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

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THE VIRGINIA TEACHER

June, 1923

CHARACTER EDUCATION IN THE PUBLIC SCHOOLS

By Superintendent F. E. Clark
of the Winchester Schools

DRAMATICS IN THE HIGH SCHOOL

By Blanche Ridenour
of Petersburg, Va.

THE WINCHESTER SCHOOL SITUATION

A Letter from the Rev. R. B. Nelson
of Winchester, Virginia

Published at the
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of HARRISONBURG, VA.

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I WANT to assure you men that this is a great privilege to me. It isn't often that I have a chance to talk to a group of men like this, from whom I know at the start I shall receive a sympathetic and understanding hearing. I am afraid that my presentation will be very informal, and I believe that it would be better for our purpose this morning if I state the problem and say very little about it in development, but leave that to your questions and my possible replies.

THE WHOLE LIFE VERSUS THE INTELLECTUAL LIFE

I speak of education in terms of the public school almost exclusively, because that is my chief concern. The foundation of our system in Winchester, as we have tried to reorganize it, is the whole life of the child as opposed to the doctrine of public schools as they used to be, the development only of the intellectual life. Now, when I speak of the development only of the intellectual life, I mean that it was primarily the object of public schools as we knew them. Any social development, moral development, or physical development was incidental. The school was not organized to provide any other activities or instruction. You and I recall those outstanding personalities, Miss A, Mr. B, Miss C, etc., whom we still remember as our teachers, and who still have an influence in our lives. You have doubtless had experiences in your lives similar to this that I will refer to in my own: a seventh grade teacher, whose influence in my life has probably been greater than any one else's except my mother's. It was she who discovered in me possibilities for citizen-ship, which I hope in a small measure I have realized. In any event she set before me the appreciation of ideals which I was not receiving from any one else. I was mischievous, in trouble most of the time with my teachers, because of a desire to be doing something; and, no activities having been provided, I got into mischief; and the result of that was that I got into trouble; and this teacher discovered that my energies might be diverted into legitimate channels; so she introduced me to books, interesting books, and talked to me about high school and college. I still correspond with that teacher. I had the privilege of a visit with her last summer. She is still teaching, and she spoke of a long list of boys whom she calls "her boys."

Now that may have been disorganized, but it was effective. The attempt of the modern school is definitely to organize to provide influence, organize from an administrative and instructional point of view so that the thing is there under control and not left to chance; and that leads me to present this question: have we any justification for leaving to chance so great a thing as the moral influence that might be exerted by the public school?

There are three great organized forces at work in modern civilization which tend to give us the social solidarity that makes living in a democracy possible, the church, the home, and the school. Now, I have left out the state, because the state is comprehended in these three; the state is an organization that touches all three of the organizations I have referred to. I am talking about social influences; I am talking about the things which contribute to social solidarity. My proposition of the problem that confronts the public school is to bring about a ways and means by virtue of which these three organizations can work in modern society, may work together, to achieve the ends that are necessary and essential in the life of a democracy. The school is the organization about which I shall try to give you some idea, as we have attempted to work it
out in Winchester, in which we have endeavored to organize the possibilities for moral education.

**NOT TEACHING SUBJECTS, BUT TEACHING CHILDREN**

Our system in Winchester is planned on the theory that we must try to educate the whole child—the intellectual child, the moral child, the physical child, the social child, the economic child. And that meant a reorganization of the course of instruction, so that the process is a process by virtue of which we are avoiding any tendency to memorize figures or ideas and recite them back as one's own. That is the process of memorization, and we confine this to literature where the thing that they absorb is of everlasting character. We do memorize some dates in history and some principles of mathematics, but we try to get them across, so to speak, through an active process, the process of living—if you watch Collier's Weekly you will find a popular statement of that at more length—the object of the teacher being to teach the child to think and not to memorize except where the process of memorization has something of benefit to offer. The teachers are continually cautioned that they are not teaching subjects, they are teaching children. The life of the school is organized so that it is as an intellectual part of the child's experience that this educational cycle is made complete—in a third grade class a principle, we'll say in mathematics, in long division, is being studied in abstract figures, the basis for implanting that truth in the mind of the child being a practical example. A store is organized in the school, actual money is handled, materials are used—they are "making believe," and the children delight in that; so that the educational cycle is complete—they hear the principle, they discuss it thoroughly, they understand it and they live it through and repeat it in business. Now, our older process used to be to read the principle and then recite it back to the teacher, and then it was set aside as something to be used in adult life. We are attempting to bring that experience into immediate operation instead of postponed operation.

This is a brief statement of the underlying principle of the completion of the educational cycle in mathematics. In such a way we attempt to establish these educational cycles to give them a cumulative aspect, so that in every other grade similar experiences are being lived through, which are more complicated, which involve more thought and deeper thought. The result is that by the time the children have reached the high school age they are able to organize their school and conduct it as a municipality should be conducted with control over their own disciplinary system, the honor system operating in such matters, etc.

**INTELLIGIBLE STANDARDS**

The justification for the attempt to create a situation in the public school in which the moral views of life are given an opportunity for expression and study, in which citizenship involving moral conceptions are talked over among the children under the guidance of a teacher and a decision reached by the group on a moral basis, so that an action recognized in the society of the classroom as a legitimate moral act will become an habitual experience in the child's life, involves a deeper background than a moral background. It requires the support of the forces of ethical inspiration. Now we have to look to the church for that. The school can organize the subjects, can develop the subject matter, can create teaching methods, can control the children for five hours a day, so that at least for a part of the time they are in a moral atmosphere. But we have to go further in order to make the thing a functioning factor in the child's life outside the school. We are attempting to teach these children to live in the school, to acquire a principle of living that will function in the organization and on the street, wherever they happen to linger. That can not be done by the school only, and here is where the basis of co-operation needs to be established. The home needs to know that the schools are trying to establish these standards of life, it needs to understand them, but it is very difficult for the schools to reach the people so that they will understand them. Mr. Nelson has had some experience in the effort to reach the people and I expect he can tell you even better than I what a tremendous problem it is to get the people to understand.

We have been here four years touching these homes every day, and yet when it came to a place where the people were asked to express their acceptance of this sort of thing as worthwhile, there was considerable hesitancy about doing it. It required some organized propaganda, but one of the justifications for this attempt is in the very propaganda
that was organized. And our City Council reversed its position, which is an almost unheard-of thing in this community, as a result of the pressure brought to bear upon it by the women and children of the community. There was a moral objective in it. As one citizen remarked to me, "When I find all the women and children in the community working for a proposition of this kind, I am sure there is a moral question involved." And that question was practically settled by the schools. It is one item in a number of items that leads me to believe in this sort of thing. The matter of Mr. Nelson's action demonstrated in a way how the church can lend the support of its organization, because, while Mr. Nelson appeared in this situation as an individual, yet with many people he represented the church, and whether that is debatable or not he "got away with it" and included his fold in the process. They were for it whether he said that we have to spend money or even go to the extent of raising taxes. Now that is a severe test.

The problem that confronts us is that of getting home and church and school to acknowledge a certain aim, a definite objective, to acknowledge the necessity of moral training, and I think social, moral, and character training and all these other kinds of training with intellectual training, because these represent the entire educational forces in the life of the child, and if some phases of this training are left out, the child will be educated only in part, and the problem that I think it would be worthwhile for us to discuss for a few moments—ways and means, and the necessity of a close degree of cooperation between the church and the home and the school, not only our church, but all churches. I am sure there is a benefit where we can get together; if there is not I am so far afraid of the future.

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Mr. Williams: Mr. Clerk, you certainly made a most interesting presentation of the problem. Now I would like to have Mr. Nelson tell us about his part in your school situation here.

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you think you can get the student council to come to a meeting Saturday?” He said, “Sure. You call so-and-so, the secretary, and he will get them together,” and he did. I said to them, “This system which I believe in, by which you have been trained, is now being discredited in this community. The eyes of the educational world are upon Winchester at this time. If this system be what I think it is, you, as members of the senior class, have received all the training for citizenship that the public school can give. Do you think you could handle this proposition and put over in this town in ten days an educational campaign that should take ten years, and start a mass meeting to which the children, their parents, and the Handley Board and the School Board and the Town Council should be invited? I said to “Squabby” Dove, the president, “Do you think you can preside over the conference tomorrow evening?” He said, “Sure.” So he arranged it and did it. I am giving you a statement of a thing that I was trying to do, the thing that we did, and which was made a success, in order that you might have a practical understanding of the educational qualities which have just been discussed on this floor by Mr. Clerk. It was training for citizenship, and they did it. The women and children convinced the citizens in general, and Winchester endorsed the man and the system and saved the threatened curriculum and the superiority of the schools. Now what they were aiming at was not five thousand dollars but the justification of an individual’s endeavor, and the justification of the system, and that was the moral problem which was involved.

Q. (Mr. Nelson): I would like to ask Mr. Clerk whether this system which has been adopted in Winchester, the study of the child and the teaching of the child rather than the study of the book and the teaching of the book, has been adopted anywhere else, and if so, established from whom and where we can get literature.

A. (Mr. Clerk): Yes, there are a number of schools that are proceeding on this program. The Moraine Park School, of Dayton, Ohio, is one of the best examples I know of, because they have some literature available that makes the information about that school easily accessible. They have published one or two pamphlets on the making of citizens. Mr. Slutz is the principal of the Moraine Park School. There is a system in Massachusetts, Dalton, Massachusetts, called the “Dalton Plan.” There are individual schools in large cities, where this has been worked out. There are a number of such instances, one in Cleveland, one in Rochester, one in Seattle. Off-hand I should say there are certainly fifty schools in the country that are thoroughly well established on this basis. In degree, the philosophy of educating the whole child is recognized by several different schools of education from which teachers and leaders in education receive their training. The best example of these is Columbia University, under Professor Kilpatrick. He, I suppose, is the father of this idea. He and G. Stanley Hall, of Clark University, are very similar in their viewpoint. They go at it a little differently, but the objective is the same. Harvard University has one man who has done a great deal in that field, Dr. Inglis. By the way, he was head of the Virginia Educational Survey in 1918-19. It is being generally accepted more or less, some places more, some less, that the ideal organization is the education of the whole child, but the means are limited. All public schools are crowded. A teacher with forty pupils in her class can not begin to give individual attention. The development of activities in the field of psychological tests and measurements has a good deal to do with the working out of this idea. There is a very good popular statement of the phase of individual attention in terms of mental development in the latest number of that famous woman’s magazine, the Pictorial Review, which has the largest circulation of any magazine now published. A few classical cases are referred to in that article dealing more with the problem of intellectual training, rather than with social, moral, and physical training. You see, we have derived our educational methods, consciously or unconsciously, from the Prussian system of education. You pour the children into one end of the educational system and they come out of the other end all educated, with the same degree of reaction, the same attitude toward the state, etc. Of course, that is foolish in a democracy. That belongs to the civilization, the kind of social order, of an autocracy, but it does not fit in a democracy. We need a system that will develop individuality and develop it on a high plane so that when an in-
dividual acts he acts with a knowledge of the effect of his act on his associates, and that becomes an important consideration with him. He acts with a knowledge of the moral meaning of his act and the significance of it, and he could get that attitude by a co-operative arrangement among the homes, the schools, and the church.

