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

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THE VIRGINIA TEACHER

February, 1924

School Consolidation
R. K. Hoke

Teachers Colleges—A National Movement
S. P. Duke

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Zelma Wagstaff

The Episcopal High School—A Review
Rev. Walter Williams

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THE VIRGINIA TEACHER

VOLUME V FEBRUARY, 1924 NUMBER 2

THE PLAN AND COST OF OPERATING THE SCHOOLS OF PRINCE GEORGE COUNTY, VIRGINIA

Abstract of address delivered before the Rural Education Section, Department of Superintendence, National Education Association, at Chicago meeting, February 27, 1924.

From thirty white schools to eleven since 1920—such is the record of consolidation in Prince George County, Virginia. As a result of this program, every white child in the county can sleep at home, attend high school each day, and get back home at night without having to walk more than two miles to school or more than one mile to some means of transportation. Our percentage of attendance has increased from 70% in 1920 to 91% in 1923.

The high school enrollment has increased three fold, and educational opportunities have been made equal for all children.

The development of the school system of Prince George County has been characterized by a State wide change in the County Unit plan of operation, and by a series of rather carefully planned consolidations.

By a division, we mean in Virginia, a unit of school administration composed of a county, a city, a county and a city, or two or more counties. By a district, we mean a political unit composing a part of the county. It corresponds to the township in many states. Under the county unit law, which became effective Sept. 1, 1922, one member of the school board is appointed for each district and these district members so appointed form the county board of education.

The school division of Prince George County and the City of Hopewell, covering an area of 294 square miles, with a school population of 5000, with a property assessment of $10,000,000, and with an annual source of revenue of approximately $210,000 for school purposes, has attempted to provide a system of schools which will give every white child in the division the advantages of standard elementary and high school education.

Before the year 1920, there was no such thing in the division as equalization of educational opportunities. There were three accredited high schools, accessible to less than 50% of the school population, and 27 small elementary schools, most of which were one and two room schools, with meagre equipment, poorly trained teachers, and with short terms.

Two of the five districts had no provision whatsoever for high school instruction, and only one district was attempting to offer high school instruction to all its children. One teacher had an average daily attendance of 9.6 pupils and another teacher had 39.8. Some children were walking six miles in order to get to school, while others were being transported at the expense of the county.

A careful study of conditions soon convinced our school officials that consolidation of schools and transportation of pupils were essential to the equalization of educational opportunities. The school district was made the unit. During the following year, consolidations were made, and each district had one central school in which high school instruction was offered. School trucks began bringing in pupils to these schools from all parts of the districts. Because of bad roads and peculiar local conditions three small schools are still operated, but pupils in the upper grades are transported from these schools to the larger central schools. At present all of our children have the opportunity of attending high schools. The number of white schools has been reduced from 30 to 11.

Costs

The increased costs incident to this change were very small indeed, especially so when compared with the advantages offered. In 1920 the average salary paid all white teachers was $780.70. In 1923 this average was $886.20, an increase of 13%. During this period of time, the average increase in teach-
ers' salaries in the United States as a whole was 21%; so, in our division, there certainly has been no increased cost of instruction chargeable directly to our program of consolidation. When we consider that the average annual salary paid all teachers in the United States in 1923 was $1020.00, according to Dr. Even- den's study, we see that our cost of instruction has not increased so much as it should have.

The per capita cost of instruction in the elementary grades based on average daily attendance was $22.59 in 1920 and $29.66 in 1923, an increase of 31.3%. Here again we are somewhat below the national average. In high school, the per capita cost of instruction has increased from $50.00 in 1920 to $58.70 in 1923, or an increase of 17%.

The annual cost per pupil transported to school is $26.00. The cost per pupil housed in new buildings erected during our period of consolidation was $96.15. These buildings are the "C" type as defined by the American Institute of Architects. The per capita cost of general control is $1.45; of operating expenses $5.93; and of maintenance $1.50. The average total tax rate for school purposes has increased from 88 cents per hundred dollars worth of property to $1.00 or 13.6%. This increased rate provides for interest and sinking fund for bonds issued for capital outlay, as well as for other expenses.

Pupil Accounting

Our record in pupil accounting is somewhat encouraging.

The percentage of attendance has increased from 70% in 1920 to 91% in 1923. Our consolidated schools seem to hold stronger attractions for our pupils than did the smaller schools. The percentage of all pupils in high schools has increased from 5% in 1920 to 14% in 1923. In this respect we are somewhat above the national average.

The percentage of elimination in grades one to four in 1920 was 17; and this was the same in 1923. In grades five to seven the percentage of elimination has decreased from 21% to 15%. In high school elimination has decreased from 12% to 10%. Our schools are holding pupils longer than they formerly did, especially in the higher grades.

Also there seems to be a better adjustment of pupils to the course of study and perhaps a more intelligent and sympathetic classification of pupils, for the percentage of failures has decreased. In 1920 in grades one to four, 25% of the pupils in average daily attendance failed of promotion, as again 16% in 1923. In grades 5 to 7, 11% failed in 1920 and 9.3% in 1923. In high school 9% in 1920 as against 4% in 1923 failed to advance their classification. By failures we mean pupils who failed in more than one subject. The average number of pupils per teacher based on average daily attendance was 19.1 in 1920 and 26 in 1923. If we subscribe to the theory that a teacher can teach 26 pupils successfully, then our program of consolidation has effected an economic saving of 36% without any definable loss in instruction.

All accredited high schools in Virginia must have an annual term of 180 days. Consequently, when high school opportunities were provided for all parts of our division the average length of term was increased from 174 days to 180 days per year.

Transportation

Two hundred of our pupils are transported on an electric car line at a per capita annual cost of $6.75. Five hundred others are transported on motor trucks, practically all of which are Ford one-ton trucks, at an average annual per capita cost of $26.00. In every case except one, bids were received and contracts were made with individuals who furnish their own trucks, at an average annual cost of $29.00 per pupil transported. As an experiment one truck was purchased last year by the school board and a large school boy was employed to operate it. This truck has been operated at an average annual cost of $21.00 per pupil. This estimate fixes the life of the truck at three years. School owned trucks are probably 40% more economical for us than are privately owned trucks, which fact will very likely cause our School Board to purchase more trucks next year.

Administration

From the standpoint of administration, our division is composed of two distinct units, one for the city of Hopewell and the other for Prince George County. This arrangement is fixed by state law which provides for a system of schools in each city and county. These two units are about equal in school population. There is a separate school board for each unit of the division, but the central offi-
ces are the same for both. The superintendent, clerk of the county school board, stenographer, home demonstration agent for the county, visiting teacher and attendance officer for the city all occupy the central offices. Two separate systems of record are kept.

The superintendent is the executive officer for both systems and all records, financial and otherwise, are kept under his general supervision. Both school boards meet regularly once a month, on different days, for the purpose of approving bills, deciding on general policies, and attending to other routine and new business. In this connection it is interesting to note that the county unit system has made possible the simplification and directness of business procedure, equalization of educational opportunities, more economic buying, and that it has attracted men of wider vision, influence, and interest to position on the school board.

**Supervision**

The superintendent is the chief supervisory officer. Except in the colored schools, there is no special supervisor of instruction. The principal of each large school is a supervising principal and devotes all of his time to supervision and administration. In the smaller school the principals must spend at least 80 minutes per day in supervision.

Principals' meetings are held monthly in the superintendent's office. These meetings are held in addition to the regular teachers' meetings and are solely for the purpose of discussing problems of supervision and administration. Methods are discussed, comparative studies are made, and uniform procedure is decided upon. These are real cabinet meetings in which policies are evolved. This is our most effective means of planning and organizing for action, as well as for checking results. Our last project in these meetings was the making of a series of uniform objective tests, based on the standards of our state elementary course of study. The results of these tests have diagnosed our weaknesses and have fixed goals to be reached during the spring term by each school, class, teacher and pupil. Another interesting and valuable project worked out in these meetings was a uniform objective grading system now used in all of our schools. The group method is used as a basis, the median corresponding roughly to 80%, for it was found in our division that 80% was the median grade given by all teachers covering a period of two years. By the use of these tests, and with the use of this grading system, the marking of pupils, their classification, acceleration, and retardation have been made uniform and objective. Comparisons can be made among the various schools and weaknesses can be detected and remedied.

**Summary**

A brief survey of our development reveals the following accomplishments:

1st.—Standard elementary and high school opportunities for all children.
2nd.—Equalization of opportunities.
3rd.—A school board composed of intelligent, active, influential men, vitally interested in the improvement of their schools.
4th.—An increase of 13% in teachers' salaries.
5th.—An increase of 31% in per capita cost of instruction.
6th.—An increase in attendance from 70 to 91%.
7th.—An increase in high school enrollment from 5 to 14%.
8th.—A decided decrease in elimination and failures in the higher grades.
9th.—An increase in the length of term from 176 to 180 days per year.
10th.—Real county unit of administration and supervision.

While our progress has been encouraging, we must realize that for the future, economy and efficiency alike demand the further consolidation of all high school work in one central school. With the coming of good roads and with the increased demands made on our present smaller school plants this opportunity will come. 1926 should, and I believe will, see every white child attending high school in our county housed in one large central school plant where opportunities of selection of courses, educational and vocational guidance and attention to individual needs may be provided more freely. We have succeeded in equalizing educational opportunities within our own division. Our next problem is to make these opportunities equal to those offered in the best schools of the country at large.

R. K. Hoke.
THE NEW STATE TEACHERS COLLEGES

On February 13, Governor E. Lee Trinkle signed a bill, known as Senate Bill No. 121, which changed the names of the State Normal Schools for Women at Farmville, Harrisonburg, Fredericksburg and Radford to the State Teachers College at Farmville, State Teachers College at Harrisonburg, State Teachers College at Fredericksburg, and State Teachers College at Radford.

Many people in Virginia perhaps, and in other states, who are not familiar with the development of teacher-training institutions, may wonder why this change was made. For that reason we are publishing, with slight modifications, a brief which was prepared by the author, subscribed to by all the presidents of the four State Teachers Colleges, and submitted to the Virginia Legislature of 1924.

Summary of Reasons for Change

1. The Normal Schools are now colleges in character of work done and in admission requirements.
2. The Bachelor of Science degree is now conferred upon the graduates of the four year courses in all of the four schools.
3. In the popular mind “schools” are not supposed to do work of college grade.
4. The terms Agricultural and Mechanical College, Medical College, Teachers College, etc., are now universally applied to professional institutions doing work of college grade.
5. Today more than sixty percent of the states of the union designate their teacher-training institutions as teachers colleges.
6. The change in name will attract more students to our teacher-training institutions.
7. A superior type of student will be induced to enter training for teaching.
8. The Colleges will be able to secure better staffs of instructors for the same compensation.
9. The institutions will be able to maintain higher professional and social standards in their student bodies.
10. More matured and better prepared teachers will be furnished for both city and rural schools.
11. Collegiate education at a low comparative cost will be within the reach of the girls of Virginia from homes of moderate means.
12. The four Normal Schools are now prepared from the standpoints of financial support, teaching staff, plant and equipment to assume the title of State Teachers Colleges.

