Virginia Teacher, April 1923

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation
Virginia Teacher, April, 1923, IV, 4, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

This Article is brought to you for free and open access by the JMU Special Collections at JMU Scholarly Commons. It has been accepted for inclusion in Virginia Teacher by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.
JOHN J. TIGERT
United States Commissioner of Education
discusses
THE NATIONALIZATION OF THE TEACHERS COLLEGES

THE KITCHEN IMPROVEMENT CONTEST
IN ALBEMARLE COUNTY
By Anne Gilliam

TEACHING HEALTH—WAYS AND MEANS
By Penelope Morgan
Averett College, Danville, Virginia

Published at the
STATE NORMAL SCHOOL
of Harrisonburg, Va.

15 CENTS
Successful Teachers' Books—

How to Teach Primary Number
By JOHN C. STONE

Since most of the arithmetic work of the early grades is independent of a text book, there is need for a definite course of study and manual in the hands of the teacher. The three phases of teaching arithmetic, presentation—drill—application, are carefully treated and many games, devices and motivated drills make this book a real asset for the primary teacher.

Speaking and Writing English
By BERNARD M. SHERIDAN

Sheridan's contribution to the teaching of grade English has been more influential than any book of the decade. Here is a manual that is based on actual results—it is definite, it is constructive, its method is positive and standards are set for measuring the work of each grade of the elementary school.

Physical Training for the Elementary Schools
By LYDIA CLARK

The value of systematic physical exercises is definitely established, and school systems now realize its importance in our elementary grades. Clark's Physical Training for the Elementary Schools is the most complete and practical course yet published for the Elementary Grades. The exercises, games and drills are well graded and nicely illustrated. This book should be on the desk of every teacher in the state.

BENJ. H. SANBORN & CO.
CHICAGO
15 West 38th Street, New York City

Unexcelled Reading—Story Hour Series

IN the books for the first three years (Story Hour Readers) the pupil's eager interest in learning to read is fostered by the dramatizing of the stories and by the charming illustrations; it is directed and applied by means of the simple, logical, and effective phonetic work. The pupil's progress is therefore amazingly rapid and satisfactory. A Teachers' Manual makes every step clear.

In the books for the last five years (Story Hour Readings) the delightful selections represent the best writers and poets, both those who have long been considered masters in their field and those who have more recently won recognition. These books are strong in their ideals of citizenship and in their training of character. Much of the material in these books is suitable for drill in silent reading. Helps are provided to quicken the pupil's appreciation.

Carpenter's "Around The World With The Children"

A n introduction to the study of geography for the third and fourth year. In this book Mr. Carpenter takes the pupil on make-believe journeys to the children of five different countries. From the first page to the last there is the charm of a well-told story. Numerous pictures, many of them snap shots, add much to the interest of the book.

AMERICAN BOOK COMPANY
New York Cincinnati Chicago Boston Atlanta
**Lippincott Books**

*For the Teacher’s Desk*

**THE SCHOOL PROJECT SERIES**
Edited by W. F. Russell, Ph. D.

**Wells, Dr. Margaret E.**

*PROJECT CURRICULUM*

The entire problem of curriculum building centered about the project core. Based on actual experience. The one thorough-going discussion of the project in its logical aspect and setting. **$2.00**

**Watkins, Emma.**

*HOW TO TEACH SILENT READING TO BEGINNERS*

A sound offset to the tendency of first-graders to read mechanically. Miss Watkins provides a full and practical series of exercises for assuring thorough comprehension by the very little folks. Valuable because detailed and applicable. **$1.00**

**Lull, H. G. and Wilson, H. B.**

*THE REDIRECTION OF HIGH SCHOOL INSTRUCTION*

The social core applied as fundamental to the curricular and extra-curricular activities of the junior and senior high schools. **$1.00**

**Krackowizer, Alice.**

*PROJECTS IN THE PRIMARY GRADES*

Detailed suggestions drawn from the author’s wide experience of ways in which primary children may be taught through the motivation and aim which are the characteristic features of the new pedagogy. **$1.40**

**THE EDUCATIONAL GUIDES**
Edited by W. F. Russell, Ph. D.

**Leonard, S. A.**

*ESSENTIAL PRINCIPLES OF TEACHING READING AND LITERATURE*

A thorough treatment, based on detailed and exhaustive experience, of the use of modern criteria and measures in the determination of what material is available for use as school literature, of the exact status of the class or school as regards reading in any sense of the word, and of the next step forward when the present status is known. Included are the best reading lists yet offered. **$2.00**

**Woodrow, Herbert**

*BRIGHTNESS AND DULLNESS IN CHILDREN*

A simple and readable survey of the present knowledge of the nature and measurability of intelligence, and indications of the bearing of this knowledge on classroom practice. There is more than usual attention to the problem of the bright child. The simple clearness of the author makes the book the best in its field for the non-specialising teacher. **$1.50**

**J. B. Lippincott & Company**
East Washington Square
Philadelphia

---

**It Takes Far and Wide GEOGRAPHY for BEGINNERS**

By Edith Porter Shepherd, Principal of Warren and Avalon Park Schools Chicago

Just adopted by Texas and Montana as a third grade basal text, also by leading cities, such as — Chicago, New York, Philadelphia, Los Angeles, California, Springfield, Massachusetts, Rochester and Niagara Falls, New York, Trenton, New Jersey, Opelousas, Louisiana; also hundreds of towns all over the country.

Why? Because the book with its interesting text and pictures is a happy introduction to geography and a joy to the child.

Send for descriptive folder with illustrated sample pages

**Rand McNally & Company**
530 S. Clark Street, Chicago

---

**The Teachers of Virginia**

Will be glad to know that the

**WIDE AWAKE READERS**

were re-adopted on February 9, 1923 by the

**Virginia State Board of Education**

The Wide Awake Primer (Virginia Edition)

First, Second, Third and Fourth READERS contain highly interesting reading which is not duplicated in any other reading series.

**LITTLE, BROWN & COMPANY**
34 Beacon Street Boston, Mass.
CONTENTS

THE NATIONALIZATION OF THE TEACHERS COLLEGES..............John J. Tigert 87
THE KITCHEN IMPROVEMENT CONTEST IN ALBEMARLE COUNTY
Anne Gilliam 90
TEACHING HEALTH—WAYS AND MEANS.......................Penelope Morgan 96
EDUCATIONAL COMMENT ........................................... 103
A PROGRAM FOR CHAMBER OF COMMERCE ACTIVITIES.............Samuel P. Duke 107
CURRENT EDUCATIONAL PUBLICATIONS .......................109
   Home Economics Teaching .................................Grace Brinton
   A Second Syllabus on Psychology .........................Clyde P. Shorts
   For Student Reporters .................................Rebecca Gwaltney

NOTES OF THE SCHOOL AND ITS ALUMNAE.....................112

$1.50 a Year Published Monthly 15 Cents a Copy

BOOKS FOR TEACHERS

WILLIAMSON'S
PROBLEMS IN AMERICAN DEMOCRACY
One of the five books recently adopted for the Teachers' Reading Circle in Virginia.

PRINGLE'S
ADOLESCENCE AND HIGH SCHOOL PROBLEMS
A comprehensive and informing treatment of the problems of adolescence and their relation to the high school curriculum.

GRAY'S
DEFICIENCIES IN READING ABILITY
Technically accurate discussion of reading difficulties and the latest scientific methods of overcoming them.

D. C. HEATH AND COMPANY
231-245 West 39th Street New York City
THE NATIONALIZATION OF
THE TEACHERS COLLEGES

By John J. Tigert, U. S. Commissioner of Education.

THE educational system of the United States is the counterpart of the political system of the United States and furnishes an antithesis to the educational systems of Europe as complete as the antithesis between a federation of many sovereign states deriving their just powers from the consent of the governed and a single sovereign state exercising absolute power over its subjects. Under the theory that the state possesses rights prior to the individual, such as existed in the German Empire, it was possible to organize a type of education and, through the power of arbitrary government, mould a type of citizen approximating in uniformity the blocks turned out of a mill according to a regular size and pattern. Under the theory that state government is derived from the individuals that compose it and the rights of the federal government are only such as have been conceded to it by compact of the respective states, as set out in a Constitution, education not being one of the functions so conceded, as is the case in the United States, the system of education must essentially be varied and multiform as are the thoughts and desires of the people from which it emanates. It is in accordance with expectation, therefore, that the schools of America possess a myriad of dissimilarities in organization, administration, curricula, financial support, and in other essential points. Even where there is a tendency to evolve, according to certain general principles of educational policy and practice, different localities of the United States find themselves at different stages in the evolution of these principles. The schools of the United States do not march under the same commanders, or in the same formation, or according to the same manual of drill, or at the same rate of speed.

In the entire system of education in this country there is no phase in which the lack of uniformity has been so conspicuous as in the particular phase of teacher-training. Here the only uniformity has been in the consistent variation in the character of the agencies set up, the absence of a definite and continuous policy, and a disparity in different sections of the country in the process of evolution of these agencies.

It is not necessary to trace the history of the teacher-training movement before a body composed of the heads of teacher-training institutions. You are better informed about this than I. You are aware that teacher training was transplanted to this country from Europe, but it is indeed difficult to understand why the matter which appears the most fundamental in building schools, viz., the provision of an adequate teacher, found no place in the American system until the beginning of the nineteenth century, when higher learning had been provided for as far back as the first half of the seventeenth century. The need of a teacher seems to have been the last realization with us. Perhaps this was in order that the Scriptures might be fulfilled in saying "The first shall be last and the last shall be first."

In order to get a conception of the varied types, the lack of consistent policy, and the uneven appearance of these institutions in point of time, let me present the following summary:

1823. Private teacher-training institution established at Concord, Vermont.

1834. Teacher training provided at public expense in the academies of New York.

1839. First State normal school in the United States established at Lexington, Massachusetts.
1831. First college department of education established at Washington College in 1831, though the matter began to be agitated at Amherst in 1826.

There are in addition to the above the city training schools and the country training schools for teachers.

Here appear half a dozen different types of institutions for teacher training, arising sporadically in various places. One does not need to trace the development of these institutions very far to discover an utter lack of definition of policy and relationship to each other on the part of these institutions, with the result that the appearance of these institutions at different times in different parts of the country has precipitated clashes which have engendered irritation and counter irritation, cut-throat competition, reduplication of effort, wasted energy, conflicting policies and functions, and chaotic conditions generally.

There always has been and still is a controversy as to whether the function of the state teacher-training institutions is to train elementary and secondary school teachers, different groups of educators taking opposing sides on this question. As there were practically no public schools except elementary schools when the first teacher training institutions were established it is evident that at first it was not intended to train high school teachers. There is a tendency on the part of departments of education of colleges and universities in some places to attempt to arrogate to themselves the training of high school teachers, while the normal schools are rapidly expanding into this field in various parts of the country. In 1875 there were 70 state normal schools in the entire country, but no teachers' colleges. The first New York normal school, founded in 1845, became the first four-year college in 1890. This reorganization and expansion of teachers' colleges has continued rapidly in the last years, and a year ago, out of 157 state institutions for the preparation of teachers, 91 of these were giving four years of college work. Others are now preparing to offer such a course. The last legislatures in Maryland and Kentucky gave the normal schools of these states such authority.

Meantime, there are about 475 departments of education in colleges and universities, some of which are either intentionally or otherwise competing with these four-year teacher training institutions. Likewise the high school training class, which appeared in New York in 1834 and which overlaps the work of the normal school and teachers' college, has continued flourishing until it is found now in more than half the states. Some years back there were considerably over a hundred of these classes in New York, with a total enrollment of nearly 2,000. There were almost as many in Minnesota, while in Nebraska there were 209 with an enrollment of 3,800, and Kansas had 282 classes with an enrollment of 5,000. The high school training class is now found in more than half the states, and most of the states give it state aid. In Kentucky the 1922 legislature authorized the training of teachers in the high schools of that state; so this type of teacher training continues to develop in spite of opposition from some quarters.

The city training schools have undertaken to do for the city what the normal school has attempted for the state generally, viz: to train both elementary and high school teachers for the cities. These schools have a partial function in that the normal schools and teachers' colleges do not train an adequate number of teachers in any state to provide for all the demands of both cities and rural communities. On the other hand, these institutions have unfortunately had some effect in hampering the development of the state teacher-training institutions. The county training school has assumed the same functions as the city training school and the normal school, but it has developed in only one state as yet.

One could go further with the outline, but we have gone far enough to show what an incoherent and inarticulate system we have in America for training teachers. The overlapping of function, the lack of definite relationship and proper division of effort are all too evident.