I may say this: you can get from the National Institute for Character Education very rich material that you could put into the hands of your school superintendent, or your Sunday School Superintendent for character education. If you write to Milton Fairchild, Director of the National Character Education Association, 3770 McKinley St., N. W., Washington, D. C., they will send any quantity of literature. Now, as a practical suggestion we have in Winchester a Committee on Character Education for the public schools. Mr. Nelson is one of the members of this committee. We have on it a member of the City Council, a member of the School Board, some parents, some supervisors from different sections of the school, primary, elementary, and junior and senior high school. In other words we have brought into that committee a representative from all of these influences, the home, the church, and the school. We are studying the Iowa plan. It is a very comprehensive arrangement—I think almost too elaborate to be used—but it is very suggestive, and you could adapt any part of it to any local situation. I think that would give you a suggestion as to how some approach could be made, because there is nothing in that to offend any religious denomination or any religious instinct. It is purely an effort to get ways and means of teaching honesty, consideration for the rights of others, loyalty, and all the other moral virtues that pertain to childhood and grow in after life into different associations.

There is no specific religious teaching included in that lay-out, but you can get the advantage of religious teaching by taking advantage of the state course, although that is restricted to high schools. That course of religious instruction calls for Bible study. We use that in the high school. The opportunity for the religious side of the work is better in the Sunday school than it is in the day school. It seems to me that the day school really ought to avoid teaching any specific religious views.

Q. (Bishop Brown): Do you know anything about what is called the Gary System? What do you think of it? Do you think that it is wise to give children of different churches an opportunity after school hours to go from school to church to be instructed for an hour?

A. (Mr. Clerk): Well, you know I think we may go back to that, because you remember in the early days in New England the schools were first organized for religious instruction only, and then they gradually drifted away from that, and religious study was entirely eliminated. Now I think it would be a very popular thing if you could get the various churches to agree to receive school children at certain hours of the week, during school hours. Now, we would be tickled to death to set aside Monday and Thursday from two o'clock on for that purpose. Now, it didn't work well in Gary not because of any fault of principle, but because of the geographical location of the churches. Some of the children were so far away that they had to be dismissed at noon, one or two of the churches failed to give them the attention they deserved and the children played hookey from church. Then the churches failed to make a proper report of attendance. Teachers were secured to follow this up. That was a check on it for a while, but the parents then interfered. They said they were not sending their children to school to go to church. There were some parents who were not especially interested in church and they had no particular interest in sending their children. It was a very difficult situation. If that plan could be worked out in a community it would be an ideal situation.

Q. (Mr. Williams): Mr. Clerk, I should like to ask if you have any practical suggestion as to how to deal with that other matter, the home? What could the church do to help get in touch with the home?

A. (Mr. Clerk): The church could give a reception for the teachers at the beginning of the year. They could provide social contacts—a good many of the teachers are out of town teachers. If the churches could hold a reception so that all the churches in the community would be assisting, then no opportunity would be offered for any fanatics to say that some denomination was exerting all the influence.

Q. (Mr. Coleman): Could the matter of geographical location be overcome by having
a room set aside in a modern school house that could be used day after day by different denominations?

A. (Mr. Clerk): Yes, if your local School Board is so far broad-minded to do that, it would be fine. A good practical suggestion is for the ministers to offer their services for religious worship in opening exercises. Mr. Nelson has helped us out. Now the initiative for that ought to come from the preacher. That establishes another contact, and the children, especially high school children, after a while, will begin to report things at home that you have said in morning exercises, which the people can readily believe. It will pave the way for a broader viewpoint on the part of the community for religious demonstrations. Another suggestion is by way of helping the school to reach the homes—the parents' meetings, for instance, being organized by the school. If the church will exercise a real effort to publish them on the church bulletin, and announce them from the pulpit and encourage the parents to attend them, maintain the viewpoint that it is the duty and obligation of the parent to go to this institution that has their children five hours a day and see what they are doing for themselves, it is always helpful.

Q (Bishop Brown): Do you know the Journal of Religious Education?

A. (Mr. Clerk): Yes. I do not subscribe to it, but I know it is one of the best journals covering the subject of religious instruction.

You see the great danger in handling the religious instruction in public schools is the danger of being misunderstood—being misunderstood in terms of teaching denominationalism instead of religion, the thing that we ought to be teaching.

STATEMENT FROM REV. DUVALL CHAMBERS

I have been very much interested in the Parent-Teacher Association. For three years I have given out the meetings of that league every Sunday from my pulpit. I was chairman of the league for the first year. The second year I deliberately put in the two officers of the other denominations. They did not meet for nine months. In desperation we called a meeting and I was put back as chairman, but now we are accused of Episcopal denominationalism. We meet quite often, but ninety percent of the members are Episcopalians and the others are Baptists and Methodists. Now that is a question of misunderstanding. We wanted to co-operate, but it was impossible.

Mr. Clerk: The churches can do a great deal to help bring the home and the school together.

There is one great weakness in public school education, the women bundle the children off to school and they just accept the attitude "Well, I am rid of them until noon." They have a genuine sensation of relief. Well, now, that psychology has the effect of putting the school off. The objective of obtaining co-operation between the home and the school is discouraged by the very action of the mother. In the Seattle schools very often during the year we moved our day school program so that school began at noon, instead of nine o'clock in the morning, and then we went to day school during the afternoon and after supper. The fathers and mothers were expected to come back with the pupils to attend the session after supper. That device brought a great many parents into the school who never would have been in school otherwise. In a school of eleven hundred we had thirteen hundred visitors at one session. In many cases both parents came, and in most cases one; and the co-operation was wonderful. Whenever the school wanted anything it simply made a suggestion to the president of the Parent-Teacher Association and we got it.

Now, the church can encourage that sort of thing, as you see, by announcing it from the pulpit, and by assisting the superintendent to plan the programs by offering your services as speaker. In some communities ministers are the only men who can really present the problems in an interesting way, in a way that the average working man can understand.

Q. (Mr. Williams): Mr. Clerk, will you tell more definitely about this principle in your system? You made an effort to get fifteen thousand dollars. Will you just give us some ideas as to how it is to be used?

A. (Mr. Clerk): Under this kind of system each teacher becomes not only a teacher of arithmetic and reading and writing; in fact, she becomes very little a teacher of reading, writing and arithmetic, but becomes a teacher of individuals, a teacher of children. You see at once that that requires a rather strong type of personality, and that means you have
got to pay higher salaries. The average school teacher is not a safe person to act as a social or moral guide for children. I say this with a full knowledge of what I am talking about. The average school teacher is not a safe guide for children in moral matters and social matters and is not a safe guide for life. There are many reasons for that. The chief reason is that the educational profession doesn't offer sufficient inducement to attract those who have these qualities, nor has it the one great advantage that the church has, a great ethical purpose behind it, which would support them to a certain degree to exert the conscience and character to accept the responsibilities; so that a large part of it has to go into salaries, which will enable us to go out to schools of education and skim the cream and bring them in here as teachers. We have been able to do that thus far, and a large part of our money goes into teachers' salaries. It doesn't require any additional expense over the average school system, except a few incidentals, except in the matter of salaries.

TEACHERS AS ADVISERS

Now, teachers under this arrangement become advisers. They have a function which we recognize by a rather elaborate system of records. Our permanent record system provides for the child's photograph every two years, scholarship record, and character record, where various elements of character are given a rating. Incidents of the child's life are recorded. The child's attitude toward study is made a record of. It is accumulated evidence of the child's development in character, as well as development intellectually. It requires a person who has had certain training, at least in psychology, to make these observations; otherwise, there would be serious mistakes made. We have to pay for that. Each teacher in the first three grades is responsible as an adviser for the children in her grade. She starts with them in the first grade and has the entire grade through the first three years without a break. She has accumulated a record that she understands thoroughly. The next three years they go into the hands of another adviser, who has them for three years. They begin to meet other teachers, and they record their observations, so that after the end of the second three years we have a combined record from the various teachers who have come in contact with the child. And at the end of the sixth year they are ready for the junior high school period. When they go into the seventh grade they are appointed to advisers who will have them during next six years. Of course changes in the faculty afford some interruption, but that is taken care of as well as possible. Now they meet their adviser a half hour every day. That is the period when problems of conduct are discussed, when these intimate things are talked over between the teacher and the pupil. It is surprising the amount of confidential information that these children tell their advisers, which they do not even tell their parents. It requires definite training to do that kind of work. We have some teachers who are not successful advisers and we are making some changes because they will not be successful advisers, but in another school would make good teachers of subject matter. During this last six-year period the child meets a variety of teachers, but they meet these advisers every day. They bring all problems to this adviser. The adviser is a sort of "neck of the bottle" into which every piece of information about the child during these six years passes. All this time the cumulative record is growing. We have the physical changes recorded, not only on the health card, but by the report of the photograph you see the child grow in the character record. We notice that there is no longer any record of dishonesty, being caught cheating or bullying, or things of that sort. You notice that characteristics are beginning to be eliminated which are undesirable, and the desirable characteristics begin to accumulate. I got quite a thrill of pride when I noticed on my daughter's report card (we get out a report card which provides for grading on these characteristics every eight weeks, in addition to the grading in subjects) that she had improved in initiative. The teacher and I corresponded about it, we did what we could at home, and we observe that she is improving in initiative; and other qualities that were backward in improving show quite an improvement. Evidently the instruction of the year is having its effect now.

An illustration of how this works out in the life of the children under the new methods was demonstrated upon the ball ground within the last few days. The new Methodist minister was driving by the ball ground
and a foul ball broke the side wind-shield of the car. The boys, of course, saw the accident, but he drove on and did not stop. He wrote a letter to the high school principal, blaming nobody for the accident, but saying that he would leave the matter in Mr. Duffey’s hands. In the meantime some of the boys had tried to find the minister to make adjustments, but they could not find him. Mr. Duffey published a bulletin to the effect that this situation had come about, that he did not know the names of the boys involved in it, but would like to have them meet him after school to discuss it. There were eighteen boys in the game, fourteen reported, one was absent from school, and one sent word that he recognized the meeting but had to go to work. Now, that group had a meeting with Mr. Duffey. He explained the situation and asked that they suggest how to work out the solution. Mr. Duffey then went with me to another room on some business. The boys had a meeting, they appointed a committee of three students to call on the minister to offer to pay for half the cost of the wind-shield, because it was an accident. They also recognized the fact that there was a chance there for cooperation: it was a foul ball, but nobody could control a foul ball. Now, if that minister is a good sport he will see that. Now, there is a solution of a moral problem which in my day would have been settled on an entirely different basis.

