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WILLIAM E. DODD
Professor of American History, University of Chicago
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THE UNIVERSITY AND THE NATION

Address delivered at the third annual dinner given by the Board of Trustees for the members of the Faculties of the University of Chicago, December 14, 1922, and here reprinted by permission of the author from The University Record, January, 1923.

THERE is a growing inquiry in the nation as to the social value of the university, a constant query about students' work, about stadia and grandstand athletics. In times past, universities and colleges were not a problem. They supplied the professions with recruits and occasionally they contributed an educated gentleman of leisure to the community. At the present moment, there are hundreds of thousands of youths at the universities and colleges. Most of them are not consumed with a desire to learn what men have done and tried to do in the past; they do not feel the impulse to discipline their minds into instruments of thought. They seek the college degree for its social value, and they wish to "have a good time," indulging in "activities." Meanwhile, the country is confronted with an ever increasing demand for men who know something and, above all, for men who are able to think. The country is growing impatient with young gentlemen of leisure, "activities," and fraternities. People ask constantly what the universities are for.

I

Let us take an inventory. Since the days of Darwin, university men and scientists outside of academic walls have gradually advanced the cause of knowledge, until today one of the fundamental sanctions of common men is thoroughly undermined. Few men now fear the anathemas of the clergy about the awful penalties of the life to come. The clergy that for a thousand years spoke with authority is losing its hold upon men. There has been no successor to Henry Ward Beecher, much as the country has needed another Beecher. The churches are agencies now of social betterment. They do not appeal strongly to men on the "after life." The preacher is a professional man like other professional men. He leads if he counts at all because of his character and the wisdom of his social methods. Science has taken away the mystery of the divinity that once hedged about him. Science has taken away the mystery that once ruled so large a proportion of the men. Thus millions of people have ceased to feel one of the great sanctions. Having taken away so great a means of stabilizing society, does it not concern university men and scientists to return an equivalent?

Of similar import is the fact that, during the three generations since William Lloyd Garrison's great agitation, the state has pretty nearly lost its grip upon society. In order to arouse men to the necessity of destroying the great economic wrong of slavery, the state was brought more and more into disrepute. The state had permitted itself to become the shield of slavery. The nation was likewise suffering from the same dangerous alliance with a great social wrong. But as the nation finally broke the hold of slavery upon its leaders, the nation came out of the agitation with high moral prestige. Lincoln's work and death democratized and hallowed the nation. But the prestige of the state was forever broken.

Even if Garrison had not lived, the effect of two or three firmly lodged preconceptions of our life would have brought the state to its ultimate weakness. The delicate balancing of powers among three departments of all our state governments has the effect of undermining all sense of responsibility on the part of officers of the state. A governor may "pass the buck," as we irreverently say. The legislature, in deference to the supposed views of its constituencies, may likewise shirk responsibility. And the courts may, and do, avoid responsibility. The Fathers of American democracy were so disgusted with the results of corrupt personal leadership in eighteenth-century
Britain, that they went to the opposite extreme of trying to set up a system of laws instead of a system of responsible men. But laws do not operate automatically. One might cite scores of instances to prove that the most important laws ever enacted in the United States have not been enforced. The effect of the non-enforcement was fatal to the cause sought, for example, the failure to enforce the Sherman Anti-trust Law.

We now begin to see that the elaborate division of powers and careful distribution of authority is failing, failing above all in the old states that once held so complete a sway over the emotions and lives of men. In the old eastern states, the failure to enforce prohibition is daily weakening the state. There must be some person, some leader who knows what modern life requires and who will take the responsibility for acting, even against the apparent will of the majority. Such men have not been trained in the universities. The law schools set up legal practitioners, men who can "find themselves" in the maze of intricacies that now dominates the legal profession. Machine politics does not train such leaders, for the masters of political organizations seek ever to know how best to combine race groups in the great cities or appeal to old prejudices in the country. Their aim is to keep their crowd in office and incidentally to make fortunes out of "the game." The distribution of powers has weakened the state; the failure of higher education and the failure of party politics have still further hastened the decay of the state.

Society cannot long endure a process of undermining the very sanctions upon which social stability depends. That is exactly what our system has been subjected to since the Jackson epoch. But there is yet another aspect of the process. During the constitutional period, Americans set up the practice of requiring every representative to be a citizen of the district for which he spoke and voted in representative assemblies. This appeared to be democratic at the time. It was intended to thwart the control of legislation by groups of powerful men who might set up candidates for as many districts as they could finance in an election; people feared powerful economic groups and sought to democratize representation. The outcome has been to enable small minorities in the constituencies to control the representatives of the great masses of men who cannot make a business of politics. The representative pays heed ever to his district. He will rob the nation as a whole in order to enrich his constituents. He has lost character as a man, he has failed as a legislator. Such a representative is the natural subject of a boss. There is no incentive for him to study; independent action for the national good is his last thought. He is, in part, the cause of the political machine. Nothing, in my judgment, has more weakened the fibre of our state and national legislatures than just this fact. It is a calamity.

II

I have indicated two very serious developments of the last three generations of American history: the break-down of the sanction of the clergy, the church, the absence of all fear of the penalties of the life to come; and the break-down of the morale of the state, its social and its political inhibitions. Men no longer fear God nor tremble in the presence of the state. The preacher is just a man; the governor and the local judge are mere politicians. Reverence has gone. In part, this was inevitable. When science discovers truth and lays the foundation of vast social betterment, all men must be grateful even if it undermines the faith of the masses. True men never fear the truth. In so far as this state of things is due to misconceptions of the proper methods of democracy, it has not been necessary. When men find that their political conceptions have failed, it is the business of education, both in institution and in political organizations, to abandon false and set up real methods. Democracy cannot long function when its leadership fails. The elaborate machine system is a negation of responsible leadership. It is a truism in our life that leadership has been failing with us now for thirty or forty years. There have hardly been great national leaders since Lincoln. Where both religious and political guidance fails, revolutions breed. France and Russia are the outstanding examples. Shall the United States invite such a catastrophe? That is the query I have hoped to have every one contemplate this evening.

If the American nation is to escape the university must train men to a different public attitude. Three-fourths of our divinity students realize their dilemma. Somehow they do not find a way forward. Three-fourths of our law students feel the hopelessness of the politi-
cal situation, but they are not trained to be physicians to society. The vae majority of our undergraduates permit themselves to care mor- for grandstand football than they do for the fortunes of either state or nation. Yet the universities and the colleges receive perhaps hundreds of millions annually for the very purpose of training leaders for society. The vase majority of our undergraduates permit themselves to care more for the fortunes of either state or nation. Yet the universities and the colleges receive perhaps hundreds of millions annually for the very purpose of training leaders for society. The failure is rather with the older than the younger generation. It is the failure of both higher and secondary education that gives occasion for uneasiness on the part of thoughtful men. With American society surely drifting into disorder, with politics stalled and deadlocked, there is no generation of enthusiastic young men to help us to a sane reform. The national situation is distressing, public opinion is chaotic; and every economic group is seeking to help itself at the cost of us all. Under such pressure the poor security the bosses give must soon fail.

The country has drifted into this position. There has been little statesmanship until recent years. In order to exploit the national resources more rapidly, our fathers imported European labor in unprecedented numbers. Unlike earlier emigrants, the later ones settled in the cities. Their labor enabled American industry to become the greatest industry in the world. But, slowly and surely, the hordes of immigrants came to feel hostile toward their employers and sometimes the country itself. Then another element became involved. The sons of farmers hastened to the growing cities. In order to better their lots and compete with "foreigners," they organized into unions. These unions soon came to think that their interest took precedence over all other interests. And labor, as it is called today, confronts employers with vast numbers, and demands what it can get. The result is great blocs of unassimilated population and far-flung organizations of workers. Labor fights for itself and against "foreigners"; and the owners of capital, quite as well organized, fight for themselves. Nobody is for the public!

At one time the country sought immigrants from all lands. It was only sufficient to be poor and helpless. America was the asylum of the oppressed for a hundred years. Now business men wish fresh supplies of labor, but they fear the ideas that new laborers may bring with them. Now labor unions bitterly oppose the importation of fresh supplies of labor, lest their employers prove too strong for them. They wish no new competitors in the field of their activities. And the nation flounders, loath to close its doors so long wide open, loath to take in "anarchists," but afraid to exclude fresh labor. Democracy has grown afraid.

The combination of industrial enterprise, vast resources, and the labor of a new and active population has given us an industrial power unmatched in all the world. The industrial output of 1920 was something like seventy billions' worth of goods. That is greater wealth than the world has ever known. The total property of Germany or France is hardly worth more than American industry creates in a single year. But the very existence of this vast wealth constitutes one of the greatest problems of all history. It might not have been a problem, if the plants of industry had originally been scattered all over the country, at waterfalls, near coal mines, wherever railroads could best be focused for general social purposes. But the people were not aware of the need for any such distribution until it was too late to distribute its social power. Business built the system to suit its immediate, not its ultimate, needs.

The consequence is that we have built vast cities—built Parises, Berlins, and Londons—with all the risks, injustices, and unavoidable hardships of life in a great city. Our legislators knew that Paris was the storm center of Europe, that the millions of poor people gathered there had long been the pawns of revolutions and reactions alike. They knew that Bismarck had built a similar storm center in Germany with his Hohenzollerns, his Prussian absentee junkers, his snobbish army officers, and his newly rich industrial masters. Few stop to think that this was one of the greatest causes of the Great War, this herding together of millions of men. With so much of fatal statesmanship before them, American lawmakers and American business men reared their New Yorks and Chicagos at places most convenient for them; and they still talk and plan even larger New Yorks and Chicagos.

Nearly all the industrial wealth of the nation is concentrated in a narrow belt of city-covered land stretching from Boston to Minneapolis. So concentrated is this wealth that New York alone pays more income tax to the federal treasury than do all the states of the South. This fact is of itself a sore problem.
The poorest and the richest of the country are brought into close juxtaposition. The rich speak one tongue; the poor, in general, speak another. The rich have little enough wisdom to make vulgar display; the poor are so miserable they cannot avoid display; such stresses the American democracy was never intended to sustain. These displays and these contrasts are ever exaggerated. When there is work enough for all, laboring men urge strikes; when there is too little work, employers resort to lockouts, in the hope of lowering high costs of production. In summer, working folk sometimes seem to be the happiest and the most reckless of men—the “happiest mortals on earth,” as some would have us believe. In winter, long lines of hungry proletarians stand shivering in the cold, waiting their turns at the coffee counter. And this is free America.