Out of all this chaos there appears much encouragement in the rapid progress being made towards expansion and standardization of state normal schools by conversion into four-year teachers' colleges. This movement is one that can be safely characterized as national, in the sense that it appears to be developing at an irresistible momentum and is apparently destined to spread over the entire
nation and will tend to standardize the teachers’ colleges in the nation to a degree comparable to the colleges and universities. This movement had its inception in the East, but its greatest stimulus come from the West. Because of the unevenness in the evolution of education in point of time already pointed out, the normal schools of the East began as institutions very largely of a secondary grade to train elementary teachers, while in the West at the outset there was need for trained high school teachers, the tendency being to set up normal schools at least of junior college grade in the more recent years, expanding to four years beyond the high school. Though the momentum for the teacher college movement seems greater in the West, yet it is operating in the East, as is evidenced by the action of the Legislature in Maryland in 1922, which, though it does not give the institutions of this state the title “college”, yet authorizes the conferring of degrees upon graduates of the four-year courses.

This tendency toward nationalization of the teachers’ colleges is the most hopeful sign that we have of anything like a consistent, coherent, and sound policy in the tangled web that besets the teacher-training problem in this country.

There is room for all the teacher-training institutions that we possess and more, for enough teachers to anything like meet the demands within the state. Massachusetts comes as near as any, but does not train more than half the teachers required in the schools of the state. It is evident, therefore, that there is room for all the teacher-training agencies if a definite articulation of the several agencies could be worked out and a proper correlation of function instituted among them, so that their efforts may be supplementary rather than competitive. This will be difficult and will take time. Now that the normal school is practically assured of winning the field of training secondary school teachers, thus co-ordinating itself with colleges and departments of education in universities, there is a danger that a new combat will be precipitated by an attempt on the part of the teachers’ colleges to give non-professional or regular four-year college work. Although we believe heartily in the expansion of the normal school and in placing it on a college basis, we do not believe that it should undertake to enter the field of higher education except for the purpose of training teachers.

A proper division of function demands this. Further, as long as the teacher-training institutions are so far short of providing adequate teachers, they should not waste their energies, expend their moneys, and employ their plants and faculties in a field already occupied and less important to the schools of the country. Likewise, it is conceded that the faculties and type of instruction in the teachers’ colleges do not yet measure up to the accepted college standards. In a study prepared for the Bureau of Education in 1916 by Drs. Judd and Parker it was shown that 34 per cent of instructors in the regular colleges had completed the doctorate as against 7 per cent of normal school teachers, and that 61 per cent of college instructors had masters’ degrees as against 31 per cent for teachers in normal schools. In many respects the normal schools were discovered to be on a par with the colleges, and they have made some progress in raising the standards of their faculties since 1916. The 1922 Year Book of the Association of Teachers Colleges states that in 54 institutions from which reports were available, excluding teachers of special subjects like drawing, music, physical education, etc., 9 per cent of the faculties have the Ph.D. degree, about one-half the remainder hold the M. A. degree, and about 10 per cent hold the bachelor’s degree. This is progress, but leaves the teachers’ colleges still considerably below the level of the colleges in the preparation of their faculties. This constitutes an additional reason why the teachers’ college should not yet undertake non-professional courses in higher education.

While we rejoice in the rapid growth of the four-year teachers colleges in all parts of the country, we believe and are glad to see that the two- and three-year courses are not being abandoned by these institutions. For a long time we shall have to provide these shorter courses for training elementary teachers who cannot secure four years of professional training. Some day we may achieve a goal of four years above high school for all teachers, but this will not be reached for some time to come. It is gratifying to note that of the sixty teachers’ colleges from which reports are available, forty retain the one-year course, fifty-four retain the two-year course, and thirty-three retain the three-year course.
This indicates a laudable desire upon the part of these institutions to function so as to render the largest service to the public school system and the state rather than to pursue a supposedly high policy of emulating the standard four-year college which, while theoretically raising the standard of the institution, destroys, in a large measure, its service to the public school system.

With a proper division of service and a policy of co-operation between the teachers' colleges and the departments of education in our colleges and universities supplementing each other in the training of high school teachers, the teachers' colleges confining themselves to purely professional work, and with the teachers' colleges properly dividing the labor of preparing elementary teachers with the high schools until such time as all the elementary teachers can find opportunity for training beyond the high school period, we can see a way out of the tangled skein in which teacher-training has been involved in the past. As the teachers' colleges grow, the high school training classes should be, and doubtless will be, eliminated. Likewise the city training school might go on sharing the task of the teachers' colleges, but without interfering with the growth of the latter. The private institutions and the county training schools do not seem to offer much of a problem, as their numbers are relatively small and they are not multiplying to any extent.

In conclusion, let me say that I congratulate this Association upon the merger of the American Association of Teachers Colleges and the National Council, and the merged organization should hasten the already rapid nationalization of teachers' colleges. The Bureau of Education desires to render all possible service to this new organization, and its facilities are hereby proffered and pledged to it. Unfortunately, in the Bureau of Education we have not had a division distinctly serving normal schools and teachers' colleges such as we have had serving city school systems and rural education. The Division of Higher Education has been obliged to attempt this service in addition to a much larger service to the universities and colleges. This has been inevitable because under the law the Bureau has been compelled to serve the Land-Grant institutions and has had inadequate facilities to properly serve the teachers' training institutions. After July 1, as a result of increased appropriations, the Bureau will have a much enlarged statistical service and ten additional clerks. It has been suggested to me that the statistical blank of the normal schools and colleges is unsatisfactory. If so, if this Association will appoint a committee to meet with representatives of the Bureau, we shall be glad to revise this blank and, with our enlarged statistical division, we can serve the teachers' colleges, we hope, more effectively than has been possible in the past. Likewise, if it is desired, the Bureau will be glad to continue and enlarge the information which is sent out in mimeographed form for legislative purposes. This is gathered at little cost because of the use of the frank and is gotten out much more quickly than printed material. A similar service seems to have appealed strongly of late to the Association of Land-Grant Colleges and the National Association of State Universities.

THE KITCHEN IMPROVEMENT CONTEST
IN ALBEMARLE COUNTY

THE family welfare depends upon having the home-maker in good health and spirits. How can she be in good health and spirits if she is exhausted all the time? A woman wants time salvaged from housekeeping to create the right home atmosphere for her children, and to so enrich their home surroundings that they may gain their ideals of beauty and their tastes for books and music not from the shop windows, the movies, the billboards, or the jazz band, but from the home environment.

To create this environment she must have some time off from her work. In most cases the housekeeper has to spend so much time in her kitchen and work so hard while she is there that when she finally comes out of the kitchen, she is too exhausted to do anything, even be pleasant to her family. It is estimated that about 8,000,000 women work every day, and most of them many hours a day, in the farm kitchens of the United States. Making these kitchens the well-ordered

1See Department Circular 148 "The Farm Woman's Problems", U. S. Department of Agriculture.
workshops they deserve to be because of the importance of the amount of work done in them would result in lightening and making more enjoyable the work of a large proportion of these women." If this were done the home-maker would have more time for her own pleasure and for creating the proper kind of environment for the rest of her family.

There are several things which could be changed in the majority of rural kitchens to make them "well-ordered workshops"—for that is what they really should be called. Some kitchens are guilty of all of the following faults, while others may have only one or two:

1. The room is often used as a combination dining room, sitting room, washroom, laundry, entry from outdoors, and passage way to other parts of the house, as well as a cookroom.
2. There is no running water in the room.
3. The room is littered up with things that could be very easily put somewhere else.
4. There is no attempt made to make the room attractive.
5. The room is poorly ventilated and poorly lighted.
6. There is too much furniture.
7. The arrangement of equipment and utensils is often bad.
8. The working surfaces are not at the right height.

Getting the housewife to realize that there is something wrong with her kitchen is a great step forward towards remedying this evil. But Virginia has done more than this. The Extension Division at Blacksburg, through the Home Demonstration Agents of the various counties, has held campaigns to show the women how to right these conditions. Such a movement was carried on in Wythe and Albemarle counties during the summer of 1922. A similar contest has been conducted in Prince William County. This one ended the latter part of December, 1922. "Sooner or later", says Mrs. M. M. Davis, State Home Demonstration Agent, "we expect to carry on this work in every county of Virginia where there is a Home Demonstration Agent, and to extend the work to cover the home and its surroundings."

It is interesting to see the steps preliminary to a campaign in Albemarle County. Early in May Miss Bessie Dunn, County Home Demonstration Agent, sent the following circular letter to the women of Albemarle County:

**COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS**

State of Virginia


KITCHEN IMPROVEMENT CONTEST FOR ALBEMARLE COUNTY

In view of the fact that the average woman who lives in the country spends the greater part of her time in the kitchen, the Extension Division at Blacksburg, through the Home Demonstration Agents of the different counties, is suggesting a "Kitchen Improvement Campaign". The object of this campaign is to assist the women who enter it to make their own kitchens more convenient, thus saving time and labor.

A Kitchen Improvement Campaign open to all the women in Albemarle County is to be carried on from June 1st to August 15th, prizes are to be awarded for the greatest improvement of the kitchen at least cost. At least twenty-five women must enter the contest in order that the campaign may be worth while.

Any woman desiring to enter the contest must fill in the enclosed card and return it to the Home Demonstration Agent not later than May 30th. The kitchens entered in the contest will be visited and scored according to the enclosed score card and suggestions given for making them more convenient. All scoring will be done by Mrs. M. M. Davis, State Home Demonstration Agent.

A number of manufacturers and dealers have contributed prizes to be awarded to the women who make the most improvement in their kitchens. Each dealer will exhibit his own prize at his place of business during the contest. The prizes given by manufacturers out of the county will be exhibited in the windows of R. L. Thomas' plumbing establishment. The prizes are as follows.

1st, Cameron coal and wood range, given by Cameron Stove Co., Richmond, Va.
2nd, Kitchen Cabinet, given by Gilmore Furniture Co.
If she was unable to come to town to do her own buying, the agent did it for her; but more often the two went together. This gave the woman an opportunity to learn something about proper shopping. She learned to judge what she was buying; to tell whether it was constructed of good material, whether it was of standard make, and whether it was the best of its kind for the price which the buyer was able to pay. This was one of the stipulations for securing a prize. Whatever prize secured had to measure up to the standard set, e.g., if it was a kitchen cabinet, it had to be one of the best make; one that would be of real value to the housekeeper as a saver of labor.*

The contest ended August 15. The prizes were awarded to the women whose score cards showed the greatest difference between the first (June 1) and final (August 15) scorings. A “get-together” meeting of all the participants of the contest and the Charlottesville Chamber of Commerce was held at Fry’s Springs. Miss Dunn presided over the meeting. After welcoming the women and their guests, she told them that the Extension Division of the Federal government considered the Kitchen Contest in Virginia one of the most constructive pieces of demonstration work ever undertaken in the South.

According to the Charlottesville Progress, Mr. L. D. Case, Secretary of the Charlottesville Chamber of Commerce, heartily endorsed the movement, saying, “Anything that will lighten the burden carried by the women in the rural regions is work of the most fundamental and constructive kind.”

In her talk, Miss R. Belle Burke, District Home Demonstration Agent, showed how the Kitchen Improvement Contest had done much towards bettering conditions in the rural homes.

After her talk the women held an interesting round table discussion. Here they spoke of what the contest had meant to each of them. Some of the descriptions of how they had succeeded in changing their kitchen into convenient and attractive workshops were very humorous. The women were proud to tell how they had worked seeming miracles in their kitchens at a very small expense.

The last speaker, Mrs. M. M. Davis, State Home Demonstration Agent, gave a brief survey of the contest. Her summary of the results or accomplishments of the contest is, according to the Charlottesville Progress, as follows:

The largest amount spent was $103.36; the smallest amount was $0.35. The amounts spent in between these vary from $59.66, the second largest, to $0.40, the next smallest. The total amount reported spent—six contestants reported improvements but did not report cost—is $417.37.

These are some of the improvements made. In thirty-two kitchens the walls and ceilings were painted, alabastined, or papered. In twenty kitchens the wood work was oiled, painted, or varnished. In one kitchen the woman herself made over door and window paneling and doors before painting them. In twenty kitchens the floors were oiled or stained, or both. In one kitchen a new floor was laid and in several the floor was repaired before oiling, staining, or laying a covering. Linoleums were laid in ten kitchens. In twenty-four kitchens shelves were put up and cupboards made over and stained, varnished, painted, or enameled. In every kitchen the utensils were rearranged and assembled in order to make work less and yet more efficient.

Seventeen high stools were bought or made. Many old high chairs which had served several generations of babies were adapted to the use of the housewife as she works in her kitchen. Old piano stools, long past their day of usefulness as such, have been made to serve a new purpose and their days of usefulness doubled.

Twenty-five tables have had their tops “done over” with varnish or other varnish and covered with oil cloth or linoleum, and fifteen tables now have castors.

Six tea wagons have been made, from tables, to save steps in serving and clearing away meals. One was bought and given to its proud owner.

Water is being put into one kitchen and five kitchens have put in sinks to carry off waste water, and six drains have been installed.

One woman who wanted new white shades, and could not get them, used white shoe polish on her old ones and her desire was satisfied. One woman stated that she began improvement by carrying out of her kitchen “a bushel of things she did not use”.

The beauty of the whole contest is that the good work has extended to other rooms of the house and that the contest has been the means of bringing together a group of women interested in making better homes for themselves and their families.