1. The Normal Schools when first established in Virginia embraced not only work of college grade but also four years of secondary preparation, at the same time devoting considerable time to the review of elementary school subjects. These institutions have developed along with the rapidly expanding high school system of Virginia and the constant elevation of the standard of the teaching force of our public schools until today not only are their entrance requirements on a parity with those of the University of Virginia, the College of William and Mary, and all other standard colleges in Virginia, but their work also is in every respect of college grade.

2. The General Assembly of 1916 took into recognition this development in the Normal Schools and granted them the privilege of conferring upon the graduates of their four-year standard college courses for the training of teachers the Bachelor of Science degree in education. Since this time these courses have been organized and perfected until the graduates of these courses not only receive the highest certificate granted by the State Board of Education, the Professional Collegiate Certificate, but are also admitted to the graduate departments of education of our leading universities.

3. Many difficulties arise, however, because in some quarters, people are not aware of the development of the Normal Schools, and, basing their views upon their conception of the Normal Schools as they formerly existed, conceive of Normal Schools as doing a grade of work inferior to that of the colleges. This misconception, which exists in the minds of some accrediting agencies and in the minds of some patrons of higher education, results almost entirely from the name Normal School, under which these institutions operate.

4. This misconception is natural and will inevitably prevail until the term college is incorporated into the title of these institutions.
doing work of college grade. Educational terminology has been refined and standardized until today the term "college" is universally applied to institutions doing work above secondary grade. This movement has been especially pronounced in professional institutions to avoid the misleading terms of institutes, seminaries, schools, etc. Instead of these terms one now finds Agricultural and Mechanical College, Medical College, and Teachers College, terms that not only announce that the work done by these institutions is of college grade but also by the adjective which precedes the word "college" clearly define the professional character and objectives of the institution. The term State Teachers College clearly defines the purpose and the grade of our four State institutions for the training of teachers.

5. These problems have presented themselves to teacher-training institutions throughout our entire country and various states have changed the names of their normal schools to Teachers Colleges until the time is fast approaching when the term normal school applied to a teacher-training institution will be the exception rather than the rule. Today more than sixty percent of the states of the Union designate their teacher training institutions as teachers' colleges. The movement is characteristic of no particular section of the United States but prevails in the North, South, East and West. North Carolina, South Carolina, West Virginia, Kentucky, Georgia, Texas, Arkansas, Illinois, Missouri, Rhode Island, Michigan, Minnesota, Kansas, Nebraska, Oklahoma, New Mexico, the Dakotas, Colorado, Iowa, and California are some of the many states that have organized their teacher training institutions as teachers' colleges. The movement is characteristic of no particular section of the United States but prevails in the North, South, East and West. North Carolina, South Carolina, West Virginia, Kentucky, Georgia, Texas, Arkansas, Illinois, Missouri, Rhode Island, Michigan, Minnesota, Kansas, Nebraska, Oklahoma, New Mexico, the Dakotas, Colorado, Iowa, and California are some of the many states that have organized their teacher training institutions as teachers' colleges and have given them the appropriate title. At the conclusion of this statement will be found a list of the exact titles of the State Teachers Colleges of the United States. A brief examination of this list will show conclusively that the term Teachers College is being substituted for the title Normal School throughout the country.

6. Hon. J. J. Tigert, U. S. Commissioner of Education in 1923, said before the American Association of Teachers Colleges: "Out of all this chaos there appears much encouragement in the rapid progress being made toward expansion and standardization of state normal schools by conversion into four-year teachers' colleges. This movement is one that can safely be characterized as national, in the sense that it appears to be developing at an irresistible momentum, and is apparently destined to spread over the entire nation, and will tend to standardize the teachers' colleges in the nation to a degree comparable to the colleges and universities. This movement had its inception in the East but its greatest stimulus came from the West. Though the momentum for the teachers' college movement seems greater in the West, yet it is operating in the East, as is evidenced by the action of the legislature in Maryland in 1922, which, though it does not give the institutions of this state the title "college," yet authorizes the conferring of degrees upon the graduates of the four-year course.

"This tendency towards the nationalization of the teachers' colleges is the most hopeful sign that we have of anything like a consistent, coherent and sound policy in the tangled web that besets the teacher-training problem in this country. "

"While we rejoice in the rapid growth of the four-year teachers' colleges in all parts of the country, we believe and are glad to see that the two- and three-year courses are not being abandoned by these institutions. For a long time we shall have to provide these shorter courses for training elementary teachers who cannot as yet secure four years of professional training. Some day we may achieve a goal of four years above high school for all teachers, but this will not be reached for some time to come. It is gratifying to note that of the 60 teachers' colleges from which the reports are now available, 40 retain the one-year course, 54 retain the two-year course, and 33 retain the three-year course. This indicates a laudable desire upon the part of these institutions to function so as to render the largest service to the public school system and the state."

7. An exhaustive study of the results achieved in those teacher training institutions that have already become teachers' colleges has convinced us that not only has the change in name not in any way diverted these schools
from their primary objective of training teachers but on the other hand the change has resulted in most valuable benefits to the teacher training work of these states. (a) The change of name to Teachers College has resulted uniformly in a large increase in the enrollment of students, demonstrating that the term "college" carries with it strong prestige in the minds of both high school graduates and their parents. This increase has also been characterized by the entrance into the teaching profession of a superior type of high school graduate. (b) Teachers Colleges have also been able to secure a better staff of instructors for the same compensation, as teachers prefer teaching in "colleges" to institutions that do not have this title. There has already been a decided effort on the part of many instructors in the faculties of the Virginia Normal Schools to seek additional training and the higher degrees in anticipation of the change which they feel is sure to come in the designation of these institutions. (c) Due to the improved teaching staff and greater maturity of the students, higher professional standards and higher social standards among students have also accompanied these changes. (d) Lengthened courses, especially for elementary teachers, have enabled the teachers' colleges to turn out more mature and more thoroughly and completely trained teachers. (e) The problem of training properly an elementary teacher for city schools in two years is gradually getting beyond the area of possibility and cities are insistently and in increasing numbers calling for teachers of longer training. (f) The girl graduates of our rural and small town high schools attend our normal schools in large numbers and upon them we must depend largely for that rural leadership which is to bring our rural schools up to the splendid standards achieved by our best city systems. This will require the best training and prestige which our teacher training institutions can offer. (g) The normal schools are now registering 75 percent or more of the girl graduates of our accredited high schools who go to any higher institutions of learning. They have already enrolled more than 2000 of the girl graduates of the graduating classes of the accredited high schools of Virginia in 1923. Probably not more than 2300 of these graduates are attending any higher institutions of learning. Those enrolled in the normal schools in the main are students from the homes of moderate means. They find in the teacher-training institutions of Virginia traditions and social standards that encourage an inexpensive student life which their financial resources will provide. They find in these institutions a high grade of college work supported and approved by the Commonwealth of Virginia, and it is evident that they should receive all the advantages that the State can confer upon them by placing upon their certificates and diplomas the corporate title of The State Teachers College.

8. These four institutions are now prepared in virtue of their financial support, the fine character of their teaching staffs, plant and equipment, to assume the title of State Teachers College and take their stand with those institutions now recognized by the State Board of Education as standard colleges. For the past six years, under authority granted them by the Legislature of 1916, these institutions have sent out splendidly trained teachers with the Bachelor of Science degree. In the absence of definite standards in Virginia for Teachers Colleges these institutions have submitted their credentials to the American Association of Teachers Colleges, three of the four have been admitted to the Association and the application of the fourth will soon be acted upon by that body.

The State Teachers Colleges in the United States in 1923-1924

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<td>Marshall College</td>
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TEACHING MODERN POETRY IN THE HIGH SCHOOL

traveling at dusk the noisy city street,
I listened to the newsboys' strident cries
Of 'Extra,' as with flying feet
They strove to gain this man or that—their prize.
But one there was with neither shout nor stride,
And, having bought from him, I stood near by,
Pondering the cruel crutches at his side,
Blaming the crowd's neglect, and wondering why—
When suddenly I heard a gruff voice greet
The cripple with 'On time tonight?'
Then, as he handed out the sheet,
The youngster's answer—'You're all right.
My other reg'lers are a little late.
They'll find I'm short one paper when they come;
You see, a strange guy bought one in the wait;
I thought 'twould cheer him up—he looked so glum!'
So, sheepishly I laughed, and went my way,
For I had found a city's heart that day.'

This little poem, called "Echoes," by Ruth Lambert Jones, was read to an eighth grade class in a junior high school. Suggested questions found in The Gleam, a magazine of verse for young people published in Canton, Massachusetts, were then asked in order to make clear the meaning of the poem. After some minutes of discussion the members of the class were asked to tell in a few lines of poetry any experience they had had similar to this one, or to write a short verse on any thought which the title, the poem, or any word in the poem suggested to them. Since they had had little experience of this kind, the children at first were somewhat dubious as to their ability to "write poetry," but, after a few words of encouragement from the teacher, they agreed to try it. Heads were bent busily over scraps of paper; now and then came the sound of a sheet being crumpled after a vain attempt to compose a "poem."

But soon the boys and girls began coming eagerly to the teacher asking "Now what do you think of this?" "Is this the best word I could use here?" Suggestions were made by the teacher and slight changes were made here and there. Before all the children had finished, came the request "Let's hurry up and read 'em!" There was everywhere a complete willingness to accord to the class's request that any child read his poem. Various ideas were expressed in the compositions read. The worst and best were greeted spontaneously with sympathetic laughter and exclamations of approval. Below are quoted two of the poems written:

"One day at dusk, along a country road,
I saw a squirrel. He carried in his mouth a load
Of acorns; for the winter months were close behind his flying feet.
'Poor squirrel,' thought I, 'I pity you when comes the snow and sleet.'
While in the squirrel's mind a thought:
'I'm sorry for him; for while I sleep
He'll have to go to school with wet, cold feet.
Gee, but I'm lucky! I wouldn't be a boy for any treat.'"

Another with a somewhat different thought:

"One day as down the street I went,
A cripple, weary and forspent, I met.
The hastening traffic bustled by,
Blocking his passage way, and I
Hurried to help his faltering way.
When, safely across, I left him to stay,
He said: 'Tho' I have but a lame man's thought to defray
My thanks to you for this act today.
And I was content, for this was true pay.'

