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Virginia Teacher, September-October 1923

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

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FINANCING AMERICAN SCHOOLS
by
Dr. George D. Strayer, of Columbia University
in which he sets forth reasons for expenditure increase

AGRICULTURAL EDUCATION IN THE HIGH SCHOOLS OF VIRGINIA
A discussion of accomplishment by Ida Saville, of Rockbridge County

PHYSICAL EDUCATION—A NEW PLAN
The Report of a Project, by Frances Annabel Dodson, of Norfolk
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BOSTON
FINANCING AMERICAN SCHOOLS

It has been suggested during the past year that we cannot afford, in the United States to finance our present generous program of public education. Those who fear that we must retrench base their beliefs upon the large expenditures that are now being made. The contrast between the number of dollars spent in 1890 with the amount spent in 1920 is submitted as evidence.

To understand the situation, it is necessary to contrast not simply the 140 million dollars spent for public education in 1890 with the thousand million dollars spent in 1920 for public schools, but we must also inquire concerning the number of days of schooling provided and the type of educational program which prevailed then and now. It is only during the past generation that we have begun to enforce compulsory education. The increase in days of attendance in our public schools was 138 per cent from 1890 to 1920. Still more remarkable was the increase in high school attendance from 200,000 to 2,000,000. It does not seem probable that we will rest satisfied with our present inadequate enforcement of compulsory education. The increase in days of attendance in our public schools was 138 per cent from 1890 to 1920. Still more remarkable was the increase in high school attendance from 200,000 to 2,000,000. It does not seem probable that we will rest satisfied with our present inadequate enforcement of compulsory education. We must look forward not only to an increase in attendance due to increase in population, but also to the increase in attendance which will come from the acceptance of compulsory education as essential to the well-being of the nation.

A large part of the increase in the amount of money spent for public education is clearly due to increase in attendance. An even larger factor is the decreased purchasing power of the dollar. If we may trust the index figures which have been derived, $1.00 in 1890 would purchase as much as $2.90 in 1920. The increase therefore in dollars spent does not mean an increase in support. If we measure support in terms of cost per pupil per day of attendance, and if we correct for the changed purchasing power of the dollar, it appears that the actual support provided for public education was less than one-tenth more on a per capita basis in 1920 than in 1890.

But we cannot compare the cost of education in 1920 with the cost in 1890 without calling attention to the fact that a different sort of educational opportunity was provided in 1920 from that offered in 1890. It was during this period of 30 years that our modern school system was developed. In the elementary school, we have added music, drawing, the household and industrial arts. It is during this period that our work in physical education and health service has been developed. Practically all of the cost of special classes for the defective and delinquent have been added since 1890. During the latter part of this period, the junior high school has been developed and only during the past 20 years has the comprehensive senior high school come into being. During the same period, continuation schools have been established, classes for the foreign-born and for the illiterate have been introduced, better training for teachers has been provided and buildings and equipment have been improved.

One who proposes that we spend less for public education must at the same time suggest the part of our modern program which is to be omitted. There are those who speak of the subjects more recently introduced in our elementary school curriculum, music, drawing, household arts and industrial arts, as if we can maintain an adequate school system with these newer subjects omitted. It does not seem probable that our public which has insisted upon the introduction of these subjects will be satisfied to see them

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taken out of the curriculum. It is certain that their inclusion is the result of a careful consideration of the needs of boys and girls in our modern society. In the older subjects, sometimes referred to as the fundamentals, there is much that we teach that has little or no reference to the needs of children of the twentieth century.

It may well be argued, too, that music and art are quite as certainly required if we would have children make proper use of their leisure time as are reading, writing, and arithmetic. The household and the industrial arts are essential in a world in which these fundamental processes can be made available for children only through the opportunities provided through schools.

One who would argue against the program of physical education and health service must base his case upon the assumption that we do not receive an adequate return for the money invested in this field. It will be hard to make such a case, since whether we measure the work in physical education and health service in terms of happiness of individuals, in terms of increased intellectual achievement, or in terms of economic efficiency, the answer is overwhelming in favor of the work that the schools are doing.

* * * *

The argument against expenditures will certainly not find easier ground, if the cost of education for the defective and delinquent is attacked, or if retrenchment is suggested in connection with classes for the foreign born or for the illiterate. We of the profession, and the public who support our schools are proud of the great opportunities which have come to boys and girls through the development of junior high schools and comprehensive senior high schools. Surely we are not willing to return to the type of secondary education which provided opportunity only for those going to college. Whether the problem be considered locally or in the state or in the nation, those who argue for retrenchment must make their case against some part of the school system as it is now developed. If the public is fully informed, it does not seem probable that they will be willing to dispense with any of the educational opportunities now provided.

If this expansion of the educational program is justified, and I, for one, believe that it is, then the increase in support per pupil per day of attendance is remarkably small. If this kind of educational program is to be carried forward throughout the country, it is perfectly clear that the thousand million dollars spent for public education in 1920 must be very greatly increased during the years which lie immediately ahead.

* * * *

But it is only fair that we inquire concerning the burden imposed upon our people through the support that is provided for public education. We spent in 1920, as a people, approximately one and one-half per cent of our income for education. In 31 out of 48 states, less than 2 per cent of the income of the people of the several states was devoted to public education. In 17 states, more than 2 per cent of the income of the people was spent for this purpose. It is interesting to note that in the very wealthy and thickly populated states, the per cent of the income spent for public education was relatively low. For example, in New York, it was 1.18 per cent, in Massachusetts 1.22 per cent, in Illinois 1.36 per cent, and in Ohio 1.65 per cent, California 1.84 per cent. The larger percentages of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the northwest. The percentage of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the northwest. The percentage of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the northwest. The percentage of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the northwest. The percentage of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the northwest. The percentage of the income of the people devoted to public education exceeded 3 per cent.

We are working in a period of increasing expenditures for all governmental purposes. Not only must we have more money for schools, but practically every other governmental service requires more money if it is to be adequately maintained. Something of the change that has come about is indicated by the fact that in 1910 the per capita total and local expenditures in the state spending the most money was $47.30, while in 1920 the per capita state and local expenditures for governmental purposes reached $102.26 in one state. In like manner, the median state spent for all governmental purposes in 1910 $18.86 per capita and in 1920 $39.98, while the state
spending the least for governmental purposes spent $5.45 per capita in 1910 and $12.13 in 1920.

Expressed in percentages of the income of the people of the several states, those states spending the largest percentage of their income for all governmental expenses may be listed as follows: Montana, 12.45 per cent; Utah, 11 per cent; Nevada, 10.92 per cent; Oregon, 10.60 per cent; Idaho, 10.59 per cent.

The states spending the smallest percentages of their income for all governmental purposes are as follows: Alabama, 3.22 per cent; Georgia, 3.29 per cent; Texas, 3.30 per cent; Virginia, 3.87 per cent; North Carolina, 4.22 per cent.

Among the wealthy states, the percentages fall in between these extremes. These states spend for governmental purposes as follows: Illinois, 4.77 per cent; New York, 6.12 per cent; California, 6.89 per cent; Massachusetts, 6.99 per cent; and Ohio, 7.58 per cent.

Much of the anxiety concerning governmental expenditures has been due to our antiquated revenue system. In meeting the cost of education, we need to consider the possibility of developing a revenue system which will equitably distribute the burden to be borne. The present practice of deriving the greater part of our revenues for education from taxation upon real estate must be changed. It has been pointed out by students of taxation for many years that the ownership of real estate is not an adequate measure of the ability of the individual to pay taxes. In their report on a model tax system, the Committee of the National Tax Association proposed, in addition to the property tax, that every person having taxable ability should pay some sort of a direct personal tax to the government under which he is domiciled, and from which he receives the personal benefits that government confers. They proposed, as well, that business carried on for profit in any locality should be taxed for the benefits which it receives. The personal income tax has been accepted by seventeen states. There is a constantly increasing number of individuals who enjoy relatively large incomes who can be reached in no other way so satisfactorily as by the income tax. Many doctors, lawyers, architects, and other professional men and women and many wealthy persons having large holdings of intangible property, escape taxation where the income tax is not imposed.

This same committee proposes that personal exemptions be small—for a single person, $600; for husband and wife, $1,200; and $200 for dependents; with a maximum family exemption of $1,800. It is proposed, as well, in this report of the Committee of the National Tax Association, that the rates should be moderate and progress from not less than 1 per cent to a maximum of 6 per cent. This form of taxation will undoubtedly be accepted sooner or later by all the states. It is most desirable that this personal tax, which cannot be shifted, and which brings home to the taxpayer his personal obligation for the support of the government under which he lives, be utilized as a means of increasing the revenue necessary to maintain governmental enterprises.

The business tax has been levied in one form or another over a long period of years. Licenses and fees have been exacted, and more recently a tax on net income derived from business has been found effective and equitable. The Committee of the National Tax Association proposes that business taxes be levied on the net income derived from business carried on within the state levying the tax, and that it be proportional and not progressive.

If reforms, such as have been proposed, are carried out, we shall be able to finance our schools. As a people, we do not lack economic resources. The difficulty is rather with our faulty tax system. The problem is not one of finding new sources of revenue, for there are no new sources. It is rather one of devising suitable methods for tapping the resources that exist.

Another factor in the development of an adequate system of financing the schools centers around the problem of the unit of school support. With the most equitable revenue system that it is possible to develop, we will still have within a single state local communities, whether school districts, townships or counties, that are relatively wealthy and other localities that will be very poor. It is only through state support based upon a sound
revenue system that it will be possible within the state, to equalize both the opportunity for education and the burden of taxation to be borne. In like manner, if we admit that the well-being of the whole country is determined by the education which is provided in every part of it, we cannot ignore the wide variation which exists among the several states in their ability to support public education.

We have known for a long time from the estimates of wealth available that the states vary greatly in their per capita wealth. A recent publication of the Bureau of Economic Research estimates most carefully the income of the people of the several states. From this report we find that the per capita income in the states showing the lowest income per capita as follows: Alabama, $345; Mississippi, $352; Tennessee, $356; Arkansas, $379; North Carolina, $383; Kentucky, $392. Contrasted with these figures are those for the states in which the people enjoy a large income. These states show the following incomes per capita: Massachusetts, $788; Ohio, $789; Delaware, $792; New York, $874; California, $820; Nevada, $850.

If education is essential to the well-being of the nation and if we propose to make good the promise of equality of opportunity, we shall be compelled to provide a larger measure of national support. To deny national support is to propose that some states spend twice as large a proportion of their income for education as do other states. To lay upon the people of one state double the burden which must be borne by those living in another state for the accomplishment of a great national purpose involves the grossest injustices. Many of the poorer states are today carrying a heavier burden than the wealthier, in order that they may prepare boys and girls for citizenship in our common country. Four out of the six states, the smallest per capita income,—Alabama, Mississippi, Tennessee, and North Carolina, spend a percentage of their income for education equal to or larger than the wealthy state of New York devotes to this purpose.

While we ask for the support of our public schools with the increased revenues which must be provided, we are under the obligation to examine carefully our procedures in the administration of schools. Efficient administra-
tion requires that in many of our states we organize large units of administration. The argument for local self-government which originally brought into being the school district and school township unit no longer has weight. With the development of good roads and the coming of the automobile it is easier for the people of a county to act as a unit than it was originally for them to cooperate in the school district or township. We find today in the smaller school districts the highest cost and the lowest efficiency. If economy is to be effected, there should be no unit too small to employ a competent professional administrator.

* * * *

We need in all of our school systems in the United States more adequate accounting and budgetary procedure. It is only as we develop accounting which enables us to discover the variations in cost which exist among the several units of a single school system that we may hope to effect the economies which are possible. In those communities in which adequate cost accounting has been introduced it has been found possible to effect savings in school supplies, in the coal bill, in the cost of buildings and the like.