Several kitchens in the contest deserve honorable mention because of the furniture used, equipment, and its arrangement at the beginning of the contest. Special note should also be made of the work done in another kitchen. The owner has made many improvements in her kitchen, in the arrangement of

---

*See Bulletin 3410 of Extension Division at Blacksburg.
utensils, furniture, and equipment, in walls, and floors, but best of all, is the fact that due to her interest in the kitchen improvement a plan has been worked out by which water is being put in the home, this too at a cost even less than we expected. This is a piece of real constructive work, valuable not only to the owners, but to the community, the county, and to the state, since installing a water system in certain sections not only of Albemarle County, but in other sections of Virginia, is a difficult and expensive proposition. This contestant has shown what it is possible to do and at a minimum of cost.

Another kitchen should be considered. For various reasons the owner of this kitchen was unable to make the desired improvements in her kitchen within the time limits set for the contest. For this reason it is not fair to consider this kitchen when awarding the twelve prizes given for the improvements made during the time specified for the contest. But because of the great improvement made in this kitchen and the thought and ingenuity shown by what has been accomplished, a special prize of small kitchen equipment is awarded to the owner of this kitchen.

The work accomplished in Albemarle County in this campaign is valuable in many ways. At first the idea was just to improve the conditions of the Kitchens in Albemarle County. The Department at Blacksburg has seen what a good thing this is and so has decided to extend this project to the other counties in Virginia. In this way it is hoped to awaken all the women of Virginia to the fact that their kitchens can be as attractive and convenient as their husbands' offices. This is a start towards running the home on a scientific basis.

Another good thing about this contest is that the work is not likely to stop with the kitchens, but will be extended to all the rooms in the house. The campaign served as an "eye-opener". The housekeeper just began to see the possibilities of making her whole house more beautiful and more convenient. That, in itself, will more than repay the agents for the time they spent helping in the campaign in Albemarle.

The women of Albemarle had a wonderful opportunity in this contest. The visits from experts were of course valuable. The housewife found out why working at her kitchen table always resulted in a backache. There is a proper height for all working surfaces. If the table happens to be two inches lower than the standard for the height of the particular worker, she necessarily has to stoop and the result invariably is fatigue. The same result is true if the working surface is too high for the individual. Few housekeepers sit down while preparing a meal. They do not realize that they can work just as easily sitting as standing. The question of standard heights comes in again here. Of course the stool should be of such height that the woman be at the right height for her working surface.

In addition, the contestants learned that kitchen walls are much prettier if they are of some light color. This light color is restful to the eye, and so helps to eliminate fatigue. Light colored walls are more sanitary as the dirt can be seen easily and so the walls can be cleaned when they need it.

Twenty-five per cent of the wall space should be windows. To make this possible it was necessary to cut windows in some of the Albemarle kitchens.

There were many similar things which the women could learn. The lessons in shopping were valuable. Very few people know how to judge what they are buying. The experience which the contestants had—shopping with people who did know how to judge the articles which they were purchasing—should be a great help to them in their future shopping.

The agents encouraged the contestants to visit each other and see how their neighbor was progressing. This exchange of ideas broadened them. The "get-together" meeting of all the contestants and the Charlottesville Chamber of Commerce gave them another chance to see what other people were doing.

Every phase of the contest was of value to the women of Albemarle County. One of the best things about it, though, seems to be that it will not end in improvements in the kitchens in Albemarle County, but will extend to improvements in the homes of Virginia.

**BIBLIOGRAPHY**


*Anne Gilliam*
ONE out of every four American boys drafted for the World War was physically unfit for service. There are 15,000,000 children in our country with some physical handicap. Six million of these are suffering from malnutrition. In the light of modern science, we know that these are conditions which should not exist among us. A nation composed of healthy people means a nation of better people, morally and mentally. Therefore at the present time one of the greatest services a person can perform for his country is to be healthy, for the sake of those around him as well as for his own sake. So we have come to realize that health must be taught in the schools.

What, then, are the aims and guiding principles of this new education in health?

First, we want to form habits, not merely impart information. For a good many years both physiology and hygiene have been taught in the schools. We have taught children the number of bones in the body and the circulation of the blood as well as the dangers of the house-fly and the way malaria spreads. In other words, we have given the student certain information regarding his body and the conditions best suited to its growth. The present aim in teaching health is not only the giving of knowledge, but the stimulation of action. We want to create good health habits. Dr. Emmett Holt says, "For this end, only such knowledge of the functions and the needs of the body is required as to make the child understand what is necessary for its protection and care, or enough to form the basis of good health habits."

The habits which would contribute to good health are enumerable. For this reason it has seemed wise to organize our teaching around eight simple rules. Each rule aims to establish a habit. These are:

1. A full bath more than once a week.
2. Brush the teeth at least once a day.
3. Drink at least a pint of milk every day.
4. Sleep long hours with the windows open.
5. Eat some vegetables and fruit every day.
6. Drink at least four glasses of water every day.
7. Play a part of every day out of doors.
8. A bowel movement every day.

These rules, which are the rules of the health game, should receive emphasis in every grade. But there should also be other habits added, appropriate to the child's physiological development for every school year.

There are certain fundamental principles which are the basis of all habit formation and which can well be applied to the forming of health habits. These are:

1. The practice of the habit must bring satisfaction. This satisfaction may be merely the approval of the teacher or it may be an actual gain in weight.
2. In order not to become distasteful, we must avoid monotonous repetition. The child is not going to cultivate the habit of drinking milk simply because he continually hears that milk is good for him. To prevent monotony, therefore, we must:
3. Approach the subject from different angles. First, tell the children a story about the good fairy who helped the little boy win the race, and who helped the little girl be as beautiful as she herself was, by teaching them to drink milk. Then they can sing a song about drinking milk. Later let them paste in the scrap-books pretty pictures illustrating the value of drinking milk. Finally, the child has a number of pleasant responses toward milk.

We need to approach the subject from different angles, also, because each child has a different background on which to build. The child who has been in the habit of being "sewed up" for the winter will have a different attitude toward cleanliness from the child who lives in the house with several tiled bath-rooms.

4. A habit cannot be established by confining its practice to one short class period. Health teaching should be distributed through the entire school day by correlating it with the other school subjects. The ingenious teacher will find some way of connecting health with almost every subject in the curriculum.
5. It has been said that "the crucial point in all habit formation is the possibility of
lapse in the practice of the habit before it becomes mechanical. Every time we slide back into the old habit, the new one is retarded or even prevented.” To prevent such lapses, teaching the health habits must be followed by some kind of daily inspection. The most suitable time for this is in the morning before the lessons have started. There are many ways of doing this. One of the following is suggested:

a. A rapid review of the pupils by the teacher.

b. The formation of a Health Club in which children may elect officers who inspect.

c. Probably the best method of checking up is by letting each child keep his own record. This may be done in a scrap-book made of drawing paper. Down the left-hand edge of the paper, write the habit you want to form. Across the top of the page, write the days. Each morning have the child put a mark by those habits which he has kept. At the end of the week, give a gold star to every child who has kept all the rules of the game.

The second important principle in teaching health is that we must make our teaching positive, not negative. We cannot expect to build habits or cultivate a wholesome attitude toward health by telling children what not to do. For several years we have told children not to put pencils in their mouths, and not to turn the pages of their books by wetting their fingers in the mouth without having apparently improved the health of the State. We want to adopt a new constructive policy. “We want them to think of health in terms of happiness and beauty and joy rather than weakness and disease.”

We cannot make children realize the importance of health without first realizing it ourselves. J. Mace Andress says, “The American people do not yet seriously appreciate the fundamental importance of health for happy and successful living.” This is the third principle in teaching health, that the teacher not only realize the value of health, but that she must be enthusiastic about the attainment of health. There is no greater influence among students than enthusiasm.

The fourth principle is that before a child can be influenced, he must be interested. We must create within the child a desire to be healthy. Few children have any desire of health for health’s sake. “But every girl wants to be beautiful and every boy wants to be strong and athletic. The wise teacher will build on these instincts” to make the child feel that the acquisition of health is something interesting and attractive, something necessary to his own happiness and a patriotic duty which he owes to his nation. He should be taught that health has an economic value. We have all heard many times the story of the man who spent his health to get his wealth, and then spent his wealth to get his health.

How can these principles which have been enumerated be practically applied in Health Education?

To make a child healthy through creating the right habits, we must examine the child to find out what his physical condition is in order that we may know what habits he most needs to cultivate.

If an architect were going to remodel an old house, his first move would be to examine it, to see exactly what sort of structure he was to build on. The same thing is true in remodeling the body of an unhealthy child. We want to find out what kind of timber there is in the structure and how much reinforcing it needs, first by weighing and measuring the child. Health becomes something real to a child when he sees some relationship between his weight and the weight of a normal child his age and height. It establishes a goal toward which he may strive.

Normal weight charts for boys and girls have been worked out by Dr. Thomas D. Wood as a result of statistics collected from a great many sources. Weight bears a relationship to age and height. These normal weight charts are published by the Department of Interior, Bureau of Education, at a cost of five cents.

A child’s weight is of more importance than being merely a way of interesting the child in his health. It is an index of the general condition of the child’s health. Our

---

1 Health Education No. 4, Department of Interior, Bureau of Education, Washington, D. C.

teaching will depend upon whether a child weighs what he should. In this case we want to encourage him to do those things which will keep him physically fit. There will be a few children who are over weight to the extent that they should see the necessity for reducing.

The children whom we will find in the greatest numbers, and with whom we are most concerned, are those underweight. Every child who is more than ten per cent, underweight is considered malnourished. Malnutrition is the disease most commonly found among children of school age. In most cases it is something which is preventable and curable. Malnourished children “are pale and anemic, inattentive and listless in their studies, are disinclined to run and play. They are easily fatigued mentally and physically and are often retarded in their school work. The malnourished child is particularly susceptible to disease. He is always catching whatever disease happens to be making the rounds.”

Weighing children means that you must have scales, equipped with an apparatus for measuring the height. Scales of this kind may be bought from Fairbanks Scales Company, Baltimore, at a cost of $48 with a 40% reduction for schools, or from Powers & Anderson, Richmond, priced $40 with a 10% discount. Try to secure these scales through your local school board. If they are financially unable, or do not see the wisdom of spending money in this way, enlist the cooperation of the Parent-Teachers’ Association or some private organization.

As a last resort, borrow scales. But only do this rather than not weigh your children at all. There may be some public-spirited grocer or butcher who would send his scales to your school. If this is inconvenient, take the children to the scales. But weigh them.

Since a child’s weight is determined by his age and height, his height must be carefully ascertained. This may be done by means of a tape-line tacked to the wall. The height should be taken in the stocking feet.

Children should be weighed monthly. Their gain or loss (whichever is their aim) acts as a motive for practicing health habits. Have the children remove their shoes before weighing. Often a boy’s heavy boots will add several pounds to his weight. But be sure and warn them, the day before, that they are to be weighed and that they will have to remove their shoes. This may save some embarrassment over holes in the stockings. No deduction need be made for clothing, except in a few extreme cases, when in the judgment of the teacher it seems wise to do this.

Weighing day should be made a joyous occasion. Ask all the children who have reached their normal weight to stand. This becomes with them an honor very much to be sought after. Let each tell what he thinks he has done which has helped him gain. If there is a child who has been particularly anxious to gain and has at last done this, let the children sing for him:

“A boy came to our class one day
And found that he was losing
But there we taught him how to gain
By proper foods and choosing.

Johnnie Jones, keep it up,
Johnnie, you’re a dandy,
Don’t forget the milk and fruit,
But leave alone the candy.

Ask the children who have gained to raise their hands. The amount each has gained is to be emphasized, never the amount below normal weight. Care should be taken not to call attention to the child who has not gained. We should use every precaution to keep him from becoming sensitive and discouraged about his underweight.

One way of making a child’s weight very real to him, and a plan which all children enjoy, is to keep a record of the weights. It becomes like keeping the score to a game. In the lower grades, let him have a sheet in his tablet where he writes his weight each time. In the upper grades the children can make graphs of their normal weight line and their actual weight line. Each time interesting comparisons between the two may be made:

The teacher should keep a record of her class’s weight on a class-room weight chart. These are supplied by the Department of Interior at a cost of 5 cents. On the chart are columns for the child’s name, age, height, normal weight and a column for each month’s weight.

A monthly record of the child’s weight should be sent home either on the monthly report card or on a card especially for this purpose. This stimulates the interest of parents who are otherwise indifferent.

After a child has been weighed and measured we should find out even more about his
condition through a physical examination made by a physician. Whenever possible one of the child’s parents should be present at this examination. It should be conducted in the nature of a conference between the parent, teacher and school physician. In this way many suggestions and bits of advice which might otherwise be misunderstood or resented may be given to the child’s parent. This examination should be made annually.

If the architect found any partitions or walls which would interfere with his new plans for the house, it would first be necessary to have these removed. If we find from the physical examination that the child has some physical defect which is retarding his growth and development either the child’s parent should be encouraged to have this remedied, or with the parent’s consent, the child should be taken to the nearest clinic.