Here, it would seem, is one way in which the chief problem of the teacher of poetry—that of making the poem a real imaginative and emotional experience for the child—can be met. For, however crude this first attempt at writing poetry may seem, the children have been given the opportunity to express in their own language any thoughts or feelings which the poem may have aroused in them. A poem, whether written by the most experienced or inexperienced of us, is
merely the attempt to express the emotion which stir our hearts. This attempt to tell others, with the best language and with the nicest likenesses and distinctions which we can command, of the worthwhile things we find about us, develops in us a fineness of feeling and a sensitiveness to the good and beautiful in life which few other things can give.

The child at the high school age is at the most important character-forming stage of his life. Here a real interest in life is awakened and the child’s conceptions of life are formed. Here he begins to proclaim his preferences, assert his individuality, shape his life plans. Because of this susceptibility of the child of high school age, poetry, as well as all other good influences, can here play its most important part in the making of a happy man. Poetry, bringing, as it does, food for the mind and spirit, can here open up new vistas for the child and bring him into a realization of his mental and spiritual powers—in truth, help him to find his real self. If we can so teach poetry that the love of the child for it will grow as he develops, and that it will form such an integral part of the life of the child and man that it will find expression in noble thoughts, words, and deeds, then, and then only, have we achieved the truest success in the teaching of poetry.

There are many ways, besides the writing of it, in which poetry may be made a real experience for the child. The teacher is perhaps the best judge of the method to be employed in her classroom, for she can see whether or not, and when, the children respond with true emotion to a poem filled with a meaning which should strike a responsive chord in their beings. But the wide-awake teacher of poetry will make plans and devise means whereby the best lessons of poetry read may find an outlet in the everyday situations in the schoolroom. The value of such experience for the child can clearly be seen. From the glimpses which he gets of the genuine and worthwhile, he will turn inevitably to a consideration and evaluation of the things with which he comes into immediate contact. Poetry then will help the child interpret his own life and make him appreciative of his own experiences. New enjoyment of poetry will come because he sees in it life, and new enjoyment of life will come because he sees in it poetry. Any reasonable means which brings about this thorough appreciation would certainly seem justifiable. But in some way, if it is to be effectively taught, poetry must be made a part of the life of the child—it can not be considered a thing apart. However far it may take him into the past or future, if it does not ultimately return him to the present and furnish some comfort or inspiration for the realities of his daily life, then it can not have done its full work.

The teaching of literature in the high school has been severely criticised as not developing in the child an abiding love for the best literature. We do not like to acknowledge this as a fact, but when we face it frankly, how many boys and girls who go out from high school to their life-work devote much of their leisure time to the reading of good literature? Certainly, we should have to admit, a very small percentage. Could it be that the cause for this is that, with the change in the character of the high school student, we have made little or no change in subject matter or method of teaching? When we compare the student of the old Latin school or academy, coming from a home of culture where much reading and study was the rule, with the high school student of today, coming from the masses of an industrial population, do we not see a great need for some change? Is it quite fair, when so many of our boys and girls have their only opportunity to become acquainted with poetry in the short years spent in high school (for such a small percentage go further), that we should give them a chance for the study of only the older “cultural” literature, and nothing which makes them see the beauty and the poetry of the lives which they are now living and are to live? “The best thing,” one writer claims, “that we can do for the high school student is to leave with him a vital interest in poetic things.” Then, whether he goes to college or to work elsewhere, he will have always that love of the good and beautiful which will open his heart and mind to the “skyey” influences and keep him above the sordidness of life.

In order that this end of making poetry a vital thing for the child may be achieved, these two things must always be borne in mind: first, it must portray the beauties of the child’s own life, and, second, it must be
in a language which he can understand. The high school teacher then must remember that it is the modern child that he is teaching and that what is nearest to him is modern life told in the language of our day.

All poets have one object in common: to make us see the beauties which they find in life. Our poets of today are no exception to the rule. They have taken our life, commercial as it is and as lacking in romance as it may seem, and brought to us, not in archaic phrases, but in the language that we know best, all that is worthwhile and good in it. They have obtained, as all poets do, their inspiration from the great and the small in life, and there is hardly any part of our complicated existence of which our poets have not shown us the beauty. Pessimistic critics stand by and say there is no art in our modern poetry. But he who is observant has long since realized that "meter and rhyme are but the accompaniments of poetry" and that the real poetry—the real art—is the expression of the deep-felt emotions which stir the heart of man. Amy Lowell says that "Art, true art, is the desire of a man to express himself, to record the reactions of his personality to the world he lives in. Great emotion always tends to become rhythmic, and out of that tendency the forms of art have evolved. Art becomes artificial only when the form takes precedence over the emotion." Our modern poets are seeking to bring home to us the poetry of our everyday existence by producing spontaneous and sincere verses not so far removed from the language we are accustomed to hearing. They are trying to bridge the ever-widening chasm between poetry and life by the establishment of a fresh relation between the two.

So great has been the revival in interest in poetry with the coming of the present age that it has been said that we are passing through a renaissance of poetry. Certainly we know that there is more poetry being written by more people on more different subjects than there has been for many years. Perhaps we think we see a great change in poetry, but, after all, is it so essentially different? Is there not behind it all the same feeling which has always prompted the gifted man to sing? Does it not still portray the best in life? Should the fact that it is given to us in new form be cause for alarm? It may be necessary that generations place their seal of approval upon the work of a master before he be acknowledged as such, but most assuredly there is much being written now that will bring out the noble things that lie within us.

So we make the plea for a "whole-hearted bringing" of poetry to young people.

In Canton, Massachusetts, there is published five times yearly, under the auspices of the American School and Poetry Association, the little magazine of verse for young people already mentioned, The Gleam. This magazine was established, as its editor says, because of the belief that poetry and young people should be brought together into as close a comradeship as possible. That poetry is published which makes a real appeal to young people, and the best efforts in poetry and poetry essays of high school students all over the United States are accepted for publication. Surely no more inspiring thing could be done for our young people than to give them this splendid medium of expression. High school teachers and students have shown their great appreciation of this magazine by making large orders for copies of it and by the many letters of commendation which the editor has received. "The best evidence of merit," he says, "is the cordial recognition it has received." Surely no teacher of poetry in the high school should be without The Gleam. Adults can obtain the magazine by membership in the School and Poetry Association, dues one dollar a year; and it is available for young people at ten cents a copy, application being made to the editor through some member of the association.

There are in book form many excellent collections of modern poetry. One that has been especially prepared for high school study is the little book, Modern Verse, by Anita P. Forbes, (Henry Holt and Company, New York). This is a collection of some of the choicest works of present day authors, arranged with notes and questions on the poems and short sketches of the lives of the authors. No attempt is made to furnish details of the authors' lives or complete lists of their works, the editor believing that, with a love of poetry developed, the interest of the child will carry him on into further study and reading.

Louis Untermeyer's collection, Modern
American and British Poetry (Harcourt, Brace and Company, New York) could be used in the two upper years of high school work, if not in the lower.

There are perhaps other collections of modern poetry prepared for high school study; certainly there are many volumes of the best poems with sketches of the lives of the authors which the teacher could use in his work. And in many of our leading magazines there are special departments devoted to the publication of the best poems of the day. Both The Literary Digest and The Bookman offer this, and good use may be made of these magazines in the classroom.

This is not a plea for the teaching of modern poetry instead of the works of older poets, which, together with the "classics," have given inspiration, comfort, courage, knowledge to millions, but only a plea that our modern youth have the beauty in their own lives brought to them in the best language of their day.

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HEATH TEACHING IN THE HIGH SCHOOL

“Health education as conducted in the various high schools of the country is as yet in an unorganized state,” says Dorothy Hutchinsen in Health Education Bulletin, No. 15, just distributed by the U. S. Bureau of Education. The bulletin therefore presents a great many suggestions which have been collected and organized, and outlines methods which have proved successful and helpful in the presentation of the subject.

But one of the numerous stimulating features of the bulletin is the following section dealing with equipment and devices, particularly because it includes a bibliography which high school teachers will find most useful.

1. EQUIPMENT AND DEVICES

It is as necessary for the teacher of hygiene to have an adequate supply of tools with which to work as it is for the physics teacher to have an adequately equipped laboratory. Therefore models, illustrations, diagrams, charts, and specimens are all part of the equipment. The best part of this laboratory equipment is that it can be made to a large extent by the pupils themselves.

List of Tools

SIGHT HEARING DOING

Charts Lectures Health clubs
Films Special topics Health newspaper
Posters Debates School boards of health

Demonstration hour, informal discussions.

Besides the devices listed, catchy rhymes, the keeping of chore cards have been used successfully in many schools. The use of chore cards with foreign-born students has proved most effective in many cases.

Special Drives

In many schools the setting aside of a particular week in the year for emphasis on the subject of health has proved most interesting and helpful.

Films

As far as possible, visual instruction, which is far more important than oral instruction, should be made use of in the health project. Various health films could be shown to great advantage during the demonstration hours or during morning exercises.
Health Chores

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</thead>
<tbody>
<tr>
<td>1. I washed my hands before each meal today...</td>
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<tr>
<td>2. I washed not only my face but my neck and ears and I cleaned my finger nails to-day...</td>
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<tr>
<td>3. I tried to-day to keep fingers, pencils, and everything that might be unclean out of my mouth and nose...</td>
<td>X</td>
<td>X</td>
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<td>4. I drank a glass of water before each meal and before going to bed, and drank no tea, coffee, or other injurious drinks to-day...</td>
<td>X</td>
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<tr>
<td>5. I brushed my teeth thoroughly before and after breakfast and in the evening to-day...</td>
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<td>6. I took 10 or more slow deep breaths of fresh air to-day...</td>
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<td>7. I played outdoors or with windows open more than 30 minutes to-day...</td>
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<tr>
<td>8. I was in bed 9 hours or more last night and kept my windows open...</td>
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<td>9. I tried to-day to sit up and stand up straight, to eat slowly, and to attend to toilet and each need of my body at its regular time...</td>
<td>X</td>
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<td>10. I tried to-day to keep neat and cheerful constantly and to be helpful to others...</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>11. I took a full bath on each day of the week that is checked...</td>
<td>X</td>
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Total number of chores done each day... 10 7 9 9 10 10 10

II. USE OF TEXTBOOKS

No one textbook in hygiene any more than any other study is sufficient or complete for the use of students. Nor should they be permitted to think that one text or reference book will cover the field. Valuable training results from intelligent use of reference material and comparison of textbooks.

For each topic covered in class the instructor should select the best references on the subject, submit these to the class, and then suggest that they use these references to round out the facts discussed in class. At times it might be well to let the children choose their own references and at the next class meeting state why they thought the references that they had chosen were good.

III. BIBLIOGRAPHY

References for Students

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2. Hartman: Laboratory manual for use with "Human physiology."
Osler. Man's redemption of man.