In the presence of these contrasts and without thought of danger, the railroads and builders of industry go on concentrating their vast plants, their huge banks, and their commercial exchanges. The greater part of the real power of the country is thus placed within the easy reach of masses of men who must, in the nature of things, one day be unemployed and starving. Unemployed and starving men cannot be expected long to remain passive. There is but a short turn between starvation and revolution. In neither case does the worker without work stand to lose. He cannot make his case much worse; it may be that he can improve it. A leader among labor groups said at a dinner party recently, “The railroad terminals and the banks of a great city could be seized without the loss of twenty men.” This may or may not be a correct judgment. The fact that working people think such a thing possible ought to set men to thinking.

And, outside the cities, there are the farmers. For half a century they have been declining in relative, and even in actual strength. Today they are the minority of the nation. They grow the wheat of the country at a loss. The workers in the city eat bread at war prices. The farmer who owns his home has to sell it to pay taxes; the tenant who ought ever to plan to buy a home does not think of buying. The former owner of land is becoming a tenant. The tenant is becoming a day laborer. Vast tracts of farm land are falling into the hands of city dwellers who have been able to gather from industry or trade the means to buy lands. Men who have stakes in the country decline in number every year. It is plainly a repetition of the awful evolution that took place in Italy during the third and second centuries before Christ. This appears a very pessimistic view. Let the optimist read the figures of the last census. There he will find the cause of agrarian unrest and decadence.

But unrest does not usually bring remedies. The unrest of 1893-96 was great and ominous. It brought no solution. The lucky turn in the economic world saved the day for a time. And, later, the Great War set up a feverish prosperity only to plunge the farmer folk into still deeper despair. The old free farmer of the United States is disappearing; and thinking men seem not to concern themselves. Might not the universities seek to lend aid? Is it our business to remain contented with the policy of drift till all of us are pushed over the precipice?

And, in the face of the city danger and the menace from the land, men talk of disfranchisement. There is a growing feeling on the part of powerful men, especially among industrial leaders, that democracy is a failure. Very many of these leaders seek openly to disfranchise the city majorities, their own laborers, in the hope of retaining control of the national economic life. People think to unite country folk against city workers and thus retain their power undisturbed. A great American statesman once warned the country that the coming of great cities would be the end of American democracy. Our leaders, ignoring that warning, seek now to avoid the consequences by disfranchising great masses of people. It is proposed in the form of constitutional arrangements. Men’s faith in constitutions is to be subjected to still another strain by giving city majorities minority representation in legislatures. And the plan, already in operation in Massachusetts, New York, Rhode Island, and Pennsylvania, is to be made effective by appeal to the age-old dislike of country folk for city folk! Is this wisdom? It is the Divide-and-Rule policy of Roman senators.

May we not draw a lesson from our own history—from all history? From 1776 to 1861, the leaders of the reactionary ideals in Virginia and the two Carolinas played this dangerous game. It was known to all that the masses of common folk in all these states were opposed to slavery, and that, if they were allowed fair representation, according to any democratic method, they would surely abolish...
the “institution.” In each of these states, the owners of property, in the main slave property, were able to prevent the people from getting a majority in any of the legislatures. In the most important struggle that ever took place about the matter, John Marshall, who was the great nationalist, did his utmost to prevent the white, non-slave-holding people of his state from gaining the power to destroy slavery. He thus made strong the power that was soon to disrupt the very nation he was building in his great judicial decisions, building with one hand and destroying with the other. But year in and year out, the Old South kept its masses of plain people from seeking that reform of property relations which alone would have prevented the Civil War. The ablest men the country ever produced thus thwarted democracy. They were setting the stage for their own ruin, the ruin, too, of countless innocent folk who never gave themselves the trouble to learn what was happening. Was there ever greater blunder? The worst way to solve the slavery problem, the Civil War, was forced upon the country by men who sought to save their property by thwarting the will of the majority, by flouting democracy. We may not all have faith in majorities. But surely we shall never find consolation in the conduct of the minorities that have from time to time been able to bring upon the country such disaster as that which marked the terrible years that followed 1861.

And, strange as it may seem, the universities and colleges of the old South, without exception, espoused the cause of those leaders who would rule against the wishes of the majority. In 1819 the University of Virginia was founded in the hope that it would train young men to deal wisely with slavery. In fact, Jefferson left a plan to Virginia whereby slavery was to be abolished, and with least harm. His grandson urged it upon the legislatures. Within ten years both the young university and the legislative leaders of the people abandoned the ideal and the hope of Virginia’s greatest statesman. The University of Virginia became the very center of pro-slavery teaching. What influence it exerted—and it was great—was exerted on behalf of what its founder thought a grievous economic and political wrong.

What must be said of the University of Virginia must also be said of the famous University of South Carolina, an institution whose trustees made the unique record of dismissing a president because he did not change his opinions. Thomas Cooper was engaged there as president in 1820. He was the first, I believe, in the United States to teach that the Old Testament was not an inspired book. He was known to entertain that view in the beginning. He did not change his view. In 1833 he was dismissed because he still taught the same thing he began with. Thus trustees and governors of universities and colleges accustomed themselves to regulate men’s opinions. In Virginia, in South Carolina, in Alabama, everywhere in the Old South, the universities set up by the state taught that the owners of property should govern society, even when they must deny democracy to do so. In the denominational colleges, there was the same trend. Heads of divinity schools declared in favor of the divine right of slave-owners to hold their property as against all opposition. And when, by chance, teachers or preachers warned people against the prevailing dogma, they were, without exception, dismissed. The South, in the heyday of its greatness, gave the nation an example of what it means to suppress majorities.

Having concentrated their wealth in the form of workers and plantations (these plantations forming a narrow belt that extended from Petersburg, Virginia, to New Orleans), the planters were so situated that they could control states and their whole social system; and the South’s delegations in the national Congress were likewise, almost without exception, owners of slaves and plantations in the so-called black belt. The black belt was like our industrial belt; its economic leaders governed. It was a marvelous civilization; southerners made remarkable leaders of men; they were classical scholars and profound students of the science of government. But their fear of the majority of common men proved their everlasting undoing.

III

Shall the nation again make the mistake of fearing democracy? We are in a position to do so. Our vast cities are filled with workers whom many of us fear; and our workers are more and more coming to dislike, even hate, their employers. The nation has accumulated its greatest wealth in these cities where it may
easily become the object of violent strife. Several of the industrial states have, as I have said, set up constitutions that limit the power of the majority. Manhood suffrage prevails, to be sure, but the fruits of manhood suffrage are denied. Our industrial states are free in outward form from industrial control, but, in fact, industrial control is apparent every day. What avails democracy if schemes and methods of popular restraint become the rule of life? Let us have faith; let us cast ourselves upon the ocean of public opinion; we shall be surprised how well we swim.

Aside from the difficulties and the anxieties of the domestic situation, the foreign relations of the country are such that we are apt to have our electorates confused, and so intensify our problem, both from the point of view of democracy and from the point of view of national safety. In 1914, the nation and its citizens owed the rest of the world a sum so great that the interest has generally been estimated at five hundred millions a year. Before the Great War was half over, all that indebtedness was paid in goods at war prices. Now, four years after the war, the nation and its citizens have loaned other peoples enough capital to yield more than a billion dollars a year. The people and the nation are thus the greatest creditor in the world, and the sum already loaned is increasing at the rate of a billion a year. That is a fearful fact. It is a reversal of role so sudden and so vast in its consequences that common folk have not become aware of the new state of things. They clamor for the payment of the interest and capital by Europeans who are too poor to feed their children. They demand payment in some cases as a matter of punishing hereditary enemies, for example, the Irish and German attitudes toward the English and French debts.

There was another great change of roles that came out of the war and the peace which followed. Hitherto, the nation had never been greatly concerned with international security. The people had never known what international fear meant. The war came; it taught them the meaning of Europe and the significance of war on a world-scale. For a time, all good Americans felt the imminent danger of German victory. At the peace, the United States was left secure. Few men were left with any sense of fear of any nation whatever. The German militarist plan had shown what could be done by that country. When Germany collapsed, there was no longer any power the United States feared. France, with its stationary population, could never attack the United States. England, dependent for its food and raw materials upon ocean traffic, could never make aggressive war upon the country. In fact, England has not in a century made aggressive war among great nations. Germany being subdued, there was security. That was a great gain. The people feel secure; they do not recognize the greatness of the boon. They cannot grasp, it seems, the reality of the fears of European peoples to whom the end of the war has not meant security. We think and vote as though we felt that other nations have only to say they are secure to be secure.

These are great things, although the people of the United States are not aware of them. Another benefit has not been named. The Monroe Doctrine, by which the United States had practically guided the affairs of Latin America for two decades, had never been recognized by the rest of the world before the Great War. When recognition of that doctrine was duly made in the treaty of Versailles, the United States received more than any other nation received at Paris. The American commissioners did not seek the guaranty. They knew it to be dangerous, doubtful in so far as it would affect the peace of the world, and they refused to ask its recognition. The Senate of the United States, aided by Messrs. Bryan, Hughes, Root, and Cardinal Gibbons, compelled them to change their attitude. The other powers wrote recognition into the treaty, the greatest concession in the treaty.

For now the United States and its citizens enjoy a sway and a prestige in all Latin America that equals the sway and prestige of ancient Roman citizens in the regions around them. It is a dangerous thing. It means enmity in all the countries south of us. It means interference with the internal affairs of small nations. It means economic exploitation in a region where peaceful trade might be far more valuable without it. Under it our government is disposed already to re-write the constitution of Mexico. The masses of democratic America are confused. They rarely think of the Monroe Doctrine as a means of aggression. They would feel affronted if they were told that the Monroe Doctrine means to the business interests of the country what the Drang nach Osten
meant to the business men of Germany before the Great War.

Thus the country has won three great advantages: economic leadership, security against all the world, and recognized primacy in Latin America. Yet our political leaders and our newspapers continue to talk about our unselfishness and our innocence of all desire for gain. It is a dangerous obscurantism, if not an actual deception. Democracies do not know their foreign relations well. All people may readily be exercised about wrongs other nations commit against them, but rarely think of wrongs their own governments commit. Was there ever a time when education was more needed and when educators had less to say?

The country occupies the very middle position of the modern world, a position like that of ancient Rome with the Mediterranean peoples about her; but no one knows it. The country holds the economic whip hand over the world; and yet our leaders in Congress talk about our being cheated out of hard-earned savings; the United States is safe beyond all other peoples since the day of Augustus Caesar; and yet Congress is warned and the people frightened daily lest we be caught unprepared. Men begin to pick England for an enemy. We hear constantly of army and navy plans. With economic supremacy, with a position in the very middle of the world, what a terror we might be if there were an army and a navy, ready to fight at the “drop of the hat”? And with all Spanish America under willing or unwilling tutelage, what more should the country ask? Has Japan ever enjoyed such an advantage? Has any other people ever held so many of the great pawns of history? I think not.