Then the architect starts the actual construction on his new house. The masons and carpenters begin their work. We must supply the child with the means of reconstructing his body. This means is food. It has been found that that there is no one thing as instrumental in improving the child both physically and in the type of work done in the class room as the school-lunch. The child’s weight record may be used to create an interest in the school lunch. The lunches may be prepared by the teacher or by volunteers among the older girls. In one Virginia city, for several years the hot lunch was prepared by volunteer help from the children’s parents and other public-spirited women.

HEALTH TEACHING IN THE PRIMARY GRADRES

Little children have no real interest in health. Our teaching in the primary grades, therefore, must be done almost entirely through correlation with the regular school subjects. We must appeal to him through his love of the fanciful, and his desire for action.

Many fairy stories have been written for teaching the eight rules of the game. The stories may be made a part of the regular language lesson. After being told by the teacher, they may be dramatized by the children, thus giving an opportunity for self-expression, so important in dealing with children of this age.

Another way of teaching health facts in the language lesson is by having the children work out original rhymes. Mother Goose furnishes the inspiration for many of these. One first-grader wrote:

“Peter, Peter, orange-eater,
Every day your smile grows sweeter.”

These rhymes were written by children in the third grade who were learning to eat the proper foods:

“If we eat Billy Beet,
He will taste nice and sweet.

Peter Parsnip, you and I
Will be friends by and by.

Danny Prune, when on a spoon,
Looks ugly, brown, and fat.
But when we taste we then make haste,
To eat him, just like that!

Charlie Carrot likes to eat
Iron from the ground,
If we eat him we shall be
Big and strong and round.

We are told that with younger children we should foster the play spirit. The many health games which have been written furnish ample opportunity for this. In many instances the games are merely new editions of the games we have played all our lives. One of these is “The Farmer in the Dell.” This has been revised to teach the selection of foods.

“The Boy in the Dell.” First he chooses milk so fresh, then oatmeal fine, and oranges sweet. Innumerable verses may be added, such as “The boy takes spinach green, the boy takes golden eggs.” The conclusion says:

“All these make muscle strong,
All these make muscle strong!
Heigho, the cherry oh!
All these make muscle strong!”

Another game is “Spinning the Plate.” Name each child some food which children should eat. Then the leader spins the plate and calls out “Carrots.” The child named “Carrots” must catch the plate before it stops spinning. If he succeeds, he scores a point, and is the next one to spin the plate. He calls for whatever food he wants.

The health habits have furnished the material for many attractive songs. Some of these are sung to the tunes already familiar to the children. After having played a game

8Health Education No. 10, Department of Interior, Bureau of Education, Washington.
9Games, Rhymes and Songs, Southern Division American Red Cross, 249 Ivy Street, Atlanta, Ga.
teaching the selection of foods, suppose we wanted to further impress upon the child the importance of good foods. Teach them to sing the "Health Fairies":

The Health Fairies said to the children at play,
Come, let's have a party gay,
Invite our friends we love the best,
Invite them here in their Sunday's best

The Carrots came so merrily,
Bringing milk as the company.
The Spinach green brought the Beets of red,
'Twas a very pretty couple, so the children said.

Bread and Butter danced for life,
The Orange waltzed with the Apple's wife,
The awkward Potato and the Fat Little Egg
Nearly tripped over the Turnip's leg.

They danced all day till the sun was low,
Till the Fairies all prepared to go
To see that the children were all well fed,
And then to tuck them into bed.

The ways of illustrating health ideas through hand-work are many and varied. Children can make scrap-books, booklets or posters illustrated by free-hand paper cutting or from pictures cut from a magazine. As each new rule is learned, it may be illustrated. The children who have learned to write well want to write something under the pictures. Let them decide what this shall be.

HEALTH TEACHING IN GRADES IV-VI

The effort to form good health habits should not be relaxed in the middle grades. It is important that the teachers of health in these grades make themselves familiar with what has been done in the primary grades. The work should be continued along the same line, but necessarily approached from different angles.

The Fairy Story has lost its charm for the child eleven or twelve years old. At this age he becomes interested in stories about real children. He enjoys hearing how, although Theodore Roosevelt was a very delicate child, through his own efforts he developed into a vigorous, robust man. Such stories in the fourth or fifth grade may be followed in the sixth grade by the lives of men like Pasteur, Walter Reed, or Gorgas, and the story of some of the dramatic achievements in modern preventive medicine and sanitation.

As a child grows older, the reason for health rules becomes more important to him. At this age, habits which have been formed or which are still in the forming, should be reinforced by accurate scientific knowledge. This material should be carefully selected by the teacher, with a view to throwing light on some vital health problem.

In these grades we may still appeal to the child's love of dramatization. With the careful guidance of a clever teacher, very attractive playlets may be written by the children. Or the children may dramatize some which have already been written.

There are many ways in which health may be correlated with the other subjects of the curriculum. Some of these ways are:

1. Language.
   a. Compositions may be written or oral reports may be given on such subjects as, "How I Gained" or "Why I Lost". "A Trip to the Market" furnished the material for the following report which was written in the fourth grade:

   A Trip to Market

   (Child's work before there was any revision of English.)

   S——'s market is on Summer Street near the South Station. Everything is nice and clean there. The meat is kept in a refrigerator room. When anybody comes in to buy meat the man will go into the cold room and cut it. The other meat that is out in the store is kept covered in showcases. The vegetables and fruits are always fresh. They are kept covered with nets.

   b. In the middle grades health may also be connected with language by letting the children make simple rhymes. One fourth grader wrote:

   Drink Milk

   Bobbie drinks his milk each day,
   Teddie doesn't, so they say,
   Bobbie's growing big and tall
   Teddie doesn't grow at all.

   Shirley Somes.
2. Arithmetic.

Such problems may be used as the working out of the comparative cost of different kinds of foods and their relative food value. In problems like the following the child can see the relationship between the cost of food and the importance of its careful handling.

If you buy clean milk from a clean dairy at 17 cents a quart, and unsafe milk from a dirty dairy costs 15 cents a quart, how much do you pay a year for the sake of having safe milk? Is this form of health insurance worth while? Why?

If John earns $25 a week, and he gets typhoid fever through dirty milk and has to give up his job for ten weeks, how much does he lose in salary alone on account of unsafe milk?

3. Handwork.

a. Individual graphs of the weight may be kept.

b. Scrap-books.

These may contain either original drawings or illustrations from advertisements. The choice and arrangement of these may be made an art problem.

HEALTH IN THE UPPER GRADES

Grades VII, VIII, and the Last Year of Junior High School

One authority has stated that "the newer health movement, which has gained impetus in the grades and which has inspired originality on the part of both teachers and pupils, has made less progress in the upper grades. Here in the majority of cases the work seems to be going along the ordinary formal channels of recitation from text books."

When the child reaches the seventh grade, he is at the age when the group interest begins to develop. This tendency, when properly directed, may be used in the formation of teams, such as football, baseball or basketball instead of allowing it to take the form of school gangs which may often become the terror of a neighborhood.

Both boys and girls should be reminded of the importance placed upon taking care of the body by members of college teams. By being members of a team, some boys realize for the first time the value of personal health.

If it is impossible to have a real athletic team, the pupils in the class may be divided into two groups. These may be called teams and may race for the greatest increase in weight and the lowest number of absences because of illness.

While the boy is most interested in physical strength, the girl's interest is in her personal appearance. She should be taught the beauty and attractiveness of good health. Probably the hardest thing, and yet the thing we should strive to teach a girl at this age is the importance of the proper kind of clothing and shoes. She should realize that these things can make or mar her in health as well as in fashion.

The group interest of children at this age offers an opportunity for training in community life. For this reason in the upper grades health may be more closely related to civics than to any other subject. The class may visit places where food is prepared or sold—cold storage, meat market, creamery or grocery store—with the idea of seeing whether these places are conducted in accordance with the State or City law as designed to protect the health of the public.

When children leave the grades they should be as well trained in the fundamentals of good health as they are in the Three R's.

The worth of any educational process is measured by its products. The worth of our health teaching is measured by the actual health of the children.

J. Mace Andress enumerates the following conditions under which a child should leave the grades:

1. All children well nourished, none more than 10 per cent below the required standard of weight according to height and age.
2. Habits of personal cleanliness established.
4. Freedom from physical defects secured.
5. Good sitting, standing, and walking posture maintained.
6. All teeth kept clean.
7. Permanent teeth all present and in good condition.
8. Daily recreation in the open air.
9. Habit of daily evacuation of the bowels.
10. Practical health knowledge that works.
11. A sense of buoyant physical well-being.
12. Partnership in the solution of school, home, and community problems in health.
SOME OF THE MATERIAL THAT MAY BE USED IN TEACHING HEALTH

**Stories**

1. (a) Cho-Cho and the Health Fairy. (b) Rosy Cheeks and Strong Heart. Child Health Organization, Penn Terminal Building, 370 Seventh Avenue, New York City.


4. (a) Teaching Health Through Stories, Games and Outlines. (b) Silent Reading in Health. Iowa Tuberculosis Association, 518 Century Building, Des Moines, Iowa.

5. Gentle Perfect Knight. National Tuberculosis Association, 370 Seventh Avenue, New York City.

**Songs and Games**


2. All Thru the Day the Mother Goose Way by Jean Broadhurst. Lippincott.

3. The Minstrel. New Jersey Tuberculosis Association, Newark, N. J.


   This may also be bought from the Child Health Organization in the form of a card game played like authors.

5. Health First Reader and Public Health Rhymes. Steobridge Lithographing Co., Cincinnati, O.


7. Games, Rhymes and Songs. Southern Division American Red Cross, 249 Ivy Street, Atlanta, Ga.


**Plays and Pageants**


3. Five Playlets. Hester W. Jenkins, Bureau of Charities, 69 Schermerhorn Street Brooklyn, N. Y.


**Teaching Health**

Health Education Bulletins Nos. 1-11, Department of Interior, Bureau of Education, Washington, D. C.


---

**THE PERMANENCE OF THE ENGLISH LANGUAGE**

The English language, curiously moulded out of primitive German dialects and the speech of the Norman conquerors, has always been a mongrel, losing inflections and niceties with easy vulgarity and borrowing here and there with careless impropriety. Yet it has suited itself to the needs of a great population and a great commerce and to the creation of a transcendent world of enduring grandeur, and today it is beginning new services and new creations in all continents. It is the speech of the Bible and of Shakespeare and of the newspaper and of the jargon which now pollutes and then enriches it. If anything in this mortal world now promises permanence it is this language.—Ashley H. Thorndike.

The Federal government should extend aid to the states for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.—President Warren G. Harding.

I view education as the most important subject which we as a people can be engaged in.—Abraham Lincoln.
EDUCATIONAL COMMENT

RESOLUTIONS OF THE DEPARTMENT OF SUPERINTENDENCE

Cleveland, Ohio, March 1, 1923

UNANIMOUSLY the Department of Superintendence re-endorsed the Town-
er-Sterling bill in a resolution that admits of no doubtful interpretation. This is the fifth successive time that the Educational Bill has been endorsed by the Department. The Bill has also been endorsed by every summer meeting of the Association since it was formulated. There should be no question of the intention of the educational workers of America to continue their fight until the excellent provisions of this Bill have become law.

The resolutions committee was composed of Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pennsylvania, chairman; M. L. P. Benzet, superintendent of schools, Evansville, Indiana; Mr. J. S. Hoffman, county superintendent of schools, Flemington, New Jersey; Dr. William B. Owen, President of the National Education Association, Chicago, Illinois; Miss Belle M. Ryan, assistant superintendent of schools, Omaha, Nebraska; Mr. Paul C. Stetson, Superintendent of schools, Dayton, Ohio; and Mr. Ernest A. Smith, superintendent of schools, Evanston, Illinois.

We sincerely commend the action of the President of the United States in calling upon the people of the whole country, by special proclamation last December, to set aside a week to be observed throughout all the states and territories as American Education Week. We likewise commend the governors of the several states and territories and the mayors of all the cities who promptly supplemented the President’s proclamation by similar appeals. By this nation-wide observance of American Education Week the people of the entire country have been aroused to a new recognition of the fact that the destiny of America rests upon the adequate and proper education of all the children of all the people.

2. We gratefully acknowledge the enlarged support that has been granted education by state and territorial legislatures, by boards of education, and by a responsive public, which have generously recognized grave educational needs. We earnestly urge the legislatures now in session, in whose hands rests the control of the public schools, to provide for a continuance of the educational advance to the end that there may be an American school good enough for every American child. We believe that money expended for education is the best possible investment and rejoice that every attempt at reaction against a proper and adequate provision of funds for public school purposes, whether made by a single individual or by a backward-looking group, is met in every state and territory in the Union by a wall of men and women who stand insisting that the American dollar shall never be placed above the American child. As administrators of public education, responsible for this investment, we dedicate ourselves anew to the task of directing education with wise economy and exact accounting to the end that the schools may become ever better instruments in the production of an improved citizenry.