It is just as important that we adopt more commonly than is now the case, adequate budgetary procedure. With unit costs on the one hand and a careful definition of the program of work to be carried out on the other, it should be possible to propose a budget and to indicate clearly to the community just why the amount of money proposed is required to carry on the school system. It is only when such adequate information is available that the tax-payer has an opportunity to vote intelligently with respect to the fiscal administration of his school.

* * * *

The question of spending a larger percentage of our income for education is, in the last analysis, one of our scale of values. If the people of the United States believe that education is of greater importance than the other purposes for which they spend money either through the government or privately, then we can expect relatively larger expenditures for education to be voted by the people.

Expenditures for public education are properly thought of as operating to replace
capital which is being constantly used up. If no schools were maintained over a period of a single generation, the effect on the economic life of a people would be most disastrous. In the modern industrial society in which we live, it is quite as important that we should provide capital in terms of educated men and women as it is that we should build railroads or factories.

If we believe that the American ideal which suggests that every individual should have an opportunity for making the most of himself is more important than amassing wealth, more important than any other governmental enterprise, then we shall certainly support our schools. It is the obligation of our profession to hold before the people of the United States this ideal of the founders of our republic. We must seek to develop that standard of values which places opportunity for individual growth and development above any other good which can be secured. We must help our public to stand fast and to work, yes, even to sacrifice, in order that the day may come in America when there shall be guaranteed to all "a fair start and an equal chance in the race for life."

George D. Strayer.

AGRICULTURAL EDUCATION IN THE HIGH SCHOOLS OF VIRGINIA

At the head of all science and arts, at the head of civilization and progress, stands not militarism, the science that kills, not commerce, the art that accumulates wealth, but agriculture, the mother of all industry, and the maintainer of human life," said our first President.

The agriculture schools of the United States owe their origin to the movement against the old classical schools and in favor of technical education. This movement began in most civilized nations about the middle of the nineteenth century. A number of agricultural schools were started between 1850 and 1860 in eastern and middle states, where the movement made itself most felt, but without trained teachers they accomplished very little.

From 1850 to 1900 the progress of the agricultural schools was very slight. After this time the country woke up to the fact that her boys should have agricultural training along with the training received in other branches of high school work.

In 1907 Congressional District High Schools were first operated in the southern part of Virginia. These schools were not, strictly speaking, vocational schools, but were small town and rural high schools in which departments of agriculture and home economics, and sometimes a school farm, were supported by state funds. To make it possible for these schools to operate as centers of vocational education for congressional districts it was found necessary to establish in many of them dormitories for boys and girls. The dormitories made it possible for the girls to do practical work in home economics, but it prevented the boys from doing the best type of practical agricultural work. A relatively small number worked on the school farms, which were of small acreage and poorly equipped.

The schools did not develop as rapidly as one would expect, because of various obstacles: First, many parents were opposed to their children spending time on a subject which could be taught in the home; second, there was general ignorance of the course and its utility; third, general prejudices are always found against new subjects.

The Smith-Lever Law passed by Congress May 8, 1914, made federal aid available for every state in the Union beginning with the year 1914. It established a close co-partnership between the Federal and state agencies in the organization and administration of the extension service.

The general lines of the extension system for the state have now been well marked out. They embrace (1) the county agricultural agents, (2) the boys' and girls' clubs, (3) the movable schools, (4) supporting work of the college department specialists.1

The entire amount for the first year was $48,000 to be divided equally among the forty-eight states. The amount gradually increased until the federal government is now con-

1 Yearbook of the Department of Agriculture 1916, Page 84.
tributing some four and one-half million dollars annually.

The purpose of the Smith-Hughes Act, approved by Congress February 23, 1917, is clearly stated in the following language: "An act to provide for the promotion of Vocational Education; to provide for cooperation with the States in the promotion of such education in agriculture, trades and industries and home economics subjects; to provide for cooperation with the States in preparation of teachers for vocational subjects and to appropriate money and regulate its expenditure."

The Federal Government does not undertake to organize and supervise the vocational training in the States, but does agree to make financial grants from year to year for its support. These contributions are conditional and their acceptance by the States imposes certain obligations to expend the money in accordance with the provisions of the Act.

When the Smith-Hughes Act was passed Virginia had to give up her Congressional District High Schools. These high schools were permitted to organize their departments of agriculture and home economics in accordance with the plans of the Smith-Hughes law.

The first schools to be organized were:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>COUNTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appomattox</td>
<td>Appomattox</td>
</tr>
<tr>
<td>Burkville</td>
<td>Nottoway</td>
</tr>
<tr>
<td>Chester</td>
<td>Chesterfield</td>
</tr>
<tr>
<td>Driver</td>
<td>Nansemond</td>
</tr>
<tr>
<td>Elk Creek</td>
<td>Grayson</td>
</tr>
<tr>
<td>Hampton</td>
<td>Elizabeth City</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Russell</td>
</tr>
<tr>
<td>Manassas</td>
<td>Prince William</td>
</tr>
<tr>
<td>Middletown</td>
<td>Frederick</td>
</tr>
<tr>
<td>New London Academy</td>
<td>Bedford</td>
</tr>
<tr>
<td>Turbeville</td>
<td>Halifax</td>
</tr>
</tbody>
</table>

In addition to the old Congressional District High Schools certain additional schools were organized in 1917-18. These are shown below:

<table>
<thead>
<tr>
<th>School</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte Court House</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Chase City</td>
<td>Mecklenburg</td>
</tr>
<tr>
<td>Claremont</td>
<td>Surry</td>
</tr>
<tr>
<td>Culpeper</td>
<td>Culpeper</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Sussex</td>
</tr>
<tr>
<td>Williamsburg</td>
<td>James City</td>
</tr>
<tr>
<td>Woodland</td>
<td>Carroll</td>
</tr>
<tr>
<td>Blacksburg(^2)</td>
<td>Montgomery</td>
</tr>
</tbody>
</table>

\(^2\)Blacksburg organized the work during the session 1918-19.

The annual appropriation granted by the Federal Government under the Smith-Hughes Act is shown in Table III.

<table>
<thead>
<tr>
<th>Fiscal year</th>
<th>Agricultural and Home Economics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1917-18</td>
<td>$1,860,000</td>
</tr>
<tr>
<td>1918-19</td>
<td>2,512,000</td>
</tr>
<tr>
<td>1919-20</td>
<td>3,182,000</td>
</tr>
<tr>
<td>1920-21</td>
<td>3,836,000</td>
</tr>
<tr>
<td>1921-22</td>
<td>4,339,000</td>
</tr>
<tr>
<td>1922-23</td>
<td>4,823,000</td>
</tr>
<tr>
<td>1923-24</td>
<td>5,318,000</td>
</tr>
<tr>
<td>1924-25</td>
<td>6,330,000</td>
</tr>
<tr>
<td>1925-26</td>
<td>7,267,000</td>
</tr>
<tr>
<td>Annually thereafter</td>
<td>7,267,000</td>
</tr>
</tbody>
</table>

The Smith-Hughes gives its funds to agricultural and home economics instruction in high school, while the Smith-Lever Act gives the funds to county agents. But the instructor and county agent carry on their work together in connection with agricultural and individual projects.

The Smith-Lever Extension Service has its Virginia headquarters at Blacksburg, and the Smith-Hughes Service has its headquarters at Richmond.

Relatively few boys will enter institutions of higher learning when they complete their high school course. Even if they do not enter such institutions, they will be better fitted for a vocation which will affect the farm home, the distribution of farm products, the community and national life.

---

At the present time agriculture is concerning itself largely with problems of production and distribution. These problems will always be of great importance because the life of the nation depends on them.

Mr. G. A. Cobb said, "No doubt our greatest opportunity for improvement and advancement will always be within the field of production."

In order to meet the problems of production and distribution our extension workers, supervisors, and instructors, must give themselves industriously to the solution of agricultural work.

The supervisor of each state visits each agricultural high school department, and gives advice as to better methods of instruction, examines the equipment, studies the project work, and reports to the State Board conditions and recommendations for improvement. He is expected to include in his plans: First, the improvement of teachers in service; second, the inspection of schools; third, assistance in the establishment of new schools and classes; fourth, the preparation of bulletins and other special literature.

Qualification Of Teachers

The teacher of agriculture is required to have a four-year high school course or its equivalent, and a four-year college course, or other qualification.

The teacher should know and be in sympathy with each pupil and parent, and be a general leader in the community.

For the training of white teachers of Agriculture the State Board has established at the Virginia Polytechnic Institute, Blacksburg, a four-year course. Practice teaching is a principal phase in the last semester. This work is done in the Blacksburg High School and under general directions of the Agricultural faculty. For colored training the work is given at the Virginia Normal and Industrial Institute, Petersburg. A two-year course of training in agriculture is given and special provision for observation and practice teaching is made through the trade and industrial classes organized at the institution.

"The duty of a high school agriculture teacher," said Mr. G. A. Cobb, "is to train boys that they may know the soil, and the ways of plants and the ways of animals; that they may understand the relations of the man on the farm to his fellow man in other industries, and that they may understand world agriculture and world economic relations; that through the applications of such understanding the door of opportunity may be opened to every man, woman, and child among us; that our people may become a more prosperous people, a people of higher ideals and nobler aspirations all to the end that our nation may be a still greater nation than it is."

Course Of Study

The Agriculture work should average not less than three hours each day for nine months. It is not necessary that the three hours of work be done at school. The project work may be done on the home farm, and school credit will be allowed. A minimum of eighty minutes each day is devoted to work along agriculture lines in the school period.

The pupil is required to work on some agriculture problem all the time he is enrolled as an agricultural pupil. The project should bear a direct relation to the work done at school; for instance, if the work of the first year deals with plant production, the supervised project should be plant production. The home project method throws the pupil upon his own resources and develops his power of initiative as well as gives him an increased knowledge and skill in solving practical farm problems. All project work is primarily educational in nature and emphasis is placed on mind growth and the intellectual development of the individual.

The success of project work as a part of the agricultural course is dependent on the amount of systematic and permanent supervision and direction, if this work is to function with a minimum degree of efficiency. The teacher has special training in technical agriculture as well as in the pedagogy of the subject, and by virtue of the fact that he is employed by the calendar month and for twelve months' service each year, he is in a position to follow up closely the project work during summer months.

The course of Study as mapped out by State Board is found in Table No. IV.

4These instructions are taken from Bulletin No. 2, Vocational Education State Board, Richmond. Page 7.

5These regulations are found in Bulletin No. 2, United States Department of Agriculture. Page 29.
### TABLE IV

#### FIRST YEAR

<table>
<thead>
<tr>
<th></th>
<th>No. Times Each Week</th>
<th>No. Minutes Each Period</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Non-vocational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>5</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>General Science</td>
<td>3</td>
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</tr>
<tr>
<td>Plant Production</td>
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<td>80</td>
<td></td>
</tr>
<tr>
<td>Farm Shop</td>
<td>2</td>
<td>80</td>
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<tr>
<td>Supervised project</td>
<td></td>
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<tr>
<td>Vocational</td>
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#### SECOND YEAR

<table>
<thead>
<tr>
<th></th>
<th>No. Times Each Week</th>
<th>No. Minutes Each Period</th>
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</thead>
<tbody>
<tr>
<td>Non-vocational</td>
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<td></td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>40</td>
<td>1</td>
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<tr>
<td>Plane Geometry</td>
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<td>1</td>
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<tr>
<td>Economic Geography</td>
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<tr>
<td>Animal Production</td>
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<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Farm Shop</td>
<td>2</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Supervised Project</td>
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<td></td>
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<tr>
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#### THIRD YEAR

<table>
<thead>
<tr>
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<th>No. Times Each Week</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>40 minutes</td>
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<tr>
<td>Farm Arithmetic</td>
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<td>1</td>
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<tr>
<td>and Bookkeeping</td>
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</tr>
<tr>
<td>Human Biology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Horticulure and Field</td>
<td>5</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Crops</td>
<td>2</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Farm Shop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervised Projects</td>
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<tr>
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#### FOURTH YEAR

<table>
<thead>
<tr>
<th></th>
<th>No. Times Each Week</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-vocational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Civics</td>
<td>5</td>
<td>40</td>
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</tr>
<tr>
<td>English</td>
<td>5</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry or Physics</td>
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</tr>
<tr>
<td>Rural Engineering and ...</td>
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<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Rural Economics</td>
<td>2</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Farm Shops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervised Project</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Vocational</td>
<td></td>
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Total Academic Units .................................................. 16

Total Project Units .................................................. 2
When changes in the course of study are made the teacher submits it to the State Supervisor for his examination. Emphasis is placed upon the needs of the locality. In a tobacco section naturally tobacco is the leading cash crop; so the pupil is taught to plan his plant project so as to raise tobacco most economically and at the same time he must raise other crops in order to feed his stock and family and to economize his time. In the corn sections, the projects are worked the same way; the leading products of the locality are given first consideration when a course of study is being planned. A text book is required for each year of the agricultural work, and thirty additional reference books must be in the library.