Q. (Bishop Brown): Professor Coe made an investigation with results which surprised most of us. He too five thousand people at random and made a careful investigation of these five thousand as to when they united themselves with different churches and these five thousand people went all the way from ten years of age up to seventy-five. He discovered as a result of this investigation that as they increased in age they were less and less faithful to the vows they took and was a tremendous surprise. His explanation of this fact was this, and I am inclined to think it is the right one: he said that the age between twelve and fifteen were the most impressionable; and emotional; he said that is the age when great physical changes take place in the lives of the boy and the girl. Up to that time a boy will tell his mother everything that he does, good, bad or indifferent, but at that time he will shut up like a clam. With a girl, as I know, just about that time they go off and cry if you ask them what is the matter, they say they don’t know, and they don’t; they become dreamy and all kinds of things. Now, he said, may it not be that that is the proper age when religious principles should be emphasized?

A child of twelve, a little boy, came to me and said “Bishop, I want you to confirm me today.” I said, “Does your mother know about it?” He said, “No, she doesn’t want me to be confirmed but I want to be confirmed.” I went out and saw the mother and she said that the boy ought not to be confirmed. I said, “I think you are making a great mistake not to have the boy confirmed.” She insisted not, and so I said to the boy, “I hope when I come another year you can be confirmed.” It was nearly two years when I returned. The mother then asked me “Will you confirm my boy?” But the boy said “I don’t want to be confirmed now.” The mother burst into tears, but the boy had made up his mind—he didn’t want to be confirmed.

Do you think there is something in that hypothesis—perhaps a true explanation of the proper time to begin definite religious instruction, to satisfy that need and instinct that the child doesn’t know how to explain for itself?

Q. (Bishop Brown): Professor Coe made an investigation with results which surprised most of us. He too five thousand people at random and made a careful investigation of these five thousand as to when they united themselves with different churches and these five thousand people went all the way from ten years of age up to seventy-five. He discovered as a result of this investigation that as they increased in age they were less and less faithful to the vows they took and was a tremendous surprise. His explanation of this fact was this, and I am inclined to think it is the right one: he said that the age between twelve and fifteen were the most impressionable; and emotional; he said that is the age when great physical changes take place in the lives of the boy and the girl. Up to that time a boy will tell his mother everything that he
coming great men, when ambition begins to stir. If my boy comes to me at that age and says, "I want to be a detective," I shall simulate an interest in detectives which I may not feel in order to hold his confidence. I shall get him all the books on detectives I can find, and talk to him about them. If I can walk along with him during these tremendous changes I am going to be with him after the change is over. If I am going to take the attitude this mother took, I may not be so close to him after it is through.

That is where advisers in high school have their most delicate situation, dealing with children going through this adolescent period. The social changes taking place in a boy's life at that time are more important than the physiological changes. I expect every one of you remembers the time when he first put on long trousers, what it meant; everybody changed, the whole world changed, your friends changed—some of them even seriously started to call you Mister; you became a different individual with a totally different set of reactions and experiences. The girl goes through similar experiences; for instance, changes in the style of dressing her hair mark changes from the girl to the young woman, whether she puts it up or down or cuts it off, whatever the fashion happens to be. She is in a totally different situation. She begins to have different friends—they mean different things. That thing happens almost over night, and they are in an intense emotional state. They are easily irritated. They think about things that we know not of.

I have often watched closely with my own children, and I am surprised sometimes that literature has not yet enriched itself with observations on adolescence which could have been made.

We have tried our character development in the schools, so that in the junior and senior high schools they will be gradually taking over responsibilities to help supplant the need they feel. Now here is the time when they feel the need of some association or contact. They want to join the church because they must feel that there they are getting religious comfort. They get the view that the minister is a man whom they know they can trust for information, and any effort to discourage that is tragedy.

Now, in the school, in the life of the child, we have established an honor system, an honor court—individual responsibility for one's actions, responsibility for the group. In case of a misdemeanor in the classroom the student court convenes; a boy is brought into court. He is asked for a statement, is encouraged to make a clean breast of everything. The court acknowledges that kind of statement and the sentence is always less severe than if the boy tries to hide things. The court acknowledges lack of school spirit, the good name of the school imperiled by any act of dishonesty or chicanery. We have there, you see, a basis of translating religious experience in terms of moral situations, and I think the church ought to specialize on adolescent children. They ought to make special efforts to interest them at that time. We have eliminated the study of Shakespeare from the ninth and tenth grades of the school, because we realize that children at that age are not interested in that kind of reading. They are interested in heroes and brave deeds. We give them that kind of reading, and after they get over that tremendous emotional period, they steady down to appreciation of literary things. You see, this statement which I am making, which is more or less in topical form, gives an appreciation of the high type of training that would be required on the part of the teacher to understandingly handle these things. Every child is a different individual. Some become hysterical at this period; some are morose or melancholy. There is a great opportunity for the Sunday school in dealing with children, and in establishing a basis for cooperation with the schools.

Q. (Bishop Brown): You have not only answered a good many questions, but you have put into our minds a great many problems, perhaps about which we have thought very superficially, and about which we want to think very carefully, but I am sure, as a result of this conference I am simply overwhelmed with the thought of the schools throughout the state that are not only not doing this, but can't. Now, what can the church do? I should say this much at least to my own clergy here, that it is a little less than a crime for a man to live in a community
and not be interested in this most vital problem. Of course there will be differences of approach, but it seems to me we could all do something to bring along a better day.

A. (Mr. Clerk): There is a statute on the books of Virginia which requires moral instruction; it is compulsory. There you would have a good legal basis for approaching school superintendents. If the ministers in any community can get together, they can probably help the school superintendent to comply with this law. Assure him that you are interested in getting moral education across, that you would attempt to do it in the church.

This is one of two or three favored states now that have a legal justification for an approach of that kind. I think it represents a tremendous opportunity, for the educational situation in Virginia is improving. Superintendent Hart is a rare man in his position, and he has broad vision and a strong determination to see that education in Virginia is brought up to a better plane than it is on now and I think we are on the edge of bigger and better things. And while that is, of course, a general statement and not very definite, I think it means that once the people in these communities appreciate the value of education they will see to it that the schools are improved to the point where they can provide the teachers and the equipment.

Q. (Bishop Brown): You perhaps may know that I, as a result of my work, felt that the most crying and fundamental need of the church was this question of the education of our boys and girls. Of course there would be those disposed to criticize any such theory as being undesirable—that all of us ought to devote ourselves exclusively to bettering the public schools of the state. I feel, however, that while that is, of course, a general statement and not very definite, I think it means that once the people in these communities appreciate the value of education they will see to it that the schools are improved to the point where they can provide the teachers and the equipment.

A. (Mr. Clerk): Whether or not it would interfere would depend altogether on how it was handled. In principle there is no need for conflict between private and public schools. I have been connected with both. I was Headmaster of the Powder Point School in Massachusetts. There is a place in our present civilization for the private school. It can perform a function that the public school can not, as organized at present, perform. As you look back over the history of education you see that schools almost entirely in the Colonial Period were private schools. The state began to recognize the school as a means of having the majority of its people educated so that they can understand the problems they are voting upon. I expect that two hundred years from now there will not be any private schools. There will be some families who will perhaps always believe that the private school is better. I see, in between, a modification, a sort of semi-private-public school. The General Education Board of the Rockefeller Foundation is interested in this, in pointing the way to the men of great wealth throughout the country, showing them a place where they can put their money, instead of in libraries, and where they can reach great numbers of children and give them educational advantages the community can not afford to pay for. It was started, I think, by the Fricks, in Pittsburgh. Mr. Miner, of Chazy, N. Y., endowed the school system there. Another one is at Van Wert, Ohio. Those three have appeared in the last five years.

There is no need for interference, but there is a great opportunity for cooperation. The private school can establish certain educational functions that the public schools can take observance of. There is a situation near Chicago, where the people of these five townships said, "We want our children to have the advantages of private schools. We will ask the legislature to allow us to establish a school system in this community which we ourselves shall support." They have done that in a high school there since 1912. Their per capita cost is $252.00 per year.

I am very much for the private school in the field where the private school can function better than the public school. There are large numbers of people, like army officers, missionaries, etc., whose duties carry them long distances; they send their children mostly to private schools. My wife was educated in a Catholic Convent. She got a certain safeguard in character education in that convent, that she would not have received in a public school. The character side of education is infinitely better protected in a private school than it could possibly be in a public.
Q. (Mr. Nelson): Mr. Clerk, I left for a few moments and did not hear all of your answer to Bishop Brown's question. Did you bring out in connection with the private school the great opportunity of training leaders to meet the need in the public schools now?

A. (Mr. Clerk): No, I didn't, not specifically. It grows out of the opportunity for character education.

Q. (Mr. Coleman): What do you think is the significance of the recent legislation in Oregon restricting the use of the Bible and religious instruction in the public schools?

A. (Mr. Clerk): That is just a temporary flare-up. It has no real significance. I am almost positive it will be repealed in the next legislature.

THE ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION

The thirteenth annual meeting of the International Kindergarten Union was held in Pittsburg, April 16-20. It represented kindergarteners from California to Maine, from Minnesota to Florida; and those states which could not send delegates sent messages.

One of the most interesting people who attended was Emily Poulsson, one of the pioneer kindergarteners. Her songs and stories have not only delighted the hearts of kindergarten children, but those of the first and second grades as well.

The meeting was crowded with conferences from beginning to end; and like every good meeting several of these were held at the same hour, so that those in attendance had to choose those which best answered their needs. The kindergarteners of Pittsburg, together with the Pittsburg Teachers Association and the Woman's City Club, were most cordial in their welcome. Excursions to the kindergartens and the various points of interest in the city were made possible by the kindness of citizens in giving the use of their automobiles.

That the kindergarten is no longer entirely a woman's movement was made clear by the number of prominent men who took part in the program. Mr. Angelo Patri, of New York City, spoke on "The Aspects of Child Growth"; Mr. George Bellamy, on "The Effect of Play upon the Minds of People of Various Nations"; Dr. W. T. Root, of the University of Pittsburg, on "The Importance of Pre-First Grade Training"; Dr. Will Earhart, of Pittsburg, on "Music in the Kindergarten"; Dr. Bird Baldwin, University of Iowa, on "Measuring Childhood"; and Dr. Frederic Bonser, Columbia University, on "Standards for Early Elementary Education."

One of the outstanding addresses was given by Patty S. Hill, Head of the Kindergarten Department of Columbia University. Her topic was "Taking Stock in Kindergarten." She took her audience back to the early days when the kindergarten idea was first introduced into this country; and to those first kindergarteners the greatest homage is due. She paid a glowing tribute to the founder of the movement and the new ideas which he gave regarding childhood and the importance of play in education. She also brought out the fact that in the light of modern psychology and science kindergarten training must not lag behind, but must change to meet the changing demands; and as a result the kindergartens of today are keeping in stock the great idea that education is growth and that this growth can best be accomplished through doing and play. They have laid in stock the ideas that health and interest are also necessary to growth; and they are willing to invest in various types of intelligence tests and a study of the effect of the emotions on growth. Some of the more progressive kindergarteners have already begun a study of habits which should be formed in the kindergarten and are tabulating their results, while others are working on a record sheet which may be used alike in the kindergarten and early primary grades.

