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TEACHERS AND THE NEW WORLD

A presentation of the very important point of view that if education is to meet its full duty it must order itself in relation to the social group as a whole.

The subject for discussion in this essay has been chosen to illustrate and so indirectly to present the very important point of view that if education is to meet its full duty it must order itself in relation to the social group as a whole. The position meant to be combatted is the tendency to treat education, actually if not intentionally, as if it were purely or mainly to prepare certain pupils to get on well in the world. Many an actual school does, in fact, so influence its pupils that henceforth they are concerned in selfish and partisan fashion primarily for the welfare of themselves alone or at most of a small part of the total social group. The position here assumed is that our schools must consciously assume an important part in the attempt to effect a better state of civilisation and must determine their aims and consequent procedure in consistency with this duty.

What, then, is demanded? In particular, what demands arise from the present critical state of the world's affairs? How shall we estimate and judge this serious tide in affairs in order to get from it the most of guidance?

Truly the present is a most momentous period in the world's history. When we consider how much is happening, in how few years the events are compressed, what results flow from them, how far-reaching the influence—when we think of these things, the effect on the imagination is overwhelming. A decade ago, as we read or studied history, our thoughts at times dwelt musingly upon those interesting periods of the remote past that stand in such relief upon the pages read. Our own times seemed so prosaic, so uneventful, that we perhaps envied the dwellers in that past the opportunity they had to see those mighty events and share in moulding and shaping the outcomes. My friends, our day will in time be judged no less interesting and no less momentous than those. The French Revolution may rival the present in the intensity of some of its moments: but in extent of regions influenced this is far greater. More is now happening, events move more quickly, more has been at stake than perhaps ever before.

And of particular concern to us is the fact that the part played by book and thought is greater than ever before. Larger numbers now read. The conscious study of society is far more widespread and the interchange of views is almost infinitely more easy. If any object that the widespread reading and thought are but the little learning that carries danger in its train, we need neither admit nor deny, but only point out that if so, then the greater the demand upon us to bring up a rising generation able to cope with the situation.

The thought is worth developing. Go back to 1815, when the Congress of Vienna took every conceivable precaution to determine for subsequent generations the paths that civilisation should henceforth follow. But they chose a path that represented reaction rather than progress, and what was the result? In answering, note that a generation is reckoned at 33 years. Add a half generation to 1815 and we get the revolutionary period of 1830-32. Add the full generation and revolutions again come, those of 1848. What does it mean? The movements of history are complex, but are we not forced to conclude at least this much—that no settlement of any great social question can afford to overlook the rising generation. When the half-grown boys of 1815 came to
maturity they took matters ruthlessly into their own hands and overturned governments that had been a half generation before restored with so much care. In 1848 the like happened again.

Do we, as we look forward, face a future of revolutions? That changes will come, great and far reaching, no one need doubt. What these changes shall be and whether they shall come by revolution or in orderly fashion depends in large measure upon the character of the successive generations. Education—as the name for all moulding influences—is the factor that determines character; it is our only hope for order. We dare not leave this matter to chance. Conscious education must lend its every aid. The result may depend upon what we here in this room and our colleagues outside decide to do. In proportion as the present is big with possibility, in proportion as thought and character are factors in shaping affairs, in just such proportion lies our responsibility.

What is the situation confronting us? What do we see as we look over the world? The aftermath of the greatest war in history, millions upon millions killed, billions upon billions of property destroyed, new-made nations starving and quarrelling as they starve, Russia in chaos, other parts of the world little better off. Everywhere international suspicions, fears, selfishness, and in too many cases despair. If we look into the domestic affairs of our countries—you in yours, I in mine—we find alike a welter of unrest, strikes, threats, bitter partisanship, industrial warfare, class hatreds. Wherever we may look, at home or abroad, the future seems dark.

But let us look beneath the surface of this most discouraging situation, and see if deeper moving tendencies may not furnish guidance. What is the characteristic feature of the period in which we live? Is there anything to distinguish it from preceding periods? The answer seems clear; it is the growth of tested thought and its application to the affairs of men. Other periods have thought and thought acutely, but the characteristic features of our time are found in the tendency to test suggested thought in as objective a fashion as possible, in the accumulation of thought so tested, and in the disposition to apply this thought to improving the affairs of men.

Three far-reaching tendencies co-exist with this modern characteristic and receive greatly added impetus from it; a tendency to criticise our social institutions, a tendency toward the aggregation of men in larger and larger units and their integration in ever closer relationships, and the democratic tendency. It is not suggested that criticism is a modern phenomenon—far otherwise. What is claimed is that modern criticism finds its chiefest support in the growth and application of tested thought. There is a seeming inevitability and relentlessness in the onward sweep of modern science that gives credence and acceptability to its criticisms. The successes of science make it bold, and no region is exempt from its search. The faith that was once yielded unquestioningly to the Church or to the Bible is now being transferred to science, and more and more our institutions are subjected to criticism. So long as tradition told us what to think conservatism held sway. Science introduces conscious questioning and the disposition to change grows apace. The strength of this critical tendency is not yet at the height. We may confidently expect a stronger and more penetrating criticism to make a yet more inclusive scrutiny of human institutions, and a yet more radical tendency to change things in accordance with criticism. Whether we approve or not, Frankenstein or no, the spirit of criticism is loose in the modern world.

The second tendency is toward the aggregation of men in ever growing units and the integration of mankind in ever more numerous relationships. That this aggregation and integration grow out of the application of tested thought to the affairs of men needs no elaboration. To use the term "industrial revolution" almost of itself suffices to prove the contention. The point here insisted upon is that the process of aggregation still continues, and in such way as to carry integration constantly with it. Before science had revolutionised our industry each community lived largely in self-sufficiency. What was eaten was grown in great measure immediately at hand, what was worn was similarly made at hand of the materials produced nearby. The customary life of the majority of mankind was lived in small areas. But as tested thought was applied to production, affairs changed. Home and shop industries gave way to the factory. More men were brought
together in one organisation, raw materials were brought from greater distances and the products similarly sold over wider areas. Cities sprung into being. Transportation facilities have kept pace. Ever growing cities are joined in ever closer relationships with ever increasing areas. Aggregation and integration are thus practical correlatives. Nor is the end in sight. Every improvement in means of production, of transportation, of communication but increases the tendency. As never before we are members of one another. The evening speech of the Prime Minister is read by the whole world the next morning. A murder in southern Europe involves the whole world in war. A crop failure in a remote corner of the world threatens hunger for the poor of Europe. More and larger aggregations, closer and more numerous integrations, and the entire world hangs together as one whole in a degree never known before. And again the end is not in sight. The process is endless unless civilisation begins to die.

The third tendency, that towards democracy, is not so easy either to define or to explain, but its forward sweep cannot be questioned. Whatever else it may mean it includes at least this: that the world and its resources and all human institutions exist for the sake of men, that men may live as well as possible, not a few chosen and set apart, but all men. A tendency this was called, and properly so, for it is still far from realisation, but a tendency it is, definite and pronounced. Whatever the Great War may have been in its inception, it came to be a question of democracy. Only on this basis could our side prolong the war, on the lack of this basis our enemy collapsed. And still again is the end not in sight; democracy will not stay its stride till many matters be set straight. Nor will the end then come, for it is an infinite world in which we live, and the spirit of human justice will ever find work lying at its hand.

As these three great social tendencies have received strength and impetus from the growth and application of tested thought, so do all working together in their turn lead to two conclusions especially significant for us.

The first is that authoritarianism in the affairs of men wanes to its death. The time was when kings held sway by a “divine right” about which their subjects were held to have no choice or say. Governmental control and its authentication were alike external. In recent times government increasingly derives its powers from the consent of the governed. External authority yields to internal. So with learning and knowledge; the time was when the ipse dixit of some master, the decree of some council or ecclesiastical potentate, the letter of the biblical text, sufficed to fix the doctrine. It is yet so with many: but increasingly here also is the authority changing its external superimposed character into internal, deriving its just power from the internal process of its efficient working. Criticism and democracy allow no resting place for authoritarianism as such. The internal authority of efficient working in the process alone can stand the test. It is the realm of morals that is now being called upon to yield its external authoritarianism sway. To many among us the prospect is one of dismay. But whether we like it or no, the time is fast passing when an external authoritarianism of morals can be relied upon to give effective guidance or control to those who stand most in need of it. Already a new generation that came to maturity during the war is asking why and why not, and will not be silenced by the traditional answers. What is worse, they are in large numbers answering their questions by denying any sort of authority, internal as well as external. The external authority of church, or book has been in the past the reliance of many in questions of morals. But these external authorities have for the many passed beyond recall. For these, if morals are not to descend to a mere temporary expediency, some other basis must be found and found quickly. Herein we who educate face a distressing situation. The downfall of authoritarianism elsewhere most of us stand ready to approve: but what to do in the matter of morals constitutes one of our most serious problems.

The second conclusion from the far-reaching tendencies earlier discussed is if anything even more significant, namely, that change is inherent in the very process of civilisation and so far as concerns human institutions practically all-embracing. It is only too true that many among us have been hoping and praying that affairs will at last quieten down and let civilisation catch, as it were, its breath. It is not improbable that the war has acted
temporarily to hasten the process of change: but taking centuries together change will never quieten down: on the contrary, it will almost certainly become increasingly rapid. What, do you ask, can be the justification for so disquieting a prophecy? Consider the facts. Civilisation takes its character from—or better, finds its character in—the fabric of human achievement known to us as tools, machines, and the like, and the correlative customs, institutions, and systems of thought. See what the single invention of the steam engine has done to change the affairs of men; or the telegraph; or the germ theory of disease. Every first-class invention makes far-reaching demands for changes in human behavior and relationships. The increasing aggregation of human affairs hastens the spread of change. More first-class inventions have been made in the past 200 years than in 20,000 years before. We have every reason—unless civilisation goes to pieces—to expect the next 200 years to show even more invention, because thought begets thought, tested thought begets fruitful thought. If so, more change, and so ad infinitum. As inevitably as civilisation continues to exist and thought continues to be itself, with that same inevitability will changes come. We face then a world of inherent and unending change. What the changes will be, whither they will carry us, we know not. The only thing we can with certainty assert is that we face an unknown and rapidly changing future.

In view of all the foregoing what shall we say are the special demands made upon us who teach? What characteristics are especially needed to enable the rising generation to meet its problems and difficulties? Some things can be named at once.

Among the many changes that are to come some will come apart from our special efforts to bring them about, perhaps even in spite of efforts to prevent their coming, but others we can bring or not as we like and according to the fashion we choose. Change is, in fact, inevitable, but progress is contingent. It is, then, exceedingly important that the rising generation shall believe in orderly processes of capitalising change rather than in violent and catastrophic measures. The road to revolution if often travelled can but lead to the death of civilisation.

If the world faces many and great and unknown changes, it is impossible that we by taking thought can prepare our youth specifically to meet that unknown situation. We must prepare them to adapt themselves, when the time shall come, to that unknown and shifting world. We must, as far as we can, make our young people adaptable, capable of easy and intelligent adjustment. It is methods of investigation they must be taught, not specific solutions. That they shall think, and not what they shall think must be our aim.

Since there is no longer dependence to be placed upon merely authoritarian ethics inculcated by blind habit, we must seek an intelligent moralisation. Moral habits? Yes, but moral principles besides. On no other basis can we expect our young people to adjust themselves morally to that ever shifting world. If they do not have the “why” as well as the “what” of morals, they will not clearly recognise the moral demand in the changed aspect of affairs. To give them habituation only is to invite moral anarchy. This is indeed a great responsibility. The time once was when the school could say to the church, this matter of morals belongs to you, but that day, for good or ill, has passed. It is to the school that society must look and we can only meet our duty by building an intelligent moralisation.