According to the Bulletin of the State Board of Education, September 1919, Vol. II No. 2, the Vocational teachers are supposed to get behind their work and push it to the limit, that they may help to minimize the criticism which is now being directed at vocational departments. The fact it that the proportion of salaries that are being paid to teachers of vocational education, and the number of pupils directly benefited by this instruction is comparatively small. Such criticism will be eliminated if the teachers will extend every effort in promoting better project work and in giving them the proper supervision and attention. In this way the teachers will reach a direct field of instruction and the enrollment of pupils will perhaps be doubled. The vocational department in every high school is the nucleus of our state system for agricultural instruction in the local districts and communities, and from this radiates educational activities in agriculture which will ultimately reach and benefit all who expect to become identified with the vocation of farming.

In the year 1921-22 there were fifty-three schools giving agricultural courses, not including the eight colored schools. In the white schools 1017 pupils were enrolled, and in the colored schools 154. The total enrollment for white and colored was therefore 1171.

Three new white and two new colored schools were established in the fall of 1922, making a total of 66 agricultural schools in the State, that is, schools which are meeting requirements of the Smith-Hughes Act.

The information for the last two paragraphs is taken from page 17 of State Board Bulletin No 3, January, 1918, Vol. II.

Courses of study planned by the State Board. This is often changed by the individual instructor, subject to the approval of the State Supervisor.

There are 66 schools in the state, but only 62 counties are represented. Therefore four counties have two schools. There are two Agricultural Schools in Syringa, one white and one colored.

Table No. V shows the schools and teachers of 1922-23.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>COUNTY</th>
<th>TEACHER</th>
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<tbody>
<tr>
<td>Apple Grove</td>
<td>Louisa</td>
<td>J. B. Roller</td>
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<tr>
<td>Oppomattox</td>
<td>Appomattox</td>
<td>T. F. Ackers</td>
</tr>
<tr>
<td>Atlee</td>
<td>Hanover</td>
<td>W. R. Emmons</td>
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<tr>
<td>Big Stone Gap</td>
<td>Wise</td>
<td>J. S. Powell</td>
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<tr>
<td>Blacksburg</td>
<td>Wise</td>
<td>E. C. Magill</td>
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<tr>
<td>Boyce</td>
<td>Montgomery</td>
<td>D. J. Howard</td>
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<tr>
<td>Bridgewater</td>
<td>Clarke</td>
<td>W. W. Anderson</td>
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<tr>
<td>Brownsburg</td>
<td>Rockingham</td>
<td>R. P. Wall</td>
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<td>Buckingham</td>
<td>H. C. Groseclose</td>
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<td>Burke's Garden</td>
<td>Tazewell</td>
<td>F. X. Crede</td>
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<td>Burksville</td>
<td>Nottoway</td>
<td>W. S. Green</td>
</tr>
<tr>
<td>Charlotte Court House</td>
<td>Charlotte</td>
<td>R. M. Ritchie</td>
</tr>
<tr>
<td>Chase City</td>
<td>Mecklenburg</td>
<td>J. E. Brame</td>
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<tr>
<td>Chester</td>
<td>Chesterfield</td>
<td>H. Bruce</td>
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<tr>
<td>Claremont</td>
<td>Surry</td>
<td>J. M. Ellison</td>
</tr>
<tr>
<td>Climax (P. O. R. F. D., Chatham)</td>
<td>Pittsylvania</td>
<td>H. L. Saville</td>
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<tr>
<td>Cooba Creek</td>
<td>Matthews</td>
<td>H. W. Garrett</td>
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<tr>
<td>Courtland</td>
<td>Southampton</td>
<td>J. P. Hollifield</td>
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<tr>
<td>Critz</td>
<td>Patrick</td>
<td>G. H. Todd</td>
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<td>Culpepper</td>
<td>Culpepper</td>
<td>R. R. Tolbert</td>
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<tr>
<td>Cumberland</td>
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### School County Teacher

<table>
<thead>
<tr>
<th>School</th>
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<tr>
<td>Disputanta</td>
<td>Prince George</td>
<td>J. T. McGraw</td>
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<tr>
<td>Driver</td>
<td>Nansemond</td>
<td>J. L. Edwards</td>
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<tr>
<td>Euston</td>
<td>Northampton</td>
<td>W. A. Morgan</td>
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<td>Elk Creek</td>
<td>Grayson</td>
<td>F. R. Kirby</td>
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<tr>
<td>Ewing</td>
<td>Lee</td>
<td>G. G. Frazier</td>
</tr>
<tr>
<td>Falcone</td>
<td>Botetourt</td>
<td>N. R. Patrick</td>
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<tr>
<td>Floris (P. O. Herndon)</td>
<td>Fairfax</td>
<td>P. K. Lucas</td>
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<tr>
<td>Great Bridge (P. O. Pentress)</td>
<td>Norfolk</td>
<td>M. O. Roache</td>
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<tr>
<td>Ivy Depot</td>
<td>Albemarle</td>
<td>F. M. Taylor</td>
</tr>
<tr>
<td>Lawrenceville</td>
<td>Brunswick</td>
<td>C. D. Lewis</td>
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<tr>
<td>Lebanon</td>
<td>Russell</td>
<td>L. B. Connelly</td>
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<tr>
<td>Idenicol</td>
<td>Loudoun</td>
<td>M. P. Gelmer</td>
</tr>
<tr>
<td>Manassas</td>
<td>Prince William</td>
<td>H. W. Sanders</td>
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<tr>
<td>Middletown</td>
<td>Frederick</td>
<td>J. O. Beard</td>
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<td>Westmoreland</td>
<td>W. O. Strong</td>
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<td>Shenandoah</td>
<td>J. P. Graham</td>
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<td>Naessawadox</td>
<td>Northampton</td>
<td>T. V. Downing</td>
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<td>New London (P. O. Forest Depot)</td>
<td>Bedford</td>
<td>W. L. McDonald</td>
</tr>
<tr>
<td>Oceana</td>
<td>Princess Anne</td>
<td>S. E. Selliinger</td>
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<tr>
<td>Pearisburg</td>
<td>Giles</td>
<td>P. W. Edwards</td>
</tr>
<tr>
<td>Poquoson</td>
<td>York</td>
<td>T. R. Sinclair</td>
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<td>Powhatan</td>
<td>Powhatan</td>
<td>L. E. Pettyjohn</td>
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<td>Roanoke</td>
<td>A. T. Lawver</td>
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<td>Caroline</td>
<td>F. B. Cale</td>
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<td>Syringa</td>
<td>Middlesex</td>
<td>A. W. Kay</td>
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<tr>
<td>Tempeoville</td>
<td>Accomac</td>
<td>J. R. Graham</td>
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<tr>
<td>Toano</td>
<td>James City</td>
<td>Clarence Jeanings</td>
</tr>
<tr>
<td>Turbeville</td>
<td>Halifax</td>
<td>Ernest Hembrick</td>
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<tr>
<td>Varina (P. O. R F. D. 5, Richmond)</td>
<td>Henrico</td>
<td>G. E. Rice</td>
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<tr>
<td>Wakefield</td>
<td>Sussex</td>
<td>R. H. Cook</td>
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<td>Whitmell</td>
<td>Pittsylvania</td>
<td>K. L. Greenfield</td>
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<tr>
<td>Williamsburg</td>
<td>James City</td>
<td>C. S. Watkins</td>
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<tr>
<td>Woodlawn</td>
<td>Carroll</td>
<td>O. C. Cox</td>
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</tbody>
</table>

### Colored Schools

- Albemarle Co. Tr. School, Charlottesville, Va.  
  J. P. Burley
- Caroline C. Tr. School, Bowling Green, Va.  
  L. L. Davis
- Charles City Tr. School, Ruthville, Va.  
  J. A. Oliver
- Chesterfield Co. Tr. School, Granite, Va.  
  G. L. Davis
- Gloucester Co. Tr. School, Roanoke (P.O. Gloucester, Va.)  
  W. P. Banks
  H. S. Sykes
- Middlesex Co. Tr. School, Syringa, Va.  
  J. H. St. C. Walker
  J. M. Botsis
- Sussex Co. Tr. School, Waverly, Va.  
  R. N. Bolling
  H. F. McFadden


The following books:

- Benson and Betts—Agriculture, Bobbs-Merrill; Davis—How to teach Agriculture, Lippincott; Robeson-Lyon's Soils, Macmillan Company.—Ida Saville.

### WHAT DO INTELLIGENCE TESTS MEASURE

Are intelligence tests worthless? What is meant by mental age? Is it true that the average mental age of the American people is 14, and if so what does this mean? Different people will probably answer these questions in different ways, largely owing to...
the fact that their real purpose and significance is not understood. In the September issue of Hygeia Mr. L. L. Thurstone, of the Bureau of Public Personnel Administration in Washington, clearly and carefully analyzes the meaning of the tests and their value. He says: "An intelligence test is intended to measure, more or less roughly only, the degree of mentality or intelligence of the candidate." A school examination is intended to measure how much we know, how much we have learned from a course of instruction or from experience. The intelligence test is intended to measure, not how much we have already learned, but how good a mind we have, irrespective of our education. For this reason many of the tests often seem to be foolish and too easy. In many of them the person examined is required to learn something, and he is graded on the speed and accuracy with which he does so. For the same reason, the method of marking is made objective, that is to say the answers must conform to certain standards that have been found by experience to represent certain stages in mental activity, and the credit given does not depend on the opinion of the person who marks them.

"One of the most common misunderstandings about intelligence tests concerns the idea expressed by the term mental age. We hear statements to the effect that the general population of the United States is only fourteen years old mentally, and that it is a very terrible fact. The psychologists are largely to blame, I believe, for this absurd misinterpretation." The fact of the matter is that the tests by which mental age is measured do not go above fifteen years and, since there must always be some people with less intelligence, the general average is bound to be below fifteen. Mental development beyond the years of early adolescence consists in learning to use the facts that we have acquired and new methods and tricks of solving problems as well as control over emotions and volition. It is these properties that spell the difference between the mind of the adult and that of the child. These qualities are not taken into consideration in the intelligence tests in ordinary use.—Collier's National Weekly.

**PHYSICAL EDUCATION—A NEW PLAN**

"Good health, good sports, and clean habits."

That Physical Education has been accepted as one of the first and foremost educational processes is an already established fact. The other two, mental and moral, are no more or less important. They are, each one, equally dependent on the other and, therefore, must be treated with equal consideration.

The mental and moral sides have been theorized and experimented on time and time again, but not until the present day has physical education come into its own since the old Spartan martial routine. And now that it has been recognized, the big problem of scientific organization arises. Its place in the school curriculum of the last several years has been, mainly, five or ten minutes of exercises here and there through the day's program—with no apparent objective to the pupils, and with the teacher reading, half-heartedly, directions from a circular paper not even thought about until time for the exercise. But as all educational aims, theories and principles are changing, so must this change and the work now ahead of us is to find the "psychological approach" to this important phase of education.