Sex Hygiene

References for Teachers


Helpful Topic References. Dental Hygiene


The Ear


Colds and Results of Exposure to Wet and Cold


Circulatory System


Posture


Potential Energy in Food.


Nutrition


Federal Health Administration.


Hemenway. Legal principles of public health administration, 1914.

Milk


Air

OUR CZECHOSLOVAKIAN NEIGHBORS

To Virginia, the oldest state in the Union, have come new citizens, from what is now the Czechoslovak Republic, bringing with them the customs and characteristics of their old home and at the same time adding new life and strength to the industrial and agricultural enterprises of this state.

The Czechoslovak Republic, comprising the old provinces of Bohemia, Moravia, Silesia, and the autonomous territory of Carpathian Russia, has an area of 54,000 square miles, and a total population of 13,595,816, of which 3,000,000 are Germans. The other inhabitants are Czechs and Slovaks, two branches of the western Slavs, from whom the Republic derives its name. This Republic declared its independence October 28, 1918, after being under Austro-Hungarian rule for three centuries. Bohemia, Moravia, and Silesia formed one of the powerful states of Europe before the days of the Hapsburgs, but under the misrule of the Hapsburgs they lost much of their former national strength and life.

Mr. Thomas Capek in his interesting book, *The Czechs in America*, tells of the leaders who were put to death, or who escaped from their country, or who in order to remain in their native land, lost their identity. This oppression caused all the Slavs of the Austro-Hungarian Kingdoms to be reduced to the state of peasantry.

Some of the followers of John Huss came to Virginia in the seventeenth century and settled in Northampton, Lancaster, and Northumberland Counties. These Protestant exiles were leaders of Bohemia and members of the nobility. They did not form communities, but came as *bona fide* settlers. "In the eighteenth century the Protestant faith, still smoldering though smothered," caused the immigration of the Czechs to Pennsylvania and the Moravians to Georgia and Pennsylvania. But in time these merged with the Teutonic settlers and lost their native characteristics.

The real exit of the Czecho-Slovakians from Austria-Hungary dates from the middle of the nineteenth century. For centuries the conquerors or overlords of Austria had oppressed these people until, as Steiner says in his *On the Trail of the Immigrant*, "Under Austrian rule Bohemia became impoverished physically, mentally, and spiritually; and after misgovernment of church and state had done its worst the flood tide of immigration set in anew towards this country."

There had been a gradual awakening to the possibilities of emigration to the land of political freedom and social equality, but only a great crisis like the blighting droughts in these provinces of Austria-Hungary could have forced these people to risk their lives in crossing the border of Austria that they might save themselves from the lowest depths of poverty.

The Czechs, being the most progressive, did not hesitate, once their minds were made up, to seek in a new land freedom from army service, taxation, and decline in status. The Slovaks, inspired by the success of the Bohemians, followed their example thirty years later.

Most of the Czecho-Slovakians came to New York, Pennsylvania and Middle West. They worked under the most trying circumstances in the mines, lumber camps, and other unattractive industries in order to buy land, because they are by nature agriculturists.

Very few printed accounts of the Czecho-Slovakians in Virginia are available, but the writer has been fortunate in securing the assistance of Mr. Daniel Slabey, son of Rev. Andrew Slabey, of Richmond, Virginia. Mr. Slabey is a student at the University of Richmond, and has spent a great deal of his time studying his people and collecting data about them in this state. The Czecho-Slovakian Legation in Washington considers him the best source of information in Virginia regarding the Slavs.

Mr. Daniel Slabey writes that the first colonies, started in Virginia thirty-five years ago, were influenced by Reverend Mr. Jelinik, a Congregationalist minister, who became ac-

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1Education in Czecho-Slovakia, by Teresa Bach.
2*Czechs in America*, by Thomas Capek.
3*Our Slavic Fellow Citizen*, Emily Greene Balch.
4*Czechs in America*, Thomas Capek.
quainted with a real estate agent from Richmond, Virginia. By this agent Reverend Mr. Jelinik was interested in the farms of Prince George and other counties. He was favorably impressed with the climate and farms. Returning to Western Pennsylvania, he induced some of his congregation to buy some of this land. Two or three who were successful wrote to their friends, in mining towns and industrial points in Pennsylvania, Ohio, Texas, Michigan, Illinois, New York, and New Jersey, about their prosperity. A number even came direct from Czechoslovakia. Gradually the number swelled until there was need for a pastor, and Rev. Mr. Jelinik came to live in Prince George County.

At present the distribution may best be shown by a tabulation made from Mr. Slabey’s outline:

<table>
<thead>
<tr>
<th>Counties</th>
<th>Date</th>
<th>Pop.</th>
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<tr>
<td>Amelia</td>
<td>1888</td>
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<tr>
<td>Brunswick</td>
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<td>Nottoway</td>
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<tr>
<td>Prince George</td>
<td>1888</td>
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<tr>
<td>Surrey</td>
<td>1888</td>
<td></td>
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<tr>
<td>Sussex</td>
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<td></td>
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<tr>
<td>Total for Southside counties</td>
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<tr>
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<td>1909</td>
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<td>New Kent</td>
<td>1910</td>
<td>500</td>
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<tr>
<td></td>
<td>1908</td>
<td></td>
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<tr>
<td>Caroline</td>
<td>or 1909</td>
<td>800</td>
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<tr>
<td>King William and King</td>
<td></td>
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<tr>
<td>and Queen</td>
<td>1907</td>
<td>600</td>
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<tr>
<td>Total for all Counties</td>
<td></td>
<td>7,600</td>
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</table>

Norfolk, like most coast towns, has a rather large number of Czechoslovaks among its floating population, while the old conservative town of Richmond has fewer of these people than the small town of Hopewell, Virginia. The mining sections of the state seem to attract some of the newer immigrants, especially those who need money.5

Colonel LeRoy Hodges in his Slavs on Southern Farms states that these people accustomed to small acreage and intensive agriculture at home have made valuable producing farms out of what the native Virginians had abandoned. They are filling a great need in the South by furnishing farmers to the otherwise deserted farm lands. The South has been unable to develop fully because it lacked man power. These thrifty and hard working Czechoslovaks are supplying admirably this need of efficient skilled and unskilled laborers.6

These early settlers had many difficulties to meet. They came with little money, with few friends, and had to combat the “mind-set” of the native inhabitants. They did not then enjoy such credit, confidence, and good will of their neighbors, as they have today. But they were accustomed to adverse circumstances and set to work to prove themselves worthy of respect. How well they have succeeded is shown by the attitude of their neighbors, who now consider them a valuable asset in any locality.6

Bohemian literature has given the world a better knowledge6 of the Cechs than of any other branch of the Slav race. It may be for this reason they are regarded as the most progressive and most desirable branch of the Czechoslovakian nationality. Or it may be that they retained much of their culture under Austrian rule, while the Slovaks were entirely submissive to the Hungarian authorities. This may have been because the Slovaks were a more peace-loving people than the Bohemians or were more dominated by their conquerors.7

This is not true, however, of Virginia. Here there are forty percent Cechs and sixty percent Slovaks. They make equally good citizens and hold the same degree of respect in their home counties. Both are rapidly becoming Americanized, as is demonstrated by the fact that over one-half of the men of voting age are naturalized and nearly all of the other half hold first papers.8

A large per cent (65 or 75 per cent) of the adults speak English and the children rarely know the native tongue of their parents.

Illiteracy among the Bohemians has always been very low. Of all the immigrants from the old Dual Empire they have the lowest per cent of illiteracy and the highest percent of skilled labor.9 The Slovaks rank next to them in illiteracy, but even at that are far below the

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5Mr. Daniel Slabey.
6Slavs on Southern Farms, LeRoy Hodges.
7Slavs on Southern Farms, LeRoy Hodges.
8Slavs on Southern Farms, LeRoy Hodges.
9Czechs in America, Thomas Capek.
Czechs. The difference in literacy may be due to the reasons given above. In Virginia they are equally interested in education.

Desire for education has been in the hearts of these people since the days of their great educator, Comenius. As soon as their independence was gained they established schools in different provinces of Czechoslovakia. They made the principal language of the school the one spoken by the group in which the school was placed.

Mr. Slabey tells of the many times he has heard parents say to their children “Go, my children; I have never had the opportunity over the sea.” The children desire to become like their American playmates, and to do this they must know their language. Compulsory education laws are not winked at by these people. Seventy-five or eighty per cent of the Slavish children between the ages of six and fourteen attend school, while among the native whites only seventy-three per cent are in school. In school work these Slavish children show a marked tendency to advance.

A young woman of Prince George County has described the Disputanta High School as being very typical of the schools found in the Czechoslovakian communities. It is a regular county school supervised by the state of Virginia, and attended by all white children of that community whether Czechoslovakians or natives. The only difference between this school and all other county schools of its type is the emphasis placed on music. Here a special teacher is employed to give class instruction in music, and to give private lessons to pupils during vacant periods.

Driving through their counties one will find an occasional neat frame church (there is only one brick church in the state owned by the Czechoslovakians) with Czechoslovakian words above the door, to indicate the denomination worshipping in the building. The land on which most of these churches stand has been given by members of the congregation.

The vehicles around the churches are the same as will be found in almost any progressive rural district, mostly automobiles.

Though a few remain true to the Catholic faith, there are others skeptical of any church, because they think of the name church as the Austro-Hungarian Catholic Church, which meant unbearable oppression to them. This small group has been instrumental in building the two Free Thinkers Halls in this state. They are not used in connection with religion now, but simply as meeting places.

The greatest ties which have held the Czechoslovaks together through many hardships have been their fraternities. Among the ones listed below is the famous C. S. P. S. (Bohemian Slavonic Benevolent Society).

<table>
<thead>
<tr>
<th>County</th>
<th>Denomination</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince George</td>
<td>Congregational</td>
<td>2</td>
</tr>
<tr>
<td>Prince George</td>
<td>Roman Catholic</td>
<td>1</td>
</tr>
<tr>
<td>Prince George</td>
<td>Baptist</td>
<td>1</td>
</tr>
<tr>
<td>Greenville</td>
<td>Lutheran</td>
<td>1</td>
</tr>
<tr>
<td>Henrico</td>
<td>Baptist</td>
<td>1</td>
</tr>
<tr>
<td>Henrico</td>
<td>Church of Nazarine</td>
<td>1</td>
</tr>
<tr>
<td>King William</td>
<td>Roman Catholic</td>
<td>1</td>
</tr>
<tr>
<td>Caroline</td>
<td>Roman Catholic</td>
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</tbody>
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10Our Slavic Fellow Citizen, Emily Greene Balez.
11Education in Czechoslovakia, Versa Bach.
12Slavs on Southern Farms, LeRoy Hodges.
13Mr. Daniel Slabey.
14Mr. Daniel Slabey.
the oldest and most renowned Czechoslovakian fraternity in the United States.¹⁵

This table is taken from Mr. Slabey's account of their fraternities in Virginia.

