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

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Proposed Plans for International Organization

Introduction

Permanent peace is the reward of justice. Justice is maintained by impartial laws; and laws are made and enforced only thru an organization—a state. Therefore, so long as there is no international state to create and enforce impartial laws, there will be no guarantee of international justice and no sound basis for international peace.

Every social or economic stride creates new relationships between individuals or groups of individuals (states), and if just laws are not created to regulate the new causes of conflict, either criminal selfishness or righteous indignation will be the result. International law has not kept pace with international conflict, and international anarchy is the result.

Disputes between nations are settled in two ways—by law or by war. There is as yet no world state with power to enforce international law between states; therefore war seems inevitable. The cause of the present world war is international anarchy—the absence of government in the community of nations.

Why is it that governments, organized to preserve public order, are themselves the chief offenders against public order? Because public peace and order are in-
stitutional products in this world. They do not exist as a mere growth of sentiment and noble purpose. They exist, wherever they exist, as the result of a certain kind of institution, and that institution is government. In every community where peace and order obtain you have government. The township has peace and order. It has government. The county has peace and order. It has government. The state, as a community, has peace and order. It also has government. And finally, a great interstate community, like the state of Washington, has peace and order, because it, too, has a government to procure it.

“But when we come to the international community, where nations meet as individuals meet in domestic community and have the same complexity of relations, what do you find? You find a state of indescribable disorder at this very moment, but you also find a community without a government. We are citizens in our domestic communities, but in the international community we are simply anarchists. I use the expression not as an epithet but as a term of description, for anarchism means nothing more or less than the absence of government in a public community.”*

Schoolboys will ask why every community has a government except the international community alone. And their histories will answer, “Every government has been built with the sword, and because no conqueror’s sword was long enough or strong enough to build a world government, government now stops, and the public order with it, at the national boundaries and the ocean’s edge.”

Again, they will ask whether we shall never have an international government until the most warlike nation conquers all others. And their teachers can answer “Yes; as soon as all well-meaning people of the nations understand the importance of international government. Then they will demand that their statesmen organize an international state.”

Most advocates of world organization are not opposed to physical force. They merely wish to make force effective, that is, keep pirates from the high seas, maintain order in backwoods states, and protect peace-abiding peoples from the selfish ambitions of warlike nations. But the advocates of world organization realize the fallacy of such statements as the following, which

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*Congressman David J. Lewis, Congressional Record, Feb. 17, 1917.
was made recently by Winston Churchill when he was First Lord of the British Admiralty: "The way to secure peace is to be so strong that victory in the event of war is certain." To this D. George Nasmyth replied: "When this axiom is stated in terms of a few nations, it amounts to saying that for two nations to keep the peace, each must be stronger than the other. This is, of course, a physical impossibility; and the great war was brought about, in large measure, by all the nations attempting to achieve this physical impossibility—each nation trying to secure peace by being stronger than all the others."

When international law and order are established, we can expect the nations to surrender their right of carrying armament for self-protection, just as the frontiersmen give up their weapons when the sheriff and constable make their persons and properties secure.

The World’s Court League

The World’s Court League, incorporated under the laws of New York, in 1915, was formed for the express purpose of advancing the World Court idea.

This league advocates:

1. An International Court of Justice for all justiciable questions not settled by negotiation. (By justiciable questions is meant those involving law or equity as distinguished from purely political questions).

2. An International Council of Conciliation, in addition to the Permanent Court of Arbitration at the Hague.

3. World Conferences meeting regularly at shorter intervals than heretofore: To establish the Court and Council; to formulate and codify rules of International Law valid for all nations which approve them.

4. A Permanent Constitution Committee of the World Conference with such powers as the Conference may grant.

The International Court of Justice might be constituted as proposed by Dr. James Brown Scott, of the Carnegie Peace Foundation. Dr. Scott would have the
court composed of not less than nine nor more than fifteen judges: one from each of the leading nations—Great Britain, France, Italy, Austria-Hungary, Germany, Russia, Japan, Holland, and the United States, and not exceeding six associate judges from other powers chosen by the foregoing nine. No two judges would be citizens of the same state. No judge or associate judge would sit in the trial of any suit to which his state is a party, or of any suit to which one of his fellow-citizens is a party. This restriction is made on the assumption that no state should be represented upon the court when it is party to the suit, any more than a judge of a national court should sit when his own family is party to a pending suit.

Those states which are not represented in the court would be permitted to use the Court, by paying a fee, and their case would be tried with the same impartiality as cases between the signatory states, inasmuch as no state is represented in court when it is a party to the suit. When the Hague Conference endeavored to establish a true court they worked upon the assumption that every world power should in some manner be represented therein. The smaller states demanded more representation than the larger states were willing to grant, and the court was not established. With this failure in mind, the World Court League plan, as advocated by Dr. Scott, would necessitate the co-operation of the leading world powers only.

The International Council of Conciliation would consider, discuss, and report upon those questions which cannot be decided according to established principles of law. The Permanent Court of Arbitration, established by the First Hague Conference (1899) and improved by the Second Hague Conference (1907), consists of a panel of not more than four judges from each state, chosen for a term of six years. These judges do not reside at The Hague; but when two states voluntarily agree to arbitrate a dispute, five judges may be chosen. Each state involved selects two judges (only one of its own citizens), and the four thus selected name the fifth. These five judges resort to The Hague and hear the case.

According to the plan of the World's Court League, legal questions should be taken to the International
Court of Justice and any other international dispute taken to the International Council of Conciliation. But if the settlement of a dispute has been so delayed that it has assumed a political importance which makes the states to the dispute unwilling to submit it to an existing court, they may set up a special tribunal of arbitration with five judges drawn from the "Permanent Court of Arbitration."

The World Conference would meet regularly at short intervals to establish the Court and Council, and to formulate and codify rules of international law to govern in the decisions of the International Court of Justice in all cases, except those involving any state which has in the fixed period signified its dissent. It is a legislature to refer its enactments to the states, but to assume their acceptance unless their binding force is expressly denied. Unlike The Hague Conferences, which promulgated conventions only with unanimous consent, the World's Court League Congress would enact laws by a vote of the majority of nations in Congress assembled. This would insure the progressive development of international law and the recognition thereof by the majority of nations.

The Permanent Continuation Committee of the World Conferences would keep a list of the nations bound by the various laws and would call attention to any infraction of them in order to insure their observance. This Committee might become the germ of a World Executive when public opinion is prepared for it.

The World's Court League commits itself beforehand to nothing that might involve a state in warfare. No state would be compelled to use the Court, the Council, or to be legally bound by the laws of the Congress, provided it denies the binding force of them at the proper time.

The program would create a situation in which each individual state could refuse its assent to any new law intended to restrict its freedom of action, could refuse to be brought into court for the violation of any accepted law, and must execute the decree against itself if it does voluntarily go to court. Are not these privileges rather extensive for a criminally inclined state?
However, the League believes that this proposed program goes as far as the nations of the world are at present willing to follow and proposes to start in this modest way, trusting that public opinion will support justice if there is a machinery for investigating the wrong and locating the lawless party. The League instances the fact that the public opinion of the world—a mere moral thing—is what will ultimately defeat the wonderful German military machine. Opinion precedes force, and the League would carry on all educational propaganda for directing force in the interest of society.

"We are often told that the world is governed in the last resort by physical force. Well, there are animals on the earth that have immeasurably greater physical strength than man. They do not govern the world. Man, who is so much weaker, eats them or makes them work for him. The world, indeed, was once peopled by immense beasts of a physical strength bearing about the same relation to man's that man's does to the black beetle's. These colossal creatures have all disappeared, superseded by others that were smaller and physically weaker. The savage who happened to be born with a longer "reach" than others of his tribe was the bully of the whole until two weaker men put their heads together and agreed to co-operate, and so by taking him front and rear at the same time, brought his tyranny to an end, replacing it by their own, which continued until three weaker men were able to act as one, and so on, until finally we got a combination of the whole community in the policeman. The effectiveness of the policeman resides, not mainly in the fact of the force which he wields, but in the fact that he personifies a common will, which is the outcome of things of the mind."

**THE LEAGUE TO ENFORCE PEACE**

The League to Enforce Peace was organized in Independence Hall, Philadelphia, June 17, 1915. It favors a League of Nations to secure:

1. A Judicial Tribunal for justiciable questions not settled by negotiation.
2. An International Council of Conciliation for the settlement of all other questions arising between any two signatories.
3. Conferences of signatory powers from time to time, to formulate and codify rules of international law valid unless vetoed by some signatory power within a stated period.

*Norman Angell, Introduction to Nationalism, War and Society by E. Krehbill.*
4. Joint use of economic forces against a signatory power which refuses to submit any question to the Court or Council before committing hostilities; joint use of military forces against a signatory which actually begins war before such submission.

The Judicial Tribunal of the League to Enforce Peace is like the International Court of Justice of the World’s Court League. The International Council of Conciliation is the same in both leagues. The international law-making Conferences of the two leagues are alike except that the laws made by the World’s Court League Conference remain binding upon all the remaining signatories if one state withdraws its assent, whereas the League to Enforce Peace would permit the dissent of any signatory, if given within a fixed period, to block the majority in the creation of international regulations.

The fundamental differences between the two leagues is in the fact that the World’s Court League does not compel the states to bring their disputes into court (except by public opinion). The League to Enforce Peace agrees to use economic or military pressure against any signatory which begins war without submitting its dispute to the Court or the Council of Conciliation. However, the state losing its case is not bound (except by public opinion) to abide by the decision. The League to Enforce Peace might be called a “League to Enforce Delay and to Compel Inquiry.”

The economic pressure which the League to Enforce Peace proposes to use suggests outlawry, which the early English courts used for the enforcement of their decisions. Simeon E. Baldwin has described this outlawry as follows:

“If a man was summoned before an English court in the old days, and did not appear, the court would order him to appear, and if he did not then appear, time being given, the court would proceed to this judgment of outlawry, and that outlawry cut him off from the protection of the law, cut him off from intercourse with his fellow citizens, and was a terrible penalty even then. But what would it be now if a nation were, by a decree of a World Court, to be cut off from intercourse with other nations? It would be cut off from further participation, for one thing, in the international postal union; no letters would be brought to it from any other part of the world; it would be cut off from the wireless service and wouldn’t know what was going on in other countries; it would isolate the kingdom from all intercourse with the rest of the world, personal or commercial; it
would stop payment of the income of its citizens from all foreign investments, for every country under our hypothesis would be against it. Let us grant that such a penalty in these days could not be completely enforced, enough of it could be to render the social conditions in the state so penalized. to say the least, extremely unpleasant. If outlawry in earlier ages proved a powerful sanction to public decrees, surely it would now prove a still greater one. One of the most serious acts affecting the relative status of nations is that of breaking off diplomatic intercourse between them. To tender passports to a foreign minister signifies that for the time being his country has, in the opinion of the country to which he was accredited, put herself outside of the family of nations. But that is something affecting only two countries. How would it be if all the ministers at a capital whose sovereign refused obedience to the judgment of a World Court were to demand their passports?

In his argument for an international government for backward states, the exploitation of which is the bone of contention for the commercial nations, Walter Lippman says:

"The League to Enforce Peace merely tries to stop war when the causes have operated to the breaking point. It has hindsight and lacks foresight. It acts on the mistaken notion that the quarrels of nations are over specific points. Arbitration is always too late, even when it is successful. It is applied only when the quarrel has aroused patriotism, has become a vital interest, has grown to proportions where defeat is more than a nation will endure. The scheme is a bashful attempt to create a world state out of courts alone."

**The United Sovereign States of the World**

The World Court League proposes a judicial body to settle disputes between nations that voluntarily apply for justice. The League to Enforce Peace goes a step further and compels signatories to resort to the Court, but makes no provision for the enforcement of its decision. Inasmuch as these plans do not guarantee the enforcement of justice, will either of them provide that security to a nation which will justify its statesmen in reducing its means of defense?

The Supreme Court of the United States guarantees a republican form of government for each member-state, thereby offering it protection against attack from the outside or civil war from within. Therefore each state has been willing to yield its own armament. If the sovereign states of the world are asked to reduce their armaments, they, too, will demand guarantees on the part of the international organization. This means an international police force controlled by an international executive, and it is the enforcement of justice which the
world leaders insist upon. For instance, President Wilson says:

"It will be absolutely necessary that a force be created as a guarantor of the permanency of the settlement so much greater than the force of any nation now engaged, or any alliance hitherto formed or projected, that no nation, no particular combinations, could force or withstand it.

"If the peace presently to be made is to endure, it must be a peace made secure by the organized major force of mankind."

Viscount Grey, Secretary of Foreign Affairs for Great Britain, in speaking to the Foreign Press Association, took a view similar to that of President Wilson. He said:

"If the nations after the war are able to do something effective by binding themselves with the common object of preserving peace, they must be prepared to undertake no more than they are able to uphold by force, and to see, when the time of crisis comes, that it is upheld by force."

And the third of the three strongest powers, Germany, seems willing to enter the league of nations where justice will be backed by an international police force. Former Chancellor von Bethman-Hollweg stated before the main committee of the Reichstag: "Germany is at all times ready to join a league of nations to keep in check the disturbers of the peace." And the German reply to the Pope, signed by former Chancellor Michaelis, favors the simultaneous diminution of the armed forces of all states and the institution of obligatory arbitration for international disputes.

Is it not a true international government that these statesmen demand—one with a legislature to create a true code of international law; a court to determine facts and interpret the law, and an executive to guarantee respect for the law? Thus may we not accomplish the same substitute for war—election; that is, to make important decisions by counting votes rather than by killing men?

The apple of international discord being largely economic, we need international regulation as well as arbitration to prevent future wars. A nation's interests extend as far as its investments. This increased international dependence growing out of the nineteenth century industrial revolution has made individual treaty agreements impracticable, especially when there is no power to enforce these except national armies at the
command of national capital and national greed. For each nation to enforce its own treaties and protect its own property or capital invested abroad has become as impracticable as for an individual to guard his own residence and the scattered ones which he has for rent. Hence he expects his government to back up his investments by its army and navy. Whether the United States or Japan shall lend the Chinese Government capital for internal improvements creates the sort of international rivalries which result in wars; so why not have an international bank to invest the savings of the progressive nations in backward countries, and an international police force to insure the investment? Then the loyalty of investors would be towards the international state, for where one’s money is, there also is his heart.

The international state might also regulate international commerce; e.g., it might prohibit discriminatory preferential tariffs.

“In order to form a federation of the world, it is indispensable, not that men should become more moral, but that they should become more intelligent. It is not necessary that men or nations be asked to sacrifice their interests but only that they shall recognize what are their true interests.”

“Only an infinitesimal minority can gain by anarchy, but in the absence of an enlightened public opinion, this infinitesimal minority controls the destinies of nations.”

This situation is already recognized by the laboring classes of all European and American nations.

When the Constitution for the United States of America was being framed, it happened one morning in the convention hall, before a quorum had arrived, that some of those present advocated half measures as more likely to meet the approval of the people than any thoroughgoing reform. Washington interrupted the discussion with an expression of opinion that establishes his position beyond all question:

“It is too probable that no plan we propose will be adopted. Perhaps another dreadful conflict is to be sustained. If, to please the people, we offer what we ourselves disapprove, how can we afterwards defend our work? Let us raise a standard to which the wise and honest can repair. The event is in the hand of God.”

The author has drafted the following proposed constitution with the hope of stimulating further discussion, and of creating a public opinion which will embolden our President to raise a standard at the peace conference “to which the wise and honest can repair.”
Preamble

We, the Signatory Sovereign States, in order to obtain an equality of opportunity for a fair distribution of the world’s bounty do ordain and establish the Constitution of the United Sovereign States with power to regulate the conditions which militate against peaceful justice.

Article I

Legislative Department

Sec. 1. All legislative powers herein granted shall be vested in a Congress of the United Sovereign States, which shall be composed of members chosen in such manner and with such qualifications as the more numerous branch of the legislative body of each Sovereign State shall determine, for a term of five years, each Signatory being entitled to one representative for every ten million literate persons, including its colonials, provided that every Signatory shall have at least one member.

Sec. 2. The Congress shall determine the rules of its proceedings, and select its presiding officers and other necessary officials.

The Congress shall assemble at least once each year at The Hague on the first day of July, unless the place and time be changed by the Congress, to remain in session so long as their duties may require.

The official language for the first session of the Congress shall be French, but at this session the Congress shall determine the official language or languages to be used thereafter.

Sec. 3. The compensation of each member shall be determined and paid by the state which he represents.

Sec. 4. The Congress shall have power:

To assess each Signatory State in proportion to its representation in the Congress. The state will raise this amount in any manner it sees fit, provided the manner is not in conflict with this Constitution. In case a state does not promptly meet this obligation, the Congress may authorize the federal executive to collect the quota by an imposition of duties upon all exports from such state.
To regulate commerce among the Signatory States and between Signatory States and non-Signatory States.

To regulate international extradition and navigation.

To borrow money on the credit of the United Sovereign States.