A fourth matter perhaps not quite so pressing as the preceding is the demand that none of our youth get only trade training. Trade training we need and it must be got somewhere, but our working people need something more. We must have artisans who understand the “why” of what they do. Else they cannot co-operate consciously in what they do, and, more to the immediate point, they will be unable to adjust themselves to the shifting demands of new processes. Intelligent our workmen must be, for their own sakes as well as for the sake of their work. But even more, our workmen of all classes and grades in common with all others—if there are to remain any who do not work—must be intelligent citizens. Anything else is dangerous to the welfare of society. A more pernicious doctrine is not preached than that of education as a mere trade training.

But the principles given in our analysis yield yet other guidance. Consider our international situation. The unending process of aggregation and integration has for us a very
definite lesson. An inclusive integration is absolutely inevitable unless civilisation is to fail. A round world was bound in time to return upon itself. As the seven petty kingdoms of England could not continue separate, but must unite in time into one inclusive kingdom: as the clans of Scotland could not forever continue in mutual warfare, but must unite to form one country: as in my own country the thirteen original states could not walk independent paths, but must form first the confederation and then a union and finally make of this an indestructible union: so the same processes of integration are bringing the nations of the world together. Granted the continuance of the aggregation and integration, now steadily increasing, the time was bound to come when the multiplicity of mutual relationships would demand the joint intelligent solution of common problems. If nations are already so bound together that the assassination of one man in an obscure corner lights a fire that spreads over the whole world—if these things can happen, it would seem that the time has already come when inclusive organisation shall make such things impossible.

And what do these things mean for the teacher? They mean that we must build world-mindedness in our children, the ability to see the world of humanity and not merely the people of one single nation. It means further a positive world patriotism, an unselfishness in dealing with the mutual affairs of our country. I am not saying that we should no longer love our respective countries. Far from it. But I do decry a selfish patriotism that lets the immediate and apparent good of country outweigh considerations of right and justice and good-will to men. The patriotic rivalry I would advocate is a rivalry to excel in helping mankind, and not rivalry in the exploitation of backward nations. The world-mindedness we would build must see the practical and moral impossibility of an exclusive national sovereignty. It was on this rock that Prussia came so near wrecking the civilisation of the world.

Such a conception of world-mindedness means for my country, and possibly for yours, a new history, a new geography, and a new civics. It must be a history that unites and not one that separates. It must be a geography that teaches respect for other nations, that sees the whole world mutually interdependent. It must be a civics that brings home to the individual his duties and possibilities in relation to others, and the like duties and possibilities of his nation in relation to other nations. The task is great, the schools cannot do all, but we can at least do our part to make the spirit of human brotherhood permeate the work of instruction.

We may get light also on the domestic situation from our analysis. In matters industrial the tendency to aggregation has far outrun the spirit of democracy. So far our organisation has considered mainly the money outcome: we have too often forgotten the element of humanity. These men who work in factories are not merely producers, money-makers: they are also men of like passions with ourselves. We have been prone to forget this, and have left democracy out of account in our industrial affairs. If our analysis is valid we may be sure that in some way, somehow, the spirit of democracy must enter also the industrial realm. We cannot say what specific form this will take—we do not know, possibly no one has as yet even conceived a suitable plan: but this we can rely upon; unless the worker lives in his work as well as from his work, we are going to have unrest forever. And this holds of all kinds of workers. We must live in our work as well as from our work.

What is then demanded of the school? That it build in its pupils breadth of view in social and economic matters, the unselfish outlook, a sense of responsibility for improving affairs, and such an ability to think as will keep our pupils grown to maturity from being the prey of demagogues. Regard for these things should permeate all our teaching. Each time any one of us faces a class it ought to be to lead our students to a firmer grip on such attitudes. The school must provide opportunities for cultivating breadth of view, the sense of responsibility, and the ability to weigh arguments in social and economic matters. Practice in these is necessary to build them firmly. The very manner of conducting the class will have no small part in the matter. The unselfish attitude will prove difficult to attain, but a sense of fair play in life's affairs can be built up at least within certain limits.

The school we have inherited has come
on the one hand and to impart bare knowledge or skill on the other. These things no longer satisfy. The duty of the school is now as large as is the life of the child who is to live in the democratic society of the future. It is our part to see that the ideals and attitudes necessary for that democratic life enter into the very innermost souls of our young people. In no other way can we meet the demand of the times upon our schools. In preparation for that unknown and changing future books and examinations are not sufficient. Ideals and attitudes are immensely more important. Among these, three especially stand out as worthy of our every endeavor: unselfishness, adaptability, and responsibility.

WILLIAM H. KILPATRICK

IN THE ENGLISH WORK

SHOP

To paraphrase George Eliot, errors and mishap present a far wider range of possibility to teachers of written composition than do clearness and precision.

Many of the English teacher's hardships come about through a traditional notion that learning to put a series of sentences into writing is of necessity a slow, painful process, full of cares to the student and of vexation to the teacher. Consequently, we teachers of composition, defeated at the outset, assume an attitude of patient endurance and set about waiting for our pupils to make up their minds to leave off spelling incorrectly; to somehow decide to start punctuating; to stop voluntarily and see the difference between its and it's; and probably, to take an interest in the ends of sentences. Meanwhile, we, like indulgent mothers, follow along behind, picking up after them and setting things to rights, leaning heavily upon our prayers and good intentions.

As a matter of fact, the bright children sense our attitude of toleration and leniency, and those of them that do not wink in their sleeves, deliberately capitalize our policy of watchful waiting and use it shamelessly. The teacher who doubts the truth of that can make a quick test by raising up a tablet of Thou-Shalt-Notes in the way of a list of minimum requirements for the mechanical accuracy of all written work prepared out of class to be handed in. It is astonishing how docile students are, after the first shock of surprise that the teacher has emancipated herself from the slavery of little mistakes. But they like the idea that they must not hand in a piece of written work having even one misspelled word in it: they are to be sure of that fact by consulting the dictionary as grown people do when in doubt about a word; that they must be able to give a reason for every mark of punctuation they use; that it does make a difference what form they use for their written work; and that it is merely stupid to run sentences together. The number and difficulty of the requirements depend, of course, upon the grade. Such a standard is not any more rigid than are the answers in the backs of their arithmetics and algebras—both depend upon fundamental principles.

The use of projects by the teacher who holds rigidly to a fixed standard of attainment yields wonderful results. Often the novelty of a particular project, or the enthusiasm of the pupils—yes, they can really be enthusiastic in spite of a rigid standard of mechanics—will tempt the teacher to accept quantity for quality; however, the part of the teacher is to act as ballast as well as to serve as a motor. Under any well-launched project, the amount of written work done by the individual pupil is many times what he does under the assigned theme plan; so it is easy to see the advantage of swimming up, while at the same time swimming out. As to the possibility of the wrong mind-set, that invariably depends upon the teacher's own attitude anyway.

One of the advantages of teaching composition by projects lies in the possibilities presented for entrapping the lazy and indifferent. Sometimes such a pupil takes hold, if only for a moment, of some little tendril hanging near him, only to find himself completely enmeshed in the plan. As an example: Shalley was one of six boys engaged in getting out the first edition of a daily newspaper. The project was only a little past the germination stage, and they were struggling with the organization of a staff. Shalley remained only luke-warm on the subject until
he saw the boys were planning to emphasize the name of their paper, The Scent, by drawing a blood hound on either side of the title, each smelling along a trail. Then Shalley, who had been elected editor-in-chief, revolted; his artistic soul rebelled, and he appealed to me, pointing out the absurdity of a newspaper carrying an illustrated title. I refused to arbitrate the matter, but watched the outcome with interest, for I saw that Shalley had at last ignited. To be brief, he not only carried his point about leaving off the hounds, but he controlled the policy of the paper, making it a Special 1492 Edition announcing the discovery of America by Columbus and featuring him as a world hero. The need for copy for their other departments drove them into research for other topics of interest at that remote date, and as a result, their sporting columns were filled with accounts of cock fights, bull fights, and duels. Their editorial page carried an appeal for the immediate repair of The Spaghetti Bowl, a popular arena in Madrid recently condemned by the Board of Public Safety; there was an editorial on the betterment of public highways, and a suggestion for segregating children of school age, together with their tutors, in one big building, and paying for the maintenance of this unique venture out of public funds. Thanks to Shalley’s facile pen, they had a fashion page showing by drawings many conceits in the way of fashions for ladies. As they were given but three days in which to “get their paper off the press,” they worked at white heat. Shalley became so elated by the novelty of the plan that his ideas crowded upon each other, and he often came to class with sheafs of manuscripts. His group complained to me that Shalley was trying to do all the paper by himself.

The entire class burned and sizzled with that newspaper project. This was due, I think, to one of two facts: the newspapers were “life size,” for one thing; and furthermore, they were to be placed with other newspapers on the files in the library. Some of the names chosen or originated by other groups were: The Spider Web, The Fingerprint, The Whodo, The Weknowit, and The Spy Glass. By way of parenthesis, I should say we eschewed all jokes of the popular varieties, using jokes only as fillers, but placing emphasis upon advertisements of the future businesses the pupils hoped some day to be engaged in. These were very popular.

Aside from the amount of composition a well-directed project can elicit, there is the joy obtained from an increased range of observation. There are so many things we do not see till they are pointed out to us. In a recently completed project having to do with a handmade book of our city, many students saw for the first time the reason for the minutiae found on the first few pages of a book. They were decidedly impressed with the importance of a Foreword, and charmed with the possibilities of the dedication. When the book reached the binding stage they reveled in planning and determining upon an artistic cover; and when at last it was finished they looked upon it with a sort of reverence.

As a rule I value pupils’ ideas about what we undertake in class, for I often get good hints, at least about what not to do. So upon completing the book project, I asked for a statement of their greatest difficulty, and in almost every case they said it lay in getting each one in a group to come up on time with his allotment. They also observed that some did more than others—an adult world in miniature! Out of the discussion grew the idea of individual booklets dealing with their hobbies. As a result, there are all kinds of little booklets in the process of making. These deal with such subjects as pioneers, manners and customs of various peoples, each grouped around a little boy or girl of that country, a book of little plays for little people, stories for little boys, stories for little girls, books on ants, bees, beavers, great pictures and great painters, about favorite makes of automobiles, and one book has to do with sports and well-known sportsmen. They are ransacking book stores and the libraries for ideas on arrangement.

However, an English teacher cannot go for too long a stay among the fields of fancy; she has to make frequent returns to serve a period under grim old Master Drill. He seems to be a necessary evil; there are phases of composition which refuse to submit to any other authority. Fortunately, we have the power to disguise him while we serve. Ring Lardner serves as an excellent disguise. His baseball stories in back numbers of the Saturday Evening Post, or his later syndicated
newspaper observations, when on suitable subjects, if cut into strips of four or five inches in length and distributed to the class with instructions to improve Mr. Lardner's English, will furnish such a drilling in spelling, capitals, punctuation, and run-on sentences as few teachers could provide in a week's time. Classes are avid for that kind of exercise; the teacher has to use it sparingly, however, in order to save its novelty for the purpose she means it to serve. I have known pupils to see for the first time the difference between finely and finally, too and two, hoping and hopping, and so on. And sometimes they discover for themselves what is meant by a run-on sentence.

Such a check may be the worst of pedagogy, but it is certainly a refreshing experience, and so cannot be very bad psychology; and since it gets decidedly satisfactory results, it cannot be very bad teaching. Since composition teaching in order to avert failure must be made, when possible, a pleasurable experience, the ends sometimes have to justify the means.

It is certainly a truism in teaching that students are passive towards learning anything for which they do not feel an immediate need. Teachers of composition are continually face to face with this fact, and are often hard pressed for ways to meet it, even having to ignore, sometimes, highly respectable pedagogical conventions.