<table>
<thead>
<tr>
<th>Counties</th>
<th>Name of Fraternities</th>
</tr>
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<tbody>
<tr>
<td>Prince George</td>
<td>National Slavonia Society</td>
</tr>
<tr>
<td>Prince George</td>
<td>Slovak League</td>
</tr>
<tr>
<td>Henry</td>
<td>Slovak League</td>
</tr>
<tr>
<td>Cities</td>
<td>National Slavonia Society</td>
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<tr>
<td>Richmond</td>
<td>Slovak League</td>
</tr>
<tr>
<td>Richmond</td>
<td>Bohemian Slovanic Benevolent Society</td>
</tr>
</tbody>
</table>

These fraternities aid the newcomers, keep all of them in touch with the homeland, and besides serve a purpose very much like our Young Men's Christian Association.¹⁶

The men have a constant contact with other men of the state through business, while the women barred by language and customs, see very little of their American neighbors except at school exercises, and when they take the farm produce to market. In their old homes, influenced by the example of their conquerors, the men did not highly esteem their women, who lived rather uneventful lives, taking small part in anything but field and housework. The attitude of the men towards women is shown in their old proverb, "The man is the head, the woman is grass."¹⁷

The older women concern themselves largely with their homes and their children, but the younger women are catching the spirit of world democracy and are becoming interested in social and political questions.¹⁸

The endurance of these women surprises the native women. Mr. Slabey says, "The women are very industrious, and during planting and harvesting of the crops are almost always in the field working with the men in addition to preparing the meals and doing the other household duties." He adds that the husband usually consults his wife upon important matters, even if he does not always act on her advice, and there is more or less of a social equality between the two at home. The women belong to the societies or fraternities listed in this article, but do not take an active part in them.

Few books are found in the homes because of the limited number of books published in America in the Czechoslovakian languages. They usually subscribe to one Czechoslovakian newspaper, which is only read by the older people, as the children very often are not interested in things so far removed from their daily lives.¹⁹

Their leisure time is spent visiting one another. They are very hospitable in their homes and use every means to entertain visitors. The visiting family is expected to remain for dinner or supper, as the case may be. The men are accustomed to show the guests their land and stock, while the women interest themselves in the garden, poultry, and arrangements of the household.²⁰

Not to speak of the Czechoslovakian patriotism is to miss the keynote of their nature. By showing their love for their country across the sea, do they not prove they will learn as the years go by, to regard this country with equal fervor and be as loyal to Virginia as to Bohemia or Slovakia?

Sue Raine.

"PATHWAYS TO HEALTH"

Parents and teachers are beginning to realize the importance of attending to health needs of children before they are old enough to go to school. They are learning that if the foundations of physical and mental health are laid during the pre-school period, much of the remedial work that now constitutes the major part of school health work in many localities will be unnecessary, says the United States Bureau of Education, announcing a reading course for parents, entitled "Pathways to Health." This course suggests about forty recent books covering a few of the fundamentals of child health in a form easily understood. Among the topics treated are: How to judge the child's physical condition, the school lunch, the pre-school child, sex and health, and community responsibility. Applications for this course should be addressed to the United States Bureau of Education, Washington, D. C.

¹⁵Czechs in America, Thomas Capek.
¹⁶Czechs in America, Thomas Capek.
¹⁷On the Trail of the Immigrant, by Edward Steiner.
¹⁸Mr. Daniel Slabey.
¹⁹Mr. Dannel Slabey.
²⁰Mr. Daniel Slabey.
WHAT EDUCATORS THINK OF AMERICAN COLLEGE GIRLS

Dr. Charles J. Smith, President of Roanoke College, Salem, Virginia, in a speech before the eleventh annual meeting of the National Lutheran Educational Conference in New York City, directed his remarks at the social life of modern young women. Remarks attributed to Dr. Smith he later denied, saying he had not claimed American college girls were given to cigarette smoking, drinking and other bad habits, but that he had referred to "a new type of American woman which has been produced by the present social order."

Such was the interest, nevertheless, aroused over Dr. Smith's remarks that a number of prominent educators were interviewed with regard to existing conditions in leading institutions. Interviews with officers of Vassar College, Barnard College, Mt. Holyoke College, Radcliffe College, and Hunter College were sought by a representative of the New York Times; and their comments on the character of the young women in their institutions is presented as of more than passing interest:

"Distrust of Youth Ridiculous"

According to President Henry Noble MacCracken of Vassar College the present profound distrust of youth is ridiculous. "What we all need is to be infected with youth," said this guardian of eleven hundred and some odd undergraduates. "Then we will understand better what youth is driving at and youth will have more tolerance for what we think and say."

Through the four big windows of the President's office in Vassar's old main building, one caught glimpses of that much discussed "youth" swinging along with uncovered head and book-laden arms. It walked alone and it walked in groups. Sometimes it stopped to exchange greetings and sometimes those greetings were tossed in passing with a wave of the arm and a backward smile. Small chance apparently not to be infected with youth if one stayed long at that old farm of Matthew Vassar's at Poughkeepsie on the Hudson River.

"Youth hasn't been living in a vacuum," ruminated the boyish-looking President. "The modern girl sees all of life that she can see. She knows a great deal about her father and mother. More, perhaps, than they know about her. She thinks a great deal about life. The girls who come here are serious about their work. All of them are doing what they want to do most. They make study a major sport. It is the business of the instructors to see that students like this sport best. We can learn a great deal from her, and incidentally we learn something about her.

What Vassar Has Learned

"We've learned that she has a fine mind, that she has originality, that she can apply herself to scholastic work with brilliant results. The debates between Vassar and the men's colleges have proved our girls can compete creditably with undergraduates of Harvard, Yale and Princeton. In the last State medical examination a Vassar graduate stood third, with two Harvard men first and second. Our graduates have many of them taken important positions, some as instructors in colleges, others in equally responsible posts. But I'm boasting," smiled the man who refused to distrust youth and advises those who do to become "infected with it."

"Faculties take themselves too seriously. The members are apt to be pompous, aloof, inaccessible. I am only an older brother to these students. I am not here to criticize. I'm here to help. And the only way to help is to listen to what they have to say. This office is always open to them. They may come here at any time to talk over matters which bother them. Just now there has been a request from the student body for a change in the curriculum. A conference has been arranged between a Faculty committee and a student committee. The change will be made if it is found desirable.

"During the four years a girl is with us we try to give her the necessary equipment for her later life outside of college. If there is a protest against the college environment, she is given an opportunity to voice that protest. But we do not let her burn down a chemical laboratory. We do not give her an uncontrolled environment. We tell the students what control is needed in a laboratory; that if certain precautions are not observed, definite disaster follows. Then we say, 'Go
ahead and learn chemistry.’ It is our duty to point out the dangers of the environment in which the girl works and lives. Fire laws must be obeyed or there is a conflagration. Other laws must be obeyed or there is apt to be a catastrophe.

Stop Criticizing, Says MacCracken

“Psychology has been showing us the way to solve many difficulties. Within the last ten years, it has given us a much better understanding of things we formerly knew little about. Not only are we learning more about the study capacity of the student, but more about her physical and mental state. There is no use blaming any one when he is sick. And certainly some people are sick. Take the young girl who committed suicide the other day in New York because she was taller than the rest of the class. That girl was sick. She should not be blamed for what she did. Those are things to be guarded against. In most cases they can be prevented. That is the responsibility of the modern school. Statistics show, I think, that 80 percent of the human race are honest; the other 20 percent are victims of social heredity and bad environment.

“The purpose of a college is to catch up with one’s own past, including one’s self. By this I mean the history of the human race from the beginning and its relation to the present. The process of education is the process of taking advantage of a controlled environment. During the time students are here they are catching up with their environment. They discover this environment for themselves, and they develop a power of selection.

“Let’s get down to our jobs. Let’s stop criticizing the modern girl. I think one of our teachers hit the nail on the head the other day when she said that the conduct of the observed was apt to be reflected by the mind of the observer.”

Dr. MacCracken’s only comment on the recent discussion of specific habits of a harmful nature attributed to college girls was that Vassar had declined last year to join a committee of college representatives investigating this matter, as there was no evidence to warrant such action.

More Self-Reliant Than of Old

Dean Virginia Gildersleeve of Barnard College remarks that: “It is true that a good many of the younger generation do foolish things at times, but so have they always done in the past. For the young women of the present I have great respect. They seem to me on the whole an admirable lot. Harmful and offensive habits are, I believe, much less prevalent in college than among girls of the same age outside college walls. They are not causing us particular anxiety at Barnard.”

Miss M. E. Wooley, President of Mount Holyoke College, does not concede that as a group undergraduates are either superficial or conspicuous.

“I am not at all sure that the college girl of today is to be criticized more than the college girl of yesterday,” she says. “Notwithstanding the fact that her sport clothes would have seemed remarkable ten years ago and her manners somewhat frank and outspoken, I find her just as responsive and earnest, perhaps more self-reliant and independent. The colleges naturally are affected by the tone of society outside, and in the large college groups throughout the country there are doubtless small elements of the superficial and conspicuous. I doubt whether in any group of young women it is possible to find so much real earnestness of purpose and high idealism as in the undergraduates in our colleges.”

Another Dean of a woman’s college, Miss Ada L. Comstock, President of Radcliffe, mentions restlessness alone as a possible danger to the steady development of the modern college girl. She is on the whole, according to Dean Comstock, more intelligent than her mother.

“There is, I believe, only one safe generalization to make about the college girl of today. This is, that she is more numerous than ever before and she represents a greater variety of homes. Consequently, she probably reflects American life more truly than in earlier days when she came from the exceptional home.”

As Seen at Hunter College

The statement of President George S. Davis, of Hunter College, is of particular interest, coming as it does from the head of a school whose students are not under his jurisdiction after a day’s classes are over. Hunter College is not a boarding school.

“In view of the fact that Dr. Smith of
Roanoke College did not say the things attributed to him concerning college girls of today, it seems to me improper and impertinent to discuss the matter in relation to him. He has been very unfortunate in having been the unintentional occasion of statements in the press derogative of college girls, when his strictures of feminine conduct were intended to call public attention to certain social improprieties among young women in general; improprieties which are alleged to be committed by some of them irrespective of their connection with educational institutions. From this point of view I believe that the warning given by Dr. Smith is not without some justification.

"Personally, I do not consider that there is any such person as 'the modern college girl.' The expression implies a type, whereas the girls who go to college are infinite in their variety. They cannot be standardized and labeled in that way and then be subjected to adverse criticisms as a whole because of alleged vagaries in conduct on the part of a very limited number of individuals.