To create uniform coins and paper money, and to regulate the value thereof. To provide for the punishment of counterfeiting the securities and money of the United Sovereign States.

To establish a United Sovereign States bank with an Investment Board authorized to lend money to Sovereign States for the advancement of education, industry, and internal improvements; such investments to be secured by the United Sovereign States. This bank may accept deposits from individuals, and pay such rate of interest thereon as the total profits of the bank may justify.

To fix the standards of weights and measures.

To create a department to prevent the spread of disease—whether human, animal, or vegetable.

To create a department of weather forecasts.

To regulate international postal relations.

To regulate patents and copyrights.

To establish the court provided for in Article III and minor courts if such are found to be necessary.

To define and punish piracies committed on the high seas.

To raise and support an international police force consisting of an army and navy composed of a number of men from each Signatory State in proportion to the representation of each Signatory in the Congress, provided that such troops may remain in their respective States subject to the orders of their respective governments until called upon by the federal executive.

To provide for the exchange of professors between the colleges and universities of the Signatory States.

To provide fellowships for students of government, and to circulate literature which will lead to a better understanding among nations.

To make all other laws which shall be necessary and proper to carry into execution the foregoing powers.
Article II

Executive Department

Sec. 1. The executive power shall be vested in an executive council composed of a number determined upon by the first Congress, for a term not exceeding five years, and subject to alteration by the Congress.

The Congress, at its first session, shall choose a President by a majority vote. He shall appoint the remaining members of the executive council, no two of whom shall be citizens of the same state.

The President shall designate the department which each member, including himself, shall administer; shall be presiding officer; shall present to Congress bills incorporating the recommendations of the council; shall have power to dismiss any member of the council; and shall be responsible for the faithful performance of the duties assigned to each administrative head.

At the end of five years, or sooner if the President is recalled by Congress or resigns, the entire council shall be dissolved.

Article III

Judicial Department

Sec. 1. The Court of the United Sovereign States shall consist of not fewer than nine or more than fifteen judges: one from each of the nine states which have the greatest representation in Congress, and not exceeding six associate judges from the other powers, chosen by the foregoing nine. No two judges shall be citizens of the same state, and no judge shall sit in the trial of any suit to which his state or a citizen of his state is a party.

The Court shall have such jurisdiction as Congress assigns it.

Article IV

Prohibitions in the States

Sec. 1. No state shall:

Maintain an army or navy other than its quota of the International Police Force, nor shall it or its citizens manufacture any munitions which
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are used exclusively for war, and existing munitions shall be purchased by the United Sovereign States.

Enter into secret treaties with any other state, or enter into any treaty without the consent of the Congress.

Annex any territory without the consent of the Congress.

Article V

Right of Intervention

Sec. 1. In case of civil war within a Signatory State the United Sovereign States shall intervene to restore order at such time and in such manner as the Congress may determine, and in case of invasion or threatened invasion by a Signatory or non-Signatory State, the executive council shall take the necessary steps for the protection of the state invaded or threatened with invasion.

Article VI

Amendments

Sec. 1. Amendments to this Constitution shall be proposed by a majority vote of the Congress, and shall be ratified by the legislatures of two-thirds of the Signatory Powers. In case the legislature of any Signatory consists of more than one chamber, the vote shall be taken by a joint session of such chambers.

Article VII

Establishment of Constitution

This Constitution shall become effective when ratified by states representing one-half the population of the world, provided it is ratified by six of the following eight states: England, France, Italy, Germany, Austria-Hungary, Russia, Japan, and the United States of America. The treaty-making authorities of each state shall determine the method of its ratification.

A unicameral legislature is proposed because it centralizes responsibility, lends itself to prompt action, and gives greater representation to the more enlightened states than they ever would have in a bicameral legislature with equal representation in the upper house.
The manner of choosing the members of Congress is left to the determination of the legislatures of the respective states because this seems to be the most democratic feasible method.

Representation cannot be based upon population because such a basis would, for example, give China four times the representation of the United States of America. The literary basis is simple, in accord with real power and influence, and yet is an incentive for every state to increase its literate population. Statistics on illiteracy in the various countries are supplied by the Bureau of the Census, and may be found on page 634 of the *World Almanac* for 1917.

The diversity of languages is an inconvenience to the union but not a barrier. The inhabitants of Switzerland speak three different languages and in reality belong to three different nationalities—French, Italian, German—and are partly Catholic and partly protestant; yet the Swiss Government is famous for its unity and efficiency, and the people are renowned for their happiness. Canada is a federation of French and English; the members of the South African union differ in regard to language, nationality, color, religion, and temperament; Belgium has two official languages; Austria-Hungary contains people speaking many different languages—to say nothing of China.

Already we feel the need of a common language in which scientists may give publicity to the results of their research, and an international state would no doubt give great impetus to such a language, and in time might be able to adopt it as its official language. But this is merely a look into the future, not an essential to the union.

Does diversity of language, racial antagonism, or cultural differences explain why until twenty years ago England was friendly with Germany and deeply hostile to France and Russia; why Bismarck dropped Germany’s alliance with Russia; why Germany supplanted England as a friend of Turkey; or why Russia and Japan, who fought ten years ago, are now allies? Hate is not so much a political reality as a cultivated fantasy discovered by diplomacy which creates popular moods in order to justify and promote national errors.

The clause giving Congress power to regulate commerce among the several states might be used sparingly
at first as it was by the Congress of the United States of America, but as national jealousy yields to international co-operation, the use of the power may increase as it has done in the United States. In time it may even result in the abolition of all tariff barriers so that commerce may move from one national state to another as it does from one state to another of the United States of America.

An international bank is advocated for three reasons: 1. as an institution thru which capital might be safely invested; 2. as an institution for lending money to backward states thru a medium that would not call upon national states to guarantee its collection; and 3. as a means of developing backward states which are now the bone of contention for the commercial imperialistic nations—"the stakes of diplomacy," to use Walter Lipman's apt phrase.

The army of the international police force would provide each state with sufficient troops for internal police duties, and the navy would keep pirates from the seas. These forces might be gradually decreased as law and order reduce the causes of international conflict. Also, as all munitions would be manufactured by the United Sovereign States, there would be no private munition makers to create war scares.

An important duty of the Congress should be the promotion of international good will thru the translation and circulation of literature advocating the brotherhood of man.

The provision for the Executive Council and President are very similar to the organization of the British Cabinet thru the Prime Minister.

The Judicial Department is substantially the same as that proposed by D. James Brown Scott for the World's Court League. Secret treaties are prohibited, as the uncertainty created by them has always tended unduly to arouse national suspicion, fear, and military preparedness.

The control of civil wars is left to the Congress rather than to the executive council because the majority of the Congress, if not all, will represent states with the republican form of government. Disturbances within a state of the United States of America may be
prevented by the President of the United States in the maintenance of a republican form of government, which the Constitution provides. The guarantee of republican form of government would perhaps be impossible for the proposed United Sovereign States, as several states without republican government would be members.

AN APPEAL

We cannot close this article more appropriately than with the appeal for world federation made by Hon. David J. Lewis in the House of Representative, February 17, 1917.

"Oh, it can not be done; it is only a dream, says the pessimist, who is afraid to brush down the cobwebs lest the ceiling may fall. But the trouble with your pessimist is, he dreams just as much as any other dreamer, but he always dreams nightmares. It can be done, say the fathers, who did it for us and who speak to all mankind through the institutions of which we are the human elements to-day. They supplied the form. We must supply the faith. It is the one thing necessary now, I submit. Faith, faith, the faith to act. And that, too, the fathers supplied us by their example in this very matter. All departures, any constructive changes, however well sustained by reason and experience, require faith. No effort can be truly great without it. Said the philosopher Turgot, 'I never admired Columbus so much for discovering a new world as I did for going out to hunt for it on the faith of an opinion.'

Washington had this faith. It is but the faith of the rational man that civilization can go on making progress in the future as it has done in the past. Columbus had it indeed. If it were not for his kind of faith we might not be here today. We can see in his example the ethical elements necessary in men's hearts for our situation. In the words of Webster, 'I see him standing on the deck of his shattered bark, the shades of night falling on the sea, yet no man sleeping, tossed on the billows of an unknown ocean; yet the stronger billows of alternate hope and despair tossing his own troubled thoughts, extending forward his harassed form, straining westward his anxious and eager eyes, till Heaven at last granted him a moment of rapture and ecstacy by blessing his vision with a sight of the unknown world.' Is there a leadership in the world now equal to this great occasion? If there is, spirit of Washington bid him step forth."

FRANK A. MAGRUDER
PROMOTING THE SCIENTIFIC AND EXTENDED TRAINING OF TEACHERS

A Southern Emergency

Last July there was organized an association which in the judgment of many people is likely in these critical times to render the largest possible service to the educational and economic forces of the south. This association is known as the Southern Association of High Schools, Normal Schools, and Colleges. Its purpose as stated in terms of representatives on organization is to increase the efficiency of the schools by adjusting instruction more closely to the needs of modern life and by promoting a more scientific and extended training of teachers. Certainly the world will demand from now on that education give an account of itself. It must direct itself more devotedly and more nearly toward the needs of our people. The great war has demonstrated to every thinking man, first, that the economic needs of any great nation are permanent and fundamental to its existence; and second, that the schools will be compelled to meet these fundamental needs.

The first duty of the state is to support itself rather than to lean like a sycophant upon its neighbors.

The south has never supported itself. We import from other sections of the country a large proportion of the feed which we give to our stock and a large proportion of the food which we ourselves eat. In times like these when the whole civilized world is getting down to the elementary needs of life the south finds itself in an embarrassing position, not only because it can not make a contribution to these fundamental needs as demanded by those who are more intimately engaged in the preservation of our civilization, but because it is not supporting itself.

There has never yet been found a permanent systematic agency other than the schools thru which citizens have been made more economically profitable and productive for human society. The effective instrument
in this school is the trained teacher. We must therefore prepare the minds of our teachers to assist the present and prospective citizens to a larger usefulness. The school systems of the south have emphasized the text that “Man shall not live by bread alone,” acting upon the assumption that he does not live by bread at all. It has been perfectly proper for our schools to have emphasized these high ideals in life. In this confused and fretful age it is more necessary to do this than ever before. But it is not right, and it is equivalent to criminal negligence, for the teachers of the present not to add to this principle that of forcing education into the more concrete and utilitarian nooks and corners of life of the individual as well as into his hope and his dreams. Our people must be taught to work and work productively and effectively.

importance of agriculture, home economics, and applied sciences in the public schools the cries from one side were that such practise meant the commercialization of education; and from another source it was said that the teachers of high schools and elementary schools were not competent to handle these subjects. It has been known all along that 95 per cent of our total population attends only such schools and that therefore the only opportunity of ever being taught how to use and apply the knowledge they acquire was to be found in these schools. In spite of this there has been a strong prejudice against making the connection with life and home. The prospective citizen is required to live and the training which the schools give him is preparation for that life.

It is a good thing for the educational leaders of the south to get together for the specific purpose of making this practical application of the training that they are giving and of increasing the efficiency of the trained teachers. We shall see hard times from now on and every ounce of preparation and strength given to those who have to carry the heavy burdens that will come in increasing weight should be given to them.

Bruce R. Payne
FOOD CONSERVATION AND WAR RECIPES

The greatest problem confronting the American people today is the world's cry for food. To meet this condition President Wilson appointed Herbert C. Hoover as Food Administrator. Mr. Hoover is leading all that is being done in the United States toward awakening the people to the necessity of food conservation. After taking inventory, Mr. Hoover came to the following conclusions:

Wheat must be reduced 1 lb. per person per week.
Meat must be reduced 7 oz. per person per week.
Fat must be reduced 7 oz. per person per week.
Sugar must be reduced 7 oz. per person per week.

This led to the establishment of a wheatless day and a meatless day. It is now found that this is not enough and we are urged by the administrator to have in addition to this a wheatless meal every day and a meatless meal every day.

Mr. Hoover says, "The whole situation is, after all, in the hollow of the American woman's hand. It is she who must purchase wisely, avoid waste, and help in the production of food." The gravity of the present emergency must be impressed upon her. It is entirely possible that she, and not our own soldiers or money, may be the main factor in winning the war. This sounds knowledge they acquire is to be found in these schools. Food consumption passes thru the hands of women. It is said that the American family wastes enough to feed a French family—can we doubt it with our $7,000,000 waste from American kitchens? Hence the cry, "Stop the waste." But this is not enough—we must do this and more.

Let us take the wheat problem, which is representative of the whole food situation. Our Allies need 600,000,000 bushels of wheat this year. The United States and Canada have but 300,000,000 bushels to spare. To make up the shortage means that the food habits of our nation must be materially changed without impairing the
health. This can be done by elimination of waste and substitution. In regard to the former, there should be little doubt. Before discussing substitution let us consider the needs of the body. The bodily needs to be met by food are three: first, for energy; second, for building material; and third, for regulating processes. All of these must be met adequately before a healthy, well nourished body will result. The value of a food to the body is measured by its ability to supply one or all of these needs. The cost of a food is measured by comparing its cost as a source of energy, building material, or body regulating substances, with the cost of these in other foods. These needs are met by different foods, which are classified according to use.


   Sugar, starches, and fats.
   - Rice
   - Hominy
   - Macaroni
   - Sugar and other sweets
   - Potatoes
   - Butter, lard, or their substitutes
   - Cereals

2. Body Regulating Foods.

   Fruits and green vegetables.
   - Onions
   - Cabbage
   - Turnips
   - Celery
   - Beets
   - String beans
   - Carrots
   - Green peas
   - Spinach
   - other greens
   - Squash
   - Lettuce
   - Tomatoes

3. Tissue Building Foods.

   - Fish
   - Milk
   - Eggs
   - Nuts
   - Poultry
   - Cheese
   - Beans
   - Peas
   - Lean Meats
   - Mutton
   - Beef
   - Pork

   No diet is complete without some foods from each of these groups. Food in the same group may often be used interchangeably. Some are cheaper and yet perform the same functions in the body as the more expensive. The matter of cost is a question for the individual housewife to decide for herself; but a ration which will meet requirements of the body must be met by all. If these principles are understood, substitution recipes can be used very profitably.
Over 40 per cent of our energy requirement is furnished thru the use of cereals. Of this 40 per cent 7-10 is furnished by wheat alone. We need to conserve the wheat supply. This does not necessarily mean the reduction in the use of bread, but substitution in the use of wheat in making bread. If our wheat consumption is reduced to a little less than 2½ oz. per capita per day, we shall be able to do our part in the conservation of wheat.

Some of the cooking classes have done some very interesting work in trying out some of the many war recipes which are now available. These recipes were worked out with three aims in view:

1. As a conservation measure.
2. As compared with standard proportions.
3. As to nutritive value and cost.

The standard recipe for muffins was taken as a basis and all other muffin recipes compared with it.

Flour Muffins

2 C. flour
1 t. salt
2 T. sugar

1 T. fat
1 C. sour milk
1/2 t. soda

1 egg

In testing out new recipes one should bear in mind the special function of each ingredient and its effect on the product. For example, eggs become thick on cooking, hence less flour may be used in a batter which contains eggs.

As a conservation measure both the fat and the sugar were omitted. In substituting corn meal for flour students found more liquid was needed.

In quick breads it was found that a large per cent of corn meal could be used; while in yeast breads a heavy loaf was the result, if more than one-third was substituted. Substitutions were also made using barley and rye.

No work was done with cotton seed flour, since it is not on the market here. Its value as a food for live stock has long been recognized. There has been some prejudice against it because of a deficiency disease similar to beri-beri, resulting from the use of it when a bal-
anced ration was not given. This disease does not develop when it is fed in right proportions and right combinations and there is no more reason to abandon its use than to abandon the use of rice. It has been found that cotton seed flour can not be substituted entirely for wheat, but can replace, to advantage, one-fourth to one-third in all recipes. In cake mixtures the amount of sugar can be reduced one-fourth on account of the presence of sugar in the cotton seed flour. So its use means not only a conservation of wheat, but of sugar as well. Cotton seed flour is 50 per cent tissue building food, while wheat is 10-12 per cent; hence it approaches more nearly the composition of meat.

Altho it is used in a mixture as a substitute for wheat, it should be borne in mind that when using cotton seed flour the meat in the diet should be cut down. The use of this flour is still in the experimental stage, but some very interesting work has been done with it in the south, especially in Texas.

Recipes for cookies and meat substitutes were worked out in the same way. Recipes used were taken from government bulletins and magazines. Nearly all of these were good.

I believe the housewife can apply these recipes to meet her own needs and serve her country in a very material way.

Pearl P. Moody
PATRIOTISM IN VERSE

The patriotic songs which we have the privilege of reprinting from the New Educational Foundations have as their distinguished author the versatile Dr. John W. Wayland, of our School. No less as a poet than as a historian and essayist, Dr. Wayland is reflecting for future generations the finer aspects of America's heritage, as well as her divinely appointed mission in the world's present crisis.—Editor.

America! America!