As a case in point: pupils get a far-away look in their eyes when certain phases of written composition are presented, and I know of nothing that causes this look more quickly than a formal presentation of the technique of transition. However, it is possible to make a quick incision in their indifference and to ingraft a number of varieties of transitional expressions almost painlessly by getting their attention fixed on their favorite newspaper "comic." Without making an assignment, have them bring to class the first two squares, or sections, of a "comic" of their own choosing, getting, preferably, ones showing change of scene. Then ask them to state briefly what is taking place in the first picture; then to move gracefully out of that picture, telling in another paragraph what is taking place in the second picture, without using bluntly such expressions as, "In the next picture," etc. By letting the first ones finished read their paragraphs, while the others raise their hands when they feel themselves move into the next picture, quite a bit of excitement can be created over trying for Studebaker, Buick, and Hudson Six transportation vehicles into the next picture, instead of bumping the passengers there in wagons and wheelbarrows. They soon get the point and make distinctions between such transitional expressions as, "In the next picture," "And so," "and," "Presently," "Upon seeing," "After," "As a result," etc., etc. The teacher using this, or some such device, has no difficulty disposing of all her transitional wares, for the pupils see they are something practical.

To any who may be prejudiced against giving that much recognition to "comics," I suggest cartoons. However, cartoons divided into episodes are hard to find. Whatever is used, the emphasis should be centered upon getting out of one picture into the other, and not upon the subject matter in the picture.

As a general rule, all exploration in the field of composition—so far as it concerns children—should be pleasurable. While pleasure must not be the objective, every effort of the teacher toward making each venture in composition unique in some respect, is doubly repaid in the returns. Fortunately are the pupils whose teacher keeps a plentiful supply of pictures, magazines, and clippings for ready reference in all such matters as capitalization of titles, use of quotation marks, arrangement of conversation into paragraphs and so on _ad infinitum_. Pupils like to be guided around the textbook out into "the world."

No class is languid or abstracted on business letter day if the teacher has ready plenty of good magazines to distribute, telling the pupils they may order, or inquire about anything in the advertisements that appeal to them, and that special notice will be taken of those getting the most letters written during the period. Here a rigid standard of exactness in mechanics scarcely has to be mentioned, for pupils almost without exception wish to appear mature in their business correspondence.

Columns of advertisements such as are found in _Harper's Bazaar_, for instance, advertising schools for girls, schools for boys, different breeds of dogs, cats, and other pets, serve as keen stimuli for order letters, letters
of inquiry, letters of complaint, and adjustment letters. Business letter-writing conducted on this plan will make a class of eighth or ninth grade work like a hive of bees.

There is no reason why composition should ever be a dull subject. To the teacher who is inventive, or resourceful, it presents possibilities ever new and interesting; every lesson is an adventure. In order to measure up to the possibilities of her subject, a teacher of composition should be always widening her interests in order to get on common ground with her pupils through their interests. It is not too much to say that her success as a teacher of this subject depends in large part upon how much of a naturalist she is, how much of an artist, how much of a scientist, as well as upon how well she can do her own assignments.

Of all books a teacher of composition should be afraid of, it is the class textbook, particularly if it happens to be a state adopted one. The teacher should be able to see through it, but also over, above, and beyond it. As a Baedeker, it has its merits, but as a code of behavior to be followed year after year, it will prove to be a millstone.

Bonnie Gilbert

WHAT THE SALVATION ARMY IS DOING IN VIRGINIA

The Salvation Army is one of the most human organizations in the world: it reaches and touches all classes of humanity, it sees and meets the needs of people. The Salvation Army is truly an organization of democracy: it includes all sects, it has no disputes as to orthodox beliefs, it does not wonder and doubt or look for new interpretations. It believes and stands for essentially the things that Christ stood for—sacrifice, service, and love.

The Salvation Army originated in England, under the name of the Christian Mission. It was founded by General William Booth. He was a versatile man, and the ecclesiastical world of his time offered him many opportunities for advancement and success. He felt he was needed more in the dark corners and slums of London, where a great mass of poverty-stricken, degenerate, and friendless people were living, day after day and year after year, with no hope or chance for a different future. And it was among these people that General Booth began his work.

In England there was a little family, a little family of three, that became active and interested workers in the Christian Mission. It was early in the year 1879 that the father of this family, Amos Shirley, came to Philadelphia to take a place in a silk mill. And in Philadelphia he found many inquisitive and sinful people. He began to wonder, and as he wondered he wrote his daughter, Eliza Shirley, who was then a lieutenant in the Christian Mission, of the conditions existing in Philadelphia. Eliza Shirley, then a girl of sixteen, asked permission of General Booth to start the Salvation Army in America. After a little hesitancy, General Booth wrote her:

“If you feel you must go, and do start a work, start it on the Salvation Army principles. You may call it the Salvation Army, and if it is a success, write us, and we may see our way clear to take hold.”

Youth is very determined. And Eliza Shirley was young, so in the same year she and her mother came to Philadelphia. New ideas and new organizations are never met enthusiastically by the public, especially when their originators are unknown, have no friends or money, and even less influence. After many days of hard work and struggle, the first meeting was held on Sunday, October 5, 1879. The beginning of the Salvation Army in America was very meagre and its growth was very slow, but with the passing years it has not only spread to every state in the Union, but into nearly every country in the world.

In the United States the work of the Salvation Army is now divided into three territories, the Eastern including twenty states, the Central comprising fifteen, and the Western comprising twelve states. These territories are divided into districts for the purpose of more effective work and are headed each by an experienced officer in the Salvation Army.

Evangeline Booth has been Commander of the Salvation Army in America for eighteen years. In many ways her leadership is the most remarkable work achieved by a woman in the directing and supervision of a great philanthropic organization. She found the Salvation Army with 26,866 members;
TABLE NO. I

REPORT OF RELIEF WORK, YEAR ENDING SEPTEMBER 30, 1922

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<tr>
<th></th>
<th>Alexandria</th>
<th>Danville</th>
<th>Fredericksburg</th>
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<th>Norfolk I</th>
<th>Norfolk II</th>
<th>Norfolk III</th>
<th>Newport News</th>
<th>Petersburg</th>
<th>Pullaski</th>
<th>Richmond I</th>
<th>Richmond II</th>
<th>Richmond III</th>
<th>Richmond IV</th>
<th>Salem</th>
<th>Winchester</th>
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<tbody>
<tr>
<td>Christmas Dinners</td>
<td>269</td>
<td>90</td>
<td>48</td>
<td>155</td>
<td>22</td>
<td>25</td>
<td>140</td>
<td>66</td>
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<td>64</td>
<td>4</td>
<td>12</td>
<td>23</td>
<td>100</td>
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<td>270</td>
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<tr>
<td>Transportation</td>
<td>46</td>
<td>106</td>
<td>34</td>
<td>88</td>
<td>6</td>
<td>12</td>
<td>40</td>
<td>83</td>
<td>12</td>
<td>54</td>
<td>3</td>
<td>11</td>
<td>23</td>
<td>15</td>
<td>62</td>
<td>226</td>
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<td>Garments Given To</td>
<td>44</td>
<td>82</td>
<td>218</td>
<td>75</td>
<td>4</td>
<td>12</td>
<td>23</td>
<td>223</td>
<td>35</td>
<td>12</td>
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<td>2</td>
<td>13</td>
<td>22</td>
<td>6</td>
<td>290</td>
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<td>Needy Families Helped</td>
<td>260</td>
<td>90</td>
<td>48</td>
<td>155</td>
<td>22</td>
<td>25</td>
<td>140</td>
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<td>Toys Given To Children</td>
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<td>23</td>
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<td>290</td>
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<tr>
<td>Summer Outing For Children</td>
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<td>50</td>
<td>90</td>
<td>4</td>
<td>12</td>
<td>23</td>
<td>223</td>
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<td>290</td>
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<tr>
<td>Total Number Given Relief</td>
<td>225</td>
<td>2523</td>
<td>593</td>
<td>1382</td>
<td>5</td>
<td>12</td>
<td>4</td>
<td>230</td>
<td>35</td>
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<td>290</td>
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<tr>
<td>Value of Relief*</td>
<td>$397</td>
<td>$1455</td>
<td>$688</td>
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<td>$397</td>
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</table>

*Value of Relief—Noted only in dollars.  **Colored corps.  ***Roanoke II—Mill Village Corps located at Morris Twine Mills.

TABLE NO. II

REPORT OF PRISON WORK YEAR ENDING SEPTEMBER 30, 1922

<table>
<thead>
<tr>
<th></th>
<th>Alexandria</th>
<th>Danville</th>
<th>Fredericksburg</th>
<th>Hampton</th>
<th>Norfolk I*</th>
<th>Norfolk II*</th>
<th>Norfolk III*</th>
<th>Newport News</th>
<th>Petersburg</th>
<th>Pullaski</th>
<th>Richmond I</th>
<th>Richmond II</th>
<th>Richmond III</th>
<th>Richmond IV</th>
<th>Salem</th>
<th>Staunton</th>
<th>Winchester</th>
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<tbody>
<tr>
<td>Meetings in Prison</td>
<td>96</td>
<td>61</td>
<td>49</td>
<td>108</td>
<td>1</td>
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<td>6</td>
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<tr>
<td>Attenders</td>
<td>736</td>
<td>1130</td>
<td>2366</td>
<td>2572</td>
<td>106</td>
<td>20</td>
<td>1961</td>
<td>188</td>
<td>1232</td>
<td>210</td>
<td>131</td>
<td>89</td>
<td>131</td>
<td>99</td>
<td>161</td>
<td>20</td>
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<tr>
<td>Prisoners Prayed With</td>
<td>341</td>
<td>176</td>
<td>470</td>
<td>17</td>
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<td>3</td>
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<tr>
<td>&quot;War Cry&quot; Distributed**</td>
<td>682</td>
<td>952</td>
<td>2145</td>
<td>2197</td>
<td>85</td>
<td>2999</td>
<td>21</td>
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*Prison work controlled by another society here, hence the small figure.  **"War Cry"—Salvation Army Publication.
As I have made a study of the Salvation Army work in Virginia, I have realized the great truth of Bruce Barton's statement that "the parish of the Salvation Army is the whole field of human sorrow and human want." Most of us fail to realize how big a field of sorrow and want is in our own state—Virginia.

Perhaps we Virginians are too prone to think of Virginia as the mother state in the Union and to excuse her present social and economic conditions because of her historical background. Traditions, ancestors and family trees make up our lives, when we should be reaching out and helping the hundreds of unhappy, discouraged, and poverty-stricken people in our midst who have no opportunities for betterment.

While we have been careless and indifferent of the social welfare and needs of these people, the Salvation Army has been awake and eager to correct these conditions. It has been busy feeding the hungry, clothing the ragged, warming the cold, caring for the neglected, making evil condition better, and making bad citizens good. The efforts of the Salvation Army to improve the physical conditions of people are based on the hope of aiding them spiritually, that is, all the social and relief work is only a means toward a great end—conversion or spiritual regeneration. And so we find the Salvation Army practicing and teaching the same great truth that Christ taught, "Serve God through serving man."

It is a very old story, and a very sad story too—the story of the unmarried prospective mother who is ostracized from society as soon as her condition is known. It is an everyday story too, and it is not only among poor girls that this sort of thing occurs. The rosters of the Maternity Homes of the Salvation Army show that school teachers, stenographers, and nurses, go to the Rescue Homes; some go many months before their babies come, driven by shame from their homes and friends. If the girl is able, she contributes

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<td><strong>Adult Work.</strong></td>
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</table>
some money; if she is not, she helps around the home as long as she can.

After the baby comes and the mother is strong, a position is secured for the mother. She keeps her baby with her, for the Army believes that the mother and child belong together. If the girl is ever sick or needs rest, or the baby needs medical attention, they are at liberty to return to the home.

There are two Rescue Homes in Virginia. A new Rescue Home in Richmond has just been opened. The property is very small and quite inadequate to meet the needs. In the near future the Army expects to enlarge it so as to accommodate thirty girls and twenty babies.

There is a much larger and older Rescue Home in Roanoke. Ensign Mary Leigh, who is in charge of the Salvation Army work in Roanoke, wrote me during November, that in the past twelve months sixty babies had been born in the home and at that time there were twenty-two women and eighteen babies in the home.

People often have the idea that girls who go wrong once never go right again. This is a mistaken idea, for eighty percent of the girls who come and go from the Rescue Homes, find useful occupations and lead normal, respectable lives.

