the world will remember him for twenty-three hundred years?" asks the author in his first chapter of Teaching to Think. He then shows how Socrates made himself famous by helping young people to think.

The purpose of this book is "to discover the principal types of thinking which are required in everyday life, and to indicate practical ways and means for their development in the ordinary school."

Each of the fourteen chapters begins with a stated problem. For example, in Chapter III, entitled The Development of Individual Judgment, the problem stated is: How can a person develop skill in rendering accurate judgments?

"The ability to exercise good judgment in regard to affairs of practical life is an important element of successful living and should be emphasized much more than it has been in our schools. Who does most of the judging in the ordinary school? But will any amount of practice by the teacher develop skill in the pupil? A practical teacher of agriculture today would not expect to develop his students into good judges of corn or stock by doing all the judging himself."

At the close of each chapter is found a list of "thought exercises." A casual glance over some of these lists finds many thought provoking questions bearing closely on the preceding chapter or amplifying some individual problem that has been discussed in this chapter.

Clyde P. Shorts

FOR EXPRESSION TEACHERS


The lack of selections in dialect both for study in expression and dramatic literature, as well as for programs, has been a source of
great worry to teachers and readers, and it is with delight that I recommend this volume of dialects for oral interpretation. One of the most valuable parts of the book, it seems to me, is the five lectures or discussions explaining dialect in regard to its meaning and significance, how to study a dialect, the advantage in the interpretative use of dialect, and the monologue and its interpretation.

The author has made a special effort to include good selections and to secure variety, and at the same time has provided practical instruction necessary for the interpretation of dialect forms.

Among the authors will be found the names of universal favorites—Robert Burns, T. A. Daly, Paul Lawrence Dunbar, William D. Drummond, Moira O'Neill, Arthur Stringer, William F. Kirk, and many others of popular appeal. There are more than eighty selections, also four one-act plays, valuable lists of books and authors and a bibliography of 400 selections.

R. S. HUDSON

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An elementary but complete presentation of the reproduction of living organisms. A variety of plant and animal families are examined. The book is intended for children and the subject matter is admirably presented.


A set of eight loose-leaf books in each of which are thirty lessons. Book One contains strong brush animal sketches, Book Two creative landscape designs, Book Four good action and movement in children's figures. The last two books make good use of Japanese prints. The hints for presentation of problems should be generally helpful.


Intended for pupils of any age, "but the younger the better," the author says. Nearly all the apparatus used is home-made. Lessons deal with air, with water, with electrified things, with mechanics, with light and heat, and with everyday science in the home.


A textbook for students' use, adapted for vocational, trade, technical, and high schools or wherever pattern drafting and shop work are taught in a systematic manner.


Both are charmingly illustrated editions of fairy stories, originally published by the Yale University Press, and now for the first time available in inexpensive school editions.


Business letters, printed in fac-simile, with analysis in the margin, are numerous and well-selected. Attention is paid to sentences and diction.


A very complete textbook for high schools, which includes numerous exercises to promote self-cultivation in English. There are twenty-one striking full-page illustrations. The four parts of the book center around 1) an introduction to oral and written expression, 2) the units of composition, 3) the four forms of discourse, and 4) a review of grammar and spelling.


This book stresses the importance of the card index, the dictionary, the periodical, in teaching pupils correct English expression. Part II consists of over a hundred pages devoted to technical grammar and punctuation.


Five stories, simply and attractively told, about animals that live in the Rocky Mountains.
NOTES OF THE SCHOOL
AND ITS ALUMNAE
INKLINGS

SOMEONE will have to reorganize the Society for the Prevention of the Perpetration of Ancient Jokes.—It seems that a speaker from the Normal School recently appeared at Linville-Edom and was called on to talk. He talked. But first he told the story of the fisherman who was rescued from the stream into which he had fallen. "How did you come to fall in?" said the rescuer. "I didn't come to fall in; I came to fish," replied the fisherman.—Now it appears, and further than this deponent saith not, that the same person within a se'nnight "pulled" the same story at a Kiwanis luncheon. Passed a few days, and a speaker at chapel told again the famous I-didn't-come-to-fall-in story, attributing it to the gentleman who had been at Linville-Edom. Verily, someone will have to reorganize the Society for the Prevention of the Perpetration of Ancient Jokes.

Four scholarships have recently been added to the list available for entering students of the State Normal School here. Each of these is worth $100 and will be granted through President Duke, so far as possible to students who are members of the denominations offering them. Four Harrisonburg churches are presenting these scholarships, the Baptist, Lutheran, Methodist, and Presbyterian.

The recent adoption of textbooks by the State Board of Education has a special interest for Harrisonburgers in that two volumes on the list are the work of a local historian, Dr. John W. Wayland. The "History of Virginia" is a basal history textbook in the elementary schools, and his "History Stories for Primary Grades" is on the supplementary list for elementary schools.—Both are published by the Macmillan Company.