America! America! whose sons have made thee great,
What star shall mark thy destiny when times are big with fate?
Shall honor's debt and sacrifice be met as in thy youth,
Or shall the nations cry in vain while valor dies for truth?

America! America! the children born of thee
Have borne the word that thou hast taught o'er mountains and the sea;
No heights have been so rugged steep, no waters e'er so wide,
To stay the spirit thou hast giv'n, more restless than the tide.

America! America! how sore have heroes striv'n
To fix in justice and in law the promise thou hast giv'n!
America! America! must e'er the crimson shame
Of broken faith burn "Ichabod" upon thy shining name?

America! America! thy sons have made thee great,
And Heaven has lit thy sacrifice amid the stars of fate;
America! America! thy sisters call to thee—
Arise for truth, in generous might, and make their children free!
Wake, America!
Wake, America! Truth and freedom saw
At thy birth a new rainbow sky;
'Twas a promise fair God had written there —
Dare we let that promise die?

Wake, America! 'Tis thy peace and law
That are e'en at thy doors assailed;
Must the blood-red stain of a tyrant's chain
Mark the spot where thy manhood failed?

Wake, America! Wake, America!
Shall the love of freedom die?
With a might that can, for the rights of man,
Write thine answer in the sky!

Wake, America! What the nations saw
Oft of old in thy flag unfurled,
Let them see today, let them see for aye
In the light of a risen world.

John W. Wayland
THE DANCE IN PHYSICAL EDUCATION

With Some Original Dances

We can not appreciate the meaning of the dance until we understand the part that gesture, as a language, has played in the development of the human race. History shows that dancing takes its place with words, painting, and music, as a means of expression. In fact, there was a ‘language’ made up of imitative movements that came before speech. Man communicated with his fellow-beings long before he chose words as symbols for his actions. The dance found its beginning here, for ‘the dance is but the expression of a mood, a story told thru pantomimic action.’

There are dances expressing every kind of emotion and action. Some represent the various occupations, while other familiar types are the war dance, the love dance, and those of a religious nature.

One type of the war dance which is frequently seen is that which represents the exciting advance of the enemy, the battle, and then the grand climax showing the conquest over the enemy.

We find no set forms for the love dance. They are many and of a widely different nature. Some tell of the successful pursuit of the lover who wins his fair one’s heart, while others represent the misfortunes of Cupid.

Probably the most interesting dances are those of a religious origin. Primitive man was innately religious; so when his dance displayed some religious ritual he expressed much emotion.

The common events of daily life were the subjects of many dances. The simple little dance of “Oats, Peas, Beans, and Barley Grow,” which is familiar to most of us, shows how the people gathered together after the planting of the grains, and dramatized in song and dance the activities of the day.

As music is refreshment for one, pictures for another, so is dancing the means of refreshing the mind.
of a third. Some one has aptly said, "That great dancing is a useful, and desirable, addition to human happiness needs no argument. Its power to delight the vision, and expand the imagination, its value as an incentive to an exercise unsurpassed as an ally of health, is obvious."

All over the country now, physical educators are responding to the natural desire of our young people to dance. They are trying to give them a chance to express their feelings and emotions thru bodily motions.

The following are some original dances written by the students of the Harrisonburg Summer Normal:

**BOW, WOW, WOW**

**Grade—Primary.**

**Formation—Single circle, facing partner.**

**Music—Little Tommy Tucker’s Dog.**

**Words—**

- Bow, wow, wow,
- Whose little dog art thou?
- Little Tommy Tucker’s dog,
- Bow, wow, wow.

**Directions:**

- **Singing**—(a) Bow, wow, wow—Three stamps, right, left, right.
- (b) Whose little dog art thou?—Cross arms, point finger at partner, and shake in playful manner.
- (c) Little Tommy Tucker’s dog—Join hands with partner and turn with four skipping steps.
- (d) Bow, wow, wow—Three stamps going forward to new partner.
  
  Repeat all until original partner is reached.

**Letitia Spencer**

**DUTCH DANCE**

**Grade—Grammar.**

**Formation—Couple Dance.**

**Music—Where, Oh, Where Has My Little Dog Gone?—Time 3-4.**

**Dutch Step—**In three counts. Stamp right foot forward, brush left heel in front of right foot, and sway body to right at same time, hop on right foot. Repeat, starting left.

**Directions:**

- (a) Inside hands joined, outside hands on hips. Eight slow walking steps forward, swaying body right and left. Start with right foot.
- (b) Eight Dutch steps going forward.
- (c) Partners join both hands. Turn with four Dutch steps, going right. Reverse. Four Dutch steps to left.
- (d) Six slow walking steps forward. Arms as in (a). Step to side away from partner, and curtsy on last two counts.

**Inez Lowance**
DIRECTION DANCE

Grade—High Primary.
Formation—Two parallel lines—partners facing. Girls face East, boys West.
Music—Spanish Cavalier.
Words—
We come from the East, we come from the West,
To choose the partner that we love best.
Our backs to the South, whence the soft breezes come,
From North and the South, the East and the West,
We'll choose the one that we love best.
And glide to the left, and glide to the right.
And dance thru the day and all thru the night.

Directions:
(a) As first two lines are sung partners advance toward each other, first hopping on left foot and swinging right in front of left. Repeat, hopping on right. Repeat all three times. End, facing North, and join hands with partner.
(b) Three short steps forward, as first half of third line is sung.
(c) Still facing North, keep time to the music, as words are sung, by touching the right toe to the floor in front, then to side, and back to place (three counts). Repeat same with left foot. Repeat all twice, and then once with right foot.
(d) As “Glide to the left” is sung, take one schottische to left. Repeat right. Repeat left and right. End, facing partner and bow.

Schottische—Slide to right with right foot, bring left foot up to right and cut (i.e., displace right foot by left foot), leap forward on right foot, hop on right foot. Taken in four parts, slide, cut, leap, and hop.

Marion B. Nesbitt

RUSTIC DANCE

Grade—Grammar.
Formation—Couple Dance.
Music—First part of Rustic Dance, by Howell.
Directions:
(a) Inside arms on partner's shoulders. Outside arms stretched sideways. Three steps to right, closing with left foot each time. Repeat left.
(b) Four step-hops going forward, start with right foot (hop on right foot, swinging left foot across in front of right knee).
(c) Four step-hops going backward.
(d) Drop outside hands, hold inside hands up, join with partner's. Face partner and curtsy. Turn quickly and repeat whole dance in opposite direction. When this is done leave curtsy until last time, and turn on the last count instead.

Mary Hardy

RED, WHITE, AND BLUE DANCE

Grade—Grammar.
Formation—Couple Dance. Each person carries a small American flag.
Music—Hurrah for the Red, White, and Blue.
The Dance in Physical Education

Directions:

(a) Two schottische steps forward, starting right, with flags crossed and held in inside hands. (See explanation at end of the "Direction Dance.") Two sliding steps to right. Same left. At same time on each beat of music tap partner's flag.

(b) Partner on left faces opposite direction. Join hands with flags crossed in left hands. Eight skipping steps around in place.

(c) Partners face, flags still in left hands. Right arms around partner's waist, left arm up. Turn partner with following step, starting with right foot—three short running steps, on fourth count hop on right foot. Same starting left. Repeat, right and left.

(d) Holding flags in right hands, come forward with ten walking steps. On last line of piece, "Our own Red, White, and Blue," everyone sings and raises flag up in salute.

Mamie Sibold

THE PINK LADY

Grade—Grammar.
Formation—Double circle. Partners facing right.
Music—The Pink Lady (chorus).

Directions:

(a) Measure 1-6. Six waltz steps forward, start on right foot, partners facing slightly toward each other. Measures 7-8. One waltz step, making half turn and facing partner. Curtsy.

(b) Measures 9-16. Repeat (a) in opposite direction. Finish facing partner.

(c) Measures 17-24. Eight waltz steps, going forward as in (a).

(d) Measures 25-32. Outside partner takes four gliding steps forward, starting right, and stops in front of second person. Inside partner waltzes in place. Join right hands with new partner, and turn with four waltz steps. Repeat whole dance, starting in opposite direction. End with original partner. Ladies curtsy, gentlemen bow.

Laura Roarke

Ruth Round Hooof
Our Educational Creed

1. We believe that the building of character should be the chief aim of every school.

2. We believe that the Normal School is a professional institution for the training of teachers.

3. We believe that the industrial departments of our school should prepare young women for the duties of home as well as for efficiency in school.

4. We believe that the personal influence of the teacher is the greatest factor in the education of the young.

5. We believe that in every grade of educational work sound scholarship is the basis of success.

6. We believe that knowledge should be acquired not only for the pleasure of knowing but also for the joy of serving.

7. We believe that teaching the truth to the children of the land is one of the noblest forms of service.

8. We believe that it is not the least of our duties to cultivate in our prospective teachers a professional spirit.

9. We believe that certain principles of professional ethics should be adopted by all who enter the teaching profession; that among these are a recognition of the sacredness of contracts, a decided stand against questionable practices, a determination to eliminate petty jealousies and prejudices, a careful guarding of speech and daily conduct, and a constant effort to elevate the moral standards in all the relations of life.
When Richard Harding Davis told of the unusual capabilities of the newspaper office-boy Gallegher, he made some interesting comments on Gallegher’s education. “He could not tell you who the Pilgrim Fathers were, nor could he name the thirteen original States, but he knew all the officers of the twenty-second police district by name, and he could distinguish the clang of a fire-engine’s gong from that of a patrol-wagon or an ambulance two blocks distant. It was Gallegher who rang the alarm when the Woolwich Mills caught fire, while the officer on the beat was asleep....”

Gallegher, it will be noticed, had a familiarity with local officials which did not come from a study of civics, an instinct to perform social service which many a school curriculum has failed to inculcate in the object of its ministrations. All Gallegher knew had been learnt on the streets; “not a very good school in itself,” Davis laments, “but one that turns out very knowing scholars.”

It was twenty-seven years ago that Davis wrote the story of Gallegher, but for many a year there have been Galleghers, and generally it is they who have been the leaders in the world of affairs. For the street has always turned out “very knowing scholars”; and from the school will come a more satisfactory product just as it adopts the principles which control the learning process in the street—the School of Experience.

These are not new thoughts by any means. During the past twenty-five years the educational world has fast been learning that the school must offer instruction of such a nature that the child may apply it to his existing knowledge and experience; that the learning process of the street should be the learning process of the school. “The primary basis of education,” says John Dewey, “is in the child’s powers at work along the same general constructive lines as those which have brought civilization into being.”

Happily, this point of view has already affected a pretty thorough revision of elementary school practices; but
in secondary education very little has yet been accomplished in the way of reorganization of subject-matter. Evidences of dissatisfaction are to be noted: new courses in general mathematics and in general science, while not altogether past the experimental stage, are an encouraging assurance that the new point of view is being widely accepted.

Among teachers of English the increasing dissatisfaction with a system which puts the choice of subject matter largely in the hands of college instructors is bringing about a strong movement in opposition to the "College Entrance Requirements in English." This system assumes that the high school is an institution which prepares for college; the fact is that in the United States only about three per cent of high school students ever attend college. The days of the college entrance requirements are numbered, and with the passing of this restrictive list of readings the teacher of English in the high school will have great opportunities for introducing a new body of material, that type of subject-matter which is a natural consequence of the new point of view.

No more will the teacher of composition ask for themes on "A Comparison of Rebecca and Rowena," or "Burns as a Nature Poet," or "A Character Sketch of Sidney Carton," subjects all which were wont to occur in college entrance examinations. The pupil is now writing of "The Value of a Lantern in a Geography Class," or "The Approaching Train," or "How to Give a Dinner Party." The pupil will no longer be required to distinguish many figures of speech, to pore over a ponderous dictionary for archaic words of Elizabethan days, to read with pretended enjoyment the Masque of Comus, to prate of the beauties of Lycidas. For these are the artificialities, these are the technicalities of literature, and the pupil cannot be expected to admire beauties which the teacher sensed only after a long familiarity with them. Why, indeed, should one expect the immature high school pupil to give close study to a type of reading which is entirely foreign to his life, a type which he will scarcely appreciate after several years in college? How can the child's heart grow warm over the need of some melodious tear when he has yet to feel the need of the tear?

With the passing of the college entrance require-
ments, many of the classics which are now included in the high school course of study will have to be included in the college English classes, and that is where they belong. A few years ago a committee reported that in the New England and Middle States in the fourth year of high school the study of Burke, Macaulay's *Johnson* or Carlyle's *Burns*, Milton's *Minor Poems*, and *Macbeth* was "well nigh universal and almost exclusive." This state of affairs is about to be remedied, indeed in many sections it has been. A more extensive use of contemporary literature has been adopted.

Emerson once said "Each age must write its own books; or rather each generation, for the next succeeding." And so the teacher of English will not devote days to a study of the Queen Anne coffee-house—were it not better done, as others use, to read Jane Addams's *Twenty Years at Hull House*, to learn the possibilities of service that a community house may offer? Should the pupil read wearily of Brutus and his love of country when there are words ringing with patriotic fervor in every daily paper? Must we talk of treason in Rome when profiteers are plying their dirty trades in America, when exponents of *Schrecklichkeit*, in America, are insinuating a distrust of our own Government? There is no need that the English course shall draw the minds of pupils away from all the events of today, away from the things that are real and vital, only to direct them to the problems of a dim and dusty past.

Of course there are many teachers who are keen in their efforts to connect the literature of other days with the life of the present. And it is a saving grace of the classics that they can often be framed in a modern setting. Pray, how could a right-minded teacher today spend weeks analyzing the argumentative structure of a *Speech on Conciliation*, if it were not that the opportunity is thus presented to bring home the true relation between England and America, and show that there was, in the days preceding the Revolution, a liberal party which zealously opposed the autocratic dominations of a George the Third? And for that matter, how different would be the effect if, instead of the annual resurrection of Burke, there could be offered for analysis some of the recent messages of President Wilson. The pupil would have something of contemporary interest to think about,
a subject of immediate usefulness in making him a better citizen,—yes, and a topic that would make good conversation at the supper-table with Dad!

But placing the classics in a modern setting, this putting old wine in new bottles, is at best a makeshift. It is merely the effort of the teacher to make the best of a bad situation. For surely it is a bad state of affairs when the high school, with a very definite function in the life of the nation, is forced to include in its curriculum much subject-matter that has little or no value in attaining the ends for which the high school exists.

An efficiency expert recently said that the crime in popular education lies in regarding the mind as a memory box instead of as a motor. "We begin to have real education only as we long and dare to plan and execute our own adventures in life." By all means let us have material of instruction in the high school English which will permit the child to execute his own adventures in life. Let us use that subject-matter in the English class which has immediate, or almost immediate, value for the pupil. Let us offer subject matter which will challenge his interest and confront him with problems and ideas that encourage real thinking; which will prepare him for the sort of life he is likely to lead. These are the principles which directed Gallegher's educational progress and made of him a "very knowing scholar." They are aims worth endorsing, and they can be used as criteria in the selection of subject-matter in other high school courses no less successfully than in English literature courses.

It is this opportunity of reorganizing the English curriculum, of grouping together books that bear on certain definite ideals and ideas, of adopting the social point of view in teaching literature, of using in the school the educational methods of society—of the street, of bringing to the pupil new thoughts which he can grasp and add to his previous experience,—it is the opportunity of doing these things that offers much stimulation to the teacher of English today. When books are read because they are interesting, because they challenge one to think, because they have a practical bearing on one's life, then will these courses of study bear their proper relation to the curriculum of the high school. The classics, "which everybody praises and nobody reads,"
according to Mark Twain, may be studied in college by those fortunate students who will have the opportunity to delve deep and appreciate belles lettres; but in the place of the classics, with perhaps a few exceptions, the high school course of study will consist chiefly of literature that is contemporary. The possibilities of the magazine are just beginning to be realized, and it will not be long before the book review, the trade journal, the professional magazine, the fiction magazine, the daily paper, and that sublimated newspaper, *The Satervisor*, will be serving as laboratory material in most English classes.

Then will the tribe of Gallegher increase!

**Conrad T. Logan**

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**"OVER THERE"**

"Over there," across the seas,
Battling bravely for the true,
Where manly men are staking all
For the things held dear by you;

"Over there," in battle line,
Beneath star-dusted skies,
Your lad is measuring to your hopes,
Himself the sacrifice!
VARYING COMPOSITION MATERIAL TO SUIT INDIVIDUAL NEEDS

The chief aim of composition teaching is to develop the power of clear, logical thinking and of effective communication of ideas. It should enable one to use the English language as a means to an end, that is, to express clearly a thought he has in mind in such simple language that his hearer or reader must understand him as he wishes to be understood. It is not to prepare a student to pass an examination, or to secure a certain position, or to make him a writer, altho any one of these may follow as the result of his training.

In common with other studies, it also develops the power of observation, imagination, and inference and makes substantial additions to one’s stores of useful knowledge and his range of ideas and interests. It involves guidance in gathering, selecting, organizing, and presenting ideas for the sake of informing, persuading, entertaining, and inspiring others. The methods used to give this command of clear and correct English, spoken or written, vary as widely as do the results, and the personality and adaptability of the many composition teachers. In hours of discouragement every teacher doubts the possibility of teaching composition. Instead of doubting the possibility, we should question our own powers and methods.