With a domestic position critical, with wealth concentrated and suspicion growing so that men wish to try Bismarck’s plan of limiting popular representation, it does seem that the country needs to train men to think, take lessons in reality, and ponder what distrust of democracy means in our day. All the lessons of the recent war warn us; all the lessons of recent European history warn us; all the experience of American history says: “Beware.”

IV

Since so many millions of men have lost their reverence for ancient religious sanctions; since the old states and their courts have no longer the prestige they once had; since clergy-men and politicians alike have been dethroned, either by the discoveries of science or by the workings of democracy, there seems to me only one resource left for modern American society. And that is the university. And with the university I associate the college and the whole army of teachers, high and low, throughout the nation. These constitute our hope. Yet how little we have taken thought of them!

If there are some who think the university a place to prop the fortunes of men already secure, they are mistaken. If there are those who hope to make of the universities places where democracy is to be sneered out of existence, they have been grossly misled. The business of the university is to serve and secure all groups. The universities may not have waked up; the colleges may still be indulging in false hopes as to their privileged positions, where young folk in easy circumstances shall be made happy and comfortable; but they are false hopes. It is too late to try again the role of the universities of the Old South. The university is now, and must ever become more, the home of learning and science, a resort for able men who love research. It is now, or must soon be, free; free to think, to teach, and to write. Without that freedom there can be no university. Germany tried to bolster her imperialism by university support, by guiding the thought of scholars and schoolmasters. Shall democratic America follow that example?

If the universities rise to the new demands, they will supply us the new sort of preachers, the better sort of lawyers, and young graduates who care less for grandstand athletics and more for the rewards of public service. And they will fill the country with teachers and writers of truth, with women whom legislatures and the leaders of business will delight to reward with salaries commensurate with the greatness of the task to be performed. Why should the teacher of our children be skimped in his living and crowded into poor, musty rooms for his residence? Who is worth more to society than he who instructs the men and women of tomorrow?

A country less democratic cannot tide us over the dangers ahead; an ignorant electorate will not show us a rational foreign policy, nor shall we learn the great things of civiliza-
tion by putting out the very light of history and science. If ever any nation had a great mission, it is ours. Let us not deceive ourselves; the examples and the precepts of Jefferson and Lincoln cannot be abandoned. If thinkers arise and teachers bestir themselves our great democracy shall yet not fail.

William E. Dodd

DEVICES FOR ENLIVENING THE PRESENTATION OF SHAKESPEARE IN THE HIGH SCHOOL

"The subject matter of English consists primarily of activities, not of information. It provides a means for the development of ideals, attitudes, skill, and habits rather than for the acquisition of a knowledge of facts and principles," says James Fleming Hosic, chairman of the committee on the reorganization of English in secondary schools. "Activities," you say, "but what do you mean by activities?" This question can best be met by an apt illustration. Take for instance a class in English literature. The instructor is attempting to introduce the study of Shakespeare. How can this be accomplished in such a way as to gain the strict attention and interest of the class at the outset? The construction of a miniature miracle wagon by the pupils themselves would no doubt prove an activity well worth the necessary time and work. This need not be elaborate. A "double-decker" built on the order of a two-storied doll house mounted on wheels would present to the class the general idea of these old miracle wagons. The space beneath the lower platform should be draped, showing the use of this lower division as a dressing room and—with the aid of a trap door in the stage—as Hades, a very necessary division for the early performances. Likewise with a trap door in the upper platform the miracle wagon would be practically complete—having a stage, a lower division representing Hades, and a platform above representing Heaven. Besides, with a little touching up this miracle wagon would serve finely as an illustration in discussing the development of the stage. Later an Elizabethan theater might be constructed. Thus we have activities in which the pupils can take a real part and gain valuable information through their contact with the actual construction far better than through a mere general discussion, with no model to base their knowledge upon.

There is a great need for the use of activities in the study of literature. No subject offered in the high school curriculum can plead a greater need. Although there has been in the past a noticeable neglect along this line, it is thought that the educators of the present day are waking up to the advantages derived from the use of activities and are giving their much-needed influence to promote this phase of education. The study of literature is no longer looked upon as a science. It is now regarded primarily as an art, to be learned by practice rather than by generalization. The field of activities open in the study of literature is full and will be discussed in concrete form later.

It might be well first to notice briefly the decided change in the aims and methods employed in the teaching of literature. In the past the primary aim of the literature teacher was to give an analytical treatment of all literary masterpieces, laying stress upon notes, allusions, figures of speech, and meanings of words. In order to accomplish this aim, it was necessary to tear each literary masterpiece to shreds, to put each word under a microscope and examine it as to its grammatical relation, its literal or figurative use, its precise shade of meaning, and its special appropriateness in the passage. These aims and methods have undergone a very noticeable change. James Fleming Hosic says, "The essential object of the literature work is so to appeal to the developing sensibilities of early adolescence as to lead to eager and appreciative reading of books of as high an order as is possible for the given individual in the end of both present and future developments of his character and the formation of the habit of turning to good books for companionship in hours of leisure." From this we gather that in the teaching of literature we should not be so concerned with the student's gaining mere facts and principles, but rather that the high ideals of life and conduct should be broadened, and the power of self-expression...
should be improved. Since the aim of literature teaching has changed so decidedly, it is natural to suppose that the method would necessarily change in like proportion. And so today we find two fundamentals in the method of teaching literature. First, an effort to read the poem in such a way as to make it live for the class; and second, an effort to make all questions relate to the subject matter, to details of the story, the character, motives, etc., rather than to the meaning of the individual words and phrases. The newer method demands of the teacher three distinctive things: he must have imagination, an eye and ear for the concrete elements in a poem and the power to see it vividly and to make it vivid for the pupil; he must be able to read in such a way as to bring out the emotional elements in the passage he is reading; and he must have good judgment as to what to question about and how to frame his questions. This newer method is the outgrowth of the changed ideas concerning the aims of literature. Consequently it is no longer possible to present this subject through a process of intellectual analysis.

Under this new method of teaching literature we can easily see a decided place and need for activities of all kinds, and yet, unless the classroom is provided with adequate equipment, this need will continue to be neglected. It is not merely for the furthering of activities, however, that better equipment is essential. It is said that environment as a vital factor in education has not received the consideration due it, and this is certainly a fact to be deplored. The average classroom, whether in the country or city, is about the dreariest place in the child's experience. It is in the classroom that the child should be subconsciously influenced toward the appreciation of the beautiful. Every school should make an honest effort to have the English classroom equipped and used for English only. The modern English classroom should be an inspiration and a stimulus to the pupil who is studying literature. Therefore great care should be taken in the selection of the equipment. A committee of the Illinois Association of Teachers of English recommends the following as essentials in the equipment of any high school:

1. One or more recitation rooms properly equipped for English.
2. A small stage with curtains, dressing room, etc.
3. A file for themes and other records.
5. Looseleaf notebooks.
6. A projection lantern or stereopticon with slides.
7. A victrola.
8. A duplicator.
9. A working library supervised intelligently.
10. Three magazines of general interest; four of technical nature; a daily newspaper.
11. A serviceable collection of books for home reading, at least one-fourth of contemporary authorship.
12. Several copies of the more useful reference books and one copy of the less valuable.
13. Filed pictures for illustrative class use.
14. A few attractive pictures for wall decoration and a few casts.
15. Writing materials in the recitation room.
17. Devices of various sorts to make the recitation a period of conference and reading.

An instructor teaching in an English classroom provided with the foregoing equipment would find the actual teaching a joy both to himself and to his pupils.

The question which naturally arises now is, given the model classroom, or as near that as possible, how can the study of Shakespeare be made more valuable through the use of activities? Let us take up in concrete form seven devices which might well be employed in Shakespeare classes. That there are others, I have no doubt, but these seven simple devices will serve to illustrate the great part

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2Stevenson, The Old and the New in Literature Teaching.—English Journal.
3Stevenson, The Old and the New in Literature Teaching—English Journal.
which activities may play in the study of the master dramatist.

First, the construction of an Elizabethan theater. Few things are more important in the study of Shakespeare's plays than to have a thorough knowledge of the early theater. It should be carefully remembered that Shakespeare's plays were written primarily for the stage rather than for reading as literary masterpieces. With this in mind the desirability of constructing an Elizabethan stage will at once present itself. To have such a miniature theater before the class will act as a decided stimulant to awaken an intense interest in the manner of the performance. That this theatre should be built by the pupils themselves is of course understood. The following references will be found especially helpful in this connection. Matthews's Shakespeare as a Playwright—Chapter II; Neilson and Thordike's Facts About Shakespeare—Chapter VI; Thordike's Shakespeare's Theater—Chapter VI; Hatcher's A Book for Shakespeare Plays and Pageants.

Along with the construction and study of the Elizabethan theater should come also a brief but very necessary study of Shakespeare's actors and audience. Helpful information on both of these topics will also be found in the references given above.

Secondly, amateur performances of Shakespeare's plays or parts of his plays. Harry Andrews says, "Acting in good plays widens the actor's sympathies, increases his power of expression, deepens his imagination, and drives home a lesson or an image of beauty in a way that no amount of passive desk study can do." It is impossible to place too much emphasis on the acting of Shakespeare's plays by the students themselves. The significance of the great dramas is never so clearly felt as when one has an active role and, in living the part, interprets it in the manner he feels Shakespeare intended. Oftentimes where costuming and scenery are impossible the partial acting of the play while reading it with books in hand is found very helpful. At other times a portion of the play, one act or one scene, might be given with more time and work put on it.

The court scene in The Merchant of Venice might serve as an example. Excellent helps in the acting of Shakespeare's plays can be gotten from Roy Mitchell's Shakespeare for Community Players and O. L. Hatcher's Book for Shakespeare Plays and Pageants.

Some of Shakespeare's plays can be cut without interfering with the thread of the story in the least. This can easily be done in the comedy, A Midsummer Night's Dream. I give a cut of this play as an example:

Act I, Sc. 1 to entrance of Egeus; Sc. 2.
Act II, Sc. 1: Omit lines 82 to 114; 125 to 135; 186 to 244; 225 to 264. Sc. 2: Omit lines 34 to Act III.
Act III, Sc. 1; Sc. 2. Omit lines 35 to S. 1., Act IV.
Act IV, Sc. 1: Omit lines 83 to 196; S. 2 (omit).
Act V, Sc. 1; Omit lines 1 to 32.

