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Virginia Teacher, April 1924

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

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Problems of State Teachers Association

Lula D. Metz

Student Government in a Fifth Grade . . . Margaret Magruder
Student Periodicals in Virginia Colleges . . Roselyn Brownley
A "Language Bee" for Better Speech Week . Margaret R. Ritchie
The Libraries of Virginia . . . . . . . . . . . . . . Margaret V. Jones

BOOK REVIEWS

by

Henry A. Converse, Mary E. Cornell, Dorothy Spooner
Portia Boddie, C. T. Logan

Published at the State Teachers College of Harrisonburg, Va.
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THE VIRGINIA TEACHER

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INCREASING THE EFFICIENCY OF THE VIRGINIA STATE TEACHERS ASSOCIATION

Mr. Chairman, fellow teachers, friends of education, it is a pleasure and privilege to have this opportunity to come to you today and bring to you the greetings of the various divisions of the departments of the V. S. T. A. This assemblage of teachers and other educators who are devoting their lives and giving of their best in thought and ability to the cause of education is within itself an inspiration and an hopeful fore-shadowing of educational progress in the state. When bands of men and women such as this are gathered together throughout the state in the interest of educational endeavor, there is, I am sure, no just cause for discouragement as to the ultimate outcome. These conferences held year after year for the consideration of those facts and factors which enter in the composition of our educational system must result in permanent good.

It has been interesting as well as most encouraging to note not only the increased attendance upon the district conferences, but a deeper interest in those things which concern the organization. As I have visited the various divisions, it has always been with a spirit of sympathy with the difficulties confronting those who year after year plan the programs and through them make the influence of the districts far-reaching. I come to you today that I may bring not only the word of encouragement in the splendid work that you are doing, but that I may add that word which may be helpful in the future progress of those educational activities in which you, all of us, are interested. My message today will be in the form of several recommendations, or suggestions, which I hope may be helpful and received in the spirit in which they are offered.

1. A uniform spring election in every district in the State.
2. A standing publicity committee in each district.
3. Every school in the district closed for the yearly district meetings.
4. A 100% cooperation of teachers, superintendents, and other school officials.
5. A larger rural participation in the activities of the districts.
6. A 100% membership in the Virginia State Teachers Association.

Let us consider for a moment the first recommendation: a uniform spring election in each district. It is known to most of those present that in accordance with the constitution of the V. S. T. A., the election of officers in the different districts can take place either in the spring at the time of the annual district meeting, or at the Thanksgiving Conference at Richmond, the result being that some districts hold their elections in the spring while others elect at the time of the annual State Conference. It can be readily seen that this may at times cause some confusion at least in the minds of those who are not so closely affiliated with the State organization. But this is the least serious aspect of the situation. The district meetings in Richmond are frequently very poorly attended and this is especially true if it does not happen to be the year for the election of the officers of the State Teachers Association. The time for the meetings in Richmond is brief, and the number present very often does not even constitute a quorum. And yet in the hands of this small number, which is not representative, is placed the choice of the officers of the various divisions.
This is a bad situation and one for which up to this time no remedy has been suggested. The time for the meeting in Richmond has been changed from time to time in an attempt to secure fuller attendance, but in most instances (there are exceptions) the attendance has been small. The situation last November (it was not the time for the choice of officers for the V. S. T. A.) was an illustration of the point I am trying to make. At that time several districts should have elected officers, but failed to do so on account of the poor representation at the meeting. Others did not meet or failed to elect when the number present was too small for the transaction of business. This was the fault of no one, but rather of the situation. The result was embarrassment on the part of those who were then holding office, uncertainty on the part of the Board of Directors as to the elections, and doubt and confusion.

The matter was adjusted satisfactorily, and all those now holding office are constitutionally elected and represent the choice of their respective districts. But the situation could be avoided by having uniform spring elections, in all the districts over the state. From the time when, ten years or more ago, I first became interested in the great possibilities of the district organizations and later when I served for a number of years as president of one of them, it has been my conviction that the selection of officers should take place at the time of the spring meeting rather than during the State Conference. Here it is that all the machinery of the district should be carried on. A regular scheduled business meeting offers this opportunity, and what is more important, there is a real representation of the district present. Several districts have always held the spring election, district F among these, and have found the plan to work satisfactorily. It would mean a slight revision in the Constitutions of those districts which have been accustomed to elect at Thanksgiving. But with the election and other matters of business planned and out of the way, I believe that those representing the districts would be prepared for both more profitable and pleasurable participation in the work and the activities of the State Organization. As it is, the officers are either completing their term of office at the time of the State Conference or just preparing to enter upon their duties.

Passing from this to the second point, a permanent publicity committee in each district, I would suggest that this committee have three members, and this year that one be elected for one year, one for two years, and one for three years. The duty of such a committee would be a wider publicity not only for the district meetings, but the bringing to the districts that information concerning the State Organization and other districts that would make them real participators in the educational affairs of the State and make them realize that they are real and vital parts of the State Organization.

Although every year sees an increased attendance upon the district meetings there is room for improvement in this direction. When I enjoy the splendid programs that are given at the district meetings and am inspired and benefited by them, I return to my work with renewed enthusiasm. But the thought invariably comes to me, "What a shame that every teacher and educational worker in the division could not have been present." Nor is it sufficient to have interested the teachers and school people only in those activities in which the district is concerned and engaged; we want the wide awake citizens, the patrons, the tax payers, to know what we are doing and the odds against which we often struggle, in the fight for educational privileges and advantages for their children. I am more and more convinced every day that we shall never see the culmination of those things which we are trying to do nor the full realization of our ideas, and ideals until all the people are interested in them, and become a vital factor in their making. The defeat of school legislation year after year is a striking example not only of the lack of interest in educational matters on the part of the public, but a lack of that knowledge that will bring about the needed interest. That man who understands the obstacles in the way, the amount of money necessary to educational purposes, the cost resulting from ignorance, the advantages of having all the people of a community educated, that man does not begrudge the taxes he pays to support education, even though he may have no children to be educated. We have long had as our motto "The education of all the children in the State." May we not realize what it would mean if we substitute
in its stead: "The education of all of the people of the State." As a first step we need to have all the people hear these programs on which often appear the most prominent educators and thinkers in the State and country, and which offer the best in thought, in culture, in inspiration.

There are numbers of our teachers who never attend the meetings nor do they feel that they have any part in the affairs of the district. We need every teacher in the State and especially those in the far rural sections, and it is these whom we are in many instances not reaching. The rural problem is still an ever-present and unsolved one, and just in proportion as the teachers in the rural schools and communities realize their part of the responsibility of giving to those children over whom they are placed advantages equal to those given the city child, shall we be able in greater measure at least to meet the situation. These conferences, as far as is possible, should be carried occasionally at least, to available rural points. And again, I realize the seemingly unsurmountable difficulties in the way. Our permanent publicity committee appointed from each district would give wider publicity to the meetings that are held from year to year, and see that no teacher, however far from the place of meeting, fails to have the opportunity of knowing what is going on.

And this leads us naturally to the next point: How secure a larger attendance and a wider interest in the work of the different State divisions. For the final solution to this I believe that we must look to the superintendents, for they, it seems to me, hold in their hands, perhaps as no others, the key to the situation. In many counties of the State, the superintendents close all the schools in their respective counties and every teacher (who is paid for the days at the rate of her salary) is expected to attend the meetings. In some instances the days are counted as time taught. The inspiration and good received from the programs more than compensates, I am convinced, for the loss of time, if in any possible way we can call the time lost. If our superintendents would all take this step, the attendance upon the conferences would be many times increased, and the usefulness and effectiveness of the district as an organization increased one hundred percent.

Many of our teachers are unable to attend the State Conference because of the expense of travel when the distances are far, and that they should have the opportunity of attending at least the district meetings is their due, both for their own sakes and the sake of those committed to their care. All of us need the inspiration of meeting together with others of our profession, as well as that contact with those influences outside our own circle. The superintendents have always co-operated in those things which make for progress and they will, I know, lend their cooperation and help in this too. I have been deeply interested in the matter of strengthening the efficiency and usefulness of the V. S. T. A., but at the same time I have realized that we must build from the foundation. The State Organization can never do its best work nor reach its highest point of efficiency until the local and district organizations realize to the fullest how vital and essential a part they are of the State Organization. The local associations have always functioned in a very special manner because the superintendents have accepted these as their responsibility and just in proportion as they realize the possibilities of the district organization, will it also become a more vital factor in our educational system.

We are not discouraged; we have no just cause to be. We know that when all have put their hands to the plow, the work will be done. These, my friends, and fellow-workers, are a few of the thoughts which I wish to leave with you. A spring election in every district; a standing publicity committee; a yearly meeting in every district; as far as possible, a 100% attendance as the result of co-operation of teachers, superintendents, and all State officials, and as a result, a 100% membership in the V. S. T. A. I have long had these upon my heart and conscience, and I leave them now with you, and ask only that you, too, give them your careful and earnest consideration.

And before I am through may I add my word of appeal to that of your Chairman in behalf of the Preventorium campaign which is now going on and to ask for your hearty and sympathetic co-operation. I am delighted with the ready response with which the whole project has been met. The reports are most gratifying, but we need the
THE VIRGINIA TEACHER

help of everyone in the State to carry the work to completion. It is a most worthy cause and one for which the teachers of the State will be proud, justly proud, when it shall have been finished. We need only ask them how many times they have asked or thought: “What will become of me if I become ill?” “Where would I go should an illness overtake me?” and many others, to know that they realize to the fullest what the Preventorium will mean to them. And may I remind you that the Preventorium is not for the teachers only, but for all those engaged in educational work, which means that all will have a part in the building. The Preventorium will be erected at Charlottesville on the University of Virginia grounds. It will cost about forty thousand dollars. It will contain about forty beds and accommodate forty on sleeping porches. It will be under the control of the Medical Board of the University of Virginia Hospital, and a permanent board of control appointed by the V. S. T. A. A thorough physical examination, any necessary operation, one week in the University Hospital will be given those who apply, and at a cost not to exceed $25.00. (The cost of this week elsewhere under ordinary circumstances might easily amount to several hundred dollars.) After this week under the special care of the University physicians, a bed in the Preventorium will be ready for those who need additional rest and treatment. If the week in the hospital is unnecessary, a few weeks of rest in the Preventorium may prevent a long illness or a nervous breakdown. The Preventorium gives us the opportunity of paying a debt we have long owed to those of our profession who have broken down in service and need our help. It is here that any teacher or school official in the State of Virginia may go and receive that expert medical assistance that will renew physical vigor, prolong life, and make retirement unnecessary. It is perhaps the greatest and most needed piece of work ever undertaken by the Virginia State Teachers Association for the welfare of its members. Your bed will be ready if you need it. Help make it and if you are fortunate enough never to use it, pass it on to one of your profession who may need it. Your individual contribution is four dollars. This added to your help and sympathetic support will result in that which will open the doors of hope to all. Your chairman is Superintendent Shelburn. Give him your check or make your pledge as soon as possible that sufficient funds may be in hand to assure the breaking of the ground as soon as winter is over. No worthier cause was ever undertaken by the teachers of the Commonwealth.

LULU D. METZ

STUDENT GOVERNMENT IN A FIFTH GRADE

My decision to institute student government arose from the desire to maintain a more natural form of class discipline, and to inspire the principles of co-operation and citizenship.

When the plan was proposed and outlined to the children, it was accepted by them with great enthusiasm. The idea of taking care of themselves, as they expressed it, appealed to them strongly. After we had discussed it at some length, they wished to establish some laws; so each child thought out and wrote such laws as he felt were necessary in school.

When these were brought up for consideration some were voted out as unnecessary by the class, and some of course were duplicated. Those which the children voted to keep were the nine following:

1. No drinks of water when in line.
2. No unnecessary talking when Miss Magruder is out of the room.
3. No talking when it will disturb others.
4. No eating in school.
5. No playing with toys during class.
6. Always walk up and down the stairs.
8. Keep lines straight and quiet.
9. Do not talk when another person is speaking.

These were accepted as written by the children and copied into the books which they had bought for that purpose.

I then suggested the need of officers who would see that the laws were obeyed. The
children finally decided that there should be a student council member in each row, responsible for the people in his row, and elected by them.

