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THE DEVELOPMENT OF EDUCATIONAL TESTS AND MEASURES AS APPLIED TO HOME ECONOMICS EDUCATION

For a number of years much attention has been given to the development and use of scientific tests and measures for various branches of the curriculum. Educators have realized that if education is to meet the needs of the times it must be put on a scientific basis. Along with tests in other branches a limited number of tests have been constructed for home economics subjects, but thus far, none of these have been standardized.

It has been difficult to standardize home economics tests because of lack of uniformity in the courses offered in different states and in different schools in the same state. As Miss Trilling and Miss Williams say in an article in the *Journal of Home Economics*, there is no general practice as to the distribution of topics through the grades, there is no established basis for the sequence of topics, and minimal essentials or standards of attainment have not been established.

It is possible, however, that the development of preliminary tests may do much toward the reorganization of the curriculum. By means of tests we may be able to determine at what age or grade a pupil can best take up the various branches of home economics, which projects are most difficult from the standpoint of comprehension or technique, and what a child may be expected to accomplish in a given length of time.

In order to construct tests we must first determine the mental processes involved. In home economics there will be four types of standardized tests—one to fit each of the four main classes of instructional outcomes.

First, we shall have a test, or a series of tests, for the acquisition of information.

Secondly, since the development of manual and intellectual skills is one of the established goals of our teaching, there will be need for scales and tests to measure the extent to which children have mastered technique.

Thirdly, we shall test the ability of children to think—to reason—when dealing with home economics material.

Fourthly, the enjoyment outcomes must be tested.

THE MURDOCK SEWING SCALE

Of these, skill is the easiest to measure, hence it is not strange that the first home economics test published was the Murdock Sewing scale in 1919. It is a scale for the measurement of six stitches in hand sewing—basting, backstitching or the outline stitch, overcasting, hemming, and the running stitch. In the construction of this scale samplers were made by 1212 individuals and judged by 347 judges; because of the large number of judgments involved, the possibility of error is greatly reduced. Fifteen samplers of varying degrees of excellence were chosen and assigned numerical values ranging from 0 to 16.4. Photographic reproductions of these samplers were made. Work may be graded by comparison with these photographs. The scale may be used in grades from 2-12. Norms for skill and norms for speed have been worked out by Miss Clara M. Brown, assistant professor of home economics at the University of Minnesota. This scale may be obtained from Teachers College, Columbia University, at a cost of one dollar.

NEW ANALYTIC SEWING SCALE

Dr. Katherine Murdock discovered that...
the old sewing scale is not in convenient form to be used each day by the pupil, so she has recently devised a new scale which is made up of fewer units than the old scale. "The original scale measured general merit in hand sewing. Abilities to make separate stitches such as hemming, overcasting, backstitch, etc., were all pooled into one general measurement.

The new scale consists in reality of five short scales, one for each of the following stitches: hemming, overcasting, running, combination, and backstitch. In each of these five scales the aim was to include five samples of the particular stitch, which should represent equal intervals of merit.”

The old scale has the advantage of being more accurate, but the new scale is cheaper and more convenient for classroom use.

WILLIAMS AND KNAPP MACHINE SEWING SCALE

Another interesting scale is the Williams and Knapp Scale for Measuring Skill in Machine Sewing, which is published at the University of Chicago. This scale takes into consideration spacing, constructive elements, tension, length of stitch, and neatness. In constructing it each individual who contributed a sampler was asked to make a French seam or a hem in a given length of time on materials furnished by the persons who gave the test. From these samplers two scales were made, one for judging the use of machine stitching in the construction of a hem and one for the use of machine stitching in a French seam. As in the Murdock Handsewing Scale, photographic reproductions of the samplers were made, showing varying degrees of excellence in each of the points considered.

In using one of these scales, either of the Murdock Handsewing Scale or the Knapp and Williams Scale, it is not necessary to have pupils make samplers as shown in the scale, but the hand sewing or machine sewing in any garment may be compared with the photographed samplers and graded accordingly, just as we grade writing by the Ayers Handwriting Scale. Teachers will find these scales useful in that they can lessen variability in grading and pupils can grade their own improvement by them.

TRILLING AND BOWMAN INFORMATIONAL AND REASONING TESTS IN TEXTILES AND CLOTHING

We find that information and judgment tests usually go hand in hand. The Trilling and Bowman Informational and Reasoning Tests in Textiles and Clothing were constructed by Miss Mabel B. Trilling and Miss Bowman at the University of Chicago. They have been designed to test the information acquired and the ability to reason developed during a course in textiles and clothing. These are only tentative tests. They were made several years ago and have not been revised. The following are examples from the tests:

CONTENT TEST—TEXTILES

Exercise I

Directions:
Check up with the initial letters, (c for cotton, f for flax, s for silk, and w for wool) those places in the following list where one or more of these textile fibres are produced.

For example, silk, wool and flax are produced in France.

1. Belgium
2. Minnesota
3. Scotland
4. North Carolina
5. Australia
6. Egypt
7. Ireland
8. Japan
9. Georgia
10. India

Labrador
Thibet
Italy
Sea Islands
China
Colorado
Between 35 degrees north and 35 degrees south of the equator.

REASONING TEST—TEXTILES

Exercise V

Directions:
This is a test of reasoning ability and judgment. Some of the conclusions presented in the following exercise are good; others are bad.

Make a cross after the best answers or conclusions to each.

I. If you were to select a suitable house dress for a short stout woman you would select:
1. A Scotch plaid gingham.
2. A striped black and white silk.
3. A dark worsted to be trimmed in bands of black silk braid.
4. A dark blue linen with white collar and cuffs.

II. If you had plenty of money with which to buy yourself a school dress for next winter, you should buy:
1. A velvet dress.
2. A serge dress.
3. A broadcloth dress.
4. A taffeta silk dress.

*4* A New Analytic Sewing Scale, by Katherine Murdock—Teachers College Record, November, 1922.
III. If Mrs. Smith has a blue silk dress, a brown serge dress, and a tan suit, she should buy:
1. A black hat.
2. A blue hat.
3. A white hat.
4. A brown hat.

THE ILLINOIS PRELIMINARY HOME ECONOMICS TEST

The Illinois Preliminary Home Economics Tests, one in food and one in clothing, were worked out by a committee under the direction of Miss Adah Hess, Supervisor of Home Economics, Springfield, Illinois. The tests are designed for the purpose of testing the child's knowledge of the function of foods and the use of cotton materials. For instance, the food test reads as follows:

FOOD TEST NO. 1

Function of Foods
1. Underline foods that produce weight
Milk Coffee Potatoes Oranges
2. Underline foods that supply vitamins
Tomatoes Lettuce Rice Candy
3. Underline foods that are bone builders
Bacon Milk Honey Cheese

The following is an extract from the clothing test:

CLOTHING TEST NO. 1

Uses of Cotton Materials
Underline the appropriate material
1. Curtains: cretonne flannel scrim ticking
2. Aprons: calico buckram lawn bobinet
3. Towels: dimity huckaback sateen Turkish toweling

These tests may be given to students who have finished one or more semester's work in either foods or clothing.

MCADAM TEST

Some food tests have been constructed by Miss Grace P. McAdam, supervisor of Domestic Science, Detroit, Michigan. There are five of these tests, two knowledge or information tests, and three organization or reasoning tests. The knowledge tests deal first with the classification of foods.

TEST 1—KNOWLEDGE

Classification of Foods.
The foods on the following list contain carbohydrates, fats, proteins, and mineral matter.
The letter (C) after each food stands for carbohydrates, (F) for fats, (P) for proteins, and (M) for mineral. Draw a circle around the letter which stands for the class of foods to which each belongs. For example: "Rice—(C) F P M"—a circle has been drawn around (C) because carbohydrate is the foodstuff which characterizes rice and carbohydrates is the class of food to which rice belongs.

Sugar..........C F P M | Cheese..........C F P M
Apples..........C F P M | Lettuce..........C F P M
Milk..........C F P M | Suet..........C F P M

The second knowledge test is concerned with the function of foods and is similar to the first except that the letters F B R standing for fuel, body building, and regulating are used instead of C F P M.

The three organization tests deal with the order of the steps in the preparation of a meal—breakfast, luncheon, and dinner.

TEST 3—ORGANIZATION

Preparation of a Breakfast

A simple menu for breakfast; and 10 steps necessary in the preparation of the meal. The steps are not in the correct order. Study the menu and the various steps, and decide the order in which each step should be taken. In the numbered spaces at the bottom of the page, place the letter of the step which should be carried out first in space 1; the letter of the step which should be carried out next in space 2, etc.

Menu
Orange
Rolled Oats
Poach Egg on Toast
Cocoa

Steps in the Preparation
A—Cut bread and butter.
B—Make toast and butter it.
C—Prepare rolled oats.
D—Light broiler for toast making.
E—Prepare cocoa.
F—Place eggs on toast.
G—Set table.
H—Place eggs in water.
I—Cut oranges and place on table.
J—Prepare pan with hot water for eggs.

Write letter of step you would do first in space 1; of step you would do next in space 2, etc.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

PRELIMINARY JUDGMENT TEST IN HOME-MAKING

The Preliminary Judgment Test in Home-Making was prepared by Miss Helen C. Goodspeed, of the State Department of Public Instruction, Madison, Wisconsin, and Miss Bernice Dodge, Assistant Professor of Home Economics, University of Wisconsin. As the name implies this is purely a reasoning test. It deals with the food side of home economics.

On this test are sixteen statements. For each statement three reasons are given, all of which are true, but one is the essential or
most important reason. When I say “Go,” read carefully these statements and the three reason given for each. Place a cross in the square just before the reason which is most important. The sample is marked as it should be.

Time—2 1/2 minutes.

Sample
Bread is the “staff of life” because
(x) it is nutritious and wholesome.
( ) it is cheap.
( ) one does not tire of it.

1. A double boiler is used
( ) to provide for cooking at a low temperature.
( ) because water can be placed in the lower part.
( ) because it is not necessary to watch it constantly.

5. Cereals are cooked a long time to
( ) increase the amount.
( ) develop the flavor.
( ) render them more easily digested.

HOME ECONOMICS INFORMATION TESTS

Perhaps the most complete home economics tests published are the Home Economics information Tests for Girls Completing the Eighth Grade. These tests were prepared by a group of graduate students at Teachers College, Columbia University. They consist of three sets. Set number one consists of four clothing and textile tests.

TEST 1—TEXTILES

Begin here:

1. The name of the thread running lengthwise of material is
   (1) filling
   (2) warp
   (3) twill

9. The fibre which shrinks most easily is
   (1) cotton
   (2) wool
   (3) silk

TEST 2—CONSTRUCTION OF CLOTHING

1. In cutting out a garment it is important that the center front line of the pattern should be placed on
   (1) the straight lengthwise thread of the material.
   (2) the straight crosswise thread of the material.
   (3) the bias of the material.

6. After a dress is fitted the next step is
   (1) to sew in the sleeves.
   (2) to sew on the collar.
   (3) to finish the seams.