A recent experiment in "psychological approach" has been the Dalton Plan. This plan has come nearer than any previous to the realization of "equalization of opportunity" for all students. It upholds and allows for all the educational aims—mind set to a purpose, will to learn and sustained attention. It lacks, though, sufficient provision for oral recitation when applied to subjects like arithmetic, English, geography, etc., but when applied to physical education works, this does not figure. It gives an opportunity for the striven-for aims, ideals, values, and results. It includes threefold benefits—physical, mental and moral.

According to the plan, the physical advantages of the athlete are: he abstains from liquor and tobacco, he is carefully and balancedly dieted, he keeps his body vigorous and clean, and he builds his ideals on wholesome outdoor ideals.

Mentally, he must work out reasons for
the most efficient forms. He must learn to calculate and approximate distances. He must be able to change and adjust himself to different environments and conditions.

An now morally, or socially, he must fit himself to live, work for and work with people. In athletics he comes in contact with fair and square competition, gameness, a respect for the rights of others and a realization that group work is more essential than individual work. Heretofore, entrants for athletic races and meets have worked for individual records—thus ruling out the average athlete, giving him no incentive to work up his scores even one or two points higher. He knows he cannot reach the record score, so gives up altogether. But now athletic records are being determined by group or team averages,—thus making each individual member responsible to do his very best in order to keep the group average up as high as possible. This gives every man a chance and an incentive to do his best and to realize that his records count as much as the highest in the final averages.

Beside these universally acknowledged benefits, there are the psychological advantages. Every one has a chance to find himself. Athletic events are so numerous and of such a variety that they hold, somewhere, a place for almost every individual. If one cannot even reach the minimum on one particular event, he may even break the record in another.

An outgrowth of the Dalton Plan has been the “Progress Book” idea. This idea has been used in the Harrisonburg training school with apparent success, but of course it has not been in practice long enough yet to prove whether or not there are any permanent values in it. This so-called “Progress Book” is a concrete form of goals and attainments. It contains goals and attainments of health, fundamental processes, grammar, language, social habits,—both individual and group—and, in fact, can include any of the subjects in the school curriculum. Their content is determined by the course of study mainly, and the goals and scores by standards. As one standard is reached, it is marked off by a check or a star and the pupil goes to work on another. This plan directly allows for individual differences. It does not hinder or keep back the exceptionally bright, nor does it take the slower ones along at too fast a rate. No one pupil is exactly average, so we cannot regulate the classroom by what the “average pupil” ought to do. No two pupils are alike, and consequently they should be treated individually as far as possible. The “Progress Book” seems to measure up to requirements more fully than anything else we have had so far. It has met with such a degree of success in the training school, it was only natural that we should desire to apply it to our physical education work this spring at the Normal School.

This is a plan for the organization of physical education work according to the “Progress Book” idea. First, the whole group or class meets and discusses the values of the new plan. It is for them to decide whether or not it is worth while and whether or not they want to adopt it. After they have voted on it and it has been accepted, they then think about what committee will be necessary to organize the work, for it is entirely new and has to be planned to the smallest details. They elect a chairman for each committee, who in turn chooses from the entire group her committee until every member of the class has been chosen. Then committees meet separately and prepare a report to be given at the next class meeting. At that time each chairman reads her particular report. It is discussed, added to or taken from and then finally adopted by the group as a whole. The teacher or instructor, of course, acts as head chairman for the group. Now it is time to divide the class into small groups, for one report stated that group leaders were to be elected from the class, and that the class then be broken up into small sections over which these leaders would have control. The leaders and groups have been settled, and now for work! But first there must be some records kept of attainments and attendance. Each individual has a uniform record card on which she keeps her scores. Each leader has a card on which she checks off the minimums reached by each member of her group. When the whole group reaches a certain attainment it is then checked off on a larger card which shows the records of all the small groups in the class. It gives them an objective and furnishes wholesome competition. Reilly says, “Competition is usually a successful master—accomplishment and recognition are delightful side partners.”
At the first class meeting of the Senior Primary Kindergarten and Grammar Grade Groups for Physical Education in the spring quarter, Mrs. Johnston, the instructor, led a class discussion on the work for the coming three months. The spring quarter is the time we usually devote largely to training and preparing for the annual interclass field day meet which is held some time during the month of May. Heretofore, training for this has been done as outside class work and was only a part of the quarter’s course. Mrs. Johnston suggested that this spring’s work consist entirely of field and track events and that the majority of the events for the Athletic Meet be chosen from these. Then the method of procedure presented itself. How should we organize this work? Mrs. Johnston told us of the success of a number of experiments in the Training School which were carried on along the Dalton Plan or “Progress Book” idea. Why could we not put our gym work on a kind of “Progress Book” form with concrete goals and aims? The class decided to appoint committees to look into the organization of the work according to this plan. Chairmen and committees were then appointed to bring in definite reports at the next meeting on the following: first, the selections of events; second, the selection of group leaders; third, the determining of minimums and averages; fourth, the plotting of the Athletic Field for apparatus; and fifth, the making of record cards. The reports of these individual committees will be given next.

The committee on determining the events to be worked on, chose, with a view to their value and appropriateness the following: basket ball distance throwing, the seventy-five yard dash, trunk raising, volley ball, the running high jump, basket ball accuracy throwing, the hop-step-leap, tennis, hurdling, and the running broad jump.

The report on the selection of group leaders and their duties was:

1. Method of Selection.
   1. Leaders shall be selected by vote of the group, subject to approval of the instructor.

   II. Requirements of Leaders.
   1. She shall have the proper spirit, willingness to work, and interest in the work.
   2. She shall be capable of judging, coaching, (demonstrating if necessary) and directing the work so that the given time will be used to the best advantage.
   3. She shall be a model as to posture, health habits, etc.

III. Duties of Leaders.
   1. To judge the accomplishments of the different members of her group.
   2. She should have authority to report any one of her group who is idle or disobedient to group regulations.
   3. She should act as general supervisor or chairman of her group, call meetings, offer suggestions to any one who needs coaching, etc.
   4. She shall keep score (or have it carefully done) and be ready to hand in reports to the instructor at any time called for.

IV. Limits of Leader
   1. She shall be in close touch with, and subject to the judgment of the instructor.
   2. She should carry out wishes of the group, subject to the opinion of the instructor.

The committee determining the minimums and averages to be worked for gathered information from previous field day records, from rule books, and from trials made by themselves. They are:

<table>
<thead>
<tr>
<th>Event</th>
<th>Minimum</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basket ball, distance</td>
<td>35 ft.</td>
<td>45 ft.</td>
</tr>
<tr>
<td>2. 75-yard dash</td>
<td>15 sec.</td>
<td>12 sec.</td>
</tr>
<tr>
<td>3. Trunk raising</td>
<td>15 per min.</td>
<td>22 per min.</td>
</tr>
<tr>
<td>4. Volley ball</td>
<td>2½ ft.</td>
<td>3½ ft.</td>
</tr>
<tr>
<td>5. Running high jump</td>
<td>3 out of 8</td>
<td>2 out of 5</td>
</tr>
<tr>
<td>7. Hop-step-leap</td>
<td>rules</td>
<td></td>
</tr>
<tr>
<td>8. Tennis</td>
<td>25 sec.</td>
<td>20 sec.</td>
</tr>
<tr>
<td>9. Hurdling</td>
<td>8½ ft.</td>
<td>11 ft.</td>
</tr>
</tbody>
</table>

The committee on plotting and marking off the athletic field conferred with Mrs. Johnston and Mr. Chappelear, and finally worked out the plan as shown in Figure IV.

The committee appointed to plan and make record cards studied the score cards as planned in Reilly’s *New Rational Athletics for Boys and Girls*. Figure I shows the Student’s Individual Record Card. On this she
### Fig. I

<table>
<thead>
<tr>
<th>P. K.—Group I</th>
<th>Events</th>
<th>Minimums</th>
<th>Check</th>
<th>Highest Score</th>
<th>Average</th>
<th>Extra Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Jones</td>
<td>1. Basket Ball Distance</td>
<td>1st.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. 75-Yard Dash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Trunk Raising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Volley Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Running High Jump</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Basket Ball Accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Hop-Step-Leap</td>
<td>16th.</td>
<td></td>
<td>20th. 20th.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Tennis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Hurdling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Running Broad Jump</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### INDIVIDUAL CARD

**Explanation**—
Mary Jones has reached the minimum in Hop-Step-Leap. She goes past the minimum and reaches 23 ft. The averages of the whole class have been found to be 20 ft., she has three extra points above average.

### Fig. II

<table>
<thead>
<tr>
<th>P. K.—Group I</th>
<th>Events</th>
<th>Mary Jones</th>
<th>Sue King</th>
<th>Bessie Hart</th>
<th>Clare Smith</th>
<th>Ruth Hy</th>
<th>Helen Sheaea</th>
<th>Rose Adams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Basket Ball Distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. 75-Yard Dash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Trunk Raising</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Volley Ball</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Running High Jump</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Basket Ball Accuracy</td>
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<td></td>
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<td>8. Tennis</td>
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<tr>
<td></td>
<td>9. Hurdling</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>10. Running Broad Jump</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### GROUP LEADER'S CARD

**Explanation**—
Sue King has reached the minimums required in Basket Ball Distance Throwing, Clare Smith in Trunk Raising, and Rose Adams in Hurdling.

### Fig. III

#### SENIOR CLASS RECORD CARD

<table>
<thead>
<tr>
<th>Groups</th>
<th>Home Economics Group</th>
<th>SENIORS Primary Kindergarten and Grammar Grades</th>
<th>High School Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Basket Ball Distance</td>
<td>1</td>
<td>Chenault</td>
<td>2</td>
</tr>
<tr>
<td>2. 75-yard Dash</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3. Trunk Raising</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4. Volley Ball</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5. Running High Jump</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6. Basket Ball Accuracy</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7. Hop-Step-Leap</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>8. Tennis</td>
<td>8</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>9. Hurdling</td>
<td>9</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>10. Running Broad Jump</td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Explanation**—
The whole of Miss Jones's group (P. K. Group I) has reached the minimum required in the Running High Jump.
keeps an account of the minimum she has reached, the highest score she has made, and her extra points as determined from the average. She shows this card to the group leader, who after seeing her perform the requirements, checks the achievement off on her Group Leader's Card, shown in Figure II. This card is to be ready to be shown to the instructor at any time she may desire to see it. She determines the quarter's grades by the attainments and extra points recorded on them. The card shown in Figure III is the record card for the whole Senior class on which the groups of the different sections record their attainments. This card is mainly for the individual groups to see their standing as compared to the other groups.

These reports were read to the group, who after approving them formally accepted them as the plan for organizing the work during the Spring Quarter.

The group leaders were then chosen from the class in compliance with the accepted requirements for group leaders. There were five of these leaders in our class. They, in turn, chose their groups from the class as a whole until each group numbered seven including the leader.

Work began immediately—this being one of the many advantages of this plan. Each group goes to the Athletic Field at the regular time for the class meeting, under the direction of the leader. They work for minimums first, and then, those being checked off, for their highest scores.

Needless to say, this plan has been a tremendous success, for does it not embody all the ideals of any classroom procedure? Is there not sustained attention? Is there not the will to learn or do? Is there not ample provision for objective pupil activity? Are there not stimuli for achievement? Is there not a concrete goal in view? Is there not an opportunity for fair and square competition? Is there not an allowance for every individual difference?—And, conclusively, do not all these put together insure the highest aim of any and all educational processes—

"Mens sana in corpore sano"?

Frances Annabel Dodson

MALNUTRITION AMONG COUNTRY CHILDREN

The country, where man comes close to nature has always been considered a good place to rear children. Plenty of food, fresh air, and out-of-door exercise have been synonymous with country life. Hence the proverbial "bare foot boy with cheek of tan" has not had his share of attention in regard to nutrition. The war has helped bring this fact to proper consideration.

When thirty-five per cent of our boys were weighed in the health balance and found wanting, the question was "why"? The answer came back "Defects traceable to neglect in childhood!" What neglect of childhood could be worse than insufficient nourishment? Could any one let a baby starve, in a land of plenty? And yet that is just what we are doing and the sad part is, that most of us are unaware of what is going on.