Mary Louise Seeger

The reorganized National Association is a new force because it has taken on a new character. The new Association is truly National. All the forty-eight State associations are affiliated with the National Association and send delegates to its representative assembly. Local Affiliated associations are scattered throughout the States.—Dr. William B. Owen, President of the National Education Association, Chicago, Illinois.
Dramatics in the High School

Because high school dramatics is of such importance to those interested in the development of the high school pupil, I have made a study of the high schools in Virginia to find out what they are doing in dramatics. An editor of a collection of plays for classroom study says, "Properly directed work in dramatics develops the pupil's power of self expression through its training in the co-ordination of mind and body."1 He believes that it makes for social efficiency; that it quickens the powers of visualization; and that it tends to deepen the student's knowledge of human nature.

The desire to imitate is an inborn instinct in man, and by means of a school play or plays we have an excellent opportunity to guide the pupil's initiative powers. But we must be sure that the pupil is getting the very best plays to work on and live with, because if they are good plays he will live with them. "If he receives nothing else from it, repeated rehearsals of eloquent, beautiful or racy language must leave at least a subconscious impression."2 We find that the most significant value of dramatization is the attainment of the power to express the best that is in us. Many children, when they reach the high school age, become so self-conscious that they really suffer. Dramatic guidance of the best sort, more than any other agency, helps to prevent this miserable self-consciousness and awkwardness, and aids in self-expression. To really make plays bring out the best that is in the pupils and create the interest that should be there before the play can be properly presented, they should be given for pleasure and artistic effects, not as a money making performance. The interest should be in the play itself and not in the crowd which will come or the twenty-five or fifty cents which will be taken in. When this idea is instilled into every dramatic coach in the high schools we can expect better plays and more appreciation from the pupils. And incidentally, the public will profit by them as well as be entertained. It is because of my interest in these facts that I have made a survey of dramatics in the high schools of Virginia.

In an effort to find out just what the high schools of Virginia have been doing in the last three years, I formulated a questionnaire made up of the following questions:

I. What plays were given in your school during the last three years; were they under the auspices of the school or of some group of students?

1919-20
1920-21
1921-22

II. Check below the word which tells under whose direction the plays are produced:
Principal
English Teacher
Interested Citizen
Teacher of Dramatic Coach

III. How many years experience has the director had in this work?

IV. Is the director paid anything from the proceeds of the play, or is he paid by the school?

V. What is your customary price of admission?

VI. What disposition do you make of the funds other than to meet expenses of production?

VII. Is work in dramatics carried on by a dramatic club?

VIII. If so, when was it organized?

IX. How many members has it?

X. Of what value is the club, in your opinion, to the school and to the community?

In order to get a well rounded list of high schools to send the questionnaire to, I selected fifty schools situated in every section of the state. To make my survey more representative I chose some city high schools, some country high schools, some which are accredited and some which are not. This list may, of course, leave out some places which are doing great things in dramatics (and some which are not), but as a whole it is offered as a representative group. The high schools to which the questionnaire were as follows:

Accomac
Alexandria
Apple Grove
Ashland
Bedford
Big Stony Gap
Blackstone
Bridgewater
Bristol
Buchanan
Buena Vista
Cape Charles

Front Royal
Gordonville
Harrisonburg
Janet
Lexington
Luray
Lynchburg
McGaheysville
Mannasas
Martinsville
Newport News
Norfolk

1 Plays for Classroom Interpretation, by Edwin Kneckerbocker. Holt.
I received answers from thirty-one questionnaires of the fifty which I sent out. Upon these answers my report is based. All the large city schools replied and a well distributed number of small high schools.

Replies to the questionnaire disclose great variety in the plays which are being given. Choosing the play is one of the most important decisions the coach must make. Of course one wants a play which will please the audience, but even more important considerations, it seems to me, are authorship by a good playwright and suitability of parts to pupil actors. And even among good plays, it has been pointed out, there are pitfalls: “plays so artistic that they are merely bizarre; . . . others so realistic that they are stupidly vulgar.” It is the coach’s problem to strike a happy medium.

In choosing a play of literary value, the argument may be that it is too “high-brow”, or that the royalty is too great, or that it is too hard for the pupils to present. A good play is always good. The lines are well written and clever, and they will stand through generations as something worth while. A purely commercial play “draws a crowd”, and a large part of that crowd is there because the rest of the crowd is there. Is not the high school play the starting point to begin enlightening and at the same time entertaining the public with good plays?

The question of royalty comes up. It may be five or ten dollars, but every good thing has to be paid for. The author of the play has to make a living and it is made partly through the royalties he receives. Decide to give a good play; consider the royalty as one of the expenses; there will be money enough to pay it.

A good play improves each time it is rehearsed, and the more thought and study put on it, the more real value is received. A poor play can not be good even with good actors. It lacks the personality of a good writer.

A great many people prefer the long play rather than the one-act play. The long play is perhaps a little difficult for the pupil to work with, and requires more work. The one-act play is the play for the high school pupil. There are so many good one-act plays available today and they are most fascinating. They require only a few characters, and the scenery is very simple. An evening of two or three one-act plays makes a well rounded program and a very delightful one.

From the answers to the questionnaire, I made the following table which gives the names of the schools and the plays given in the last three years:

| Accomac:       | Down By The Sea          |
|               | Much Ado About Bettie    |
| Apple Grove:   | Deacon Dubls             |
|               | Darktown Thirteen Club   |
|               | In Dixie Land            |
|               | When Smith Stepped Out   |
|               | Kentucky Belle           |
|               | America In Pilgrim Days  |
|               | Mr. Tubbs of Shantytown  |
|               | Always In Trouble        |
| Bedford:       | And Home Came Ted        |
|               | The Hoodo                |
| Big Stone Gap: | Uncle Josh               |
|               | Mr. Bob                  |
|               | Nothing But the Truth    |
|               | Negro Minstrel           |
| Blackstone:    | No Plays                 |
| Buchanan:      | No Plays                 |
| Bristol:       | Commencement Days        |
|               | Kentucky Belle           |
|               | Pattie Makes Things Hum  |
|               | A Bunch of Fun           |
|               | Pauvre Sylvia            |
| Charlottesville: | Green Stockings         |
|               | A. E. Mason              |
|               | The Romancers            |
|               | Rostand                  |
|               | The Mollusc              |
|               | Davies                   |
|               | Alice Sit By the Fire    |
|               | Barrie                   |
|               | Mrs. Dot                 |
|               | Mangham                  |
| Clifton Forge: | No Plays                 |
| Danville:      | Katcha-Koo               |
|               | The Importance of Being  |
|               | Earnest                   |
|               | Oscar Wilde              |
|               | A Strenuous Life          |
| Dayton:        | Safety First             |
|               | Borrowed Money           |
|               | Putting It Up to Pattie  |
From the list of plays above it will be noticed that some of the plays are well known and very familiar to us, while a large per cent of them are commercial plays. The most popular plays are "Green Stockings", by A. E. Mason; and "The Importance of Being Earnest", by Oscar Wilde. These are good plays. In a number of instances, plays are musical comedies. These may well be given by the glee club rather than the dramatic organization, or by a combination of the two, as the music is the important feature in the musical comedy.

Too often the coaching of the play falls to the lot of the English teacher, principal, or some other teacher, whether he has had any training and is interested in dramatics or not. The person who coaches the play should be one who has had training and who has a keen interest in dramatics.

Out of the thirty-one schools from which I had answers, in ten cases the principal coaches, and in twenty-two cases the English teacher is coach. Sometimes it is found that the English teacher and principal working together coach the plays. In one school, the coaching is done by the expression teacher. In five of the schools a dramatic coach is engaged to come a few days before the play is to be given and "touch the play up". (This is a good idea, provided the coach is interested and is not a tenth-rate actor out of a job.)

We find that some of the persons coaching the plays have had no experience; others have had as much as fifteen years in this work.

The admission fee ranges from fifteen cents to one dollar. Those schools charging as much as a dollar are the large city schools which have to rent a theatre for the performance, and naturally the price of admission must be more. The funds from the plays in practically every case are used for athletics. In some places the money goes to the school library, commencement expenses, school annual, glee club, or school furnishings. Newport News is the only place in which the proceeds are used for the dramatic work of the school.
only. This should be true in every school which has a dramatic club and it would be fine if, in the schools which do not have a club, the money made on a play could go to help organize a dramatic club. The dramatic club makes the money and should use it to build up a library of plays and dramatic literature. The club should subscribe to some theatrical magazine so that it may keep in touch with what is being done in the field. There are dramatic clubs in Charlottesville, Norfolk, Newport News, Portsmouth, Roanoke, and Smithfield and it is evident that some of the best work is being done at these places. No doubt it is due to the fact that they have an organization. I would like to see a good dramatic club organization in every high school in the state, because of its value to the pupil and the school. The Charlottesville high school considers that the dramatic club has a wider influence in the community than any other school organization, and that it has been a great stimulus in literary and artistic interests among the pupils. Many other schools find it a great benefit to the school and community.

Before dramatics in high schools can progress more rapidly, it must demonstrate its great value to the pupil. This must be evident to the teacher, the principal, and the community. In some schools a dramatic course is offered as an elective. We may hope to see the time when a dramatic course will be in all high schools, where appreciation and interpretation will be taught, "required" books be discussed, and where plots are talked of and plays written. Until dramatics has a place in the course of study in the high schools, we must have the best that can be gotten through clubs and plays given by the schools. I would like to emphasize again that plays should be given for the love of the work and the value received by the pupils, and not for the amount of money which can be made.

All over the United States and in a few cities in Virginia, we find Little Theatres entertaining hundreds of people. These Little Theatres are a benefit to the high schools in that they work indirectly with them because they interest the pupils in dramatic productions and give them the best at all times. As far as I know, there are Little Theatres in Richmond, Lynchburg, and Lexington. In 1911 there were only three Little Theatres in the United States and at the present time we lead the world in the number of Little Theatres. "The Little Theatre is a place where unusual non-commercial plays are given; where the repertory and subscription system prevails; where scenic experimentation is rife; where 'How Much Can We Make?' is not the dominating factor. Little Theatres are established from love of drama, not from love of gain."4

I have listed fifty plays here which are taken from suggested lists5 found in my study of this subject. Each of these plays appears at least in two of the lists, and over half of them appear in three of the lists. These plays have also been given in high schools all over the country and have proved successful for high school pupils. These plays are submitted as of the type which the high schools of Virginia may wisely offer.

Admirable Crichton, The, J. M. Barrie
Affected Young Ladies, The, Moliere
Alice Sit By The Fire, J. M. Barrie
America Passes By, Kenneth Andrews
As You Like It, Shakespeare
Barbara's Wedding, J. M. Barrie
Bue Bird, The, Maurice Maeterlink
Comedy of Errors, The, Shakespeare
David Garrick, T. W. Robertson
Doctor In Spite of Himself, The, Moliere
Fame and the Poet, Lord Dunsany
Fannie and the Servant Problem, Jerome K. Jerome
Green Stockings, Mason
Hour Glass, The, W. B. Yeates
Land of Heart's Desire, The, W. B. Yeates
Lost Silk Hat, The, Lord Dunsany
Man From Home, The, Booth Tarkington
Merchant Gentleman, The, Moliere

4The Little Theatre In The United States, by Constance D'Arcy Mackay. Holt.