Set 2 consists of food tests dealing with the sources, selection, preservation and storage, food values and health in meal selection, and food preparation.

Set 3 is a home-making test. It considers the girl’s bedroom, the dining room, dish washing, care of the kitchen, labor saving devices, home enjoyment, care of children, and the budget.

The Home Enjoyment test more nearly approaches pure appreciation than any test we have.

TEST 6—HOME ENJOYMENT

1. Home will be a happier place to live in if
   (1) selfish
   (2) more considerate of the neighbors than of each other.
   (3) considerate of each other.

6. Which adds most to the attractiveness and enjoyment of the home?
   (1) Crocheted centerpieces.
   (2) Growing plants and flowers.
   (3) Hand-painted china.

9. A home is happier if there are
   (1) children
   (2) no children
   (3) only pet dogs

Even though only a little has been done in the development of home economics tests and measures, a very worth while beginning has been made and the future promises big things. It is to be hoped that the formation of tests and the improvement and standardization of the home economics curriculum will go hand in hand.

BIBLIOGRAPHY

6. McAdam Knowledge and Organization Tests, by Grace P. McAdam, Department of Instruction, Teacher Training and Research Vocational Education, Detroit Public Schools, Detroit, Michigan.

MARY LEES HARDY
ESSENTIALS OF NUTRITION

The health and the development of the adult are dependent to a large extent on the health and development of the child. This was amply proved in the examination of men for enlistment in the late war. I would not be understood as saying that all diseases of adult life result from malnutrition, but I am convinced that the physical basis for much of the inefficiency, as well as actual illness and death from diseases of adult life, is either poorly nourished bodies or over-eating. It should be drilled into the minds of laymen that properly nourished individuals rarely develop tuberculosis, pellagra, or similar diseases. One of the discoveries of this age is what is known as the Isodynamic Law, that food is consumed in the human body much in the same way that an engine burns coal and that the daily amount of food needed for an individual at rest or at work can be measured by heat units as can be done with the fuel of a locomotive to make a short or long run.

I suppose the most neglected period in childhood is from two to six years. During the first two years, the baby at the present day is usually well looked after, on account of its helplessness. Then at six he begins school, and a certain amount of supervision is given him by the school nurse, but in between two and six the child is often left to take care of himself, and unless acutely ill little attention is paid to him. Many children are under weight, probably one out of every five; and when a child is over ten percent under weight it should be looked after carefully. These children have soft and flabby musculature and are irritable and peevish. They tire easily, or are of the nervous type that is constantly on the go, but do not rest well at night and are fixing ground-work for future trouble. The most striking symptoms noted among the malnourished children are: first, lack of energy; second, inattention; third, poor memory; fourth, slow comprehension; fifth, unusual restlessness. On statistics from 41,151 Detroit school boys, it was shown that the weight of boys retarded one year was 1.5 below the average weight for the grade;

The weight of the boys retarded four years was 8.1 below the average weight for the grade;

The weight of the boys accelerated one year was 2.6 above the average weight for the grade;

The weight of the boys accelerated 2.5 years was 10.2 above the average weight for the grade;

The figures for ages in between were in accordance with the figures I have given.

It is important, then, that we know something about food values in relation to body-building, and that we should consider carefully what foods are suitable for children.

Let us take as example the foundation of a house. If it is well laid and strong, a story or two may be added to the house later, but if the foundation is weak no more can be added, and it may not hold up what was originally put there. So, if the foundation of the body is strong, it will be in better condition to stand and bear up under adverse conditions and the stress of mature life.

We will consider certain fundamentals. First, it is not so important what the children like and dislike in the way of food, as it is what food is suitable for the age and digestive powers of the child. Children have not the same digestive powers as adults, and should not eat everything put on the table. Children do not know what foods are best for them, so the parents should choose for the child. Second, children cannot be expected to be hungry at meal-time if given sweets, ice cream cones, and soda water between meals. If given too much of these things, they not only are not hungry at meal-time, but will not care for the simple wholesome foods. If a child is not allowed to taste food, improper for his age, there will be little trouble in getting him to eat what he should. Make the child eat its meals and not swallow them at one mouthful. Of course he is busy and must get back to play, but here lies the parents’ duty to see that he does take time to eat.

It is well to tell this to men, because we are prone to put the whole responsibility on the mother. In other words, as the saying used to be: “Let George do it.” They are the father's children as well as the mother’s, so don’t let’s forget some of the responsibility is our also. Three meals a day is what a child should have; but if it is a vigorous child and eats three meals and wants something about three or four o'clock in the afternoon, then it is all right to give some fruit or a
glass of milk. It has been proved, human beings thrive best on a mixed diet.

First in importance in the diet list of a child, I should say, is milk, which in itself contains the three chief constituents of food, protein, carbohydrates, and fat; in addition, some of the mineral salts. With few exceptions, the child needs a pint and a half of milk a day; on a basis of caloric feeding; this will take care of thirteen pounds of his weight after he is three years old. The balance is to be made up of other foods he eats.

Cereals are important, as they supply the carbohydrate element of food in the form of easily digested starch; along with the cereals is classed bread.

Meat and eggs supply the protein elements. The meats suitable for a child are beef, mutton, lamb chops, and chicken. Fats are supplied by butter, milk, and cream.

Vegetables are necessary to supply certain properties not found in the things previously mentioned, except to a limited extent in milk. We have to consider also what are known as vitamines.

Vitamine A is found in butter and cod liver oil and prevents rickets;

Vitamine B is found in meat, eggs, most vegetables, and cereals, and prevents polyneuritis;

Vitamine C is found in fruit juices, especially the orange, lemon, and grape-fruit, but, strangely, not in limes. It is also in cabbage and tomatoes. This vitamine will prevent scurvy, and if it has occurred will cure it.

If the daily diet contains milk, cereals, potatoes, green vegetables, and some fruit, one need not fear a vitamine deficiency, regardless of what all present advertisements state.

Rickets, infantile scurvy, and digestive and nervous diseases are surely increasing amongst children; and strong virile adults do not develop from defective children. The diet of white flour and white meal, polished rice, muscle cuts of meat, potatoes, and sweets, that is used by the great majority of Americans is deficient in many ways, and if the next generation is to be an improvement physically and mentally over the average men and women of today it is important to add more milk, more raw fruits, and vegetables, and more leafy vegetables to our diet. Boys on the average weigh more than girls except from eleven to fourteen. At eleven the average of a large group shows boys' and girls' weights are the same. At twelve, thirteen, and fourteen the girls weigh more, but after fourteen the boys weigh more. Girls require more food proportionately, then, during the eleventh, twelfth, and thirteenth years. Boys require their highest food intake at fifteen, sixteen, seventeen years.

In conclusion, I wish to bring out one important condition relative to not looking after the nutrition of children. We have made great strides in reducing the mortality of tuberculosis by teaching adults how to live: that they must have nutritious food, rest, and fresh air. We have developed sanitariums for treatment, both State and private. The death rate has been cut in half during the past twenty years. But we fall down in not attacking this problem at the fountain-head of the stream, as it is generally considered now that ninety percent of all tuberculosis starts in childhood, with a lighting up process in latter life, due to lowered resistance. So it appears to me, if we are to make greater strides in the fight against this great plague, we must pay more attention to the undernourished child.

I believe a child twenty percent under weight should be considered a case of potential tuberculosis, whether you can find any other signs or not, except when you can give a definite reason for this loss of weight, as some acute disease. I will go even further, and state that a child over ten per cent under weight, without a definite reason, should be looked upon with enough suspicion that the question of his nourishment should be taken seriously and not lightly brushed aside with the idea that "he will gain after a while, so just leave him alone."

Remember these children will be the future fathers and mothers of the nation, and upon the nutrition of the children depends very largely the future of the race from a physical standpoint, and one might almost say from an economic standpoint also.

Charles E. Conrad, M.D.

The value of a really great student to the country is equal to half a dozen grain elevators or a new trans-continental railway.—Sir William Osler.
ANNUAL MEETING

The following is a tentative program of the sixty-first annual meeting of the National Education Association at Oakland-San Francisco, July 1-6. General evening sessions will be held in the Auditorium in San Francisco. The Representative Assembly will meet in the Theatre of the Civic Auditorium at Oakland. About half of the departmental and allied meetings will be held in San Francisco and half in Oakland as indicated in the programs. The World Conference on Education will begin on June 28 and will hold joint meetings with the National Education Association as indicated. Forenoons have been given over generally to sessions of the Representative Assembly; afternoons to departmental and allied meetings whose programs appear elsewhere; and evenings to general sessions.

SUNDAY AFTERNOON
July 1, 4:00 o'clock
Vesper service in the First Congregational Church, Oakland. (The details will be given in the official program).

SUNDAY EVENING
July 1, 8:00 o'clock
Concert of Hawaiian Music—The Work of the Pan Pacific Union—Frank F. Bunker, Executive Secretary, Pan Pacific Union, Honolulu, T. H.
The Work of the Pan American Union (Name will appear in official program).

MONDAY MORNING
July 2, 8:30 o'clock
Musical Program—8:30 to 9:00 o'clock.
Address of Welcome to the City of Oakland—John L. Davie, Mayor of Oakland.
Address of Welcome to the State of California—Will C. Wood, State Superintendent of Public Instruction, Sacramento, Cal.
Thrift Education—Edith McClure Patterson, Dayton, Ohio.
Education for Parenthood—Alma L. Binzel, Assistant Professor of Child Training, Cornell University, Ithaca, New York, and University of Minnesota, Minneapolis, Minn.
Mental Measurements—Lewis M. Terman, Head of Department of Psychology, Leland Stanford University, Palo Alto, Calif.

MONDAY EVENING
July 2, 7:30 o'clock
Musical Program—7:30 to 8:00 o'clock.
Address—William Bishop Owen, President, National Education Association, Chicago, Ill.
The Financing of the American Schools—George Drayton Strayer, Professor of School Administration, Teachers College, Columbia University, New York City.
Training in Service—James F. Hoie, Associate Professor of Education, Teachers College, Columbia University, New York City.

TUESDAY MORNING
July 3, 9:00 o'clock
Report of Committee on Credentials—Adoption of Rules, Minutes, and Order of Business—Reports of Committees—Character Education, Illiteracy, Salaries, and Cooperation with American Legion.

TUESDAY AFTERNOON
July 3, 4:40 o'clock
Reception in the Hotel Oakland, Oakland.

TUESDAY EVENING
July 3, 7:30 o'clock
Musical Program—7:30 to 8:00 o'clock.
The American School Program
From the Standpoint of the Nation—John J. Tigert, United States Commissioner of Education, Washington, D. C.
From the Standpoint of the State—Thomas E. Fineman, State Superintendent of Public Instruction, Harrisburg, Pa.
From the Standpoint of the City—William L. Ettinger, Superintendent of Schools, New York City.
From the Standpoint of the Rural School—Florence M. Hale, State Agent for Rural Education, Augusta, Maine.