Evangeline Booth once said, "Figures, of and by themselves, are cold and drab and meaningless." And so they are when compared with people. But figures are necessary to show the work and accomplishment of an organization. Table No I presents statistics for the year ending September 30, 1922, and will give some idea of the relief work being done in Virginia by the Salvation Army.

Have you ever thought of the hundreds of men and women that are in prisons? If you have, you must realize that at the very best their lives are dreary, monotonous and dark, and at the very worst they must be quite unbearable.

A remarkable story is told of one prisoner—a man. He had been as bad as the worst before his prison days, and during his early prison days he was antagonistic toward all his fellow prisoners and officers. It was at a Salvation Army meeting that the change occurred. He was converted. Through many years of hard work, discouragements, and criticism, he held to his new faith and to God; he supported and helped the Salvation Army in all of its prison work. The Governor had heard of this man, had even watched his remarkable transformation, and his influence on his fellow prisoners. One day a pardon came to him from the Governor. For a moment the man hesitated. Then he laid the pardon down and said, "I shall not forget that the Governor wanted me to be free. But somehow I feel that my place is here. Outside I might miss my way to the hearts of men. Here God saved me, and here he has taught me how to win those who despair for him. Nothing the world outside could offer could ever make up for this."

All the work the Salvation Army does in prisons is not as encouraging as this little story. It often meets many unjust criticisms and sneers from the prisoners, but it keeps working on; the result of its work in Virginia is shown in Table No. II.

Any evening on the corner, under a street light, the drum beats. We walk or ride by. We see the blue of the Salvation Army uniforms. We see a little crowd of bystanders, some drawn by curiosity and some because they have nowhere else to go. We say to ourselves or our friends, "I wonder if they ever do any good." If we waited long enough the question would answer itself. There is rarely a night when someone does not follow the little band of Salvation Army folks back to the meeting hall. And it is here that the miracle occurs.

Table No. III shows the results of the Adult and Young Peoples work.

The plan upon which the Salvation Army works calls for the adoption of practical methods and strict economy, and a spiritual uplift to dominate it all. These are the three outstanding principles that all successful business enterprises are founded on. The Salvation Army is a business. Its business is humanity. Could there be a greater business?

Rebecca Gwaltney

Author's Note: The writer is much indebted to Col. John E. Margetts, director of the Salvation Army's Bureau of Information, Statistics and Inspection, for his courteous assistance in collating statistical material.
PROGRESS BOOKS IN MINIMUM ESSENTIALS

A Reform in Minimum Essentials Through Individualized Instruction.

Our task as present day educators is one much more strenuous than the mere winning of converts to a new cause. We must find a unifying core of thought that will weave the good of child directed experience onto the warp of the values of the "old school" education. For there were values, outstanding ones. There was a grasp of the fundamentals, and a toughness of moral fiber that we could well use today.

Right there is the problem. Alongside of activity teaching we must emphasize the minimum essentials in the tool subjects. Not that we need less richness of experience for our children—it is still only the favored few who are reveling in large activities—but that we who are emphasizing this child purposing should remember that it is also applicable to the fundamentals. To appreciate how worthwhile this application is we need only to consider that, for 90% of the children of our country, school is still bare fundamentals, and that while the teachers of this 90% are apt to look askance at activity teaching, they eagerly grasp better procedure in these fundamentals. Realizing these facts, the Training School at Harrisonburg has selected as its main activity for the year 1922-23, reform in minimum essentials through individualized instruction.

In this work we have clarified our thought by reducing it to definite statements. First, the fundamentals are intriguing to the child. The poorest of teaching does not entirely kill his interest, for it is by his ability to read, write, and spell that he gauges his progress. Moreover, when blocked off into definite goals, these tool subjects compete with activities in arousing sustained attention. Second, there is a tremendous waste of time in the teaching of these basal skills. For instance, the fifth-grade teacher usually begins her arithmetic with a month's review of the four fundamental processes. A standard test would doubtless reveal certain children who are already up to the fifth-grade norm. Yet, although these children may be poor readers, or spellers, they are dragged through the review. In the meantime they are losing their interest in arithmetic and acquiring the pernicious habit of succeeding without effort. How much more sensible it would be to have them spend this arithmetic time in strenuous work on their weak place. Third, these fundamentals are essential for activities, not only in life, but in the early elementary grades. The child who has been fired with the desire for information about a topic needs to know how to read in order to gain it for himself; in various phases of the activity he encounters situations needing number; unless he has skill in writing and spelling he is hampered in the expression of the experience he has gained. In fact, the self-realization sought for in activity teaching is aided by emphasis on the tool subjects. To illustrate: the embryonic artist has a right to demand from the school "white hyacinths to feed his soul." But along with this richness of experience, we feel that he needs minimum essentials in health habits that he may build up a strong body, ability to read, that the world of literature may be opened early to him, minimum essentials in arithmetic and spelling, to meet the demands of social life. That is, even for this gifted child there are certain basal skills as fundamental as is courtesy. Fourth, these minimum essentials lend themselves well to the better methods. Give the child his arithmetic in definite blocks of subject matter—tangible goals—and he has the "will to learn." Furthermore he experiences responsibility and self direction, and feels the thrill of success only after effort. For the slow child is allowed to take his own pace, the bright child is given problems suited to his caliber; neither is permitted to swing on to the class. That is, the "progress book," as we call our record of the blocks of subject matter, has individualized the instruction.

These books are being made, from the first through the eighth grade, in our Training School. They include arithmetic, writing, phonics, spelling, formal language, and reading. They do not touch the large activities by which we are enriching the curriculum. In fact, the two schemes complement each other, giving the child a completeness of life experience. In making these books the children above the first grade can help; they gain much good by so doing. The only expense is the paper; in fact, one of our chief aims has been
to plan the books so that the classroom teacher could use them.

Definite description of the progress book for various grades will appear in later numbers of The Virginia Teacher. To illustrate their use, let us visit the first grade arithmetic class. The page in the progress book reads, "I can write the numbers to 100." The children work at the blackboard, calling for guidance at critical places. When they feel sure of themselves, they turn away from the board and work independently on paper. If the teacher finds the work correct, she decorates the page with the coveted star. Then without loss of time the child tackles the next problem. A good part of the arithmetic period is spent in this way. Often a child who has made a certain goal helps one who has not. Sometimes they divide into groups around the room, with a student-teacher assisting each group. Sometimes the supervisor calls the class together for a group lesson. The saving in time is tremendous. I was in one room the other day when two boys who had finished their assigned work went to the book table seeking a poem to memorize. Their progress book has a page, "I know the following poems," and they were after another star. But, and here is the significant thing, when they were at leisure it never occurred to them to dawdle away their time, or to wait until the teacher set them to work. They had a job: a classmate was ahead of them, and they knew from experience that the only road to success lay by Hard-work Town.

This activity is planned and guided by the teacher, but it is child-directed in the best sense of the word, in that the child accepts the responsibility, and relies upon himself for the work, expecting guidance from the teacher only when he really does not know. It is all a great game, requiring as all real games do, the concentration of all of one's effort, offering rewards only for labor well done, and inculcating habits of accuracy, perseverance, and responsibility.

But what of the lazy child! Very few do not respond to the concreteness of the situation: the scorn of their fellows usually brings these around. In case a child still loafs, the teacher has a definite check and can bring force to bear, that is, supply an outer urge. But generally the urge is inner with a resulting high standard of method and results. And perchance by just such a scheme will the adherents of the old come to see that we who plead for the new are not running off after false gods of license and irresponsibility, that although we do insist that blind obedience must give way to freedom with accepted responsibility, we are nevertheless striving for child experience in faithful work, as well as in enriched subject matter.

KATHERINE M. ANTHONY

NOTE: The Training School claims no originality for this idea of definite goals. In working out the scheme, we have been helped by the goal books and practice sheets used by Supt. C. W. Washburne, in Winnetka, Ill. Miss Parkhurst's Education on The Dalton Plan, (E. P. Dutton & Company), really started us off, and has been most suggestive. The teacher who is interested is referred to this book, also to Moore, Minimum Essentials, (The Macmillan Company).

ACTIVITY ON ROBINSON CRUSOE

The teacher told the first part of the story without telling the children whom it was about. They knew immediately, however, that it was Robinson Crusoe; so they began to plan what they were going to do. They decided upon something they would like to make, and divided into different committees to do this work. A group of boys built Robinson's cabin, using fertilizer sacks for the canvas door, and straw for the thatched roof. A group of girls made the umbrella from willow twigs. This was covered with cotton to represent the wool. They made a table and chair, also some dishes of clay to put upon the table. Baskets were woven with willow twigs and honeysuckle. One committee of boys cut Robinson's canoe from a log of wood, shaping it and hollowing out the inside. Another group made a grindstone like the one Robinson had.

When they could think of nothing else to make, they began to cut pictures to represent Robinson Crusoe in his different adventures; bright-colored paper was used. The different objects in the picture were cut from the color of paper which the child thought best, and then pasted on a background of suitable color. The children used their own ideas in designing and making these pictures; and it was surprising to see how true to the story the majority of them were.

One boy drew Robinson Crusoe on a large
piece of cardboard. He cut out the legs, then his arms, and finally his body. He fastened the legs and arms to the body with clamps. Then he fixed a string to both arms in such a way, that they would fly up when he pulled the string. Then poor Robinson Crusoe must have some clothes; and a very fine suit he had. He was covered with paper, which was cut in strips and pasted to his body. His cap was also made of the fringed paper. It had to look fringy to appear like goat-skin.

Polly Parrot was cut from cardboard and covered with pieces of appropriately colored paper for her feathers. Polly’s roost was on the back of the chair which they had made.

The story part was either read or told to the children by the teacher. The children were led to talk about it and compare his life with their own. Questions were asked that made them think and reason out why such and such a thing happened.

The poem by Cowper, *I Am Monarch of All I Survey*, was taught. The children learned a little song about Robinson Crusoe that had only one verse. They thought that it was too short and suggested that they make up some more verses. They picked out the words that rhymed and then thought out two other verses.

The children learned to spell a list of words taken from the “Story of Robinson Crusoe.”

<table>
<thead>
<tr>
<th>chair</th>
<th>cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>umbrella</td>
</tr>
<tr>
<td>parrot</td>
<td>yard</td>
</tr>
<tr>
<td>canoe</td>
<td>sheep</td>
</tr>
<tr>
<td>cabin</td>
<td>goat</td>
</tr>
</tbody>
</table>

The children enjoyed all the work, and learned a great deal from the handwork, discussions, and story-telling.

**FRANCES SELLERS**

3 B Grade

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**A THREE BEAR DAY**

Our project for February in 1B was the house of the “Three Bears.” This forms the unit around which the remainder of the work was built.

So when it was my turn to teach all morning, I tried to make it a “Three Bear Day.”

In the free period the children worked on the furniture for the house. In their reading lesson the same idea was brought out.

This is a group of beginners who are being taught to read by action sentences. In the reading lesson the words, “Father Bear,” “Mother Bear,” “Baby Bear,” and “Goldenhair” were introduced. The children immediately suggested that they “play like” they were these characters. After they had decided who should play each part, a card was given each child on which was written his name: “Father Bear,” etc. Sentences were written on the board beginning with the names of the characters and using action words already familiar to the class, such as: run, walk, hop, etc.

For rhythm period I wrote words for a Three Bear Song, putting it to the tune of “Little Bo-peep.”

**THREE BEARS**

*(Tune: Little Bo-peep)*

Once upon a time there were three black bears; They lived out in the wood.

They went to walk while their porridge got cold; They walked as fast as they could.

They weren’t gone long until Goldenhair, With light and graceful feet,

Came into their house, tried porridge and chairs, And into their bed fell asleep.

After awhile the bears came home; Each tried his porridge and chair. He saw that someone had been in his house, And soon found Goldenhair.

When she found in whose bed she’d fallen asleep, She ran, as a little girl can. She said she’d never come back again, And that’s how the story ran.