3. We note with satisfaction and heartily endorse the expressed intention of Congress to make the school system of Washington the model school system of the country. We pledge to Congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation’s capital a system of public education which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the Teachers’ Salary Bill now pending before Congress.

4. We recognize that a Department of
Education is necessary in order that the educational activities of our National Government shall be efficiently and economically administered. We believe that National sanction and National leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign born, prepare teachers, develop adequate programs of physical education, and equalize educational opportunities, is in accord with our long established practice and is demanded by the present crisis in education. We therefore reaffirm our allegiance to the Towner-Sterling Bill.

5. The welfare of the Nation demands that boys and girls living in the country shall have educational advantages commensurate with those enjoyed by children living in the cities. We endorse the movement which contemplates placing a competent and professionally trained county superintendent of schools, directing a professionally-trained body of teachers genuinely interested in country life, in every county in every State and Territory of the Republic. To this end we urge that the burden of raising funds in locality, State and Nation shall be so justly and equitably distributed between the stronger and the weaker taxing units as to make the opportunity of the boy or girl in a rural school equal to that of the child in the most favored city-school system.

6. We commend the devotion and zeal of the classroom teachers of America who have caught the spirit of the new educational advance and given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education, and who have dedicated themselves to the high purpose of translating the increased funds provided for education into a worthy and upright citizenry, whose faith in the high ideals and the best traditions of America, and whose recognition of the principle of obedience to established law, shall guarantee the security and well-being of the Republic.

7. We record our grateful appreciation of the exceptional hospitality of the people of the city of Cleveland; of the untiring efforts of the local committee; and of the cooperation of the Chamber of Commerce and the public press. We especially thank the members of the board of education, the officers, teachers, and children of the public schools, and the presidents and faculties of Cleveland's colleges and universities—all of whom have helped to make this convention one of the most successful in the history of the Department.

DISCONCERTING CRITICISM OF AMERICAN EDUCATION

It is in connection with an analysis of the white man's philosophy of life that Nathaniel Peffer writes in the February Century Magazine on "The Real Revolt against Civilization." Mr. Peffer undertakes to show the Oriental's reasons for disbelief in western civilization, and of course finds himself immediately under the necessity of defining his own and the Oriental conception of education.

"Where is there universal education? Where has there ever been universal education for the majority, or for more than an infinitesimal minority? I do not mean literacy. I am not confusing the two. There is no more fatuous and common fallacy in our thinking than that illiteracy and ignorance are synonymous and that a man who cannot read and write necessarily cannot have more of wisdom, a surer perception of the relation of fundamentals, and a keener discrimination between truth and error than one who can read and write. No man could know peasant Russia or peasant Italy or China or Japan or India and suffer that delusion. Given a human situation, I should as soon trust a group of illiterate Chinese rustics to find a decent and intelligent solution as a group of Colorado high-school-graduate business men. Or Harvard alumni, for that matter.

"In America... neither a science nor a philosophy of education has been worked out. One finds reading, writing, and ciphering, the mechanical stuffing of a vast mass of facts unrelated to one another, and a rigid body of dogma forever indurating the mind against new ideas or a new outlook. Judges not by the complexity of its processes and the number of units it handles, but by the quality of its product, it is as the laboring of mountains. It has borne better bond salesmen, advertising writers, and organizers. It is not too much of an exaggeration to say that the main result in America of the educational
system and of the press and similar means of communication as well has been to make more easy the implanting of prejudice and the recruiting of popular bigotry and to increase the striking power of the mob. If I were a Hindu Machiavelli with sinister designs for the control of my people for my own ends, I should first introduce the Occidental educational system and establish a press. No other machines could so effectively facilitate the regimenting of the nation for my purpose."

ECONOMIZING ON THE KIDS

DR. HENRY PRITCHETT, former president of Technology, in his annual report as the head of the Carnegie Foundation, has made some startling comments upon the high cost of education. His sympathy is all with the taxpayer. His figures, no doubt, will be quoted by more than one citizen rising to speak on town-meeting day. Unless some way of lightening the burden is found, he says, the taxpayer will revolt, and free public education will be endangered.

Dr. Pritchett presents figures to show that the cost of the public schools in the United States has risen from $140,000,000 in 1890 to about $1,000,000,000 in 1920. Presumably there has been a further increase in the last two years. Every taxpayer who consults his city or town report will find that schools and roads are the items which show the heaviest increase. In Massachusetts, according to a recent report of the Commissioner of Taxation, 26 1/2 cents of every dollar raised by state and local taxation is spent on the schools. Many of the Middle Western States are more liberal than we are in financing education.

Part of the increased cost of running our schools is easily explained. The cost of operating everything, from a five-room dwelling to a boiler factory, has made prodigious jumps in twenty years. Dr. Prichett takes note of the rapid growth of population. He thinks that expenditures for larger and better equipped school buildings have been justified and that the increase of teachers' salaries has been necessary. What seems to worry him is that we are spending seven times as much as we used to spend to educate our youth.

Dr. Pritchett condemns the modern notion that we should give the child a smattering of everything and, in addition, should fit the boy or girl for a trade or a profession. He intimates that in undertaking to do this we are biting off more than we can chew. There is a difference of opinion among educators as to the wisdom of expanding the school curriculum, though there will be general agreement with Dr. Pritchett that "there are certain studies which must be made the intellectual background of any American child who is to become a good citizen." The place which vocational training should occupy in a public-school system is a problem by no means settled.

But when a prominent educator questions the propriety of keeping a child in school as long as possible, a great many good American citizens will sit up and take notice. That is one way to curtail expenditures, but it is not the American way.

"The American father," says the president of the Carnegie Foundation, "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."

It can hardly be said that literacy tables which have been presented to the country indicate as yet that we place too much emphasis on education. It might even be submitted that we are still an ill-assorted people.

We have always supposed in America that our hope of making our experiment in self-government a success was through the leaven of popular education, as widely diffused as possible. Dr. Pritchett's reasoning seems to be strangely at variance with that fundamental American doctrine.

Before we start cutting the school budgets, it would be wise, perhaps, to reflect that the heaviest tax charges we are now carrying are due to the failure of our civilization. Our state taxes are modest in comparison with what we pay into the coffers of the Federal taxgatherers. Our annual overhead charge for past and future wars now amounts to about two-and-a-half billions. Most of this expense was entailed in one war, which lasted for us less than two years.

Our criminals and defectives are costing the taxpayers of the country nearly a billion dollars a year.
In other countries, sorely oppressed by taxation, the tendency has been to pinch on education. In America there will be wide spread opposition to economizing at the expense of future generations. We are committed to another policy. A billion dollars spent in improving the capacity of the race to settle its international problems with its heads, instead of with battle ships and machine guns, is a measure of economy. No nation alone can solve the problem of avoiding periodical debauches which kill off the manhood of the world and destroy its accumulated capital, but the strongest nation in the world ought to lead the way. A half-billion spent to cut down illiteracy, which breeds crime, is also a measure of economy.

Popular education is the only remedy we have for the defects of our civilization. There probably is waste in school administration. If so, the thing to do is to cut out the waste, not to curtail education.—Editorial in the Boston Globe, February 27, 1923.

A POOR SHOWING FOR VIRGINIA

A report of the United States Department of Agriculture just completed shows that the average amount of state, county and local taxes paid by farmers throughout the whole country was 70.9 cents per acre in 1922 as against 31.4 cents in 1914. This increase of 126 percent in eight years is due especially to the improvements being made in roads and public schools as principal causes. The greatest increase in the eight years apparently is in Tennessee and is 179 percent. The least is in arid Arizona where no increase has been made.

The table below indicates the relative rank of Virginia in regard to the matter of increase of taxes. It should be said that one state, namely Arizona, which has made no increase is the only state ranking below Virginia in this regard. Maryland has made the same percentage increase; but Virginia in 1922 has secured from taxation of farm land 40 per cent as much as Maryland and very much less than Maryland was obtaining in 1914. In addition to this it should be said that Maryland is a small state with one large city, Baltimore, which contributes disproportionately to school funds; and that in Maryland unlike Virginia a method has been devised of aiding communities where tax valuations are low.

<table>
<thead>
<tr>
<th>State</th>
<th>Farm tax per acre</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914</td>
<td>1922</td>
<td>1914-1922</td>
</tr>
<tr>
<td>Tennessee</td>
<td>19c</td>
<td>53c</td>
</tr>
<tr>
<td>North Carolina</td>
<td>16c</td>
<td>44c</td>
</tr>
<tr>
<td>South Carolina</td>
<td>13c</td>
<td>35c</td>
</tr>
<tr>
<td>Mississippi</td>
<td>26c</td>
<td>67c</td>
</tr>
<tr>
<td>West Virginia</td>
<td>21c</td>
<td>52c</td>
</tr>
<tr>
<td>Florida</td>
<td>28c</td>
<td>65c</td>
</tr>
<tr>
<td>Kentucky</td>
<td>24c</td>
<td>52c</td>
</tr>
<tr>
<td>Alabama</td>
<td>14c</td>
<td>27c</td>
</tr>
<tr>
<td>Georgia</td>
<td>16c</td>
<td>30c</td>
</tr>
<tr>
<td>Maryland</td>
<td>50c</td>
<td>85c</td>
</tr>
<tr>
<td>Virginia</td>
<td>20c</td>
<td>34c</td>
</tr>
</tbody>
</table>

The figures referred to in the report from which the above table is made up show that in only five states in the Union does farm land make less in amount of taxes than in Virginia. These are Montana, New Mexico and Arizona, which have vast expanse of arid land, and Alabama and Georgia which are included in the table above, where the percentage increase in eight years has been considerably larger than in Virginia and where the large proportion of negro population complicates the problem.

On the basis therefore of these figures it would seem that as soon as Virginia recuperates from the effects of frost, drouth and the poor market conditions of the last two or three years, since it is so largely a rural state, that farm land must be expected to render a much larger return than is now the case, or Virginia which was rated forty-first among the states of the Union when Dr. Ayres made a study recently of state systems will slip down to a still lower place in the scale.

THE FIGHT TO THE FINISH

PERSONS familiar with the processes by which great movements are crystallized into legislation will recognize that the fight for the Education Bill is now entering upon a new phase. The aims of the Bill may be realized in the next Congress or it may take longer. It took ten years to obtain the Departments of Commerce and Labor. The Education Bill has been before Congress but half that long and it has already won such an overwhelming National support that every attack by its enemies only adds to its strength by uniting its friends and making new converts to its cause.
When it was known that a group within the United States Chamber of Commerce would force, under the present abnormal conditions, a vote on the proposals embodied in the Bill, the outcome of the vote was scarcely a matter of question. Business men generally, and especially those engaged in the larger operations known as "big business," have set themselves strongly against two things: (1) further increase in taxation, especially through the levies on incomes and business profits, and (2) further extension of Federal participation in the support of public enterprises that have hitherto been left to the states and the local communities.

With this reactionary attitude so clearly evident, it is gratifying to know that so many of the leading Chambers of Commerce throughout the country voted in favor of the Towner-Sterling Bill after the most thoroughgoing and serious consideration of its proposals and in the face of a majority report against the Bill from the Chamber's committee.

With this action of a strong and influential minority in favor of the Bill, it is only a question of a short time and of the inevitable "reaction against reaction" already setting in, before the Chambers that voted adversely will reverse their decisions.

In the meanwhile the Association and all those who are united with it in the support of the National program will stand four-square against the powerful forces that are attempting to turn the flank of this far-flung forward movement in American education. If anything could be more clearly indicative of the solidarity of sentiment among the public-school workers than the enthusiasm that greeted the resolution at Cleveland re-indorsing the Bill, it is the action of the Department of Superintendence in electing as its president the man who has held the fort so stanchly in the center of the bitterest opposition that has yet been directed against the measure. Those who have prophesied that the professional support of the National program would suffer from the organized efforts to defeat it can now see how sadly they misjudged the integrity of the American teacher. The profession has not been enlisted for a three months' or for a three years' campaign. It has foreseen the battle; it has taken the full measure of its opponents; it will meet every attack with new courage and with fresh accessions of popular support.

When the welfare of the Nation and of the Nation's children is at stake, does any one imagine for a moment that this great movement will halt one inch short of a complete and overwhelming victory?

A PROGRAM FOR CHAMBER OF COMMERCE ACTIVITIES

An Address by President Samuel P. Duke to the Board of Directors of the Harrisonburg Chamber of Commerce, March 12, 1923

Duty of Chamber

It might be well for us in beginning a new year to ask ourselves the question, "What is the function of a Chamber of Commerce?" Manifestly it has been in the past, primarily, the promotion of the welfare of the commercial interests of our City. It is not too much to assume, however, that our Chamber of Commerce should be, and is now, conscious of a bigger and perhaps more unselfish objective, namely, the making of our city a place where all its people can live more completely, satisfying in a more complete manner all of their worthy aspirations.