When this had been done, one boy suggested that some member of the council might prove to be weak. The children then decided that there should be one person elected president of the student council. (They have since changed his title to "Mayor" as our government seems to suggest city government to them.) It is his duty to call council meetings at any recess period when the council finds it necessary, and to discharge any council member for inefficiency.

The following laws were suggested by the children and added to the original list when the need for them arose.

10) "Obey your council member cheerfully"—was added when some council member found it unpleasant to speak to one or two children who did not respond as cordially as they might. We observed that the best council members were those who made others wish to adopt their suggestions.

11) "Stand straight when speaking"—was suggested by a child who noted that I was forced frequently to remind several of the children to stand on both feet when speaking.

12) "No paper must be thrown on the lawn"—was added when there was an appeal to each grade to help keep the surroundings neat.

13) "Do not leave the room unless necessary"—was made a law when the children were put on their honor not to leave the room unnecessarily, and given the privilege of leaving the room without asking permission.

14) "Try to be polite at all times"—seems to be a repetition of numbers 3, 4, and 9, but to the children, it covers all the little forms of good breeding not mentioned in those laws. They made it especially for conduct on the playground, at home, and on the street. It is applicable to their manner of speaking to each other, of contradicting another, of laughing at the mistakes of others, etc. To be brief, any act which hurts the feeling of somebody, or makes him unhappy is considered a failure to keep law fourteen.

The last law, Number 15—"I have done nothing dishonest"—was not found necessary until January, when a boy who came to us from another school was found cheating on an examination. He was deprived of student government privileges for a time by the student council and assured that he must prove to the class in a definite way that he was sorry before he could be trusted again. He has already found a chance to act honorably in a situation in which he might easily have behaved dishonorably undetected.

The punishments which the student council inflicts are in proportion to the broken law and consist in depriving the delinquent of some of the student government privileges. This has been found sufficient punishment. We do not detain the children after school nor at recess, since "plenty of exercise in the open air" is one of our most prominent health laws.

Each morning following opening exercises we devote ten minutes to marking the laws for the previous day. One pupil reads the laws aloud and the children who have broken a law stand while it is being read. If any person feels that he is unfairly judged in being asked to mark a certain law, the point is settled before the next law is read.

When the children's reports are due, each child consults his law book for the past six weeks and gives me his deportment grade. A new mayor and council are then elected to serve during the next six weeks.

I have always before felt that deportment was an indefinite thing to mark and a hard matter to judge fairly. This plan enables the children to understand their deportment grade and it becomes as definite to them as any other grade.

While one year is not sufficient for the full development of a self-governed class, it is certainly the best plan I have found "to train for citizenship inculcating respect for law and order, and developing the habit of obedience to properly constituted authority." (See Virginia Code of Ethics).

Margaret V. Magruder
STUDENT PERIODICALS IN THE COLLEGES OF VIRGINIA

"S TUDENT periodical" is taken to mean a newspaper or magazine containing school news, stories, essays, etc., published under the direction, management, and editorship of a staff selected by the student body of a school or college. "Annuals," which give a resume of the school life for the year—chiefly in pictures—altho likewise a student publication, are not included in this discussion of college periodicals.

Students of Virginia colleges support student periodicals rather generously, one finds in examining the replies to a questionnaire which was sent to each senior college in the state.

With a view to examining into the organization and conduct of student periodicals, I prepared the following questionnaire and sent a copy to each senior college in the state. The replies which were so generously forthcoming show that students of Virginia colleges support periodicals whole-heartedly.

This tabulated information is for the session 1922-1923.

**QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Name of publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper or magazine</td>
<td></td>
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<tr>
<td>If newspaper:</td>
<td></td>
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<tr>
<td>How often published</td>
<td></td>
</tr>
<tr>
<td>No. of pages</td>
<td></td>
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<tr>
<td>Size of page</td>
<td></td>
</tr>
<tr>
<td>No. columns to page</td>
<td></td>
</tr>
<tr>
<td>Total circulation</td>
<td></td>
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<tr>
<td>Subscription rate per year</td>
<td></td>
</tr>
<tr>
<td>Subscription rate per copy</td>
<td></td>
</tr>
<tr>
<td>Advertising rates per inch</td>
<td></td>
</tr>
<tr>
<td>Printed on school press?</td>
<td></td>
</tr>
<tr>
<td>No. members on staff</td>
<td></td>
</tr>
<tr>
<td>Member S. I. N. A.? (Southern Inter-collegiate Newspaper Association.)</td>
<td></td>
</tr>
</tbody>
</table>

If magazine:

| How often published                    |                                      |
| No. of pages                           |                                      |
| Size of page                           |                                      |
| No. columns to page                    |                                      |
| Total circulation                      |                                      |
| Subscription rate per year             |                                      |
| Subscription rate per copy             |                                      |
| Advertising rates per inch             |                                      |
| Printed on school press?               |                                      |
| No. members on staff                   |                                      |

**Remarks**

In making a study of the circulation of the various periodicals and of their advertising rates, I was surprised to find that there is no relationship between them in either newspaper or magazine. For instance, the advertising rates for the magazines range from $15 to $50 (per page). One would naturally suppose that the periodical with the largest circulation would demand the largest rates. But we find from the tables that the largest rate ($50) is asked by Hollins Magazine with a circulation of only 400, while The Virginia Reel (comic magazine of the University of Virginia) with the largest circulation (4,000) asks the rate of only $45.

Likewise in the newspapers. Their advertising rates range from 25 to 50 cents per inch per issue; and while The Brackety-Ack of Roanoke College has the highest rate (50 cents), it has the largest circulation, while The Grapurchat of Radford State Teachers College (circulation from 200 to 300) demands the same price—50 cents.

**COLLEGE MAGAZINES**

There are two comic magazines in the colleges of Virginia—The Virginia Reel of the University of Virginia, and The Mink of Washington and Lee University.

"The Virginia Reel was founded in May 1920 and is published by the students of the University of Virginia monthly (nine times) during the session, on the first day of each month. The Managing Board (in control of the publication), the Literary Staff, the Art Staff, and the Business Staff include about thirty undergraduates on the average.

"We have subscriptions in about forty states and the magazine is on sale at over a hundred newsstands, not including all the trains served by the Union News Company.

"The Reel has a different cover (always in colors) each month and as high as thirty cuts have been used in one issue."
Table I—Student Magazines in Virginia Colleges, Session of 1922-23

<table>
<thead>
<tr>
<th>College</th>
<th>Name of Magazine</th>
<th>Circulation</th>
<th>Subscription</th>
<th>Ad Rate</th>
<th>Published</th>
<th>Pages</th>
<th>Size of Page</th>
<th>Col's</th>
<th>Remarks</th>
<th>No. on Staff</th>
<th>Editor-in-Chief</th>
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</thead>
<tbody>
<tr>
<td>Blackstone College</td>
<td>The Blackstonian</td>
<td>$1.50</td>
<td>60c</td>
<td>15</td>
<td>4 times year</td>
<td>30</td>
<td>6½ x 9½</td>
<td>1</td>
<td>Literary</td>
<td>12</td>
<td>Katherine Barbour</td>
</tr>
<tr>
<td>Bridgewater College</td>
<td>The Philomathean</td>
<td>500</td>
<td>1.00</td>
<td>10c</td>
<td>Monthly</td>
<td>18-25</td>
<td>8½</td>
<td>1</td>
<td>Literary</td>
<td>18</td>
<td>C. E. May</td>
</tr>
<tr>
<td>Hampden-Sidney College</td>
<td>Hampden-Sidney Magazine</td>
<td>250</td>
<td>2.00</td>
<td>35c</td>
<td>22</td>
<td>62</td>
<td>6½ x 9½</td>
<td>1</td>
<td>Literary</td>
<td>9</td>
<td>A. Garland Williams</td>
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<td>Hollins Magazine</td>
<td>400</td>
<td>3.00</td>
<td>40c</td>
<td>50</td>
<td>75</td>
<td>6½ x 10</td>
<td>1</td>
<td>Literary</td>
<td>5</td>
<td>Virginia D. Moore</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>The Tattler</td>
<td>600</td>
<td>1.25</td>
<td>25c</td>
<td>Monthly</td>
<td>40</td>
<td>6½ x 9½</td>
<td>1</td>
<td>Literary</td>
<td>7</td>
<td>Margaret Kinneer</td>
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<tr>
<td>Sweet Briar College</td>
<td>Sweet Briar Magazine</td>
<td>250</td>
<td>1.00</td>
<td>25c</td>
<td>25</td>
<td>60</td>
<td>4½ x 7</td>
<td>1</td>
<td>Literary</td>
<td>12</td>
<td>J. Hills Miller</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>The Messenger</td>
<td>500</td>
<td>1.50</td>
<td>20c</td>
<td>Monthly</td>
<td>45</td>
<td>8½ x 10</td>
<td>1</td>
<td>Literary</td>
<td>14</td>
<td>John W. Avrett II</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>The Virginia Reel</td>
<td>4000</td>
<td>2.25</td>
<td>25c</td>
<td>45</td>
<td>36</td>
<td>8½ x 10</td>
<td>2</td>
<td>Comic</td>
<td>28</td>
<td>Lee McCordell</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>University of Virginia Magazine</td>
<td>1000</td>
<td>2.00</td>
<td>30c</td>
<td>35</td>
<td>64</td>
<td>5½ x 8</td>
<td>1</td>
<td>Literary</td>
<td>9</td>
<td>David H. Lindsay</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>The Mink</td>
<td>2500</td>
<td>2.50</td>
<td>30c</td>
<td>Monthly</td>
<td>24-32</td>
<td>9½ x 12</td>
<td>2</td>
<td>Comic</td>
<td>45</td>
<td>C. R. Ball</td>
</tr>
<tr>
<td>William and Mary College</td>
<td>William &amp; Mary Literary Magazine</td>
<td>900</td>
<td>3.00</td>
<td>50c</td>
<td>30</td>
<td>80</td>
<td>6½ x 10</td>
<td>1</td>
<td>Literary</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Table II—Student Newspapers in Virginia Colleges, Session of 1922-23