Some people contend that composition can not be taught; but if a builder in the physical world must have a knowledge of his tools and the uses to which they may be put, the same is true with the builder in the “realm of spirit.” This knowledge in both cases must be taught. The tools in the latter case are language and thought. Only in proportion as the teacher leads the student to feel that a well-constructed sentence is a means to an end, and to desire to use that means to achieve an end, does the instructor make effective efforts and the pupil approach the attainment of a coveted power.
We cannot teach composition by merely telling the pupils what are the qualities of a good composition, clearly explaining unity, coherence, and emphasis, and expecting them to apply what we think we have taught them. Unfortunately for the teacher, these principles have to be repeated over and over, from one point of view and another. The mere fact that a pupil can recite the rules and give illustrations is no proof that he has mastered any particular point.

It is a recognized principle of pedagogy that the ability to do things well is acquired thru doing them and not merely by reading about how to do them. One is not able to play a musical instrument, altho he knows the theory of music and the notes, if he does not practise. This is true of oral and written composition. Learning to write well means continual practise in writing; learning to speak well means continual practise in correct speaking. Answering questions in an oral quiz, or on written tests in a piece-meal sort of way is not enough; students must have many opportunities to present some subject of genuine interest upon which they are informed.

A great fault in teaching composition is the assignment of topics upon which the students are supposed to write. As we look back we can think of almost fathomless subjects which were assigned us to write upon. We spent hours thinking of something to say and finally wrote a few pages bearing but little on the matter. This seemed a useless task. It was a task because we were not interested in that particular subject and that particular subject was not a part of our life.

Subjects for oral and written composition should be drawn mainly from the pupil’s own life and experiences in the home, the school, and the community. The individual should be encouraged to draw upon his particular resources and to exploit his dominant interests. These will vary from time to time and from place to place; hence, only the general fields within which proper topics for treatment may be sought can be indicated in any course of study or textbook.

Gertrude Atherton gives this advice to young writers: “Above all, study life. Begin at once to observe the traits and peculiarities of your own circle. No matter how narrow it may be, it contains the essence of life.
Every village is the world in little.” How often the young writer goes away from his own observation and writes about things almost foreign to him. The teacher should continually impress the student to follow Miss Atherton’s advice, no matter how insignificant his home community may seem to him.

Dr. Dewey says, “The school is not a preparation for life; it is life.” Taking this for granted, every teacher should make a close study of the individual child and thus have individualism as a result. One step further may be taken and that is to link the individual to and make him one with the social world. The true spirit of democracy is that it “recognizes in men a diversity of gifts such that each man is destined to lead in some things and to follow in other relations.”

“Composition is the link that connects school life with home life; it unifies the departments of the school; it is the means by which we attach to the consciousness of every student the fact that he is a member of an organized community of active men and women.” It can become this link, this factor, this means, only as classes of subjects are arranged to include his home, his school, his community.

In my own experience in teaching composition I have found unusual opportunities for varying the assignments of subjects, and I believe much interest and enthusiasm has been aroused in writing and speaking. I have had many girls from different sections of the state, some from cities, some from the country, some from the mountains, some from the seashore; and I have encouraged each one to tell of her own home life, because she knows more about that than anything else and because we as readers or listeners want to know of a life different from our own.

One year we took up the study of magazines. The class consisted of about twenty pupils. At first we made a list of all the magazines in our school library, and from this list each student chose one for her very own, one for which she was to be responsible for the year. To begin with, they wrote to the editors of the various periodicals and found out the history of each magazine. This was an exercise in writing business letters, and the replies which they received were courteous and instructive. One class period a week was devoted to this maga-
Varying Composition Material

zine study. During this time each girl gave a report of one of the things worth reading in her chosen magazine. To those listening it was most interesting.

In some schools one particular magazine is often used for material in composition and other subjects, but I found that the most interest and enthusiasm was aroused when each girl felt that the *Touchstone*, or *Literary Digest*, or *Nature Magazine*, was hers and that she was held responsible to tell about it.

In these reports the one aim was to use the very best English in making ourselves clearly understood.

Another year in the magazine study we formed groups to a magazine and prepared programs having one girl act as chairman. In class work like this the teacher is no longer the dictator, but becomes an appreciative listener to suggest and encourage. Success lies in tact in arousing enthusiasm and in power to give constructive criticism.

An examination of the claims in favor of the use of the magazines is illuminating. The students feel that English, when related to a magazine, is a live subject. They are happy because the contributors are real, living men and women of the world, and because the subject matter deals with topics of current interest. The use of the magazines contributes materially to the student's fund of general information. Thru them the students may gain habits of harmless enjoyment outside of the classroom.

Then, again, I had three sections of the Junior class in the Normal School grouped according to the course of study selected by each one. There were those who chose the High School course and those who preferred the Kindergarten course. At once we can see the varied interests; so I tried to assign subjects for composition accordingly. For the oral compositions of the Household Arts group I had each student tell the class how to make some particular thing. They did this without notes, in case of a recipe giving ingredients and the method of procedure. It is true that we heard how to make apple sauce about ten times, but I took it for granted that perhaps that would be one of the first things they would teach in the work in Domestic Science. In the Kindergarten group each girl reproduced a child's story. This will be of use to them in their teaching and
also enables them to think while standing before an audience. In the High School group places of interest were described and narratives of their own experiences were given.

In all these sections for a long written theme I had them take five steps. First they handed me a list of five subjects in order of preference, upon which they would like to write and for which they would enjoy looking up material. After I assigned one particular subject they brought in a list of references on that subject that could be found in our library. This gave them practice in the use of the *Reader's Guide*. Next they read these articles and took notes or "jottings" after being impressed that "jottings" are not whole sentences or paragraphs but merely "key words." Then they were ready to organize their material and form an outline for their themes. In many cases these outlines were made several times, but by working them over they learned organization. The last step was the writing of the theme proper and after this careful preparation, in most cases, they were very good, enjoyable papers.

Many of the subjects of these papers dealt with the problems of today, athletics, home economics; some were on historical subjects and some were about the great writers of English and American literature. I thought that if these papers could have been read in the various departments the girls would feel that their efforts were more worth while. And I believe that there should be more correlation between the English department and the other departments of the school.

After a careful assignment of subject the best results will follow from encouraging each pupil to adopt a specific point of view with regard to a limited subject to be presented to a particular audience, to observe how well he succeeds in his purpose, to learn from the successes and failures of himself and classmates what the most effective methods of communication are. The gauge for a course in composition should be the pupil's own range of observation, power of observation, and capacity for practical application. This limitation should be observed not only in the larger matters of structure and style, but also in such minor elements of correctness as grammatical inflection, punctuation, and spelling. Often English teachers are too much concerned with detail and too
little with the larger constructive elements of composition. It is felt by many that they give to pupils an indelible impression that criticism means hostile scrutiny of detail. But in my opinion, with proper emphasis on the essentials, instruction in correct form may be made to keep pace with the expansion of the pupil’s thought.

In an article in the *English Journal* I read that one teacher of composition studied pottery that he might interest his pupils and encourage them to write on particular phases of pottery. I think that it would be advisable to arrange for a course in English theme-subjects that would not only give the normal students instruction in correct form of composition but also instruction in the various arts, industries, and sciences as well as literature. Many of us are not in intelligent and sympathetic touch with other departments of the school. If we understood the principles of manual training or domestic science and the subjects in history, we could save time and energy by doing English composition work directly with these departments.

*MARGARET V. HOFFMAN*
THE SUPERNORMAL CHILD

1. Situation Regarding Supernormal Child

In the past few years much has been written regarding the subnormal child. So much attention, in fact, has been devoted to him, that his antithesis, the supernormal child, has been neglected, and the result is that we have not learned to profit in our teaching of normal children, by the principles which from time to time have governed the education of these supernormal children. On the other hand, we have concerned ourselves solely with the normal children and the adaptation of methods to meet the needs of the subnormal child.

2. Purpose of This Paper

Concerning the precocious, or supernormal, child very little, of scientific value, has been put in organized form. It is my purpose to recount briefly a few facts concerning certain notable examples of this type, and to try to apply the educational principles which have succeeded with them to the everyday problem of the average child.

3. Ways the Three Types React Towards the Learning Process

First of all, it might be well to consider the ways in which these three types, subnormal, normal, and supernormal, react towards the learning process.

(a) Attention

Take the matter of attention. Feeble-minded children have no power of sustained attention. They are so distracted by their surroundings that it has been found expedient in some cases to teach them in rooms with bare grey walls and little or no furniture.

The power of attention in the normal child varies. Some possess it in a marked degree. Others have a small amount.

With the supernormal child, however, one stimulus sets off, as it were, a series of associations. They are
therefore capable of an absorbing interest, which is a prerequisite in the best type of learning.

(b) Practise and Repetition

We may further consider the matter of practise and repetition. The ability of feeble-minded children to profit by practise is slight. Constant repetition is required, and the mode of repeating must be much the same each time. This same process is used in the training of animals.

Normal children require fewer repetitions, and they do improve by practise.

Precocious children seem almost intuitively to grasp the details of a situation. They improve to a marked degree by practise, and repetition is almost entirely useless. The higher the degree of intelligence, the fewer the number of repetitions.

(c) Persistence

Then there is the quality of persistence. No doubt you are familiar with Mr. Edison’s statement that genius is 98 per cent persistence, or hard work. Certainly the feeble mind possesses the minimum amount of perseverance. The genius on the contrary has the wonderful ability which allows him to follow an absorbing interest for years if need be. The average mind steers a course midway between the two.

The difference here is largely a matter of the quality of mind. A feeble mind has so few ideas that there is no way in which to connect many new ones with those already possessed. Recent investigations seem to indicate that the principal reason that those of slower mentality do not learn is not so much lack of retentive power as lack of impression.

4. Special Cases

(a) Winifred Stoner

Perhaps you are acquainted with the case of Winifred Stoner. This child, daughter of Mr. and Mrs. J. B. Stoner, of Pittsburg, is one of the most remarkable children of the present age.

Her education began as soon as she was born. A special nursery was prepared for her. Huge copies of the great masterpieces were hung on the walls, and
beautiful sculptured models were placed in the room. As a lullaby her nurse scanned Virgil for her. Beautiful poems were recited to her. This continued until the child could talk. It was found that she could repeat portions of these poems by the time her powers of speech were developed.

These beginnings had the following results:
She began to compose poetry at three. At five she wrote a play. At six she wrote a volume of nursery rhymes in Esperanto. Professor Guerrard, of Leland Stanford University, said that these were a creditable achievement, even if the author were a linguist of some note, and a poet of some standing. At seven she wrote a book, *Christmas Customs in Other Lands*. This was followed a year later by *Journeys with the Easter Rabbit*.

It is said that her ambition is to become editor of a children's magazine, for which purpose she is taking a course in Journalism at the University of Pennsylvania. She is about fifteen. She knows German, French, Spanish, Italian, and Esperanto. Besides, she is proficient in English and mathematics. She swims, rides, and indulges in all wholesome out-of-door activities.

**Method of Education**

Her mother considers these important principles in the child's education:

1. She believes in the law of *suggestion*.
2. She claims that the mind should be trained to function *right*, before it is allowed to function wrong.
3. She works on the principle that the mind should be fed and stimulated thru the *imagination*.
4. She believes that concentration and observation can be *taught*, by creating an atmosphere of intense interest.

Authors differ as to the child's disposition. One describes her as an agreeable and winsome girl; another declares her to be vain and self-centered. At any rate, she is most remarkable, and it is interesting to consider these methods which have in so many ways produced such astonishing results.
The Berle Children

The Berle children also furnish an interesting study. These, Adolph, Lina, Miriam and Rudolph, form a group which has attracted considerable attention.

Lina at three knew the Lord's Prayer in Greek, Latin, Hebrew, and English. She was a sophomore at Radcliffe at sixteen. Adolph passed entrance examinations at Harvard before fourteen. Miriam entered high school at twelve. Rudolph passed preliminary examinations at Harvard at eleven.

The father of these children maintains that any other child can do as well.

Method of Education

"Mind fertilization," he says, "is the key note to educational success."

He further affirms that one should keep an inspired environment.

He recognizes that children will think and that they may be trained to think correctly. Their interest, he says, may be deftly directed towards any desired subject.

From the first he discouraged all baby talk. Indistinct speech he considers is an interfering factor in the clear expression of ideas.

Careful discipline is also regarded as a helpful factor. He believes that cheerful, prompt obedience should become a habit. The following illustration, showing how incorrect habits of obedience arise, was used.

A child of four or five who had been repeatedly called by his mother without answering, was asked if he did not hear her. He replied very judicially, "Oh, yes; but she doesn't call very mad yet."

Norbert Weiner

A third interesting case is that of Norbert Weiner. He learned his letters at eighteen months. His nurse drew them on the sand and he learned them all in two days. He read fluently at three. At six he was reading Darwin and Ribot.

Method of Education

Then languages were taught. At nine algebra, trigonometry, and geometry were introduced. With him "tactful compulsion" was the guiding principle. His
father believed that if his attention, thru tactful compulsion, could be directed towards certain desired subjects, interest would follow; and the two together, strengthened by renewed enthusiasm, would carry over the rough places and help the boy grow into a genuine love for study.

This child showed poor motor control. He was awkward in games, and was not companionable. He was not popular at school.

(d) Wm. J. Sidis

And now we come to the case of Wm. James Sidis, who is perhaps the greatest prodigy of all.

He was able to use a typewriter with astonishing facility, at the most unusual age of three and a half years. At six he went to school, passing thru all the grammar grades in half a year. He stayed at home two years, and at eight entered high school, where he stayed only three months. Opinions differ as to why he left. Some have dared to claim that his withdrawal was most heartily desired. Certain it is that his father, Dr. Baris Sidis, was loud in his denunciations of the high school, and considered it pitifully inadequate to meet the needs of budding genius.

At the age of nine or ten the boy was studying geometry and differential calculus. At thirteen he was in his third year at Harvard. Here he made a wonderful record. He wrote a paper on the fourth dimensional bodies. He has always been a mathematical genius. This, however, he cannot transfer to other branches. He is described as rather rude and arrogant. At school when a formula which he understood was being explained to the class, he entertained himself by balancing his hat upside down on his head. When told that this was not considerate, and that one should always consider others, he said, "My father never told me that," and refused to change his manner of behavior.

During the course of his reading the paper on fourth dimensional bodies, one of the faculty asked a question, and an older professor replied, using different words from those used by young Sidis. When the old gentleman finished, Sidis looked at him with, "Sir, I can not see that you have added anything to the discussion."
This probably shows a genius who has been allowed too much freedom, and who lacks self-restraint and courtesy to a degree far below that possessed by even a feeble mind.

There are other examples of this type, but these are the most notable ones of the present day, and are enough to consider at this time.

(e) Other Famous Examples

We need only mention Browning, Pope, Dante, Handel, Bryant, Wagner, Schubert, Bacon, Kant, and Hume. With these the world is familiar. Little can be found out concerning the methods used with these, and present day education loses thereby a vast store of useful knowledge.

Many geniuses were considered dullards in youth. Among these are Pasteur, Scott, Goldsmith, Rousseau, Froebel, Poe, and Patrick Henry. It is interesting to note that these all had splendid physical development, a matter often overlooked where a child exhibits unusual mental tendencies at an early age. Mosso tells us no more time should be devoted to intellectual work than to muscular exercise. This may or may not be true, but it is true that the mental is often allowed to flourish at the expense of the physical. This may be a relic of medieval days, when the body was despised and the mind exalted out of proportion to its proper place.

5. Interesting Present Day Tendencies

A very interesting present day tendency is that of psychologizing school organizations. Classes are being divided on the basis of psychologically like attainments. This has been rather a one-sided arrangement. The average child usually has been separated from the group below. This should be supplemented by instituting classes for those above the average. This system, by the way, must perforce bear the label to which we have long grown accustomed, viz: "Made in Germany."

(a) As Carried Out in Germany

The German system established three classes:

(1) Those capable of doing normal work. This included about 90 per cent of the pupils.
(2) The slower children who were not absolutely idiots, tho some were definitely feeble minded, and none could do quite average work. These were called Furthering Classes. These were further subdivided into two classes. One third of the time was devoted to separate instruction. The other two thirds was given to general instruction of both groups together.

(3) Those of meagre mental ability. These required much individual treatment. The school is known as the auxiliary school.

"Elite" classes have also been planned and, in some cases, established. If these were organized and put into effect with us, only those of superior general intelligence would be allowed to enter. Petzold, for example, wished to select but thirty from the great city of Berlin.

Various mental tests would necessarily be required before an individual would be permitted to matriculate in the elite class. His intelligence quotient would be carefully reckoned.

(Intelligence Quotient)

Just here it might be well to digress slightly and speak of the intelligence quotient. One way of determining this is to divide the mental age of the child by his chronological age, the figures thus obtained representing the I. Q., or intelligence quotient. The average would be 100 for normal children. If a child's mental age were 11.70 years and his chronological age were 8.33 years, his I. Q. would be 187. Very few ever register more than 170, altho Francis Galton's has been estimated at 200.