However, thanks to a few far-seeing, intelligent, humanitarian Americans, such as Herbert Hoover, malnutrition in children has at last begun to receive the attention it deserves.

Since 1919-20, when the first survey was taken of child nutrition in a rural district, the country child is coming into its own. Maybe we have not realized that more than one-half (about 12,000,000) of the school children in the United States are attending rural schools. More than this, have we realized that these same country children are handicapped by more physical defects than city children including those in the slums? Statistics prove this to be a fact.

In New York state, from health examinations by the Superintendent of the Department of Education, it was disclosed that 87% of the country school children were defective in comparison with only 72% of the city school children. Cities grow, but fortunately their health precautions have correspondingly grown. The death rate in New York State is larger than that of New York City, the largest city in the world. So we conclude that the health of cities is often better than that in the country.

What has this to do with our subject? Everything! "If rural America is to continue to be the nursery of human life for the
nation, it must be healthful and attractive." Do not country children deserve at least as much health and happiness as city children? Are not country children entitled to as careful cultivation as crops and live stock?

This is our problem. Our phase of it in this article deals with malnutrition.

What is malnutrition? Dr. George Newman, chief medical officer of the board of Education (England and Wales) well answers this question. He says malnutrition is "a low condition of health and body substance. It is measurable not only by height, weight and robustness, but by many other signs and symptoms."

These "signs and symptoms" make a malnourished child, instead of being a happy, healthy young animal, have a bad color, sallow, muddy or even pasty; dark circles appear under the eyes; his flesh grows thin and flabby; the mucous membrane inside his mouth and eyelids is pale and colorless; his hair becomes rough; his tongue coats; his chest flattens and narrows; he may even have decayed teeth, adenoids and tonsils. Such is the heritage of a malnourished child. Is he not a poor specimen of American childhood? Yet fully 20% of all school children are suffering from malnutrition.

Children are considered malnourished when they are 10% or more underweight. This condition is a serious health defect in children. It produces "lack of vitality and ambition, lessened resistance to many kinds of disease, and interference with growth and development in mind and body." (from "Health Essentials for Rural School Children")

Let us look into actual conditions existing in our rural communities and find to what extent this evil appears there.

An experiment was worked out by a Red Cross nurse in a Kansas rural community. Despite the protests of parents that it was all nonsense about their community being unhealthful, this nurse upon examination, found that out of 3,632 children 2,317 were defective. Of these 836 were found to be underweight and 1,237 suffering from malnutrition. These seemingly incredible figures are actual. This community awakened to the fact that farm children are not necessarily the healthiest of childhood specimens.

Too often the farm wife can get no help in the kitchen; too often the surroundings of the house are non-hygenic; too often there is not proper disposition of sewage and too often the well is not situated correctly. All these pertain vitally to the sufficient nourishment of the country child.

Another illustration may be cited from a report by J. E. McCelland. He gained the statistics in 1920 from Cuyahoga County, Ohio. Here, out of 480 babies and children examined, 288 or 60% had impaired health. Of this 288, 151 were judged to be suffering from malnutrition. Fresh air and wholesome living conditions did not save these.

Thus we believe that our little city folks, with the advantages of baby dispensaries, medical inspection in schools, hospitals, dental clinics, fresh air camps, and Boards of Health, fare better than their isolated country cousins, away from good doctors and clinics.

Erie County, New York, realized the prevalence of malnutrition when she launched a health program in 1921. Now we shall read more astounding figures, but they do not falsify, as the preacher might say. From 5,085 children weighed and measured 917 or 18% were found to be 10% underweight and 570, 7%, making a total of 1507 children who were 7% or more underweight. The school authorities were the first to recognize the seriousness of the problem. In attempting to find out the food habits of the children the following were typical statements by their teachers:

"Bread and coffee constitute the chief diet of many of our children." "Dry bread and water is the lunch of many." "Many of our children use tobacco, tea and coffee." "Some of my children are taking canned milk. They say it is cheaper for them because their parents ship their milk to town." Are any of these statements indicative of proper nourishment in these country homes?

Let us visit for awhile with a field worker in a mountainous county in Kentucky, a distinctly rural state. The physical condition of this class of people was deplorable. "Lasses" and corn bread were their chief staples of diet, 28% only having a diet with constituents necessary to nourish the body. Other data gathered was: 56% of the families had no toilet; 56% had only wild blackberries as
fresh or canned fruit; 55% of children used coffee; 45% had insufficient sleep; 43% ate between meals; one mother saying that her son eats every time he comes into the house. Another saying, “I puts the entins on the table but I don’t pay no ‘tention to what nobody eats!”

26% of these children did not bathe in winter. One mother admitted “no, I don’t wash them plumb off, nary time all cold weather!”

From these statements and descriptive conditions is it little wonder that 40% of these children were poorly nourished?

You are probably sympathetic with these little mountaineers, but is it not just as important for the children living and growing up around us to be well nourished? Mountain mothers are not alone in their ignorance concerning a balanced diet for children. We must agree, for did not Kansas, Ohio, New York and Kentucky, all have high percentages of malnutrition?

Should not then, the country mother be informed on the most important feature in regard to the progress and improvement of her greatest asset—(as well as the greatest of the nation)—healthful children?

Dr. E. V. McCollum says, “The opportune time to attain the maximum benefits of proper nutrition is in prenatal life, and early infancy, and more education of mothers concerning the benefits derived by their children as results of right living on their part. We would call attention to the types of diets which succeed in the nutrition of man and animals. They are the strictly carnivorous type in which practically all parts of the animal are eaten; the type so common in the orient, that in which leafy vegetables, such as spinach, cabbage, lettuce, turnip tops, beet tops and other leaves find a prominent place in the diet and lastly the diet such as we use in America, containing liberal amounts of milk and other dairy products. The trouble is, we do not consume enough of the protective foods, milk and leafy vegetables. These are constituted as to correct the faults of a cereal, legume seed, tuber and meat diet, such as common in our country today. The sooner we carry this information to every child in the land and send it home to their mothers, the sooner will we have started on the road to better health and better physical development.”

When the country mother realizes these great facts, she will not allow her child to go off to school after eating butter bread and cereal for breakfast, with a luncheon of preserve sandwiches and come back home to a supper of meat, bread and fried potatoes. This is known often to be the typical diet and all the time the mother is wondering probably why her child is underweight.

There are other ways of righting cases of malnutrition besides informing the mother. Dr. Emerson of New Haven believes in educating in health as well as in A. B. C’s. His plan was to put theory into practice in a nutrition class. After weighing the children, in a particular school, and finding out which were really malnourished, he place these pupils in this nutrition class. It meets once every week; reports are called for and progress or loss tabulated. This wise Doctor uses tact in enlisting members in his class. He appeals to boys thus:

“Do you want to be a baseball player?”
“Sure!”
“Are you willing to train for it?”
“Sure!”

And so Dr. Emerson helps these boys and girls begin a fight which if successful means their own health and happiness and that of generations to follow.

There are still other ways of treating and preventing malnutrition — prevention of course is the more profitable process.

First, by correction of defects, such as nasal obstructions, adenoids, diseased tonsils and defective teeth.

Second, by plenty of sleep and rest, always with the windows open in the bed room. For a child with malnutrition—early to bed; one-half hour rest in bed in the day time and all the out-of-door air possible at all times.

Third, by the avoidance of over-excitement, worry, or other emotional disturbances, especially at meal time or just before bed time.

Fourth, by a sufficient amount of proper food, chewed thoroughly, eaten regularly, and never hurriedly. Some fruit or well cooked
vegetable every day. No tea or coffee for growing children.

Fifth, by a warm midday meal or lunch for all school children and one or two extra lunches daily until weight is up to standard.

(These points were taken from "Malnutrition"—a bulletin from the Dept. of Labor, U. S.).

These school lunches are being served, providing the child with those foods, which, necessary to proper nourishment, are lacking in his home diet: milk is sold in schools and the children themselves are trained from the very primary grades in foods and health. School lunch is a new problem the rural schools are facing. It should be a part of every rural school, fostered, owned and managed by the school authorities. Successful management could be insured by the cooperation of school authorities, teacher, pupils and parents. The school building should have a small kitchen, the cost of equipping which would only be about $8 or $10, excluding the stove. The parents could furnish the supplies and every one would be pleased with the results—better work from all pupils in the afternoon and gains in weight by the mal-nourished children.

Not only should school lunches be served but much can be done in educating even grade teachers so that their influence over pupils who never reach High School nor take a course in Home Economics would be effective.

The following statements of such grade teachers shows vividly this need:

"If you would ask me what we need in our schools I would say good teaching on eating. But I don't know how to teach it, so I just talk about being properly nourished."

"Oh, yes, I teach food. I tell them all about proteids, fats and all. Last week we talked about water giving vitamine."

"Some of the boys and girls, the puny ones, are beginning to believe in food. I have been helping them to plan menus and we are cutting out potatoes. You see they eat so much potatoes that they get potato poisoning. I just had to come right out and tell them not to eat potatoes."

"The trouble with so many of my children is they eat dandelions. Now anybody knows dandelions are bad for you." (Mother and Child Magazine, May, 1922.)

Is not such ignorance disgusting and appalling? Yet, they are actual statements from some Erie County teachers in New York.

Notwithstanding, much is being done to encourage the eating of proper foods daily. In New Jersey the city school children have a health parade. They impersonate certain vegetables and good foods, such as milk. The dairy authorities have floats and posters demonstrating the value of milk to children. Even a brass band headed the procession. Little Johnnie's and Mary's became personally acquainted with such good friends as "Bill" Beet, "Pat" Spinach, "Henry" Pea and "Sam" Bean, not to mention laughing at "Mrs. Milk Bottle" chasing off Mr. Coffee Pot and Tea Pot.

Could not a county interest its children in a similar way?

Not only has work been done educationally, but even charities have found malnutrition. The American Friend's Service Committee acted the part of the "Good Samaritan" in a strike-devastated coal field region in West Virginia. After fourteen months on bread, and molasses the little children of these miners welcomed the sight of good rations in their dingy old barrels used as larders. The Friends realized the seriousness of the food situation as we read from their statements:

"Investigations by our representatives in the coal fields indicate that hundreds of children are without necessary food. Tuberculosis is developing among families dependent on the mining industry as a result of malnutrition. The American Friend's Service Committee believes industrial strife does not justify the starving of innocent people, while officials on both sides of the controversy are coming to an agreement, we propose to see that the little ones are helped to develop into normal men and women and thus become a real asset to society."

In this great field "white to the harvest" we already find consecrated people striving to prevent and remedy the evils of malnutrition. This work is not only making little bodies stronger, but the fuel, food, is keeping their little minds alight.

It has long been recognized that the child who is stupid in school is he who is mal-nourished. Long distances walked
to school, long hours of study, without even having had sufficient breakfast and probably having forgotten the lunch basket—all these make the rural school child's plight a sad one. No wonder they turn to stealing each other's lunches!

We are proud to say that through the U. S. Dept. of Agriculture and State Agricultural Colleges, working in co-operation with local communities, hot lunches are now served to 187,434 children in 3,308 rural schools; 10,592 children are buying milk for lunch and 3,241 rural schools obtain milk and serve it to 115,111.

Of course this is only a drop in the bucket compared to 12,000,000, but we are started and now we are looking for future "bearers of the torch."

Is not health better than life at the low tide of vitality? Are not sparkling eyes and laughter of childhood better than tear-stained faces and shriveled little bodies?

We pity, and subscribe funds for starving heathen; we neglect our own babies.

Parents, fathers and mothers, your children are your only chance for immortality here on earth—feed them wisely!

Citizens, American childhood must have its birthright—a chance to grow to strong maturity.

Senators, Doctors, Nurses, Dietetians, Home Economic teachers, the children of today as Herbert Hoover wisely says, "are the army with which we must march to progress!"