Their appreciation of this was evident; after I sang it over, one of the little boys piped up, “Sing it again!”

Unifying the free period, reading, and rhythm with the story makes for more interest, greater co-operation, and happier children. It therefore secures better work.

**NAN TAYLOR**

1-B Grade

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Two proposed aircraft carriers, estimated to cost $26,000,000 each, would require an amount of money sufficient to provide an increase of $800 per year for five years in the salaries of 13,000 school teachers.—WILL IRWIN, in *The Next War*.
FACING THE FACTS

WE MUST squarely face the facts. The country is in one of those periods when all public institutions are finding it difficult to obtain the money necessary for their proper support.

The period of depression has made the whole country exceedingly critical of all public expenditures. This, combined with the general feeling of unrest, is putting many men into office whose platform is principally a general condemnation of the conduct of all public institutions and repeated statements that there is great "waste and extravagance" in all public expenditures. The schools are receiving a share of this general criticism. It will require both strenuous and intelligent efforts on the part of school executives and school people generally to win for the schools the support necessary for their proper development. What are some of the facts that we should have clearly in mind as we work toward this objective?

First, the country is well able to meet its present educational expenditures. There is no basis, in fact, to justify alarm over the cost of public schools. The Nation is able to afford its present educational expenditures as well as additional expenditures when they become necessary. One glance at the chart reveals how small a proportion of the country's resources are being turned back into that greatest of all dividend-paying institutions—the public school. If the chart is not sufficiently convincing consider the following figures:

Cost of public schools, 1921. $1,192,000,000
Estimated National wealth, 1920. 232,977,598,000
Annual National income (average for 1920 and 1921) 62,000,000,000
Savings deposits, 1921. 16,618,595,000

All public school expenditures for the country as a whole could be provided for by a five-mill tax on our National wealth; these expenditures are less than two per cent of the National income and only slightly over seven per cent of the amount in the Nation's savings banks. These figures are sufficient justification of David Friday's statement, "The plea that expenditures for education or any other form of government activity for the benefit of the public must be curtailed for lack of funds cannot be treated seriously by those who know the facts."

Second, it is as easy for the country to provide adequate school support now as it was in 1913. Since the war we have been kept in such a fog of unanalyzed figures, all trying to prove that the increased expenditures for education have been "alarming" and "extravagant," that some of our most respected educators have been "taken in."

It is true that there have been some "real" increases in school costs resulting from increased attendance and the broadening of the school's work. Likewise, there have been some "real" increases in the National income in terms of quantity of goods produced, due to the wider use of machinery and general improvement of production methods. But far more important than either of these in bringing about the "rapid increase" in school expenditures and National income is the depreciation of the dollar. The so-called increases in educational expenditures have been largely fictitious. What has really happened since 1913 is that the dollar has depreciated in buying power. As a result educational expenditures, as well as National income, when measured in dollars, have both shown a rapid increase.

<table>
<thead>
<tr>
<th>Year</th>
<th>National Income</th>
<th>Public-school Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1913</td>
<td>$34,400,000,000</td>
<td>$521,540,000</td>
</tr>
<tr>
<td>1920</td>
<td>70,000,000,000</td>
<td>1,086,161,000</td>
</tr>
</tbody>
</table>

Had the cost of education, measured in dollars, increased more rapidly than National income, similarly measured, then it would be an entirely different matter. The table shows that educational expenditures after 1915 tended to increase less rapidly than National income. This is true until 1921, when the business depression had the effect of reducing the National income and at the same time increasing the relative percentage spent for the schools. The drop in National income in 1921 is generally recognized as an abnormal fluctuation rather than a permanent condition. Indications are plentiful that business conditions are again on the upward trend. When the figures are available they will probably reveal that the cost of the schools in 1922 and 1923 entailed no greater burden upon the country's resources than before the war.

The present difficulty in securing ade-

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1 Prepared by the Research Division of the National Education Association.
quate school support is more the result of an unfavorable psychological condition than a bad economic situation.

The temporary business depression and the barrage of unanalyzed figures on school costs have resulted in a rather wide acceptance of the view that school expenditures are extravagant, that they have unjustifiably increased, and that they are entailing unusual burdens on the Nation's ability to pay. Such is not the case. There may be some agricultural sections and isolated cities where school costs have exceeded the ability of the community to pay, but this condition is the exception and not the rule. Far more important is the general feeling of dissatisfaction that makes people especially responsive to negative suggestions touching school expenditures. Knowing the facts does not make the immediate situation any less serious. A cut in a school budget, whether based on sound or unsound beliefs, has a serious effect on the welfare of the children of the Nation. But the facts clearly indicate the policy that school people should pursue. We should bring every resource to bear upon the public consciousness to see that the schools are not crippled by the withholding of necessary support. People seldom fail to respond when legitimate school needs are placed before them. The difficulty is that we have failed to recognize that we are living in an age when effective publicity is necessary in gaining public acceptance of any proposition. The public school has been so busy struggling with the forces that make for disintegration in our National life and in making itself a more positive force in the creation of a better citizenry that it has not taken time continually to "sell" itself to the American people, and now its improvement, and in some places its very existence, is threatened while less worthy causes receive generous support.

Conditions are different in every community and the appeal must be made with the audience clearly in mind. Let us indicate a possible approach. Figures just made available by the U. S. Bureau of Education give the following concerning per capita costs per pupil in 1921-22:

<table>
<thead>
<tr>
<th>Number of cities</th>
<th>Population of cities</th>
<th>Average expenditure per pupil, 1921-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>100,000 and more</td>
<td>$88.36</td>
</tr>
<tr>
<td>40</td>
<td>30,000 to 100,000</td>
<td>$84.57</td>
</tr>
<tr>
<td>50</td>
<td>10,000 to 30,000</td>
<td>$73.72</td>
</tr>
<tr>
<td>50</td>
<td>5,000 to 10,000</td>
<td>$64.13</td>
</tr>
</tbody>
</table>

These expenditures are now being attacked in several cities. Take the figure of $80 as representative of the cost per pupil in our city schools. Is this an unreasonable amount? Consider what it buys. In most cities it purchases 190 days of instruction of five hours or more, under a trained teacher, in a sanitary building. It often includes an hour or more of supervised physical training on a well-equipped playground. The cost is 42 cents per day. How does this compare with the cost of five hours' entertainment in the ordinary movie? How many children are spending this amount for unnecessary purchases that they would be better without? How many "heads of families" spend this much each day, with hardly a thought, for cigars for themselves and their friends? Surely a majority of the voters will not deny 42 cents or even more, for so important a purpose as the schooling of a child!

Direct personal appeals to the citizens of the community should be a part of every school program. These should be based upon the facts and should be scientifically worked out with the local audience concerned clearly in mind. The work that Alexander has done in this direction is suggestive and much more along similar lines should be worked out in the field. Upon the vigor and intelligence with which school publicity is carried on will depend the financial support provided for the schools. The money is there. The welfare of the children of the Nation demands that we obtain a proper proportion for the support of the schools. Are we going to do it?

Knowledge will forever govern ignorance; and a people who mean to be their governors must arm themselves with the power which knowledge gives.—James Davidson.

The nation as a whole has the obligation of measures toward its children, as a whole, as will yield to them an equal opportunity at their start in life.—Herbert Hoover.
EYE CONSERVATION

Eye conservation is being carried into the public schools of the country in a very practical way as a part of the national campaign by the Eye Sight Conservation of America’s millions of school children and industrial workers. There have been distributed to superintendents throughout the country, copies of Eye Sight Conservation Bulletin No. 2, which presents a program for Eye Sight Conservation Day in schools. The Council is enlisting the services of the teachers in making visual accuracy tests, instructions for which are fully outlined in the bulletin which states:

"First Health Then Wisdom" is an excellent motto and, fortunately, more and more attention is being devoted to the physical being of the child in school. A larger percentage of the defects of vision can be effectively detected and corrected with less expense and less difficulty than is true of any other class of physical defect; there is, therefore, less excuse for neglect with respect to the eyes. It is possible for the teacher to render most valuable and helpful assistance by personal interest and service, as outlined in this pamphlet.

Superintendents and health officers are urged to institute Eye Sight Conservation Days if consistent with their present school welfare programs. It is not the desire of the Council to suggest or recommend anything that may not fit in with the regulations of the various Departments of Education. It is not offering a substitute where there are adequate provisions for visual accuracy tests of the school children, but it is in comparatively few communities that school children receive even the most superficial eye tests, and in the majority of schools there is little or absolutely no attention given to this important matter. The program as presented in Bulletin No. 2 outlines a procedure suitable for large schools; for the schools with a number of rooms; or for the little red school house of one room in the most remote district.

The object of an Eyesight Conservation Day in schools is merely to discover the fact that a child has a defect of vision or symptoms of a defect, rather than to determine the degree of deficiency.

Eyesight Conservation Day should be observed semi-annually, shortly after the beginning of each school semester, and should be an integral part of the general school program for Eye Sight Conservation Days in Schools should be omitted until the tests and observations have been completed.

This is not a “day” arbitrarily set for National observance, nor is any particular date suggested. The matter of the date is immaterial and is necessarily best decided by the educational and health authorities in different communities. It is of moment though that the health and educational authorities appreciate the importance of having visual accuracy tests made of every school child.

The Eye Sight Conservation Council, with national headquarters at the Times Building, New York City, furnishes a vision chart for schools and in addition to the program for Eye Sight Conservation Days in Schools has published other pamphlets and a series of folders. The folders present in story form the message of eye care, and the intent is to change the seeming indifference of most parents into a realization of the actual need of attention being given to the eyes of school children.

The Board of Education of New York City in observance of Health Day distributed 215,000 of one folder published by the Council, placing these in the hands of every child with manifest defect of vision with instructions for the child to take it home to parents or guardian.

The Council will welcome inquiry from...
any educator interested in the cause of conservation of vision. Every teacher in the country should read Bulletin No. 2, and the other publications of the councils.

INTERPRETATIONS AND DENIAL ARE DIFFERENT

As was to be expected—as was indeed inevitable—Bishop Manning made very clear in his letter to Dr. Grant that he did not deny to the latter the privilege of modifying or even of abandoning beliefs once held by him and still held by his church as represented by its authorized representatives. The Bishop explicitly repudiates the desire as well as the intention to silence him. He proudly proclaims that in the church to which both have belonged wide liberty in the interpretation of creeds is accorded, but he quotes with approval words of the late Dr. Potter to the effect that interpretation of a creed is one thing and denial of it is quite another.

He makes plain his earnest hope that if Dr. Grant finds himself in conscience unable to carry out longer the promises made at the time of his ordination he will go where no obligation to fulfill them exists, and so to prevent undergoing a trial for heresy of which there could be but one result.

In this connection let us recall the unpretentious song of Eugene Ware:

THE WASHERWOMAN'S SONG

In a very humble cot,
In a rather quiet spot,
In the suds and in the soap
Worked a woman full of hope;
Working, singing all alone,
In a sort of undertone,
"With a Saviour for a Friend,
He will keep us to the end."

Sometimes happening along
I have heard the semi-song,
And I often used to smile,
More in sympathy than guile;
But I never said a word
In regard to what I heard,
As she sang about her Friend
Who would keep her to the end.

Not in sorrow nor in glee,
Working all day long was she,
As her children, three or four,
Played around her on the floor;
But in monotones the song
She was humming all day long;
"With a Saviour for a Friend,
He will keep me to the end."

It's a song I do not sing,
For I scarce believe a thing
Of the stories that are told
Of the miracles of old;
But I know that her belief
Is the anodyne of grief
And will always be a friend
That will keep her to the end.

Just a trifle lonesome she,
Just as poor as poor could be;
But her spirits always rose
Like the bubbles in the clothes,
And though widowed and alone,
Cheered her with the monotone
Of a Saviour and a Friend,
Who would keep her to the end.

I have seen her rub and scrub
On the washboard in the tub;
While the baby sopped in suds,
Rolled and tumbled in the duds,
Or was paddling in the pools
With old scissors stuck in spools,
She was humming of her Friend
Who would keep her to the end.