The Play Course In High Schools, by Frank Tompkins. The English Journal, Vol. 9, 530-533.


If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.—Thomas Jefferson.
the parents who send their children to the public schools pay next to no taxes—direct taxes. Truly a parlous state of affairs, men and brothers. President Pritchett comes none too soon to the rescue.

While such flippancy is justifiable enough, it is not wholly opportune. It is not a matter of levity that many citizens of wealth will agree in their clubs that Mr. Pritchett is thoroughly sound and that many radicals will seize upon these utterances as further proof that the great Foundations represent a conspiracy on the part of capital to secure control of popular education. There is enough class division and mutual suspicion as it is; the flames do not need feeding. But the truly serious thing is that any such discussion as that of the report distracts attention and thought from just the concerns that do demand inquiry and criticism. To say that one of our great troubles is that too many youth go to school, distracts attention from the unsolved problem of better individual adaptation of education to the needs of those who attend.

To say that the remedy for the existing congestion of studies and existing uncertainty of aim and method is to contract the curriculum, to confine it to the few things regarded by Messrs. Smith, Jones and Pritchett as “fundamental,” is to shirk one of the most difficult intellectual problems that exists today: the development of a curriculum at once rich and unified. Just because there is so much to criticize in existing public education, just because there is force in the charges which the report makes—much more force than novelty—it is serious that haphazard, superficial and inherently impossible remedies should be suggested.

As for the number of children and youth in schools: the report says that “in no country in the world does so large a proportion of the energy of the teaching profession devote itself to the tedious task of lifting ill-prepared children and youths through courses of study from which they gain little or no good.” Our acquaintance with the world is not sufficient to permit us such sweeping generalizations, but without reference to other countries there is a serious problem indicated. It is the problem of discovering studies and methods which will be adapted to the multitude of individual children and youth from all classes of society who now go to school. But to President Pritchett there is no genuine social and intellectual problem in this state of affairs; no question for continued experimentation and hard intellectual work. The whole affair is already diagnosed: the schools are “overcrowded.” The remedy is already known: fewer children should go to school.

It is generally admitted that the twelve years of the elementary and secondary schools naturally divide into periods of six-and-six. Theoretically children would finish the first period at the age of twelve. But make it fourteen years of age. We pray the reader to call up in imagination as many actual children as possible of the ages from twelve to fourteen. Then let him imagine that the schooling of these children now terminates. What have they got? How much is it possible for them to get at this age even if teaching were much improved? Then let him ask himself what are the prospects of our future society, we shall not even say democracy, when schooling ends for the great mass of human beings at this stage of maturity? If he thinks at all he will admit that their future will be determined almost exclusively not by education but by accident. The notion that schooling should end for all but the ablest and most fortunate at twelve to fourteen years of age is a monstrous survival of everything that we as Americans are committed to getting away from. It represents an abdication of social intelligence and nature; a surrender of society to blind chance with the odds all on the side of those already favored by fortune.

Nevertheless no sensible person will claim that the greater number now in school get from it what they should get. Mr. Pritchett says that the schools “retain” great numbers who are ill-suited for formal study but who have marked ability in other fields of study. This is true. But is the moral that they should be turned loose at an immature age or that schools should adapt themselves to dealing with these other forms of ability as well as with those that manifest themselves in formal study? If this question has even been asked it is safe to say that the entire discussion of the present situation would have been radically other than what is now given.

Schoolmen in the field were long ago forced to recognize, as greater numbers of pupils came to them and came to them from sections of the community not habituated to education,
that the old formal studies would not meet the need of larger numbers. They began experimenting to find out what studies and what methods would meet it. Mr. Pritchett gains an easy and useless victory by his statement of the idea underlying the enrichment of the curriculum. According to him it is the notion that every child should study a little bit of everything. But as a matter of fact the present undoubted congestion and consequent superficiality of instruction has a totally other source. It is the product of reaching out to discover, with little in the past to give any aid, just what studies and methods will reach the mass of children, as over against those of a group selected from the intellectual class.

No very positive result has yet been achieved. The older type of education has behind it a history of two thousand years. The new type has not succeeded in thirty or forty years in finding a scheme of instruction as well adapted to the individuals of an unselected mass as the older one was to those of a selected class. This is unfortunate, but hardly surprising. But to urge as a solution a return to the "intellectual" standpoint and aim of the older type only indicates that the rudiments of the problem have not been grasped. Mr. Pritchett's attack should have been directed not against the schools but against the forces which are changing society. That elementary education should consist of the "fundamentals" is as true as gospel. But whenever we find a person who is quite sure that he already knows the fundamentals of modern life and education, we find also a person who thinks fundamentally in terms of past epochs of history. He thinks he is thinking when he is only railing against the fundamental forces which are making modern society. It does not follow that these forces are good because they are modern. But it does follow that they cannot be ignored; advice to return to the principles of a past age when the forces that made that age are past is futile and barren.

Attempt to act upon the advice merely injures to the advantage of one present class and the disadvantage of another. There is no danger or, if you please, there is no hope of a return to the schooling of even forty years ago. But there is danger that utterances like those of the report will give added force to a movement to curtail the schooling of all but the well-to-do-children of the community and to foist upon the schools a narrow trade training so as to keep children in the social stratum of their parents. There is waste enough and confusion enough in our public education. But it has been saved so far from these infinitely greater evils. A transitional and often incoherent society has reflected itself in a transitional and confused education. Coherency and unity are badly needed. But they will not be found in methods which turn present forces into fixed channels of division. We need to discover fundamentals just as we need to spend a good deal more than a billion of dollars upon our schools and to keep many more much longer in schools than we now keep them. These needs require for their fulfillment faith in humanity and faith in inquiry and continued experimentation. Social snobishness, fear for the pocket of the tax-payer and complacent assurance that fundamentals are already known render only a disservice.—The New Republic.

An attractively illustrated article in the April number of The Ladies' Home Journal, entitled "Every Day in Every Way Their Kitchens Grow Better and Better," represents the work of Miss Lillian V. Gilbert, a graduate of the State Normal School at Harrisonburg, Class of 1914. Miss Gilbert will be well remembered both by students of this school and by people who have kept in touch with the development of the Home Demonstration movement in Virginia, because her accomplishments have time and again attracted public attention. Miss Gilbert deserves wide recognition for the character of work she is doing.

The Association is now in a position to exercise a professional leadership in education in the country that can be assumed by no other organization, institution, or group of individuals. By reason of its numbers, its resources, its National character, its form of organization, and not the least by reason of its professional, impartial, democratic, and American principles and standards, it can win and hold the confidence of the members within the profession and claim and secure the respect, the approval, and the cooperation of the public.—Dr. William B. Owen, President of the National Education Association, Chicago, Illinois.
EDUCATIONAL COMMENT

THE WINCHESTER SCHOOL SITUATION

YOUR letter of May 26th at hand, and I am very grateful for your suggestion that I prepare "a write-up about the Winchester situation" for publication in The Virginia Teacher, and I agree with you "that the day has been saved more or less by the newer relations between the City Council and the School Board."

The fact is that the so-called "Women's and Children's Crusade" for the Handley Schools of Winchester "was a most interesting demonstration of certain fundamental laws of psychology when applied to the minds of the public and ought to teach us some very useful lessons which should never be forgotten.

To assemble the data within the space allotted for this publication will be difficult and the brevity will necessitate some degree of crudeness. Briefly stated the facts are as follows:

The City of Winchester received many years ago from Judge Handley the donation of the Handley Foundation "for erection of schools for the poor," the funds not to be expended until the termination of a twenty-year period for the accumulation of compound interest. The town council of the city of Winchester, at that time existing, for various reasons refused the donation, and a Board known as the "Handley Board of Trustees" was created with authority to act under the liberal interpretation of the judge and expend the funds at their discretion for the erection and maintenance of schools.

Result—public school system under the control of School Board, supported by funds under the control of the Handley Board and fifteen thousand dollars appropriated by the town council and certain State funds.

Corollary—ultimate confusion, unless absolute agreement and harmony and complete understanding should always exist between Boards, Council, and public.

When the funds became available the School Board employed as superintendent one of the most distinguished educators in the country, Mr. F. E. Clerk, and the Handley Board paid his salary. Mr. Clerk accepted the position in spite of the advice of his friends who thought that the proposition was too big a mouthful to be digested by the public of so small a community, and that his success, if he should succeed, would guarantee his failure, as it was impossible for the public to be quickly educated to absorb the ideas essential to the maintenance of superior public schools on such a scale.

Anticipations were completely justified, and a few weeks ago, when Mr. Clerk's work had achieved success and the schools had developed past the possibility of support by a fixed sum, which was sixty thousand dollars from the Handley Fund for maintenance, fifteen thousand dollars from the town council and eight thousand from the state, a request was made by the School Board to the town council for an additional fifteen thousand dollars to keep in the curriculum the following essentials—the kindergarten, the departments of art, music, physical education, manual training and agriculture, the school nurse department, the primary supervisor, the Junior High School supervisor, and to prevent the elimination of free text-books. The School Committee of the town council investigated the whole situation, and, with a divided report, suggested the appropriation of three thousand dollars—this resolution was lost on the floor of the council by a vote of six to four.

When this became publicly known, certain friends of the Handley Schools who were on the inside, so far as possessing a personal friendship of all parties involved is concerned—namely, the superintendent of schools, Mr. Clerk, the principal of the high school,
Mr. Duffey, the members of the town council, and the members of the Handley Board and the School Board, and believers in the Handley system—secured the attendance of the officers of the various women's organizations in the community at a meeting of the School Board when it was anticipated that the relations between the School Board and the Handley Board would come up for discussion. These ladies were present in spite of the uncertainty in the minds of certain distinguished members of both boards as to the advisability of their presence, this uncertainty being so great as really to amount to opposition. This opposition was due, in my opinion, to the fact that though theoretically the public was always invited to the meetings of the two boards as well as the town council, practically they never attended. The boards were therefore left high and dry without public support or co-operation.

At that meeting it developed that there was a profound difference of opinion between the financial management and the educational ideas within the board itself, but as a result of that meeting absolute unanimity of opinion and harmony of action was secured. This statement is made because it illustrates one of the profound difficulties innate in the problem of public education throughout the whole country—the natural tendency on the part of financiers to dictate to educators and, vice-versa, the natural tendency of educators to dictate to financiers, the writer believing that the financiers should control the financial policy and the educators keep their mouths shut on that subject, the educators to control the educational policy and the financiers keep their mouths shut on that subject.