President S. P. Duke was the convocation speaker at Bridgewater College early in February, and delivered a striking message on "The Spiritual Leadership of College Students."—Dr. W. J. Gifford at the Elkton Methodist Church recently spoke on "The Business of Being a Parent."—Miss Katherine M. Anthony presented a demonstration lesson in the teaching of history to a sixth grade class before the February meeting of the Rockingham Teachers' Association. It is good to find teachers' institutes and teachers' meetings devoting more and more of their programs to such practical and informing activities.—G. W. Chappel gave an instructive talk on "Science and Religion" at assembly early in February.—Conrad T. Logan read some selections of light verse, even including a few of a decidedly saccharine character, at a recent assembly period.—C. W. Wampler, agricultural agent for Rockingham County, spoke on February 9 at assembly, recounting the work of the boys' and girls' agricultural clubs in the county schools. He also told of his recent trip to Chicago when the representatives of the agricultural clubs in this county were awarded a prize for the best cattle-judging done by any agricultural club in the United States.—Dr. W. H. Lichliter, of Cleveland, was the highly entertaining lecturer who addressed students and townspeople in the auditorium the evening of February 8.

What an amusing little play that was which students in expression presented the night of February 10! Stuart Walker, with his Portmanteau Theatre, has nothing on us. There is still some discussion as to whether our temporary stage should be called the Tom Thumb or the Hat Box, but certain it is that the Saturday night actresses made good use of the space that they had.—"Breezy Point," once the four summer boarders had arrived, lived up to its name. Laura Lambert, as an awkward servant girl, was a scream; but they were all good. Others in the play were: Roselyn Brownley, Margaret Moore, Lucy James, Mary Bell Baer, Mary Warren, Mat-tie Fitzhugh, Mae Burke Fox, Delia Leigh, Pauline Bowman, Emily Hogge, Edna Rush, and Carrie Dickerson.

Two games of basket ball have been played, at the present writing. The first was with Farmville, February 3, and the second was with Radford on February 9. The beatific smiles of Billiken were not for Harrisonburg on either occasion.—In a game tight as wax, Farmville slipped over a final goal or two and won by a score of 26 to 22. This score came at the end of a perfect nip-and-tuck.—When the southwest Virginians arrived the shadow of big Anna was cast over the Normal campus shortly after sunrise. The premonition was correct, for she saw to it that Radford won
by a score of 17 to 10.—On February 16, Harrisonburg's return game at Radford will be played. If ingenuity and work will win the game for Harrisonburg, Mrs. Johnston's sextet will surely "bring home the bacon."

The School'mam has during fifteen years established so solid a reputation for cleverness and charm, for handsomeness and beauty, that one always expects Harrisonburg's yearbook to be a model of perfection. But such a result is reached only after many a weary hour of labor by the editorial board; and it is therefore important in the choice of an editor and staff to see that there are no nodders among them. Audrey Chewning and Celia Swecker, as editor and business manager, were chosen last May and are deep in their work. The staff has now been elected, and at once goes to work. Upon these rests the duty of getting out a 1923 annual equal to all of those that have preceded: Marjorie Bullard, Anabel Dodson, Susie Geoghegan, Mary Lees Hardy, Mabel Kirks, Shirley McKinney, Margaret Moore, Nancy Mosher, Nancy Roane, Blanche Ridnour, Alberta Rodes, and Helen Walker.—But what we have said about keeping up to the standard of past School'mams is not really necessary.—This new staff is well in tune with the best; indeed, it Hardy needs Moore Chewning.

PRESENTING TWO NEW MEMBERS OF THE FAMILY

"Sheldon Hall" for the new building situated between Spottswood and Alumnae Hall, and "The Carter House" for the old Smythe cottage purchased a year or two ago, were the names chosen and recently approved by the Virginia State Normal School Board at its February meeting in Radford.

Sheldon Hall is so named in memory of Edward A. Sheldon, Superintendent of schools in Oswego, New York, and later the founder, in 1865, of the first normal school using Pestolozzian methods; Carter House is named in honor of Superintendent James G. Carter, of Boston, the immediate predecessor of Horace Mann as superintendent of schools of Massachusetts, and generally regarded as the father of normal schools in America, since he was the first to advocate teacher training institutions.

Names so far selected had honored prominent Virginians and it is the plan that the new buildings shall commemorate the names of persons who have been prominent nationally in the work of teacher training.

Maury Hall was named at the foundation of the school in honor of Matthew Fontaine Maury; Jackson Hall, for General "Stonewall" Jackson; Harrison Hall, for Gesner A. Harrison, a native of Rockingham County and a professor at the University of Virginia for many years; Ashby Hall, for General Stuart Ashby, a Confederate leader who died on the field of battle a few miles from Harrisonburg; and, Spottswood Hall, for Governor Spottswood who lead over the mountains the Knights of the Golden Horseshoe into the fertile valley of the Shenandoah.

ALUMNAE NOTES

HERE is a typical letter from Gertrude Bowler. Nothing would make our Alumnae Column more attractive than such letters as this from those who have carried out into the teaching field the splendid spirit that made their stay in school such a pronounced success. Let us have more of them.