<table>
<thead>
<tr>
<th>College</th>
<th>Name of Newspaper</th>
<th>Circulation</th>
<th>Subscription</th>
<th>Ad Rates Per Inch</th>
<th>Published</th>
<th>No. of Pages</th>
<th>Size of Page</th>
<th>No. ofCols</th>
<th>No. on Staff</th>
<th>Remarks</th>
<th>Editor-in-Chief</th>
</tr>
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<tbody>
<tr>
<td>Mary and Henry College</td>
<td>The White Topper</td>
<td>600</td>
<td>$2.00</td>
<td>Copy</td>
<td>Weekly</td>
<td>4-12</td>
<td>12½ x 19</td>
<td>5</td>
<td>15</td>
<td>Paul J. Viall</td>
<td></td>
</tr>
<tr>
<td>armstrong State Teachers College</td>
<td>The Rotunda</td>
<td>400</td>
<td>2.00</td>
<td>10c</td>
<td>Weekly</td>
<td>6</td>
<td>10½ x 14</td>
<td>3</td>
<td>15</td>
<td>Elizabeth Moring</td>
<td></td>
</tr>
<tr>
<td>Fredericksburg State Teachers College</td>
<td>The Bullet</td>
<td>300</td>
<td>5.00</td>
<td>10c</td>
<td>Monthly</td>
<td>6</td>
<td>9 x 12</td>
<td>3</td>
<td>7</td>
<td>Eva Oliver</td>
<td></td>
</tr>
<tr>
<td>Hampden-Sidney College</td>
<td>Hampden-Sidney Tiger</td>
<td>300</td>
<td>3.00</td>
<td>10c</td>
<td>Weekly</td>
<td>4</td>
<td>11 x 15</td>
<td>4</td>
<td>16</td>
<td>Benjamin S. Morgan, Jr.</td>
<td></td>
</tr>
<tr>
<td>Harrisonburg State Teachers College</td>
<td>The Breeze</td>
<td>400</td>
<td>1.50</td>
<td>10c</td>
<td>Bi-weekly</td>
<td>4</td>
<td>11 x 15½</td>
<td>4</td>
<td>11</td>
<td>Roselyn Brownley</td>
<td></td>
</tr>
<tr>
<td>Hollins College</td>
<td>Campus Crumbs</td>
<td>400</td>
<td>1.00</td>
<td>No Ads</td>
<td>5-10 times yr.</td>
<td>4</td>
<td>12 x 14½</td>
<td>3</td>
<td>7</td>
<td>Virginia D. Moore</td>
<td></td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>The Grapuchat</td>
<td>200-300</td>
<td>1.50</td>
<td>10c</td>
<td>Bi-weekly</td>
<td>6</td>
<td>11 x 14</td>
<td>4</td>
<td>5</td>
<td>Annie Sue Anderson</td>
<td></td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Yellow Jacket Weekly</td>
<td>500</td>
<td>3.00</td>
<td>10c</td>
<td>Weekly</td>
<td>4</td>
<td>6½ x 11½</td>
<td>5</td>
<td>20</td>
<td>William S. Hockman</td>
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</tr>
<tr>
<td>Oanoke College</td>
<td>The Sun Dial</td>
<td>700</td>
<td>1.75</td>
<td>7c</td>
<td>Weekly</td>
<td>4</td>
<td>15 x 19</td>
<td>6</td>
<td>21</td>
<td>* J. Martin Orndoff</td>
<td></td>
</tr>
<tr>
<td>University of Richmond</td>
<td>The Brackety-Ack</td>
<td>3100</td>
<td>2.50</td>
<td>10c</td>
<td>Weekly</td>
<td>4-9</td>
<td>11½ x 15½</td>
<td>5</td>
<td>18</td>
<td>* Millard F. Cox, Jr.</td>
<td>Thelma Phlegar</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Richmond Collegian</td>
<td>500</td>
<td>2.50</td>
<td>15c</td>
<td>Weekly</td>
<td>8</td>
<td>12½ x 17</td>
<td>5</td>
<td>12</td>
<td>* Harry P. Gilbert</td>
<td></td>
</tr>
<tr>
<td>Virginia Intermont College</td>
<td>College Topics</td>
<td>1500</td>
<td>3.00</td>
<td>10c</td>
<td>Weekly</td>
<td>8</td>
<td>11 x 15</td>
<td>4</td>
<td>14</td>
<td>* Albert C. Kelley</td>
<td></td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Va. Intermont Cauldon</td>
<td>300</td>
<td>1.50</td>
<td>5c</td>
<td>Bi-weekly</td>
<td>4</td>
<td>10 x 18</td>
<td>5</td>
<td>12</td>
<td>* W. A. Dickinson</td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>The Caeset</td>
<td>1200</td>
<td>2.50</td>
<td>10c</td>
<td>Bi-weekly</td>
<td>8</td>
<td>13 x 19</td>
<td>5</td>
<td>14</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>The Virginia Tech</td>
<td>1700</td>
<td>2.50</td>
<td>10c</td>
<td>Weekly</td>
<td>6-8</td>
<td>12 x 19</td>
<td>5</td>
<td>39</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>William and Mary College</td>
<td>The Ring-Tum Phi</td>
<td>1500</td>
<td>3.00</td>
<td>5c</td>
<td>Weekly</td>
<td>4</td>
<td>13 x 19</td>
<td>4</td>
<td>30</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Flat Hat</td>
<td>1200</td>
<td>3.00</td>
<td>10c</td>
<td>Weekly</td>
<td>8</td>
<td>10 x 15</td>
<td>10</td>
<td>20</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>
“Places are gained on the various staffs by competition, and election is by the Managing Board. In turn, the entire staff elects the Managing Board for the following year. This has been extremely satisfactory, and because politics in the matter acts as a boomerang, there has been little trouble,” writes Mr. Harry J. Taylor, 1923-1924 editor of The Virginia Reel.

The Mink is now in the fourth year of its existence. Mr. Dick Feamster, 1922-1923 business manager, writes, “The Mink is quoted on the public movie screens throughout the nation, by means of The Literary Digest’s “Film Fun,” also in Judge and Life, as well as in the leading college comics. It is sold at the leading newstands and has met with much public favor, even outside the student body. It has led the college comic world in many innovations and particular features, and is praised,” he adds with some satisfaction, “by U. S. Senators, judges, and other prominent men.”

Eleven literary magazines are issued now, two having been recently discontinued—The Focus, of Farmville State Teachers College because of the lack of interest of the students and advertisers, and the Monthly at Randolph-Macon College.

The students of William and Mary College lead in the number of issues of a literary production, with their William and Mary Literary Magazine published eight times a year. Literary articles of real merit, poems, and the like, appear in this magazine.

A testimony from one closely connected with the publication informs us more definitely; so I am quoting Mr. E. Welford Brauer, assistant editor of this magazine, who said in an editorial in the October 1922 issue, “In addition to papers of strictly literary substance, we shall publish, in succeeding issues, essays on technical subjects, commercial, and scientific. We shall welcome, particularly, papers on Virginia folk-lore and ballads, the priceless old traditions and legends transmitted to us by our forefathers through a succession of generations, and still preserved in the remote sections of this state.......

“Our own experience has taught us that the usual student writer is passing through the embryonic stage of writing and is not yet developed into the disciplined artist. Therefore we cannot expect this work to be comparable to that of the seasoned authors; on the other hand, we do expect his work to be prepared with pertinent regard to form and arrangement.”

This magazine quite properly outlined its program for the year early and thus had a goal to work towards.

The Hampden-Sidney Magazine, of Hampden-Sidney College, and The Tattler, published by the students of Randolph-Macon Woman’s College, are gotten out six times during the school year.

The Hampden-Sidney Magazine usually contains “various short stories, poems, book reviews, jokes, editorials, essays, and such other compositions as have literary merit,” writes Mr. B. S. Morgan, now editor of this publication.

“Worriendum Est,” “Editorial,” “Exchanges”—these are some departments of The Tattler, besides the literary department, which consists of verse, stories, and literary discussions. The Tattler makes a fine impression. There is every evidence of serious effort in the contents of the magazine, and a “tone” that indicates the good taste and sound literary training of its writers.

Sweet Briar Magazine is the literary publication of the students of Sweet Briar College. I have been unable to obtain a copy of this magazine,—even to examine!

Blackstone College’s The Blackstonian appears only four times during the school year. This magazine is said not to have received the proper support of the students, but is nevertheless being issued even against all odds. It has departments of “Y. W. C. A. Notes,” “Among the Alumnae,” “Student Government,” “Exchanges,” “Locals,” “Editorials,” “Jokes.” Stories and other articles are also included.

The Philomathean of Bridgewater Col-

*There has just come to my notice The Brambler of Sweet Briar College, a magazine not included in Table I, as the first issue appeared in the fall of 1923. In make-up, it is very like the usual college comic magazine; in content it is different, since it contains news of the school, editorials, book reviews, alumnae notes, and various type articles besides the jokes and its other comic devices. “Tea House Topics” is an attractive department. The Brambler has made a good beginning.
college, *Hollins Magazine* of Hollins College, *The University of Virginia Magazine*, and the University of Richmond's *The Messenger* are monthly literary magazines. The first of these is the smallest (in size) of the four.

It includes reports on student activities at Bridgewater College, and also has athletic, alumni, exchange, and humor departments besides articles and verse of literary worth. The sensible discussions of affairs of great moment at the present day show painstaking, serious thinking on the part of some of the student body.

*Hollins Magazine* is delightful. The reading that it offers is interesting. The discussions are wide-awake. It compares favorably with any literary magazine in the state that I have examined.

“The Contributors’ Club” in the February, 1923, issue with its two articles, “I Hate Cities” and “I Love Cities,” offers a hint of the distinctive work done on this magazine. In contrast one reads, first: “I hate cities with their turbulent squalid sounds that set my ears to aching, so that I cannot remember music or soft laughter. How can men live in cities? How can men dream in cities? How I hate the breath of cities!” and then: “I love cities! I love their soul. I love their youth and joy and hope and ceaseless thrill of life. I love their throbbing strength. Move their great movement ever on and on!”

*The Messenger* of the University of Richmond receives support from both Westhampton College and Richmond College. This publication usually includes stories, editorials, verse, literary discussions and sometimes playlets.

The articles that I have scanned are of much merit. Originality in the plot and make-up of the stories is apparent. And much of this quality—originality—makes the discussions very alive.

*The University of Virginia Magazine* is one of the oldest college magazines in the state, founded in 1838. It includes stories, articles on literary subjects, poetry, editorials, reviews.

The following excerpt from an issue of this publication tells of one device used to keep up the interest of the students during the year. “Three prizes of twenty-five dol-

lars each will be awarded for the best essay, the best story, and the best poem, respectively, contributed to the *Magazine* during the year by any student of the University. No one not a student of the University may compete for a prize, nor may a student compete again for a prize he has already won.”

**COLLEGE NEWSPAPERS**

There are seventeen newspapers in the senior colleges of Virginia. These may be divided into several groups—those published semi-weekly, weekly, bi-weekly, and monthly.

*College Topics*, the University of Virginia’s newspaper, is the only college newspaper in the state appearing semi-weekly. The material consists to a large extent of athletic news, although scholastic and fraternal news is also given a place. The paper has well-balanced headlines. A characteristic feature of *Topics* is that the event of most interest at the time of its appearance is announced in a “stream-line head.”


*The White Topper* deserves notice among college newspapers. Emory and Henry students have evidently selected a wide-awake staff to edit their periodical. The news is written up well. The paper has very interesting departments, some of which are “Senior Snaps,” “Social Calendar,” and “Collegiate Wit.”

*The Rotunda* was begun in the fall of 1920 and is “well supported by the students, alumnas, and advertisers,” says a former editor. It took the place of *The Focus*, Farmville’s literary magazine, which has been discontinued. The style of *The Rotunda* is in-
formal. It has strong departments of "College Cut Outs," "Athletics," and "Y. W. C. A."

In Hampden-Sidney's Tiger, all news of the school is given a place, but athletics seem to occupy the "lion's share." The editorials are concise—to the point. They seem to be the result of serious meditation upon conditions existing in the school. "Kampus Kuts," a humorous "colyum," offers the suggestion that "the unusually large subscription to the Tiger is due solely to the fact that Kampus Kuts appear therein."

Some college newspapers do not seem to be really fulfilling their purpose—that of presenting news. Advertisements occupy most of the space in some papers, and one finds himself noting the "ads" instead of the news. —Not so with Randolph-Macon's Yellow Jacket Weekly. Its motto seems to be "News from beginning to end." Many of the articles run long, but the earnestness with which the writers usually write probably excuses this. The editorials contain many common-sense propositions and remarks.

The Brackety Ack is well-rounded in the appearance and content of its headlines, articles, and advertisements. Articles are written in good newspaper style. The large amount of alumni news in each issue is notable. This publication should make a special appeal to the college alumni as well as to its students.

It was the editors of The Richmond Collegian who several years ago showed their interest in college newspapers working together by organizing the Southern Intercollegiate Newspaper Association. This association, popularly known as the S. I. N. A., is "an endeavor to bring all the southern colleges together for the advancement of collegiate journalism.... The main idea is that some day it may serve as a sort of Associated Press and that through this co-operation, collegiate journalism may be put upon a higher plane," in the words of Mr. R. Clark Grove, a former editor of The Brackety-Ack, who was associated with the founders of the S. I. N. A. about three years ago. Table II shows which college newspapers in Virginia are enrolled in this association.

Printing the news of every activity and organization seems to be the policy of The Richmond Collegian. In each of its departments, the style of writing is quite to the point and in good newspaper style. A feature in this paper not found in any other college newspaper that I have observed is its "Weekly Book Review." Some modern work is reviewed, usually quite interestingly.

The official publication of the General Athletic Association of the Virginia Military Institute is its weekly newspaper, The Cadet, which is a typical school newspaper with several innovations of its own.

Its unique way of presenting its alumni news attracts attention. This news is run under the title "Sons of V. M. I.," accompanied by a small sketch. Such features as "Love Problems by Love Editor" are characteristic of the facetious vein that runs through the columns of The Cadet, and no doubt add to the general popularity of the paper.

The Virginia Polytechnic Institute is distinctive in having The Virginia Tech, the only newspaper in Virginia printed on a school press. It has a large number of advertisers. Athletic news seems to be given a very large space, and the "write-ups" as a rule display creditable newspaper style.