Thirdly, adapting all forms of visual education to the study of Shakespeare. "The eyes are the windows of the brain; they make up the most important channel through which the human mind gets its material for fabrication," says Dr. Thomas D. Wood. "American education is seriously defective in that it provides an inadequate amount of training of the senses, particularly of the eye," maintains Dr. Charles W. Eliot. "I believe that the image is the great instrument of instruction," says Dr. John Dewey. And so we hear this idea expressed by all educators. Nothing is more important to a child when studying than to get a clear impression, a real picture, in his mind. He has something concrete then to begin with, something on which to base his further knowledge, and as a result a much more definite idea of the subject he is studying.

In the study of Shakespeare visual education can and should play an important part. However this term is not restricted to one particular thing. There are a number of forms under which visual education may come. Let us notice briefly a few of these forms which should be employed wherever possible in the study of Shakespeare. First, the stereoscopic views. These views will be found very helpful if used in classwork at regular study and recitation periods. On the back of each stereograph is a printed description of the scene or object represented, which may be

5Valuable suggestions gotten from Smith's Local-Coloring Shakespeare—Virginia Teacher, August, 1920.
6Andrews, Dramatics in the High School—English Journal, October, 1921.
read by the pupil after he has himself studied the stereograph in the stereoscope.

Next we have the lantern slides, which furnish an excellent means of review or which may be used profitably at lecture periods. Oftentimes the lantern slides can be used to give a rounded survey of the material previously studied in detail. The best sets of stereoscopic views and lantern slides may be obtained from the Keystone "600 Set". Excellent lantern slides to be used in the study of Shakespeare may also be obtained from the Chicago Transparency Company and from the Department of Visual Instruction, Albany.

Thirdly, motion pictures. Edison once said, "Some day our school children will be getting more knowledge from moving pictures than from books and lectures." With the educational progress within recent years along this line we can readily see how that might develop in the near future. Literature is being vitalized in the classroom by means of the film and slide. However, we must not think that the moving picture can take the place of the real, live, wide-awake teacher. This will never be possible, but, but by visual aid the work of both teacher and pupil will become lighter and much more tangible. Films for use in the study of Shakespeare may be readily gotten from the University of Wisconsin, Educational Film Corporation, Atlas Educational Film Company, and Lea-Bel Film Company.

Fourthly, the spirograph. This form of motion picture is of special interest as something entirely new and as having a number of advantages over all other motion picture methods. The spirograph is a motion picture device which employs a film of pictures arranged in spiral form upon a flat disc. The outstanding advantages of the spirograph may be briefly enumerated: it can be operated by a child; it is absolutely safe from fire; it is the essence of simplicity; it is inexpensive to operate; it can be set up for use in a minute; it shows pictures without electricity; it shows pictures in daylight; and it weighs only nine pounds. The records are ten and one-half inches in diameter, containing the equivalent of one hundred feet of ordinary roll film. These records are sold for one dollar by the Urban Motion Picture Industries, Inc., Irvington-on-Hudson, New York. Perhaps to mention this as a device for teaching masterpieces is to anticipate too boldly, but fifty new spirograph subjects are being issued monthly and it is to be supposed that illustrative material on Shakespeare will soon be made possible through the use of this means also.

Lastly, we might discuss the advantages of seeing the play performed on the stage. Yet this hardly seems necessary after the foregoing discussion, since the advantages would be of practically the same nature, plus the joy of watching artistic interpretation. This form of visual instruction will be found especially helpful as a climax in the study of a play. Every Shakesperian class should if possible see at least one, and preferably more, of Shakespeare's plays performed.

Teachers interested in the subject of visual education will find helpful information from the following publications:

- Educational Film Magazine, 189 Montague St., Brooklyn, N. Y.
- Visual Education, published by the Society for Visual Education, 327 S. LaSalle Street, Chicago, Ill. $1.00 a year.
- The National Board of Review of Motion Pictures, 70 Fifth Ave., New York.
- Educational Screen, 5200 Harper Avenue, Chicago, Ill. $1.00 a year.

Fourthly, illustrative material a helpful device. Almost as a part of visual education should be discussed illustrative material—in other words, pictures. This is very important and a decided aid in the teaching of Shakespeare. The person who intends to teach literature should begin immediately collecting from every source at his disposal material which can be used in illustrating Shakespeare's plays. Characters, as interpreted by different famous actors, should be collected. These may add a great deal to the study of a play. To get a picture in one's mind of a character makes that character a real person to the student. The best way to acquire illustrative material is to "keep one's eyes open" when traveling and when looking over current magazines. Many of these occasionally contain good pictures, such as The Theater Magazine, Harper's, Century, Mentor, and Drama, besides the excellent ones found in photogra-
vure sections of the metropolitan newspapers. Another excellent means of securing illustrative material is from different companies which specialize in that kind of work alone. The Thompson Publishing Company has sets of blue print photographs on each of Shakespeare's plays. These blue prints are of all the important scenes and characters and will prove a great help in the study of each play. The Perry Picture Company, Tuck, Brown, and Underwood, all put out sets of this kind.

Fifthly, music as an aid in interpreting Shakespeare's plays. The fact that for three hundred years the greatest musical composers have been putting music to Shakespeare's lyrics is proof enough that they should be really heard and understood in order that pupils may fully appreciate the play. By the aid of a victrola the production of the most notable will be found a simple matter. The Educational Department of the Victor Talking Machine Company, Camden, New Jersey, sends out a free copy of The Victrola in Correlation with English and American Literature, which lists over five hundred Victor records useful in English classes, including many from Shakespeare. There is also an excellent book, published by the Oliver Ditson Company in the Musicians' Library, called "Fifty Shakespeare Songs." Another book which might be found useful is one entitled "Songs from the Plays of William Shakespeare, with Dances as sung and danced by the Bermondsey Guild of Players," written and compiled by G. T. Kimmins, Novello, London.

Sixthly, the advantage of parallel reading in the study of Shakespeare. No course in Shakespeare should be completed without reading a number of books dealing with the poet's life and the manner and customs of his day. From this reading the student should get a real picture of the Elizabethan age and a truer conception of Shakespeare's time. A list of books suitable to be read in this connection will be found in the outline at the end of this article.

Lastly, more memorizing should be required. No form of study can bring out the true meaning of difficult passages more quickly than memorizing. This is a phase that has been greatly neglected of late, and in order to overcome the past neglect more emphasis should be placed upon it now. Many a student graduates from high school without being able to quote a single line from Shakespeare—or from any other great master. This is a fact to be deplored, and in order to overcome it in this day the literature teacher must certainly require a great deal more of it. 

While it might be found impossible to employ some of these devices, still it is reasonable to believe that the majority of them can easily be used with the result of greatly enlivening Shakespeare study. In order to make these suggestions still more concrete, I have below applied these devices wherever possible—first, to the study Shakespeare himself and, secondly, to three of his plays frequently used in high schools.

WILLIAM SHAKESPEARE


A. W. Elson & Co., 146 Oliver St., Boston. Catalog, 10 cents. Stratford-on-the-Avon; Anne Hathaway Cottage.

Perry Picture Company, Malden, Mass. Catalog, 2 cents. 73, 74a, 74b, 74c, 74d, 75—Stratford; 74e, 74f—Shakespeare and His Home.

The Thompson Publishing Co., Syracuse, New York. Catalog, 15 cents. 55e, 56c, 1291b, 4125, 4134—Shakespeare's Home; Anne Hathaway's Cottage; His Tomb, etc.


GENERAL MATERIAL ON THE AUTHOR AND HIS PLAYS: The New York Sun, April 16, 1916—Shakespeare Tercentenary Supplement. The Serbe, published by the students of the University of Cincinnati, June 7, 1916—Tercentenary Program. The Theater Magazine: April, 1916. Shakespeare (his friends, his appearance, his humor, his women, etc.)

Address of these companies can be found in the outline which shows the adaptation of these devices to a few of Shakespeare's plays.

9 Valuable help gotten from Hilson and Wheeling—Materials for High School Literature, March and April, 1923.

Theater Magazine: December, 1911—The Theater, Shakespeare as His Own Stage Manager.

Mentor: September, 1914—Shakespeare Number; June, 1916—Shakespeare County; April, 1916—Shakespeare, the Theater.

Motion Pictures: University of Wisconsin, Life of Shakespeare, six reels; University of Wisconsin, Master Shakespeare.

Educational Film Corporation, Life of William Shakespeare, four reels.

Slides: Chicago Transparency Company, 40 slides on Shakespeare and His Country.

Department of Visual Instruction, Albany: 98 slides on The Life and Works of Shakespeare.

W. H. Ran Co.: 22 slides on Shakespeare's greatest plays.

Parallel Reading: Shakespeare, the Boy, by W. J. Rolfe; Tales of the Mermaid Tavern, by Noyes; Master Skylark, by Bennett; Judith Shakespeare, by Black; The Dark Lady of the Sonnets, by Shaw; Will Shakespeare, by Dane; Shakespeare and the Heart of a Child, by Gertrude Lamb; Tales from Shakespeare, by Charles and Mary Lamb.

HAMLET

Illustrations

Thompson: A collection of 12 prints.
Century Magazine: October, 1906; February, 1911; January, 1910; December, 1909—Ophelia.
Harpers Magazine: May, 1904—Hamlet, picture with article by Theo. Watts Dunton.

Theater Magazine: February, 1922: David Garrick and John Barrymore as Hamlet; July, 1919—Walter Hampden as Hamlet; Mary Hall as Gertrude; Mabel Moore as Ophelia; Albert Bruning as Polonius. April, 1916—Forbes Robertson as Hamlet. June, 1916—Two small picture scenes in Hamlet.

General Material


Music

Victrola, 49452, Brindisi, Drinking Song; 74702, Hamlet's Soliloquy; 74703, Hamlet's Speech to the Players; 17717, Airs sung by Ophelia.

Motion Pictures

Lea-Bel Film Company, three reels.

Slides

Chicago Transparency Company: One set of 14 slides for Hamlet. A second set of 30 slides.

Memory Passages

(Total, 64 lines)

Act I, Sc. 1, ll. 66-67 (inclusive); Sc. 2, l. 65, l. 146, l. 159, Sc. 3, ll. 59-80, Sc. 5, l. 108.

Act III, Sc. 1, ll. 56-69, l. 101, l. 44, Sc. 2, ll. 72-73, ll. 146-146, ll. 262-263, Sc. 4, l. 99, l. 111, ll. 126-121, l. 175.

Act IV, Sc. 5, ll. 53-54, ll. 62-63, l. 121, Sc. 7, ll. 53-64.

Act V, Sc. 1, l. 243.