"I am sending a check for one dollar, fifty cents ($1.50) for the renewal of my subscription to The Virginia Teacher."

"There are many reasons why I would not be without it. Each month, besides bringing, as it does, in an attractive, intimate sort of way, news of Blue Stone Hill, it has such up-to-date book reviews and alluring advertisements of recent textbooks, that help very much in my English work."

"Your article in the December number completely satisfied me. I should like to see it published, broadcast, in the daily press."

I trust that this year will be a banner one for all Harrisonburg activities.

GERTRUDE BOWLER

Two classes are to "reunion" in June! Think of it—the class of 1918 is to come back after five years and the class of 1913, after ten years! And we do hope that the "grandchildren" and some of the husbands may be able to come too.

Elizabeth Kelley (Mrs. Landon L. Davis), president of the class of 1913, has already written that she is coming. Eliza-
beth is a host in herself—so come on, now, girls, all the rest of you. We have the Alumnae Hall ready for you, and if it won't hold all of you we'll erect a tent on the campus—just where, or near where the May Pole stood when you crowned Elizabeth May Queen.

Sarah Shields is coming home to America this year too. We hope she will get, to Harrisonburg in time for commencement. She will have lots to tell us about her seven years in India.

Not long ago Margaret Seebert wrote an interesting letter to Miss Anthony from Montgomery, Alabama. She says in part:

"The State Teachers' Institute meets in the spring, about Easter, I think, in Birmingham.

"Besse Lay and I went out to the Masonic Home one afternoon last week. All the high school children from there come to Cloverdale. It is a wonderful place and well managed, I would say. The children from there are lovely—most of them above the average. They appreciate a visit so much. . . . I went with them in their bus to a ball game one afternoon. I enjoyed it thoroughly and they are still thanking me for going with them.

"We have a county teachers' meeting two Saturdays each month. We meet at different schools, so really see the county, other teachers, and other schools. I haven't seen one yet that I like as well as ours. They are wonderful, new buildings, with nice big lots. Ours is a ten-acre lot. I have never seen anything like them in the country before. You know that's where I am in my element. I want them for Virginia. I guess people will say it looks like it; but I'm coming back sometime. I'm learning how it is done now. The trucks and roads here make it possible. Some of our trucks go fifteen and twenty miles."

Everybody remembers Cliff Bennett, of course; but she is now Mrs. Wilson McArver. Her home is in Gastonia, N. C. Here is part of a recent letter from her.

"My memories of Harrisonburg are ever fresh, and it is my desire to visit the school sometime this spring.

"I have been married for over two years—my husband is in the cotton mill business—a very natural thing since there are 102 organized mills in Gaston County. The field for social work, or community work, as it is termed here, is wonderful. I have been in this work for three years, and I feel that the beginning has just been made. . . . With the advantages this state has offered its citizens, cotton mill people have made great improvement in the last five years. The principles of sociology learned at Harrisonburg have been a help to me in solving problems that come up daily.

"Remember me kindly to those friends whom I may have at Harrisonburg."

Under date of February 1 Carrie Bishop writes as follows:

"I am teaching in the Churchland High School, which is about five miles from the city of Portsmouth. We are getting a fine new building, and hope to get into it by the first of April.

"I teach all four years of English and first-year Science. And I just wish that you could see the charts, representing the study of different trees, that my class in Science have handed in. This was an outside project—the children worked in groups made up of four or five pupils to each group. There were eight groups in the class, and each group was responsible for a chart. I am going to make some pictures of these charts—if the sun shines soon.

"I spend a number of my week-ends in Norfolk, with my sister, Girtha, and I am surely glad that she is down here and near me. I think this country is very pretty, and the water unusually so, but I do miss the hills of Albemarle."

We dare say that she misses the mountains of the Valley and the sunsets from Blue Stone Hill, too.

Lucy Landes writes: I have the nicest little school just two miles from home. . . . I can't see why every girl wouldn't want to teach.

From Edna Scribner this interesting news came recently: "This is my second year at Virginia. . . . Our position is quite unique, but we are truly gaining ground and after several more years the pioneer trouble will be over with.

"When I first came, I was sadly out of place. I missed dormitory life horribly; hav-
ing no rules or regulations left me with a desolate feeling.

"May be you've been wondering about my degree—Dr. Manahan has too, because it's all hanging on trig, solid (geometry) and college algebra. You remember my extreme wisdom in math, no doubt. I'm just as wise here. If I can remember enough about those dry figures I'll get my degree in June.

"I've been majoring in English and zoology. We have graduate zoology under the great Dr. Kepner. He's absolutely marvelous. This term we are all doing original work. Won't it be lovely if we discover something?"

How it cheers our hearts to know that some of our old girls get homesick for Harrisonburg, "a habit I seem to be getting into of late," writes Josephine Harnsberger from Floris Vocational High School, Herndon. "Please don't think I'm not satisfied with Floris. It's a case of not loving Floris less but Harrisonburg more. I do have the nicest patrons and pupils in the world."

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