WEDNESDAY MORNING
July 4, 10:00 o'clock
Greek Theatre, University of California, Berkeley, California
An educational and patriotic program under the joint auspices of the National Education Association and the American Council of Education. Among those who have been invited to speak are Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.; William W. Campbell, President, University of California, Berkeley, Calif.; General John J. Pershing, U. S. A.; and Alvin M. Owsley, National Commander, American Legion.

THURSDAY MORNING
July 5, 9:30 o'clock
Roll call and general business—Reports of Committees—Pensions, Cooperation with Picture Producers, Rural Schools, Thrift, and other standing committees.

New Business—
THURSDAY EVENING
July 5, 7:30 o'clock
Musical Program—7:30 to 8:00 o'clock.
National Education Association and
World Conference on Education
Address—A Foreign Delegate from Central or South America (Name to be given in official program).
Address—Princess Santa Borghese, Rome, Italy.
Address—Augustus O. Thomas, Chairman of Committee on Foreign Relations.
Address—A Foreign Delegate from the Orient (Name to be given in official program).

FRIDAY MORNING
July 6, 9:30 o'clock
Reports of Executive Committee, Board of Directors, Treasurer, Board of Trustees, and Foreign Relations Committee.
Unfinished Business—Reports of Committees on Necrology, Resolutions, and Nominations.
President Harding has been invited to be present and deliver an address some time during convention week. He will probably accept if he finds it possible to carry out his Western itinerary.

A STUDY OF SPELLING IN THE SCHOOLS OF VIRGINIA
A REPORT OF A RECENT INVESTIGATION

THE following investigation was carried out by the students of the Harrisonburg State Normal School who were classified as high school and grammar grade seniors, and who were taking a course in educational tests and measurements.

Purpose
While the test was given partly to afford the students an opportunity to become acquainted with the technique of testing, it was also for the purpose of doing a helpful and constructive piece of work for the schools of Virginia.

It should be understood that there was no intention of making invidious comparisons of one school's work with that of another.

One of the greatest values will be to enable each teacher or principal to find out where his pupils individually, and his school as a whole, stand with regard to an established standard which is now pretty well recognized throughout the United States.

In order to extend its value to those schools which did not get an opportunity to co-operate in the test there are included in this article the directions and lists of words used with directions for giving the test. These can be given by the teacher or the principal and the tabulations compared with the records of other Virginia schools as given in the accompanying graphs, and with the Ayres Standard.

As the pupil's papers were sent uncorrected to the Normal School and were graded and tabulated by the "Tests and Measurements" classes, it was thought unnecessary to include in the directions sent out methods for determining standards. However, for the benefit of those who care to give the test to their schools the following method as given in Wilson and Hoke's book on How to Measure is suggested:

"If there were 30 pupils in the fourth grade class, that number multiplied by the number of words in the test, 20, would give a total of 600 spellings. Suppose that of these 600 spellings, 480 were correct. Then 80% of the words were correctly spelled. Referring now to Column "O" of the Ayres scale, it will be observed that the class, as a whole, is 7% above the standard of the fourth grade pupils in the 84 cities which formed the basis for the scale. Suppose that a particular child in the grade has spelled 17 words out of the 20. That would mean a grade of 85%. This is better than the average and only a little below the standard for the fifth grade. In the same way the standard of each pupil in the grade may be determined."

Scope and Reliability of the Test
While many factors enter into the giving of such a test, such as time of day in which the test was given, the knowledge or ignorance of the fact that it is a test, etc., the directions, being uniform tends to reduce these factors to a minimum. Any claim for its reliability as indicating the condition of spelling in Virginia must rest on the experience of all investigators along the same line—that where data have been gathered at random from various sections of a certain division of the country or state, providing such data accumulated constitute say 10% of the total, the medians resulting from such data are but slightly different from the results found when the data included are near 100% of the total.

How to Measure by Wilson and Hoke.
New York: The Macmillan Co.
Test as Sent Out

Spelling Test Project

Tests and Measurements Classes, Harrisonburg State Normal School, Dec., 1922

The following tests in Spelling are being sent to various schools throughout the state, with the request that they be given to the grades mentioned, during the first part of the first week in December. The pupils' papers are to be sent for correction to Clyde P. Shorts, Department of Education, State Normal School, Harrisonburg, Va., not later than Dec. 7, 1922.

Tabulations of the grades, and graphs showing the comparative scores for the different schools in the state and their relation to the Ayres standards will be made.

It is the belief of those interested in having the tests given, that the results ought to be of service to the various schools of the state in that it will give a fairly accurate estimate of the standard of spelling reached by the state, and will enable the individual schools to see how they rank with other schools of the state.

Each school taking the test will receive a printed copy of the results, with tabulations and graphs.

It is earnestly hoped that all who are asked to give the tests will co-operate with the Normal to make the project worth while.

The tests are based on the Ayers Spelling Scale.

Directions for Administering

1. Give tests Dec. 4, 5, or 6, 1922.
2. Test only pupils who came into the respective grades this fall.
3. Heading for Papers:

Spelling Lesson

Name of Pupil  Grade

Name of School  Name of Town or County

4. By whom given—The regular class room teacher.

5. Manner of Giving:

(a) Read each sentence once.
(b) Pronounce the underscored words distinctly, twice.
(c) Give ample time to write sentences.
(d) Give the tests as though they were a part of the regular work.
(e) Do not announce beforehand that they are "Special Tests."

The italicized words were underscored in the lists sent to schools.

(f) Make it clear that the words pronounced twice constitute the test.

Fourth Grade Words. (Column 0, Ayres Scale)

1. Children should be in bed by eight o'clock.
2. My friend lives in the country.
3. We have had fine weather this fall.
4. Do you have an uncle in that city?
5. We had company for supper.
6. The teacher told John to remain after school.
7. The station burned last night.
8. The little girl is afraid of the big dog.
9. Wait until the car comes.
10. Always try to do your duty.
11. Do not come till Tuesday.
12. He knew his lesson well.
13. Don't go near the water.
14. What is the population of your city?
15. John, throw the ball to me.
16. What is your home address?

Fifth Grade

Diagram II.  

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<thead>
<tr>
<th>Name of School</th>
<th>5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100</th>
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<tr>
<td>Harrisonburg, (W. Street)</td>
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<tr>
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<td>Mt. Jackson</td>
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<td>Norfolk (J. K. B. Stuart)</td>
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<td>Harrisonburg</td>
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<tr>
<td>New Hope</td>
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<td>Norfolk, (Geo. Washington)</td>
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<td>Harrisonburg (Waterman)</td>
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18. September is a pretty month.
18. She sent me instead of going herself.
19. This is the second time you made that mistake.
20. He is getting his coat.

Fifth Grade Words. (Column O, Ayres Scale)
1. Were you ever in a factory?
2. There was a large crowd in the street.
3. The boy was running through the woods.
4. It is very important that all be there.
5. The command was given to rise.
6. Bring a written excuse when you are late.
7. The children left their books at home.
8. The boys and girls had a debate.
9. Sometimes we play basketball.
10. Saturday is a holiday.
11. In what direction are you going?
12. Can you remember her name?
13. Mr. Harding is our president.
14. We can all work addition problems.
15. A period is placed at the end of some sentences.
16. He became a famous man in a short time.

Sixth Grade Words. (Column 8, Ayres Scale)
1. The boy was eating a large piece of candy.
2. I believe she is coming.
3. Our government is by the people.
4. We have made an improvement in our work.
5. What difference is there between the boys?
6. I doubt if I can go.
7. We had a very pleasant ride.
8. No serious damage was done.
9. Do not mention my name.
10. His opinion is of little value.
11. One hundred years make a century.
12. I hear from home often.
13. John was very particular about his work.
14. We knew that neither of the boys was right.
15. There is too much noise in this room.
16. The girls are going to the theater tonight.

Diagram III.

<table>
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<tr>
<th>Name of School</th>
<th>Ayres Standard</th>
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<tr>
<td>Florida</td>
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<td>Stanley</td>
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<td>Weyers Cave</td>
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<td>Harrisonburg, (Waterman)</td>
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<td>Fleetwood</td>
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<td>Norfolk, (Gen. Washington)</td>
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<td>Mt. Jackson</td>
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<td>Timber-Ridge</td>
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<td>Unison-Bloomfield</td>
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<td>Fork Union</td>
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<tr>
<td>Garrettsville</td>
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</tbody>
</table>
17. I was certain that I saw her.
18. Boy Scouts are quick to assist people who need help.
19. Most boys and girls do not like examinations.
20. The train will arrive at three o'clock.

Seventh Grade Words. (Column U, Ayres Scale)
1. Did you receive the flowers in time?
2. The first scene was well acted.
3. He speaks three foreign languages.
4. Name the thirteen colonies.
5. The majority of the people voted for Mr. Harding.
6. Will it be necessary for you to go?
7. She meant to be good.
8. The rain was beginning to fall in big drops.
9. The expense was very great.
10. The teacher decided to divide the class.
11. It was a great relief to know there was no one hurt.
12. I suggest that you work harder.
13. She has finally decided to come.
14. They did not come to an agreement.
15. He holds a responsible position.
16. I will probably go with you.
17. Do you know whether or not this answer is correct?
18. He was found to be a good citizen.
19. I assure you I will be there.
20. It was hard to distinguish between them.

Diagrams

The first four diagrams show the comparative scores of the different schools cooperating in the test and their relation to the Ayres Standard. The scores of about 3,000 children are included in the test.

The line of figures running from 5 to 100 are the possible grades that could be made. The heavy broken line indicates the grades that were made by the different schools. The heavy straight line represents Ayres Standard calculated from the study of hundreds of thousands of children in the United States.
Where more than one school has the same grade, the school having the greatest number of pupils in the test was put first.

Compiling the scores of all the pupils of each grade for a grade score for the state of Virginia, Diagram V results. This shows the fourth, fifth, and sixth grades scoring about 65, the seventh 70, and the whole group about 66, or 7 below the Ayres Standard.

**Conclusion**

The test indicates that Virginia is below the standard in spelling for the country at large. One of the questions growing out of the results is the cause of this low attainment. It might be because of wrong methods of teaching spelling, or lack of close supervision, or loss of the old time interest in spelling, or lack of sufficient time given to it. It is a question for each school to solve for itself. It is the observation of the writer that very few teachers, even in the larger cities, have ever read any book on the method and psychology of teaching spelling. It is also true that the average spelling book contains a very large number of words that will never be used in the later writing of the child; and to take the trouble to learn how to spell them is wasted time and energy that might better be put on words that will constitute the child’s later written vocabulary.

If a teacher is in doubt as to the character of the words she is using in her spelling lessons, it would be wise for her to use the Ayres scale of 1000 words with the Buckingham Extension to the Ayres scale consisting of 505 words, which would constitute a good written vocabulary foundation.