Many years have we had Departments of Commerce and Labor, but only recently one for our greatest factor in wealth—the growing American Child. Let us back the Child's Health Bureau! Let us breed more Washingtons, Lincolns, Lees and Woodrow Wilsons on our good old country's soil.

Clubs, organizations, health crusaders, health clowns, health leagues, newspapers, magazines, and motion pictures, each one, all, must not forget the country child!

"Our Commander" himself has said "Feed my Lambs!" Lest we forget!

GLADYS WAMPLER.

CHANGE IN THE STANDARD FOR THE EDUCATION OF WOMEN

THE last eight or ten years will go down in history not only as a period of war, but a period when some of the mightiest forces of the past have been loosened. Among these forces is woman. Before now social customs have been such that, with but a few exceptions, she has not been able to realize the full possibilities of her life. She has been in a large sense or measure socially and economically independent, but now she is not only independent, but man's equal, his companion, his helper. Now women may enter any open avenues she wishes; professional life, business, politics, civil and religious service, all beckon to her. The part education must play is to lead women and direct them in all fields of work. This is true of the women of today, but let us look into the history of education of women from the beginning and see what changes have been made.

From the beginning of time until the present day women have played just as great a part in the history of the world as the men have. In the earlier days this was true; indirectly, due to the way women were regarded, they could not appear in public and were not educated as the men were. While this was true, some one was needed at home to give the training there and the women could do that. As time has gone on education has developed and women have been developing also.

The early Greeks did not send the girls to school. They were interested chiefly in the education of the boys. The girls remained at home and were taught by their mothers to knit, sew and to be strong and healthy in order that they might bear strong, healthy children. The education for the men centered around education for the state.

The education in Rome was centered around the church, and was religious in nature. For this to be accomplished the girls were sent to the nunneries. There they were taught such things as would educate their souls to be the temples of God. They were to hear or see nothing but that which belonged to the fear of God. No girl should have any knowledge of unclean words. She should study and when
she talked she should speak with the sweetness of the Psalms. A girl should not be allowed to associate with boys, and all maids and female attendants should be kept from men. For playthings she could be given a set of letters made of boxwood or ivory, and should know them so well that she could recognize them by sight and sound at any time and in any order. When she learned to write and her hand was weak and trembly in the use of the stylus upon the wax, the teacher's hand should be placed upon hers and guide hers. This is quite modern because that method is used in the homes today to help the children acquire skill in the formation of their letters. To encourage the study rewards should be offered the child, and she should be drawn onward with little gifts that were suitable to her age. She should never be scolded nor have her lessons made distasteful, but praise her all the time. In order that her tongue and memory be trained the words of the prophets and apostles or patriarchs from Adam down should be used. In selecting a nurse for the child great care should be taken that she should not be "intemperate, loose or given to gossip." The girls should be dressed in such a way that it might remind her, too, of him to whom she was promised. No girl with such a purpose should have pierced ears, painted face or jewels and pearls hung around her neck. When the child got older she should be taken by her parents to the temple of God and she should imitate the retirement of Mary. Then she should read and learn the Scriptures and she should recite them to her mother. She learned the two languages, Greek and Latin, which were used in her instruction.

During the Middle Ages when the church was the keeper of civilization, naturally all education would center around that, and the girls were put in nunneries where they lived. Here the girls were taught the Bible and they lived to themselves, believing, in order that they might live pure lives, they must keep apart from the people. This kind of living was not destined to last very long because men were beginning to think and with the coming of the revival of learning men were beginning to question. Girls were not going to live a secluded life as they once had. This revival came in the thirteenth and fourteenth centuries and they have been called the best in history. The time had come when man was going to stop preparing for the world to come, but was going to take more interest in the things around him, and was going to be a man of self-confidence, conscious of his powers, enjoying life. From that time on woman's place too, was looked upon in a better way.

When Germany was organizing a complete system of schools one of the first things was the establishment of "elementary schools for both sexes, in which they were to be taught reading, writing, reckoning, singing and religion." These schools were to be in each village of the Dutchy. A great step had been taken in allowing the women or girls to enter school and be put on equal basis with the boys in school affairs. Luther stated, "The world has need of educated men and women to the end that men may govern the country properly and women may properly bring up the children, care for their domestics, and direct the affairs of their households." We wonder what Luther would think were he to come back now and find women helping to govern the countries. He further advocated that parents were responsible for the christian and civil education. It should be free and open to all, boys and girls, high and low, rich and poor. It was the "inherent right of each child to be educated, and the State must not only see that the means were provided, but also require attendance at the schools. At the basis of all education lay Christian education." Here we see the old idea of religious dominance being done away with to a certain extent and being put in the curriculum along with the other subjects.

"The importance of the services of the teacher was beyond ordinary comprehension. Teachers should be trained for their work, and clergymen should have had experience as teachers," and we find in the vernacular primary schools the following provision, "Schools for the common people to be open to both sexes to include reading, writing, physical training, singing, and religion, and to give practical instruction in a trade or in household duties." These schools were not only in Germany, but copied in other countries in Europe and in America too. Another great step had been taken and still further steps were to be taken to further the education of women. Such schools as the Dame School in England and similar schools by different names came into use and were taught by
women. Heretofore men had been the teachers.

The Laws of 1642 and 1647 meant much in the history of education in America, for now grammar schools had to be provided and the children had to be sent to them. These grammar schools were to fit youths for the university, under a penalty for failure to do so. Of course at first such schools as Harvard University and Brown College did not admit women, but the need for higher education for women was noticed and women were admitted later and practically all the colleges and universities today are admitting women.

When Peter the Great of Russia traveled in the west he carried back the idea of the women coming out and being equal with the men. One of the reforms he advocated was that women of the richer classes, "who had been kept in a sort of oriental harem" should come out and meet the men in social assemblies. This was for the higher classes; still the greater mass were not looked upon very highly, hence the education for women was not up to the standard and as far as it might have been in that time.

In the colonial times in the South the children were taught by tutors, that is, those children whose parents were able to have them taught so, while in the North education was freer. This may have been true as to the form of the education, but the stories of the Southern women, during the war, their courage, and high standards, will live as long as history.

Up to the middle of the eighteenth century conditions surrounding childhood were deplorable, "often the lot of the children of the poor, who then constituted the great bulk of all children, was little less than slavery." Their lot was a sad one.

When the states took control conditions were bettered. Today our school system is something like this; kindergarten, primary, grammar grade, junior high, and senior high school. Both sexes are admitted today in these schools. Then, when the young people graduate from a high school they go to colleges and then to universities, where girls stand on a level with the boys.

The time has come when the fact is realized that women are just as intelligent and important as the men. The women are going ahead and leading in all forms of activities. It has been stated before that women are taking part in all forms of work. It has been said, "Every woman and girl in this twentieth century should congratulate herself on the numerous means open to her for self support, and if need be, for helping the family. Contrast all the possibilities open to the women, who can predict the influence and help of fifty years ago, and it must be conceded that the world is a better place for her now than in that day." If the possibilities develop in the future as they have in the past for women who can predict the influence and help of women in the future? Mabie has said, "He who is to win the noblest successes in the world of affairs must continually educate himself for larger grasp of principles and broader grasp of conditions." Surely this applies to women as well as to the men.

It is true that much has been done to further the education of women and better fit them for their undertakings, but still there is much that remains to be done. We need more and better colleges, more and better instructors, and we need more and better endowments.

"It is a truism," states John Countiss, "to assert that women are equal to men. Human inequalities have no sort of relation to sex. In nothing great or small have men surpassed women, numbers engaged and energies applied being proportioned." The age-old assumption that higher education is either beyond the capacity of women, or that it disqualified her for home making and motherhood has contributed its full share to prevent proper endowments of college for her benefit. The following statement is frequently heard made by a father, "I gave my daughter four years in college and then she came home and married." If that is true, is any crime committed? And when the men marry they are commended and congratulated. Are the daughters expected to become menials or to enter commercial avocations in order to repay money spent for their college training? The daughter who finds a worthy mate and sets about making a home has chosen the greatest and noblest of vocations. Earth's nearest approach to Heaven is not to be found in the silent gloom of a cloistered convent, but in the Christian home, vibrant with the voice of childhood, presided over by a trained and
cultured mother who knows how to start the feet of her children upon the upward way and to inspire their minds to nobler and worthy endeavor." Moral leadership has passed to woman. The moral hope of the world is in its women. No nation can rise higher than the ideals of its mothers. It is indeed a true maxim, "The hand that rocks the cradle rules the world." Fortunes are made in business, but ideals are born in the home. Closer than men have thought is the relation between the moral ideal of the mother and the financial success of the son.

At first when the schools were established the dominant purpose was to educate for literacy and citizenship, but times have changed and the men are no longer the only ones who can vote; the women are taking part too. This, also, has created a demand for higher and broader education for the women. Some of the biggest things that could be undertaken are going on in the world today and the women as well as the men are affiliated with these big undertakings. The women are leaders in all forms of activities and they must be educated to do these things. What a change has taken place when one stops and looks back over the narrow form of education the women used to have, and think what important places they fill in the world today. Women like Joan of Arc, Florence Nightingale, Frances Willard, and Clara Barton did great things along their special line of work, but these noble women have passed away, and greater things are facing the women of today. They must fall in line to take their places, and they must be educated to meet these needs that are coming to them.

"Education is the strongest force in typing civilization and therefore the biggest task of man." In Germany the education was chiefly for national aims, to make Germany dominant in military affairs of the world. Education must be in the future the democratic form, because more and more the countries of the world are becoming, or trying to become, as one nation, and our education should be Christian in Spirit. The world can not progress without God. The war brought out these facts. True it is, that the war could not have been won without our strong, able-bodied men, but back of all, while they were over there were powerful forces behind the lines. The Salvation Army Lassies, Red Cross Nurses, members of Knights of Columbus and such organizations where the untiring efforts of the women helped too will not be forgotten. Think of the mothers at home, who helped those boys. These mothers are passing away, the future sons and daughters will rest in the education given the girls of today. Will they be able to face the difficulties and the many new things that time will bring on. Serious, earnest education must be provided for the women, otherwise, lofty ideals will fail, and the nation must perish. Colleges must be provided and the truth must be realized that the colleges for women must teach the teachers of men. Statistics show that more than eighty percent of the public school teachers of America are women, and they give more than ninety-five percent of instruction in the elementary grades, laying the foundation for the higher work done for the fortunate few who finally make their way through the college and universities to become the scholars and leaders of the nation. Another lamentable fact is that the American makes larger provision for training the men who breed hogs than for the women who rear the children.

The highest and broadest education is not too good for the mothers of men. It is up to America to provide endowed colleges within the reach of every young woman of this generation.

KATHERINE WILMOTH.

Hazel Davis has won the unusual honor of appointment to the Teachers' Council for the Public Schools of Washington City. She is the youngest member ever elected to the Council and was made a member of that body within two years after her appointment to the staff of the Bureau of Education. The "Strayer-Gran" of recent date contains Miss Davis's picture on the first page and accompanies it with a very complimentary sketch of her career.

On August 23 Mary Cook (Mrs. Lane) wrote us a card from her place of work in Paradise, Brazil. She says: "The U. S. mail is a luxury of luxuries."
EDUCATIONAL COMMENT

The University is the hope of the world, according to President Nicholas Murray Butler, speaking at the inauguration of Chancellor Hadley, at Washington University, St. Louis. “The university takes its place,” he said, “by the side of the Church and the State as one of the three fundamental institutions of modern civilization on its moral and spiritual side.” In setting forth what he conceived to be “The Mission of the Modern University,” he stressed the fact that conflicting religious beliefs and diverse social and political theories find their reconciliation in the modern university, which is typical of that coming day when nations shall be bound together by new ties of understanding and co-operation.

“No community is completely equipped with facilities for public education unless, in addition to adequate schools, it has also a public library accessible to gaining general information,” is a recent statement of the Bureau of Education, which finds that its presence is of paramount importance as an adjunct to the educational facilities of the city or village. As an institution in which are fostered Americanism and democratic co-operation, its value should not be overlooked by even the smallest communities.