(b) Consideration of German Plan as Applied to Our Schools

These children then would receive very different training from that of the normal or subnormal children. Their education would be carried along on broader lines. Drill would be reduced to a minimum. As a consequence the state would be enriched every year by a few carefully trained individuals of more than average ability, and these would naturally become leaders. Better leaders would mean better conditions, and by careful persistence the quality of citizenship would necessarily improve.
Of course there are disadvantages connected with this plan. The danger is apparent of having the children become intellectually arrogant. Promotion on the basis of effort rather than achievement has been suggested as a remedy for this difficulty.

Hygienic principles would have to be most carefully observed. Then, too, precocious children would have to be protected from exploitation by over-ambitious parents.

It has been suggested that supernormal children be picked out once a year in every city. The Binet-Simons would probably be the basal test. If this were done regularly and the growth of each child registered annually, it would be easy to tabulate results, and the education of the children could be guided accordingly. A marked improvement over our present system should ensue.

6. Relative Value of Heredity and Environment

So far no mention has been made of the cause of precocity. Heredity plays a most important part as the original cause, but the paramount factor in development thereof is probably environment. A child of pronounced intelligence left to himself might never attain more than a comfortable mediocrity, but the same child carefully trained and placed in an atmosphere of intellectual attainments might develop such extraordinary abilities as to astonish the world at large. Dr. Sidis insists that his boy’s achievements are due largely to training.

John Stuart Mill declares that he was below the average in memory and retentive power and that any extraordinary results have, in his case, been due entirely to training.

Little Viola Olerich was adopted to prove Professor Olerich’s theory of the importance of early training.

Her parentage was not unusual, no attempt was made to select a particularly well-born child; indeed, health was the only consideration. She was trained under a system of interest and freedom, and her marvelous powers of attention, memory, and observation depend, according to her foster father, wholly upon this postnatal experience and education.

Surely a final consideration of the whole subject might lead us to draw these conclusions:
(1) The system at present regarding the supernormal child is unscientific.
(2) He should be made the subject of careful and scientific study.
(3) We must use the models we have set before us in the present day.
   (a) Because the teachers are still alive.
   (b) Because we may have some definite principles of which to lay hold.
(4) But little is being done in this country to help the extraordinary child.
(5) Our school systems need revision. Every child should be allowed to have the treatment he deserves. This may be effected by
   (a) Grading on basis of psychologically like attainments.
   (b) Promoting on a basis of effort.
   (c) Careful psychological and physical tests.
(6) We are probably awakening to the situation.

Better schools and better teachers must be our slogan, and each of us must "do his bit" towards making this desired state of things come to pass.

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5. American Journal of Psychology, April, 1911.

Kate Taylor
VITAL STUDY PRINCIPLES

AN ORIENTATION EXPERIMENT

The following is a résumé in the form of "Study Rules" of the phase of orientation work dealing with 'how to study.' It represents an individual digest of some important study principles, which are given as simply as possible, with the expectation that the reader will furnish the explanatory comment from the angle at which his experience leads him to look at the rule.—Editor.

STUDY RULES

(1) Keep yourself in good physical condition.
(2) Attend to all physical defects, as of eyes.
(3) Have a regular time for exercising and take plenty of it.
(4) Eat the right kind of food, and never eat too much or between meals.
(5) Get the proper amount of sleep.
(6) Have a good light and proper ventilation and be comfortable while studying.
(7) Have a regular time for studying.
(8) Begin work promptly and concentrate.
(9) Read over notes on the previous lesson.
(10) Review the whole assignment first; then pick out the most important things.
(11) Ask yourself questions about the lesson.
(12) Analyze everything before accepting it; be ready to receive new light; be critical.
(13) Define words.
(14) Make a brief outline of the lesson and fill in from memory.
(15) Apply new knowledge as soon as possible.
(16) Connect new knowledge with past experiences.
(17) Be determined, interested, and enthusiastic.
(18) Make play of work.
(19) When studying more than one subject at a time, rest for five or ten minutes between subjects.
(20) When discouraged, peg away; try variations.
(21) Distribute studying.
(22) When possible, prepare the advanced assignment soon after recitation.
(23) In taking notes, have skeleton with enough meat on it to be recognized at a future time.
(24) Never read everything in reference books; read only the important things. Always look at the author’s name—who is he?
(25) When memorizing, think about what you are repeating. Never memorize anything not clear.
(26) Repeat with increasing intervals.
(27) Memorize by the ‘modified whole’ method; that is, repeat large units of material, stressing difficult parts.
(28) Repeat correctly the first time.
(29) In problem-solving call up past experiences and get all material together.
(30) When interrupted, drive down mental stake, so that the task can be taken up there again.
(31) In preparing manuscript never repeat another’s words unless in quotations.
(32) Read over notes just before going to class.
(33) Recite gladly.
(34) Understand questions before answering.
(35) Give illustrations when possible.
(36) Keep up with notes and lessons daily.

Frances Kemper
The eleventh annual meeting of the Virginia Association of Colleges and Schools for Girls was held at the State Normal School, East Radford, Virginia, on April 26-27, 1917, and was an occasion full of inspiration and enjoyment. The Virginia institutions represented at the meeting were Sweet Briar College, Randolph-Macon Woman’s College, Hollins College, Blackstone College, Martha Washington College, Virginia Intermont College, Virginia College, Bridgewater College, Virginia Christian College, Elizabeth College, Mary Baldwin Seminary, Stuart Hall, Randolph-Macon Institute, Southern Seminary, the Richmond School of Social Economy, the Farmville, Harrisonburg, Fredericksburg, and East Radford State Normal Schools. Present also were Dr. S. P. Capen, Specialist in Higher Education of the United States Bureau of Education, Professor Charles G. Maphis, of the University of Virginia, Professor W. S. Hodges, State School Inspector, and Dr. Orie Latham Hatcher, who has been a moving spirit in the Association from its foundation. The attendance this year was larger and more representative than it has been for a number of years, an encouraging sign of the future usefulness of the Association.

The opening session was called to order at eight o’clock, on Thursday evening, April 26, by the President, Miss Elizabeth P. Cleveland, who called upon Dr. J. P. McConnell, of the Normal School, to lead in prayer. As host of the Association at this meeting, Dr. McConnell made a brief address welcoming the Association to the heart of the great southwest section, to which a happy response was made by President Mattie P. Harris, of Virginia College.

The principal feature of the Thursday evening session was the address by Dr. S. P. Capen, of the United States Bureau of Education, on “The Minimum Requisites of the Standard A. B. College.”
Dr. Capen pointed out that the term “Standard College” is difficult to define. Thirty or more agencies have attempted the definition, some of the most influential of which are the Regents’ Board of the State of New York, the Carnegie Foundation, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, and a number of State Educational Departments. Because of the varying conceptions and different purposes of these several organizations, there is no absolute agreement as to requirements. But there are certain factors to be considered in estimating whether colleges can possibly be standard or not; and these Dr. Capen divided into four groups, as follows:

A. Property and equipment: The standard college should have an endowment of two million and an annual income of one hundred thousand dollars; library and laboratory facilities should be adequate.

B. Faculty: The faculty should have had college and university training and experience and a publishing record; the number of hours’ teaching per week should be carefully limited; the minimum salaries paid should be adequate.

C. Academic standards: Entrance requirements and enforcement of same; definite graduation requirements; content of courses counted for college credit—e.g., whether the college gives high school courses in mathematics, English, etc.; range of courses—whether elementary and introductory or advanced; success of graduates in other institutions.

D. Momentum and integrity of the college: The number of college students; the sources of training of college students; separation of college and preparatory department.

Commenting upon the standard announced by the North Central Association in 1916, Dr. Capen found that ten thousand dollars, the annual income from the two hundred thousand endowment required, is too meager, and eighteen hours teaching per week, the maximum number of hours, too large a demand to be required of any one. The number of students in recitation and laboratory sections should be differentiated, thirty for
recitation, and sixteen for laboratory. At least forty students should be occupied with college work.

No standard can be set up that is fixed and permanent, for the college is a growing and changing unit. If we attempt to define it too closely, we may set it. But one aspect of standardization cannot be overestimated; that is publicity. Publicity regarding colleges is highly desirable in many connections, and we should insist upon honest and correct labeling of courses. The General Education Board calls its file of college catalogs its "fiction library." The whole movement for the establishment of standards must be from the point of view of public policy. There are no private institutions and colleges; all are public. Public interest transcends that of any institution, and the public has a vital interest in seeing that standards are similar, that courses are what they are called, and that degrees have a common meaning.

Illuminating arguments as to the prospects and vitality of any institution are often furnished by surveys of all the agencies for higher education in a given district; a survey of the resources of the colleges of a given section; of the natural resources of the section; of the natural constituency, the drawing area, etc. The survey of the colleges in one of the middle western states, recently made by Dr. Richard Cooper and published by the United States Bureau of Education, is a contribution in point here.

In conclusion, Dr. Capen pointed out that we are just entering upon a period of momentous changes in our educational institutions and organizations, and that none of us can foretell what the war will mean or what it may bring forth. It seems clear that our educational system will be faced with more exacting tasks during and after the war. After the war will come inevitably greatly heightened economic efficiency, a tightening of educational organizations, which may affect some institutions adversely. In meeting such conditions we can not tolerate clumsiness, waste, ineptitude. We can not be content with doing things rather more or less, but must work with greater exactness, with greater efficiency. And, like good Americans, we shall accept whatever comes, if only our country may be benefited and its ideals and higher purposes prevail.
Following this forceful address, President Webb, of Randolph-Macon Woman's College, led in a general discussion, in which he ably seconded Dr. Capen's remarks on the requisites of the standard A. B. College. Dr. Webb especially urged that, whatever the equipment of the college and however skilled the faculty, the character of the men and women constituting the faculty is of prime importance, personality being, after all, the real foundation of the college. Dr. Capen, in response to inquiries, told of the successful articulation, in a number of the western states, of the Junior College with the state universities. He spoke also of the new plan of admission to Mt. Holyoke, Smith, Vassar, and Wellesley, in which the examinations required are of the type known as comprehensive examinations. He commented on this plan as the greatest contribution to the scheme of college entrance, combining the best in the plan of certification with that in the examination plan.

About ten o'clock the session adjourned for a social hour, in which the Association and other guests were delightfully entertained in the parlors of the new dormitory of the school.

On Friday morning, the members of the Association attended the chapel exercises of the Normal School, when President Emilie Watts McVea, of Sweet Briar College, made a brief address to the student body on "Education and the Higher Life of a Democracy."

At the morning session of the meeting, the President appointed the necessary committees on press notices, time and place of next meeting, and nominations, to report at a later session, and disposed of other details of business. Professor Charles G. Evans, of Randolph-Macon Institute, presided during the remainder of the morning session.

The discussion of the Standard A. B. College was continued, and President McVea, of Sweet Briar, President Cocke, of Hollins, and President Harris, of Virginia College, made brief remarks. Following this, the chief topic of the program, the Junior College, was pre-
In connection with the recommendations proposed by the Committee and adopted by the Association at its last annual meeting, in June 1916, Dr. Hatcher submitted for the Committee the following report:

1. The sub-committee appointed last June, consisting of two representatives from two A. B. colleges, two from two junior colleges, and two from two secondary schools, met at Westhampton College last Thanksgiving. Present at the meeting were Dean Keller, of Westhampton, Professor Charles G. Evans, of Randolph-Macon Institute, Miss Helen Baker, of the Collegiate School for Girls, and Mrs. L. May Willis, of Chatham Episcopal Institute. It was voted at this meeting that it was inexpedient at the present time to follow the new comprehensive examination plan adopted by several eastern colleges, but recommended that colleges should not grant certification to any school for a longer period than two years without re-examination of the right to it and a formal renewal of it.

2. The Committee further reports that the College Entrance Examination Board has thus far refused to grant the holding of its examinations in May. Dr. Fiske, the Secretary of the Board, is not disposed to be influenced by strong urging from private schools, and apparently not entirely in sympathy with the comprehensive examination plan. This is not entirely unnatural on his part, but it is inevitable that in a short time the changing conditions among so many of the institutions supporting this Board must bring adaptation of its methods to these conditions.

3. The Committee has followed its own suggestion of last year in waiting for further light before making other recommendations.
4. For the benefit of those in attendance upon the annual meeting for the first time, certain explanations of what the Association has already attempted in the way of standards were presented briefly.

5. Reports of the work of certain schools in connection with the Association plan of standardization adopted in 1913 were made. Much encouraging work was done that year and in the years following.

Virginia College, Roanoke, sent up several students for the college entrance examinations in 1914, and in that year succeeded in having the College Entrance Examination Board establish in Roanoke an examination center, which is still continued. This college also sent two candidates to Smith College in 1914. In September, 1917, two are to enter Goucher College, one as junior, with credit for two years of college work, and one as sophomore, with credit for one year of college work.

Stuart Hall presented six candidates for the preliminary examinations in June, 1914, and in 1915 five of these successfully completed the examinations and entered Eastern colleges. Students from this institution entered college also in 1916.

The new Collegiate School for Girls, established in Richmond in 1915-1916, is especially mentioned as an institution well standardized from the beginning. It will present its first candidates for college in 1918. The school, tho not yet two years old, has, from its beginning, been highly successful, financially as well as in standards, and has already been accepted as a dominant educational factor in Richmond, having by this time consolidated with itself three older Richmond schools.

After discussion of the report, Dr. Hatcher suggested for consideration the question of the relation of our Association to the Associations closely related to it in the matter of standards adopted, especially to the Southern Association of Colleges and Secondary schools.
This was ably discussed by President Webb, of Randolph-Macon Woman’s College, Professor Maphis, of the University of Virginia, President McConnell, of the Radford State Normal School, and others. President Webb advocated the method of certification, also the gathering of all possible information in regard to students of the Virginia colleges who go to other states, finding this one method of standardizing the junior colleges. Professor Maphis explained that under the leadership of the Southern Association of Colleges and Secondary Schools the standard for college entrance in the South is tending to become, not the specific knowledge or information that a boy or girl may have acquired, but the quality of his training.

Dr. W. T. Sanger, of the Harrisonburg State Normal School, presented the following resolution, which was adopted:

**Resolved:**

1. That it is the sense of this Association that it is expedient for colleges to send the term grades of their freshmen to the preparatory schools from which they have come.

2. That the State Board of Education be asked to define a high school unit in its State Course of Study for High Schools as including the idea that a unit represents “approximately a fourth of a year’s work.” This idea is included in both the Carnegie definition of a unit and the definition prescribed by the Southern Association of Colleges and Secondary Schools.

President Webb, of Randolph-Macon Woman’s College, moved:

That the Standardization Committee report to the Association, from time to time, on the rating given to the graduates of schools of this Association who enter, not only the five colleges named in the original report, but all other standard colleges recognized by the Association of Colleges and Secondary Schools. Adopted.
At this point telegrams of greeting to the Association were read by the Secretary from Mrs. L. May Willis, of Chatham Episcopal Institute, and from Miss Helen Baker, Principal of the Collegiate School for Girls, in Richmond.

Adjournment.

At the afternoon session Professor Grainger, of the Farmville State Normal School, reported on the investigations his committee had made in securing records made by the graduates of the high schools studying in higher institutions in the state. Only a small proportion of the institutions receiving the circular had responded, and the records were therefore necessarily incomplete. Difficulties in the way of getting satisfactory results were discussed, and it was urged that this Association should co-operate with others in getting the necessary data, minimizing, as far as possible, the number of questionnaires issued.

Under the topic, "How shall excellence in college work be recognized?" discussion was engaged in by Professor Estes Cocke, of Hollins College, President McVea, of Sweet Briar College, Professor Charles G. Evans, of Randolph-Macon Institute, and others. The following suggestions were made:

1. That students be encouraged to do original work for credit.
2. That honor rolls be published monthly for a grade of ninety per cent and no complaint from any member of the faculty.
3. That those who do well have the facts of their excellence published in papers, etc.
4. That groups be compared, rather than individuals only.

Professor Cocke discussed, briefly, "What our Association has accomplished." In his judgment, the Association has succeeded in keeping standards before the schools within its membership, with the result that schools are working towards a better standardization.

Adjournment.
The evening session was brief, in order to enable members present to leave on the night trains. At this session Professor Maphis led an interesting discussion on English entrance requirements, maintaining that English composition, oral and written, should be more stressed in the teaching of English, and less attention paid to the analysis of literature and to the history of literature. The ability to write clear consecutive English of not too difficult a type, and the ability to speak clearly, should be the test or gauge for the student. Reference was made to the Report of the North Central States Association in English on the Requirements for 1920. A general discussion of the subject followed, in which President McVea, Dr. Sanger, Professor Evans, and others took part.

Professor Evans offered the following resolutions, which were adopted:

**Resolved:**

That the chair appoint a committee of three to investigate the advisability of making a survey of all institutions holding membership in this Association and, if deemed wise, to recommend at the next meeting of this Association the approximate cost of making such a survey and of publishing the findings.