**Clyde P. Shorts**

"THE UNIVERSITY OF THE PRINTED WORD"

We are all going to school. All who can read are matriculated in an ever expanding university which offers courses of instruction in every conceivable subject. This is the university of the printed word, and its teaching cannot continue to improve without increased attention to the literary art.—Ashley H. Thorndike.

By the forces of light which we have—churches, schools, all associations of men for spiritual and intellectual ends—we need to strengthen the belief that a state, including your own, can do wrong, that between nations there is such a thing as live and let live, that humanity is greater than mere race.—**Will Irwin**, in _The Next War_.

EDUCATIONAL COMMENT

CHARACTER BRINGS RESPECT AND PRAISE

Whites and Blacks Throughout South Africa Pay Tribute to African Christian Chief

D. McK. Malcolm, Acting Chief Inspector of Native Education for Natal, South Africa, recently sent from Pietermaritzburg to Hampton Institute the following statement concerning Chief Khama, whose death has been mourned alike by whites and blacks throughout South Africa and whose Christian life has been referred to again and again by missionaries and government officials:

"He was chief of the Bamangwato section of the Bechuana people, resident in the Bechuanaland Protectorate of South Africa. He lived to a great age and has been an outstanding figure in Native life for many years. He was baptized, at the age of twenty-five, on May 6, 1862, and he never looked back."

Inspector Malcolm also forwarded a copy of the leader in "The Natal Witness," from which the following excerpts are taken:

"A fine old English gentleman, for all he was a native and had a black skin. 'Every inch a black man, and every inch a gentleman.' . . . It is significant that two men, writing of the same man, and that man a black man, should stress exactly the same point to show the character and attainments of their subject. Khama may lay claim in the history of South Africa to be the greatest of native chieftains. His whole life of over ninety years—at least his whole public life, and that extended over a period of half a century—was an example, not only to black men, but to white men also, of what loyalty, sincerity, and, above all, Christianity can accomplish in the heart of a man . . ."

"Khama owed far less to the influence of European civilization than to something which was born with him long before civilization was known to him and his people. It was that indefinable thing, almost lacking in name, which we call 'character.' . . . Khama had it, his life expressed it, his actions endorsed it, his death places upon it the stamp of reality.

"Those who speak contemptuously of the black races, arguing their inability ever to achieve the moral and intellectual level of the white, are confounded by such a man as Khama. . . . Khama proved over more than fifty strenuous years that there is something in the soul of a black man worth cultivating, something in the mind of the black man worth training, something in the heart of the black man worth stimulating, and all this to the good of a country where the black man preponderates in teeming millions."
of which will be to ascertain the wisdom of consolidating certain high schools within the county. At work on this survey will be representatives of the Department of Education, the U. S. Bureau of Education, and William and Mary College.

These surveys are typical of several others that have been undertaken this year. Maury High School in Norfolk was surveyed by a committee consisting of Dr. W. R. Smithey of the University of Virginia, Dr. K. J. Hoke of William and Mary, and Henry G. Ellis of the State Department of Education, in order to determine the general efficiency of this school. The report of this survey has been completed and laid before the Norfolk City School authorities.

In Fluvanna County an effort was made to accurately determine whether one high school can be so established as to serve the entire county. The report of this survey has been before the county school board of Fluvanna for several months.

With the probability of showing that greater efficiency may result from consolidating certain high school interests in Augusta County, this session a survey was undertaken of the Waynesboro-Basic vicinity. Here two accredited high schools are maintained within a mile of each other and not far distant are two other high schools. When completed, a survey report urging consolidation of these high schools was made. Although the towns of Basic and Waynesboro are under separate municipal administration it was pointed out that in interest of both economy and efficiency it was the better part of wisdom to consolidate the schools concerned.

In commenting on the surveys thus far undertaken in the State this year Superintendent Hart said, "With the increasing demand for enlarged school facilities and the increasing cost of such facilities, the practical thing to do is to make as sure as possible the justification of anticipated expenditures for certain schools by painstaking surveys in advance of these expenditures. On this plan, facts take the place of opinion. It is encouraging to note the growing demand for local school surveys. This to me is one evidence of a more thoughtful consideration of public education both by the interested public and by school authorities, stimulated it may be by the county unit of school administration."

I WISH EVERY PARENT COULD SEE THIS SCHOOL

I has only thirty pupils, but the tiny school, standing starkly out on the bleak prairie at Porter, Mo., is one of the most inspiring in America. It has proved that real education, instead of a pitiful substitute, can be given to twelve million American boys and girls who are under the blight of scattered, neglected, and justly despised one-room schools.

Most of us, these days, have comfortably hazy ideas about the country schools. We make highfalutin oratory about the little red schoolhouse, sing pleasant idiocy of "dear old Golden Rule days," and get sentimental over the tune of a hickory stick. And, to be sure, the one-room school has been a great civilizer and has contributed enormously to our democracy. Many successful men of the older generation look back to it with gratitude.

But they would not take a chance on an employee today who had no other schooling. The fact is that the country school is no more a fit subject for sentiment than a hickory stick, and that is exactly none at all for anyone who ever experienced either. The happy dream grows brighter the farther we get away from it. Actually the one-room school of today is justly called the "dregs of our educational system." That is saying a lot. It is usually a kind of hovel to which the unfortunate children of the farms go when sufficiently driven, so that an incompetent and underpaid teacher may hammer into them a few rudiments of formal education—most of it useless to them. The chance of finding anything valuable in such a school is about the same as the Biblical chance that any good thing would come out of Nazareth.

The educational "leaders" have mostly given up such schools as hopeless. Not a few froth at the mouth at any suggestion that they can be improved, for fear that the discussion will distract attention from other projects. Most official efforts are concentrated these days on the consolidation of rural schools, and, beyond doubt, such schools are better where they are possible. But consolidation is often not possible, and meanwhile there are
those twelve million children—with new ones every year.

The Porter school is a deliberate challenge to every miserable country school in America, and to all who let them stay miserable. It was one of the worst. When the reform started, the building was a wretched shack, without books, apparatus, or decency. Through the district living conditions were appalling; farming practice was poor, there was no community spirit, co-operation, initiative, faith, or, except with a very few, hope or even ambition.

Some seven or eight children usually went to the school and learned the rudiments of the Three R's. They learned to read words, but not books or newspapers. They learned some facts about geography—the length of the Mississippi, for example—but nothing of use to them about the world. They learned names of English Kings and lists of presidents, but nothing that would help them to understand or meet life. They learned nothing about their own farm world, nothing that would help in field or kitchen, nothing about themselves or how to live in either physical or mental comfort.

"She Saved Our Children"

Of course they quit as soon as they could. Farming was more interesting and vastly more profitable; but they left the farms too, whenever possible, for the still more alluring job of tending factory machines or driving trolley cars, and for the thrills of factory-town slums. Whether they went or stayed, the school had given them nothing that made them more valuable to themselves as citizens, or that aided them to lead any kind of a decent life anywhere.

Even today Porter has no advantages above the average except what it has created for itself. Yet it gives its pupils training that not only puts them ahead of the graduates of the neighboring city or consolidated schools in routine educational work, but also fits them far better for the troublesome business of living. And, in addition, it has awakened and inspired the whole community till it has changed almost beyond recognition.

I had heard remarkable things about this school, but as my credulity has been pretty thoroughly strained during many years of reporting, I salted all these reports carefully before swallowing them. It was a waste of salt. The cold truth about Porter is beyond anything I had been told. I wish every parent in America could know it. There would be a revolution in education next day.

I went with the teacher, Mrs. Marie Turner Harvey, to visit the mother of three of her girls, a farmer's wife of the kind who keep the world safe for humanity. She fidgeted till she managed to get me alone for a minute.

"Just by looking at the school, you can't begin to see how much Mrs. Harvey has done for us," she whispered hurriedly. "She has pretty near saved our children. They didn't have a chance before. All they were fit for, when it got through with them, was to be poor, stupid, half-starved farmers, or cheap city labor. It didn't start them toward anything, or even teach them much.

"But she's done a lot more than that. She's changed the whole community. You ought to have been here ten years ago to understand. This was a pretty poor place then. She's made us better farmers and better housekeepers and better husbands and wives and better citizens. She keeps our children away from the cities. She has even raised the price of land. We are healthier. Oh, I can't begin to tell you how much we owe her!"

Mrs. Harvey herself passes much of the credit for these things back to the farmers and their wives, especially the wives. But there is no question about the amazing change that has come inside the school nor the equally wonderful one that has grown up outside of it.

**Hickory Stick a Myth at Porter**

In the first place, the building, though tiny, is now not only comfortable but attractive. There are pictures on the walls and many shelves of books. The cellar has been finished and is used for many purposes, including domestic science and manual training. Besides the furnace which has replaced the ancient barrel stove, there is running water, with rows of individual towels on neatly numbered hooks. The air of the place is refreshing, clean, and comfortable, and it shows in the children, who unmistakably have the habit of carefulness. One of the evidences of this is in the books in use. Some of them have been handled by every class since 1915, yet they are clean and whole and neither marked nor dog-
eared. Everywhere waste is as scarce as dirt.

But the real delight is in watching the children. There is a certain definite atmosphere about all those schools where the youngsters are being made into real men and women, instead of being merely stuffed with information. This school has it. It is an air of interest, of enjoyment, of that kind of happy achievement which is even more fun than play is. There is alertness, order without restraint, self-confidence without self-consciousness. The lack of "discipline," of silent and rigid postures, and of fearsome awe is the thing that stands out most clearly. The comfortableness of the Porter school would have driven an old-style teacher to frenzy.

"Rigid discipline is for the benefit of the teacher and not of the children." Mrs. Harvey smiled when I mentioned the subject. "It prevents the children's growth in a dozen ways—cramps them. It hampers thought, stifles inquiry, kills initiative and individuality. After they leave school these children will have no drivers; they must control their own work and learn from their own mistakes, and the sooner they begin to do those things the better.

"I couldn't get such results with any other method. Giving the children freedom lets them develop along natural lines, leaves them free to ask questions, stimulates self-control and self-confidence, permits each of them to learn how he can work best, and lets them work that way. It is more valuable than any information I could teach them."

"How about loafing and disorder?" I asked. The answer was what I expected—I have heard it in some form from every teacher of a true school.

"They come only when the children get bored," Mrs. Harvey said. "So long as I can keep them interested in their studies, make them see that their school work is worth while, they won't even want to waste time being disorderly. And if one happens to want to, the others won't let him. Disorder, when there is freedom, reflects on the teacher really. Whenever there is a sign of it here I know that I am on the wrong track somewhere, and change my tactics. But strict discipline is a great protection for an incompetent teacher who can't keep her pupils interested."

The results of this policy were apparent in everything at the school. My visit happened to coincide with the rehearsal of a play, "The Story of Columbus." For my benefit the members of the cast were unexpectedly called upon to tell what it was all about. The first speaker was a ten-year-old girl. She turned to face me instead of the teacher, and proceeded without prompting to tell why Columbus was important and why different pupils had been chosen to play different parts. One was absent, and she called another to take his place. Then, without paying me the slightest further attention, the rehearsal proceeded. For the other acts other children appeared as expositors, but all were as direct spoken, as clear in their ideas, and as free from giggling self-consciousness as the first. Figure for yourself how many things—besides the story of Columbus—they learned in that class!