"Y. M. C. A. News," "Intercollegiate News," "Alumni News," "Exchanges,"—are regular news departments. "Looking Backward" (previous years in the school's history) is a feature that any school paper could use to advantage. Under this heading there appears in each issue a number of items of news from earlier issues.

Of Washington and Lee University's The Ring-Tum-Phi, Mr. Albert C. Kelly, the 1922-1923 editor, says, "The paper receives no aid whatever from the school. Salaries are paid to the editor and business manager, in the event that they make them. The editor receives $200; the business manager, $150. All school publications are supervised by a Publication Board, an organization made up of all editors and business managers, either for the current session or previous ones, a resident alumnus, and a faculty member. This board audits all books of the publications, approves budgets, awards publication certificates and keys (these are little gold watch charms) upon recommendation of editors, supervises policies in general, etc. The editor and the business manager are elected
at the regular student-body elections and are considered student-body officers. Prior to the election each year, each staff endorses one of its number for the position, though this is not at all conclusive that he will be elected, for there is nothing to prevent other candidates from entering the race.

"Editors and business managers serve for the entire session, or from September until June. Other members on the staff are elected on a strict competitive basis."

The high standards set up in their creditable style-book probably account for the well written articles in The Ring-Tum-Phi.

"In the Wigwam" is the special sporting page of William and Mary's Flat Hat, although the whole paper contains a large amount of athletic news. The Flat Hat often prints a list of the attractions at the theaters in the town. This kind of news is also a feature of College Topics and of other college newspapers (mostly weeklies).

Editorials, S. I. N. A., and general college happenings complete the make-up of this publication. The typography of The Flat Hat entitles it to be placed among the best college weeklies.

There are three bi-weekly newspapers—Harrisonburg State Teachers College's Breeze, the Radford State Teachers College's Grapurchat, and The Virginia Intermont Cauldron.

The Breeze was begun in the fall of 1922. It endeavors to print as much news as possible in the best way possible. "The Campus Cats" column, in which humor, verse, and the sayings of Tom (cat) are printed, has become an established feature of the publication. Contributions are made to The Breeze by students at large, as well as by members of the staff. General contributions have been encouraged by the "Snyder Prize," offered for the best article published during the year.

With no special departments, The Grapurchat nevertheless presents the occurrences of school life. Although the treatment of material is not always in first class newspaper style, one gets the news nevertheless. This publication apparently has a staff that is striving to lift the standards and strengthen the morale of the student body.

Virginia Intermont College's Cauldron is in its second year. "We expect to enlarge it soon," writes Mr. Roy P. Brown, vice-president of the Virginia Intermont College.

The style of the Cauldron is rather informal. However, the various features of the paper and its general "make-up" indicate for it a bright future. It seems to be under the control of far-seeing and optimistic editors.

The Bullet of the Fredericksburg State Teachers College is the only monthly newspaper published in a Virginia college. This is a small newspaper and reproduces the happenings in the school life in a very informal way. Unlike other papers, The Bullet does not have regular newspaper headlines and thus places no more emphasis on one article than on another.

Campus Crumbs, the Hollins newspaper, which appears from five to ten times a year "does not pretend to print news, either local or general. It contains merely local jokes and humor of various types. The jokes often veil serious stabs at conditions and institutions open to criticism," writes Miss Virginia D. Moore, 1922-1923 editor of the publication. Campus Crumbs is delightful in its difference from the usual school newspapers. It always contains much clever and fantastical writing that deserves notice and credit.

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A "LANGUAGE BEE" FOR BETTER SPEECH WEEK

MEMBERS of the staff of The Breeze, student newspaper published at Harrisonburg State Teachers College, planned and carried out during Better Speech Week in February, 1924, a "language bee." The practical success of the contest indicated that teachers of English elsewhere might find it worth using.

The "language bee" was conducted in an assembly period lasting 40 minutes and the contestants numbered about twenty, two being elected from each dormitory or cottage on the campus. The contestants stood in line and by saying "Right" or "Wrong" gave their judgments on sentences as they were read out by the moderator. If the sentence was wrong, the contestant was expected to correct it. In this way the sentence could not be passed from one contestant to another.
The sentence was repeated as many times as the contestant desired, but the contestant had only one chance to answer. If the contestant thought a sentence was wrong, but could not repeat it correctly, then the answer was counted wrong and the contestant "dropped out" of the line.

In arranging these sentences the plan of mixing together both correct and incorrect sentences was followed in order to insure a judgment on each sentence.

The sentences used in the contest were gathered together by members of The Breeze staff. A special effort was made to include no sentences in which there could be difference of opinion about correct usage. It will be seen that the list illustrates usage of pronouns, adverbs, the agreement of subject and verb, of pronoun and antecedent, tense forms, auxiliaries, verbs, etc. The contest offered a real test of language habits and of a knowledge of grammar.

A member of the faculty was asked to act as moderator and give out the sentences. Two other members served as judges. To the winner of the contest was presented a copy of Brander Matthews's recent volume, "Essays on English."

The sentences used in the contest are given here. Preceding the number of each is a W or R to indicate that the sentence as it stands is wrong or right. The word in the sentence which demands a judgment is indicated by italics, this being prepared for the benefit of the teacher who is using the list.

W 1. Yesterday we sat out some new trees.
R 2. I learned my lesson well.
R 3. He ran fast.
R 4. He laid the book on the shelf.
W 5. Between you and I that is not true.
R 6. This pencil belongs to her.
W 7. Was it him?
W 8. Can I borrow your book for a little while?
R 9. Without John and me to help, that work would not be done.
W 10. Lie the cloth on the ground.
W 11. Let it lay there.
R 12. May I be here?
R 13. May I lay my coat on the table?
R 14. He and I missed the boat.
R 15. Do you think that you can solve this problem?
R 16. Mother says "You may go."
W 17. We will be glad to see you.
R 18. There are some apples on the tree.
R 19. Every state has two senators at Washington.
W 20. She sings good.
W 21. Come as quick as you can.
W 22. She don't give tests very often.
R 23. It is he who laughed.
W 24. All are going—him, his sister, and his mother.
W 25. They had lain in a stock of supplies.
R 26. The dog lazily shifted his position.
W 27. He walked very rapid.
R 28. Shall I assist you?
R 29. How many planets can we see?
R 30. My little brother set all his toys in a row.
W 31. He sets near the door.
W 32. Will you sit the lamp near me?
W 33. She has set there for over an hour.
W 34. An old lady sit on the front seat yesterday.
R 35. We sat and listened to the music.
W 36. We found John setting by the window.
R 37. She set the book on the table.
W 38. Is there room for me to set by you?
R 39. The old hen set patiently on the eggs for two weeks and suddenly disappeared.
W 40. Sitting the box at her feet, I crept out.
R 41. How soon may we expect to hear from you?
R 42. He has done badly in school.
W 43. They hired him special for the Christmas holidays.
R 44. The voices grew angry.
R 45. You should not have laid it on the bed.
R 46. The carpenter will lay the floor tomorrow.
W 47. I will sing for you and he.
R 48. It was he whom we met.
W 49. Everyone missed the train but Julia and I.
W 50. He don't like algebra.
R 51. They gilded swiftly down the hill.
W 52. She looks beautifully.
R 53. He looks wearily at the unanswered letter.
W 54. I think she ought to have wrote me about it.
W 55. She is one of those girls who takes no interest in basketball.
W 56. The food tastes badly.
W 57. He looks wearily.
R 58. He lay there last night.
R 59. He must have laid the book here.
W 60. Let it lay there.
R 61. The hen laid the egg.
R 62. The eggs were laid in the basket.
R 63. Was he lying on your hat?
W 64. Many a time I have laid on my back in the sun.
W 65. The coat had been lain away for the summer.
W 66. Take it up stairs when you go to lay down.
R 67. I shall lay my pencil on the table.
W 68. I have been laying here an hour.
W 69. Lay down, Rover.
R 70. I can row a boat and paddle a canoe.
R 71. May I ask you a question?
W 72. Where is my bat at?
R 73. Henry spoke to him, but did not recognize us boys.
R 74. Everyone is going to the picnic except you and me.
W 75. He had seen Flossie and I before you arrived.
W 76. You was in the contest.
W 77. These flower petals feels like velvet.
W 78. It was them that did it.
W 79. I am so tired at night that I can't hardly learn my lessons.
R 80. If it had been he, I should have recognized him.
W 81. Our teachers and us are going on a picnic.
W 82. He that ruleth his temper we honor.
W 83. Not one of the boys lost their courage.
R 84. Should I appear in this costume?
R 85. The traveler set his bag behind the trunk.
R 86. We shall go if we can.
W 87. When are you and him to go?
R 88. Was it he whom you met at school?
W 89. Neither him nor Harriet knew it.
W 90. Did you see the boys and he together?
R 91. I like to write better than he.
R 92. We sat for hours around the fire.
W 93. I am sorry that you must set by and listen.
W 94. You and she was late for class.
W 95. "Mother, can I invite Mary?"
W 96. Each of the pupils lost their books.
W 97. I am not so tall as him.
W 98. The schoolboy said, "It is me."
W 99. These sort of apples are better than those.
W 100. I know she don't do that.
R 101. He asked that I should go with him and her.
R 102. The flower smells bad.
R 103. She smiled joyously.
W 104. If it is him, why doesn't he come in?
W 105. I don't like these kind of apples.
W 106. Which one of these two pictures is prettiest?
W 107. The baby lays on the bed and plays with his rattle.
R 108. My father laid this paper here a week ago.
W 109. When are you and him to go?
R 110. He and I are going to see the show tonight.
W 111. Did you see that boy and he together?
W 112. It can't be him whom you mean.
R 113. It could not have been I, for I was at home.
R 114. He divided the oranges between my sister and me.
W 115. Is he better prepared than I to take the examinations?
W 116. If I were him, I should not go.
R 117. I don't know whether you can ride the pony or not.
R 118. The teacher told William and us girls to speak distinctly.
W 119. Last May she sit under the blossoming cherry tree and dreamed and dreamed.
W 120. Do she and her roommate always agree?
R 121. Each of the women gave her services.
W 122. I like these kind of apples.
W 123. These girls doesn't like the rain.
R 124. Will you set this doll in that chair?
R 125. Can you sit still a little while?
W 126. The dog set in the window watching us all day yesterday.
R 127. I have an invitation for her and me.
R 128. The thick tree served as a roof above her and me.
W 129. Mabel and they are expected this afternoon.
W 130. It must have been him who did it.
R 131. The girls were waiting for the professor.
R 132. Had it been they, I should have heard them.
W 133. Each of the trees were tall and stately.
R 134. Behind George and them came the whole procession.
R 135. He asked me and them to go driving.
Thirty additional sentences, many of them involving more difficult principles, were also prepared for use in case the first list did not “floor” all contestants. They were:

W 1. One of my pens have been lost.
W 2. Her management of keys, stops, and pedals look wonderful to me.
W 3. Here comes the bride and groom.
W 4. There are no interesting news for The Breeze today.
R 5. I, who am strong, have nothing to fear.
W 6. One of the waitresses have left.
W 7. They are using one of those old books that has been discarded.
R 8. Give it to me, who am surely in need of it.
W 9. He that is guilty you should reprove and not me.
R 10. The manner in which he uses verbs, pronouns, adjectives, and adverbs shows lack of training.
W 11. I expected to have gone.
R 12. Why do you treat me who have been your friend that way?
R 13. Will the boy or girl who did it please get his books?
R 14. He spoke of their taking a part.
W 15. We are the ones he called, you and me.
W 16. There is the boy whom you said was talking.
W 17. Everyone in the room will please get their hats.
W 18. Me going ought not to affect you.
R 19. It seems as if I am always wrong.
R 20. Girls like you and her should work harder.
R 21. What will you say to those who were there?
R 22. What will you say to me who am here?
R 23. I believed John to be him.
W 24. Between you and I and the gate-post, I don’t know what to do.
W 25. Give the tickets to whomever needs them most.
W 26. One should always be careful of their reputation.
W 27. I hoped to have come with them.
R 28. The tinner who you said was best could not be engaged for the job.
W 29. One of the men are responsible.
W 30. These sort of mistakes are understandable.