MACBETH

Illustrations

Thompson: A collection of 7 prints.
Tuck: 7877—Inverness Castle.

Vanity Fair: February, 1921-July, 1921, James K. Hackett as Macbeth.

Theater Magazine: April, 1921, Lionel Barrymore as Macbeth; June, 1921, Walter Hampden as Macbeth; August, 1921, Julia Arthur as Lady Macbeth; August, 1921, Mary Hall as Lady Macbeth.

Century Magazine: December, 1916, Shakespeare and the Movie; March, 1911, Macbeth.

McClure's Magazine: August, 1908, Ellen Terry as Lady Macbeth.


General Information

Vanity Fair: April, 1921, A Modernist Setting for the New Production of Macbeth.

The English Leaflet, published by the New England Association of Teachers of English, Editor, Charles Swain Thomas, Newtonville, Mass.: June, 1918, Critical Phantoms in Macbeth.


Theater Magazine: March, 1921, Mr. Hackett's Triumph as Macbeth.

Music

Victrola, Go, Bid Thy Mistress When the Drink Is Ready.

Motion Pictures

Atlas Educational Film Company.

Slides

Chicago Transparency Co.: 12 slides.

Memory Passages

(Total, 37 lines)

Act 1, Sc. 3, l. 38, l. 145, ll. 46-47, Sc. 5, ll. 50-51, ll. 63-64, l. 70, Sc. 7, ll. 21-28, ll. 60-61, l. 82.
PROGRESS BOOKS

The worth of the fundamentals in learning has been realized for many centuries but, in keeping with the narrow conceptions of the moment, there has often resulted an undue emphasis on drill. We must not, by forgetting the minimum essentials, bring about a reaction that would put too much emphasis on drill. Yet how are we best to teach these fundamentals? How are we to get the child's attention and lead him to want to learn all he can about those things which he must know?

The need of a plan which would help the child to learn the minimum essentials thoroughly, and still keep him interested in his work, was felt in the Training School of the Harrisonburg Normal School. The advantage of giving the child a whole term's work at one time, of letting him know what was expected of him, and giving him the responsibility of his own advancement was realized.

Out of a need, and an understanding of certain things which must be considered in meeting this need, the Progress Book idea was evolved. The Progress Book stressed the minimum essentials. It was a return to the old-fashioned idea of drill, but with a stress on better teaching.

The course of study served as a starting point. The teacher in each grade had to consider what fundamental things the child had to learn before he could pass from her grade. With these in mind, goals were set which each child must reach to obtain credit on his term's work.

In the elementary grades each child was aided in making a book in which to keep a record of his progress as he advanced from goal to goal. Hence the name, Progress Book. In the Junior High School record posters or graphs were used for this purpose.

The books were made of yellow paper with covers of a heavier paper. Brads were used to hold the back and leaves together. The average cost of the books was only a few cents for each pupil; the child assisted in making his book.

In the third and fourth grades the child copied the assignments or goals into his book. In this way he gained an idea of what was ex-
pected of him in the term's work. Then, too, he got a glimpse of the scope of the work and was given a better chance, working from day to day, to see it as related units.

The child was made to realize from the first that his progress depended upon his own industry. For example, to reach the first goal, which meant completing the requirements of the first page, the pupil must work. When he had learned all he could about the particular phase of the subject involved in the first goal, and had passed the test, he was allowed to go on to the next goal. No one was to be held back by his slower classmates if he showed himself capable of advancing faster than they. If, however, he failed on the test, he had to keep studying on the first goal. A second but different test was given to the child when he was ready for it. If he failed on the second test he had to keep trying until he was able to show that he had mastered the subject matter involved in Goal I.

The practice or written work was not done in the Progress Books. The tests themselves were generally taken on other paper. The Progress Book was intended to be a guide to what the child was to study during the term. It contained the child's assignments and was a record of his progress.

In the third grade a graph was put on the first page so that the child could note his advancement. A child likes some tangible proof of the satisfaction of his work, so a "gold star" or check-mark was put on each page as he completed its requirements satisfactorily.

With the idea in mind of what the work in a particular subject included the teacher could soon work out a Progress Book in that subject. For an illustration I have worked out a Progress Book in fourth-grade language work which could be put into use. The directions for study are necessarily expressed in simple terms so that the child will understand them.

In order that the teacher can make sure that the pupil has learned the subject matter involved in each goal, tests must be given. At least one illustrative test has been worked out for each goal. The child generally requires more than one test, however. For that reason several tests have been worked out in connection with the first goal. The teacher can prepare further tests as they are needed. The tests are not, of course, in the child's book, but here each test has been placed, following its respective goal for the sake of clearness.

A chart has been worked out on which the child can keep a record of his progress. In column one the number of the goal is placed; in column two the nature of the goal, that is, the topic being studied, is indicated; in column three the number of tests which the child needed to complete the goal is noted; in column four the teacher indicates with a check that the child has completed the goal; and in column five the date of beginning and finishing the piece of work is recorded.

PROGRESS BOOK
Subject: Language
Grade: Fourth
Name .........................

PAGE II
GOAL I

I know that
1. Every sentence should begin with a capital letter.
   My book has been lost.
2. Every telling sentence should end with a period.
   Mary is waiting for you.
3. A question mark should be placed at the end of an asking sentence.
   May I go with you?

GOAL I—TEST 1
1. Write two telling sentences.
2. Write two asking sentences.
   Punctuate the following:
   1. My books are on the table
   2. Where is your pencil
   3. I can't find it
   4. Where is the fire, John

GOAL I—TEST 2
1. Write three good telling sentences about something that you did this morning.
   Write three asking sentences.

GOAL I—TEST 3
1. Write two telling sentences.
2. Write two good sentences to ask the class.
   Punctuate the following:
   1. Are you going to the party
   2. I like to play base ball
   3. I saw a robin today
   4. Did you see the nest

PAGE III
GOAL II

I am careful to remember that
1. A new line of poetry should begin with a capital letter.


### RECORD CHART

<table>
<thead>
<tr>
<th>1</th>
<th>GOAL</th>
<th>2</th>
<th>NATURE OF GOAL</th>
<th>3</th>
<th>Number of Tests Required</th>
<th>4</th>
<th>CHECK</th>
<th>5</th>
<th>DATE</th>
<th>Begun</th>
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<tbody>
<tr>
<td>I</td>
<td>1. How a sentence begins (—with a capital letter.)</td>
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<td>II</td>
<td>1. Other uses of the capital letter</td>
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<td>2. Abbreviations</td>
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<td>III</td>
<td>1. Use of is and are</td>
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<td>2. Use of was aand were</td>
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<td>IV</td>
<td>1. Use of see, saw and seen</td>
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<td>3. Use of take and took</td>
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<td>V</td>
<td>1. Use of can and may</td>
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"Beautiful hands are those that do Work that is earnest and brave and true, Moment by moment the long day through." —Longfellow

2. Names of persons should begin with a capital letter.

Robert Louis Stevenson

3. The first word and all important words in the heading or title of a story, poem, or book should begin with a capital letter.

My Vacation in the Country

4. Every title should begin with a capital letter when used with the name of a person.

Where is Dr. Brown?

5. Every abbreviation should be followed by a period.

Mr., Dr., wk., hr., mo.

6. The names of days of the week and months of the year should begin with a capital letter.

Tuesday was the first day of May.

GOAL II—TEST 1

1. Write two telling and two asking sentences using the full name of any of the following:
   Yourself, a friend, a neighbor, the principal of the school.

2. Write one stanza of a poem that you have learned.

3. Write the title of a poem, story, or book that you have read.

4. Write the abbreviations for Virginia, October, year, month, pound, ounce.

5. Write the summer months.

6. Write the days of the week.

PAGE IV

GOAL III

I know that

1. Words that are used in speaking of one thing are called singular words. *Is* should be used with singular words. The flower is pink.

Words that are used in speaking of more than one thing are called plural words. *Are* should be used with plural words.

The boys are playing ball.

2. *Was* should be used with singular words.

The train was late.

*Were* should be used with plural words.

The children were in the woods.

GOAL III—TEST 1

Fill in the blanks with *is* or *are*

1. The flowers ______ pretty.

2. He ______ at the gate.

3. The boys ______ late.

4. John ______ not at home.

In each sentence cross out the incorrect word.

1. James (were, was) here yesterday.

2. We (was, were) playing in the yard.
3. The children (was, were) listening to story.
4. (Was, were) anyone hurt?
   Write a sentence using are.
   Write a sentence using was.

PAGE V

GOAL IV

1. See should be used in speaking of the present time.
   I see the stars.
   Saw should be used in speaking of the past time.
   I saw the parade.
   Seen should be used with have, has or had in speaking of the past time.
   I have seen the robin’s nest.
2. Come is used in speaking of the present time.
   Come to see me today.
   Came is used in speaking of the past time.
   He came home last week.
3. Take is used in speaking of the present time.
   You may take the book home.
   Took is used in speaking of the past time.
   The boy took the box to school yesterday.

PAGE VI

GOAL V

I remember always

1. To ask permission I should use may.
   May I go down town?
   When speaking of whether a person has the power or ability to do a thing or not can should be used.
   Can you lift the box?
2. Some one else always teaches us what we learn.
   Mary is going to teach me to knit.
   We have to do the learning ourselves.
   I am learning to knit.
3. Let seems to ask permission.
   Let me go with you, John.
   Leave means to go away from or to let a thing remain where it is.
   Leave the box alone, Mary.
   Leave should be used in speaking of the present time.
   Leave the room now.
   Left should be used in speaking of the past time.
   He left the house.
4. To write my name in the upper right hand corner of my paper.

PAGE VII

GOAL VII

I know that a letter has five parts:

1. The Heading—
   348 Main Street
   Harrisonburg, Virginia
   April 30, 1923
2. The Salutation—
   Dear Jane,
3. The Body—
   In the body I shall tell Jane all that has happened while she has been away.
   I must be careful to begin a new paragraph when I start to tell her something new.
   I have learned to indent when I begin a new paragraph.
4. The Polite Ending—
   Your loving friend
5. The Signature—
   Lucy Grey

PAGE VIII

GOAL VIII

I know that a business letter is something like a friendly letter, but is much shorter.
In a business letter one says only what he has to say.
I shall look in some of the language books
on the Reference Table and find out just how a business letter is written. I can write a business letter.

GOAL VIII—TEST 1
Write a business letter. If you like you might order a pencil sharpener. We need a pencil sharpener. The one who writes the best letter will be allowed to send his letter in ordering it.