Making Them Like It

When the regular school work was resumed, all the symptoms of the enlightened school appeared. The children not involved in class work at the moment worked at their desks or moved about without hindrance, but also without creating disturbance. The teaching was equally informal and was always based on the principle of arousing interest instead of on drill. The emphasis was on thinking, on understanding, and not on mere memory. The children were learning to use and love books, and not merely to read. They were taught to see and appreciate truth instead of simply bolting indigestible facts.

There was no work without a purpose the children could understand; when they read, it was something they wanted to know; the arithmetic had to do with their own interests and projects; the writing and composition were incidental to subjects which the youngsters clearly felt were worth writing about. Grammar, spelling, punctuation, writing—all the horrors of my school days—were merely minor parts of these live interests. Any of my teachers would have been scandalized.

Later I learned how these methods test out as against the usual ones. The Porter school has succeeded in giving three years of high-school work to recent classes, though there are no high-school pupils this year. The graduates go to the normal training school at Kirksville, four miles away, to finish, and there they are in the same classes with the products of the regulation methods, mostly of
the city's graded schools. These, by the way, are in session a month longer than Porter each year, giving their pupils an advantage of ten months' work on the schooling involved.

Two years ago Porter sent three graduates into a class of 167. Those three were the three at the top of that class. Last year there were four. Three of them are at the top of their class just now. Another evidence, not of scholarship, but of the usefulness of the school, is that before Mrs. Harvey's time the attendance averaged about 25 per cent of the enrollment. Now it is around 98 per cent, and there is no truant officer either.

So there seems to be hope for the one-room school. But this is only half the story; perhaps only a third, for the whole community goes to that little school and learns much. In clubs and classes, and through demonstrations, one after another of the different elements of better living have been taught. Those which are of a social nature are kept going. The economic lines of work have been continued only long enough to make sure that their lessons were established as community habits, and were then dropped to save energy for the next step.

At the beginning Porter was not a community in any proper sense of the word. There were churches—perhaps too many—but there had been no community meetings for ten years. There was no general social life. Young folks went to town for amusement, often much to their own harm. Marriages were too early, migration of young folks to the cities frequent. Now all these things have stopped. In a publication of the National Education Association the results at Porter are summed up as follows:

"The school has touched every interest of old and young, holding every boy and girl grown to maturity to the farm. Not one has been lost to the community . . . excepting in several cases where the family moved out of the community for business reasons.

"Through co-operation the school has become more than a community center; it is, in fact, a distributing center for efficiency, social and economic, used every day in the week, twelve months in the year. Its people are happy, contented, striving for the better things in life, and intensely patriotic because they are well-informed people."

All this has not been easy. There were opposition and great skepticism at first from many. How completely this has been changed is shown by the fact that the district is now taxing itself all that the State laws permit for the support of the school, and, in addition, the citizens are making heavy personal contributions.

The triumph would have been impossible without the devotion and self-sacrifice of Mrs. Harvey, and without other qualities in her too, which are even more rare. If all teachers were like her, the profession would be the most respected in the world, instead of what it is.

A Woman Who Proved Her Point

There is a considerable number of people whose consecration to human service puts them into uncomfortable and disheartening places—missionaries, slum workers, reformers, martyrs. But some perverse fate makes many of them grow unlovely under the stress of their work; hard, narrow, and sour. Mrs. Harvey is one of the rare type who instead grow more fine and broad and kindly. She is respected, and I think a little feared, but she is also loved by the parents as well as the children.

She is over forty now, very tall, straight, and slender, but without harshness in either face or bearing, and her hair is turning—from the story of her work, it should be dead white, by rights. She is of an "old family," gently bred and with a fine education, a woman of rich culture. Her ability to endure the physical hardships and mental isolation of her life at Porter is as remarkable as is her power of combining sympathetic diplomacy with high courage and inflexible purpose. It will be fairly easy for other teachers to follow in the road she has blazed, but no lesser woman could have been the pioneer.

Before coming to Porter, Mrs. Harvey had been instructor in a normal college, but became disgusted with the professional neglect of the one-room schools, although she had been and still is a leading advocate of consolidation. She believed that the one-room school could be made all that she has made Porter, and was willing to prove it.

Almost Too Good to Be True

So she undertook the work, suffered the discomforts of living in a rude community
and in a house so poor that she has to stuff rags around the front door to keep the place decently warm in winter. Although without private means, and with an aging mother to care for, she accepted a salary that was only $500 a year to begin with, and is still only $1,000. In fact, she has worked through most of her vacations to get enough money to keep going. She has even given much of what she made to the school. The aid of another devoted teacher, Margaret Creelius, has made it possible for her to do this without neglecting the work.

Now, after ten years, she considers the experiment complete; the results proved. "There is no reason why as much cannot be done for almost any school," she told me. "Now that the methods have been worked out to a successful conclusion there is no unusual ability required of the teacher. She must be a real teacher—not a silly girl earning a few dollars in the easiest way she can think of. But she certainly need not be a genius."

"One thing is sure, however. She must have a home of her own. Such work as a teacher in a school like this must do would be impossible under the handicap of boarding in the house of some neighbor. A home of her own gives the teacher not only greater freedom and independence, but greater respect from the community. That last is absolutely necessary."

"In the last analysis success depends on the community. It depends chiefly on the mothers. They must give support, not merely criticism. They must co-operate, must do some of the work themselves. In the end there must be a majority who have this attitude, but my experience in the first years here proved that success can come if there are even one or two who are really helpers."

"Given that—a real teacher and one or two effective backers—and as much can be done anywhere. There will always be millions of children who must depend on such schools, no matter how far the movement for consolidated schools goes. But those millions can have a real chance and a real education if their people want to give it to them. It has been worth ten years to prove that!"

I told this story to my own mother, who was once a teacher herself and has been in close touch with education all her life. "Those children have a better chance than most," she remarked. "I'd rather send a child there than to any city school I know of. It is the most hopeful piece of school work I've heard about. She's proved something that hardly seems possible—almost too good to be true."—Stanley Frost, in Collier's, The National Weekly.

REPORT OF THE CONFERENCE OF THE DAY UNIT SCHOOL

Teachers of Home Economics in Virginia met in Richmond April 16th to 21st. Mrs. Avery, State Supervisor of Home Economics, presided; and the first meeting was called by her.

In her opening address she spoke of the work that is being done and her hopes and aims for the future. She spoke of the Peptomist, the official organ of the schools that were represented, and told how it was published and by whom. It seems that each number emphasizes some phase of work carried on by some one of the schools under the direction of the teacher, for example, school lunch, good manners, cottage plan, home project, spring clothing, school grounds, summer wardrobe, etc. And the Peptomist goes abroad, as she has received letters of appreciation from Florida, Texas, Georgia, Alabama, Maine, Massachusetts, and New York. After Mrs. Avery had spoken in a general way of what the schools were doing, she had a roll call and each teacher told of her own work in detail.

After the roll call an address was given by Dr. J. A. C. Chandler, President of the College of William and Mary. His subject was "The Value of a College Background for the Home Economics Teacher." He said in part:

The college trained person can do a great deal to eliminate the old idea that Home Economics is a fad. They have a broader vision and background and are able to appreciate what it means for one to have a definite vocation. College, generally speaking, adds a sense of refinement, culture, good taste and is beneficial to society. In our homes we need more of these. Some think that home is a place to eat and sleep and the college trained woman has a higher appreciation of what home life means through her training in Home Economics.

Mr. Harris Hart, Superintendent of Public Instruction, was the next speaker. He took
special pains to emphasize the value of Dr. Chandler's remarks.

The second morning we had the pleasure of hearing Miss Lula D. Metz, Miss Frances Sale, and Miss Adelaide Simpson. Miss Metz spoke on "The Opportunities of the Home Economics Teacher in the Community." Miss Sale told us of the work that she is doing in the giving of aid in the education of boys and girls. Miss Simpson, Dean of Women, University of Virginia, spoke on "The Cultural Value of Home Economics." In part she said:

A woman should (1) be master of detail, (2) have poise and freedom from worry, (3) be courteous and generous, and (4) have charm in order to conduct a well balanced household.

The next morning's program was varied and a number of subjects were touched upon, such as "Co-operation of County Demonstration Agents," discussed by Miss Burke, of Albemarle; "Yardstick for Measuring Results of Teaching"; by Miss Wilson of Harrisonburg; "The Hot Lunch", by Miss Inger Sciese, of Williamsburg and Miss Blancha Davis, of Apple Grove; "The School Cafeteria for Profit", by Miss Anna Allen, of Hampton. Miss Moffett, of East Radford, spoke on the "Project Method".

The last morning's program was started by Miss Fannie Lou Gill, of the College of William and Mary, on "Reference Books and the Use of Illustrative Material". "The Cottage Plan" was discussed by Miss Mary Phillips, of Toano, and Miss Helen Ward, of Chester. "Unit Work" was discussed by Miss Inda Miller, of New London, and by Miss Madeline Blakey, of Burkeville.

Two of the afternoons were given to attending the Conference of the Evening School Teachers of Home Economics. The roll call of this group was very interesting, showing the wide scope of the work being done in evening schools. "The Purpose and Scope of Evening School Work" was discussed by Mr. R. V. Long, Director of Industrial Education in Richmond. "Methods of Teaching," by Miss Moffett, of East Radford, "The Evening School Program," by Mr. T. G. Rydingsvard of Norfolk, "The Evening School Teacher," by Miss Wilson, of Harrisonburg.

The other afternoons and evening of the week we attended the Nutrition Clinic being conducted by Dr. William Emerson, of Boston. Regular nutrition classes were conducted at the different schools where the mothers and children came. Dr. Emerson said that the class could not be successful without the best co-operation of one or both parents. He said that the causes of malnutrition are: (1) physical defects, (2) lack of home control, (3) over-fatigue, (4) faulty food habits, and (5) faulty health habits. He stated also that candy was one cause. He quoted the Superintendent of Schools of Indianapolis that "the cost of repeaters alone will pay for the health work in the schools."

MYRTLE L. WILSON

BUILDING PROFESSIONAL MORALE

Dr. W. T. Sanger, the Secretary of the State Board of Education, is doing a fine bit of professional work in addressing audiences throughout the state on the subject of building professional morale.

He emphasizes the problem of morale among pupils, showing that it is just as real as the morale of the army, and doubtless, in the long run, not any less significant. Among the contributing elements, he mentions the parts played by music and athletics; but he cautions the public against considering them as anything but contributing elements. Student morale is built up chiefly by ideals of sound scholarship, with adequate marks, of course, as likewise by a good system of student honors, and the right attitude of the members of the faculty.