"At Hunter we have never seen any indications of the particular offenses properly condemned by Dr. Smith, and I can assure the public that they have not been committed by our students while under our jurisdiction. After our students leave for the day they are absorbed into the life of the city and behave, as far as I know, after the manner of other girls, but with such self-restraint as their ideals as college girls and their own breeding may impose.

"Hunter girls, as classes and societies, have had many social functions, such as dances, dramatics, etc., in the various hotels and theatres of the city, and we have never had an instance of such offenses as pointed out. I do not wish to imply that Hunter girls are entirely without imperfection, but only that while under the college jurisdiction or patronage they naturally respect the ideals which they themselves have set up. I also believe they respect them at other times, but what they do elsewhere and at other times is a matter for their parents, none of whom have ever complained that their daughters gave them trouble in the ways criticized.

"I have found, in these later days, that when girls enter college a great change takes place in their attitude toward things. In the first place, there is an increase in dignity from the very fact that they are in college. They are thrown more upon their own resources than formerly, and in consequence they develop a greater sense of responsibility. Their interests become much wider and they obtain a most intelligent understanding of social, political and, to some extent, economic conditions. They form opinions and are able to defend them.

"Comparing, as you suggest, college girls of today with college girls of yesterday, I should say that some of them are better and some of them are worse; but taking them for better or worse, I have found the young college women of the present day quite efficient, very reasonable, and altogether delightful persons to work with and for."

INSTITUTIONS FOR THE BLIND

Statistics of sixty-four schools for the blind in 1922, with an enrollment of 4,947 pupils, are reported by the Bureau of Education of the Department of the Interior in a bulletin just issued. Nine other schools are listed in earlier reports, with 655 pupils, making in all 73 schools for the blind in the United States with a total enrollment of 5,602.

Forty-eight of these institutions are State schools, and 13 of the State schools are for both blind and deaf. One public institution is in Porto Rico; 16 are parts of city school systems, and eight are private institutions.

These schools report libraries containing 140,905 books with raised type, and 61,785 printed books. Three institutions say they have no libraries, and four others failed to report on this feature.

The bulletin states that the receipts of 60 schools reporting on the subject from state, county, or city, from private benefactions, endowment funds and other sources, were $3,414,973. The expenditures of the 58 schools which reported on this subject amounted to $2,664,999 for the fiscal year. These expenditures were for buildings and lasting improvements, teachers, salaries, books, and other current expenses. Fifty-six schools reported property valued at $5,909,768.
EDUCATIONAL COSTS IN TWELVE LARGEST CITIES

The country's twelve largest cities spent $286,133,000 for educational purposes other than for libraries in 1922. A Census Bureau statement, just issued, shows that New York City spent almost 38 per cent. of the total in 1922, and that in 1917, the twelve spent $112,178,000, making the increase in their total educational expenditures 155 per cent. The average of their expenditures per capita increased from $7.51 in 1917 to $17.03 in 1922.

The total expenditures for educational purposes, which include teachers' salaries and other expenses for the operation and maintenance of schools, and for permanent improvements for schools, in the various cities were:

New York, $107,204,000; Chicago, $39,001,000; Philadelphia, $22,797,000; Detroit, $25,349,000; Cleveland, $17,795,000; St. Louis, $8,743,000; Boston, $14,945,000; Baltimore, $8,132,000; Los Angeles, $16,141,000; Pittsburgh, $10,983,000; San Francisco, $6,140,000; and Buffalo, $8,903,000.

Boston spent the most per capita for maintenance and operation with $16.18, while New York had the next highest per capita expenditures for that purpose. Detroit had the highest per capita expenditure for other outlays such as permanent improvements with $12.76, while Los Angeles has second largest expenditure for that purpose with $11.31.

Los Angeles had the largest per capita expenditure for all educational purposes with $25.94. Detroit was second with $25.51, and Cleveland third with $20.82. Expenditures in other cities were: Boston, $19.54; New York, $18.38; Pittsburgh, $18.07; Buffalo, $16.99; Chicago, $13.77; Philadelphia, $11.68; San Francisco, $11.09; St. Louis, $11.09, and Baltimore, $10.67.

VIRGINIA'S "DELANO" NURSE

A "Delano Nurse", the first to be appointed in Virginia, has been assigned to Buchanan County by the Red Cross to carry a message of better health to the people in this isolated mountainous area in the southwest corner of the State.

Buchanan County in which there are practically no Negroes, or foreigners has 15,000 population, Americans for the past four or five generations, who live in small settlements widely scattered over the mountains. There is not a mile of surfaced road in the county, most of the so-called roads being merely mountain trails. Travel is done by horseback. It has the highest birth rate of any county in the State. And it also has the highest death rate, just twice the average of the rest of the state. The wanton waste of life there is appalling to people who are familiar with the ordinary principles of health.

Miss Mary Emily Thornhill, Virginia's nurse, is the fourth "Delano Nurse" in the whole United States, to be appointed by the Red Cross. These nurses are selected from the organization's Nursing Service because of proven unusual ability to handle unfamiliar situations coupled with ability to impart knowledge to others—a rare characteristic.

The Delano nurses are the living memorial to the work of Miss Jane A. Delano, the first Director of Nursing Service of the American Red Cross. During the war she organized and directed more than 20,000 Red Cross nurses who carried on their work overseas. In addition there were thousands more in the camps here in the United States. An army corps commanded by a major general numbered about 37,000 men. Miss Delano directed that many nurses.

The strain of saving thousands of lives and giving care and attention to our wounded sapped her strength and cost her own life. She died in France early in 1919 a martyr.
to the war as truly as any soldier. She is buried in Arlington among those who fought the fight with her and paid for it with life.

In her will she stated that the income from a fund be used to pay for nurses to be sent to places isolated from the rest of the world who could carry the teachings of health and hygiene to those sections seldom reached by doctors.

The other three Delano nurses are located in Alaska, on the Coast of Maine, and at Highlands, North Carolina, where, in communities shut off from the world, they are doing yeoman's service in spreading the gospel of better health.

Miss Thornhill is exceptionally fitted for her hard task in this sparsely settled county. She is a graduate of the Children's Hospital in Washington, D. C. She served as a nurse during the War at Camp Sheridan. After the War she went to Richmond, Va., where she took further training in Public Health Nursing with the Instructing Visiting Nurses Association.

On completing this work she went to Alexandria, Va., where she soon saw the need of some way to assist the crippled children whom she found there in the course of her daily work. Funds to aid this work which necessitated taking the children to Richmond for hospital treatment, were provided largely by the Elks and other organizations in Alexandria. As a result, there are fifty-two children walking and playing today who would be unable to get around without the aid of crutches had it not been for Miss Thornhill's knowledge and her ability to put the project over.

There are only two physicians in Buchanan County in general practice, and two more physicians associated with the lumber companies (only four in all). There are no nurses at all, so that the new Delano nurse will fill a long felt need.

Miss Thornhill reports that the people are already meeting her more than half way in their eagerness to learn how to improve their living conditions. The lack of someone to teach has been the cause of most of their difficulties and while one nurse cannot attend to everything, she can and will accomplish a "modern miracle" by assisting to educate the people who want knowledge of hygiene and sanitation.—The American National Red Cross.

CROWDED OUT!

Collier's, the National Weekly, made a study recently of the number of desks available for use in schools of more than three hundred cities of the United States and compared the figures with the school population of the same cities. The investigation revealed an amazing shortage of accommodations for city children. For instance, Birmingham appears first on the list with 44,000 pupils and 34,500 school desks—a shortage of 9,500. Atlanta needs 8,000 desks. Winston-Salem, N. C., 1,000; Nashville, 6,000; San Antonio, 5,800; Norfolk, 2,080; Los Angeles lacks 27,767 of having a supply, Chicago shows a shortage of 46,800; and New York must provide 80,965 to meet the demand. A similar report came from practically all the three hundred cities.

This shortage in seating accommodations means part-time instruction or some kind of forced and unnatural grouping of many thousands of children. It means that these children will not get their full rights to an education until the condition can be remedied; and the surprising part is that the unfavorable condition exists in the most enlightened communities of the nation. The lay reader, the person who has never studied education, can readily see that if great centers find it so difficult to keep pace with educational growth, then rural boys and girls must be suffering indeed, for their communities are slowest to provide modern accommodations.—Alabama School Journal.

SMOTHERED IN MEDIOCRITY

"There is a widespread feeling abroad in this country that too many students are now going to college, who cannot, or do not, profit greatly by the experience, while their presence puts upon the colleges a heavy and unjustifiable burden."

This statement by President James R. Angell of Yale University is said to foreshadow an announcement that Yale will limit its total enrollment in order not to be "smothered in mediocrity."

"A mere limitation of numbers," says President Angell, "is no corrective for the difficulty. Improvement in the methods of selection offers the only intelligent means of excluding the unfit, and this we hope to be able to accomplish."
TEXTBOOKS IN SCHOOLS

In the brief epitome of the proceedings in the House of Delegates, published in the columns of The Times-Dispatch on Saturday, appeared this:

By Graves—To provide that after the State Board of Education has selected a standard textbook, it cannot order a change until after the textbook has been used ten years.

That may be a bit drastic, in that ten years may be somewhat too long a period and in that the arbitrary inhibition against the withdrawal of a textbook, no matter how full of error it may be, is dangerous. On the other hand the State Board of Education should not adopt a textbook until it has ascertained that it is not materially incorrect. And with the principle of the bill, especially with its prohibition against the frequent changing of textbooks, the whole State—with the possible exception of some professional educators—is probably in accord.

Of course, there are good textbooks and bad textbooks, and if the latter are grossly false they should be discarded. But after all, textbooks are only a part of the mechanism of imparting education. They are the mechanism: the life of education, the eagerness to acquire knowledge, the desire to understand the reason, always the reason, the impulse to study—all these must be imparted by the teacher. If education is limited to the use of textbooks, then teachers are of comparatively little value.

If the teacher is as valuable as the school system assumes, and if the textbook is faulty or incomplete, the teacher corrects or completes the textbook. With others, The Times-Dispatch laughs at the dear, old-fashioned idea that the sewing-machine is a menace because it discourages careful hand-sewing, hem-stitching or whatever it is, and that the typewriter ought to be abolished because it has ruined handwriting. But The Times-Dispatch does not laugh at the belief that the constant changing of textbooks in schools in the hope of finding some perfect book for pupils to study and for teachers to ask questions from leads directly to the danger of diminishing self-culture among teachers and thinking among pupils.

As part of the mechanism of teaching and learning, the textbook is useful. If it is to be considered the principal factor in teaching and learning, then our public educational system is wrong from top to bottom.—Richmond Times-Dispatch.

FEWER, LARGER, BETTER

Believing that a curb should be put upon the establishment of small high schools in communities too small to maintain them properly, Virginia’s State department of education, with the cooperation of the United States Bureau of Education, is making a study of high schools in two counties. From the result of this study it is expected to develop a policy favoring the establishment of schools maintained by counties rather than by districts. This should bring about larger and better schools, in the opinion of the Virginia authorities.