In the light of this more comprehensive purpose, therefore, it appears that the Board of Directors should map out for the Chamber of Commerce for the current year a definite and attainable program that will enlist the hearty support of not only the entire membership of this organization but the support also of all right thinking and forward looking citizens of our city.

Public Utilities

One of the first tests that we may apply to any city as a place in which to live and work is the test of its public utilities—what of its water supply, its lighting and power facilities, its moral and sanitary conditions, the character and effectiveness of its government, and chief of all its public school system, for any city that does not look first to the welfare of its children is a city without a vision or a city which, though it may have eyes—sees not. We have a school situation in Harrisonburg that cannot long continue without serious and permanent injury to many of the children of our City. There are several hundred school chil-
dren here who are receiving only a little more
than one half the schooling they are en-
titled to because we have not sufficient school
rooms in which to teach them, and because in
many classrooms even through the high school
and junior high school such large classes must
be organized that they cannot be well taught.

This matter is of serious concern, for the
children who are now being taught in half-day
shifts and under overcrowded conditions will
never pass this way again, for time in its flight
never turns back. I want better opportunities
for my children and what I want for my
children I want for every child in the city.
We cannot conscientiously encourage parents
with children to educate to come to our city
to live until these conditions are improved.
Our schools are well taught and well admin-
istered and no blame can be placed upon our
school authorities for the above mentioned
situation, for the City School Board and the
Superintendent of Schools have repeatedly and
persistently presented to the City Council and
the City at large the overcrowded condition
of our schools and have presented at the same
time a definite and well-advised school build-
ing program. Neither should the City Coun-
cil be criticised for this condition. They have
been confronted at one time, with three big
problems—schools, water and lights. In their
judgement the needs of the; water and lights
and power problems were more urgent and,
in what appears to be a very satisfactory man-
ner, our council has met the water and light
situation. Now it is time to speak and act
for our public schools. We should have with-
out further delay a large central school build-
ing which will include a large auditorium,
gymnasium and swimming pool.

Local Taxation

In order to improve our city in many im-
portant ways we must accept a different at-
titude from the commonly accepted one to-
ward local taxation. We should not think
of local taxes as burdens but as a community
contribution to certain undertakings that sep-
arate individual citizens cannot as well ac-
complish. A low city tax rate then can be
considered a city asset only when the city has
adequate public service utilities and, when a
city does not have such facilities, assuming
that the city's income is wisely and economic-
ally spent, a low tax rate becomes an object
of reproach.

A city like any other living organization
must either grow or decay and I hope that I
shall always wish Harrisonburg to be not a
quiet, moss covered fig tree under whose shade
I can spend in peace and quiet my declining
years, but a vigorous, pulsating, beautiful and
lovable city in which our sons and daughters
can work out for themselves honorable and
successful careers.

Following this idea, I believe we should
continue to inquire, and to inquire to some ef-
fect, whether we have put in the hands of
those whom we have selected to administer
the affairs of our City the most effective ma-
chinery of local government, or whether we
have handicapped these men with an anti-
quated, ineffective and irresponsible machinery
of government. Certainly the city manager
form of local government should demand a
more thorough and a more conclusive study
on our part.

Need Rest Room

Returning to the more practical affairs of
our organization we should attend at once to
the strangers within our gates. Our city
should provide some rest room for the women
of our neighboring communities who come to
our city to shop and we should also provide a
public camping site for the many tourists who
pass through our city. The Kiwanis and Ro-
tary Clubs of Harrisonburg are due the hearty
thanks of the Chamber of Commerce for the
liberal manner in which they entertain at
their weekly luncheons visitors from near-by
towns and rural districts.

Advertising Policies

What of our advertising policies? Gener-
ally speaking, we are good advertisers orally,
but we do not advertise sufficiently visually.
Most people are eye-minded and are more
impressed by what they see than by what they
hear. Let us think of these possibilities.

1. Our booklet. We have now in process
of being printed an excellent advertising book-
let of our city and county that will be a credit
to our organization.

2. We should issue from the office of the
Chamber of Commerce a news letter at least
every two months informing our members of
what our association is accomplishing. This
we propose to do.

3. A regular news service should emanate
from our publicity committee to local, state
and nearby “big city” papers, especially those of Baltimore and Washington. This news should be concerned with the constructive activities of our city and not with the crimes of murderers and bootleggers.

4. We should work, now that we have an excellent hotel and restaurant in our city, to bring to Harrisonburg a large number of small state conventions.

5. The merchants of our city should cooperate in the promotion occasionally of special sales days—such as the dollar sales which prove very attractive to consumers.

Co-Operative Advertising

6. We should not be content to advertise simply our own city and country but we should co-operate in the advertising of this wonderful valley in which we live—its beauty, its climate, its schools, its caverns, hotels, places of historical interest, its public highways and especially its agricultural and industrial possibilities. With co-operative advertising coupled with the development of effective slogans there is no reason why we should not make the apples grown in the Valley just as popular in the markets of America as the fruit of California or Oregon. There is no reason why we should not, by co-operative advertising, make the millions of white eggs produced in the Valley just as popular in the East and Middle West as the eggs from Petaluma. Other poultry and dairy products would profit from a similar species of advertising. Freight and passenger service and rates, together with many other problems, might be much more effectively handled with some form of co-operation from all the cities and towns of the Valley.

The most effective agency for the accomplishment of such purposes appears to be the organization of a Chamber of Commerce of the Valley of Virginia. Our secretary has already written to other organizations in the Valley in regard to this proposal and is receiving a splendid response. With your approval, the Harrisonburg Chamber of Commerce will take the initiative in launching this enterprise.

Returning to more purely local problems our freight and passenger service needs our constant attention. Undoubtedly big improvements can be made to both without unreasonable demands upon the railroads. We might do something also to secure a saner, more stable, and a safer automobile bus service on the Valley Pike. Together with these efforts we should endeavor to secure without delay the incorporation of the Pendleton road to the West Virginia line into the State Highway System. The possibilities of doing this seem to be especially promising.

Need Aggresive Policy

The time for an aggressive policy in regard to securing new industries for our city seems to be almost at hand. We need only additional school facilities; and the city of Harrisonburg will provide these as soon as our people voice in unmistakable terms that they wish it to be done.

In order to succeed in such a program as this, we must have the backing, through membership in this body, of practically all the business and professional men and women of our city. I believe we have in Harrisonburg sufficient civic pride and enterprise to secure such support, and having gotten this backing let us keep faith with our membership in pursing over a program of achievement that will bring a new era of growth and prosperity to our city.

CURRENT EDUCATIONAL PUBLICATIONS

HOME ECONOMICS TEACHING

By Grace Brinton

It has been said of the biologist that he has the double satisfaction of searching for truth itself and of advancing the health and welfare of mankind. Dr. Katherine Blunt, of the University of Chicago, says:

“Most emphatically home economics workers can also have this double satisfaction. They can have the rewards that come from the highest intellectual labor, imaginative constructive thinking of the highest order. Yet at the same time, on the same piece of work, they may be making a direct contribution to wholesome living.”

The present day field of home economics offers three most interesting lines of special-
ization. Until recently the major interest in home economics has been almost entirely along scientific lines. At first the preparation of food, its nutritive value, and its relation to health were emphasized. This necessitated a close linking up with the allied sciences of chemistry, biology, bacteriology and physiology. Consequently the greatest amount of research work done by home economics students has been done in food chemistry, nutrition, and experimental cookery. Contributions are constantly being made in the form of Masters’ and Doctors’ theses from these various subjects. It has been estimated that but two of the candidates for a Doctor’s Degree in home economics at the present time are working on scientific subjects.

Another line of home economics specialization is that of economics and sociology. This is a field that has not been largely developed, although much valuable investigation has been made in home and institutional management, family expenditures, woman’s economic value in the home, and the relation of children and family to the community.

The third form of specialization is that of home economics education. The demand for teachers trained in home economics subjects and in education has increased rapidly in the last few years due to a call from the Federal Board of Education for supervisors of home economics. In some states these supervisors have charge of special methods courses in the Teacher Training institutions.

Until recently the special methods teacher has been handicapped by a lack of subject matter on home economics education, but of late excellent papers, pamphlets, and books have started to come upon the market. One of the most recent and helpful contributions has been a book designed primarily as a text book for students in normals and colleges called Home Economics in the Elementary Schools, by Agnes K. Hanna, formerly of the University of Chicago. Miss Hanna was for several years a teacher of special methods in the University of Chicago and she has based her work upon the experiences of the members of these classes and has drawn her conclusions largely from the class discussions.

The book is divided in two parts: the first dealing with subject matter and methods of home economics, and the second with principles of home economics teaching.

Under subject matter the following topics are discussed: the selection and organization of subject matter; methods of teaching in home economics classes; food and its preparation; food selection; sewing courses; the selection of clothing; the house and its selection; planning, decoration, and care; household management and the family and its care. Under principles of home economic teaching the discussion centers about the status of home economics in the schools, the aims of home economics teaching, home economics in vocational and liberal education, the natural sciences and home economics, art and home economics, and courses in the elementary and secondary schools.

Each chapter closes with a list of well organized thought questions and a complete bibliography of supplementary reference material.

Miss Hanna has very clearly shown the overlapping of the three phases of home economics work, the scientific, the economic, and the educational. She has presumed that the student has had both elementary educational courses and technical courses, so that she may be able to see the relation of home economics education to home economics as a whole.

A SECOND SYLLABUS ON PSYCHOLOGY


Dean W. J. Gifford, of the State Normal School, has issued a companion work to his earlier syllabus entitled An Introduction to Psychology which has received much favorable comment and the very actual commendation of wide use.

Introduction to the Learning Process is made up of a group of lessons on educational psychology, with special emphasis on the learning process and individual differences. In each lesson a problem is stated, certain fundamental psychological facts are discussed briefly, and a series of experiments and problems are put, tending to bring out the truth and application of the fact under discussion.

The syllabus is ideal for a one term’s course in educational psychology, due to the discrimination with which the author has sifted out from the mass of material on the subject the most important and practical parts
for discussion, making it possible to cover the subject with a reasonable degree of thoroughness in that length of time.

When one considers the changes that have taken place in the psychological viewpoint within even the last decade, it is with a feeling of security that he reads over the pages of this work and realizes he is reading after a psychologist who is neither an ultra-modern nor yet too conservative. The similarity in thought and method of Dr. Gifford's work with that of Dr. E. K. Strong, whose new text in psychology is probably the best adapted for use as a text with this syllabus, places him in the front rank among progressive, yet sane and careful educational psychologists.

C. P. Shorts

FOR STUDENT REPORTERS


This is the book for a young dreamer who aspires to "writing for print". It is written in such a clear and simple way that the youngest of young dreamers may understand and profit by it. The author is chiefly concerned with the collecting and writing of news and with the best organization of school papers and magazines. The book is not a treatise on newspaper technique or professional journalism, but it is a guiding star for young writers and student reporters.

Rebecca Gwaltney

RECENT BOOKS OF INTEREST


A textbook for advanced courses in educational tests and measurements in teachers' colleges and schools of education. This book deals with the fundamental theory lying back of the construction, use, and interpretation of educational tests. It will prove especially valuable to superintendents, principals, and supervisors who would make the best use of educational tests in our schools.


NOTES OF THE SCHOOL
AND ITS ALUMNAE
INKLINGS

THE Babe Ruth Ice Cream Baseball is at this particular minute occupying the center of attention on the Normal School campus. With us it is a harbinger of spring. A year ago the Imperial Alaska caught the fancy of us all; and perhaps a year before that it was a somewhat similar delectation that went by the name of Eskimo Pie.

At any rate, the sale of ice cream, in whatever form and however camouflaged, is a time honored method of announcing the permanent arrival of spring on the Harrisonburg campus—provided it is sold from the “stand” at the corner of Jackson Hall.

But there are other evidences of spring. The abundant planting of jonquils to line the walks is now beginning to produce results and, in addition, Mr. Chappelear’s men on the grounds are setting shrubberies, transplanting trees, resetting sod.—Each spring brings the Harrisonburg campus one lap nearer to its standard of perfection.

The beginning of the spring quarter always ushers in new officers for student government and for the Y. W. C. A. Tuesday night, April 3, Sallie Loving was inaugurated president of the Student Government Association with Clotilde Rodes as vice-president and Florence Shelton secretary. The faculty was present, appearing in academic procession; President Duke made the principal talk of the occasion and congratulated the student body on the fine spirit of cooperation that had prevailed under the administration of Grace Heyl, retiring president of Student Government.

The evening of Thursday, April 12, new officers of the Y. W. C. A. were installed. Rev. Dr. B. F. Wilson, of the Harrisonburg Presbyterian Church, was the principal speaker. The ceremony of flowers was employed, giving added dignity to the occasion. New officers are: Barbara Schwartz, president; Virginia Campbell, vice-president; Shirley McKinney, secretary; Celia Swecker, treasurer; and Susie Geoghegan, undergraduate representative.