One of the most serious factors in keeping up the morale of the student body in the average small high school is the retention of the same faculty for a reasonable length of time; the frequent changes now commonly permitted are utterly destructive of the maintenance of a real morale. The student feels that apparently no one else has any permanent interest in his school; then why should he?

In regard to the morale of the faculty, Dr. Sanger notes pungently that the teacher can not be stimulated on nothing; that until living conditions, salary schedules, and the opportunities for recreation are improved, this problem of building professional morale is likely to be a slow process indeed. He further notes that a large factor in this matter is the
attitude of the teacher's superiors, the administrative staff, whose responsibilities lie along the line of prompt recognition of the teachers' contributions to the solution of school problems. As long as they are considered mere job-holders, there is not much incentive to efforts at building up a worthy professional morale.

MAGAZINES ARE ADVERTISING

In a recent assignment for a class in Investigation Cookery at Teachers College, students were asked to report on advertisements of foods and kitchen equipment. The following paper written by one of the students is interesting and original.

PRESENT DAY TENDENCIES IN THE MANUFACTURE OF FOODS AND EQUIPMENT

One would think we had reached Utopia when scanning the advertising section of a woman's magazine. The equipment is so easily manipulated that "my youngest daughter can use it," or a popular dessert is "as easily made as a cup of tea is brewed." It is a great surprise to me that these manufacturers who promise to do so much for us in the saving of time and energy do not offer to eat and digest our food as well, thus giving our bodies a complete rest.

A full page "ad" of an oil stove caught my eye because just previously I had used one in the "lab". "One match lights this stove;" why, oh why, didn't T. C. invest in such magic to save me using several and becoming red in the face besides? I read that a refrigerator is like a clean dish and that wooden plates are plates you never wash. According to geometry, things equal to the same thing are equal to each other, therefore this refrigerator must be one you never wash. Such luck to get out of washing the refrigerator! If you hate to wash a coffee pot, buy the kind where there is "no coffee pot, no grounds, no boiling, no waste." It dissolves in the cup. Or if you are a wife "who is at her wits' end," buy a certain brand and your troubles are solved.

Do you like toast, but hate the effort of turning it? Then buy a toaster where "even the turning is done without hand or fork." I should think they would offer to cut the bread and spread it.

Would you be healthy? Then use baking powder. "A wholesome food that brings health and comfort" is the tempting headline of another "ad". Think what a magnitude of strength a combination of such foods would bring!

And why, oh why, study infant feeding when "Perfect babies by the thousands" can be obtained by feeding some brands of milk? And if you would have your grandchildren remember you, use aluminum ware, "from generation to generation."

Is there a flaw in anything produced today? Not according to our modern advertisements.

ATTRACTIVE SCHOLARSHIPS FOR HEALTH EDUCATION WORK

A series of scholarships and fellowships in Health Education is offered by the American Child Health Association to teachers, supervisors, and educational executives who have done effective work in Health Education, and who desire to improve their professional training in this work.

The sum of $10,000 has just been set aside for this purpose, and is to be awarded in the form of 25 scholarships and fellowships ranging in value from $200 to $1,000 each, placed in leading universities, normal schools, colleges, and other teacher-training centers throughout the country. Awards will include 15 Summer School Scholarships, and also traveling expenses for tours of observation to health education demonstration centers. Scholarships and fellowships will be available for summer sessions of 1923-1924. Awards for Summer Schools will be made about June 15.

Application blanks and further details will be furnished on request to the Committee on Teacher Scholarships and Fellowships of the American Child Health Association.

These awards are intended primarily for teachers in service who have been especially successful in teaching health; and are given for the purpose of improving professional training, to enable teachers to do more effective work in Health Education. They consist of five $1,000 scholarships and fellowships, open to college graduates now in service as principals or elementary school supervisors; five $500 scholarships for normal school graduates or college graduates now engaged in
classroom teaching; and fifteen $200 scholarships for holders of teacher's certificates, now engaged in classroom teaching. All of these scholarships are available for the Summer Schools of 1923 and the school year of 1923-1924.

SUPERVISING SUPERVISORS

Public education in the Philippine Islands has now reached a stage of organization where the greatest efficiency prevails—at least in the matter of organization, if not in education. There are teachers to teach the children, supervising teachers to teach the teachers, and if the following incident is true, there must be supervising supervisors, who have a much more difficult time supervising the supervising teachers than either the supervising teachers have in teaching the teachers or the teachers themselves have in teaching the pupils.

This sounds a bit involved, but the following letter will explain everything. It was sent by a lady teacher in one of the rural schools to the Director of Education, Manila, and while it is not offered as a form to be followed by any lady teacher of these United States who may at some time find herself in similar circumstances, it is recommended as vividly yet simply conveying what it sets out to convey:

Dear Sir:

I have the honor to resignate as my works are many and my salary are few. Besides which my supervising teacher makes many lovin's to me to which I only reply, "Oh, not, Oh, not."

Very respectfully,
Josefina Villareal
The Cosmopolitan Magazine.

“FAQUIER DAY—TWELFTH OF MAY”

At Warrenton on May 12, under the general direction of Mrs. C. S. McCarty, a strikingly fine historical pageant was presented. Various school leagues, farmers' unions, clubs, and organizations participated by staging spectacles, which were divided into four groups.

First came the series of representations of Indian life, second a group representing the colonial period, third the ante-bellum period, and fourth modern life. As an example of the use made of local historical events, the group of ante-bellum spectacles is listed here: 1. Plantation scene, showing negro women at work in cabin; 2. Plantation scene, showing men at work in fields; 3. Colored mammy; 4. Off for a frolic, showing an ox-cart; 5. Going to meeting, showing a couple riding pillion; 6. Heyday of social life in Fauquier; 7. Paying a social visit; 8. Fox hunt, showing hunters in costume (presented by the Warrenton Hunt Club); 9. Beginning of rail communication; 10. Warrenton Rifles, Capt. J. Q. Marr; 11. Mounted Rangers, Captain Turner Ashby; 12. Mosby's Command, Col. John S. Mosby; 13. The Black Horse Cavalry, Capt. Wm. H. Payne.

Between each group of events were presented tableaux in commemoration of the founding of Jamestown May 13, 1607.

Mrs. McCarty, who has taken work in the summer school at Harrisonburg, is a supervisor in Fauquier County.

MISS BRINTON LEAVES HARRISONBURG

Miss Grace Brinton, head of the home economics department in the State Normal School at Harrisonburg for the past three years, took up on May 1 her new duties as an executive officer with the Child Health Organization of America, with headquarters at 156 Fifth Avenue, New York.

Miss Brinton has long had a keen interest in the health phase of home economics work, and during her first year in Harrisonburg was instrumental in bringing here for a lecture Miss Sallie Lucas Jean, director of the Child Health Organization.

A graduate of the University of Chicago and Columbia University, with experience as a teacher of home economics in Superior, Wisconsin, Cleveland, Ohio, San Jose, California, and Peoria, Illinois, as well as at Harrisonburg and in the summer school of the University of Virginia, and with experience as a hospital dietitian in Peoria and Cleveland, Miss Brinton goes to her new work with an unusual equipment.

Her departure from Harrisonburg is a source of genuine regret to a wide circle of friends in Virginia.
CINCINNATI SUPERINTENDENT SENDS VIGOROUS LETTER TO IRATE PARENT

Mr. James G. Mathews, teacher in the Washington school, was merely performing his duty in punishing Clifford Ries, pupil in that school, Superintendent Condon, of Cincinnati, avers in a letter to the boy’s mother. Mrs. Ries had created a disturbance in the school following the punishment of her son. Superintendent Condon’s letter makes it clear that he intends to uphold teachers who inflict necessary punishment upon pupils in accordance with the rules of the school board. His letter to Mrs. Ries is as follows:

“I have fully and personally investigated the punishment of your son Clifford in compliance with your request, and wish to say that there was no ground whatever for your complaint; and your request for an investigation should never have been made.

“I find that your son not only was not severely punished in the least, but that he was not punished enough to do him much good. The ‘punishment,’ if it can be called such, consisted of only two strokes with a light paddle. It was given by the teacher as the rules of the board require, in the presence of another teacher. Mr. James G. Mathews, your son’s teacher, is a quiet, gentle, self-contained, considerate teacher, and a thorough gentleman who has the good of his pupils at heart, and who would never punish a pupil unnecessarily nor with severity. My only regret is that he did not report to me your own misconduct. You came to the school and created a disturbance by making an attack upon a teacher who had only done his duty, and by using profane and other improper language to the principal. If I had known of that at the time, I should have had you arrested at once and brought into court to answer a charge of assault as provided in the laws of Ohio. The laws of this State and the rules of the Board of Education authorize a teacher to punish a pupil when he deems it necessary; and for your further information I may say that I am instructing the teachers of your son to again punish him if he does not behave himself, and next time to administer a punishment that will have more effect than the last one had. If that should not be sufficient, he will be sent to the Boys’ Special school which is especially organized for boys who are not willing to conduct themselves in a proper manner in the schools of their own district.

“And I want to say further, if you ever again appear in one of our schools and act or talk as you did during your recent visit to the Washington school, you will settle for that offense with the judge of the Municipal court. For we will not have our teachers abused or insulted when they have only performed their plain duty in correcting children and in trying to teach them lessons of proper conduct, good order, and obedience. There are no more important lessons to be taught in school than these, and any parent who has the good of his child at heart ought to be thankful to a teacher who will enforce such lessons, if necessary; and he ought to co-operate with the teacher to the fullest extent in order that his child may not grow up as a lawless, irresponsible, and defiant citizen; for all good citizens must conform to the laws and ordinances of the community and to the reasonable rules of the school. If he does not learn these lessons in school he will have a much harder time learning them after he gets out of school; and the punishment he will receive at the hands of the community will be much more severe than any he will ever experience in school.”—Cincinnati School Index.

SHAKESPEARE’S PIETY SHOWN BY HIS PLAYS

Shakespeare, despite the rather wild Bohemianism of his time, was a religious man, said Professor William Lyon Phelps of Yale at the special services in St. John’s Cathedral in celebration of the tercentenary of the publishing of the first folio of his plays. No one could read his masterpieces without feeling that behind them was a deeply religious mind and heart, and this belief he thought was borne out by the fact that Shakespeare left the rioting gayety of London and went to live the life of a country gentleman.

It was fitting to speak of Shakespeare in the place of the origin of the theatre, said Professor Phelps, for out of the church came directly all modern drama which can be traced back to the Middle Ages.

Next to the Bible the first folio of Shakespeare was the most important book in the
world, said Professor Phelps, and it was the most important original work in English. It was prepared by two actors, friends of Shakespeare, and but for their labors it was probable that half of his plays would have been lost to the world. Shakespeare was known before he was thirty as the greatest dramatist of all time, and it was the more remarkable that his greatness should have been recognized by his rivals and other contemporaries.