Margaret Ritchie

THE LIBRARIES OF VIRGINIA

The matter of public education received little attention in Virginia until after the close of the Revolutionary War. The English system of private schools was transported bodily to the Colony for the benefit of the aristocracy, the only class, according to ideas then accepted, to which an education would, or should, be of any concern. After a good beginning had been made at home, the young Virginian went to Oxford for the further pursuit of knowledge, and, after “the grand tour,” come back to Virginia, elegant in person and accomplished in mind, to play his part in the affairs of the Colony. The College of William and Mary was founded in 1693 (and would have been founded in 1619 but for the destruction of a large part of the colony by the Indians) and, although students still went to England, the beginning of that American belief in home institutions manifested itself by the prompt support with which the new college was started upon its remarkable career. Therefore, while opportunities for education were ample for the ample purse, the poorer classes were dependent upon the purely elementary advantages of the old field schools, considered, even in those days, more picturesque than potent.

When Virginia became a State, a committee was appointed to revise the laws already on the statute books and to suggest new ones. The members were Thomas Jefferson, Edmund Pendleton, George Wythe, George Mason, and Thomas Ludwell Lee. Jefferson’s words—“If the children are untaught, their ignorance and vices in the future cost us much dearer than it would have done in their correction by a good education”—assumed concrete form when he drew up three bills relating to public education. One of them was entitled ”A Bill for Establishing a Public Library,” and was the origin of the present State Library. Progress after this was steady. Many new colleges were founded, among them Jefferson’s child, the University of Virginia, and interesting details are recorded about the books in the libraries and the methods of cataloging used. Elementary education progressed more slowly.

Reprint from The Library Journal, November, 1923, by permission of the author.
but with each year the need for a good system
of public education became better appreciated.
In 1841 a comprehensive report or a public
school system was submitted by an official
committee, and, among numerous recommenda-
tions, a very remarkable plan for promoting
public school libraries was included. The
amount spent for schools increased from $44-
000 in 1836 to $214,000 in 1860, and by
1860 the State was paying for the education
of one-half of those attending school, and
this in spite of the fact that the State was
going heavily into debt for the construction of
railroads and for other economic develop-
ments. Public libraries were unheard of in
a State where towns were small and the popu-
lation widely scattered, but large private col-
clections were numerous and every college
was equipped with a library. Thus in 1860
life in the Commonwealth was marked by
a note of vigor and hopefulness and the fu-
ture seemed full of promise, when the dim-
ly felt danger of war suddenly became a
reality, bringing forth events not conducive
to progress and prosperity.

Seven years later Virginia was "Military
District No. 1." Desolation and confusion
prevailed everywhere. A railroad system
which had cost nearly seventy million dollars
and which was nearly half as long in miles
as that of all New England, was in ruins—
tracks torn up, bridges and depots burned,
equipment destroyed; the great canal from
Richmond to the Valley lay useless—"a great
gash across the heart of the Commonwealth;"
the public school system was of necessity aban-
donned during the war and not taken up again
until years later, when the great problem of
educating the negro was added to the burden.
An official report of the times gives in ap-
palling figures an account of financial losses:

- Personal property, one hundred and sixteen
  million dollars;
- Realty, one hundred and twenty-one million dollars;
- Internal improvements, twenty-six million dollars;
- Banking capital, fifteen million dollars;
- Circulation, twelve million dollars;
- State interest in bonds, four million dollars;
- Slaves and other property, one hundred and sixty-three million dollars.

In addition to these economic deficits the
State debt amounted to thirty-eight million
dollars, of which sixteen million dollars had
been expended for the development of west-
ern Virginia, now a separate State. By 1870
the debt had increased to forty-five million
dollars.

In face of these conditions Virginians
got to work to restore homes, re-stock the
land, supply homes with food for half a mil-
ion ex-slaves, care for sick and disabled vet-
erans, rebuild towns, colleges and railroads.
Notwithstanding poverty and personal debts,
the advice of financial experts that the State
debt of forty-five million dollars ($62 for
each white person) be repudiated and the
State declared bankrupt, was stubbornly re-
fused out of regard for Virginia's unblemish-
ed fiscal record.

The lean decades that followed were lived
in Virginia with a grim heroism that is un-
recorded and unregarded except at home,
where the new generation, in the midst of pros-
perity, does not forget. "Infinite patience with
the ex-slave, a stubborn clinging to what was
deemed honor, and a strange capacity for si-
lent, cheerful suffering" marked Virginians of
the post-war period. They listened to Gen-
eral Lee: "You can work for Virginia, to
build her up again, to make her great again.
You can teach your children to love and
cherish her;" and implicit faith in his wis-
dom carried them far on the road to recovery.

"C'est la guerre" can thus explain the
backwardness of Virginia, particularly in
education, which only comes with material
prosperity. It is impossible to give here even
a slight sketch of the growth of educational
facilities from the close of the war until the
present time. Progress was painfully slow
and beset by difficulties, but results are now
plainly evident and education stands first
when the many outlays for improvement are
considered. Funds appropriated for the use of
the Department of Public Instruction are in-
creased each year by at least a million dol-
lars, and the Department has more absolute
power than any other division of the State
government. Successful battles for compul-
sory education, consolidated schools, well
trained teachers and better school buildings
are being waged in every corner of the State.
School libraries have, since 1908, been encour-
gaged by the State through a fund for aiding
schools to purchase books, and this plan has
been taken advantage of so promptly that
practically every school in Virginia has a
library—the majority of them very good.
In order to meet the demands for State aid,
the Department of Public Instruction is ask-
ning for ten thousand dollars for next year,
instead of the very inadequate sum of three thousand dollars, which has always become completely exhausted during the first month of the school year. The department has added to its staff this year a man who is to take charge of the distribution of textbooks and the supervision of school libraries. He is now working with the State Library on the compilation of suitable book lists for the guidance of schools buying libraries with State aid.

The State Library

All library work done by the State is centralized at the State Library, with the exception of the Law Library and the Legislative Reference Bureau. It combines, under one administration, archives, reference work, the collection of Virginiana, the publication of important historical papers and bibliographical bulletins, and the extension work, which is in three divisions—traveling libraries, package libraries, and the work of the library organizer. In addition to these numerous activities, the State Library has for years served the people of Richmond in the capacity of a public library and this service has been a heavy tax upon its resources. Any citizen of the State who is over eighteen years old can borrow books from the State Library on his own responsibility, and any under eighteen can borrow through parents or teachers.

The archives department is now housed in a fire proof building, planned with the advice of experts on the care of documents, and the great mass of material which has lain untouched throughout the years is rapidly being put into workable shape. It contains a million and a half documents and is next in size to the archives of the Library of Congress. The records of the department show a great increase in the number of people who come from every state in the Union and many foreign countries to use the material or to gaze upon such interesting relics as Cornwallis's parole or Stonewall Jackson's last note to General Lee, written during the battle of Chancellorsville and just before he received his mortal wound.

The work of the library organizer corresponds to the duties of the secretary of a library commission. It was begun in August, 1922, and during the year that has passed every section of the State and practically every library has been visited; four libraries have been organized; the Virginia Library Association has been re-organized and has held two successful meetings and recruited seventy-five members; the almost impossible task of collecting statistics from the many small libraries in the State shows some signs of completion; and the county library campaign has made encouraging headway in several parts of the State.

College Libraries

Virginia has an unusual number of colleges and preparatory schools, and all of them have good libraries. The University of Virginia lost all but 17,194 books out of its valuable collections, many volumes of which were given by Jefferson and Madison, by a fire which destroyed the Rotunda in 1895; the College of William and Mary, the Virginia Military Institute, Washington and Lee University (then Washington College) were destroyed during the War by Northern troops, and the libraries of course shared the same fate. None of the colleges had funds to spend on anything but miserly salaries for the professors for many years. The trustees of Washington College, in 1865, pledged their private credit for the restoration of the buildings, library and apparatus, and offered the presidency of the college to General Lee, with the munificent salary of fifteen hundred dollars a year, also privately guaranteed, and the College of William and Mary, though without funds, and finally without a solitary student, was kept open by its indomitable president, who still remained at the college and at the beginning of every academic year in October, caused the chapel bell to be rung. The work of rehabilitation was slow and is not yet complete, but every old college, and many new ones, are filled to capacity with students from Virginia and other States. There is a total of six hundred thousand volumes on the shelves of the college libraries and every library, with one or two exceptions, is in charge of a trained librarian and open to the people of the community.

Public Libraries

At the beginning of 1922, there were six libraries in Virginia supported by public funds, three supported by endowments, sixteen supported by donations, gifts, etc., and fifteen supported by subscription fees. In one year
six new libraries have been added to the list—four of them in very humble circumstances, but not subscription libraries, and the other two are in process of organization in Petersburg and Richmond. The building for the Petersburg library was given by Mrs. W. R. McKenney as a memorial to her husband, on condition that the city appropriate at least $7,500 annually for its maintenance and make proper provision for the negro population. Richmond has fallen for the second time in her history—this time to the determined onslaught of 10,000 of her citizens who besieged the city council until the day was won. The library board, composed of the mayor, the superintendent of schools, two members of the city council and five citizens at large, has already been appointed and is working on plans for a library that will redeem Richmond in the eyes of the world.

Every city in the State with a population of ten thousand and more now has a public library, with the exception of two. Many of them could be vastly improved, but the State Library feels that for the present most of its energy must be concentrated on the county library, which is gaining rapid favor in Virginia, where the county unit has always been strong. Three of the new libraries have been named for the county instead of the community, and while they at present have no other attributes of the county library except extreme willingness to do all they can for the country people, their promoters are advancing steadily in the right direction. Plans are also practically complete in the largest county in the State for a county library, to be established with ideal provisions, and the people who are making it a reality are ambitious for its future as a model for other counties.

"Courage is the thing." Those who are in the forefront of the battle are finding in Virginia a wide-spread alertness and definiteness of purpose which have been lacking for many years. A people who spend, in one year, nearly six million dollars for school buildings alone, can be said to have a purpose in view. Fortunately, Virginians love a good fight and, once committed to a cause, cling with a tenacity inherited from British forbears. All available forces are being assembled, and Virginia—to misquote St. Paul—"forgetting not the things which are behind and reaching forth unto the things which are before," looks forward to many sharp fights and ultimate victory.

MARGARET V. JONES

THE CHICAGO RESOLUTIONS

EXPENDITURES for public education must not be reduced. That is the keynote of the platform which was unanimously adopted by the Department of Superintendence at Chicago under the leadership of Dr. Frank W. Ballou, superintendent of schools, Washington, D. C., chairman of the Resolutions Committee. The continuance of American Education Week, an exemplary system of public education for the Nation's capital, the avoidance of war, the improvement of rural schools, law observance, efficient teaching service, and the Education Bill are other subjects considered in the platform, which should be carefully read by every teacher and studied in every teachers' club and college in the land. In addition to Superintendent Ballou, the Resolutions Committee includes the following members: Thomas E. Johnson, State superintendent of public instruction, Lansing, Michigan; J. M. Gwinn, superintendent of schools, San Francisco, California; Mabel C. Bragg, assistant superintendent of schools, Newton, Massachusetts; L. B. Evans, superintendent of schools, Augusta, Georgia; Mrs. Mary C. C. Bradford, State superintendent of public instruction, Denver, Colorado; F. D. Boynton, superintendent of schools, Ithaca, New York.

This committee presented the following report, which was unanimously adopted:

American Education Week—In order that the American people may have a full knowledge of the plans and purposes of those who are engaged in teaching the youth of America, and thereby be convinced of the economic and patriotic value of education, and in order that the patriotic and financial support of American public education may be commensurate with its importance in our representative democracy, the Department of
Superintendence gives its cordial endorsement to the observance of Education Week throughout the Nation.

We commend the action of the President of the United States and of the several States in issuing proclamations on this subject, and ask for a continuance of their endorsements.

We hereby call upon the profession to continue to prepare plans and programs for this appointed week that will still carry further to the people a message of what has been done, what is being done, and that should be done to insure the safety of the Republic by a full measure of education for all its citizens.