Human hopes and human creeds
Have their root in human needs;
And I would not wish to strip
From that washerwoman's lip
Any song that she can sing,
Any hope that song can bring;
For the woman has a Friend
Who will keep her to the end.

EUGENE F. WARE

A SUPER-UNIVERSITY

The meeting of the American Association for the Advancement of Science in Cambridge, according to an editorial in the New York Times, fulfilled in a way the vision which Franklin K. Lane had of a "super-university." In a letter written in his own hand on the day before he went on the operating table in May of 1921, he described this "place of exchange for the new
ideas that the world evolves each year" as follows:

No Faculty—but a super-university with all the searchers and researchers, inventors, experimenters, thinkers of the world for Faculty. No students—but every man the world round interested in the theme under consideration welcome as a student without pay.

Except that the meeting in Cambridge was national in its personnel, it answered very well Mr. Lane's definition. Nearly all the departments of human knowledge were represented: chemistry, botany, anthropology, Mathematics, physics, geology, geography, zoology, agriculture, psychology and the economic and social sciences. Those not included were represented in like meetings elsewhere. A thousand papers were presented, from Professor Edmund B. Wilson's on "The Physical Basis of Life" and Dr. Bell's discussion of the smashing of atoms to a study of baldness and of the ideal stature of successful salesmen. Every paper meant research into the field of the unknown in man's environment and most of them pushed back by much or little the mystery that surrounds his existence or made friends for him of forces that before seemed hostile to his freedom or life.

This meeting also gave the super-university "Faculty"—serving for very love of the truth itself in most cases—an audience that was generally competent to understand what was brought before it. And when the results are intelligently, intelligibly and accurately reported, as was done by The Times, the student body becomes larger than that of any university, larger even than that of the super-university conceived by Mr. Lane.

There is only one thing lacking, and that is a permanent exhibition of the yearly increments made by man's conquest of his environment so that the public may have an opportunity to see (so far as it can be visualized) "all that is new in science, philosophy, practical political machinery and all else of the world's mind products." If there could be a place for such permanent exhibitions for the year of scientific research and experiment and invention (and "why not in New York?" said Mr. Lane), the value of such meetings as that at Cambridge and in other parts of the world would be vastly increased.

IS FREE EDUCATION TO END IN THIS COUNTRY?

Carnegie Foundation Report Presents a Gloomy Outlook for the Public School

The cost of modern education is becoming so great, the burden on the taxpayer is so heavy, that unless some way is found to meet the problems, there will be an eventual curtailment of education and free public education will be endangered, according to the report of the Carnegie Foundation for the Advancement of Teaching, just made public. Much of his burden is due to the fact that the conception of what schools are for has changed, and there is an attempt to teach the child a little bit of everything and fit him for a trade or profession, rather than give him a fundamental intellectual background.

"The present-day system of education has reached its enormous expense, not wholly by reason of its efficiency, but partly by reason of its superficiality," says the report. Many of these forms of training, particularly vocational training, are called educational farces, which should be confined to trade schools, of which there is a great lack. Many of the business and other courses in colleges are delusive, for their subjects cannot be taught in an academic way. Only by separating fundamental training from specialized training can this superficiality and expense be done away with, it is stated.

The cost of public schools increased from $140,000,000 in 1890 to $1,000,000,000 in 1920, the report shows, and the cost of salaries of teachers has increased from $96,000,000 to $436,000,000. Enrolment in the public elementary schools has increased from 13,000,000 to 22,000,000 in that period, while the enrolment in high schools has increased from 200,000 to 2,000,000. National income and taxation have also increased prodigiously in that time.

Attendance Grows Fast

"The outstanding facts seem to be these," the report says. "While the population has increased between 1890 and 1920 by about two-thirds, the growth in the number of pupils attending the elementary schools increased approximately in the same proportion,
but the attendance upon the high schools and
the colleges grew at a rate many times faster
than that of population; and that, while the
national income has also grown notably in
these thirty years, the burden laid upon the
people of the country has enormously in-
creased.

"The simple fact is that municipalities
and States are finding the rising cost of their
educational budget a most difficult and seri-
ous problem. The question how to finance
the public system of education in the face of
the other great demands made upon these
communities and States has become today an
acute question. There can be no doubt that
there is needed for its solution a statesman-
like consideration, both of the educational
needs and possibilities and of the financial
difficulties and burdens.

"The systems of public education—both
tax-supported institutions and institutions de-
pendent upon tuition and endowment—are
facing a problem of financing for which the
money can be had only if it can be shown
that the return which the public is to get
from its school system justifies the expendi-
ture. Hitherto the people of the United States
have accepted their school system as an inte-
gral necessary part of the democratic pro-
gram. They still believe in education, per-
haps as fervently as ever. They are becom-
ing, however, somewhat critical as to whether
the system of education for which they are
paying is justifying itself in the results which
it brings forth, and as to whether the kind
of education which our institutions are advo-
cating makes for effectiveness, for intelligent
citizenship and for independent character to
the extent that it has been assumed in the
past that it did."

The cost of public service, of which edu-
cation is a part, has risen all over the world
in the last century, due to increased popula-
tion, increased wealth and a higher standard
of living, the report shows. The war acen-
tuated the problem.

Men Are Producing Less

"The world finds itself today facing a
situation in which there is a highly stimu-
lated demand for the comforts and the lux-
uries of life, while at the same time there is,
on the whole, a diminished production by the
individual worker, and over a large part of
the most highly cultivated and industrial
regions of the world bitterness and strife
have displaced the ordinary processes of peace-
ful industry.

"All these causes have tended to increase
the cost of every form of public service. Gov-
ernment is more expensive than it was a de-
cade ago in all countries, and the support of
government absorbs an ever increasing share
of the productive energy of each individual.
That form of public service which has to do
with education has shared in this movement.
In some respects it has advanced more rapidly
than other divisions of public service."

The cost of schools cannot be indefinitely
increased, and education must reckon with
economic necessity, it is shown. Some of the
causes for this increase are grouped in two
classes. In the first are:

"The increase in population and the re-
sulting increase in the number of pupils.

"The increase due to educational build-
ings and facilities demanded in modern
schools.

"The rise in the scale of teachers' sal-
aries.

"In the second group, no less influential
in bringing about the present day cost of
education, may be placed those causes which
rise out of the educational theories and striv-
ings of our day, and which indicate a new
conception of what the school ought to be
and what it can accomplish for society. Among
these factors the most important are the fol-
lowing:

"The widespread notion that formal edu-
cation is not only the one way to advance-
ment, but that it is also the panacea for all
social and political disorders.

Wrong People Take Courses

"The admission of great numbers of
pupils ill-fitted for the higher and more ex-
pensive schools, such as the high school and
the college.

"The so-called 'enrichment' of the curri-
culum of the schools as compared with the
curriculum of two decades ago. This factor
has been perhaps the most influential in the
rise of the cost of public education. So great
has the change of studies been between the
high school of twenty years ago and the high
school of today that the two involve funda-
mental differences in the conception of what the high school is for.

"The introduction of vocational training into the high schools and the acceptance of the notion of scientific research as the primary object of the college teacher have gone far to add both to the cost of equipment and the cost of teaching."

The increases in the cost of school buildings and equipment have, on the whole, been justified, the report concludes, and the increases in the salaries of teachers in the public schools have been necessary. Other elements in the situation are, however, severely condemned. After saying that popular opinion looks upon education as a cure for all ills and the only open door to usefulness and position, the report says:

"The result of this popular devotion to a single form of social training is, first of all, a pressure to bring into the schools and to retain in them great numbers of pupils whose intellectual endowment is ill-suited for formal study, but who have, in many cases, marked ability for other fields of activity. The American father assumes that the child must be kept in the public school whether he can do the work or not. The overemphasis on education, and, in particular on higher education, as the sole opening for the youth of the country, has not only filled the schools with ill-assorted pupils, but has closed the minds of people to the opportunities offered by agencies other than the school.

"For example, in the trades, today there are numberless openings for which the remuneration is high and which offer a life of satisfaction and usefulness. Yet, so great is the emphasis on the occupations to be reached only through high school and college, that the opportunities in such trades are depreciated and the facilities for training the youth of the country adequately for them are meagre."

The high school of today offers not only a moderate grounding in knowledge, but a technical training as well, for which the teachers themselves are responsible, the report says.

Need More Special Schools

"It is not too much to say that the vocational training offered in the high schools has so little of the sharp, accurate responsibility of the well-trained technician, and is so poorly related to the facts and circumstances of these vocations, that it is in great measure an educational farce. The teaching of vocations in the high school is a mistake. These vocations should be taught through trade schools in which the whole spirit and technique of the training partake of the accuracy, the sharpness, and the skill that alone can give them significance.

"These educational theories are those which have added most to the high cost of education. Through the exaggerated enrichment of the curriculum, not only have numberless studies been added, but pupils have been led to believe that a superficial knowledge of many things could replace the intellectual discipline that comes from the mastery of a few things. The notion that trade school training could be made a part of general high school work has served to make soft and flabby the general conception of our people as to what kind of skill and energy are needed for the prosecution of an honorable trade. The pay of the teacher has been diluted by the bringing in of great numbers of teachers to offer this variety of studies. The rise in the cost of education has come in large measure out of a transformation of the notion as to what a school is for, and until we shall come to some definite conclusion with respect to this fundamental matter there is no hope that the cost of the school system will stop short of the financial solvency of the various States and communities."

The morals and character of the child inevitably are affected by his school life, and there are certain studies which must be made the intellectual background of any American child who is to become a good citizen, says the report.

What Child Should Learn

"He must know his own language. He must have some knowledge of elementary arithmetical processes. He must know something of the government of his country and his rights and obligations as a citizen. In this day most people would admit that this minimum must embrace some acquaintance with the processes and results of science. If this be granted, a school offering its pupils four studies, to be pursued resolutely and vigorously during the terms of years that a
pupil spends in it, would afford one conception of the function of the school and the method by which that function would be performed.

"In contrast with this notion there has arisen another theory of education: that the child must know something of a great number of things that are going on in the world. He must be taught something of art, something of science, something of literature, something of political economy, something of every form of knowledge in which the modern world interests itself.

"The first conception makes for sincerity, for thoroughness and for intellectual vigor. The second, only too often, in the endeavor to give the child some grasp of all knowledge, gives him only the most superficial smattering, and instead of quickening his powers of reason, tends to give him the impression that he can solve the problems of his own life and of his own country by the same superficial process that he has learned in the school.

"The courses offered in high school on retail selling and advertising undertake to cover the economics of production and of retail trade; the labor question, the technical management of retail business and the psychology of the methods by which a customer can be approached. The courses are given in a large proportion of cases to students who cannot write good idiomatic English. As a matter of technical training it is certainly to be doubted whether this should go in the high school. As a matter of cultural education it may well be doubted whether advertising is a field in which the American boy needs stimulation."

Pupils Are Deluded

The question of technical and professional training should be a separate and distinct problem from that of general education, the report says, and should be solved in real schools, not imitations. Colleges vie with each other in the same way as the high schools, it is pointed out, and courses in business administration are cited, courses which are delusive because they do not and cannot teach practical business administration

The report also deals at some length with the increases in college salaries, which represent "the most extraordinary rise in the compensation of college professors, and perhaps in the compensation of any professional

group, which has ever been known. In the larger institutions associated with the foundation the median salary has risen 40 per cent. at Cornell, 60 per cent. at Columbia, Yale, and Harvard, and 80 per cent. in colleges like Wesleyan and Williams. Typical increases are from $1,400 to $2,000, from $4,000 to $5,000, and in the larger institutions from $6,000 to $10,000."

Report on Finances

The total amount of money held by the trustees of the Foundation on June 30 was $26,376,000. During the year there was received for general purposes $1,560,761, in addition to $51,886 from the endowment of the Division of Educational Inquiry, $760,761 from the general endowment and $800,000 from the Carnegie Corporation of New York.