**Resolved:**

That we thank Professor Maphis for attending our Association and taking part in discussing the various subjects proposed and for showing such willingness to give us the benefit of his experience and investigations.

Professor Evans, Dr. Hatcher, and Dr. Sanger were appointed to the investigation in regard to the survey.

Reverend James F. Cannon, D. D., proposed the following resolution, which was unanimously adopted:

**Whereas,** The President and the Congress of the United States, acting as representatives
of the people of the United States, have declared war upon Germany, and are calling our sons from our homes and our schools to the army, the navy, and the training camps; the Virginia Association of Colleges and Schools for Girls, in its annual meeting, in the city of Radford, on April 27, 1917, hereby adopts the following resolution:

Resolved:

That while we desire the sons of Virginia to do their full duty in furtherance of the best interests of humanity, and in the defense and honor of the country, we, as representative teachers of the girls and young women of Virginia who are to become the wives of our young men and the mothers of their children, insist that the President and Congress shall protect the sons of Virginia in the army, the navy, and the military training camps from the covetousness and greed of the forces of evil which endeavor to prey upon our young men.

Resolved:

Second, That a copy of this resolution, signed by the President and the Secretary of the Association, be sent promptly to the President of the United States and to the presiding officers of both houses of Congress.

The committee on nominations submitted the following names as officers of the Association for the coming year:

President, Miss Mary Williamson, of Hollins College; Vice-Presidents, Mr. Charles G. Evans, Randolph-Macon Institute; Mrs. L. May Willis, of Chatham Episcopal Institute; Miss Henrietta C. Foster, of Stuart Hall; Secretary-Treasurer, Miss Mary Somerville Gammon, of Fredericksburg State Normal School. Adopted.

The Committee on Standardization was continued, with Miss Hatcher as chairman. Miss Elizabeth P.
Cleveland, the retiring President of the Association, was added to this Committee.

The Committee on selection of place for next annual meeting reported an invitation from President McVea, to meet at Sweet Briar College. This was accepted, the date for the meeting to be announced later.

Professor Evans offered the following resolution, which was unanimously adopted:

Resolved:

That the Association is deeply indebted to Dr. McConnel and the Radford State Normal School for the delightful entertainment and refreshing hospitality so liberally extended its members during the session, April 26-27, 1917.

Adjournment.

MARY SOMERVILLE GAMMON, Secretary
EDITORIAL

THE SCHOOLING OF THE MILITARY CAMPS

If all expectations are realized as to the probable effects of the present war on education, not only will it be necessary for the educator to take a wholly different attitude towards his profession, but an entirely new set of conditions will control even the minor aspects of educational activity. Symposia on this subject have developed an astounding array of opinions as to the character of this “new education.” The emphasis, it is agreed, will be shifted, for a time at least, to an “efficiency curriculum,” with most of the current educational theory so modified as not to be easily recognizable. The drift of opinion, however, is to the effect that education after the war will be more largely than ever individualistic and closely connected with the life-activities of the students.

It is apparent, however, that no little of the self-questioning on the part of educators has been inspired by methods used by other than school men. A striking
illustration of this is the organization and conduct of the military training camps. It is obvious that the schools as a whole have been missing something that these camps have succeeded in imparting to men drawn from all the walks and strata of life. Whatever this something is that is capable of transforming shiftless, unambitious, or even dissolute men and boys into physically sound, energetic, clear-eyed, forward-looking specimens of buoyant manhood, is a 'something' that the schools should know much more about than they do. If the training camp can do such wonderful things with a certain apparently irresponsible type of boy or man, then it is the business of the schools to lay aside their traditions, their preconceived judgments, and even their "system," and to learn the secret of turning this trick.

Passing by the matter of service under the flag making better patriots, let us examine the material side of this question, as set forth by some agency favoring universal training:

"Universal training will teach the man: the care of the body and habits of health; discipline, precision, and a sense of order; self-control, self-reliance, and resourcefulness; co-operation and team-work.

Universal training will—make the man trained stronger, healthier, and more alert; broaden the mind of the man by bringing him into close contact with men from other parts of the country; teach him how to use his hands; greatly increase the efficiency of the man in every class of work in the office, in the factory, and on the farm.

By teaching respect for law and authority it will reduce crime; by making the man more healthy and more efficient, it will increase the collective wealth of the country; by bringing all classes together it will make for greater democracy; it will increase patriotism: the more we work for our country the more we love it."
The miracle is going on before our eyes every day; it matters not whether we can follow the military training program as its extreme advocates would have us do: the training the boys are getting in our camps is making a difference, and it is a very desirable difference. The sole inquiry is: Is it something the schools can accomplish, if they are willing to keep in mind the good of the boy rather than the establishment of a theory?

Educational Comment
(by J. A. B.)

It is gratifying to note that, despite the war, school enrolment throughout the country is not less than last year. The elementary schools have maintained their normal increase in numbers; but the high schools, while having increased somewhat, have fallen behind the usual rate of increase. The girls have in most cases made good the losses in the enrolment of boys. There seems to be a tendency for the boys to remain in the last year of the high school course to graduation, since the fourth year is the only class which has not registered fewer boys this year than last. The city high schools appear to have suffered most in the loss of boys, while the country schools of all grades show a gain for boys as well as girls.

Governmental authorities are calling attention to the wisdom of anticipating the increased demands which will be made upon the women of our country along the line of home economics as a result of war conditions. Schools giving courses in this department are urged to put forth every effort to increase the interest of as many students as possible in this line of training, to add to their usual courses special emergency food courses covering a comparatively short period, and to give general lectures and demonstrations to the entire student-body, particularly along the line of food conservation. Attention is also being called to the necessity for a background of food chemistry, which even tho elementary and limited is of immense value to all having to do with the economical use of food materials.
In the same connection the following may be quoted from an English paper, as it is no doubt equally applicable to America: “Institutional administration, rather than teaching, is likely to prove the most lucrative form of domestic economy work during the war—and probably also for many years afterwards—and of enormous importance in conserving food supplies.” Another English paper is quoted: “It is evidently necessary that women, especially educated women, should at once prepare for the work of organizing and managing such work. . . . . The woman who profits by it will fit herself for highly skilled and responsible work in the coming organization by Government by local authorities, by food-control committees, and by other bodies, of the domestic side of great public institutions.”

At least one type of education has profited much by the war. Military schools everywhere are overcrowded this year and departments of military training have been added to numerous institutions which heretofore have prided themselves upon their remoteness from such a type of training. In view of the great revival in military instruction it is of interest to note what other nations have been doing along this line. England has offered voluntary instruction by private agencies, while France has prescribed such work thru strong organizations under special trained instructors. Switzerland, Sweden, Italy, Russia, Greece, Japan, Mexico, Argentina, and Bolivia, require military instruction in a more or less intense degree; while in Norway, The Netherlands, Spain, and Portugal, very limited attention is paid to the subject. Contrary to general belief no doubt, Germany and Austria-Hungary have not (previous to the war) required universal military training in connection with their schools, but have been content to provide thru voluntary organizations a mild form of such instruction. During the war Germany has decreed that all boys over sixteen years of age shall have preparatory military training.
The enormous demand for stenographers, typists, accountants, and general clerical help, has given an unusual impetus to commercial education at the present time. The public high schools find their commercial departments crowded with students, and they are offering short, intensive evening courses in a large number of cities in the effort to meet the demand. Even before the completion of the comparatively short courses students are being drafted into the various governmental departments, going into their work but ‘half made up.’ This is greatly to be regretted, as they probably will suffer later because of incomplete training, but the exigencies of the situation seem to make it necessary. The United States Bureau of Education has recently added to its staff a specialist in commercial education. It is his purpose to investigate opportunities for business training, to make recommendations, and to help thru advice and counsel in suiting the means of training to the needs of the business world.

The series of bulletins containing lessons on ‘community and national life’ now being issued by the Bureau of Education, are both timely and permanently valuable. It is intended that these lessons, which are carefully graded, be used as texts for the pupils in both elementary and high schools throughout the country. As an indication of their general interest may be cited the contents of a recent number, which relates to the applications of heat to the service of man, inventions and patents, the effects of machinery on rural life, special attention being given to the tractor used on the farm. It also explains the principles of the famous British ‘tanks’ now being used in France. These pamphlets are sold to schools at cost and may be obtained from the Government Printing Office at Washington. In all, eight numbers will be issued, one appearing on the first of each month of the session thru May. The cost in lots of a thousand or more amounts to less than a cent a month per pupil, or about eight cents per pupil for the entire series. Teachers would do well to look into the matter of using them in their classes.
We are told that the art of printing originated with the Chinese as early as the sixth century, although scientific typography should be credited to Gutenberg, who first used movable types about 1450. The marvellous growth of this art may be indicated by the simple statement that there are in the United States alone nearly 400,000 persons engaged in the printing trade, employed in about 32,000 establishments, and earning wages amounting to about $270,000,000 annually. Large numbers of women are now employed in this industry. The largest printing office in the world is the plant maintained by the Government at Washington. A large slice of the industry is devoted to the publishing of school books. Unfortunately the demand for these is somewhat seasonal. One of the largest and most experienced publishers of textbooks tells us that if school authorities would order their textbooks before the first of January each year for the following school year, instead of waiting and crowding all orders on the publishers at the end of the school year in June, an immense saving in cost could be effected. Not only so, but human energy would be conserved, because under present conditions workers are obliged to work very long hours in the summer time and go without vacations. Again, more uniformly satisfactory work could be produced if the machinery and employees were not overtaxed at certain seasons and were kept in operation at a normal rate throughout the year.

A good idea comes to us from a city in Indiana. There the schools have adopted the plan of looking upon the class as an audience and insisting that each pupil do his best to hold the attention of this audience at his own proper time and give it something of value. Thus recitations are not merely for explaining. Explanations are given when assignments of work are made and then followed up in a period set aside for supervised study. This reminds us that the idea of setting apart a time during the regular school day for the preparation of the following day’s assignments under the supervision of the teacher, is an idea which has taken hold in many schools and is producing valuable results.
Under the stress of present conditions, the "continuation school" has been employed to a much greater extent than ever before, as a means of reaching the boys and girls who have by force of circumstances left the regular schools to enter gainful occupations. Chicago has a downtown school for office boys, messenger boys, and similar youth, who attend at least one-half day each week by an arrangement with their employers, and get training in office methods. There is also a similar school in the Union Stock Yards, the schoolroom and equipment being furnished by Swift and Company, and the teachers by the Board of Education. Other schools of similar type are maintained for bakers' apprentices and for telegraphers. In Reading, Pennsylvania, more than 1,200 boys and girls are attending continuation classes. Richmond, Virginia, has large numbers of boys and girls registered in evening classes of both an academic and vocational character, the expense being borne by the City School Board.

The General Assembly of Virginia, now in session, has under consideration a number of measures affecting the public school system. Among these are the following: increased revenue for school purposes, compulsory education, an educational survey, an increase in the retired teachers' fund, service of women as school trustees, the authorization of kindergartens as a part of the public school system, and giving the State Board of Education authority to apportion state school funds on a just and equitable basis—something better than school population alone. Some of these require amendments to the State Constitution, and this being a long and slow process, it is none too soon to begin it. Increased school funds, with longer terms, better salaries, and more secure tenure, will bring more competent teachers into the system; and this together with an adequate compulsory education law will bring the children, and then illiteracy and its attendant evils will become a thing of the past.
On February first began the new State administration, with the Honorable Westmoreland Davis in the office of Governor, and Superintendent Harris Hart, of Roanoke City, as head of the Department of Public Instruction. Both of these officials have pronounced in no uncertain terms their purpose to do everything possible for the cause of education in the Old Dominion. Both of them have said that they believe thoroughly in the necessity for better trained teachers, and both of them have declared that the elementary schools must be the chief concern—schools with longer terms, better paid and more competent teachers. We may confidently look forward to the next four years as an era of progress in school affairs in Virginia, and a period of bringing the schools into closer touch with the life and needs of the people of the State. Let us all co-operate to this end!

The first act of the new Superintendent of Public Instruction is to be highly commended, namely, the appointment of Dr. William R. Smithe as Secretary of the State Board of Education. It augurs well for the incoming administration to have a man of so high a type personally and professionally as Dr. Smithy as "second in command." He is a graduate of Randolph-Macon College, where he obtained both the A.B. and A.M. degrees, and has recently been awarded the Ph.D. degree by the University of Wisconsin. His experience has been broad, varied, and successful, and he goes into office with a liberal knowledge of every phase of public educational work in Virginia. The Department of Public Instruction and the entire educational interests of the State are to be congratulated on having him in this responsible position, which he will no doubt fill with abundant credit to himself and increasing value to the State.
WHAT THE MAGAZINES ARE FEATURING

THE NERVES OF A SOLDIER

An illustrated article in *The Scientific American* for January 5 describes the procedure which the United States is following in order to whip into shape a mentally fit army and thus avoid the incubus of men of scant mental and nervous reserve under which the European armies have suffered. The life of the man in the trenches is full of nervous stress from within and without, and only first-class nerves can meet the situation with success. This new military arm will do its best to cull out the men who are not built to withstand the nerve-strain of battle, and also to throw about the picked men when first they go to the front such safeguards as shall minimize nervous troubles. The rejects have expert attention from psychiatrists, and are usually given manual labor instead of places on the battle front. The neuro-psychopathic unit at Camp Lee is the first of its kind to be established. Three other cantonments are supplied with experts; and eventually every gathering place for enlisted and drafted men will have its neurological corps.

This new unit will save us the expense of sending to France those who are incompetent as soldiers, but who will be efficient in other callings here; and its corps of psychiatrists, psychologists, etc., will look after the mental and nervous disorders engendered by front fighting. Every means will be used to preserve the collective sanity of the modern soldier and to avoid the enormous losses suffered on this account by the European armies during the last three years.

PLAYGROUND KNITTING

The November *Library Journal* tells of a knitting campaign carried on in the playgrounds of Portland, Oregon, during the summer, when hundreds of children were taught to knit squares which were used later for comforters for the Serbian soldiers. The play-
ground conductors learned to knit, so as to pass on the knowledge to the children. Even the boys joined the knitting groups. Worsted was begged from every available source, department stores, etc., and the children collected all colors and lengths. Every week stories were told, usually of a hero or of patriotic nature, and poetry and ballads were read to the children. So many mothers came to the story hour as to afford opportunity to give little talks on drying and canning vegetables and general conservation.

The Rapid Advancement Class

In a late issue of Educational Administration and Supervision Miss Mulrey, of Cambridge, Mass., writes of a successful method by which the schools of that city makes provision for specially gifted pupils. From all the fifth grades of one district thirty pupils are selected who rank highest in conduct and scholarship; special courses are provided for them, covering two years, when they pass to the first year of the high school. Little drill is given in the classes, because the children are quick to see and retain; music, manual training, and drawing are given little prominence. Nature study is correlated with geography, physiology with science, and all with exercises in oral and written expression.

The Real Front

In one of the most brilliant first-hand accounts yet given, Captain Arthur H. Chute, of the Canadian Field Artillery, who has participated in some of the most spirited fighting of the war, tells, in the December Harper, of the battle line, its thrills and horrors, its heroism, and even its slang. Especially noticeable is the vein of cheerfulness, almost merriment, running thru his narrative. He says, "A man at the front who starts out to take it seriously will be in the madhouse in less than a month. The successful soldier of the trenches never loses an opportunity for happiness. He often develops into a more care-free, merry lad than he was at school ten years before. This light heart in the midst of danger and tribulation is our last invincible defense."
WHY OLD SONGS LIVE

In the same issue of *Harper*, but in striking contrast to the war motive, Richard Le Gallienne writes in his inimitably quaint and pleasing style a dissertation on man’s mysterious love of nonsense, particularly his love of nonsensical verses. This captivating quality begins its influence in our infancy, and continues to the end of life. The number of supposedly hard-headed business men who cut out jingles from the newspapers every day and hide them in their pocket-books is an eloquent witness to the ineradicable love of rhyming in the really human being. The greatest poets have indulged in the making of nonsense verses, tho seldom with such success as those unknown masters who gave us “Mother Goose” and our other nursery rhymes. Mr. La Gallienne gives an analysis of “Curly Locks,” “Polly Put the Kettle On,” and “Cross-patch,” whose appeal is greatly aided by the illustrations in full color, copied from paintings by Marion Powers.