Education in the Nation's capital—We reaffirm our position regarding education in the Nation's capital by the repetition of the resolution adopted by the Department of Superintendence in 1923, as follows:

We note with satisfaction and heartily endorse the expressed intention of Congress to make the school system of Washington the model system of the country. We pledge to Congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation's capital a system of public education which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the Teachers' Salary Bill now pending before Congress.

To avoid war—We recognize both that another world war would destroy civilization and that the hope of today and the security of the future lies in an adequate education. To this end we demand a program of education which, by bringing about a better understanding among the people of the world, will steadily produce a situation in which offensive wars will become impossible.

Rural education—We recognize the rural school as one of the most important and difficult in American education. It is a fundamental problem in American life. It is a question that concerns people of the city as vitally as it does the people of the country.

It has been the long established policy of the Department of Superintendence to promote the welfare of the rural schools in the same degree as the city schools, and we, therefore, endorse the action of the President of the National Education Association in the appointment of the Committee of One Hundred to devise ways and means for the solution of this problem.

We solicit the interest and co-operation of every organization and of men and women interested in rural-life betterment to the end that the permanence, prosperity, and happiness of people in the rural communities may be insured.

Education Bill—We have noted with great satisfaction and approval that President Coolidge in his first message to Congress gave expression to his high regard for education and to a belief that education is a fundamental requirement of National activity and is worthy of a Department in the National Government and a place in the Cabinet.

The clear and forceful statement of the President in his message has greatly encouraged us in the hope for an early and favorable consideration of the Education Bill now before Congress.

We affirm our allegiance to the Education Bill in the language of the resolution adopted last year, as follows:

We recognize that a Department of Education is necessary in order that the educational activities of our National Government shall be efficiently and economically administered. We believe that National sanction and national leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign-born, prepare teachers, develop adequate programs of physical education, and equalize educational opportunities, is in accord with our long-established practice and is demanded by the present crisis in education.

Law observance—We recognize that our civilization is in danger of being undermined by the failure of our people to observe the laws of our country and the communities in which they live. We further recognize the fact that law observance can be best secured by proper observation and training. We therefore urge that the schools of Amer-
ica stress as never before the fundamental principles of American citizenship—participation in governmental activities and complete loyalty and obedience to its laws and respect for duly constituted authorities.

Efficient service of teachers—The great body of the people of our country are demanding increasingly higher standards of education. These demands are resulting in the new, vitalized educational program in our schools. There is a clarion call for broadly educated, highly trained leaders with clear vision and high ideals.

The Department of Superintendence commends the inspiring and efficient service of teachers, principals, and supervisors who are whole-heartedly devoting their lives to this high type of patriotic service, and urges increasing understanding, appreciation, and support by the public of the teachers, principals, and supervisors in the schools of America.

No reduction in appropriation for public education—The unprecedented rise in the cost of public education as represented in the elementary and secondary fields may be traced to definite causes. It is the conviction of the American people that an education is the birthright of every child in this democracy. Within the period from 1890 to 1920 it became necessary to expand the elementary-school plant seventy percent and the high-school plant one thousand percent, with like extensions in the instructing staff, to take care of the ten million additional children in the elementary and two million in the secondary school. The increase in population, vast as that was for the period named, does not account for the increase in attendance. The real reason is the difference in conception on the part of the people as to what their schools should do. Compulsory attendance laws brought children by the thousand into schools, the age limit was raised, and civil organizations inaugurated "back-to-school movements."

The public demanded physical and health education, courses in civics and patriotism, in fire and accident prevention, in music and drawing, in industrial and household arts, in science and commercial studies, expanded options in foreign languages and history, classes for the mentally and physically disabled, part-time and continuation courses, open-air schools, summer terms; in short, a public service was demanded of the schools to meet changing domestic and economic conditions unheard of a generation ago. Local pressure and legislative enactment established the present public-school program and changed public schools from places for the intellectual training of a selected few to public-service stations whereby and wherein all might be equally served irrespective of race, color, creed, economic status, or parental occupation.

If the present conception, which seems to be the creed of the American people, is to continue and the public schools remain public service stations, then it is futile to discuss a diminishing cost for public education. On the other hand, if every child of school age is to receive what is conceded to be his just due—namely, a full school day five days each week—the cost of school construction must go on. For example, two hundred millions are required at this moment for school construction in a single State if the children of that State are to enjoy this privilege.

There is another factor in the recent cost of education. As late as 1917, salaries of teachers were proverbially and disgracefully low. Because of this, at no time in the history of American education has there been an adequate supply of trained teachers. At the present time, public education is suffering because of this lack. If public education is ever to have an adequate supply of trained teachers, millions more must be provided for our training schools. When an adequate trained instruction staff is had, the cause for the charge that "superficiality now obtains in public education" will have been removed. Prior to 1917, thousands of trained teachers left the profession because salaries had dropped below maintenance level. The situation became so serious that public sentiment crystallized into a Nation-wide movement for better salaries for teachers. This movement resulted in legislative enactment setting a minimum wage and annual increments. While teachers' salaries have materially increased in the number of dollars, there has been no corresponding increase in purchasing power. This movement, therefore, must go on. Present salary levels must be maintained and in many instances advanced, if we are to secure men and wo-
men of the same standards of ability and efficiency required in general business. If
the schools are to Americanize the 13,000-000 of the foreign born now in this country
and the millions more yet to come, if they are to banish illiteracy, if they are to take
over the care of the health of childhood, and do other things that the people now ex-
pect them to do, then there must be no expectation of a reduction in appreciation
for public education either State or local.

Can the Nation finance the program? The late Franklin K. Lane placed the annual
loss to the Nation from illiteracy at $826,000,000. The Provost General places the
loss due to remediable physical defects at still greater figures. In 1920, Federal statisticians
placed the Nation’s bill for luxuries at $225,000,000, a sum approximately equal to
the cost of the Government from the adoption of the Constitution to the declaration
of war against Germany, a sum large enough to replace the public school plant from the
ground up. The American people own fourteen out of every seventeen automobiles that
the world has built. A single state has within the last fifteen years built State roads
sufficient to lay three parallel routes from New York to San Francisco and had $200,-
000,000 left for the development of its canal system.

It may be necessary to cut down expenses, but it should not be done by robbing
childhood of its birthright. The remedy rests in a more scientific distribution of
funds and the equalization of taxation. The destiny of the public schools is the destiny
of the Republic; the Nation of the future must pass through the schoolroom where the
traditions of our free institutions are conserved and transmitted. What that future
shall be rests with the American people.

ON TEACHING THE TRUTH

Any college or university, whatever its foundation, that openly or secretly imposes un-
usual restrictions upon the dissemination of verified knowledge in any subject that it
professes to teach at all, or that discourages free discussion and the research for the
truth among its professors and students, will surely find itself shunned by professors who
are competent and by students who are ser-
ious—Joseph Villers Denney, President of The
American Association of University Professors.

A FEW FACTS ABOUT THE
INTERNATIONAL KINDER-
GARTEN UNION

T

HE thirty-first annual meeting of the
International Kindergarten Union will
be held in Minneapolis, Minnesota, May
5th to 9th, 1924. The organization is com-
posed of branches located in all parts of this
country, and in Canada, England, China
and Japan, with a total enrollment of 25-
000 members. It is an exceedingly live or-
ganization, and among its activities the fol-
lowing should be especially mentioned at this
time:

The Committee on child study is organiz-
ing information about the use of tests with
kindergarten and primary children. It has
already published a bibliography in the an-

The Literature Committee has compiled
a list of stories and poetry suitable for kin-
dergarten and primary children, which may
be purchased from the Corresponding Secre-
tary of the I. K. U., Miss May Murray,
Springfield, Mass. This pamphlet has run
through three printings and the fourth is
now available.

The first report of the Graphic Arts
Committee was published in the annual re-
port for 1917 and includes a list of pictures
and prints desirable for kindergarten and
primary grades. This has been supplemented
by a study of children’s drawings and art
materials. The results of this investigation
will be found in the annual report for 1922.

The Committee on the Training of Kin-
dergarten Teachers organized a tentative
outline for a three-year kindergarten-pri-
mary training course of study which can be
found in the annual report for 1921.

During the war the Kindergarten Unit
in France was organized to care for the child-
ren in the devastated regions. Under the
skillful direction of Miss Fannibelle Curtis,
formerly Kindergarten Director of New
York City, and the active help of the I. K.
U., this work has culminated in the perman-
ent establishment of kindergartens in France
and Siberia, as well as a training school for
kindergarten teachers in France. It is hoped
that the community house which will be a
permanent memorial for this work will be completed soon.

The I. K. U. is affiliated with the General Federation of Women's Clubs, the Congress of Mothers and Parent-Teacher Associations, and also cooperates with the National Education Association. One of its biggest interests is to cooperate with the Bureau of Education in Washington for the establishment of kindergartens and to maintain high standards in the education of young children.

The I. K. U. will issue the first number of its new Journal in September, 1924, so as to give greater assistance to teachers of young children. It will probably be called "The Journal of Childhood Education" and will be edited by a committee of kindergarten and primary teachers. Miss May Murray will be chairman of this committee and also act as Editor-in-Chief.

NEW YORK SUPERINTENDENCY

The election of Dr. William J. O'Shea to succeed Dr. Ettinger, as superintendent of the New York City schools is regarded as a victory for the politicians. The New York World says:

"William J. O'Shea, who will succeed Dr. Ettinger, is a man of large educational experience and proved capacity. But he owes his election to influences which would subject the school system to the demoralizing control of majority politics, and the best man alive for the place can not gain it under such circumstances without causing the gravest misgivings."

The New York Sun regards Dr. O'Shea as a worthy successor to Dr. Ettinger and calls him "an able and experienced educator." It adds:

"He can not be unaware of the fact that his election is being hailed as a triumph of politics over merit. As an educator of standing and a self-respecting man he will be eager to prove that the educational system of this city is to suffer no deterioration under his management. In making this demonstration he may be sure of an approving public. Nothing is nearer to the hearts of the citizens of New York than the schools in which their children are being trained to meet the problems of life."

The Christian Century regards the same issue from a somewhat different angle: "Not long ago Upton Sinclair published a book, 'The Goslings,' in which, with almost wearisome detail, he showed how the public school system in most of the cities of America has become a plaything of politics and petty graft. . . . As a footnote to the Sinclair charges attention should be paid the recent action of the board of education of the city of New York in removing from the superintendency of schools Dr. William L. Ettinger and appointing to the position Dr. William J. O'Shea. Dr. Ettinger came to his position six years ago as a political appointee, being named by Mayor Hylan, the Tammany city executive. Now he is ruled out by that same politician, although his record for service has been good and such men as Governor Smith, also a member of the Tammany organization, have spoken in favor of his retention."

"The Hylan charge, however, has gone forth that Dr. Ettinger is 'ungrateful,' and American machine politics knows no blacker sin. In the place of the man deposed for ingratitude is set up a member of the Roman Catholic church who has been in the New York school system for years, and who will hardly be likely to succumb to the same failing that has proved the undoing of his predecessor. It is high time that American citizens were waking up to the iniquities that are being practiced in connection with our public education. A few more municipal campaigns fought on this issue, and a few more politicians sent into obscurity for acts of this kind, would help wonderfully to raise the general tone of American public life."

As an instance of the great interest which the towns in Alaska take in their schools, the city of Ketchican has voted to issue $50,000 additional bonds for the purpose of erecting a modern school building. The $100,000 bond issue previously voted was found to be inadequate to provide as large a building as was needed. The city now has, therefore, $150,000 available for school building. The population is fewer than 2,500 and is made up principally of miners, fishermen and lumbermen.
Testing the Genuineness of Education

COLLEGE buildings are the work-shops, books and laboratories the tools, and the students the materials in the Nation's greatest industry—building lives through education. The formal examination helps to correlate the term's work; it helps to indicate fundamentals; it helps in placing subjects according to their relative importance; and it helps in crystallizing hazy comprehensions.

But knowledge is not education; expertness is not education; experience is not education; neither are high grades alone a measure of your educational attainments. Pencil or ink cannot write from your hand a record, for man to read, of the success of college training in your life.

English, chemistry, cookery, languages, sewing, athletics, economics, recreation—all will lose their identity and blend into a life; lose their identity and become your stock in trade, your assets, your capital.