PAGE X
GOAL IX
I can use a dictionary to find out how to spell a word or to learn its meaning. I have looked up these words and written down their meaning:

- book
- pencil
- picture
- knife
- flower
- shoe
- hat
- finger

GOAL IX—TEST 1
Look up these words in the dictionary and write out their meaning:

- winter
- brook
- chair
- bottle
- ring
- leaf

GOAL X
I know that
1. We use *two* when we mean the number two; as two people, two boxes, two books. I have two books in my desk. We use *too* when we mean more than enough or also. I have too many boxes to carry. We use *to* in all other cases. I am going to bed.
2. *Their* is used to show possession. Their books are on the porch. *There* is used to begin a sentence. There were many people hurt. *There* is used to denote place. I was there last year.

GOAL X—TEST 1
Fill in the blanks with *to*, *too* or *two*.

1. I have ....... brothers.
2. I am going to ask if I may go .......
3. If you go, take Jane .......
4. I have ....... pennies to give ....... the boy.
5. Give me some .......
6. We have ....... many lessons to study. Write a sentence using *to*. Write a sentence using *too*. Write a sentence using *two*. Mark out he incorrect word in each of these sentences:

   1. (There, their) is a good place for a picnic.
   2. Did they bring (there, their) fishing rods?
   3. No, (there, their) was no room for them.

   4. I can hear (there, their) dog barking. Write two asking sentences using *their*. Write two telling sentences using *there*.

PAGE XI
GOAL XI
I have noticed that Sometimes a letter or letters are left out of a word to make the word shorter. Words that are shortened by a letter or letters being left out are called contractions. When one or more letters are left out in a word we put a little sign called an apostrophe (') to show that a letter or letters have been left out. Some contractions are 

- isn't for is not.
- it's for it is.
- aren't for are not.
- wouldn't for would not.
- can't for can not.

There are other contractions which I must find in the language book and learn.

were not do not
does not will not
should not can not
will not is not

PAGE XII
GOAL XI
I am careful to remember that:
Singular means one. Plural means more than one. A noun is the name of a person, place, or thing; as woman, town, drum. Most singular nouns form their plural by adding *s* or *es* to the singular; as ocean—oceans branch—branches I must study other words that form their plural by adding *s* or *es* to the singular form of the noun.

GOAL XI—TEST 1
Write the plural of the following:

- potato
- neighbor
- mountain
- crutch
- soldier

PAGE XIII
GOAL XII
I know that
"A word ending in *y* when preceded by a consonant changes the *y* to *i* before adding *es." I know that there are some nouns which do not for their plural by adding *s* or *es* to the singular. Some of them are:

- lady—ladies
- family—families
- enemy—enemies
- fairy—fairies
city—cities
Some other words which form their plural differently are:
theft—thieves
wife—wives
half—halves
knife—knives

GOAL XII—TEST 1
Write the plural of the following:
lady wife
family half
knife city

Write sentences using the plural of these words—enemy, thief, fairy.

PAGE XIV
GOAL XIII
I must "learn by heart" the plural of these words:
man—men
woman—women
child—children
ox—oxen

GOAL XIII—TEST 1
Fill in the blank in each sentence with the plural of the word which is in parentheses.
1. I have two (foot) .......
2. The (goose) ....... flew away.
3. The (woman) ....... helped the (child) ......
4. Each of the (man) ....... drove a yoke of (ox) ......
5. Sometimes (child) ....... are afraid of (mouse) ......
6. I have two new (tooth) .......

PAGE XV
GOAL XIV
Stories I have read:
(This is just a suggested list. The child's page might read something like this.)
2. The Spelling Match (from Emmy Lou) by George Madden Martin.
3. The Trojan War.
5. Robin Hood Stories.
6. Alice in Wonderland, by Lewis Carroll.

GOAL XIV—TEST 1
1. Where was Alice at the beginning of the story?
2. While sitting on the bank Alice suddenly saw .........
3. What happened to the Duchess's baby?
4. The name of Alice's cat was .......
5. Who wrote Alice in Wonderland?

PAGE XVI
GOAL XV
Poems I have learned:
(This is a sample of poems that the child might fill in on his page as having learned.)
3. The Brown Thrush—Lucy Larcom.
4. The Village Blacksmith—Longfellow.
5. Four Leaf Clover—Ella Higginson.

GOAL XV—TEST 1
1. Describe the Village Blacksmith.
2. What lines tell you that he worked hard?
3. Why did the children like to stop at his door?
4. Where was the Village Blacksmith's Shop?
5. Who wrote The Village Blacksmith?

PAGE XVII
GOAL XVI
As a sample of pictures that the child might fill in on his page as having studied might be suggested:
1. Landseer, "Shoeing the Horse."
2. Millet, "The gleaners."
3. Boughton, "Pilgrims Going to Church."
4. Millet, "The Angelus."
5. Adan, "End of Day."

GOAL XVI—TEST 1
1. In the Landseer's picture, "Shoeing the Horse", what story did the picture seem to tell you?
2. Describe the horse in the picture.
3. Who seemed to watch the work of "Shoeing the Horse"?

PAGE XVIII
GOAL XVII
I have told these stories in class:
(This page is to be filled in with the name of the story and the author as the pupil tells a story satisfactorily.)

PAGE XIX
GOAL XVIII
I have helped a group dramatize a story.
(The play can be a story that the pupil has read and likes well enough to want to dramatize, or an original play which he, with his classmates, can write under the teacher's supervision.)

Note—I have attempted to include all of the important things in fourth grade language work in the Progress Book. To the formal work stories, poems, pictures and dramatization have been added to show the treatment of that phase of language work.

The teacher would have her hands full, supervising the child, under such a plan, it
may seem. But it is surprising how much the child can accomplish, unaided, when his interest has been aroused. He is kept busy. He has his own progress to look out for and does not have time to be idle. He is not going to let his classmates excel him if he can help it. Then, too, the Progress Book idea provides for individual needs. The dull child can advance at his own rate and get credit for his work. The bright child can go as fast as his energy and interest lead him. This plan seems to be a means of solving the "skipping problem". Often a child skips and then fails because of the work that he has skipped, but under this plan the child is required to learn thoroughly all of his work. He is not kept back by his slower classmates. The child is given a definite thing to do and required to do his best. He learns to cooperate with and help his classmates. The brighter child can explain or help the slower pupils out of a difficulty, thus really relieving the teacher. The best thing about the Progress Book is the child's interest and enthusiasm in his work. He gets a wholesome wholehearted joy out of his attainments which comes with a consciousness of work well done.

Below is a composition by a fourth grade girl which seems to express her valuation of a Progress Book.

OUR PROGRESS BOOK

We made our Progress Books today. I am glad we made them because we will know whether we have good grades or not. In our Progress Books we will study adding and subtraction. When we reach a goal we get a check. I feel glad because when we finish one thing we do not have to wait for our classmates.

ELSIGE PROFITT

A BOOKSHOP

I know one town of three thousand inhabitants which has been culturally revolutionized by the possession of a really good second-hand bookshop.—Beatrice Forbes-Robertson Hale.

ARE THERE OTHERS?

That nation which employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation.—H. A. L. Fisher, President of the Board of Education of England.
every effort should be made to yield one hundred cents of value for every dollar spent. The Association does stand, however, emphatically for the proposition that the only safe course for the protection of the political, industrial, and social welfare of the American people lies in a thorough, adequate, and universal system of public education extended throughout the Nation and available to every prospective citizen of the Republic. We believe that increasingly more children will attend schools. We believe they will attend for longer periods of time. We believe that more attention must be paid to individual capacity, to individual needs, and to potential individual service. We believe, therefore, that more money and not less must be expended for schools. America will not return to the grossly inadequate program of education of a generation ago. This Association invites the forward-looking citizenship of the Nation to repel the insinuation that a great and rich Nation needs to adopt a policy of narrow economy in those matters that affect the Nation's children and through them the Nation's future.

State responsibility—We believe that the equalization of educational opportunity for all children can be secured only by the recognition of the principle of a larger responsibility on the part of the State for the adequate financing of education, and further, that along with the adoption of this principle, must come the development of larger units of taxation and administration to replace the local district system.

We believe that the principle that education in a State function is a sound one; that local boards of education are in this sense officers of the State, and that they should be free to determine and administer their own financial budgets, subject to State control but unhampered by municipal authorities.

We believe that justice demands greater study and consideration of the means by which rural education may be improved.

The National Education Association endorses the principle that the public schools of the territories of the United States be given equal recognition with the public schools of the several States.

The status of the teacher—We cannot emphasize too strongly the fundamental importance of improving the status of the teacher if we would improve child service. To provide an adequate supply of well-trained teachers, we must equip and support more and better teacher training schools and colleges; we must offer salaries adequate to attract high-minded and well-educated youth into the profession; we must insure to them promotion on merit alone as well as permanent tenure while they render satisfactory service; we must remove from them the fear of destitution by adequate retirement annuities and pensions; and we must recognize their right to express their professional opinions and to develop in every proper way personal initiative.

Political snipping—For more than half a century, the National Education Association has advocated sound professional leadership in all educational offices, whether in State county, city, or district. From long experience, we have had a right to assume universal acceptance of this principle by all who are working for the establishment of good government in the United States. That this principle should be acknowledged in the selection of those who are charged with the responsibility of leadership in the office of State Superintendent, or State Commissioner of Education, we hold to be of surpassing importance.

The friends of public education deplore the recent flagrant violation of this principle in the case of the highest educational office in the Commonwealth of Pennsylvania, an educational leader having a record of proved accomplishment, had been invited to assume the responsibility of framing for the state a far-reaching and forward-looking program of education. In cooperation with the educational forces of the State, this program was framed and put in force. It was later examined and approved by a commission appointed by the Governor and by a second commission chosen from the National field of educators.

The press and the people of the State expressed in no uncertain manner their intense satisfaction at the record that has been made and at the promise of further accomplishments. This accomplishment of the Legislature of the State assured by the act of its approval in law of every item of the program that had been framed.

In spite of these conditions, the man who had been invited to this leadership and had
thus demonstrated to the satisfaction of public, professional and legislative opinion, his unqualified fitness for that leadership, was offered opportunity of continued service in his office on terms which, if they were not unconstitutional, were so distinctly humiliating that no self-respecting administrator could accept them.

So directly does such an act in a leading State affect education throughout the Nation that this Association believes it must record its disapproval of so unworthy an executive act, while it expresses its satisfaction at the general approval of the citizens of the State of the vigorous and forward looking educational program, that had been inaugurated, and at the professional attitude of the man who in this instance has so worthily stood in Pennsylvania as a representative of the best in educational leadership.