The honesty and sincerity of Shakespeare's characters, and the nobility of so many of them, were an index of the kind of man who wrote the plays. Professor Phelps quoted Hauptmann as saying that no one could read half a dozen plays by one man and not have a good idea of what kind of man he was. The reason so many people got excited about Hamlet was that Hamlet is a fascinating young man, representing also truth and sincerity of character. One of the most interesting years of Shakespeare ever seen in New York was the last, with Hamlet by John Barrymore and Jane Cowl as Juliet—The New York Times.

FOREIGN STUDENTS AT THE UNIVERSITY OF CHICAGO

The University of Chicago now enrolls 85 Chinese students, 64 of Russian birth, 35 Japanese, 28 Filipinos, 25 of Canadian birth, six born in Poland, six in Italy, and five in Korea; in all thirty-six foreign countries are represented in the student body. Of the 335 students of foreign birth in the University, one-fourth are Chinese.

More than sixty of these students are earning their way, partly or wholly.

A WORD TO STUDENTS

Whether you will falter and fail in the race or whether you will be faithful to the end depends on the training before the start, and on your staying powers, points upon which I need not enlarge. You can all become good students, a few may become great students, and now and again one of you will be found who does easily and well what others cannot do at all, or very badly, which is John Ferriar's excellent definition of a genius.—Sir William Osler.

CURRENT EDUCATIONAL PUBLICATIONS

A STUDY OF COMMUNITY RECREATION


Dr. Rainwater gives the origin of the play movement: Boston as the city in which it first appeared; and its support in all cases first philanthropic, and then public. The history of the movement he presents adequately as a series of seven stages, each of which differs in structural features and in function. The first four of these stages—the "sand garden" stage, the "model playground" stage, the "small park" stage and the "recreation center" stage, which developed in the years between 1885 and 1912—were attempts, primarily, to provide specific facilities for play in crowded sections of cities and, secondarily, to organize the play in those sections. The stages developing since 1912 which are the "civic art and welfare" stage, the "neighborhood organization" stage, and the "community service" stage (the latter is the present important phase of the play movement) have stressed social as well as physical development and have recognized the fact not only that playgrounds must be provided, but that standards of popular amusements must be raised.

In the fourth and fifth parts of the book Dr. Rainwater sets forth the flexible provisions and the great future possibilities of the movement.

Clearly the theme of the book is the play movement as a phase of social evolution. The book will find its greatest usefulness as a reference and textbook to the general reader and to normal school classes, but it will be valuable also to the practical director of play.

Marjorie Bullard

OTHER BOOKS OF INTEREST


Highly interesting stories of some of our foreign-born citizens who have done big things for America: Agassiz, Audubon, Bell, Bennett, Bok, Ericsson, Carnegie, Goethals, Grainger, James J. Hill, McClure, Mergenthaler, John Muir, Pulitzer, Pupin, St. Gaudens, Steinmetz, Theodore Thomas, and others.
To show what vast potentialities the right kind of alien has within himself is one of the purposes of the author, who has here gone the range from musician to steel king, from the naturalist to publisher, from engineer to sculptor, from “empire builder” to bird-lover.

There should be a copy in every high school and junior high school library.


Business letters as a basis for the study of Spanish. For high school or college.


A collection of fourteenth-century Spanish tales, here put in modern Spanish for translation in high school or college classes.


Written primarily for eighth and ninth grade pupils who will never have further training in science. An excellent book.


A scientific study made by a prominent psychologist, the conclusions of which seem to show that tobacco is a detriment to the intellectual work of high school pupils and often of college students. In the case of mature persons the evidence is less conclusive.


Based on seven years of lecturing in dietetics.


To the collection first published in 1916 have been added short stories by F. R. Stockton, Mrs. Freeman, Bunner, and O. Henry.


This edition of “Beowulf”, which bears the sub-heading “A New Verse Translation for Fireside and Class Room”, is supplemented with a descriptive and critical introduction, which discusses the verse-form of the original epic and that of Dr. Leonard’s translations; a word list; and a translation of a fragment of a lost ballad, “The Fight at Finnsburg”.


A coherent and compact statement of the essentials of the theory of composition, prepared by a teacher who believes that “the way to learn to write is to write, and have the writing criticized, and then to revise and rewrite.” In a college freshman class the work can be covered in a year at the rate of one assignment a week.


An English textbook for use in continuation classes or vocational schools. Its material will interest boys and young men at work in the trades and in commerce.


The editing is strikingly well done. Illustrations from the Household Edition of Chapman and Hall are used.


The authorized biographer of O. Henry has here assembled twenty-five stories from various volumes. Each is prefaced by a key-note introduction, and there is a critical and biographical general introduction of sixteen pages. The best of O. Henry is here.


An anthology, interwoven with an abundance of illuminating explanatory notes and helpful suggestions, designed especially for use in third year high school courses in literature.

It brings to the student the celebrated masterpieces of English, Scottish, and Anglo-Irish literature as well as the best that has been produced in Canada, Australia, New Zealand, South Africa, and India. This book offers to American students, for the first time, a comprehensive view of the literature of the last named countries.

The selections for study are classified under seven headings—Poems, Dramas, Novels, Short Stories, Essays, Speeches, and Letters—and include more than two hundred poems, a complete text of Macbeth, detailed study guides of thirteen plays and four novels, six short stories, eleven essays, and six speeches.

The American ideal is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to development of mental and spiritual power.—Charles Evans Hughes.
NOTES OF THE SCHOOL
AND ITS ALUMNAE

INKLINGS

This is a time of prizes. Soon there are to be awards of the Dingleline Prize for the best Senior Essay and of the Snyder Prize for the best piece of writing in The Breeze. Both are awards worth coveting. But out of a class of a hundred and fifty—nay, out of the entire student body of four hundred, and out of a larger circle of The Virginia Teacher’s several thousand readers—there is surely a place for a Consolation Prize.

And so the Inkler is going to offer a Consolation Prize. It will go to the reader of The Virginia Teacher who offers the best statement (Limit: 100 words) to support one of the following titles for this department: Inklings, Winklings, Tinklings, Twinjdings, Thinklings, Blinklings, even Sinklings! The range is wide, my masters. You may build indiscriminately on Inklings. You may justify your title as wittily as you will. You need not use all of your hundred words. Our only reservation is that to us shall go all copyright privileges, “including that of translation into foreign languages, including Scandinavian!”

The Consolation Prize will be a book—and if there is any work of man that offers consolation more than another, it is a book. The winner is not required to read the book, but such a book as the Inkler has chosen will charm, will lure, will inveigle, will intrigue its new owner into being read, we are confident.—Come one; come all. Send in your words before July 1, and address them to the Inkler, care of The Virginia Teacher.

Well, there are many newses to report: Breeze news, Y. W. news, musical news, literary society news, athletic news, dramatic news, honorary society news,—even faculty news! In the midst of such bounty it is hard to know where to begin.

The student body has chosen as editor of the 1923-24 Breeze Margaret Ritchie, of Petersburg. Miss Ritchie was an honor graduate at the Petersburg High School a year ago, and has made a fine record at Harrisonburg during the past year. She has appointed as one of her assistant editors Doris Persinger, of Salem. Emily Hogge, of York county, who has during the past year been an indefatigable getter-of-ads in her capacity of assistant business manager, has been elected manager of next year’s Breeze. Her assistant will be named in the fall. Reporters who have thus far been elected are Clarinda Holcomb, of Roanoke, Mary Warren, of Norfolk, and Shirley McKinney, of Hinton, West Virginia. Three other reporters will be chosen in the fall.

The newly-elected Y. W. C. A. cabinet has recently had the benefit of visits from Miss Stella Scurlock, one of the national secretaries, and Miss Virginia Pritchard, a Secretary of the National Students Volunteer Movement. Barbara Schwarz, Y. W. president, with the other two of “the Danville trio”—Susie Geoghegan and Bertha McCollum—leaves June 1 for Blue Ridge, North Carolina, to attend the Southern Students’ Y. W. C. A. Conference for ten days. Virginia Campbell, of Salem, Y. W. vice-president, and Miss Myrtle Wilson, a Y. W. faculty adviser, will also go to Blue Ridge.

Musically speaking, we have moved allegro, sometimes allegro molto. “The Gypsy Rover” was an andante performance, with legato movement. It contained some very pretty songs, and members of the Choral Club, with the assistance of Harrisonburg talent in the men’s parts, made a fine impression with their audience.—We have enjoyed programs of song by the Bridgewater College quartet, shouting gleefully at their young man who “had nothing else to do,” and their old man who kept “settin’ round the fire.” Mr. W. H. Ruebush, composer of “Old Virginia,” was highly entertaining with his account in assembly of service in France during the war, and won great applause by singing the story of the admonitory parrot.—There have been a number of recitals: town pupils, school pupils, tiny folks, and then just joint recitals. These have been largely attended and have given every evidence of the careful training pupils in music are receiving.—One of the most literally allegro molto entertainments was the program presented in assembly May 25 when Professor and Mrs. Nevin Fisher and Miss Grace Berlin, of Bridgewater College, played three duos, two numbers from Mozart’s D Major Sonata, and the Scherzo of St. Saens.

May Day ceremonies by the Senior class were particularly attractive, and utilized with
telling effect the natural beauties of the open air auditorium. Such a distinctive setting as Harrisonburg thus affords for its pageants and spectacles and plays is always a source of pride with us.—The Senior Tree planting took place on May 14, and never was tree more rich in wishes. What with Miss Aiken's hope that it would be an artistic tree, Miss Lovell's hope that it might be a healthy tree, Dr. Gifford's that this hemlock—like his memory of the Class of 1923—might be evergreen, Miss Cleveland's that it would be a tree that did not cavort over the campus as some trees have, and Dr. Wayland's hope that eventually it might be a pair-tree, the 1923 hemlock got off to a quick start. One need only look at it to see how fast it is growing!

"The Twig of Thorn" was the delightful little play presented in Sheldon Hall by students in expression May 9. Following was a one-act piece in which the Nine Muses, in Greek costume, met in convention assembled. The first play was Irish in its setting, and depicted realistically the Irish peasant and his home.—Already announcement has been made that Edna St. Vincent Millay's play, "The Lamp and Bell," originally produced at Vassar College, will be given as the Senior Class play during finals. The author of this play is a brilliant young woman who has attained a wide reputation for her poetry. Only a week ago Miss Millay received the award of the Pulitzer Prize of $1,000 for the best volume of poems published in America in 1922.

The literary societies have often held formal debates during the closing weeks of the session. Following the establishment of a third literary society over a year ago, it was decided to hold a reading contest, each of the three societies being represented by two readers. The contest took place at assembly May 23, and although the judges' first ballots gave one vote each to representatives of the three societies, the final decision was in favor of Miss Louise O'Callaghan, of the Page Society, whose reading gave the judges the most satisfaction. Thirteen charter members of the society were elected by the faculty; further election to membership will be initiated by the society and approved by the faculty. The installation of the Beta chapter of Pi Kappa Omega took place in Sheldon Hall the evening of May 24. This honorary society was established some years ago at the State Normal School at Farmville, and the formation of a chapter at Harrisonburg is the first step in a plan to bring about the extension of the society to teachers colleges all over the country. The society members are chosen in recognition of distinction in scholarship, leadership and service. Thirteen charter members of the society were elected by the faculty; further election to membership will be initiated by the society and approved by the faculty.