Total retiring allowances paid to officers and teachers and to widows during the year were $1,019,014. The expenses of administration and publication were $86,954, and the expenses of the Division of Educational Inquiry were $1,167,019.—The New York Times.

CURRENT EDUCATIONAL PUBLICATIONS

NATIVE DRAMA

A fifteen-year-old girl who used to show me her attempts at "short stories" always chose for her setting the romantic streets and homes of a fictitious New York. The stories she read were laid in New York; so the stories she wrote were placed there too. To her the implications of Gramercy Park and Battery Park were the same: both were parks—and interchangeable as settings for her stories. She had generously to forgive me when I suggested that she try to place her stories in scenes that she knew, among people she had seen and talked with.

Bright Shawl until he had sojourned in Cuba. Tho Hergesheimer was lured to Virginia in search of local color, "Tol'able David" was not written till he had lived some months, intimately, in Highland county.

Whatever claim we may make to the short-story as a peculiarly American literary form no doubt largely rests on the familiarity of the American author with his scene. Bret Harte knew California, O. Henry knew "Bagdad - on - the - Subway," Mrs. Freeman knows New England, George W. Cable knows Louisiana, Joel Chandler Harris knew the Georgia negro, Thomas Nelson Page knew Virginia, Miss Murfree knew the Great Smoky Mountain.

Great may be our satisfaction, then, to find promise in America drama of a still more intensive and extensive study of native character, native setting, native action. The commercial theatre has recently been highly successful with such native drama as "Lightnin'," "The First Year," "Miss Lula Bett," and "The Mountain Man," Eugene O'Neill, artistically the most successful of modern American playwrights and twice winner of the Pulitzer Prize for the best American play, studies and presents the American scene almost exclusively.

But back of this interest which the public is showing in realistic American themes lies a quickening force. The Drama League of America has been at work; numerous "little theatres" have been extending our interest in good drama by providing an "inside" point of view; colleges and universities have been offering courses in play-writing and play-acting. These activities are born of the same desire. Our drama must help us to know ourselves, must therefore show us ourselves.

The Drama League has wrought its influence chiefly in the cities. The "little theatre" movement has resulted not only in such organizations as the Washington Square Players, the Provincetown Players, the Portmanteau Theatre, but also in repertory organizations in "the provinces": Montclair, New Jersey; Plainfield, New Hampshire; Lake Forest, Illinois; and Fargo, North Dakota. It is the extent of this movement which Constance D'Arcy Mackay describes so entertainingly in The Little Theatre in the United States. (Henry Holt and Co., 1917.)
And in every locality all over America, as here in North Carolina today, there is the need and the striving for a fresh expression of our common folk life.

Produced first on a home-made stage in the auditorium of the public school of Chapel Hill, the Carolina folk-plays later were presented in various small cities over the state. Now there is a beautiful Forest Theatre where outdoor performances are given.


The locale of these plays thus includes four sections of the Old North State: superstition in the back country of Northampton county on the northern border; moonshining in the western reaches; beach-combing on the sand dunes of the coast; and outlawry in the Scuffletown Swamp on the southern border. “Peggy” is drawn from life, its author states, but it is not peculiarly typical of North Carolina. However, “such conditions as are here portrayed are not uncommon in some localities.”

Peggy, pretty daughter of a poor tenant farmer, is unhappy. “I reckon it’d be nice to go to school,” she tells her mother, Mag. Mag replies: “Mebbe it is. If you’d a-been rich, schoolin’ might a-done you some good, but you ain’t rich an’ schoolin’s only for them as is rich. Me an’ your pa never had no schoolin’, and I reckon you can git along ‘thout any yourself.” Her parents expect Peggy to marry Jed, a farm hand, but Peggy finally revolts: “No, pa, I ain’t. I’ve seen you an’ ma a-workin’ from sun-up to sun-down like niggers an’ jest a-makin’ enough to keep us out’n the poor house, an’ I ain’t a-going to live no sich life with Jed. He couldn’t do no better.” But faced with a landlord’s threat of eviction following the father’s death, Mag implores Peggy: “You’ll marry Jed, won’t you, Pegg? You ain’t a-goin’ to see your ol’ ma go to the poorhouse, air you, Pegg?” After a moment of silence Peggy raises her head and speaks in broken sobs: “I reckon . . . it’s the only way . . . for me.”

For the benefit of players who are not acquainted with the peculiarities of uncultured Carolinian speech, this volume of Carolina Folk-Plays contains an essay on the pronunciation of North Carolina dialects, prepared by Professor Tom Peete Cross, formerly of the University of North Carolina, but now of the University of Chicago. It is a careful and illuminating presentation of the pronunciation of the vernacular in the South.

With the publication of this volume is the promise of later collections of folk-plays from the same source—and surely North Carolina is rich in legend, in tradition, in folk lore. One may wish that we in Virginia might more vigorously follow in the footsteps of our neighbors, and try in the same way to preserve our legends in dramatic form.

“There is everywhere,” Professor Koch reminds us, “an awakening of the folk-consciousness, which should be cherished in a new republic of active literature. As did the Greeks and our far-seeing Elizabethan forebears, so should we, the people of this new Renaissance, find fresh dramatic forms to express our America of today—our larger conception of the kingdom of humanity.”

Conrad T. Logan

OTHER BOOKS OF INTEREST

(Books listed here may later be reviewed at length.)


“The Virginia Edition” (1902) of Poe’s poems is the basis of this volume. The chronological arrangement of poems has here been strictly observed; and with the poems appear Poe’s essays, “The Rationale of Verse,” “The Philosophy of Composition,” and “The Poetic Principle.” Dr. Kent’s Introduction is retained.


“Because of the gulf between what men fought for and what their rulers ordained,
attention to the poetry which presents the experiences and the ideals of men in war seems of pressing significance." Prepared for high schools, but good for all honest men.


Describes a method of diagnostic procedure for the study of disability in reading and spelling. Points out the need of a new type of specialist who will have the combined training and experience of the psychologist, neurologist, ophthalmologist, and psychologist!


This book may be used as a reader, as a conversational manual, or as a work in composition. Its vocabulary consists of the words of daily life, and exercises in idiomatic language are emphasized.

**Social Program in Physical Education,** by Clark W. Hetherington. Yonkers-On-Hudson; World Book Co. 1922. Pp. 132. $1.00 (Paper covers).

This report formulates for physical education a school program that will meet the needs of children and of citizenship under present-day social conditions.


The second part of West's volume, *The Story of World Progress*, issued separately for use in a half-year course in European history.


Includes important and not too familiar examples of every great epoch and every type of music, but concerns itself largely with the contemporary composer. Designed especially for high schools and choral societies.


A manual for teachers which presents illustrative lessons, in both common and decimal fractions.


Ten pages on Blackmore, fourteen pages of notes; 627 pages of story. Thus the editor keeps out of the reader's way and gives the author a chance.

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**NOTES OF THE SCHOOL AND ITS ALUMNAE**

**INKLINGS**

What with the attention everybody gave to pronunciation, to matters of good usage, and to clearer enunciation, Better Speech Week, February 19 to 23, left us all in a state of confused uncertainty. Not that there were not many values derived from a consideration of problems of speech, but because we indulged almost to the point of satiety (remember the word? It was on that printed list!)—Three playlets certainly held the mirror up to nature in the matter of current slang; indeed there were those who gasped incredulously, sure that no student here ever used such effervescent language. The judges had troubles, but finally awarded the prize to the Senior class.—The Senior playlet showed the ghosts of injured words and expressions appearing in her dream before a little girl who had talked carelessly.—On Tuesday, the 20th, more than sixty students chosen from the various English classes and organized into a squad of Four-Minute Speakers, waged a campaign through talks made at the beginning of each period of each class in each subject.—The pronunciation bee held on Friday morning excited a great deal of interest. It was won by Thelma Eberhardt, a 1922 graduate of the Maury High School, Norfolk. To her went, as a souvenir of the occasion, a copy of C. Alphonso Smith's *What Can Literature Do for Me?* The "runner up" in the pronunciation bee was Miss Sidney Artz, of Woodstock, who it is well to remember was winner of a spelling bee held here in the summer school of 1922.

Coinciding with Better Speech Week was a "National Week of Song." On Wednesday a most pleasing recital was heard,
when Miss Shaeffer arranged a varied program of solos by members of the Harrisonburg Music Lover’s Club: Miss Nelson Maxwell, Mrs. Samuel P. Fletcher, Mrs. Armentrout, Mr. Henry Dold Newman, and Rabbi J. E. Schwabenfeld.

It was Mr. E. R. Lineweaver, speaking at assembly February 16, on the automobile industry, who told of the car rented for the house party. “How many will it carry?” asked the young man. “Waal,” replied the farmer, “It’s a five passenger car, but it’ll carry ten if they’re pretty well acquainted.”—Mr. Dingledine read several O. Henry stories to introduce Saint Valentine’s day.—Miss Stevens, February 26, told “A Modern Fairy Tale,” the hero of which was a self-made negro man whose discoveries and inventions are having a wide economic influence, especially in the South,—George Carver—Other assembly programs have included Mr. E. W. Minor’s interesting talk on the telegraph system and Mrs. Mead’s lectures on world peace and means of insuring it.—The Schoolma’am one morning conducted an election to decide on twenty school celebrities, but the results of this election will not be known until the book is distributed in June.

To Saint Valentine must be attributed in some measure the phenomenal outburst of parties recently. Tuesday night, the 13th, Mr. and Mrs. Logan entertained the Post Graduate class; Wednesday night the Post Graduate class had its honorary members at a Valentine supper; Thursday night the Methodist girls were entertained at a Valentine party at the church; Friday night the Presbyterian girls were similarly entertained at their church and the Baptist girls, members of the Philathea class, at the home of Dr. and Mrs. E. R. Miller; Saturday afternoon the members of the Norfolk club by their president, Annabel Dodson; and Saturday night the members of the Portsmouth Club by their honorary member, Miss Dorothy Spooner, at Friddle’s Grill room; Sunday night Mr. and Mrs. R. C. Dingledine had at supper the ten students of whom Mr. Dingledine is the advisor.—As a fitting climax came the Cotillion Club dance in Harrison Hall the night of February 23, when to the music of the Gaiety Orchestra, more than fifty couples danced the l. f. t.

In addition to basket ball games which have taken representatives of the school to other parts of the state, there has been recently a Student Volunteer Conference, held at the Radford State Normal School, February 23 to 25, to which Harrisonburg sent the following representatives: Lucy McGehee, Mary Tanner, Leona Grubbs, Beulah Weddle, Barbara Schwarz. Reports on the meeting, both its serious and funny sides, were made at the following Y. W. meeting.

When Harrisonburg played Radford a return game of basket ball, the tables were turned and Radford lost by a score of 13 to 20. The seven points margin was the same as that by which Radford had won from Harrisonburg the week before. Mrs. Johnston and her team received a royal welcome on their return, for the victory over Radford was the first for three years, and—in view of Anna—an achievement of note.—At Farmville the following week Harrisonburg fared less well, for they lost their second game to Farmville by a score of 19 to 23.

Two classes have recently presented entertainments in Sheldon Hall at week-ends. “Mrs. Clatterbuck Wins Her Case” was the title of the playlet arranged and produced by the Post Graduate class the evening of February 16. The scene was a court room, and the trial was full of amusing sidelights. “American Romances,” arranged and presented by the Senior class on March 3, consisted of five scenes picturing different periods in American life. The first scene drawn from “The Song of Hiawatha,” showed the tent of Nakomis and portrayed an Indian romance. Then followed a Puritan romance, that of Priscilla and John Alden; a Colonial romance, in which appeared the Jeffersons, the Madison’s, and the Washingtons; a Civil War romance, based on Page’s “Meh Lady”; and last, a modern romance, taken from Sophia Kerr’s story, “Hardboiled,” and mirroring the spirit of 1923.—Harrisonburg girls have a remarkable knack of producing clever little performances, and it’s a pity more people can’t see them.

To the Massanutton Chapter of the Daughters of the American Revolution students will be grateful for the recent addition of the “Daughters of the Revolution Magazine” to the magazine rack in the library.