At any rate the School Board eventually, after most harmonious conferences of the financiers and educators, requested from the town council an immediate appropriation of five thousand dollars as the last minimum which would keep the schools efficient, together with a school tax levy, beginning with the new fiscal year, at a fair rate of per cent providing for the future needs of the school, and asked the members of the women's organizations in the community to secure petitions to the council to grant the money.

Resumé of situation up to that time—Handley Board controls funds twenty-five years without losing one red cent, School Board supremely efficient in administration, Handley Schools supremely successful, public ignorant of facts, School Board and Handley Board harmonious, town council unwilling to grant funds, some of them being personally opposed to same, others believing public opposed to same.

History of action leading to successful conclusion of "Women's and Children's Crusade"—secret meeting of the student executive council of the Handley Schools, being the governing body of the children themselves, called in the Handley Library, without authority or encouragement of teacher or principal, superintendent or School Board. Public mass meeting following Sunday afternoon conducted by children themselves. Spectacular, whirlwind campaign for education on the part of the women and children to sell Handley Schools to the citizens of Winchester, securing in ten days education on the part of the public as to the Handley Schools which should have been the result of systematic effort during many preceding years.

Method used—four-minute talks on the part of the children themselves at moving picture theatres. Interviews on the part of the women with the members of the town council. Letters from women's committee to parents of children distributed by children themselves throughout the town. Telephone calls on the part of all friends of the schools to business men throughout the town asking their help. Columns of Winchester "Star" turned over to committee by editor, Mr. Byrd, for wholesale publication of reports of boards, letters from members of town council, public-spirited citizens, and editorials on the part of the owner of the paper. Town in furore, wild rumors of all sorts, great excitement, children making life miserable for parents on behalf of school system, bankers wishing the noise would stop, merchants wishing the 'phone would stop, preachers excited, life of town council unbearable. Meeting of town council for consideration of appropriation, women present. Meeting lasted until quarter past one o'clock in the morning—appropriation granted, vote ten to two in favor of same—only two being incorrigible. The impossible had been accomplished by the women and children of the community and the Handley Schools had been sold to the community for all time,
the Handley Board and the School Board approved, Mr. Clerk's reputation as an educator and Mr. Duffey's success as a principal publicly endorsed, efficiency of women as organizers demonstrated, success of Handley School System in training for character and citizenship demonstrated beyond peradventure, justification of theories of education introduced by Mr. Clerk into the Handley System of character education. This system of character education is summarized in a resolution passed by the Federation of Women's Clubs reported later in this article.

Now, my dear sir, I have attempted to condense into this short statement a development lasting over a period of twenty-five years, the most important contribution to the experiment in public school education with which I am familiar, and I am convinced, and I trust your readers are also convinced, of this fact—that School Boards and Handley Boards and town councils and county commissioners and legislatures and all other public organizations are public servants, and they cannot progress faster than public sentiment, and that the most important thing in the problem of public education is for the educators themselves, by efficient methods of educational salesmanship through the women and children—yes, and the fathers too, for they are as interested in the children as the mothers are—to sell the public schools to the State of Virginia for such sum as will support them without starving the teachers to death and jamming the children in unsanitary buildings and using archaic methods and making Virginia, from an educational standpoint, ridiculous in the eyes of the world.

The prospects, both local and statewide, of achieving this desirable end of educational salesmanship are very bright, the whole community now being united in a sentiment to support the Handley Schools under the present management, guaranteeing public support for the continuance of the system established by Mr. Clerk.

The continuance of this system is doubly assured by the fact that though Mr. Clerk himself has accepted the position as Superintendent of the New Trier Township High School near Chicago, a field of much wider usefulness, he is to be succeeded as Superintendent of the Handley Schools by Mr. Hugh S. Duffey, whose previous preparation and special training as principal of the Handley Schools eminently fit him to carry out these far-reaching plans.

Another hopeful sign of the local situation is the fact that Hon. H. F. Byrd, editor of the Winchester "Star" issued the following editorial when Mr. Duffey's appointment was announced in the "Star", and, as this editorial is not only of local importance but has a deep significance toward the welfare of the whole state, I am including it at this place in the discussion:

THE NEW SUPERINTENDENT

The election of Hugh S. Duffey as superintendent of the Handley Schools will be received with very general approval. He is fully qualified by experience and innate ability for the position. He can be relied upon to carry on the superior school system of Winchester. He comes into office endorsed by his present superior, Superintendent Clerk, and was the unanimous choice of the School and Handley boards. He has the support of all factions and his popularity with the pupils of the Handley Schools has been frequently evidenced. Difference of opinion as to school management are certain to occur. Mr. Duffey is only human, and he will do things of which all will not approve. Then, go to him and tell him what you think and offer some better plan. He will gladly welcome such suggestions if made in the spirit of helpfulness. It is the in-ert, passive opposition that takes the heart out of public men. The opposition which does not come into the light of day, but at every opportunity, when reply and explanation are not possible, a knock and criticism is made, often based upon erroneous information.

Public men waste their energies, impair their efficiency and often give up a hopeless task in the effort to penetrate the wall of silent and passive opposition based frequently upon prejudice and unfacts.

If Mr. Duffey succeeds your children will receive a better education. If he fails your children will suffer. He has the ability. Your support is only necessary for him to administer the Handley Schools so that the people of Winchester will realize to the fullest the wonderful advantages of this great school plant. Do not follow him blindly. Make suggestions and criticize, if need be, but let your criticisms be based upon an intelligent and sympathetic effort to help him and thereby yourselves.

As a pledge of this approbation and support they passed the following resolution:

Whereas, the Federation of Women's Clubs of Virginia has heard with interest, the discussion of the Character Education Program now being worked out in the Handley Schools of Winchester, and the report of the "Women's
and Children's Crusade" in behalf of this system of Education.

Be it resolved: That it is the sense of this convention that all the woman's clubs affiliated with this organization should take an active and intelligent interest, to the limit of their ability, in all things which affect the moral environment of the children of the various communities represented by our membership.

Be it resolved further: That it is our opinion that it is our duty to assist in the application to the Education System of the state, the following principles of Character Education:

1. Change the school to fit the child, not the child to fit the school.
2. Teach children instead of books.
3. Teach life instead of facts.
4. Teach thinking instead of memorizing.
5. Encourage expression instead of practicing repression.
6. Teach only subjects that have an immediate interest instead of merely some vague future worth.
7. Teach the habit of grappling independently with all problems instead of looking for some one else's opinion as an answer.
8. Make every problem a challenge to be met, not a worry to shirked.

As a further evidence of the same hopeful outlook the following editorial on the same subject from the Winchester Star is most conclusive:

CHARACTER EDUCATION IN THE SCHOOLS

We publish in today's issue a news item from the Charlottesville Progress, giving an account of the action taken at the annual convention of the Federation of Women's Clubs of Virginia, held in Charlottesville, which means more for the progress of education in the state that can possibly be estimated. This action on the part of the Federation of Women's Clubs was the result of a discussion of Character Education and Religion Education and the possible application of the same to the public school system of the state. The chief feature of the discussion as indicated by the news item was a statement of the program now being worked out in the Handley Schools and a report of the success "of the women's and children's crusade" recently successfully carried out in this city.

By passing resolutions pledging their support to this "Character Education Program" this organization has put behind this movement a force which is capable of securing success for the same.

This is no exaggeration when one realizes that the Federation of Women's Clubs represents about ninety-five organizations with an approximate membership of ten thousand women. These organizations extend throughout the whole state and if their members live up to the resolutions passed at their annual convention the children of Virginia in the public schools will derive a benefit more far-reaching in its results than any action which could otherwise be taken.

The Star realizes profoundly the great truth that the children of the present are the rulers of the future, that the life they live now is as important a part of their lives as the life they will lead when they are full grown citizens.

To make their lives now what they ought to be will guarantee their lives being then what they ought to be. By pledging their support to a proper character education program the Federation of Women's Clubs has done a very great thing for the children of the state, and by fulfilling that program they will redeem the educational system of the state.

We would add that what the educational system of the state needs more than anything else is to teach the teacher that, "book learning" taken for granted, the matter of supreme importance is the study of the child, that their success depends, this taken for granted, not upon how much they know about books, but upon how much they know about children.

Thanking you again for this opportunity of increased service in publishing these facts, I remain,

Very truly yours,

Robert B. Nelson

SCHOOL BUILDING OPERATIONS

With the limited staff of the State Department of Education it has been much handicapped in furnishing plans and specifications for school building this spring at the time requested. "Much building is being done in Virginia at the present time," said Superintendent Hart in discussing the situation. "While the Department has not checked up the total amount of building construction for which it has furnished plans and specifications, from evidence in hand it seems that the amount will run considerably beyond $1,250,000. Altogether the amount of building will represent about twice that of last year.

This season, it is said, a number of communities are using for larger buildings the plans and specifications furnished by the State Department of Education. One community is using these plans for a twenty-four room building and another community will shortly use similar plans. The favored type of construction is the one-story building.
Tests will not replace skill, they will not replace tact, they will not replace kindness, they will not replace enthusiasm, or nobility. On the other hand, they will not in any sense harm us, and they will be useful as helps, no matter how ideal our aims. Our ideals may be as lofty and subtle as you please, but if they are real ideals, they are ideals for achieving something; and if anything real is ever achieved it can be measured. Not perhaps now, and not perhaps in fifty years from now; but if a thing exists, it exists in some amount; and if it exists in some amount, it can be measured. I am suspicious of educational achievements which are so subtle and refined and spiritual that they can not be measured. I fear that they do not exist.—E. L. Thorndike.

The common school is the greatest discovery ever made by man. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this to make the physical and moral frame invulnerable to them.—Horace Mann.

INDEPENDENT STUDY A CONDITION FOR COLLEGE GRADUATION

As early as possible in the college course there should be provision of opportunities for independent study, carried on in the spirit of research without meticulous oversight and with judgment only of the final results. None should be allowed to graduate who have not demonstrated their capacity for independent study and registered definite mastery of some field of knowledge.—Dr. Samuel P. Capen, Chancellor of the University of Buffalo.

The National Education Association by tradition, by practice, and by reason of first-hand experience, daily endeavor, and fundamental interest is and must remain chiefly concerned with the operation and management of the great public-school system.—Dr. William B. Owen, President of the National Education Association, Chicago, Illinois.

INCREASE IN TEACHERS' SALARIES IS MYTHICAL

Despite rising costs of education, increases in teachers' salaries in recent years have been largely mythical, asserts Professor A. N. Farmer, of Des Moines, Ia.

"Teachers' salaries in large cities in 1923," said Professor Farmer, "average $1,860, based on figures of the United States Bureau of Education. In 1913 they averaged $1,143. This looks on its face to be a substantial increase. But commodities and services that could be purchased for $1 in 1913 are valued at $1.72 in the currency of 1923.

"The increase in teachers' salaries, therefore, turns out to be no increase at all, but a reduction. Measured by the purchasing power of the dollar, the salary of $1,143 in 1913 has been replaced by a salary of $1,081 in 1923."