Hon. Harris Hart, State Superintendent of Education, has been officially notified of the opening of the Prize Essay Contest of the American Chemical Society in which all students of high and secondary schools in the State of Virginia have been invited to compete. In addition to the general scholarship prizes, six special prizes of $20 in gold are to be awarded in each state in the Union. A set of five of the most informing and inspiring recent books in science has been sent to every accredited secondary school in the state. It is hoped that this will furnish not only suitable reference material for the essays to be written for the contest, but that they will form the nucleus of a scientific library for the schools receiving them. A pamphlet describing in detail this munificent gift of Mr. and Mrs. Francis P. Garvan, of New York, will be received by all accredited schools in the state. In justice to the donors and to the cause which it represents, the conditions of this contest should be presented in every school entitled to enter, and students should be urged to become participants.

RESOLUTIONS RELATING TO THE EFFECTIVE ADMINISTRATION OF THE WEST LAW

Presented before the student body of the State Normal School at Harrisonburg, Summer Session, 1923, with the request that every teacher approving them take some steps in her community to get them definitely acted upon.

Realizing the existing conditions in school buildings and school equipment in the state of Virginia as we study the rules and regulations for modern school facilities, we, the un-
dersigned teachers of Virginia, most urgently express the desire for legal regulations requiring school superintendents and trustees when constructing new buildings to have them meet approved standards in fire protection, heating, lighting, toilet facilities, ventilation, and water supply.

We find that the state of Ohio is, or was only recently, the only state in the Union meeting complete standard regulations. Virginia in recent surveys is shown to have in many schools a moderate degree of necessity provisions, but we desire for every school in the Commonwealth the most approved equipment for the conservation of life and health, and for the most efficient work.

We are now required, under the West Law, to prepare ourselves to do certain things for the health and welfare of our pupils that we cannot possibly do in many of our schools because of poor equipment or no equipment. We are required to pass examinations by 1925 to prove our ability to put into effect the requirements of the said law; and we earnestly recommend that plans be laid at once that will make our effective compliance with these requirements possible.

Therefore we recommend that all plans and specifications for new school buildings be subject to approval by the State Board of Education or competent inspectors appointed by the said Board, and that a responsible committee of inspectors be provided in each county and city to see that the requirements are carried out in all new school buildings erected.

CURRENT EDUCATIONAL PUBLICATIONS

Civic Science In The Community

Science teaching has become more and more practical. The old ideas of a mere theoretical discussion, because of unmistakable educational values, have gradually given place to the notion that these values are none the less certain when practical applications are made of them. Hence, the titles for a rapidly increasing number of texts, in pretty much all phases of science, show a recognition of a demand on the part of both public and educators in the use of the terms "Practical," "Applied," "Household," "Everyday," "Common," "Civic," "Community," and so on.

Nowhere has the emphasis upon applicable knowledge been more evident than in General Science. The story of the development of General Science from the old "Natural Philosophy" to the current treatments under the title of "Everyday Science" is not as long a one as may be found in many another subject of educational value. The physics, chemistry, and bacteriology, "with applications," have now become "science" with a nucleus, such as the home, the shop, the farm, or the community. The most recent development in this field is Hunter and Whitman's Civic Science in the Community.

Hunter and Whitman's Civic Science in the Community replaces for those desiring a single volume the separately published volumes by these authors, the one dealing with science in the home, the other with science in the community. The combined work is the product of much of the best thought in the line of general science.

As a textbook in introductory science it represents a carefully selected group of topics calculated to awaken interest in the minds of boys and girls. The material is gathered under the six major heads, "Advantages Offered by the Community," "Weather and Climatic Conditions," "Water and Its Place in the Life of the Community," "How the Community Cares for Its Citizens," "Transportation and Communication," and "How Life on the Earth Has Improved." At the head of each chapter, presenting the sub-heads under the general topics, is the statement of a series of problems, experiments, and projects, the principles underlying these constituting the subject-matter of the chapter.

Children's interests in science are carefully observed; and the methods of treatment are adapted to children. The volume, in brief, is intended to round out some of the science information previously acquired by the pupil, to add new information regarding his relations to his fellows, and through its point of attack to teach good citizenship, good morals and straight thinking. The work is ad-
mirably illustrated and well provided with all the teaching aids necessary for an adequate year's work in general science.

JAMES C. JOHNSTON


This is a series of Map Studies intended to fix clearly in the mind of the student the more important geographical and political features that influenced the course of ancient and medieval history. This is in keeping with the growing tendency to lay more and more stress upon map work as essential to an understanding of history. As an important feature to this manual, a Syllabus, embracing all the important topics included in the leading textbooks in ancient and medieval history, greatly enhances the general value of the book.

THE BUSINESS OF SELLING, by Harold Whitfield, American Book Company, New York. 1923. A practical work, presenting the principles of salesmanship and methods of their application in a straightforward manner, devoid of theoretical discussion. It should prove a direct and stimulating means toward preparing young men and young women for facing the facts of business life with courage, some fair amount of skill, and a just and generous spirit.

NOTES OF THE SCHOOL AND ITS ALUMNAE

INKLINGS

Well, the long dry spell is over and the quarter's work is well under way. Some members of the faculty journeyed to distant cities for a vacation; others stayed within the confines of our little empire, Rockingham County. Our Waltonites spent a week or so along the banks of the Shenandoah and returned to Harrisonburg much refreshed.

It was well that vacations were enjoyed, because the fall quarter at Harrisonburg, opened up with an enrolment of 530, a 33 percent increase over the fall registration of the previous year. About 70 students are rooming in town off the campus and probably 50 or more are living at their homes in town or in the county. The larger enrolment has made many new problems.

How to make the student body a homogeneous group was a problem that immediately presented itself to the Student Council. The solution arrived at was a week of "Junior Training," conducted by the council from October 1 to October 12. There was a series of talks in which the ideals, the traditions, and the regulations of the institution were explained to Juniors. Sallie Loving, president of the Student Association, told of what Student Government means; Mrs. W. B. Varner, Social Director, gave a talk on table etiquette; Sue Kelly, president of the Post Graduate Class, advised Juniors as to participation in outside activities; Miss Gertrude Lovell, School Nurse, talked on personal hygiene and incidentally gave a demonstration of how to care for one's room and how to make a bed; Edith Ward, a 1921 graduate, now reentered for post graduate work, talked on "Harrisonburg spirit." Each student was required to learn two school songs, "Blue Stone Hill" and "Old Virginia." At the conclusion of the series a short examination was given to the Juniors.

There had been, the first Thursday night of the session, a Student's Night at which the new girls were welcomed and at which talks were heard by Mrs. R. C. Dingledine, first president of the Student Government Association; Barbara Schwarz, president of the Y. W. C. A.; Susie Goghegan, editor of the 1924 Schoolma'am; Elizabeth Buchanan, president of the Athletic Association; Margaret Gill, president of the Choral Club; and Margaret Ritchie, editor of The Breeze and president of Pi Kappa Omega, the student honor society.

But there was to be on Saturday, October 13, a merry celebration in the gymnasium at which the new girls were given an opportunity to show their ability in entertaining their elders. Edna Draper was chairman of the committee of girls that staged Stunt Night, and the capers through which the new girls were put were many and various. It was announced at the conclusion of the evening that beginning Monday at noon each new girl should appear embellished with a green tie about the neck, complexion au naturel, this state to endure until Tuesday at 5 o'clock. Finally came the meeting of the student body, Tuesday night, October 16, at which Sallie Loving, president of Student Government, recommended the new girls and Edna Draper, president of the Degree Class, accepted them on behalf of the old girls. Thus was the Rubicon crossed.
But wait—there was one other occasion when the New Girls vied with the Old Girls, and that was at a basketball game the night of October 14. For a time the score stood six to six, but midway in the first half, the Old Girls whooped it up to a lead of 26 to 10. The final score was 36 to 19, but the New Girls had shown good material and every evidence of future usefulness to the varsity team.

The Y. W. C. A. did its part to welcome the new girls by having its officers on hand the day before school opened. Cards of welcome had been prepared and placed in each room; copies of the Student Handbook had been distributed by mail to all new students, the big sister movement had been sponsored by the Y. W. that each new girl might find here an old girl to advise her; an information booth had been provided for the further convenience of the new girls. The Y. W. C. A. circus offered a pleasant variety from the formal receptions that entering students so often meet up with. The circus was staged in the Y. W. room in Harrison Hall the evening of October 6, and made a lasting impression.—Barbara Schwarz, president of the Y. W., initiated a plan for the Cabinet to spend the week-end at Rawley Springs, where, aloof from the activities of the school, it was possible to work out a program of Y. W. aims for the present session. The Rawley camp was in session October 26-28, and on the afternoon of October 27 all members of committees were invited to join the cabinet. Here work was combined with fun, for the various committees held brief sessions at which the cabinet plans were discussed.

REPORT OF PLACEMENT COMMITTEE

Of the members of last year’s senior class, the following are at home this winter:

Aline B. Anderson, Lexington.
Sydney Artz, Woodstock.
Kathryn Borden, Front Royal.
Mary Frances Britt, Boykins.
Mrs. Gladys Coiner Wampler, Staunton.
Margaret Cole, Wilmington, N. C.
Annabel Dodson, Baltimore, Md.
Mildred Lamphier, Norfolk.

An unusual number of girls have gone on to school this year: At Teachers’ College, Columbia University, Anice Adams is studying music. At the State Normal School, Farmville, are Audrey Chewning, Margaret Moore, and Katherine Shore, and at George Peabody College for Teachers, Nashville, Tenn., Julia Mae Joyce and Elizabeth Guntner. Charlotte Clement is studying at Marshall College, Huntington, W. Va., and Catherine Everly at Marion Junior College, Marion, Va.

The following girls have returned for postgraduate work at Harrisonburg State Normal School this year:

Sarah Agnew Chaffin.
Lelia Brock Jones.
Susan Elizabeth Kelly.
Bernice Esther Patton.
Lila Lee Riddell.
Nancy Peach Roane.
Orra Estelle Smith.
Alma Catherine Trimble.
Mary Katherine Warren.
Florence Margaret Wiley.
Edith Rowland Ward.

