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

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THE NORMAL BULLETIN

MAGAZINE



April, 1919

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Published by the State Normal School
Harrisonburg, Virginia

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OUR CONTRIBUTORS

C. T. LOGAN, who reviews the recent formal efforts in "Measuring Intelligence," is an instructor of English in the Horace Mann School for Boys of New York City.

MAMIE OMOHUNDRO, who considers the relation of "The Girl and the Book," is a member of the Senior Class of the present year.

NELL CRITZER, the author of the poem, "The World's Weather," is a Postgraduate student in this school.

GERTRUDE BOWLER, the author of the sketch, "David," is a student in this school.

MARIE SCRIBNER, who recounts the story of "The Salvation Army" to its present climax of world esteem, is a member of the Senior Class of the present year.

LUCILLE WHITESELL, the author of the story, "By Such as These," is a member of the present Junior Class.

RUTH CALHOUN, who considers the qualifications of "A Well Rounded Teacher," is a member of this year's graduating class.

MARY I. BELL, the reviewer of the magazines for the month of April, under the title of "With the Month's Magazines," is the librarian in this school.

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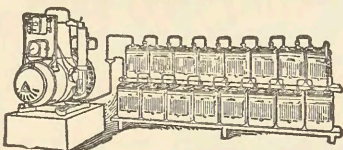
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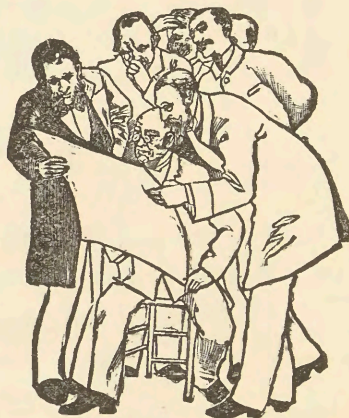
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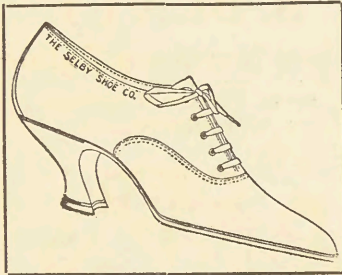
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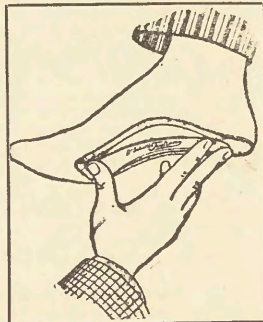
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THE NORMAL BULLETIN

VOL. XI]

APRIL, 1919

[No. 3

MEASURING INTELLIGENCE

Considerable interest has been aroused by the announcement that candidates for admission to the undergraduate college of Columbia University next fall may take, in lieu of the customary "college entrance examinations," which have proved generally so unsatisfactory, a set of so-called psychological tests. The University of Pennsylvania has followed suit with a similar announcement, and it is a safe prediction that the psychological, or intelligence tests, as they might more properly be called, will, at no distant date, be widely adopted by colleges as an approved means of determining a candidate's fitness for admission.

The failure of the college entrance examinations to accomplish their purpose has long been recognized. A dull boy could submit himself to the cramming process of a tutorial school, and to pass his examinations it was only necessary that he hold in his memory for a few days a certain body of facts. His examination grade was not a sound index of the state of his mental development. Indeed, Thorndike's studies of the subsequent records of a large number of students in various colleges led him to the conclusion that the relation between the standing of students in entrance examinations and their later college standing was not such as "to make the college entrance examination worth taking, or to prevent gross or intolerable injustice being done many individuals." Men who got only a "condition" on the entrance exam-

inations later graduated at the head of their classes, while it sometimes happened that men who passed the examinations later showed such mental inaptitude as to make it impossible for them to go on with their college studies.

The intelligence tests are designed to measure mental power, and perhaps it may be said, therefore, that their chief virtue lies in the fact that their findings are little influenced by the subject's previous educational opportunities. For intelligence, we are told, is a thing apart from education; intelligence is a matter of mental fibre, a matter of quality of gray matter. "Children of superior intelligence," says Terman in his *Measurement of Intelligence*¹, "do not seem to deteriorate as they get older, nor dull children to develop average intelligence."

But let us consider for a moment the large question of standardized tests and scales. Educational measurements have been assuming a more and more important position in all discussions of school problems during the past decade; and, in spite of the unreliability of early tests, educators have been confident of their development into tools of accuracy and precision. The 1913 report of the Committee of the National Council of Education on Standards and Tests gave assurance of the committee's faith in standardized tests. Measurements in any field, it said, is not successful merely because we are able to say that one quantity is more or less than another. "It is only when we have a measuring stick which enables us to describe all of the quantities with which we deal in terms of definitely determined units that we can claim to have an adequate method of measurement."