Think seriously! Are you becoming truly educated? Are science, art, religion, ethics, molding you into the genuine college-bred man or woman? Let us inquire. Herein lies today's examination—an introspective sort, a serious sort.

Here are the Proofs

You are not too proud to be seen in old clothes, doing honest, though menial, work
You respect age, be it clothed in silk or cotton.
You find no pleasure in the discomfort of others.
You speak only good of other people.
You stand for your principles, even though friends oppose.
You never shut common folks away from you by a wall of false dignity, of envy, of slander, or of priggishness.
You always keep your promise, be it an engagement, an errand, or a duty to be performed.
You find greatest pleasure in the highest types of literature, art, music, and entertainment, be it the drama, the club, or the movie.
You seek as friends those who bring out the best there is in you, and you in turn appeal only to the highest motives in your associates.
You are self-reliant in difficulties; you shoulder responsibility willingly; you can create the means necessary to attain a difficult end; you are willing to accept and able to discharge the duties of leadership in club, school, community, county, or State.
You are patient in the schoolroom, impartial, thorough, sociable, willing to spend and be spent.
You are sought as a confidant by friends, as a leader by the crowd, as an arbiter by disputants, as an associate by the learned, as the soul of honor by the suspicious, as a playmate by the children, as a companion by the timid, as an informant by the ignorant, as an optimist by the depressed, as a friend by all your acquaintances.

What the School Offers

Within you, not within your diploma, will rest the impress of the institution, its ideals, its courses, its faculty.

The school seeks to offer you:
A little knowledge. A desire for more. A trained mind, a trained hand, a strong body.
High ideals—moral, intellectual, spiritual. A persistence that laughs at difficulties.
The stuff out of which is built the symmetrically developed man or woman.

WILL YOU ACCEPT? ARE YOU ACCEPTING?

R. W. Getchell, Iowa State Teachers' College, Cedar Falls, Iowa.
EDUCATIONAL COMMENT

EDUCATION RALLY OF DISTRICT "H" IN CULPEPER

Interesting programs were presented at each session of the Teachers Conference held at Culpeper. Beginning with the first day the morning session was given to meeting the teachers, escorting them to the Fairfax for registration and assigning them to homes in which they were to be entertained.

Luncheon was served at 12 o'clock at the High School Building, where a committee of high school teachers received the visitors and spent the social hour with them.

The program for Thursday afternoon started promptly at one o'clock. Mr. R. C. Hayden, chairman of District H. Conference, introduced the speakers, Dr. Smithy, of the Department of Education of the University of Virginia, and Supt. R. C. Bowton, of the public schools of Alexandria, the key note of the addresses of the afternoon pertaining to the problems of school administration. The reports from the leagues of the co-operative association were also heard during this meeting.

The program on Thursday evening was called the Inspirational Program and was preceded by several musical numbers by the Culpeper Band, followed by an address of welcome by Rev. T. W. Hooper. Dr. William A. Wilbur, of Georgetown University, Washington, whose lecture, "Educational Values in Shakespeare," was greatly enjoyed, and Dr. W. T. Sanger, Secretary of State Board of Education, on "Job Analysis Applied to Education," were the speakers of the evening.

On Friday morning following the business meeting the program embraced addresses and papers pertaining to Health Education, Dr. Theodore Hough giving a most instructive lecture. Other speakers of the afternoon were Miss Agnes Randolph of the State Department of Public Health and Miss Lulu Metz, President of the District Association, and a number of others.

The occasion of the Teachers Conference in Culpeper may be said to have been successfully staged without a hitch in the arrangements. While not as many came as were expected, it is estimated that more than four hundred were in attendance, although only about half of these registered, due possibly to those teachers who returned to their homes for the night not deeming registration necessary.

Miss M. Frieda Koontz, the League Secretary, presided over the league section and made an interesting address; she complimented the league on its good work for the past year.

Among some of the prominent visitors present were Dr. C. J. Heatwole, of the Virginia State Teachers' Association, and the Virginia Journal of Education. Miss Coleman, Field Secretary of the Red Cross, Miss Hattie Bell Gresham, of the Crippled Children's Hospital in Richmond.

CHARLOTTESVILLE ORGANIZES LEAGUE

The citizens of Charlottesville met in the McGuffey's public school and heard interesting addresses by Mrs. B. B. Munford, president of the Co-operative Education Association, and Dr. E. A. Alderman, president of the University of Virginia. Dr. James G. Johnson, Superintendent of schools of Charlottesville, made the opening address, expressing his unqualified endorsement of this great work and turned the meeting over to Judge John A. Fishburne, who presided during the remainder of the session.

Mrs. Munford in her address spoke of the growth of this citizenship movement and traced its development from a few struggling school leagues to something like eighteen hundred organizations in the State working for the betterment of the educational, health, highway and social life of the Commonwealth. Mrs. Munford illustrated her address by presenting a large map covered with stars showing the location of Community and Junior Community Leagues of the State.

Dr. Alderman in his address said, "There is no educational agency operating now in Virginia of more genuine value to the Commonwealth than the Co-operative Education Association. It touches and stimulates the life of the people, and should be substantially encouraged."

The following officers were elected for the ensuing year: Mr. E. C. Caruthers, president; Mrs. Firth, first vice-president; Judge John G. Fishburne, second vice-president; Mrs H. P. Porter, secretary; Mr. F. H. Quarles, treas-
ur. A special committee on constitution and by-laws was selected. There were one hundred and twenty-five citizens present, nearly all of whom joined the Co-operative Education Association.

At a meeting held last week Dr. Roy K. Flannagan, of the State Health Department, addressed the citizens. Dr. Flannagan spoke in highest terms of the work of the organization and summed up his appreciation of it by saying that it was the condition of all other efforts for betterment of community life, and that it served as a clearing house for numerous organizations such as civic clubs.

Dr. J. G. Johnson, superintendent of city schools, was also called on, and expressed his very great pleasure in the formation of the local League, saying that among the many things of value in the broad scope of its usefulness were to be found an increased interest on the part of the parents, in better preparation of the pupils in their homes for the duties at school, and a stimulus to enlarged resources for athletics.

Dr. Johnson invited visitation of the schools on special days, by parents, and solicited encouragement of the teachers in the problems that perplex them in the matter of handling the pupil entrusted to their care.

REPORT OF JUNIOR LEAGUE CONFERENCE

The Educational Conference of District "G" of Virginia State Teachers' Association met in Harrisonburg March 21st and 22nd. During the last part of this conference on March 22nd, a meeting of the League workers was called by Miss Frieda Koontz.

By the meeting together of the leagues we could hear the reports of the organizations in other counties. We were also able to hear inspiring talks made by the league workers of the State.

In an address by Miss Koontz some main ideas dealing with the league work were emphasized. The Junior League has been organized for the purpose of better work, better health, better homes, better agriculture, patriotism, character building, and a better knowledge to live the fuller life through self-activity.

Mrs. W. W. King of Staunton, our District League Secretary, presided over the meeting held in the after-lunch session. In a few remarks she told us that the big thing in the school league is intelligent co-operation. Co-operation between the home and the school was urged. Through co-operation many leagues of other counties have raised large sums of money for the construction of buildings, for the placing of libraries, for athletic associations and for aiding the sick and needy. Why shouldn't the leagues of our county do more for benefiting the community? In connection with the leagues, the schools are offered a handsome prize for the best essay on some county in the Shenandoah Valley, other than the one in which they are situated. This is for the purpose of the Shenandoah Valley Booster's Campaign.

The Highway Commission also offers prizes to the Junior Leagues for the best essay on "good roads."

In order to keep before us the five-fold purpose of the League, perhaps it would be well to name them. 1.—Citizenship. 2.—School Spirit. 3.—Health Objectives. 4.—Athletics and Recreation. 5.—Self Improvement.

CHILDREN IN SCHOOLS SHOULD CHOOSE THEIR OWN READING

The enforced study of the classics of literature should be eliminated from the schools is the edict of Dr. Clifford Smythe's editorial in the May International Book Review.

"It is the tyranny of the classic," he states, "this enforced dominance of a set of names and standards inherited from the past, that each generation in turn needs to be freed from in order to bequeath unhampered its own full legacy of original achievement to the future, and it is in the schools that this classical dominance is most firmly entrenched.

"If the practical educator could devise some method by which boys and girls in the literary classes of our schools would select their own reading and at the same time not be wasting their studies over worthless matters, we would be a long way on the road toward that literary emancipation that must underlie all true appreciation and love of books.

"Insist that a boy or girl shall read and analyze a novel of Dickens, Scott or Thackeray, and the chances are that he will derive very little profit from the process, and will cherish a smouldering hatred for any or all of these authors after his painful and enforced experience with them.

"Let him choose for himself, however, and it is not at all unlikely that he will go to one of these very classics of literature, but with a freedom of mind that will give zest to all he may absorb from his reading.

"Under such system, difficult though it may be, at first, to carry out, there would be an end to the educational tyranny, at all events, of the classics—and in its place there might well spring up a discriminating love of the world's greatest literature such as our schools have never had before."
CURRENT EDUCATIONAL PUBLICATIONS

NEW IDEAS TO BE EMBRACED


This is not just one more book on the teaching of arithmetic, but a sane careful study of the general problems bearing on the teaching of arithmetic (part I), and of particular problems in teaching of arithmetic which arises in the minds of all teachers (part II).

The author, a thorough mathematician, discusses in part I the effects of learning which "carry over" into fields not specifically covered in the educative process; the way in which learning in school differs from learning out of school; the native interest of the young child as related to arithmetic; the change in interests as the child passes through the grades—all as related to arithmetical questions.

Whatever conclusion is reached on these matters, the teacher finds himself beset with such definite questions as: What are the main purposes to be achieved in a school course in arithmetic? How should the fundamental operations be learned? How should the solution of problems be developed? What are needs for arithmetic in the home and on the farm and how may these be met? How may the teacher test the results of her teaching?

In part II the author treats these and numerous other live questions in sane and forward-looking manner.

In many places the treatment is so unorthodox as to remind one of Pope's famous lines:

"... a monster of so frightful mein
As to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace."

Every grade teacher of arithmetic should read this book until at least familiar with the ideas expressed, whether she embrace them or not.

HENRY A. CONVERSE


The author, a lecturer on psychology in the Edinburgh Provincial Training College, Scotland, does not approve of the formalized number work for small children. She thinks that such work should be individual, and that it should not be forced on the children. On the contrary they should be led to work at it when interest is aroused and should be free to put it aside at any time. This book gives an account of such psychological experiences in number with the very young child. It should be of unusual significance to anyone interested in the psychology of childhood.

MARY E. CORNELL


Washburne's Common Science, in the reviewer's opinion, is an epoch-making book in the field of general science. The author and his assistants have founded the book on educational research rather than on statements of certain scientific principles. The material was selected and organized from a list of about 2,000 questions asked by school children in the State of California. In short, the contents of the text is fitted to the needs of the child.

The mechanical appearance of the book is attractive. The print is clear and the photographs of children performing experiments are rather unusual. The book is divided into twelve sections, and all topics common to other general science texts are included except descriptive astronomy and geology.

One of the most striking characteristics of the book is the number of practical exercises given at the end of each topic. This gives excellent training for the pupil to prove that he understands the principle which has been under discussion. The questions at the beginning of each section are also used to motivate work on the part of the pupil. For example, "Why is it that oceans do not flow off the earth?" Again, "Why will an iron ship float?"

The experiments, which may be given by demonstration or by individual work, are stated in a clear and accurate manner.

If we are trying to break away from the cut-and-dried college method of teaching general science, if we are beginning with something the child knows and then forming certain scientific principles that can be applied to everyday life by the child, then Washburne's Common Science is the ideal text for junior high school pupils as well as an invaluable reference book for the teacher.

DOROTHY SPOONER


This is one of Lippincott's School Project Series edited by William F. Russell. It is an outline of work in social and industrial
studies for the first six grades of school, organized with a view to continuity of aim and subject-matter throughout the elementary school. It is based on the outstanding needs of all mankind—food, clothing, shelter, implements and records. The family is taken as the point of departure in each grade; i. e., in the household, in the group, in the tribe, in the empire, in the state, and in the nation.