FISCAL INDEPENDENCE FOR BOARDS OF EDUCATION

"The city board of education should be independent of all other boards, because the schools are important enough to demand the attention of a board directly responsible to the people and because experience has demonstrated that an adequate public school system can best be developed by a board having authority to levy its own taxes or to determine the amount to be appropriated, and after the appropriation has been made to spend the funds without interference.—School Life.

TRUTH

No human being is constituted to know the truth, the whole truth, and nothing but the truth; and even the best of men must be content with fragments, with partial glimpses, never the full fruition...

The truth is the best you can get with your best endeavor, the best that the best men accept—with this you must learn to be satisfied, retaining at the same time with due humility an earnest desire for an ever larger portion. Only by keeping the mind plastic and receptive does the student escape perdition.—Sir William Osler.
CURRENT EDUCATIONAL PUBLICATIONS

THE LIVES OF GREAT MEN

This book gives us first of all an insight into Roman history by showing us a bird's-eye view of the people and city of Rome. Then, beginning with the early heroes, it introduces to us, one by one, the famous men and women of those ancient days. Not only does it tell of them in story form, but many translations from Livy, Horace, Plutarch, Cato, Polybius, Caesar, and some others add charm to this fascinating book. For it is fascinating. One can sit down and read it just as though it were a book of fairy tales. Yet it is even more interesting than if it were of fairies and goblins, for it is composed of stories of real men and women who lived and helped to make history.

Emma G. Dold


FOR EFFICIENT USE OF A SEWING MACHINE


To use the sewing machine most efficiently one should know its parts and understand the principle of the workings of these parts. Especially is this necessary for the teacher of machine sewing.

The purpose of this book, as the author states it, is "first, to teach the underlying principles and constructions of the mechanism of the sewing machine in such a manner that a teacher can operate any machine quickly and easily, tho she may never have seen that particular machine before; and second, to stimulate interest in a wider and more complete use of the machine in clothing classes."

She accomplishes this purpose effectively by first giving the history of the sewing machine. Here the reader gets an appreciation of the principles of the different modern machines through the explanation of the various inventions as they succeeded one another.

This is followed by a full description of all types of sewing machines, their parts, use and care and complete instruction for the use of all the attachments for each type. These points are made clear and simple to the reader by the use of numerous illustrations, pictures and diagrams.

The book is complete and unbiased and would be a valuable addition to the Home Economics section of a school library.

Gertrude Greenawalt


OTHER BOOKS OF INTEREST


PLAY PRODUCTION IN AMERICA, by Arthur Edwin Krows. New York: Henry Holt and Company. Pp. 414. $3.50. Encyclopedic volume containing information on every phase of the theatre. There are chapters on play brokers, contracts with authors, stage directing, stage machinery, decoration, scenery, costumes, lighting devices, copyrights, stock companies, press agents, ticket speculators, and audiences; and in addition, over seventy illustrations.


COMPOSITION-RHETORIC-LITERATURE, Books I and II, by Martha Hale Shackford and Margaret Judson. Chicago: Benjamin H. Sanborn. 1921. Pp. 550. A four year high school course in two volumes. Correlation of all the work in English is the aim. The books are well illustrated.


NOTES OF THE SCHOOL
AND ITS ALUMNAE

COMMENCEMENT EXERCISES

The Commencement Exercises of June 5 brought to a conclusion one of the most successful sessions that the school has had. Dr. Waitman Barbe, Professor of English in the University of West Virginia, delivered the principal address; while Hon. George N. Conrad, of Harrisonburg, representing the Virginia Normal School Board, addressed the graduating class.

One hundred and forty students received their diplomas, marking the completion of two years of Normal School work; and twelve students received the Bachelor of Science Degree, following the completion of the regular four-year course in Home Economics work.

The Senior Play this year, presented before an unusually large and appreciative audience, constituted one of the most ambitious dramatic productions recently attempted for such occasions. The offering was "The Lamp and the Bell".

On Monday night, prior to the annual Alumnae Banquet, campus night was celebrated with the singing of school songs and the presentation of a stunt by each of the four classes. On Tuesday morning the usual Class day Exercises were held in the Open Air Auditorium.

SPECIAL HONORS AWARDED BY THE BREEZE

Rebecca A. Gwaltney, of Sussex County, who received her B. S. Degree on June 5, of this year, was awarded the Snyder Prize for an editorial entitled Memories, published in The Breeze of May 26.

The judges also recommended for honorable mention a news article, H. N. S. Delegates Give Report of Conference, written by Grace Heyl, of Charlottesville, for the issue of May 5; and Disillusionment, a piece of verse, published in the issue of June 2, the author of which was Helen Walker, of Norfolk City.

In awarding the Dingledine prize for the best graduating essay submitted this year the judges had great difficulty in reaching a conclusion. A large number of essays of special merit were found, but the prize could be awarded to only one.

The prize of $10 in gold was awarded to...
Miss Adah Long, of Herndon, Fairfax County, for her essay, "Devices for Enlivening the Presentation of Shakespeare in the High School."

The following were accorded honorable mention:

"Progress Books," by Miss Elsie Proffitt, of Roanoke City.

"Teaching Modern Poetry in the High School," by Miss Zelma Wagstaff, of Herndon, Fairfax County.

"A Proposed Course of Study for Literature in the Junior High School," by Miss Helen Wagstaff, of Herndon, Fairfax County.

"Student Periodicals in the Colleges of Virginia," by Miss Roselyn Brownley, of Norfolk.

"Radio as a Motive in Junior High School Science," by Miss Audrey Chewning, of Bremo Bluff, Fluvanna County.


"The Application of Psychology to Home Economics," by Miss Clara Aumack, of West Point, King William County.

"The Life and Work of John W. Daniel," by Miss Margaret Moore, of Norfolk.

"Dr. Charles Duncan McIver and His Educational Influence in North Carolina," by Miss Bernice Spear, of Kingston, N. C.


Honors of the Degree Class—Third Quarter, 1923.

**CUM LAUDE**

Anne Bathurst Gillham, Petersburg.
Mary Lees Hardy, Winchester.

Honors of the Senior Class—Third Quarter, 1923.

**ALL A’s (Magna Cum Laude)**

Frances Annabel Dodson, Norfolk.
Audrey Carlyle Chewning, Bremo Bluff, Fluvanna County.
Lila Lee Riddell, Dumbarton, Henrico County.

**CUM LAUDE**

Sarah Roselyn Brownley, Norfolk.
Carrie Boothe Malone, Petersburg.
Mildred Wilson Wysong, Shenandoah, Page County.
Louise Westervelt Elliott, Norfolk.

Helen McHardy Walker, Norfolk.
Margaret Kaefer Moore, Norfolk.
Elizabeth Sparrow, Wilmington, North Carolina.
Helen Mabel Wagstaff, Herndon, Fairfax County.
Mary Zelma Wagstaff, Herndon, Fairfax County.
Clara Naomi Aumack, West Point, King William County.
Helen Byrd Scripture, Woodford, Caroline County.
Mary Katherine Warren, Norfolk.
Sarah Eva Warren, Norfolk.

Honors of Seniors for two years.

Frances Annabel Dodson, Norfolk.
Louise Westervelt Elliott, Norfolk.
Helen McHardy Walker, Norfolk.
Audrey Carlyle Chewning, Bremo Bluff, Fluvanna County.
Clara Naomi Aumack, West Point, King William County.

**GRADUATING CLASSES—1922-1923**

**PROFESSIONAL COURSES**

Anice Clark Adams, Whitmell, Pittsylvania County.
Leona Horton Addington, Coeburn, Wise County.
Aline Baker Anderson, Lexington.
Estelle Vernon Anderson, Lexington.
Sydney Martha Artz, Woodstock, Shenandoah County.
Mattie Seymour Ayres, Millboro, Bath County.
Katherine Bare, R. F. D., Staunton.
Deesse Ellen Barnhart, Wirtz, Franklin County.
Janice Eloise Baylor, Fishersville, Augusta County.
Josephine Ruth Bean, Hinton, West Virginia.
Mary Bell Bear, Harrisonburg.
Mary Virginia Borst, Petersburg.
Pauline Bowman, Woodstock, Shenandoah County.
Anna Lucille Bowman, Woodstock, Shenandoah County.
Lillian Inez Britt, Boykins, Southampton County.
Luella Frances Brown, Purcellville, Loudoun County.
Sarah Roselyn Brownley, Norfolk.
Helen Margaret Carter, R. F. D., Staunton.
Audrey Carlyle Chewning, Bremo Bluff, Fluvanna County.
Ruby Pearl Chinault, Larue, Pennsylvania.
Elizabeth Shielders Collins, Waynesboro, Augusta County.
Beatrice May Cooper, Lexington.
Annie Vivian Council, Franklin, Southampton County.
Ola Godwin Cronise, Buchanan, Botetourt County.
Alva Leigh Cutts, Chase City, Mecklenburg County.
Marguerite Daugherty, Winchester.
Violetta Lorane Davis, Shenandoah, Page County.
Julia Mary Dickerson, Stuarts Draft, Augusta County.
Frances Annabel Dodson, Norfolk.
Elizabeth Edwards Duke, Carrsville, Isle of Wight County.
Katharine Harker Duncan, Norfolk.
Helen Hadfield Early, Celt, Greene County.
Louise Westervelt Elliott, Norfolk.
Margaret Anna Ford, Norfolk.
Mary Eatsman Ford, Newport News.
Mae Burke Fox, Quicksburg, Shenandoah County.
Ruth Frankhouser (December 1922), Buchanan, Botetourt County.
Frances Virginia Funkhouser, McGaheysville, Rockingham County.
Leone Lillian Grubbs, Shenandoah, Page County.
Helen Evelyn Harris, Roanoke.
Janet Ellen Harnsberger, Weyers Cave, Augusta County.
Minnie Louise Haycox, Norfolk.
Rose Stringfellow Hendrick, Norvello, Mecklenburg County.
Henrietta Huffard, Rural Retreat, Wythe County.
Mary Stuart Hutcheson, Waynesboro, Augusta County.
Amanda Charlotte Jones, Driver, Nansemond County.
Mary Lucile Elizabeth Jones, Penlan, Buckingham County.
Constance Margaret Kibler, Shenandoah County.
Frances Armstrong Kinneir, Lexington, Rockbridge County.
Laura Lee Lambert, McGaheysville, Rockingham County.
Claire Virginia Lay, Coeburn, Wise County.
Adah Magdalene Long, Herndon, Fairfax County.
Vallye Virginia McCauley, New Hope, Augusta County.
Lucy Anne McGehee, Keysville, Charlotte County.
Carrie Booth Malone, Petersburg.
Louise Mae Meador, Cumberland, Cumberland County.
Christine Ursula Miller, Elkton, Rockingham County.
Annie Katherine Moomaw, Rocky Point, Botetourt County.
Nelle Gray Moon, Scottsville, Albemarle County.
Margaret Kaeffer Moore, Norfolk.
Evelyn Byrd Nelson, R. F. D., Richmond.
Dorothy Pauline Norton, Delaville, Middlesex County.
Mildred Louise Orrison, Lovettsville, Loudoun County.
Sybil Hargrave Page, Norfolk.
Mary Eveleen Pratt, Waynesboro, Augusta County.
Elsie Marguerite Profitte, Roanoke.
Grace Rowan, Greenville, Augusta County.
Barbara Frances Sellers, Elkton, Rockingham County.
Katherine Elizabeth Shore, Burkeville, Nottoway County.
Mrs. Janie Martin Shuler, Pungoteague, Accomac County.
Elizabeth Frances Sibert (March 1923), Harrisonburg.
Elizabeth Sparrow, Wilmington, North Carolina.
Bernice Lee Spear, Kinston, North Carolina.
Lydia Virginia Abigail Stearn, Mt. Clinton, Rockingham County.
May Guthrie Strough, Fort Defiance, Augusta County.
Mary Elizabeth Tanner, Ruth, Madison County.
Nan Smith Taylor, Waynesboro, Augusta County.
Hester Elizabeth Thomas, Culpeper, Culpeper County.
Helen Friend Thompson, Chester, Chesterfield County.
Ethel Belle Thrush, Front Royal, Warren County.
Susie Alexander Turpin, Tyro, Nelson County.
Ellen Mercedes Veley, Norton, Wise County.
Mary Zelma Wagstaff, Herndon, Fairfax County.
Helen McHardy Walker, Norfolk.
Beulah Sarah Weddle, Troutville, Botetourt County.
Mary Travis Williams, Chase City, Mecklenburg County.
Lillie Katherine Wilmeth, Chase City, Mecklenburg County.
Mildred Wilson Wysong, Shenandoah, Page County.
Mary Gillie Yeatts, Chatham, Pittsylvania County.
Glady's Rayne Yowell, Peola Mills, Madison County.