Following is the list of appointments:

Leona H. Addington—Primary Grades, St. Paul.
Estelle V. Anderson—Grammar Grades, Buchanan.
Helen Louise Anderson—Grammar Grades, Straightstown.
Clara Aumack—Home Economics, Sparta High School.
Mattie S. Ayers—Grammar Grades, Markham.
Katherine Bare—Grammar Grades, Richmond.
Bessie E. Barnhart—Grammar Grades, Winston-Salem, N. C.
Eloise Baylor—Primary Grades, McDowell.
Ruth Bean—Primary Grades, Winchester.
Mary Bell Bear—Primary Grades, Winchester.
Mildred Bell—Home Economics, Exmore High School.
Constance Board—Grammar Grades, Vinton.
Virginia Borst—Grammar Grades, Petersburg.
Pauline Bowman—Primary Grades, Schoolfield.
Lucille Boyer—Grammar Grades, Winchester.
Pauline Bresko—High School, Turbeville.
Inez Britt—Primary Grades, Charlotte C. H.
Louella Brown—Primary Grades, Hamilton.
Rosalyn Brownley—Primary Grades, Norfolk.
Eloise Bruce—Home Economics, Linden, N. C.
Mary Burger—Grammar Grades, Switchback, W. Va.
Mrs. Elsie H. Cabell—Primary Grades, Coeburn.
Helen Carter—Primary Grades, McDowell.
Ruby Chinault—Grammar Grades, Harrisonburg.
Sephie Lee Clark—Home Economics, Centerville High School.
Elizabeth Collins, Suffolk High School.
Beatrice Copper—Primary Grades, Monterey.
Marie Cornell—Dietitian, Woman's City Club, San Rafael, Calif.
Annie Council—High School, Nelly's Ford.
Ola Cronise—High School, Appalachia.
Laura J. Culpepper—Primary Grades, Norfolk.
Ruth Current—Dietitian, Children's Home, Winston-Salem, N. C.
Alva Cutts—Grammar Grades, Clifton Forge.
Dinna Dalton—High School, Independence.
Marguerite Daugherty—Grammar Grades, Winchester.
Violette Davis—History, Shenandoah High School.
Mary Clyde Deisher—Grammar Grades, Eagle Rock.
Julia Dickerson—Science and History, Greenwood High School.
Elizabeth Duke—Grammar Grades, Norfolk.
Kathryn Duncan—Grammar Grades, Norfolk.
Helen Early—Primary Grades, Charlottesville.
Louise Elliott—Grammar Grades, Norfolk.
Margaret Ford—Primary Grades, Norfolk.
Mary E. Ford—Primary Grades, Hampton.
Mae Burke Fox—Grammar Grades, Toms Brook.
Ruth Funkhouser—Junior High School, Winston-Salem, N. C.
Virginia Funkhouser—Grammar Grades, McGaheysville.
Ame Garthright—Grammar Grades, Richmond.
Issie Gresham—Home Economics, McKenny High School.
Leone Grubbs—Primary Grades, Shenandoah.
Hunter Gwaltney—Primary Grades, Disputanta.
Kathleen Hailey—Primary Grades, Madisonville.
Helen Harris—Grammar Grades, Roanoke.
Janet Harshberger—High School, Port Republic.
Cornelia Hart—Grammar Grades, Drewryville.
Minnie Lee Haycox—Primary Grades, Norfolk.
Rose Hendrick—Grammar Grades, Montgomery Co., Md.
Henrietta Huffard—Grammar Grades, Big Stone Gap.
Mary Stuart Hutcheson—Primary Grades, Harrisonburg.
Myrtle Ives—Grammar Grades, South Norfolk.
Marjorie Jones—Grammar Grades, Richmond.
Constance Kibler—High School, Shenandoah.
Frances Kinnear—Grammar Grades, Richmond.
Carey Knupp—Science, Hot Springs High School.
Louise Lauck—Science, Shenandoah High School.
Claire Lay—Primary Grades, Wise.
Adah Long—First Asst. Principal, Bailey's Cross Roads.
Vallye McCauley—Grammar Grades, New Hope.
Lucy McGehee—Presbyterian Mission School, Vanderpool.
Carrie Malone—Primary Grades, Petersburg.
Louise Meador—Grammar Grades, Cumberland.
Christine Miller—Primary Grades, Stony Point.
Gean Mish—Home Economics, Winston-Salem, N. C.
Annie Moomaw—High School, Bassetts.
Nellie Moon—Primary Grades, Richlands.
Dorothy Norton—Primary Grades, Unionville.
Louise O’Callaghan—Home Economics, Atlee.
Marjorie Ober—Grammar Grades, Norfolk.
Mildred Orrison—Grammar Grades, Manassas.
Sybil Page—Grammar Grades, Norfolk.
Jennie Dean Payne—St. Paul’s School for Girls, Baltimore, Md.
Ruth Pollard—Grammar Grades, Norfolk.
Lona Dyer Pope—Primary Grades, East Radford.
Mary Pratt—Primary Grades, Crabbottom.
Elsie Profitt—Grammar Grades, Winchester.
Carrie Reynolds—Home Economics, Montebay.
Ruth Robertson—High School, Bent Mountain.
Grace Rowan—Primary Grades, Magruder.
Edna Rush—Primary Grades, Harrisonburg.
Sallie Scales—Primary Grades, Winston-Salem, N. C.
Helen Scripture—Home Economics, Crabbottom High School.
Frances Sellers—English and French, Toms Brook High School.
Charlotte Shaver—Home Economics—Grammar Grades, Washington, D. C.
Mrs. Janie Shuler—High School, Keller.
Frances Sibert—Grammar Grades, Columbia, S. C.
Agnes Spence—Grammar Grades, Portsmouth.
Norma Spiers—Home Economics, Pearisburg.
Abigail Stearn—Grammar Grades, Timberville.
Rebekkah Stephenson—Home Economics, Clarksville High School.
Mary Strough—History and English, Effinger High School.
Virginia Swats—High School, Barber.

Mary Tanner—Grammar Grades, Crappbottom.
French Taylor—Grammar Grades, Big Stone Gap.
Nan Taylor—Primary Grades, Winchester.
Hester Thomas—Grammar Grades, Culpeper.
Helen Thompson—Grammar Grades, Capron.
Ethel Thrush—Primary Grades, Washington, D. C.
Josephine Towler—Home Economics, Phoenix.
Susie Turpin—Grammar Grades, Nelly’s Ford.
Ella Veley—Primary Grades, Norton.
Gladys Vincent—Grammar Grades, Portsmouth.
Helen Wagstaff—English, History, Physical Education, French, Timberville High School.
Zelma Wagstaff—High School, Bassetts.
Helen Walker—Grammar Grades, Norfolk.
Eva Warren—Grammar Grades, Norfolk.
Beulah Weddle—Primary Grades, Buena Vista.
Lillie Wilmoth—Grammar Grades, Harrisonburg.
Mildred Wysong—Primary Grades, Schoolfield.
Mary Yeatts—Grammar Grades, Brosville.
Ora Yeatts—Grammar Grades, Riceville.
Gladys Yowell—Primary Grades, Winston-Salem, N. C.

ALUMNI NOTES

“You in America have heard enough about the terrible disaster in Japan; so I shall not attempt to picture it for you. Just remember that for once the American newspapers can not exaggerate the disaster. It is impossible to do so. Our boat stayed in the Yokohama harbor for three days. It was filled with refugees who told the most pitiful stories in the world. We fed and clothed them and have brought them here to Kobe. We are getting another load of them here for China. We were allowed to go on shore here yes-
terday. It was very interesting. The place itself, with its small buildings, narrow winding streets, and the rickshaws is very picturesque—to me at least. It's hard to get used to the traffic on the left side of the street.

There are very few automobiles here and all of them have the most old-fashioned sounding horns imaginable. They are more like the horns on the first Fords than anything else I can think of. The bicycles use the same kind of horns.

"As yet we don't know when we'll leave the harbor. Soon, I hope; for we are already very late and I am anxious to get to Shanghai to see my brother. Please give my love to everybody at Blue-Stone Hill. I fear I shall get very homesick when school opens again, and I know that I won't be coming back."

From Miss Anne Gilliam, care Mr. John Gilliam, British Cigarette Company, Hankow, China.

On September 5 Octavia Goode was married to Mr. John N. Maxwell, in Chesterfield County. They are now at home at Fairfax Hall, Waynesboro-Basic, Va.

Mary I. Burks is teaching at Greenfield. She is interested especially in introducing good music—songs—into her school.

Maria Dove sends love to "all the people at H. N. S." She is teaching at Long Island, Va.

Estelle Anderson is teaching forty sixth-grade pupils at Buchanan. She still has a warm spot in her heart for Blue-Stone Hill. Aline, her twin sister, is at home with her mother.

Mary Bowman Rumburg writes from Columbus, Ohio, as follows: "A student of Ohio State University sends greetings to Alma Mater." And it sounds just like Mary. Her address is 136 W. Tenth Avenue, Columbus.

Annie Elgin was married on September 13 at Rockville, Md., to Mr. Henry F. Adair.

Helena Marsh was married on September 29 in New York City to Mr. Clarence W. McCourt. The young couple are at home at 57 West Tenth Street, New York City.

Beulah Crigler is teaching this session at Driver. She shows the right spirit by keeping in touch with Alma Mater.

Frances Selby is registrar at the East Texas State Normal College, Commerce, Texas. During the past two or three years she has been connected with this institution and has won her present responsible position and the handsome salary that goes with it by her loyal and efficient service.

Tillie Derflinger (Mrs. Monroe) sends a good word from Middleburg, where she is teaching.

Not long ago Bessie Leftwich (Mrs. Bailey) and Edith Suter (Mrs. Funkhouser) paid us a short visit. They were interested in noting some of the physical changes that have marked the years at Blue-Stone Hill.

Anna Brunk, who has been teaching in Des Moines, Iowa, for several years past, spent a day or two with us during the summer session. Her sister Marie was a student in the summer school.

Mary Thom (Mrs. Monroe) of Jacksonville, Florida, spent a week or two in Harrisonburg the past summer. She has a warm spot in her heart for the Normal School. And we have for Mary.

Violette Rainey, who has been teaching in Maryland, dropped in to see us during the second term of the summer school. We hope she will come again soon.

Mrs. Edmister, who as a former member of our faculty will be remembered as Miss Lida Cleveland, paid us a visit not long ago, accompanied by her husband, Dr. Edmister. The latter has taught several years in Porto Rico, but is engaged this year in college work in this country.

The following marriages have been brought to the editor's attention since the last issue of The Virginia Teacher:

August 8, Mary McKee Seebert to Professor Edward M. Starr, at Lexington;

August 15, Virginia Josephine Mecartney to Mr. Emory P. Barrow, at Middletown;

August 22, Laura Lee Jones to Mr. Alfred F. Mohler, at Doe Hill;

August 24, Elsie Clara Estes to Mr. Joseph D. Clark, at Harrisonburg;

September 11, Mary Stringfellow Lancaster to Mr. Allan W. McGann, at Norfolk.
Among the recent graduates of the Normal School who are teachers in the Harrisonburg city schools this year for the first time are the following:

In the W. H. Keister school—
Clara Lambert, junior high school;
Brenda Elliott, second grade;
Ruby Chinault, third grade;
Katherine Wilmoth, fourth grade;

In the Waterman school—
Mary Stuart Hutcheson, kindergarten;
Edna Rush, first grade;
Margaret Mackey, fourth grade.

A large number of last year's graduates are back in school this year for advanced work. We hope that facilities may soon be provided for the still larger number who wish to return for longer courses in the several departments.

Grace Heyl, who is doing home demonstration work in Loudoun County, was a recent visitor at Blue-Stone Hill. Everybody is always glad to see Grace, for she is just like her name and she has a smile that won't come off.

Louise Hawkins, who is teaching in Arlington County, paid a short visit to Alma Mater recently.

Emily Burger sends a word of greeting from her home at "Woodland View," near Natural Bridge.

Harriet Shorts was married on October 4 to Mr. William F. Ayres, at Petersburg. After October 15 she will be at home at 511 Tazewell Avenue, Cape Charles, Va.

On September 14 Anne Gilliam wrote from the S. S. President Wilson, at Kobe, Japan. She escaped the earthquake, but saw many evidences of its destructiveness. She says:

"My first trip far from Virginia has certainly been an adventure. There has been some bit of excitement every day since I left home on August 11. To begin with, all my trains across the continent were late on account of wrecks and washouts. That had one advantage—it gave us a chance to see all of the prettiest parts of the country in daylight.

"I was very much impressed with the grandeur and massiveness of the Rocky Mountains. They fill one with awe and wonder, and yet they are not as pretty as our own Blue Ridge mountains. I could never feel as close to the Rockies or love them half so much as I do our own.

"We had a day in Honolulu. I was quite fascinated by it. The flowers and shrubs and the tropical trees were so different from what I was used to that I enjoyed them very much. I should like to have had Mr. Chappelear along to name all of them for me. The predominating color of all the blossoms was a gorgeous shade of red.

OUR CONTRIBUTORS

GEORGE D. STRAYER is a Professor of Education, and Director Institute of Educational Research, Teachers College, Columbia University, New York City.

IDA SAVILLE is a graduate of the Home Economics Department of the State Normal School at Harrisonburg. She received her B. S. degree in 1923.

FRANCES ANNABEL DODSON is a graduate of the Primary-Kindergarten Course of this school.

GLADYS WAMPLER is a graduate at the Normal School at Harrisonburg.

KATHERINE WILMOTH is also a graduate of this school, class of 1923.

JAMES C. JOHNSTON is the head of the Department of Physical Science in the State Normal School at Harrisonburg.
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