A POET AND HIS CHILD FRIENDS

James Whitcomb Riley’s letters to and from children, edited by his nephew, E. H. Eitel, form the leading article of this magazine, and are full of illustrations by word and pencil of the warm heart and wonderful skill of the man who introduced the real child into American literature; who had no child of his own, yet won the love and admiration of a world of children. In him the children felt instinctively they had a friend who understood them, and so they wrote to him, greatly to his delight and satisfaction. At Easter, Christmas, and on his birthdays, the letters filled whole mailbags; on his last birthday, ten thousand messages came from children everywhere. Many touching and many amusing quotations are given by Mr. Eitel from the letters and the replies. A little boy wrote, “I tell you what, Mr. Riley, I was surprised to learn you was living, because I thought all poets was dead.” And a still more ungrammatical little girl, “I have never saw you and you have never saw me; but I wish I will see you some time.” Freest expression characterized them all; and the whole article should be enjoyed by all lovers of children and the children’s poet.
Science at the Front

The professor of physics at Johns Hopkins University, Joseph Sweetnam Ames, was sent abroad last spring as chairman of a committee of six to investigate the applications of science to war as illustrated on the western front. He writes in the January Atlantic Monthly an interesting account of the wonderful organization of scientific knowledge in the conduct of the many phases of the war; the complete co-operation of the staff, the men of science, and the manufacturers; as well as the use of the methods and apparatus of science in real hourly conflict on the battle line.

There is no branch of science that is not applied in this war. Geology tells where it is safe to make dugouts; where to dig for water or look for quicksands. Meteorology informs the artillery officer of the temperature of the air and its moisture-content, the strength of the wind at different levels; whether the roads will be frozen sufficiently to transport guns, etc. Chemistry, always recognized as essential to war, now finds materials for gas-masks, different kinds of gases with which to meet the enemy on their own ground; and many other items, including the investigation of inks, used in spy correspondence, to find out how to make them visible. Metallurgy has solved the problems of the substitution of other metals for ordinary steel, and the preparation of alloys having a light weight for use in aeroplanes, etc. Acoustics, a branch of physics, helps to detect the presence and position of the enemy by the sounds made by their guns. Physics includes also the phenomena of light; optical instruments have been greatly developed in quality.

The methods of camouflage may also be regarded as an application of the science of optics to the science of war, tho the unequaled artistic ability of the French combines well in this with their scientific ingenuity. New devices of great power have been designed by physicists for detecting submarines, and improvements are continually being made. The author gives as his opinion that in all these applications of science the Allies have marked superiority over the enemy.
Keeping School Under Fire

In the February number of the Atlantic Octave Forsant, inspector of schools in the hapless city of Rheims, relates some of his experiences in conducting the city schools during the German bombardment of 1915. He opened sixteen schools containing thirty-six classes, with 1500 children in regular attendance. Besides the usual advantages of having the children in school, they were there protected from the dangers of the street, where many others were killed. During the thirty months that the schools were in session, thirty-seven shells fell upon the school buildings and two of them went thru the roof—luckily while the children were absent—but not a single teacher or pupil was wounded.

The sessions of the schools nearest the enemy's lines were held in large cellars built to accommodate the champagne trade of Rheims; some of them were like tunnels one above the other. These were lighted by large kerosene lamps, gas and electricity having long been out of commission, and the essentials of ventilation, etc., were complied with. The classes were separated by partitions made of champagne cases, and the walls were covered with straw matting. In especially dangerous localities the teachers and the families of the pupils lived there for two years, going out very rarely.

The active life of these swarms of children in close proximity to heaps of ruins, under the constant threat of the German guns, and the fact that the teaching yielded abundant fruit, is unique in the humble annals of school-teaching.

The latter part of the article is devoted to poignant extracts from the journals kept by the teachers, narrating the terrible things that happened daily before their eyes, and incidentally revealing the bravery and resourcefulness, the indomitable spirit, of these daughters of France under the racking nerve strain, hardships, and privations of that memorable time.
OUR BIRTHRIGHT OR A MESS OF POTTAGE

Dean West, of Princeton, writes for the leading article in the December Educational Review, a digest of the conclusions of the Princeton Classical Conference which met in June and has aroused intense and wide-spread interest among educators. This conference was not a mere rally of friends of the classics, nor an attack on anybody; in fact, teachers of the classics were excluded from the program. It was called into existence first as a protest against recent unfair attacks on the classics, but its main purpose was to oppose the creation of the so-called modern school from which the study of the classics was to be definitely excluded, without at the same time establishing another school of the other type with equal resources, so that both kinds of education may be tested in a really scientific manner and on equal terms. It was not called to oppose vocational education or modern studies; on the contrary, it was expressly favorable to them. But the results shown in Germany of training merely for practical efficiency have greatly strengthened the belief of many that the discipline of mind and heart which will be necessary in training the youth to the high power necessary to restore civilization to the earth after the war, must be obtained from the rigor of mathematics, the exactness and refinements of the classics, the laws of science, and the visions of philosophy. Thus our education will be newly constructed and based on the ideas of discipline and duty which will lead to the one true efficiency, the one hope of safety and progress.

EDUCATION IN COPENHAGEN

Another evidence of the revulsion from the results of the German system of education so long a model for our country, is the turning to other countries older than ours for suggestions in regard to improvements in methods and administration. Miss Edith Sellers gives in the Educational Review an account of her observation of the schools in Denmark. Education is compulsory in fact as well as in theory. It is considered "bad form" not to send a child to school regularly. But the distinguishing feature of the system is the sift-
ing of the school children so as to insure the best that can be done for each of them. They are divided into five classes according to their ability to learn; one for those of average intelligence; one for those a little below the average; and another for those so far below the average that they must be taught by special methods if they are to learn at all. There are also classes for the deaf, blind, etc., and one for the children who by a competitive examination, when eleven years old, prove that they are of especial ability.

The Danes boast that in their country there is no "unenlightened class," and with good reason. Miss Sellers says: "I have never yet met a Danish working man who could not read and write. And I have found there a servant maid who quoted Shakespeare upon appropriate occasions; a coachman whose most valued possession was a Milton; and an old-age pensioner who knew more about Cromwell than I did."

M. I. B.
REVIEWS OF RECENT BOOKS OF IMPORTANCE TO TEACHERS


As its title indicates, this is a guide-book to the making of surveys of institutions for the training of teachers by those directly connected with the institution surveyed and chiefly for the benefit of the surveyors. Such an investigation as is suggested by this book can not be otherwise than helpful, unless it be that those who thus become acquainted with the facts of the case do not wish to be helped by them. The plan of the work follows the co-operative survey of the Wisconsin Normal Schools, made in the year 1912-14. One of the authors, Dr. C. G. Pearse, is President of the Milwaukee Normal College and was Chairman of the Committee of Normal School Presidents which had a large share of the work connected with the survey, while the other author is the Director of the Institute for Public Service, of New York City, which is doing an intensely active work in promoting the progress and efficiency of school and other public interests throughout the country. The book is filled from cover to cover with searching questions and suggestive comments, which if applied to any institution of this type must discover exceedingly valuable facts hitherto unrecognized, and present food for thought as to how important reforms and improvements may be effected. Every phase of the school work is considered—general administration, faculty, students, courses, material equipment, etc. It is to be hoped that many teacher-training schools will make full use of this valuable work in endeavoring to see themselves as others see them, or ought to see them, and to find a way leading to broader and more efficient service. Public-school men in general will find much of interest and value in the suggestions offered here. While in many respects destructive of traditional methods in vogue in many institutions, yet it must be decidedly constructive for any institution which will conscientiously and impartially seek to follow its lead and to profit thereby.

J. A. B.
The Readjustment Movement in Virginia, by Charles C. Pearson, Ph. D., professor of political science in Wake Forest College. (Yale University Press, New Haven, Conn. Price, $2.00.)

All students of American history who read Professor Pearson’s admirable paper in the July, 1916, issue of the American Historical Review, on the Readjuster Movement in Virginia will be delighted to have his recent book on the same subject. The work is mainly a first-hand study, based upon public records, private manuscripts, contemporary periodicals, and other sources largely contemporary. It is the only extended account of this interesting and important period that is available in print, tho the movements of the time have long been historic by tradition. Accuracy, judicial spirit, and readable style are notable features. The maps add value. Dr. Pearson is to be congratulated upon this valuable contribution to Virginia and national history. His book, with those recently published from the pens of Tyler, Bruce, Munford, Stanard, Wertenbaker, Aller, Eckenrode, Robinson, Anderson, Heatwole, and others will go far toward making the road easy for the intensive study of advanced history students in the Old Dominion and adjacent States. Residents of the Valley will appreciate especially what Pearson’s book contains about O’Ferrall, Stuart, Moffett, Riddleberger, Paul, Lewis, and other of their geographic associates.

J. W. W.

Education of Defectives in the Public School, by Mata L. Anderson. (World Book Co., Yonkers-on-Hudson, N. Y.)

This little volume of one hundred pages is one of the School Efficiency Monographs. It bears a message of encouragement and hope far bigger than its size and plainness predict.

Miss Anderson impresses her readers with the importance and gravity of her subject, but it is a spirit of helpfulness, of humanity, and of happiness that makes this book reach deeper than can any volume of methods.

Her lesson is “Begin where the child is.” From that point his training goes satisfactorily and steadily
along thru a well planned kindergarten course, departmental division, and trade classes, to the end that he may fill some useful place and under supervision live a happy, social life. The problem of training a small mind in a large body is worked out in principles that are in harmony with the aims of education and also with the nature of the defective child.

E. S.

American Patriotic Prose; With Notes and Biographies, by Augustus White Long. (D. C. Heath & Co., Boston.)

In this volume of 389 pages have been assembled a collection of brief prose writings which give a fine interpretation of the spirit of America from the time Captain John Smith set his adventurous foot upon the soil of Virginia down to the present vivid moment when the soldiers of the New World and the New Era are pouring into France. The book is good reading for all our citizens, young and old, in the schools and in the homes. It may be used by teachers of history as a source book, by teachers of literature as a portfolio of selections, and by teachers of civics as a mirror of patriotism in past times of crisis. The whole period of English history on this continent is covered, and the writers whose masterpieces are given represent all parts of the United States.

J. W. W.

An Historical Introduction to Social Economy, by F. Stuart Chapin. (The Century Company, New York.)

This is an octavo volume of 316 pages, with numerous illustrations from photographs and drawings. Economic conditions among the Greeks and the Romans, industrial development at the end of the Middle Ages, great social revolutions of modern times, the transition from remedial to constructive charity and preventive philanthropy, are some of the topics presented. As an introduction to the study of industrial history, sociology, or economics this work will be found appropriate and helpful. A classified bibliography is appended.

J. W. W.

This is a book with a definite purpose: to set forth the aim and value of The Imagist Poets. The author admits within this somewhat exclusive group only five others besides herself—three Englishmen, who are debarred from a place in the book by its title, with John Gould Fletcher and the lady who writes under the pseudonym of “H. D.” Other Americans are discussed as leading to this Imagist movement, this “revolt against the immediate past”—against what the author speaks of as “the frozen didacticism of Matthew Arnold” and “the sugared sentimentality of Tennyson.”

E. P. C.


When a copy of this book was handed me for review, I was attracted by the neat and artistic binding. The content of the book is excellent for reference, and it is to be regretted that the binding is not in a durable form.

There is a most interesting History of Textiles, written in a clear, concise manner. The history of costume is good. An outline is given at the beginning of each period, which is followed by a short but comprehensive description of the fashions of that period, bringing out the more important and conspicuous points.

Ruskin has written: “Good taste is essentially a moral quality. Taste is not only a part and an index of morality. It is morality. The first, last, and closest trial question to any living creature is, ‘What do you like?’ The entire object of education is to make people not merely do the right things, but enjoy the right things.

If personality is the visible expression of character, if it distinguishes the individual, and if it is the sum of his vitality and mentality, then there is no doubt that our clothes are seriously to be considered.
Color is an outer expression of a person's refinement and culture. In designing a gown, one should realize that color has meaning and should choose hues to express either color combinations or ideas, thus striving for harmony rather than confusion. Intelligent omission of superfluous color design may not be safely ignored, lest it result in the wrong effect.

An observing French woman felt this so strongly that she said, "It is, perhaps, allowable to be sentimental in a sky-blue bonnet, but one must never cry in a pink one!"

C. B. MCM.

Marketing and House Work Manual, by S. Agnes Donham. (Little, Brown and Company, Boston.)

Heretofore books containing useful material for the housewife have been written in such detailed form that the hurried woman preferred learning by experience rather than by tedious study of such a book. In the Manual the author has brought her material before us in such a short, exact way that it fills a need long felt by the housewife. The book contains forms of market charts, helps in marketing, suggestive dishes to aid in menu making, simple tables to use in planning menus, helps in taking food inventory, methods for cleaning and house inspection, etc., all presented in a practical way. The book was written for the housekeeper after twenty years of study and experiment in scientific household management. It would prove valuable to the experienced as well as the inexperienced homemaker.

E. B.


Miss Pope has published the Dietary Computer especially for the use of nurses and those who have not an extensive knowledge of dietetics. The classifications of foods are good. There are included standard tables for the composition and calorie value of foods, and the recipes are accurate and will prove a valuable and suggestive source of information for nurses and others who need to make use of special diets.

E. N.
The School Nurse, by Lina Rogers Struthers, R. N. (G. P. Putnam’s Sons, New York. Price, $1.75.)

The school nurse has become a great factor in community welfare and has strengthened the intimate relations between the school and the home. By virtue of her pioneer labor in this special branch of nursing and because of her subsequent extensive experience and recognized position in the field, the author is fitted, as are few others, to counsel and guide those who are engaged in, or contemplate pursuing the profession of, nursing. The book presents a well planned and admirably executed survey of the duties and responsibilities of the nurse in the maintenance of health and physical perfection and the prevention of disease among school children.


This book represents a revision and enlargement of an older popular work by the same name. It is designed to meet the needs of both parents and teachers. For the authors the term religion includes broad conceptions of morals. Religion and morals are fundamental to individual and national life; the present need is more systematic training in these fundamentals. The home and school are important institutions in training. In the day of the child every individual ought to be broadly educated. A commendable feature of the book is a summary, at the end of the chapters, of the virtues and of the vices, covering the various fields discussed. The use of stories is well featured as a means of setting ideals and habits. These topics are discussed in detail: bodily and intellectual life; the family; social life in relation to school, community, and animals; economic, political, aesthetic life; expressive activities. The full range of activities and ideals seems to be given. Most admirable bibliographies are appended. The subjects that should be taken up in the different grades are outlined. Many educational experts believe we should have definite moral training in the grades, as well as at home. This book perhaps meets this need most fully so far.

W. T. S.

This more or less popular treatment of applied psychology includes an introductory chapter which defines the limits of the subject and as well chapters devoted to each of these topics: Influence of Heredity upon Achievement; Family Inheritance; Efficiency and Learning; Influence of Sex and Age on Efficiency; Environmental Conditions; Work, Rest, Fatigue, and Sleep; Drugs and Stimulants; Methods of Applied Psychology in Special Fields; Psychology and the Executive; Psychology in the Workshop; Psychology and the Market; Psychology and the Law; Psychology for the Social Worker; Psychology and Medicine; Psychology and Education; The Future of Applied Psychology.

A number of new conclusions which have hitherto appeared only in the monograph and periodical literature are incorporated in this book. A fine sense of proportion is displayed throughout. Disputed issues are seldom raised. To the student of psychology and to a small number of lay readers it will be regrettable that the authors did not include a bibliography or at least footnotes giving definite references to the authorities cited.

The timely topics, the readable style, and the general interest of the subject ought to mean many readers for this book. Wide range of subjects will insure meeting the interest of every one. The book is strongly recommended as a general work in this field. W. T. S.
The school has rented "The Smythe House," adjoining the campus, and has fitted it up for a home where the Household Arts Seniors can practise what they teach. Six of them will live there during this quarter and take turns in the various activities of housekeeping; six others will succeed these next quarter. Mrs. Moody has the supervision of this work.

Miss S. Frances Sale is on a half-year's leave-of-absence for the purpose of study at Columbia University. Her sister, Miss Annie Elizabeth Sale, a graduate of this school, is supplying for her during her absence. Miss Annie Sale is a Home Demonstration Agent of the counties of Warwick and York.

Mr. Cornelius J. Heatwole resigned from the faculty of this school the first of the year to accept the professorship of Philosophy and Secondary Education in the University of Georgia. Mr. Heatwole was connected with this school from its first opening and attained a wide recognition of his splendid attributes as a teacher of superior ability. All share in the wish for a continuation of the fine success that has hitherto crowned his work.

"Red Cross Dietetics," is a new course given this quarter by the Household Arts Department.