“Monsieur Beaucaire,” the Booth Tarkington play presented by the Stratford Dramatic Club, was a complete success, financially as well as artistically. Presented at the New Virginia Theater, Harrisonburg, the night of April 6, the play drew not only the entire student body of the Normal School but a great many town people as well. Grace Heyl was a courtly Beaucaire; Margaret Moore was a likewise charming Lady Mary Carlyle.

—Indeed, all the characters were well represented and the play showed throughout the painstaking direction of Miss Ruth Hudson, dramatic coach. Striking light effects were obtained by the use of various colors thrown on a setting of rose color curtains.—The play had a most cordial reception and was, in the opinion of many, even more effectively presented than last year’s play, “The Man Who Married a Dumb Wife”.

Much satisfaction followed the announcement of President Duke the other day that a series of entertainments had been agreed upon for next year. There will be seven numbers, including several nationally known persons. Judge Ben Lindsey, famous juvenile court judge of Denver, Colorado, will be one of the speakers; and Edgar A. Guest, newspaper poet of Detroit, is another prominently known person to appear here. Charles Wakefield Cadman, composer of “From the Land of the Skyblue Waters”; Carveth Wells, a fellow of the Royal Geographical Society, and famous explorer of Malay; Mary Potter, a popular contralto, and a native of Virginia; and the Russian Cathedral Sextet,—these are four other numbers to be presented.—In addition to this very attractive program, Mr. Duke has arranged to engage, in connection with the Harrisonburg Music Lovers Club, a well known star of the calibre of Anna Case or Marie Rappold or Salvi, all of whom the Music Lovers Club has brought to Harrisonburg in recent years.

Speaking of the Harrisonburg Music Lovers Club recalls the attractive program presented April 10 in the Harrisonburg High School auditorium. It was called “Student’s Night” and the various numbers were given by students of Harrisonburg music teachers. Normal School students appearing on the program were Nancy Mosher, Lucy James, Elizabeth Buchanan, Annabel Dodson, Anice Adams, Margaret Gill, Emma Dold, and
Mary Lees Hardy.—But we have had more music. Helen McHardy Walker, a piano pupil of Miss Edna Shaeffer, gave a delightful recital the evening of April 2. Lucy James assisted with vocal numbers. There was still another attractive recital the evening of March 23. The program included such numbers as Chopin’s “Valse in E Minor” and Denny’s “Chase of the Butterflies”. Those on the program were Mildred Loewner, Thelma Eberhart, Susie Geoghegan, Anora Ivey, Sidney Arzt, Mary Moore Aldhizer, Mary Lacy, Sybil Harmon, Jean Gose, Ruth Kirkpatrick, Mary Stuart Hutcheson, Louise Ramsburg, Mae Joyce, Lucy James, Katherine Reaguer, and Sallie Cooper.

What became of the printer's copy of the honor list for the first quarter is a mystery. Apparently the printer's devil absconded with it. At any rate it has never been published, and so is presented herewith along with the honor list of the second quarter, which has just been announced by Dr. H. A. Converse, Registrar.

First Quarter 1922-23.—All A’s: Lila Lee Ridell. As near A as B: Annabel Dodson, Sallie Scales, Louise Elliott, Audrey C. Chewning, Ethel J. Reid, Mrs. Mary F. Smith, Elizabeth Rolston, Carolyn Wine, Mary A. Lacy.


ALUMNAE NOTES

Annie Rives Byrd was married February 28 to Mr. Daniel Willard Sparklin at Norfolk. They will be at home in Federalsburg, Md.

Janie Werner is teaching in Charlottesville. She likes the classic city and it is also evident that the people of Charlottesville like her; for she has been there for a number of sessions.

Virginia Eppes writes: “You don’t know how very, very much I love my Alma Mater and the teachers I had while there.”

Virginia is making a name for herself. In the April issue of the Journal of Educational Method is an article from her pen on “Project Work in Geography for the Third Grade,” based on a study of Petersburg.

Ruby Felts was one of the members of last year's graduating class who took advantage of Easter holidays to come back to Blue Stone Hill for a few days.

Bernice Gay and Winifred Banks also came with the Eastertide. They are teaching in the “Seaside City,” and are happy in their work. Their sojourn with us was much enjoyed.

Janet Farrar likes her work in the city of Cleveland, Ohio. At Easter she came home to Clifton Forge for a visit and then came on down to Harrisonburg with Mamie Omohundro when the latter returned to her work here. Janet is enthusiastic over the approaching reunion of the class of 1913 in June, but is not certain that she can be here at that time. Her school session in Cleveland does not close till about the middle of the month.

Mary Davis is also teaching in Cleveland—and making her mark there, of course.

Una Lewis was another one of our girls who remembered us at Easter in the very best way possible. Her visit was all too short, and she carried part of her sunshine back to Richmond with her.

Anna Allen gives us the following names and addresses:

Anna Cameron, 3000 West Avenue, Newport News.
Maude Evans, 314 Washington Street, Hampton.
Mary Hess, Armistead Avenue, Hampton.

Writing under date of March 25, Anna Allen says:

“Today we had passes to go on the Leviathan—4000 others had too—and there we saw Sallie Brown, Rowena Lacy, Ruth Rodes, Anna Cameron, and Geneva Moore.

“The ship is just as wonderful as reported, but isn’t nearly finished yet. Very little of the furniture is in place, and the main dining hall is occupied by painters’ ladders.”

Glady's and Marguerite Goodman are teaching in Winchester, and they decided that
the Easter holidays afforded them a good chance to visit Harrisonburg. All their friends here were delighted to see them. All we can say now is, "Come again."

Helen Heyl was one of the delegates from Albemarle county to the recent teachers' meeting held at the Normal School. She filled her place on the program of the meeting with her usual charm and efficiency.

Miss Lancaster and Margaret Ritchie paid a visit to Farmville several days ago, and were there most hospitably entertained. They have not yet ceased talking of the good time they had. At Farmville they found four of our girls, Katherine Kemp, Nellie Davies, Katherine Harper, and Lucy Farrar, pursuing the advanced courses of study to which our sister institution devotes special attention. Lucy Farrar is president of the Y. W. C. A. at Farmville.

On April 4 Florence Keezell was married to Mr. James F. Simms, and is now at home at Etlan, Va.

At the same educational conference Rosa Heidelberg, who is teaching at Bridgewater, made a fine address on the teaching and demonstrating of domestic science. We all remember that Rosa can sing and make music of various kinds, and it seems altogether fitting that she should be an effective platform speaker.

Dorothy Williams also came up from Winchester recently to pay Alma Mater a visit. We have to wonder how the Glee Club gets along without her and Rosa Heidelberg—and Ruth Witt. Ruth paid us a visit not long ago. She is not teaching this session. Is there any special significance in this, we wonder?

Gladys Didawick spent the week-end here not long ago. She came up from Winchester where she is teaching—and enjoying life. We believe that joy in one's work is a vital factor in success.

A number of our girls were here last month at the district educational conference, and we regret that a complete list of names and address cannot be given. They were all cordially welcome. We trust that they all enjoyed the stay here and that they will return frequently.

Don't forget, Class of 1913 and Class of 1918, this is your reunion year! We hope most earnestly that you will return in full force. Your presence here will make us happy, and we trust that you may experience the same measure of joy that your coming will give us.

May Davis, '20, is teaching fifty of the "peppiest" children in the world in War, West Virginia. She says the town isn't as terrible as it sounds. Teachers of language will be interested in this: "Before Christmas the fourth grade corresponded with the fourth grade which Louise Harwell, '20, teaches in Norfolk. You have never seen such enthusiasm in all your life. It was also interesting for us. And just before the holidays these same Norfolk children surprised us with a wonderful Christmas box—clothes, shoes, books, and all kinds of toys.

With the aid of the minister's wife we distributed these things among the poor children of the camp, with the exception of the story books, which we kept in our school room so that every one may enjoy using them."

From Elizabeth Lam, '17, we hear that she is sending one of her seniors to us next session, and we are not surprised when we read, "I have boosted H. N. S. and everybody concerned to her." Elizabeth never fails to remember substantially the work of the Harrisonburg Y. W. C. A.

Sao Sebastiao do Paraiso, Minas, Brazil,
February 8, 1923.

Dear Friends:

When the New Year comes, everything pertaining to Christmas seems out of date but I wonder if you will let me tell you about our Christmas in Paradise?

Being in our own home, having real American guests, receiving U. S. A. mail on Christmas morning and a Victrola that sings "Dixie", "Carry Me Back to Ole Virginia", etc., made this particular Christmas Day seem almost like many others we remember in the good old Homeland. But there were many other things to bring us to BRAZILIAN EARTH—for instance the warm tropical sunshine that streamed in our windows early on Christmas morning and shone all through the day like a July sun at HOME, and the
end of the day when in the little Protestant church, a beautiful program was given, all in a foreign tongue. But don’t you think because it was not in English that one bit of the Christmas spirit was missing or that the trees sparkling with its candles and tinsel did not thrill every little boy’s and girl’s heart as much as ever did a tree thrill the hearts of boys and girls in the land of sleigh-bells and snow.

You may say that we are a year behind time when I tell you we gave the same Christmas program that the Sunday Schools in the U. S. A. gave last Christmas, but I would only answer by saying if we always manage to keep just one year behind you, we will feel very up-to-date. Although the pageant, “The Days Come”, had to be translated and adapted to Brazil, the spirit of life-service struck home for on the same night of the program the young man who took the part of “Watchman” made his public profession of faith and was received into the church.

There were times in the month of December when every evening was spent in practicing for this program when I felt desperate. I used to think getting up programs in English were the most trying experiences of life but oh! how easy they seem compared with training foreigners in a “Furrin” tongue! But to see an elaborate program given without a hitch and to have part in making so many people radiantly happy far outweighed any trying times that may have been mine in accomplishing this. When we went to our beds on Christmas night it was with the feeling that it was really the end of a perfect day.

And it was our guests who had a large part in making it perfect. Everybody knows “Aunt Lotty”, bless her dear 85 years old heart that is so young. Through her determination and the kindness of Miss Tannehill they came all the way from Lavras to be with us. But when “Aunt Lotty” arrived after three days’ journey, and stopping over in miserable hotels and even being delayed by a wreck, she looked as fresh and rested as if she had done nothing out of the ordinary. Not only is “Aunt Lotty’s” physical condition unusual but her mind and heart are more so. She speaks of John Huss, Melancthon, Wycliffe as if they were her close friends, and she often put me to shame by quoting the Latin and Greek writers that I have studied and forgotten all about. But the most beautiful side of “Aunt Lotty” it is impossible to describe; her unselfish, never-tiring interest in people around her and an unprejudiced, kindly attitude even towards those whose views differ radically from hers, and her ever-readiness to witness for the Master whom she has so faithfully served all these long years. It was not only a benediction to us to have her for two weeks in our home but it was likewise an inspiration to all who met her. She addressed two of the organizations, the Girls’ Club and the Women’s Society, and delighted everyone by attending the midnight Watch Service.

Miss Tannehill, instead of being 85 years old and having over 40 years of service in Brazil behind her, is a brand new missionary with interest in life and a deep consecration that has brought her to this land where she hopes to serve her Master that long. In the providence of God she will do a great work in Brazil with her gift for teaching and her big kind heart. At present, she is a great consolation to me for she, too, finds Portuguese a terrible obstacle to overcome before she can enter fully into the work.

December was really an American month for us for early in the month Dr. and Mrs. Porter and Jean Porter spent 10 days with us, and they, too, were very happy days. Just now we are looking forward to a visit from the Sydenstrickers from Lavras and in March the Mission meeting will be held here so there are many Americans coming and going to Paradise, even if only two live here all the time.

I am being rapidly Brazilianized, according to the things I was told were signs of this when I arrived and which accomplishments I never expected to acquire—the drinking of the national beverage, cafe, and dreaming and praying in Portuguese. Recently I have found myself doing all three almost like a native!

But I evidently have not become thoroughly Brazilian as to looks for I am constantly stared at in wonder. Recently I went with Mr. Lane on an evangelistic trip and I was amused as he was buying tickets and I was standing in the gateway that the incoming passengers as they filed by did not file but stopped stock still and stared. I thought of Goldsmith’s lines which might be paraphrased, “They came to stay but stopped to stare.” All along the journey at the stations people would look in the window at me and say, “Look at that strange woman”.

On this particular trip Mr. Lane performed the first Protestant wedding ever held in that city. It was a great event and much talked of. For the first time the people saw a wedding ceremony "without money and without price"—a strange sight in a land where all the services of religion are rendered only on the receipt of a stated price. No money, no marriage, no anything! While in that city he also held services in the picture show and I played the tin-pan-y piano—my first appearance on the movie platform although I am constantly being taken for a movie actress. Out here the ministers snatch every opportunity to preach the Gospel, often at such gatherings as funerals, weddings, a Christmas meeting and even a Watch Night service.

Next week is the time of revelling known as Carnival throughout Brazil, three days of dissipation before the nation puts on sack-cloth and ashes for Lent. There will be processions and bombs and bands and confetti and everything that goes with a low class carnival, while our faithful crentes will meet each day for prayer. How the zeal and the seriousness of these Christians make us ashamed!