It is not meant that prescribed subject-matter be discarded, but that it be enriched and made to function in the lives of the children, "to make evident the connections between the apparently isolated islands of school work and the mainland of human affairs." It is expected that the teacher use this outline only so far as her situation permits, gradually including all the more important elements. The book is a splendid contribution to the forward trend of education.

Portia Boddie

NEWS OF THE COLLEGE AND ITS ALUMNAE

INKLINGS

When March blew out like a lion it looked as if even the elements were helping Harrisonburg to celebrate its victorious basketball season, for on March 29 the last of the eight games was played—and the eighth was won! Harrisonburg's championship team scored a total of 316 points against a total of 132 points by her adversaries. One of the most satisfying victories was that over Radford when the two teams met in Harrisonburg, for in the entire four years of athletic relations Harrisonburg's sextet had, heretofore, won only one game and that on the Radford floor. The final score in this game was 31 to 27 and the last moments, with Radford's left-handed forward, Lucinda Thomas, pitching a series of spectacular goals, were most thrilling. Another game of similarly high interest was the second game with Farmville, also on the home floor, when Farmville dropped a goal in the basket only an instant after the referee's whistle had been blown—a goal that would have tied the score.

"Harrison to Nickell to Doan to Rosen" became a bit of precise teamwork that netted a score for Harrisonburg in many a tight pinch. Both forwards had a satisfying way of hitting the basket.—But the most pleasing feature of the entire season was the remarkably fine teamwork of the Harrisonburg players. There was no play for individual glory, but each member of the team "fitted in," doing her part in the strong offensive that was put up.

Light in weight, Mrs. Johnston's players were on their toes all the time and they came through the season's hard schedule deserving every honor they received. Harrisonburg's 1924 basketball record, complete, is as follows:

February 9, Bridgewater College, here, we won 51-4; February 16, Radford State Teachers College, there, we won 31-27; February 23, Bridgewater College, there, we won 39-5; February 29, Farmville State Teachers College, here, we won 25-16; March 15, February 23, Bridgewater College, there, we won 41-14; March 8, Radford State Teachers College, here, we won 25-16; March 15,
Farmville State Teachers College, here, we won 31-30; March 29, Richmond City Normal School, here, we won 65-21. —While the enthusiasm of victory is still on us, it may be observed that the above tabulation can be appropriately chanted with “we won” as the refrain.

But fine as our basketball record for 1924 is and stunning as the picture of the victorious team looked in the various newspapers of the state, there were other activities, too, to demand our attention during the month of March.

For instance, on March 19 and 20 there was arranged a special opportunity by which each instructor might have a written interview with each student. These written interviews, popularly known as “exams,” served as a period to bring to its close the second quarter. As teachers of the Valley counties were to meet in Harrisonburg in a district meeting of the State Teachers Association on March 21 and 22, the interim following examinations provided many students with an opportunity for a brief holiday.

The honor list containing names of those students who did superior work in the second quarter, as recently announced by the registrar, follows. Two students received the highest possible standing (magna cum laude): Emma Graham Dold, of Buena Vista, and Anna Seaton Cameron, of Newport News. There were fifteen students in the second honor group (cum laude): Mary Elizabeth Ellmore, of Herndon; Helen B. Yates of Harrisonburg; Ruth Kershaw Wright, of Ocean View; Susie Clay Geoghegan, of Danville; Bertha May McCollum, of Danville; Mabel May Kirks, of Midlothian; Margaret Rose Ritchie, of Petersburg; Eloise Bowers, of Missouri; Carolyn Isabel Wine, of Texas; Hattie Jacobson, of Portsmouth; Mary Alma Lacy, of Oak Park; Jennie Martha Tomko, of Disputanta; Lila Lee Riddell, of Dumbarton; Florence Adelia Shelton, of Norfolk; Celia Pearl Swecker, of Monterey.

Better Speech Week, observed nationally during February, was made the occasion for a special drive for better English habits by the Department of English, working in conjunction with The Breeze, Fifty-odd students served as four-minute speakers in addressing each class that met on Monday; on Wednesday a pronunciation contest was held in assembly and the prize went to Miss Carolyn Wine, of San Antonio, Texas; on Friday at assembly a “language bee” was staged by The Breeze staff and the winner in this contest was Miss Elizabeth Portner, of Norfolk.

Outstanding recent entertainments were the excellent performance of “Little Women” by members of the Stratford Dramatic Club in the auditorium of the county courthouse the evening of the 29th of February and the Senior Minstrels of the Class of 1924, presented in the college auditorium March 14. “Little Women” attracted a large audience, both of town and gown, and was received by everyone as a most happy evidence of the dramatic ability developed in the Stratford Club through the guidance of Miss Ruth Hudson as dramatic coach. The performers of the play were: Mr. March—Mildred Morecock; Mrs. March—Mina Jordan; Meg—Mary Warren; Jo—Emily Hogge; Beth—Katherine Byrd; Amy—Lucy James; Aunt March—Mattie Fitzhugh; Mr. Laurence—Elizabeth Rolston; Laurie—Frances Clark; Professor Frederick Bhaer—Edna Draper; John Brooke—Sue Kelly; Hannah Mullett—Carrie Dickerson.

Minstrel fans who had the opportunity of making comparisons were well satisfied with the quality of performance of our Senior Minstrels. Many regard it as the best minstrel show they had seen this year. Emily Hogge was in general charge and Frances Clark was interlocutor. Peggy Parham, Maggie Drewry, Florence Hatcher, Mattie Fitzhugh, Carrie Dickerson and Winnifred Price were a lively and vocative bunch of endmen. Soloists included Mina Jordan, Emma Dold, Lucy James, Katherine Reaguer, Mary F. Bibb, Maggie Drewry, Peggy Parham, Rachel Gill, Thelma Darden, and Winnifred Price. Music was furnished by Irene Hux, Louise Sheppe and Katherine Griffin.

Xenia Holmes has recently been made superintendent in Brunswick County. For some time past she has been a supervisor in the same county. All of her friends here at the college and elsewhere are pleased to observe the steady progress that Xenia has made in her profession from year to year.

Two groups of students represented Harrisonburg at student conferences recently. To Lynchburg, as representatives to the Student Volunteer Conference of Virginia, went
The Virginia Teacher

Thelma Woodcock, Mabel Kirks, Louise Hedrick, Lucille Hopkins, Helen Yates, Virginia Campbell, Emma Webber, and Grace Luck. To Raleigh, North Carolina, where the Baptist Student Conference was held, went Clarinda Holcomb, Elsie Warren, Nellie Binford, Clyde Carter, Marion Redford, and Louise Keeling.

ALUMNAE NOTES

Louise Elliot and Helen Walker came up from Norfolk to spend Easter at Harrisonburg. Their many friends were pleased to see them. They report that Roselyn Brownley has been chosen president of the Norfolk chapter of our alumnae. We know what this means.

Ida Gordon has been supervisor of penmanship in the city schools of Clarksburg, W. Va., for the past two or three years, and is making a fine record. Next year she will complete her work for a normal training certificate at the Zanerian College in Columbus, Ohio.

Ethel Dixon is teaching near the city of Danville. She has charge of Sharon School and is enjoying her work.

Verlie Story is married and keeping house but she still loves books and writes poetry, too. Not long ago some of her friends here at the college borrowed a few of her verses and read them among themselves, with much enjoyment. We are hoping that she will make a whole book of such work soon. One of the prettiest and cleverest of the pieces we saw was inspired by the author's young daughter, Louise. When you write Verlie address her as Mrs. G. C. Giles, Russell Street, Fort Hill, Lynchburg.

Mildred Garter has charge of the seventh grade at Disputanta. Her pupils are participating in the annual school fair. We wish them much success.

Ruth Arrington writes from Prince George Courthouse, where she is teaching and enjoying her work. This is her second year at Prince George.

Rosa Hopkins is teaching in Central Academy, Stuart, and is introducing music into her school with good effect. She has just written to us making inquiry about certain songs that she heard used here.

Mary Jane Garrison is one of our most recent granddaughters. Please remember that her birthday is April 2. She likes Long Island and the city of New York very well, but when she comes with her mother (whom most of us remember best as Mary Lancaster Smith) down to old Virginia, we are certain that she will prefer Harrisonburg and the Shenandoah Valley to any other place in the world.

Penelope Morgan suffered a painful accident a month or two ago when she was struck by an automobile as she alighted from a street car in the city of Danville. Happily she is now about recovered. The one good coming from the accident, she says, is that it gave opportunity for reading. Thompson's "The Outline of Science" (three volumes), Robinson's "The Mind in the Making," and Well's "The Undying Fire" were among the books that she made a mental possession.

Not long ago the Harrisonburg girls who are teaching in Winston-Salem, N. C., had a meeting and organized an alumnae chapter. Anna Allen, Rosa Tinder, Mamie Eppes, Sallie Scales, Bessie Barnhart, and Josephine Moore were among those present. Their meeting was held at the Junny Briggs Tea House, one of the most attractive places in the city. They are planning a regular meeting each month.

Bessie Nicholas writes that she likes teaching in the Winchester schools but wishes she could be back at Harrisonburg now and then. She asks to be remembered to all her friends.

Lucy K. Laws sends greetings from her home at Front Royal and makes inquiry about the work of the summer session. We shall be pleased to have her with us again.

Lena Reed, who has been teaching the past two or three sessions at Martinsburg, W. Va., paid us a visit at Easter. She still has a warm spot in her heart for Blue Stone Hill.

Sarah Shields, who is enjoying a year's furlough from her mission school in India, is completing a course in the University of Cincinnati. She paid us a visit at Easter and addressed the Y. W. C. A. and other organizations several times.

Gladys Carmine is teaching in Hampton.
She writes that Virginia Segar is working in the same school.

Mary Early Parrott sent an Easter message of greeting to old friends here at the College. It may seem strange to Mary to see the term "College" in print, but our memories of her and Lucile are still "normal."

Coleman Boswell is teaching at Wylliesburg and is preparing a pageant for one of her spring programs.

Frances Ponton writes from Saxe, where she is doing a good work as teacher.

Elizabeth Rubush has been teaching at home (Buena Vista) this session, but has recently been invited to a conference by one of the superintendents of New York State. We fear that we shall lose her in the Old Dominion.

A grandson in Brazil—how is that for Harrisonburg? Mary Cook (Mrs. E. E. Lane) begins her interesting letter of February 1st with the following paragraphs:

"There were many years when the West Brazil Mission had no recruits, but 1923 brought first on September 18th Edward Lane III, then on October 25th Mr. and Mrs. George Hurst, and on December 31st Lewis Venable Boyle, and we hear that two families are coming out this year.

Were I to write all I think about the first little recruit, you might decide that I had changed my occupation from being a missionary to just being the mother of that little boy. He is a merry little sunshine-bringer and it is our hope and prayer that he may be what the Brazilians now call him, 'Little Minister.' My last letter was on queer customs in Brazil and since the arrival of this baby, I could fill another letter of just such things. These people never heard of raising a baby without a cap tied tightly on his head, often two, and when they see Edward III sleeping out under the trees, they fairly shudder. So far he has been such a healthy little boy that they have not had the chance to say 'I told you so' to his inexperienced and queer mother."

Any letter with two cents postage, addressed to Mrs. E. E. Lane, Sao Sebastiao, do Paraíso, Estado de Minas, Brazil, will reach her in due course of mail.

AIM OF EDUCATION


OUR CONTRIBUTORS

LULA D. METZ is president of the Virginia State Teachers Association. She is a teacher of home economics at Manassas, Virginia.

MARGARET V. MAGRUDER is a graduate of the State Teachers College at Harrisonburg, now teaching in the schools of Woodstock, Virginia.

ROSELYN BROWNLEY is a graduate of Harrisonburg in the class of 1923. She was a prime mover in the establishment of a student newspaper here, and as first editor of The Breeze made the study of college newspapers which later developed into this paper.

MARGARET R. RITCHIE will graduate from the two year course at Harrisonburg in June. She is at present the energetic editor of The Breeze.

MARGARET V. JONES is one of the staff of the Virginia State Library, and writes in her capacity of Library Organizer. Miss Jones is actively engaged in bringing to the attention of many communities the means by which public libraries may be organized.

PORTIA BODDIE is supervisor of Kindergartens in the Training School of the State Teachers College at Harrisonburg, and a contributing editor of The Virginia Journal of Education.
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