A number of new courses are being planned for the spring quarter to meet the request of the United States Food Administration that as many as possible of our students be prepared to serve as special assistants for food conservation during the coming summer. All the students in the school will receive some instruction in the subject.
Honor List for the First Quarter, 1917-18

The following students made Honor List grades in their classes during the First Quarter, ending December 20, 1917:

**Grade “A” on all subjects:**

Misses Frieda Atwood (Junior)
Ada Lee Berrey (Post-graduate)
Hazel Davis (Junior)
Mamie Eppes (Junior)
Susie Hawkins (Junior)
Mae Hoover (Junior)
Mary E. Jones (Junior)
Frances Kemper (Junior)
Mildred Kidd (Junior)
Katherine Lewis (Junior)
Merla Matthews (Junior)
Eva Rooshup (Junior)
Verlie Story (Junior—2d consecutive qr.)
Eva Sullivan (Junior)
Genoa Swecker (Junior—2d consecutive qr.)
Ruth Witt (Post-graduate)

**Grade “A” on all subjects except one, which is a “B”:**

Misses Olga Beck
Nellie Critzer
Frances Dawson
Tillie Derflinger
Esther Derring
Lula Eppes
Kathleen Fletcher
Eloise Hinton
Ruth Holland
Annie K. Hundley
Dorothy Lacy
Mary Lancaster
Blanche Leavell
Anna Lewis
Daisy McEnally

Helena Marsh
Ruth Marshall
Penelope Morgan
Elizabeth Murphy
Mary Nelson
Elizabeth Nicol
Mamie Omohundro
Ella Peck
Margaret Proctor
Sara Roller
Frances Rolston
Ruth Sullivan
Helen Tatem
Dorothy Williams
Grade "A" on all subjects except two, both of which are "B":

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<th>Name</th>
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<td>Misses Nell Acree</td>
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<td>Grace Anderson</td>
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<td>Virginia Zirkle</td>
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SENIOR LIST, 1917-18.

The official senior list for the session of 1917-18, complete to the beginning of the Winter Quarter, is as follows:

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<td>Bryan, Margaret Amanda</td>
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<td>Fisher, Francois Grace</td>
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<td>Fletcher, Connie Emily</td>
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<td>Goldman, Rebecca M.</td>
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<td>Lifesay, Mary Claiborne</td>
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<td>Pierce, Mary Gertrude</td>
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<td>Primrose, Elizabeth M.</td>
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<td>Householder, Marguerite A.</td>
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<td>Williams, Dorothy Weaver</td>
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<td>Brown, Emmie Anderson</td>
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<td>Crigler, Beulah</td>
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<td>Critzer, Nellie Martin</td>
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<td>Derflinger, Tillie Jenkins</td>
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<td>Derring, Esther Clara</td>
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<td>Foreman, Georgie Etta</td>
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<td>Hawkins, Susie Moffatt</td>
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<td>Hoover, Helena Mae</td>
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<td>Kane, Stella Virginia</td>
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<td>Kidd, Rosa Mildred</td>
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<td>Lane, Ella May</td>
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<td>McDonald, Rora Etta</td>
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<td>Marsh, Helena</td>
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<td>Matthews, Edna Earl</td>
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<td>Peck, Ella Margaret</td>
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<td>Reaves, Christine</td>
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<td>Styne, Mary Virginia</td>
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<td>Walden, Banie Emilie</td>
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<tr>
<td>Wilson, Katie</td>
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HOUSEHOLD ARTS

Acton, Helen Primrose
Bell, Gretchen Parr
Furr, Catherine Laura
Garden, Mary
Gregory, Mattie
Kellam, Loulie Catherine
Lake, Louise Lewis
Layman, Pauline Elizabeth

McClung, Mary Katharine
Moore, Irene Muriel
Seebert, Mary McKee
Speas, Rachel Josephine
Speoner, Dorothy McKinley
Webb, Margaret Louise
Whitney, Marguerite Helen

GRAMMAR GRADE

Acree, Nell Louise
Bishop, Carrie Elizabeth
Broughton, Katherine V.
Crawford, Annie Lee
Fletcher, Elizabeth K.
Girard, Lucetta Audrey
Grant, Flossie Belle
Guthrie, Willie Tom

Hoshour, Mildred Elizabeth
Lee, Clara Elizabeth
Nash, Mary Hall
Omohundro, Margaret V. L.
Rubush, Sarah Elizabeth
Snider, Lemma Gertrude
Warren, Dallas

ONE OF LIFE'S EARLY PROBLEMS

What's er 'zamernation?
    Jest a lot o' junk
Of teacher's zaggeration,
    To make a fellow flunk!

Jest a botheration,
    Here in time o' war;
'Tain't no muneration,
    So far as I have saw!

No 'count comhernation!
    Yes-sur-ree, sur-ree!
Call it "education!"
    Der soljer's life fer me!

Martha Fletcher
The Normal Bulletin

Organizations

The Norfolk Club has organized with eighteen members. Esther Derring is president; Katherine Oldfield, vice-president; Helen Tatem, secretary and treasurer.

The post-graduate class, the first in our history, has organized and elected Esther Buckley, Fairfax County, president; Delucia Fletcher, Harrisonburg, vice-president; Ruth Witt, Roanoke, secretary; Virginia Zirkle, Harrisonburg, treasurer.

The juniors, who now number one hundred and sixty-two, elected for their president Frances Kemper, Rockingham County; vice-president, Pauline Callender, Rockingham County; secretary, Elizabeth Black, Augusta County; treasurer, Mary Stallings, Suffolk.

The Y. W. C. A. officers are: president, Margaret Webb, Norfolk; vice-president, Audrey Girard, Staunton; secretary, Hazel Davis, Fairfax County; treasurer, Pauline Callender, Rockingham County.

The Student Government Association has elected as vice-president Anna Lewis, Rockingham County; and as secretary, Laura Henley, Norfolk. The president, Dorothy Spooner, was elected last spring.

The Glee Club, which has seventy members, chose Dorothy Williams, Newport News, president; Ruth Witt, Roanoke, vice-president; Mary Lifsey, Greensville County, secretary; Esther Buckley, Fairfax County, treasurer; Helena Marsh, Norfolk, librarian.

The senior class has elected the following officers: Madge Bryan, Norfolk, president; Lemma Snider, Rockbridge County, vice-president; Kathleen Fletcher, Fauquier County, secretary; Audrey Girard, Staunton, business manager; Georgie Foreman, Norfolk County, treasurer; Dallas Warren, Petersburg, sergeant.

The election of the staff of the annual, The School-ma'am, has been completed. Helena Marsh, Norfolk, is Editor-in-chief; her assistants are Frieda Atwood, Warren County; Ada Berrey, Madison County; Esther Derring, Norfolk; Grace Gaw, Charlottesville; Frances
Kemper, Rockingham County; Anna Lewis, Rockingham County; Margaret Menzel, Norfolk;Lemma Snider, Rockbridge County; Elizabeth Primrose, Surrey County; Margaret Proctor, Charlotte County; Ruth Witt, Roanoke; Virginia Zirkle, Harrisonburg.

A feature of general interest and gratification to the students, faculty, and alumnae of our school is the annual banquet held sometime during the State Educational Conference. There was unusual value in the meeting this year. The brief addresses made by each person present told the story of educational progress in many sections of the state; the interest, the enthusiasm, and the splendid spirit of service manifest on all hands told a significant story. It means much to the future of the profession of teaching in our state. The names of those in attendance are as follows:

Mr. Burruss, Dr. Sanger, Mr. Keister, Miss Gregg, Miss Seeger, Miss Sale, Miss Shaeffer, Mr. Johnston, Harrisonburg; Rosa Tinder, Norton; Lillian Still, North Tazewell; Janie Still, Tazewell; Jennie Loving, Wilmington; Margaret Magruder, Esther Hubbard, Ellen Bowman, Roanoke; Janet Farrar, Clifton Forge; Alice Rouse, Richmond; Mrs. Horace Smith, Salem; Ruby Morgan, Vinton; Mrs. S. E. Bonsack, Vinton; Ruth Witt, Mrs. Dance, Roanoke; Lillian Gilbert, Manassas; Ethel Gilbert, Amherst; Caroline Elsengberg, Blue- 

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Notes and News

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Mr. Burruss, Dr. Sanger, Mr. Keister, Miss Gregg, Miss Seeger, Miss Sale, Miss Shaeffer, Mr. Johnston, Harrisonburg; Rosa Tinder, Norton; Lillian Still, North Tazewell; Janie Still, Tazewell; Jennie Loving, Wilmington; Margaret Magruder, Esther Hubbard, Ellen Bowman, Roanoke; Janet Farrar, Clifton Forge; Alice Rouse, Richmond; Mrs. Horace Smith, Salem; Ruby Morgan, Vinton; Mrs. S. E. Bonsack, Vinton; Ruth Witt, Mrs. Dance, Roanoke; Lillian Gilbert, Manassas; Ethel Gilbert, Amherst; Caroline Elsengberg, Blue- 

The names of those in attendance are as follows:

Mr. Burruss, Dr. Sanger, Mr. Keister, Miss Gregg, Miss Seeger, Miss Sale, Miss Shaeffer, Mr. Johnston, Harrisonburg; Rosa Tinder, Norton; Lillian Still, North Tazewell; Janie Still, Tazewell; Jennie Loving, Wilmington; Margaret Magruder, Esther Hubbard, Ellen Bowman, Roanoke; Janet Farrar, Clifton Forge; Alice Rouse, Richmond; Mrs. Horace Smith, Salem; Ruby Morgan, Vinton; Mrs. S. E. Bonsack, Vinton; Ruth Witt, Mrs. Dance, Roanoke; Lillian Gilbert, Manassas; Ethel Gilbert, Amherst; Caroline Elsengberg, Blue-
PERSONAL MENTION

Irene Sibert and Rachel Orndorff are members of the teaching staff this year at Stephens City, Frederick County. Recently they participated in a teachers conference in the city of Winchester.

Pearl Haldeman is teaching at Middletown, in her county of Frederick. She may always be counted on whenever there is a chance for helpful service to her Alma Mater or the cause of education.

Florence Laws Fielder and Annie Ballard are teaching in Winchester. They, with other “Normal folks,” were present on the evening of December 7, at an enjoyable reunion held at the Crystal Cafe by Miss Gregg.

Orra Otley sends a message of good cheer from Asheville, North Carolina, where she is teaching this session. We think that those fine descriptions that Nan Morrison used to give of the Land of the Sky must have had a definite effect in this case.

Freida Johnson still keeps in vital touch with Lovettsville, but she does not forget her friends of Blue- Stone Hill. Now and then they get a message from her.

Edith Suter started upon a full post-graduate course last fall, but a new kindergarten in Dayton called to her so insistently that she had to give heed. However, she manages to come in every day or two for some work at the Normal.

Florence Myers is teaching near her home city of Lexington, under the shadow of House Mountain and within easy reach of the famous Natural Bridge. Such features of nature seem to lend a helpful inspiration.

Agnes and Mary McCown of Rockbridge have not yet returned for graduate work, but they have sent their sister to us this year. This we count as a promising sign in every respect.

If anybody could forget Virginia Eppes, her continued loyalty to her Alma Mater would not allow him to do so. Her last message came from Jarratt, Sussex County.
Mary Lancaster Smith continues her splendid work in Richmond in connection with the Young Women’s Christian Association. At the same time she makes an opportunity now and then to let the people at Harrisonburg know that she does not forget.

Mrs. Jessie H. Bostwick, of Savannah, Ga., who was a summer student several years ago, has a warm spot in her heart for Harrisonburg and the Normal. She is a poet of no mean ability, and the following lines strike the keynote of her spirit when she thinks of us:

"'Twould be an awful lonesome world
If there should be no friend;
'Twould be an awful place to live
If Christmas should end."

Susie Rabey, in sending a message to "one who wasn’t there," writes: "So sorry I did not see you in Roanoke, but hope to come back to Blue-Stone Hill in June and see all of you."

We like such hopes as this.

Amelia Brooke sends the following holiday sentiment: "The special charm of Christmas is the assurance it brings that we live in the memory of our friends."

Certainly no one is better entitled to such assurance than Miss Amelia.

Vivienne Mays is making a fine success of teaching, as is shown by the fact that this is her third session at Vienna, Fairfax County.

Virginia Roller, who has taught for a year or two in Roanoke, was married in that city on December 1, to Mr. Samuel Brown Hulvey, of Harrisonburg. Her many friends at the Normal and in Rockingham County will welcome her back to the land of her fathers.

Ruby Worley and Ora Swecker are teaching at Centerville, in Augusta County. They are near enough to Harrisonburg to pay us an occasional visit.

Marguerite Hughes has been making a fine record as a teacher, at Crozet, in her county of Albemarle. It is a gratifying fact that so many of our graduates and other students go back to their own communities and work there. She was married December 26, to Mr. William Warren Washington.
Bertha Burkholder is spending the winter in Pennsylvania and has accepted a position as teacher in the school at Birdsboro. She says: "I had quite a problem to deal with when I first took charge of the school, but I feel more encouraged as the days go by and I am liking school-teaching much better than I ever thought that I should like it."

Esther Hubbard is making a name for herself as a teacher in her city of Roanoke. She, with Mrs. Esther Coulbourn Dance, Lois Yancey, and others, proved her loyalty and efficiency in arranging the Thanksgiving luncheon.

Elizabeth Pugh is taking a course of training in scientific nursing at the Johnston-Willis hospital in Richmond.

Beatrice Eshelman re-entered upon her work at the Normal last September, but Uncle Sam needed her so much that she soon felt it her duty to go to Washington. She is now doing her bit in the War Department.

Edna Hyer Newbanks, formerly of Orlando, Florida, is now living in Atlanta, Ga. Her friends may be pretty certain that some of the first stories her baby boy will learn will relate to Blue-Stone Hill and the beautiful Shenandoah Valley.

Kathleen Henkel and Lillian Craig are teaching again at Deerfield. They have recently given evidence of professional spirit by sending a former instructor an interesting souvenir of their researches.

Lois Yancey holds a good position in the Roanoke schools. She was one of those of our alumnae who were responsible for the marked success of the school luncheon in that city at Thanksgiving.

Kathleen Watson, who was compelled to give up her work at the Normal temporarily last spring, owing to the serious illness of her father, is this session teaching in Charleston, West Virginia. Her father’s health is so much improved that her friends are hoping she will soon be able to complete her course for graduation.

Mary Westbrook, of Danville, was married on Octo-
ber 25 last, to Mr. Herbert Hawkins, of Harrisonburg. All the friends of these young people will be pleased to find them at home so near Blue-Stone Hill.

Minnie Herndon, of Alexandria, is proving herself devoted to her work by sending souvenirs of her historic city to the children whom she taught in Sunday school during her stay in Harrisonburg.

Bessie Parrish is teaching near her home at Rose-land and is taking some definite steps for the development of patriotism thru her school.

Susie Page Beery was married on December 20, to Mr. David Lionel Gillions, of Northampton County, who has been principal of the Mt. Clinton high school during the last session or two.

Louise Stanton is teaching in the Claremont High School, on the James. She is near the historic Brandons and the celebrated Dancing Point, where once a certain Mr. Lightfoot, according to tradition, won a doubtful victory by outdancing his Satanic Majesty.

Geneva Moore is school principal at Rectortown, in Fauquier County. She is finding her work as teacher and leader of various neighborhood activities quite interesting; and her many friends in Harrisonburg are pleased to have her so near.

Helen Heyl is teaching at St. Anne’s School, at Charlottesville, and is leading a group of Camp Fire girls. She says: “Please remember me to all my friends at Harrisonburg.”

Christine Stanton is still near enough to see the “blue-stone walls and red tile roofs” of the Normal buildings every day. She is dietitian at the Rockingham Memorial Hospital.

Lucy Blankenbaker was married on May 15, 1917, to Mr. E. Elmer Hughes of Harrisonburg. Living in Harrisonburg, she is within convenient reach of the Normal, where we trust she will be a frequent visitor.

Zola Hubbard, from Chatham, and Nellie Pace, from Ridgeway, send greetings. We are well satisfied that they are giving a good account of themselves in their respective places of work.
Mary Gound is teaching in the high school at Luray. In addition to her work in her specialties, she is teaching one or two extra classes.

Lillian Millner was married at Norfolk on December 27, to Mr. David Silor Garrison, formerly of this place. Mrs. Garrison is well known among the educational leaders of this part of the state.

Nannye McGlaughlin was married on January 2, 1918, to Mr. Paul White Pinkerton, of Harrisonburg.

Louise Leavell is teaching at Orange, where she has been making a record for herself since her graduation.

Carrie Strange was married at her home in Rivalton on January 1, 1918, to Mr. Warfield Bear, of Rockingham County.

Mabel Kiracofe is teaching at Bailey’s Cross Roads. Whenever she wants to hear something fine in the way of music or see something good in the way of art she just goes across the Potomac to the National Capital.

Ola Peffer was married on September 14, 1917, to Dr. Archie Carlyle Painter, in the city of Winchester. The only objection we have is that she did not tell some of her friends till Christmas.

Sarah Shields, who went as a missionary to India a year or two ago, is very enthusiastic over her work. She is conducting a teacher-training class in the girls’ boarding school at Hoshiarpur, in the Punjab. She has recently ordered a lot of textbooks from the United States—the English text books she thinks are excessively and unnecessarily dry.

Stella Thompson is teaching near Washington. She contributed an interesting article to a recent number of the Virginia Journal of Education.
Shoe Fashions

Women’s Oxfords for Spring

OXFORDS are to be in great favor this Spring, as is evidenced by the great demand we are already having for them.

There are many dainty little touches to these handsome Spring styles that set them off in a most delightful way, and we promise a real treat if you will call and slip on your size in your particular choice.

Pumps are always dainty and popular and you will see a variety of charming models in patent, black, tan and gray—with high curved heels and medium and low straight heels.

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