KINDERGARTEN CONFERENCE

Kindergarten teachers from many countries will discuss the relation of the kindergarten to the primary grades at the annual meeting of the International Kindergarten Union to be held at Minneapolis May 5-9. That the kindergarten should be the first school grade and not a separate unit will be emphasized at this meeting. On the afternoon of May 7, the kindergarten teachers will have the opportunity to attend the national conference on home education conducted by the United States Commissioner of Education.

SCHOOL LIBRARIES IN TENNESSEE

Every school except five in Robertson County, Tenn., has a library. This is partly the result of a contest between the counties of Tennessee in which the State Department of Education and the State Library Depository jointly offered a teachers’ library to the county having the largest number of school libraries. Robertson made the best record and won the prize. The teachers’ library, which contains many of the latest books on education, has been placed in the office of the county superintendent. In the course of the contest the various schools held entertainments and used the money to buy books.
HOW IS YOUR SIGHT?

According to the statistics of the Eye Sight Conservation Council of America nine out of every ten persons over twenty-one have imperfect sight. At thirty-one the proportion is larger. Above forty it is almost impossible to find a man or woman with perfect sight. It was learned by the examination of several thousand school children in one of our large cities that sixty-six percent of them had defective vision. This condition, in the opinion of the Council, is to a very large extent unnecessary; and the economic loss alone is of tremendous proportions. The Council is conducting a national movement for the conservation of vision in the schools. The Council should have the heartiest support on the part of school officials.

LITERARY EVENING INSTITUTES

To provide for the cultural needs of men and women who desire to enlarge their knowledge, to cultivate their taste, to enrich their leisure, and to widen the scope of their interests, both public and private, the London County Council maintains "literary evening institutes" in many parts of the city. At these institutes discussions and group work are arranged in many subjects, including the appreciation of art, architecture and music, classical and modern literatures and languages, philosophy and psychology, history, economics, and social problems, science, elocution, and vocal and orchestral music. Classes in physical training are also held. Visits are made to art galleries, museums and other places of architectural and archeological interest.

THIS IS THE HOUR

This and no other is the hour for educational reconstruction. Much of the future has a kind of mechanical inevitability, but in education, far more than anywhere else, can a few resolute and capable souls mould the spirit and determine the quality of the world to come.

—H. G. WELLS, "The New Education."

Chicago has spent $30,000,000 for playgrounds and community centers.

CURRENT EDUCATIONAL PUBLICATIONS

"THE STORY OF A SOUTHERN SCHOOL"


This book is a graphic pen picture written by one on the inside. The author is one of the "old boys," who develops his theme with intimate and loving touch. He is evidently of those who believe that history is best told through biography; his story centers in the main round the lives of the splendid men who have been headmasters of the school and the pupils who have gone out to take prominent places in the state and throughout the nation. This fact gives the book a touch of personal interest to almost any reader in Virginia, as he is most likely to find intimate sidelights on the developing personality of one or more men whom he knows or knows of. The present reviewer, for instance, was much pleased to read several little sketches of the school life and character of a cousin who he knew had been killed in the Civil War, but of whom he knew almost nothing else. He had gone out from this school to take his place and meet his death in the ranks of the Southern immortals.

The fact that the history of the school traces through this stormy period of the war gives it a peculiar interest to every Southern reader. The recital is gripping and poignant as the author tells how one after another of the boys of that day, the flower of Southern youth, felt the fire of patriotism and heard the call to arms, and slipped quietly away to take their places among men and play the part of men, many to rise to positions of leadership, and many to die the death of heroes on the field of battle.

This school, the Episcopal High School, near Alexandria, Va., opened its doors in 1839, under the leadership of the Rev. Wm. N. Pendleton as Headmaster. Its purpose, in the words of this devoted man was: "To educate youth on the basis of religion. To apply the instructions of the Bible in the work of training the mind, influencing the heart, and regulating the habits; to provide boys during the critical period of middle youth and in-
cipient manhood the safest and best superintendence, the soundest and most healthful moral influences, and the most useful and extensive course of learning practicable. In a word, it is to make full trial of Christian education in training youth for duty and for heaven.'

That the experiment has been eminently successful one learns by reading the long roster of pupils who have gone out from the school to rise to places of leadership in both Church and State. There were thirty-five boys the first year, and in the second, the number had increased to one hundred and one. From this time the school went on through varying fortunes, though generally forward, until the beginning of the principalship of Lancelot Minor Blackford, M.A., in 1870. Mr. Blackford, later Dr. Blackford, held this post for forty-three years, and unquestionably became one of the great headmasters of the country. The school rose to a position during this period comparable to that of the great boys' schools of England, of which Dr. Blackford was a great admirer, and where he spent much time during his summers.

Under Mr. Archibald Robinson Hoxton, B.A., his successor, son of a former honored master, and himself trained there, the school continues its great tradition, holds its high reputation, and has made large expansion in buildings and physical equipment. Each year it is filled to capacity, having during the session of 1921-22 one hundred and eighty-six boys. Its career is a tribute to the wisdom of its founders in believing that religion and sound learning should go hand in hand—in fact, that religion is a part of sound learning.

The story is told in an attractive way, being filled with "human interest," and will well repay a reading by all who are interested in education at its best.

WALTER WILLIAMS

ALL DRESSED UP


An old subject in a new dress, this work is quite different from others of the same title which usually present the bare essentials of a more extended treatment of formal algebra.

The authors treat the subject from two points of view, viz: the chief uses of algebra for the man on the street, and the algebra needed for college entrance, and divide the book accordingly.

Part I contains the means and use of formulas and their derivation. The graph is then introduced in its application both to statistics and to reading results from the graph of a formula, both of which are presumed by advertisers as well as technical writers to be understood by the general reader. After this are taken up the simpler forms of the fundamental processes and the solution of such problems as arise frequently in daily life.

The second part takes up in greater detail the fundamental processes and proceeds to the consideration of topics necessary for taking college entrance examination, and to these is added the new tool of numerical trigonometry.

The pupil who completes this is just as well prepared for further study of that part of algebra usually referred to as "quadratics and beyond" as one who has pursued the subject thus far in a text arranged in the usual topical form.

H. A. CONVERSE

A PRIZE REVIEW

Winning a prize of $500 over more than a thousand competitors, William J. Flynn, a salesman in Brentano's Book Shop, Chicago, will be envied for having written the successful review of "Ashes of Vengeance," H. B. Somerville's novel published by Robert M. McBride & Company.

Especially because of the interest that may attach to the review as a prize winner, it is quoted here:

It seems to be a prevailing fashion among reviewers to compare all historical romances with those of the august and popular M. Dumas. In the case of H. B. Somerville's "Ashes of Vengeance" we must refrain from following this pleasant custom for at least two reasons. Firstly, because comparisons are—well—you know what they are. Secondly, because it is quite good enough to stand on its own merits.

When the irritations of this restless workaday world become wellnigh insuperable we like to take home one of these full blooded tales of that satisfactory period when gentlemen settled their differences quite definitely
with the aid of several inches of Toledo or Damascus steel. "Ashes of Vengeance" is a peculiarly pleasing specimen of its kind and we entertain no animosity against the author for so completely capturing our attention that we read on and on until the furnace went out and the milkman banged our morning quota on the front porch. To paraphrase a popular cigarette advertisement, "it satisfies."

It began, as so many things do, with a smile. Quite natural that Mdlle. D'Vanceoire, young, beautiful and but lately come to the court, should smile at the handsome Comte de la Roche. Still more natural that such a gallant gentleman should return the favor in kind. M. Rupert de Vrieac, however, being affianced to the lady in question and having a small heart for these gallantries, found in such conduct ample excuse for a quarrel with M. Le Comte. Wherefore, it followed that quite shortly the Comte de la Roche tasted the supreme humiliation of being allowed to live only through the favor of one who damnably enough was not only a better swordsman, but a Huguenot into the bargain. Comes the night of St. Bartholomew, however, when it is the very great pleasure of the Comte de la Roche to save M. de Vrieac and his lady from unpleasantly expeditious martyrdom, and to grant Mdlle. safe conduct at a price—to be paid by de Vrieac. As to the nature of the price and its payment we must preserve a discreet silence—it's far too good a story for us to spoil. Sufficeth, that against the setting of sixteenth century France the author has written a glowing and gorgeous tale of lovely women and handsome, though hot tempered, knights. We commend it most heartily to all who seek to forget the present state of the stock market and the high cost of hard coal.


This subject is new and often is poorly presented in the classroom because it is taught in an abstract way. But the material here offered—projects, questions, investigations—are designed to arouse the interest and develop the initiative of the student.

The topics considered are business methods for the student and individual, business and business methods for the household, principles and practice of household accounting, budgets.

To home economics teachers of personal and household accounting this book is most valuable. It is best adapted for use as a text book in high schools and as a guide in various phases of home economics.

The National Education Association has developed in American education a unity of spirit peculiar to this country alone. Its many-sidedness helps offset the dangers of specialization. Sustained cooperation between all branches of the profession gives a harmony of spirit that has yielded remarkable results. If all teachers would ally themselves with the National organization and work for the common interest of the youth of America, they will not only promote their own interests but that which is far greater, the interests of education. Every teacher, principal and superintendent should be a member of the National Education Association. Have you sent in your name? Headquarters: 1201 Sixteenth Street, Washington, D. C.
NEWS OF THE COLLEGE AND THE ALUMNAE

INKLINGS

Two new volumes by members of the Harrisonburg faculty have just appeared: *Ethics and Citizenship*, by Dr. John W. Wayland, has just been published by the McClure Company of Staunton, and *A Syllabus in The History of Education*, by Dr. W. J. Gifford, has just come from the press of the Rinker Printing Company, Bridgewater. Dr. Wayland’s book approaches the large problem of citizenship from a new angle. Dr. Gifford’s syllabus is the third in his series, of which the other two are syllabi in psychology and in education psychology.

The summer school faculty for 1924 has recently been announced by President Duke. Miss Louise B. Franke, who had charge of the physical education department during the session of 1921-22; Mrs. W. G. LeHew, who has taught handwriting in both winter and summer quarters; and Conrad T. Logan, who is head of the English department in the regular session, have been previously connected with the summer school, but were not on the faculty last summer. Paul N. Garber, an instructor in history at Brown University and a graduate of the University of Pennsylvania and of Bridgewater College, will have classes in history; B. L. Stanley, principal of the Harrisonburg High School and a graduate of Franklin and Marshall College and of the University of Virginia, will be in the education department and W. B. Varner, professor of education at Bridgewater College and a graduate of Vanderbilt University, will have classes in education. Miss Clara G. Turner, dietitian at Harrisonburg since September, 1923, will go on with the same work during the summer session. Miss Turner was formerly an instructor in Drexel Institute and is a graduate of Columbia University. Miss Grace Post, fifth grade supervisor in the Harrisonburg Training School, will serve in the same capacity in the summer training school. Miss Post is a graduate of the George Peabody College for Teachers.