HOME ECONOMICS COURSES
Clara Naomi Aumack, West Point, King William County.
Mildred Turner Bell, Machipongo, Northampton County.
Constance Board, Salem, Roanoke County.
Mildred Kathryn Borden, Front Royal, Warren County.
Pauline Dorothy Bresko, Disputanta, Prince George County.
Mary Frances Britt, Boykins, Southampton County.
Eloise Tabitha Bruce, R. F. D., Culpeper, Culpeper County.
Sarah Agnew Chaffin, Richmond.
Sephie Lee Clark, Middletown, Frederick County.
Charlotte Alexander Clement, Danville.
Margaret Cole, Wilmington, North Carolina.
Marie Louise Cornell, Barnwell, South Carolina.
Ruth Augusta Current, Cleveland, North Carolina.
Dina Lee Dalton, Galax, Grayson County.
Catherine Everly, Mount Jackson, Shenandoah County.
Ame Potter Garthright, R. F. D., Richmond.
Issie Todd Gresham, Richmond.
Hunter Davis Gwaltney, Smithfield, Isle of Wight County.
Cornelia Clinton Hart, Boykins, Southampton County.
Myrtle Louise Ives, Norfolk.
Lelia Brock Jones, Smithfield, Isle of Wight County.
Julia Mae Joyce, Stuart, Patrick County.
Susan Elizabeth Kelly, R. F. D., Hampton.
Carey May Knupp, Timberville, Rockingham County.
Pattie Greenwood Lacy, Scottsburg, Halifax County.
Mildred Cloyes Lamphier, Norfolk.
Gean Mish, Greenville, Augusta County.
Marjorie Beatrice Ober, Norfolk.
Marion Louise O'Callaghan, Athens, Georgia.
Bernice Esther Patton, Toms Creek, Wise County.
Jennie Deane Payne, Buckner, Louisa County.
Carrie Louise Reynolds, Round Hill Loudoun County.
Lila Lee Riddell, Dumbarton, Henrico County.
Nancy Peach Roane, Portsmouth.
Ruth Elizabeth Robertson, Callaway, Franklin County.
Helen Byrd Scripture, Woodford, Caroline County.
Orra Estelle Smith, Harrisonburg.
Agnes Spence, Portsmouth.
Norma Amanda Spiers, Newport News.
Rebekah Elizabeth Stephenson, Wakefield, Sussex County.
Josephine Walton Towler, Darlington Heights, Prince Edward County.
Alma Catherine Trimble, Monterey, Highland County.
Cecile Gladys Vincent, Portsmouth.
Mrs. Gladys Coiner Wampler, R. F. D., Staunton.
Mary Katherine Warren, Norfolk.
Sarah Eva Warren, Norfolk.
Florence Margaret Wiley, Gordonsville, Orange County.
Bachelor of Science Degree—Home Economics
Marjorie Bullard, Bluefield, West Virginia.
Anne Bathurst Gilliam, Petersburg.
Rebecca Amna Gwaltney, Wakefield, Sussex County.
Mary Lees Hardy, Winchester.
Grace Harvey Heyl, University, Albemarle County.
Annette Louise Houston, Fairfield, Rockbridge County.
Lucy Mearle Pearce, Marietta, Georgia.
Sue Raine, Lynchburg.
Sadie Rich, Emporia, Greensville County.
Blanche Arlington Ridenour, Petersburg.
Alberta Coiner Rodes, Greenwood, Albemarle County.
Ida Saville, Murat, Rockbridge County.

Not all of our alumnae who were present at commencement registered, and therefore we are not able to present a complete list, but we give below the names and home addresses of those who did register.

Nell D. Walters, '22, Roanoke.
Tita Bland, '20, Roanoke.
Ruth Witt, '16 and '19, Roanoke.
Lemma Snider, '18, Lexington.
Laura Henley Willis, '18, Harrisonburg.
Lucile Early Fray, '18, Advance Mills.
Frieda Johnson, '15, Lovettsville.
Mary Bosserman, '15, Harrisonburg.
Nan E. Wiley, '15, Crozet.
Margaret Proctor, '20, Drakes Branch.
Penelope Morgan, '20, Danville.
Agnes Stribling Dingledine, '15, Harrisonburg.
Frances I. Mackey, '13, Riverside.
Mary B. Rumburg, '21, Macedonia, Ohio.
Dorothy Spooner, '18, Farmville.
Dorothy Williams, '18, Winchester.
Reba Beard Snarr, '15, Harrisonburg.
Mrs. G. W. LeHew, '20, Harrisonburg.

Special commencement messages, sent by telegraph and otherwise, were received from Elizabeth Kelley Davis, Roanoke; Maude Shapleigh, Boston; Marceline Gatling, Norfolk; Juliet Gish, New Hope; Anna Ward, Augusta, Ga.; and Mary Lewis Sanford, Orange.
June, 1923]

THE VIRGINIA TEACHER 175

Rachel Speas, with her new husband, dropped in at commencement, but in the rush we failed to get either her husband's name or the date of her marriage.

Speaking of marriages, the following are now matters of record:

June 12, Margaret Wall to Mr. Roy D. Phillips, at Washington;
June 16, Dallas Warren to Mr. John W. Snead, at Carson;
June 20, Bessie Kirkwood to Mr. Claude W. Dickerson, at Roanoke;
June 21, Frieda Atwood to Mr. William E. Johnston, at Front Royal.

Who says that June is not a good month for roses and brides? Dallas Warren and her husband paid us a short visit on June 18. Mr. and Mrs. Phillips will be at home at Bluefield, W. Va., after July 15.

Mary Lippard and Lucy McGehee are teaching a summer school and doing mission work at West Augusta.

Ellen Nock has been teaching at Wachapreague during the past two sessions.

Gertrude Bowler has been making a name for herself as a teacher in the Lawrenceville schools. Last session was her second one at that place, and she has been engaged for next year.

Alda Wade, now Mrs. H. Lewis Beckner, lives at Estill, Kentucky.

Mildred Kidd writes from Scottsville. We are hoping to have her sister at Blue-Stone Hill.

Maude Evans has charge of the 5A grade at Hampton. She has made a fine record during the year.

Carrie Bishop sends us an interesting report of her school at Churchland. Among the special features of the spring work was a historical pageant.

Pauline Callendar is in California doing some work in the state university at Berkeley. One of her stops on the way was San Antonio, where she visited the famous Alamo and other objects of interest.

We have an announcement of the arrival at Baltimore, on April 15, of Robert Parke Jones, Jr. We extend our congratulations to his parents—especially his mother, whom we know best as Alpha Holcombe.

Roselyn Brownley writes from Norfolk, under date of June 11:

"I can't bear to think that my H. N. S. days are over. Their real worth is being felt now, if never before. I feel that every spare moment must be spent in coming back. I really hope to come back next year."

There is a fine tonic for all of us in such words as these, Roselyn.

Ida Gordon writes from Bunker Hill, W. Va., and gives an outline of her work since she was at Blue-Stone Hill:

My sojourn at Harrisonburg was very pleasant and profitable. I regret that I could not finish my Normal training there. After being away teaching a few years, I decided to specialize in Penmanship. I took courses in the Summer School at the University of Va., Columbia College, Hagerstown, Md., Palmer School, New York City, and I spent over a year in the Zanerian Penmanship College, Columbus, Ohio. I have taught Penmanship in The Mansfield, Ohio, High School; the past four years I have supervised Penmanship in the Clarksburg, W. Va., city schools. I will be there for the next session.

Miss Gordon is planning to be with us during the second term this summer.

SOME FACULTY CHANGES

Mr. Clyde P. Shorts, formerly a member of the faculty of the Harrisonburg High School, has been made a member of the department of education. Mr. Shorts is a graduate of the University of Pittsburg.

Miss Mary Louise Seeger, formerly director of Kindergartens, will devote full time as instructor in the department of education.

Miss Margaret Miller, B. S., Supervisor of Art, of the public schools of Ann Arbor, Michigan, will have the work in fine arts during the second term of the Summer Session.

Miss Mary R. Waples is in charge of the Infirmary and is teaching classes this summer in the place of Miss Gertrude V. Lovell.

Mrs. Pearl Powers Moody has been made the head of the department of home economics, to succeed Miss Grace Brinton, who resigned this spring to accept a position with the Child Health Bureau, of New York City. Mrs. Moody has just returned from a six months' course at Teachers College, Columbia University.
OUR CONTRIBUTORS

F. E. CLERK is the former superintendent of the Handley Schools of Winchester, Virginia, and an educator who has left an impress upon educational thought in this state. Mr. Clerk is a native of New Jersey and a man of wide educational experience.

MARY L. SEEGER is a member of the department of education, of the State Normal School at Harrisonburg. Miss Seeger was formerly director of Kindergartens at Harrisonburg.

BLANCHE RIDENOUR received her Bachelor of Science degree this June from the State Normal School at Harrisonburg. During her undergraduate years Miss Ridenour has been an enthusiastic member of the Stratford Dramatic Club and has taken a large place in the dramatics of the school.

ROBERT B. NELSON is pastor of the Episcopal Church of the City of Winchester, Virginia. Mr. Nelson gives unstintedly of his time to the cause of education, wherever he sees an opportunity for service.

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Leonard, S. A.
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Woodrow, Herbert
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