Recently Mr. Lane had a birthday and some of the young people found out about it and formed a line and marched through the streets to our home delivering a beautiful offering of flowers and a flowery speech to him. When my cook saw the line approaching, she came in very excited and said, "There's a great PROCESSION coming for Doctor Lane". So you see even the Protestant minister has processions in this land of processions.

He spends most of his time forming a procession of one and going to the outstations in his field—he is a regular circuit rider from Paradise!

My Primary Department is constantly growing and is increasingly interesting. Just now I am very happily teaching Matthew to a class of 20 girls, my first Bible class in Portuguese. I am living over again the happy Training School days, when I was the pupil of Dr. Turnbull the teacher, but I fear he would feel that he had taught me little were he to hear the brevity of my lessons. As one of my English pupils said, "My Portuguese no let me talk more." It is a revelation to the girls to study a book as a whole and a joy to me to be able to make a beginning.

Thank you every one for remembering us at Christmas with letters and other things. This little rhymie I like,

"The world is full of friendships true
And full of ways to show it
Some good friends just think of you
While others let you know it"

All of our friends belong to the latter class and we are very grateful for their love and friendship. May 1923 bring you all the joy I am wishing you and then it will be a Happy New Year.

Your missionary friend,

M A R Y C O O K L A N E

Nashville, Tennessee, April, 1923.

Address: Mrs. E. E. Lane, Sao Sebastiao do Paraio, Estado de Minas Geraes, Brazil. Letters 2c.

OUR CONTRIBUTORS

J O H N J. T I G E R T is United States Commissioner of Education. Commissioner Tigert is an aggressive force in the direction of the educational policies of our country; many great accomplishments are looked for through his administration.

A N N E G I L L I A M will apply for her bachelor's degree in June. Miss Gilliam has made a special study of Home Economics subjects.

P E N E L O P E M O R G A N is an instructor in Home Economics in Averett College, Danville, Virginia. She received her bachelor's degree from the State Normal School at Harrisonburg last June.

S A M U E L P. D U K E is the president of the State Normal School at Harrisonburg.

G R A C E B R I N T O N is the head of the Home Economics Department of the State Normal School at Harrisonburg.
VISIT THE
Grattues of the Shenandoah
Where you see the largest underground chambers in VIRGINIA and the most wonderful formations in the WORLD.
Descriptive folder for the asking.

J. M. PIRKEY, Superintendent
Grottoes, Virginia

WE WISH to express our thanks and appreciation for your past patronage and ask for its continuance.
We will try to deserve it.

THE CANDYLAND
HARRISONBURG, VA.

University of Maine
Twenty-Third Annual Summer Session
Special Graduate and Undergraduate Courses for Teachers. Cool climate and healthful surroundings. Catalog now ready for distribution.
"ENJOY YOUR SUMMER'S WORK IN VACATION LAND"
Address: J. S. STEVENS
Director Summer Session Orono, Maine

New York University
SUMMER SCHOOL
July 2—August 10
A program of 240 courses in educational, collegiate, and commercial subjects. The bulletin is ready for distribution and will be sent upon request.
Address Dr. John W. Withers
DIRECTOR OF THE SUMMER SCHOOL
100 Washington Sq. East New York City

SUMMER QUARTER
The Greatest Summer School in the South
More than 500 credit courses for teachers, supervisors, administrators, and others working in the field of education. Many academic courses for those who wish to do a year's work in one subject or one-third of a year's work in their regular subjects. Pre-medical courses given. Work counts toward the bachelor's, master's, or doctor's degree. Write for a catalogue now, stating the work that you are most interested in.

George Peabody College for Teachers, Nashville, Tennessee

EUROPE, GREECE, EGYPT, PALESTINE
Tours Personally Conducted—45 to 108 Days, From $675 to $1485
Our Tours | Give as much as any | Give more than any | Why Pay More?

ESPECIALLY ATTRACTION TOURS FOR YOUNG LADIES
Sailings June and July. Write today for itinerary and full information.
The WICKER TOURS, Richmond, Va.
**in'dis-pen'sa-ble**

"Impossible to be dispensed with or done without; absolutely necessary or requisite."

This word best describes **WEBSTER'S NEW INTERNATIONAL DICTIONARY**

*in the schoolroom and in the library of every teacher.*

When questions arise in the history recitation, in language work, in spelling, or about noted people, places, foreign words, synonyms, pronunciation, new words, flags, state seals, etc., you will find the answer in this "Supreme Authority." There is a need in every class every day.

WHY not suggest to your principal or superintendent that a copy be supplied for your school? Write for Specimen Pages, Terms, etc.


---

**Shop at Iseman's**

for the Latest Suits, Coats and Millinery

**The Normal Store**

---

**UNIVERSITY OF VIRGINIA**

UNIVERSITY, VA.
EDWIN A. ALDERMAN, LL.D., President

Following Departments are Represented:
The College
The Department of Graduate Studies
The Department of Law
The Department of Medicine
The Department of Engineering
The Department of Education
The Summer Session

Free tuition to Virginia students in the Academic Departments. Loan funds available. All other expenses reduced to a minimum. For catalog or information concerning the University of Virginia, Address the Registrar.

---

**OUR NEW GLOBES AND MAPS**

Show changes the world over. Johnson's publications. Our maps and globes are thoroughly revised up-to-date in every particular. We can furnish anything from the paper outline maps to maps ranging upwards in price to $25.00 each. Get our latest catalog of geography maps A21. Many different kinds to select from, also our catalog on history maps, and on physiology charts, natural history and biology. Complete line of all school furniture, equipment and supplies. Every article for schools and Colleges. Write us today.

Virginia School Supply Co.
2000 W. Marshall Street
Richmond, Va.

---

**School Stationers and Printers**

FINE STATIONERY and ENGRAVING
DENNISON GOODS

Send us your inquiries

SURBER-AURUNDALE COMPANY
INCORPORATED
PUBLISHERS-PRINTERS-STATIONERS
CHARLOTTESVILLE—VIRGINIA
Public Sale

We have purchased 132,000 pair U. S. Army Munson last shoes, sizes 5½ to 12, which was the entire surplus stock of one of the largest U. S. Government shoe contractors.

This shoe is guaranteed one hundred percent solid leather, color dark tan, bellows tongue, dirt and waterproof. The actual value of this shoe is $6.00. Owing to this tremendous buy we can offer same to the public at $2.95.

Send correct size. Pay postman on delivery or send money order. If shoes are not as represented we will cheerfully refund your money promptly upon request.

NATIONAL BAY STATE SHOE COMPANY
296 Broadway New York, N. Y.

What IS a Fair Price?

When a proposition is declared to be fair, it is naturally assumed that both parties to the transaction are benefitting equally.

A Fair Price

asked for goods or services, or both, assures a decent margin of profit for the seller and full value in quantity and quality to the buyer. They are absolutely one and inseparable.

The age-old phrases, "Something for Nothing" and "Too Much for Too Little" are blood brothers.

Wouldn't you prefer to know that the price given you is fair to both yourself and the printer —that the quality of your work will be right, because the printer is getting a price that enables him to give full measure.

You have absolute assurance of this when you place your printing with the Commercial Printing Department, Rockingham Publishing Company, Harrisonburg, Va. Let us have your next order.

MILTON BRADLEY CO.
**THE VIRGINIA TEACHER**

**WE PROTECT YOU.** We are big enough to take care of your wants. If you see anything advertised by any firm in the Valley of Virginia, we believe we can furnish it for the same price—or less. Send us the advertisement and we will see that you get it thru our Mail Order Department. Write us for prices and samples. Special prices to the Faculty and Normal Students.

<table>
<thead>
<tr>
<th>DR. W. H. BAUGHER</th>
<th>Dr. Walter T. Lineweaver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DENTIST</strong></td>
<td><strong>DENTIST</strong></td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>HARRISONBURG, VA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE DEAN STUDIO</th>
<th><strong>B. NEY &amp; SONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HARRISONBURG, VA.</strong></td>
<td>Harrisonburg, Va.</td>
</tr>
<tr>
<td><strong>PHOTOGRAPHS</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BURKE & PRICE**

Fire Insurance
Harrisonburg, Va.
National Bank Bldg.  Phone 16

<table>
<thead>
<tr>
<th>E. R. MILLER, M. D.</th>
<th><strong>PARCEL POST</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTISE LIMITED TO</strong></td>
<td>The Parcel Post has enabled us to deliver to your door any drug store article at little or no cost promptly.</td>
</tr>
<tr>
<td>EYE, EAR, NOSE AND THROAT</td>
<td><strong>The L. H. OTT DRUG CO., Inc.</strong></td>
</tr>
<tr>
<td>Second Floor Sipe Build’g</td>
<td><strong>The Rexall Store</strong></td>
</tr>
<tr>
<td>Oppo. First National Bank</td>
<td>Bell Phone 45 Harrisonburg, Va.</td>
</tr>
<tr>
<td>Phones 416, Res. 414</td>
<td>Harrisonburg, Va.</td>
</tr>
</tbody>
</table>

**E. R. MILLER, M. D.**

PRACTISE LIMITED TO
EYE, EAR, NOSE AND THROAT
Second Floor Sipe Build’g
Opp. First National Bank
Phones 416, Res. 414

**BURKE & PRICE**

Fire Insurance
Harrisonburg, Va.
National Bank Bldg.  Phone 16

**STRICTLY** pure drugs and medicines, Whitman’s supreme candies, finest soda water and sundaes, dainty perfumes, elegant face powders and all toilet articles. We handle only reliable goods and sell them at fair prices—(
which is less than some places ask for inferior goods. **Call at Avis’ Drug Store. Phone 41**.

<table>
<thead>
<tr>
<th>W. M. Bucher &amp; Son</th>
<th><strong>Nicholas Book Company</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architects</td>
<td>(Successors to P. F. Spitzer)</td>
</tr>
<tr>
<td>Contractors</td>
<td>Phone 265 L</td>
</tr>
<tr>
<td></td>
<td>56 S. Main Street</td>
</tr>
<tr>
<td></td>
<td>Harrisonburg, Virginia</td>
</tr>
</tbody>
</table>

**W. M. Bucher & Son**

Contractors for the Normal School Buildings
Telephone 142 Harrisonburg, Va.

**S. BLATT**

FINE MERCHANT TAILOR
CLEANING, DYEING, PRESSING
East Market Street Harrisonburg, Va.

**The Parcel Post**

The Parcel Post has enabled us to deliver to your door any drug store article at little or no cost promptly.

**The L. H. OTT DRUG CO., Inc.**

The Rexall Store

**Bell Phone 45 Harrisonburg, Va.**

**Get Acquainted**

With Our Shoes and Our Service

---

**YAGER’S, The Arch Preserver Shoe Store**

**Nicholas Book Company**

(Successors to P. F. Spitzer)

Phone 265 L 56 S. Main Street Harrisonburg, Virginia

**Visit**

our store for dresses, coats, capes, suits, hats, and everything in dry goods, trimmings, etc.

---

**WISE’S, East Market Street**

**S. BLATT**

FINE MERCHANT TAILOR
CLEANING, DYEING, PRESSING
East Market Street Harrisonburg, Va.
Things for Milady’s Toilet
Our toilet goods are so much superior to the ordinary sort that you cannot afford to exchange the certainty of satisfaction you get here for the uncertainty you pay just as much for elsewhere.

WILLIAMSON’S
Main and Water Sts.
Harrisonburg’s Best Prescription Pharmacy

Day by day in every way
The Brunswick Phonographs and Records
are getting better and better
Get them from
Coiner-Burns Furniture Company
HARRISONBURG :: :: VIRGINIA

Jos. Ney & Sons Co.
The Best Department Store in
HARRISONBURG, VA.

D. C. Devier
Reliable Jeweler
Harrisonburg, Virginia

The Sta-Klene Store
A complete line of Fancy Groceries, Fruits and Vegetables
LINEWEAVER BROS., Inc.

Your Prosperity is Important to This Bank

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

The Rockingham National Bank
Harrisonburg, Virginia
Harrisonburg Normal School

SUMMER QUARTER
1923

Local Features
Delightful summer climate.
Beautiful mountain scenery.
Faculty of 45
Student Body 981 (1922)

Courses
Regular Normal and College Courses.
Elementary courses for graduates of accredited high schools.
Review courses for first and second grade certificates.
Swarthmore Chautauqua Program; excursions to caverns and points of historic interest; outdoor sports and moving pictures on campus for recreation of teachers.

REGULAR SESSION
1923-1924

Professional Courses
Kindergarten Teachers
Primary Teachers
Grammar Grade Teachers
Junior H. S. Teachers
High School Teachers
and for Teachers and Specialists in Home Economics.
Four Year College Course in Home Economics leading to B. S. degree.

Special Courses
Dietetics
Institutional Management
Home Demonstration
Music
Expression

Student Financial Assistance
Student Service Scholarships
Denominational Scholarships
State Scholarships
Student Loan Funds

Early registration for both summer and fall term advised.
For catalog and further information apply to

SAMUEL P. DUKE, President