At the meetings of the National Education Association in Cleveland, Harrisonburg
had two representatives: President S. P. Duke and Dean W. J. Gifford.—By the way, Dr. Gifford has just published his *Introduction to the Learning Process*, a syllabus in educational psychology, designed to follow his previously published syllabus in general psychology.—Mrs. B. F. Crum is a new member of the faculty, teaching the classes formerly conducted by Mrs. Pearl Powers Moody.—Three members of the regular faculty will be away during the summer session, teaching in summer schools elsewhere. Miss Grace Brinton and Miss Mary Louise Seeger both will teach in the University of Virginia summer school, and Mr. C. T. Logan will teach in the George Peabody College for Teachers at Nashville. —Dr. W. J. Gifford, who was in November elected vice-president of District G, of the Virginia State Teachers Association, has announced a two-day meeting here of educators from the valley counties on March 16 and 17.

The Harrisonburg Glee Club made an enviable name for itself when it presented programs under the auspices of Harrisonburg alumnae associations in Richmond, Norfolk, and Petersburg. For good measure the Glee Club, which was directed by Miss Edna T. Shaeffer, sang twice on Sunday in Norfolk: Sunday morning in the Second Presbyterian Church and Sunday evening in the Park Place Methodist church. In Richmond the girls were much elated to see in their audience Governor E. Lee Trinkle. The Harrisonburg Glee Club combines two important attributes. It is easy to look at and easy to listen to. Notice, not neither . . . nor, but both . . . and.

**FOUR-MINUTE SPEAKERS DURING "BETTER SPEECH WEEK"**

More than sixty students, selected from the entire student body on the basis of their ability as speakers, took part in a campaign lasting throughout the day Tuesday, February 20, during "Better Speech Week," observed nationally February 19 to 24.

At the beginning of every class period, in no matter what subject, four minutes were allowed in which instructor and students heard a talk on the need of more care in our speech. Talks took a variety of turns, some dealing with historical processes in language development, some with objections to the "slang habit," some with pleas for more forceful and vigorous language.

In preparation for the campaign each one of the "four-minute speakers" was given a list of books for reference and consultation which were to be found in the school library, and the following statement of suggestions, adapted from "Hints for Four-Minute Speakers," as issued by the U. S. Treasury Department for the Fourth Liberty Loan campaign. Prepared, evidently, by a master of popular oratory, they are reprinted here.

**HINTS FOR FOUR-MINUTE SPEAKERS**

Begin with a positive, concrete, definite statement. Tell your audience something at the start that will immediately grip their attention.

Use short sentences. Try to make one word do the work of two.

Avoid fine phrases. You aren't there to give them an ear-full, but a mind-full.

Talk to the simplest intelligence of your audience; you'll hit everything higher up.

Talk to the back row of your audience; you'll hit everything closer in.

Be natural and direct. Sincerity wears no frills.

Speak slowly. A jumbled sentence is a wasted sentence.

You represent the movement for Better Speech. Don't forget this. And don't let your audience forget it.

Finish strong and sharp.

**BIBLIOGRAPHY**

James—The Question of Our Speech
Krapp—Modern English
Krapp—Pronunciation of Standard English in America
(For an example of a concrete way of beginning, the discussion of the pronunciation of either and neither on page 76.)
Matthews—Parts of Speech. (Ch. III, V, VII, VIII, and IX.)
Matthews—Essays on English (Ch. I, II, III, XI.)
Trench—English, Past and Present
Trench—On the Study of Words
Utter—Everyday Pronunciation
Phyfe—18,000 Words Often Mispronounced

The English Journal (See the files. For instance, Miss Louise Pound's article on "Pronunciation in the Schools," October, 1922. There are many others.)

DR. WAYLAND COLLABORATING

Dr. John W. Wayland and Professor Will H. Ruebush, the talented music writer, are collaborating on a dramatic exercise for use in schools, clubs, and patriotic societies. It is to be entitled "Home and Native Land," and will consist of short speeches by Columbia and other familiar characters, interspersed with easy, singable, patriotic music. In some respects it will be unique, but it will be adaptable to almost any group of players and will appeal, it is believed, to any intelligent audience in the country. It will be off the press within the next week or two.

In this connection it may be of interest to note that "Old Virginia," the song by the same authors that is being used so widely in our schools, may soon be put upon a Columbia phonograph record. Many persons have expressed a desire to have it on a standard record for use in school and home. Professor Ruebush's attractive melody in "Old Virginia" has recently been adopted for use with a "national" song in Alaska.

ALUMNAE NOTES

Myrtle Haden is making a great success as a teacher at Gretna, Va. This is her fourth year there. Here is part of a recent letter from her:

"How is Harrisonburg? I have not yet in any measure outgrown my homesickness for Blue-Stone Hill. I think the only cure will be to return. I have seen many H. N. S. girls this winter. At our county teachers' institute last fall many of the girls were in attendance. One of the most interesting features was a wide-awake talk by our own Verlie Story on 'How to Vitalize English.' . . . These people have been very good to me in many ways, in a financial way as well as others. My salary has been raised each year till now it lacks only $5 of being twice as much as it was the first year. We have a beautiful new auditorium given us by the town. We are watching eagerly now the erection of a classroom building, thus giving us three handsome brick buildings."

Marion Nesbitt has recently given an observation lesson in silent reading for 2A and 2B on the Northside (of Richmond), that is Ginter Park, Highland Park, and Barton Heights. "I know Miss Anthony would think it queer that I am demonstrating silent reading, as that was hardest for me at the training school."

"We have an Alumnae luncheon every month at the Y. W. now; our next meeting is Saturday and we have some plans that we hope will bring some money for the building."

Nell Critzer says: "I am enjoying my work here in Richmond so very much, and I am having such a good time. . . . We have some great times at our Alumnae meetings with our "Don't you remembers!", "Have you heard!" and "Don't you knows!"

Luna Saunders is teaching in Roanoke City. Her address is 409 Church avenue, S. E. She says:

"I certainly am glad I had work at Harrisonburg last summer. I feel like it was the best I have ever had, and it has helped me so much in my work this session. The superintendent and the principal have told me they were very much pleased with my work, and have sent several people to observe me."

Maria Murphy is now located at Dawson Springs, Ky. She says: "I'm back with the Government in a lovely big new hospital located here—feeding over six hundred—have fine co-workers in the other departments, and am immensely happy; received a nice raise the first of January."

Jo Warren paid us a visit during the holidays, on her way back to her work in West Virginia. She is planning to complete the work for her M. A. degree next year.

Emily Burger remembers us from her home near Natural Bridge.

Bessie Kirkwood still writes a beautiful hand and mails her messages in Roanoke City.
Lucile Early Fray is at home at Advance Mills and will there welcome her old friends.

Georgia Foreman Smith (Mrs. Albert Smith) lives at Willoughby Beach. Her house address is on 6th Street.

Penelope Morgan is teaching in Danville, and sends love to her friends in Harrisonburg.

Etna Hardaway writes us that Nannie Cox is completing her course in nursing at Johns Hopkins Hospital. Etna's box is No. 26, Roanoke, Va.

Ella Mae Lane is teaching in the Broadway High School.

Frances Rolston is taking a special training course in Richmond to prepare her for work in the mission field.

Elise Loewner (Mrs. Aufenger), who now lives in Roanoke, recently paid a visit to her old home in Harrisonburg and to her friends at Blue-Stone Hill.

Lucy Spitzer, who spent a year or two in the Hawaiian Islands, is now teaching in Frederick County. She renewed acquaintances at the Normal one day last month.

Anna Allen sends us a lot of interesting news about her work in Hampton. She renewes her subscription to The Virginia Teacher and says a good word for it, which, out of sheer modesty, we forbear repeating. About her work she says:

"We came into a new building this year. . . . For two months we taught to the accompaniment of hammers and saws and sometimes the children stood up or sat on the floor. The building wasn't really finished until Christmas. . . . We are a state aid (Smith-Hughes) school this year. . . . We have been planning a real home in which to train the girls. It is now about ready for painting and papering, and then we'll have the fun of selecting draperies and furniture; and then there will be a series of receptions to the school people and town folk. . . . Last month we had a county teachers' meeting. Miss Gregg came to speak and was just as good to look at as ever. . . . Yesterday I saw Anna Cameron in Newport News, and two weeks ago I talked with Sallie Brown in Norfolk. She said they were planning a Harrisonburg rally. Emma Beard's sister Estelle is visiting her now. Of course we see Maude Evans and Mary Hess daily."

Lillian Gilbert is still keeping up her fine record in Prince William County as Home Demonstration Agent. Not long ago she engineered a big "Better Kitchen Contest," of which the Manassas Journal gave an extended report. Early in October twenty-five women of Prince William banded themselves together to improve their kitchens, the women's workshops; and, as an incentive to continue the work undertaken, Miss Gilbert secured the following articles to be awarded as prizes: a three-burner oil range, with oven; a 17-quart steam pressure cooker; a kitchen canner; a folding step-ladder; a Johnson floor brush and wax; an aluminum griddle; a case of quart white glass E-Z seal jars; a case of pint jars; two Betty Blue aprons; caps, cans of paint, and brushes. Not one of the contestants withdrew and the results achieved were most satisfactory.

May Fitzpatrick is doing a fine work at Neuse, North Carolina. Under date of February 13 she writes:

"This letter is just to tell you that I often think of dear old H. N. S., and all of you. Needless to say, those are pleasant memories."

"When The Virginia Teacher arrives, I can hardly wait to get it open. It is always a treat to me to read it, and I find that it is very inspirational in my work."

"I am still teaching in the cotton mill village of Neuse. This is my third year here as principal of the school. Somehow I find it hard to leave. I did welfare work here one summer. I find the people are very appreciative and I enjoy my work with the children immensely, though, of course, I have my discouraging moments (I wonder if this is not true of nearly all teachers)."

"We are now getting our children ready to give 'Massa Washuntion's Birthday,' also to dramatize 'Rip Van Winkle.' "

Sarah Shields has been in India for the past seven years, working chiefly as a teacher in mission schools. This year she is to have a vacation in America. We are hoping that she may reach Harrisonburg in time for commencement.

Mary Wallace Buck has taken to herself a husband, and her address is 7 East 27th
Street, Baltimore. In a recent letter she writes:

"I haven't kept in touch with things at Harrisonburg as I would have liked, but I have not forgotten my two happy years there. Since my marriage I have obtained my Master of Arts degree at Johns Hopkins University, so now I have the interests of three 'alma maters' at heart."

The young lady's name is now Mrs. George D. Rowe; but her smile is just the same as it used to be and to us she will always be "Mary Wallace."

Nettie Berry is teaching at Etlan, in Madison County. She is planning to attend the summer school again this year.

OUR CONTRIBUTORS

WILLIAM H. KILPATRICK is the distinguished Professor of Education in Teachers College, Columbia University. Dr. Kilpatrick's wide knowledge and experience entitle him to speak with authority on educational topics; he is one of America's most constructive forces in this field.

BONNIE GILBERT is a teacher of English in the Chattanooga High School, Chattanooga, Tennessee. She just recently met with great success in directing a stage performance of "The Big Idea," by A. E. Thomas and Clayton Hamilton.

REBECCA GWALTNEY will apply for her B. S. degree in education this coming June. Miss Gwaltney has taken her work in the Home Economics Department of the State Normal School at Harrisonburg.

KATHERINE M. ANTHONY is the director of the Training School at the State Normal School at Harrisonburg. Miss Anthony is at work on an elaborated system of Progress Books, which she promises for publication at an early date. Her work in this field has been a signal contribution to the success of the Training School during the past session.

CONRAD T. LOGAN is the head of the department of English at the State Normal School at Harrisonburg. Mr. Logan has taught in the Horace Mann School for Boys, of New York City; in the Hughes High School, Cincinnati; and the George Peabody College for Teachers, Nashville, Tennessee. Mr. Logan has been assistant editor of The Virginia Teacher since its inauguration.

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