We heartily rejoice that, in this legislative year, governors and legislators have generally given vigorous support to the maintenance and extension of public education. In the few instances in which the legislatures and governors have been responsible for a curtailment of financial support of teacher training and other important activities of education we are convinced that new advances will be made when the people have had an opportunity to act.

**Child labor amendment**—The National Education Association reaffirming its belief in the vital importance to the children of a law establishing a Federal minimum of protection from premature or excessive employment, favors a Child Labor Amendment to the Constitution authorizing Congress to enact such a law.

**Physical Education**—The National Education Association urges that adequate provision be made for the organization and supervision of courses in physical education and recreation in all elementary, secondary, normal schools and colleges of this Nation. The purposes of such education include the correction of physical defects and the development of useful bodily and mental habits through socialized recreation.

**National capital**—We should be able to find in the city of Washington, the capital of the Nation, leadership in matters concerning school administration, supervision, teaching, business management, and for the promulgation of a far seeing and adequate educational program for city schools.

The schools of the capital city belong to the Nation and for this reason we urge Congress to create a Board of Education for the City of Washington, which shall be absolutely free from party control, which shall have entire control of its financial budget, and which shall have an adequate financial income to maintain schools of which the Nation may be proud.

We believe it to be the primary function of the teaching of American history to inculcate in the American people a lasting devotion to America and her institutions. This objective can best be attained by placing before American children in a manner appropriate to various ages an accurate and truthful portrayal of the events that have had a place in the growth and development of her country and her institutions. We believe that it is possible to develop through right history teaching a deep love and lasting respect for America without creating hatreds or animosities toward other Nations of their peoples. We approve that attitude in historical teaching which aims to present actual and truthful pictures of the past and to promote with older pupils the disposition to consider both national and international political, economic and social problems on the basis of partisan, sectional or narrowly National self-interest.

**World conference on education**—We recognize with deep gratification the fine spirit shown and the real contribution made to the cause of better understanding among the Nations by the World Conference on Education held at San Francisco. We believe that we can most surely promote a lasting spirit of good fellowship throughout the world by taking advantage of appropriate opportunities to tell the coming generation of the good qualities and useful achievements of other nations as well as our own.

Humanity is one. Injury to one nation or race involves injury to all, just as the proper growth of one nation or race carries with it an advantage to all mankind. Mutual cooperation and good will are absolutely necessary to mankind's steady growth in happiness and service.
The plan of the Committee on Foreign Relations for holding further conferences in other lands meets with our hearty endorsement.

We acknowledge the great service rendered to the cause of education by the intelligent and public spirited reports on our deliberations, published not only by the local press but by many other great papers of our Nation.

We extend our grateful appreciation of the hearty hospitality which has been so generously given the members of the Association by committees, organizations and citizens of Oakland, San Francisco, Berkley, and the vicinity.

Throughout, there has been shown careful foresight and unflagging endeavor on the part of innumerable volunteer workers who have magnificently contributed to the success of the sixty-first convention of the Association.

Payson Smith,
State Commissioner of Education, Boston, Mass., Chairman.

Dr. Ernest DeWitt Burton, who has been Acting President of the University of Chicago since the retirement of President Harry Pratt Judson in February, was elected president of the institution at a meeting of the Board of Trustees on July 12.

President Burton has been connected with the University since its founding in 1892, and during that time has been head of the Department of New Testament and Early Christian Literature and for thirteen years Director of the University Libraries. In 1908-9 he was chairman of the Oriental Educational Commission of the University and in 1920-21 was again chairman of a commission to study educational conditions in China. For ten years also he acted as chairman of the board of education of the Northern Baptist Convention.

As a scholar President Burton has an international reputation, and among his important books are Principles of Literary Criticism and Their Application to the Synoptic Problem, Harmony of the Synoptic Gospels in English and Harmony of the Synoptic Gospels in Greek (both with E. J. Goodspeed), Commentary on Paul’s Epistle to the Galatians (in the International Critical Commentary), and The Teaching of Jesus in Its Historical Relationships.

Faculty Changes

Many of the readers of this section will be interested in the faculty changes for the session of 1923-1924. Miss Mary L. Seeger will give her entire time to the work of the department of education; and to this department Mr. Clyde P. Shorts, formerly of the Harrisonburg High School, will be added. Miss Edith Ward will be assistant in the department of physical education. Mrs. Pearl P. Moody will become the head of the department of home economics; Mrs. Moody is acting at present as social director of the Summer School. Mr. Raymond C. Dingley will devote his entire time to the department of history and social sciences. Dr. Henry A. Converse will have entire charge of the department of mathematics. Miss Clara G. Turner will have charge of institutional management. Mrs. Parthenia Hancock will become the matron.

United States Civil Service Examination

The United States Civil Service Commission announces the following open competitive examination:

Research Assistant in Civil Service Tests

The receipt of applications will close September 5. The examinations will be held throughout the country on a date to be determined after September 5. It is to fill vacancies in the Research Section of the Civil Service Commission at entrance salaries ranging from $1,200 to $1,800 a year, plus the increase of $20 a month granted by Congress.

Applicants must have had not less than 12 semester hours in psychology, educational measurements, or statistics, or in any combination of these subjects, in a college or university of recognized standing.

The duties are to assist in research work on the construction and standardization of improved examinations and tests for entrance to and promotion in the civil service.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil service examiners at the post office or customhouse in any city.
EDUCATIONAL COMMENT

GREETINGS FROM THE PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

To be President of the National Education Association is to represent the greatest body of teachers in the world. It is to accept a solemn trust that lifts one above the ordinary responsibilities of locality or group to broader duties to the profession as a whole and to the Nation. In accepting this trust I dedicate myself to the service of the entire Association and the profession it represents. The Association has an efficient headquarters staff upon which I shall rely. It has a well-conceived program which shall be my program. It has an outstanding mission to which I shall give my best and for which I bespeak the enlistment and wholehearted co-operation of the teaching profession. The cause of education is the foundation upon which we can unite to build a greater profession and a greater and better Nation.—Olive M. Jones, President of the National Education Association.
thousand girls in the South have received one or both of these kinds of help since the work was established in 1914 and the appeal for such help is far greater than even the steadily growing financial resources of the Alliance can supply.

It helps a girl at whatever stage of her education help is needed, whether in grammar school, high school, college, university or business or professional school, and works on the principle that no woman of normal mentality is adequately educated today unless she has enough general education to lay broad, strong foundations and in addition training for doing competently some wisely chosen type of work.

The help takes the form first of educational information and guidance, including vocational information and guidance, and secondly, of securing scholarships, student loans and opportunities for student self-help. The Alliance is able to secure these all over the South through the co-operation of educational institutions, and its executive board includes in its membership the Presidents or Deans of the leading colleges of the South.

In general, the Alliance urges girls seeking its help to utilize local educational opportunities as fast as possible, and seeks also to create in each girl helped a strong desire to aid somehow in the educational development of her own section of the country. Inasmuch as certain types of advanced professional training are not available in the South, however, and inasmuch as there are always girls of cosmopolitan reach who can with great advantage to themselves and to their communities study in other sections, the Alliance provides in smaller proportions the same sort of opportunities for study in Eastern and Western institutions and invites a correspondingly small proportion of educational administrators from these sections to co-operate in its program of work. Moreover, it seeks out Southerners wherever they are, so far as practicable, and enlists their aid in meeting the ever-increasing volume of demand upon it for the kinds of help it gives.

Orie Latham Hatcher, President.

Richmond, Va., July 6, 1923.