An addition to the Harrisonburg faculty next year will be Mr. Clyde P. Shorts, who has taught education here during several summers past and who has had several classes during the session of 1922-23. Mr. Shorts is a graduate of the Edinboro State Normal School, in Pennsylvania, and of the University of Pittsburg. For several years he has been a member of the faculty of the Harrisonburg High School.

The annual Field Day came this year on May 12 and brought with it more than ever the spirit of class competition. Mrs. Johnston's high school seniors arranged the program of events, and worked in committees on all its details. It was a complete success; but this opinion was held most strongly by Juniors who won 49 points in the contest as against the Seniors' 25. There were nine events: 100-yard hurdle, pitching basketball goal for accuracy, running high jump, throwing basketball for distance, sack race, 75-yard dash, three-legged race, hop-step-and-leap, and the always amusing dress relay.—Not to be outdone by students, the faculty had its own annual field-and-stream day on May 19. Brock's Gap was chosen for the faculty picnic, partly because of its excellent wading facilities, but also because it offered beautiful scenery and easy accessibility. Miss McGuire, as always, saw to it that there was a bountiful "feast," and conveyed also a formal gift from thoughtful students: a sticky, viscid, saccharine substance known as "lollypops." Mr. Duke ate his with rare enthusiasm.

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Bremo Bluff; Emma Bold, Buena Vista; Anne Gilliam, Petersburg; Mary Lacy, Oak Park; Margaret Moore, Norfolk; Margaret Ritchie, Petersburg; Barbara Schwarz, Danville; Florence Shelton, Norfolk; Elizabeth Sparrow, Wilmington, N. C.; and Helen Wagstaff, Herndon.

Rev. Dr. B. F. Wilson, pastor of the Harrisonburg Presbyterian Church, delivered the address at the installation of the new chapter, congratulating the school on the establishment of a society based on merit and service in contrast to such social considerations as often prevail in the selections of the usual Greek-letter fraternities. In a democracy there is no place for the Greek-letter fraternity; but the society based on scholarship and leadership and service can supply definite values, Dr. Wilson said. Miss Ethel Moring and Miss Emily Calcott, members of the Farmville chapter of Pi Kappa Omega, were present, and Miss Moring welcomed the new members into the organization. The ceremonies were impressive and the new organization begins most auspiciously.

ALUMNAE WHO BACKED THE GLEE CLUB

When the Glee Club went to Richmond, Norfolk, and Petersburg, the members were recipients of many courtesies during the trip. Alumnae of the school who generously entertained members of the Glee Club in their homes and were otherwise active included:

Norfolk: Louise Harwell, Winifred Banks, Bernice Gay, Ruth Sexton, Florence Shumadine, Louise Shumadine, Carrie Spradlin, Miriam Jones, Sallie Brown, Mrs. Gaskins, Helen Tatem, (Mrs. Rogers), Katherine Pettus, Margaret Jarvis, May Rowbotham, (Mrs. Peter Gatling), Sarah Tabb, Marceline Gatling, Marian Hodges, Sarah Wilson, Emily Nichols (Mrs. Spong), Ruth Rodes, Gladys Gwynn, Edith Ward, Kate Marie Johnson, Frances Stell (Mrs. H. L. Butler), Mary Lancaster, Nella Roark, Lelouise Edwards, Corinne Evans, Margaret Bulloch.


Richmond: Susie Hawkins, Nell Critzer, Una Lewis, Audrey Girard, Mrs. Wise, Frances Rolston, Coralase Bottom, Alice Gilliam, Louise Forester, Marion Nesbitt, Elizabeth Robinson, Edith Starke, Miss Gregg, Miss Bell, Mrs. Sanger.

ALUMNAE NOTES

Virginia Garden writes from Barhamsville in New Kent County, where she is teaching: "In the school here we have two literary societies. During commencement we are planning to have a contest. . . . I certainly have missed H. N. S. during the past winter, although I have found it very interesting teaching here. There are so many places around here of historical interest. After another year's teaching I hope to be able to return to Harrisonburg for a degree in Home Economics.

On May 8 Katie and Louise Anderson, with two of their friends, paid us a visit. It was a pleasant occasion and we only regret that their stay was so brief. They were gratified at the evidences of growth in the school, but doubtless missed the old board walks upon which they used to trip, with the rest of our early students.

Mildred Hoshour is teaching at Mt. Jackson. The school there has reason to be proud of its new school building and of its debating team. The latter won much distinction in the recent contests preliminary to the state contests.

Frances Sawyer writes: "The Harrisonburg summer catalogue has just come to me, and when I look at the names of the faculty I can't resist my longing to come back for the first summer term. . . . I have been taking a class in educational measurements under Dr. Hoke of William and Mary, who is giving an extension course here in Norfolk. We have used as our textbook McCall's How to Measure in Education, which I noticed Dr. Gifford wrote up for the Virginia Teacher some time ago. . . . How is everything at H. N. S.? I haven't gotten over my homesickness for it
and everybody in it at all, and can hardly wait to know if there are two corners waiting for us for the first term this summer."

Frances's address is 2833 Lens Avenue, Norfolk.

Elizabeth Nicol writes a good letter from Washington City, where she has an attractive and bustling place of business, the "Playhouse Tea Shop," at 1814 N. Street, Northwest. She writes: "Jean is still in the occupational therapy work at Fort McHenry and is quite happy in it. However, I believe she considers returning to her teaching in September... Wish I were coming to commencement but cannot this year, as the Shriners' Convention is here at that date. If all plans go well I'll be there next year for the first Degree Class Reunion."

Mary Bowman Rumburg writes from Macedonia, Ohio: "Another daughter of old H. N. S. is longing to come home. I've been expecting the little card which says, 'Are you coming to commencement this year' but since it hasn't arrived I'm afraid to trust it. You can just see how anxious I am to peer into all the old nooks and corners; and best of all to see the folks and those fine, new buildings, too. I'm sure there'll be at least a wee, little place for me. I am presuming that commencement exercises begin about June 1. Therefore I expect to leave Cleveland for Harrisonburg on May 30 or 31... My school closes Friday, May 18."

Janet Bailey (Mrs. Fred Lee Troy) is still living at Big Stone Gap and teaching in the vicinity. She and her husband have purchased a lot near the old home of John Fox and are planning to build a home. Janet sends a good word about Elizabeth Black and Frances Menefee (now Mrs. Vicars, of Wise, Va.). She also says, confidently, that the Harrisonburg girls stand mighty well as teachers in her part of the state; we can easily believe it, from what we hear.

On April 29 Sarah Shields, returning from her first seven years in India, wrote us a letter from the S. S. City of Benares, in the Mediterranean, off Algiers. It was postmarked in Boston on May 15. She says: "I'm glad you let me know the time of commencement. I shall try to go, if possible. It will be so good to get home again, and Harrisonburg will be one of the first places to which I shall go. I've just written Frances Mackey... I heard from Elsie Shickel and wrote her hoping to see her, but her station is nearly three hundred miles from Bombay—much farther than I thought." Her Cincinnati address is 4338 Floral Avenue, Norwood.

Hazel Bellerby writes from South Richmond, R. F. D. No. 7: "I have been thinking of late that I should like to come back to Harrisonburg, to be near the place where I spent two such happy and successful years... My work in teaching since I left H. N. S. has been a real joy. Last summer I attended the University of Virginia, continuing the work I started at Harrisonburg. For two years I have been teaching English at Westhampton High School. Then this past winter I have had the English department in Bainbridge Junior (night) High School. Night school work was very interesting. The classes were composed chiefly of factory boys and girls. This gave me a vision of teaching which I had never dreamed of before... I am going to the University again this summer.

Ruth Sullivan is making a name for herself at Critz, in Patrick County. A recent issue of one of the southside newspapers gave an extended account of a six-course dinner that her department of the school served to a number of invited guests, and concluded: "Critz school is to be highly congratulated upon having a teacher of Miss Sullivan's gifts and training to direct this important department of the school work."

Here is an interesting, "newsy" letter that we hope our readers will enjoy as much as we have:

It is a great pleasure to get you the copies of Dr. Dixon's sermon on Sidney Lanier. I hope it will reach you in time, and that my successors in the Lanier Literary Society will be able to make use of it.

I have been intending to write to you ever since I heard from Dr. Wayland last month, for he said that you and he were jealously sharing my letter, and I didn't want to be partial.

He said you wanted to know more of my marriage—where and when. It took place in August, 1921, at my new home in Norfolk, or at least where my family is now living. We have lived here in Baltimore ever since.

After spending so much of my life in school, I felt lonesome with no regular occupation, as I was not keeping house; so this winter I have a job and put most of my earnings in the savings bank in preparation for the time when we shall have a house and need something to
put in it. My present occupation is proof-reading for one of the finest printers in this country. How I got the place, I really don't know, for all the experience I ever had was on that 1914 Schoolma'am! Really, I got into it because they sent to the University to get some one to type some French and German copy for a book, and after doing that I proof-read the book, which was also printed in Spanish, and Italian. We don't have much of the foreign language work, but occasionally there is some translating, and I have even written some original copy in French for them. My authority for questions of spelling and punctuation—especially in cases of "monosyllables and polysyllables ending in a single consonant," etc., is my old friend Woolley, whom I quote on all occasions. By the way, my husband studied under Dr. Woolley one summer at Wisconsin, and is as enthusiastic about his book as I am.

I never did think I was born to be a teacher, even though I taught three years, but I am simply fascinated with the printing business. There is such great variety in it, as it touches on so many phases of modern life, that it is always full of interest to me. As one of the men told me the other day when he handed me a book on paper manufacture, "Anything is interesting that you don't know anything about." Here there is so much to learn in the field of typography, design, paper, and numerous other things, that it is always interesting.

Please don't think that because I have since obtained degrees from Randolph-Macon and Johns Hopkins I no longer have any interest in Harrisonburg. I am very proud of the way the school is growing, and of the records her alumnae are making. I spent most of the summer of 1921, when I wasn't sewing, trying to make that Cinderella Tea Room in Norfolk a success, and enjoyed very much knowing some of the more recent graduates, as well as renewing old acquaintances.

Please remember me most kindly to Dr. Wayland.

Sincerely yours,

Mary Wallace Rowe

OUR CONTRIBUTORS

MARY LEES HARDY will receive the Bachelor of Science Degree from the State Normal School at Harrisonburg in June.

CHARLES E. CONRAD, M. D., is a specialist in the diseases of children, located at Harrisonburg.

CLYDE P. SHORTS is a member of the Department of Education of the State Normal School at Harrisonburg.

MYRTLE L. WILSON is a member of the Home Economics Department of the Harrisonburg State Normal School.

MARJORIE BULLARD will receive the Bachelor of Science Degree from the State Normal School at Harrisonburg in June.

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