The complete list follows: Katherine Anthony, Education and Director of Training School; George Warren Chappelear, Jr., Biology and Agriculture; Elizabeth Cleveland, English; Henry A. Converse, Mathe-
March 1; Radford at Radford, March 8; Farmville at Harrisonburg, March 22.

Lee's birthday fell on Saturday this year, so the program of the Lee Literary Society was presented at assembly January 18. It was an unusually interesting and inspiring program. Emma Dold's positive information about Lee's life and Dr. Wayland's reading of the account of Lee's wedding; Emily Hogge's reading, "The Sword of Robert E. Lee," and the Lee quartet's war songs and Mary Warren's talk on the society were the numbers on the program.

The following day was a bright one because 34 students from V. P. I. were here to present the entertainment of the Virginia Tech Minstrels. In their honor a thé dansant was given by the Bluestone Cotillion Club. The minstrel show in the evening was a huge success and drew a crowded house. There were hardly any damaging statements made by the minstrels except in the case of Mr. Chappelear, who is still laughing about his overcoat.

The Schoolma'am staff was elected during January and is now "hard at it." In addition to Susie Geoghegan, of Danville, and Celia Swecker, of Monterey, editor and manager, respectively, the following students were chosen to represent the student body on the staff and are now busily engaged on the annual: Elizabeth Portner of Norfolk; Catherine Byrd of Broadway; Nancy Roane of Portsmouth; Lila Riddell of Dumbarton; Minia Jordan of Willoughby Beach; Shirley McKinney of Hinton, West Virginia; Ruth Nickell of Herndon; Mabel Kirks of Midlothian; Edith Ward of Norfolk; Bertha McCollum of Danville; Jennie Tomko of Disputanta; Emma Dold of Buena Vista; and Mary Saunders Tabb of Portsmouth.

Mrs. Pearl P. Moody, head of the Home Economics Department, was the Harrisonburg representative at the annual meeting of the American Home Economics Association in New Orleans during the first week of January.

Believing that teachers have great power to stimulate and develop musical appreciation in the community, the City Symphony Orchestra of New York admits free to its concerts all members of the teaching and supervising staff of the public schools of the city.

Alumnae Notes

Mary Miller Snead is teaching in George Mason High School, Alexandria. She has charge of an important pageant that is to portray events and characters associated with that part of Virginia. She was chairman of the general committee that outlined the work, and the particular stunt assigned to her class is an interesting series of scenes in the life of Washington at Mt. Vernon. Lafayette, George Mason, Nellie Custis, and other well known characters will appear in due course.

Mrs. Arno Friddle (Gladys Brown) is living at Moorefield, West Virginia, and is very much interested in the co-operative movement now going on in the Shenandoah Valley. She is still loyal to "The Daughter of the Stars."

Leone Reaves is working at Columbia University. Her address is 423 West 118th Street, New York City. Recently she was requested to prepare a report on public opinion and lynching. She will teach at the College of William and Mary next summer. She sends good wishes to all her friends at Blue-Stone Hill.

Emma Branson is teaching at Delaplane in Fauquier County. She sent a message to the—Normal, we were about to say. It seems a little hard to get out of the habit, but we shall probably say "Teachers College" quite naturally after a time. At any rate, Emma sent the message.

Catherine Spitzer is teaching in Hebron School, Augusta County. Her department presented an interesting program on Washington's birthday.

Katherine Harper is now at Farmville. Recently she was requested to present to her class a paper on Civil War happenings in and around Harrisonburg. She says: "I often think of my dear Alma Mater and wish that I could be back there again." She may be assured that we shall be pleased to see her whenever fate or fortune turns her steps hitherward.

Mrs. John Earl Wampler (Gladys Coiner) is telling her friends of an interesting Valentine, named Bettie Barnhart. To be in good time, Bettie came on the 13th of February. Mr. and Mrs. Wampler are at home at Covington, Va.
The Loudoun Mirror, published at Leesburg, carried in the issue of February 7 an interesting account of the work being done in Loudoun County by the girls' club under the direction of Grace Heyl, county supervisor of home economics. They are providing hot lunches for the schools and learning in various ways to make future homes happy.

Lizzie McIvor writes from Naruna, Campbell County, where she is teaching, and testifies to many pleasant memories of Harrisonburg.

Frances Mackey, as president of our general alumnae association, has been doing fine work during the past months in the interests of Alma Mater and the educational work of the state. When it takes a whole heart and a skillful hand "Fim" may be counted on with confidence.

Tillie Derflinger Monroe sends a message of hearty greeting from Middleburg in Loudoun County. Everybody here who knew Tillie remembers her with pleasure.

Mary Scott's address is (or recently was) London, W. C. 2, care of U. S. Shipping Board, Emergency Fleet Corporation, Bush House, Aldwych. Mary has been "doing" Europe for so long some of us are afraid that she has forgotten her friends in America, but we hope that she will come back some time and prove to us that we are mistaken.

Mary Lancaster Smith (Mrs. E. E. Garrison) writes from her home at 64 19th Street, Jackson Heights, Queens County, N. Y. She says: "I think of you all frequently, but my son keeps me too busy for much letter-writing. . . Mr. Garrison teases me because of my eagerness to see the Virginia Teacher. He knows I prize it above all the other magazines that arrive monthly."

Evelyn Culton (Mrs. W. C. Newell), who now lives at Eleven Oaks, Newell, N. C., lets us hear from her and the other Harrisonburg girls in her vicinity occasionally. We always receive her messages with pleasure.

Anne Gilliam sent a beautiful Christmas souvenir from the Far East. She may be addressed in care of the British Cigarette Company, Hankow, China.

Pauline Bresko is teaching United States History and other subjects in the Turbeville High School, and is enjoying her work very much. She wishes everyone at Blue-Stone Hill a most successful year.

The Parent of Riches

Education is not only a moral renovator and a multiplier of intellectual power, but it is also the most prolific parent of material riches.

It has a right, therefore, not only to be included in the grand inventory of a nation’s resources but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property.

A trespasser or a knife may forcibly or fraudulently appropriate the earnings of others to himself, but education has the prerogative of originating or generating property more certainly and more rapidly than it was ever accumulated by force or fraud.

It has more than the quality of an ordinary mercantile commodity, from which the possessor realizes but a single profit as it passes through his hands; it rather resembles fixed capital, yielding constant and high revenues. As it enjoys an immunity from common casualties, it incurs no cost for insurance or defense.—Horace Mann.

A message to American women, endorsed by a number of the leading women of the nation, has been sent throughout the country urging women to aid the chemical industry. They have been asked to assess the value of chemistry to the home, the community, and the country. If the women will but rivet their attention to our status as research workers in organic chemistry, they will understand that our weakness in this respect is a vital weakness as a nation. This weakness is felt by those who know as a sufficient challenge to the American public.

Buffalo (N. Y.) evening schools offer the public whatever educational service it demands, and any course requested by fifteen persons will be provided. During the past school year these schools enrolled 22,424 persons, one out of every fifteen in the population more than sixteen years old. More than half of the registrants continued to attend regularly throughout the year.
PERCENTILE RANK
(Pedagogical Triolets.)

Percentile Rank!
(The phrase is new!)
My mind's a blank!
Percentile Rank,
Who was the crank
That thought of you?
Percentile Rank!
(The phrase is new!)

Percentile Rank!
We feel your clutch!
Let us be frank,
Percentile Rank,
We can not thank
Your records much!
Percentile Rank!
We feel your clutch!
—Susie M. Best, in Cincinnati School Index.

"Magazines and newspapers have never before given so much space to education as during 1923. Several magazines of great influence and circulation have made the promotion of education one of their primary objectives. There has been less attempt to "jazz" publicity for education and more sound reporting of basic educational needs and achievements."—N. E. A. Press Service.

"Education is the one real concernment of all those who hope for a better day—a wiser regimen in human affairs. On what other basis can we plan the reconstruction and improvement of society?"—Charles A. McMuray, George Peabody College for Teachers.

Graduates of Ohio Wesleyan University who began teaching this school year are paid an average salary of $1,356, women receiving an average of $1,270 and men $1,550, according to records of the placement bureau of the university, which found positions for 121 teachers of all grades, from primary to college.

OUR CONTRIBUTORS
R. K. HOKE is superintendent of schools of Prince George County and the city of Hopewell. He is a graduate of Teachers College, Columbia University.

SAMUEL P. DUKE, president of the State Teachers College at Harrisonburg, participated actively in the movement for a change of name of the teacher-training institutions in Virginia.

ZELMA WAGSTAFF is a teacher of English at Basset, Virginia, and a 1923 graduate of the Harrisonburg State Teachers College.

SUE RAINIE is a teacher of home economics at Averett College, Danville, Virginia. Miss Raine received her B. S. at Harrisonburg in June, 1923.

WALTER WILLIAMS is rector of Emmanuel Episcopal Church at Harrisonburg.

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Give More Than Many
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Sentenced to Read Pilgrim’s Progress

Recently a motorist, convicted of reckless driving, was sentenced by Judge Raymond MacNeil of Philadelphia to remain in jail until he had read Pilgrim’s Progress through. The newspaper account did not mention whether the judge specified what edition of this classic the culprit must read. But had he insisted on the Standard English Classics edition it would have been no punishment at all.

Our Pilgrim’s Progress has exactly the right sort of explanatory notes. (They smooth out the difficulties but do not get in the reader’s way.) It has a brief life of the author showing him in relation to his work. It has illustrations of unusual appeal.

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By William E. Stark, Superintendent of Schools, Hackensack, N.J.

The most important problems which bothers teachers—241 problems—have here been collected by a superintendent of long experience. More than sixty of them are worked out, not didactically but just as earnest, thoughtful teachers work them out by trial and error, by experiment, by co-operative study. The problems cover the whole range from kindergarten to high school. There are problems of discipline, of curriculum, of method, of economy of time, of professional growth, and of relationship with supervisors, principals, parents, and other teachers.

This is one of the two books on which the reading course examination of IQ24 for the renewal of certificates will be based.

Webster’s Dictionaries

These dictionaries are marked by breadth of scholarship, grasp of essentials, precision of definition, ease of reference, clearness of typography not found in other school dictionaries. Webster’s Secondary School Dictionary; Webster’s Elementary School Dictionary; Webster’s Shorter School Dictionary.

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IN THE SHENANDOAH VALLEY

Note: On February 13, Governor Trinkle signed Senate Bill 121 which changed the name of the Normal School to that of Teachers College.

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