SENIOR ESSAYS FOR 1922-23

The Importance of Music in the Elementary School—Anice Adams;
Gregor Johann Mendel's Work—Leona Addington;
Home Brew in My Community—Aline Anderson;
A Century of Development in My Community—Estelle Anderson;
Local Life in My Community—Helen Anderson;
The Value of Art in the Public Schools—Sidney Arts;
The Application of Psychology to Home Economics—Clara Aumack;
The Work of the Public Health Nurse in Virginia—Mattie Ayres;
What Can Be Done for Playgrounds in the Rural Schools of Virginia—Katherine Bare;
World Wide Prohibition Thru Education—Besie Barnhart;
The Manner of Adapting Physical Education to the Primary Grades—Eloise Baylor;
Habits Which Are Formed During the Kindergarten Period and May Be Used in Later Education—Ruth Bean;
Story-telling in the Primary Grades—Mary Bell Bear;
Life on the Eastern Shore of Virginia—Mildred Bell;
Importance of Vitamines to Health—Constance Board;
Cotton in America—Kathryn Borden;
The Free Period in the Primary Grades—Virginia Borst;
The Painter, Titian—Pauline Bowman;
Training Children to Enjoy Music—Lucille Boyer;
The Sources and Uses of Yeast—Pauline Bresko;
French Art in the Eighteenth Century—Inez Britt;
The Art of Good Table Etiquette—Mary Britt;
The Need of Physical Training in Grammar Grade Schools—Louella Brown;
Student Periodicals in the Colleges of Virginia—Rosalyn Brownley;
The Production and Manufacture of Wool—Eloise Bruce;
North American Indian Art—Helen Carter;
Teaching Health by the Project Method—Mrs. Elsie Cabell;
The History of Cookery—Sarah Chaffin;
Radio as a Motive in Junior High School Science—Audrey Chewning;
How War Has Stimulated International Law—Ruby Chinault;
The Manufacture of Flour and Its Uses—Sophie Clark;
You and Your Clothes—Charlotte Clement;
History of Canning and Preserving—Margaret Cole;
Development of Telephones—Elizabeth Collins;
Probation in the Juvenile Court—Beatrice Copper;
Dairy Products—Marie Cornell;
Why Study French and How—Annie Council;
Development of the Vicia Faba—Ola Cronise;
Malnutrition in the Slum Districts—Ruth Current;
Art of the Roman Catacombs—Alva Cutts;
The Art of Dining—Dina Dalton;
Public School Music and Its Value—Marguerite Daugherty;
Immigration into the Southern States Since 1860—Violetta Davis;
The Americanization of Hawaii—Julia Dicker son;
Physical Education—A New Plan of Procedure and an Experiment—Annabel Dodson;
Originating a Test—Kathryn Duncan;
First Aid to the Injured—Elizabeth Duke;
The Function of Music in Primary Grades—Helen Early;
Parliamentary and Presidential Government as Exercised in England and the United States—Louise Elliott;
Clothing and the Wearer—Catherine Everly;
Greek Art at the Height of Its Development—Margaret Ford;
Art in the Lower Grades—Mary Ford;
The History and Development of Agricultural Education in Virginia—May Fox;
The Joy of Music to the Trained Listener—Ruth Frankhouser;
Development of the Philippine Islands—Virginia Funkhouser;
Problems of Home Economics Teaching—Amé Garthright;
Development of Labor-saving Devices as Applied to Food—Isie Gresham;
Primitive Art—Leone Grubbs;
The Congressional Districts of Virginia—Elizabeth Gunter;
Marketing—Hunter Gwaltney;
Citizenship via Physical Education in the Elementary Grades—Helen Harris;
The Art of Dining—Cornelia Hart;
Evolution of the Modern Theatre—Janet Hareberger;
Playground Work as an Agent of Physical and Moral Development—Minnie Louise Haycox;
The Architecture of Rome—Rose Hendrick;
The History of Table Setting—Hazel Hornberger;
The Life and Work of Luther Burbank—Hettie Huffard;
The Life and Paintings of Leonardo de Vinci and Raphael—Mary Stuart Hutcheson;
The Development of Head Dress—Myrtle Ives;
The Industrial Revolution in England—Charlotte Jones;
The Clothing Budget and Wardrobe of the College Girl—Lelia Brock Jones;
Social Conditions in the Community of Arvonia—Marjorie Jones;
The History and Development of Dress to 1800—May Joyce;
The Origin and Development of the School Lunch in High Schools—Sue Kelley;
Susan B. Anthony and Her Work in Woman Suffrage—Constance Kibler;
Program for Health Work in the Fourth Grade—Frances Kinney;
The Manufacture of Cheese and Its Importance in the Diet—Carey Knupp;
The Development of Food Transportation—Pattie Lacey;
Vitamines—Mildred Lamphier;
The Newer Tendencies in Mathematics in the Secondary Schools—Laura Lambert;
Joseph Lister—His Life and Work—Claire Lay;
Devices for Enlivening the Presentation of Shakespeare in the High School—Adah Long;
The Achievements of the Virginia War History Commission—Carrie Malone;
The Present Status of Agricultural Education in the High Schools of Virginia—Valleye McCauley;
The History of Charlotte County—Lucy McGhee;
The Graph as a Factor in the Use of Tests—Louise Meador;
Review of the History of the Valley of Virginia—Christine Miller;
The School Lunch—Gean Mish;
The Rural Teacher and Her Duties in the Community—Annie Moomaw;
The Childhood of Some of Our Great Musicians—Nello Moon;
The Life and Work of John W. Daniel—Margaret Moore;
Thomas Nelson Page—Evelyn Byrd Nelson;
Development of Physical Education in Virginia—Dorothy Norton;
Dietary Habits of Different Nations—Marjorie Ober;
Flax—Louise O’Callaghan;
The Social Why of Prohibition—Mildred Or rison;
The Progress of Education in Virginia—Sybil Page;
Dyes and Dyeing—Esther Patton;
The History of the Sewing Machine—Jennie Dean Payne;
Michelangelo—His Life and Works—Mary Pratt;
Progress Books—Elsie Proffitt;
The Treasury Department—Carrie Reynolds;
Illustrative Material in Teaching Home Economics—Lila Lee Riddell;  
The Geographical Isolation of the Valley of Virginia as a Factor in the Civic and Social Life of the State—Nancy Rowan;  
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The Development of Education in Norfolk—Eva Warren;  
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NOTES OF THE SCHOOL
AND ITS ALUMNAE

The Community Chautauqua, with a rich offering of lectures and musical entertainments, furnished abundant recreation for the students of the first term of the Summer Quarter. Especially enjoyable were the dramatic performances, the children's pageant and Shakespeare's Taming of the Shrew. A very large number of the students availed themselves of the opportunity to attend the various numbers offered by the Chautauqua.

From the opening week, however, to the closing week of the second term, when the Rockingham County Fair furnished the chief source of diversion, there has been a continuous program of amusements. With outside amusements such as circuses, excursions to all the nearby points of interest, and such, opportunity has been given the students who felt so inclined to temper their serious work with such attractions on the campus as interesting moving picture evenings, and the series of plays and games conducted on the lawn. Particularly impressive was The Folk Dance Evening; at this time a special program of games and songs was presented in the Open Air Auditorium.

As an outstanding musical event the appearance here in the early part of August of the young Irish tenor, Allen McQuhae, will remain long in the memories of those who were privileged to hear him. With looks and voice that strongly reminded one of the famous John McCormack, Mr. McQuhae convinced his audience that his is a voice and a personality with possibilities as great as those of his illustrious countryman.

An especially enjoyable evening was that of August 22, when the pageant, Home and Native Land, under the joint authorship of Dr. John W. Wayland and Mr. Will H. Ruebush, was presented by the students of the school. Miss Edna T. Shaeffer directed the music. The pageant was staged in the attractive setting of the Open Air Auditorium. A half-hour concert was given by the Dayton band before the presentation of the pageant. The large auditorium was filled with students and friends of the school.

The attendance at this session of the Summer School has broken all records. During the two terms the total number of students has reached the high water mark of approximately fourteen hundred. A noteworthy feature of this summer's student body is the unprecedentedly large number of men and women doing professional work. The State Examination group has been quite small.

The Chapel Exercises have been made attractive by many distinguished outside speakers. Good music has likewise featured the exercises. A special choir, trained by Miss Shaeffer, has assured good singing.

Both students and faculty members have derived much pleasure and inspiration from the Massanetta Bible Conference which has been in session a great part of the summer. Many of the distinguished speakers on the programs at the Conference have lent their presence to the regular Chapel Exercises of the Summer School.

Nina Ford writes from Herndon, Va., where she is teaching. She says:

"I have just been reading The Virginia Teacher and it has given me a homesick feeling for H. N. S. I can't come to see you just now, but I feel as if I must have a little chat with you. . . . I am teaching the 4th grade and am enjoying it very much. I'm only sixteen miles from home, and about twenty-five from Washington. . . . Miss Carrier, one of the other teachers here, is also from Harrisonburg. . . . I'm still studying my French. The man with whom I board spent eighteen months in France during the war, and we have a conversation in French quite often."

Frances Selby, who for the past three years has been secretary to the dean of the faculty of the East Texas State Normal College, Commerce, Texas, has been made registrar at a handsome salary. As soon as she obtains a degree for which she is now working she will have the title of registrar and professor. Here are our hearty congratulations, "Frank"—further success to you, and lots of it. She still has a warm spot in her heart for Blue-
Stone Hill and sends greetings to all her old friends.

Sarah Shields, who is now pursuing courses of study in the University of Cincinnati, is planning to pay us a visit at Harrisonburg before the end of the summer.

Joe Warren is working toward her Master's degree at the University of West Virginia. Her address is 174 First Street, Morgantown.

Georgia L. Holland sends greetings from Cape Charles. We wish her a pleasant vacation.

Sidney Artz writes from Woodstock, her old home. She is spending the summer "mid the green fields of Virginia, in the vale of Shenandoah."

Janet Bailey (Mrs. Fred Lee Troy) of Big Stone Gap sends word of the death of Eugenia Wolfe, of Dryden, who, with her sister, Burr Wolfe, was a student here several years ago. About four years ago Eugenia Wolfe became Mrs. Charles Reasor. She died in the hospital at Norton on June 17. We extend sincere sympathy to her husband, her parents, and her sister. As a student here and as a teacher in her home county she won the esteem of all who knew her.

Margareet Lewis, under date of June 29, wrote as follows: "I'm in Boston, or rather at a camp near there. Isn't it the most interesting city? I've been to all of the most noted places, I think."

Carrie Malone sends a good word from Petersburg. We wish her a pleasant and profitable summer.

Pauline Callender is at Berkley, California, taking a course in the state university. On the way out she stopped at San Antonio and other historic places. On June 23 she wrote: "Have been to Catalina Islands and we are going around the Bay today. We are all in love with San Francisco."

Under date of July 2 Mary Ferguson writes: "Christine and I are down on the farm again, and enjoy it more than ever, after a nine months stay in the city." Mary has been teaching in Richmond and Christine taught near there last session. Address them at Ingleside Farm, Clifton Station.

Ethel Parrott ("Polly") was married on October 3, 1922, to Dr. William B. McCutcheon. The marriage took place in Washington and "Polly" went on with her teaching in Portsmouth till the end of the session. Then the secret was announced. We extend best wishes to the happy couple—also to the following:

Rosa Heidelberg and Mr. Somerville L. Loving, married on June 28, 1923, at Rustburg;

June Steele to Dr. Olin H. Ruddle, married on June 30, 1923, in Washington City;

Meade Feild and Mr. G. J. Cox of Alexandria, married on July 19, 1923.

Dr. and Mrs. Ruddle are at home in Salem, Va.

Lucy Gatling and Iona Wimbrough are among the alumnae who are at the Normal this summer, taking special courses.

Gertrude Bowler, Grace Gaw, and Mary Nash are all working at George Peabody College for Teachers this summer. They, with others from Virginia and West Virginia, put on a stunt in the fourth of July pageant that won first honors. An original song and an effective pantomime were prominent features in the exercise.

Virginia Eppes, Lucy McGehee, Mary Stuart Hutcheson, Louise Houston, Matilda Bell, Louise Bailie, and Christine Miller were among the Normal girls who attended the Massanetta Springs Bible Conference for young people this summer.

Gadys Didawick and Pauline Bowman came up from Woodstock recently for a day's visit at Blue-Stone Hill.

Marie Cornell sends greetings from the Sacramento River and Mt. Shasta. She says: "I am having a wonderful vacation. California is just a regular picture book."

Anna Ward is sojourning in old New England. Under recent date she wrote from Provincetown, Mass. She says: "I visited Plymouth yesterday and have spent today here."

Alese Charles was married on July 21 to Mr. Walter W. Rangeley, Jr., at Newport News. She and her husband are at home at Christiansburg, Va.
THE VIRGINIA TEACHER

OUR CONTRIBUTORS

PROFESSOR WILLIAM E. DODD is a native of North Carolina and a former professor of history in Randolph-Macon College, Ashland, Virginia. He has for the last fourteen years been Professor of American History at the University of Chicago. Dr. Dodd is widely known as a historian and as an author, one of his more recent books being the volume, *Woodrow Wilson and His Work*. Dr. Dodd believes that education in all the ranks is bound to be transformed in our day. "If it is not," he writes, "we shall suffer greatly. And education means to me increasing the capacity of the masses of men to think concisely and accurately."

ELSIE PROFFITT is a graduate of the State Normal School at Harrisonburg, Class of 1923.

ADAH V. LONG is a graduate of the State Normal School at Harrisonburg, Class of 1923. Her essay published in this issue was awarded the Dingledine Prize as the best essay written by the past year's graduating class. Miss Long was prominent in many of the activities of the school during her stay.

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