And so it is that attempts have been made with always increasing success in every branch of the school's activities to apply the measuring stick. Is the school teaching spelling? How many words can the child spell correctly at the beginning of the year, and how many more can he spell correctly at the end of the year? How many words can the average child be expected to learn to spell within a year? What are the words? Are they

¹ Lewis M. Terman.—*The Measurement of Intelligence*. (Riverside Textbooks in Education.) Houghton Mifflin Company.

of equal difficulty? Are they words that he will have frequent occasion to use after he leaves school? Is the school accomplishing results in the matter of spelling? And in answering these and other similar questions, there has arisen the necessity of such exactness as would astound the average teacher of a generation ago. The statistician has come to be an important factor in the field of education, and the complicated phases of his practical science are fundamental to the development of accurate measurements.

So the use of standard tests has become a well-established practise, perfectly familiar to students in our normal schools. Those of Thorndike for reading and handwriting, the Ayres and Buckingham scales for spelling, the Curtis tests for arithmetic, the Hillegas scale for measuring quality in English composition—these and many others have had an extensive use. A thoro study of the then existing measurements was made in 1917 by Dr. W. S. Monroe,² Director of the Bureau of Educational Measurements and Standards, Kansas State Normal School. Since that time Sackett's scale for Ancient History has been developed, Starch's scales have been widely used in various high school subjects, and Van Wagenen's scale for American History is just about to be published.

But while men were seeking to devise measuring sticks by means of which a child's ability in various school subjects could be accurately gauged, great steps were being made in the larger phase of the problem of measurement, namely the measurement of mental power broadly conceived, without respect to special bodies of knowledge. Alfred Binet, a French psychologist, undertook to develop a system of testing native intelligence. He developed a series of "problems," consisting of 54 tests, arranged in scale so that the easiest problem might be performed by a three-year-old, and the hardest could be solved by no less than the average adult. The process of development of the scale we shall not concern ourselves with, but it is interesting to notice the arrangement of a few of the tests.

² Monroe, Devoss, and Kelly.—*Educational Tests and Measurements*. Houghton Mifflin Co.

A child of 3 years was expected to be able to point to his eyes, nose, mouth, when told to do so. He should be able to repeat two digits, and to repeat a sentence of six syllables. He should be able to give his family name. At 5 years he is expected to count four pennies, to repeat a sentence of ten syllables. At the age of 8, he should give the day and date, and count from 20 to 0, and repeat five digits. At the age of 12, he should name sixty words in three minutes. These are but a few illustrations. Binet had five tests for each year from 3 to 10, with three more groups for Age 12, Age 15, and Adult. Binet's work extended over twenty years, and his experiments over that period had caused him, in his collaboration with Simon, to modify and revise his scale frequently. And it was still in an incomplete form when Binet's death occurred in 1911.

Subsequent improvement of this scale has been wrought chiefly thru the studies of Professor Lewis M. Terman, of Leland Stanford University; and it is this research which has resulted in what is known as the Stanford Revision of the Binet-Simon Intelligence Scale. The Stanford Revision has had a wide use since its publication in 1916, for the Binet-Simon scale was already employed in studies of the mentally defective. In reform schools, police courts, and institutions for the feeble-minded its usefulness had been recognized, and with its improvements came an increased accuracy and reliability in its findings. One of the great uses to which the Stanford Revision will be put is in the discovery of the superior intelligence,—a field of usefulness for the scale which has not yet been grasped. Terman believes that "Binet testing is destined to become universally known and practised in schools, prisons, reformatories, charity stations, orphan asylums, and even ordinary homes, for the same reason that Babcock testing has become universal in dairying." And another prominent educator makes the confident prediction that before long intelligence tests will become as much a matter of necessary routine in schoolroom procedure as a blood-count now is in physical diagnosis.

The Stanford Revision was largely drawn upon in devising the various psychological tests used in the na-

tional training camps, during the past two years. Working under the military authorities, the psychologists tested men as they came into the army. On the basis of their findings, they were able to classify the men, picking out those best fitted for officer material, for artillery, for the thousand and one different demands that were made in so large an organization. Binet's work had been carried on almost entirely among school children, numbering hundreds; Terman's research had covered a few thousand cases; the army intelligence tests were applied to adults numbering more than a million and a half. It is hard to realize what a tremendous effect will come out of the gathering of such extensive data. One effect already has been to awaken big business corporations to the economic value which the tests possess for them. An inefficient man may cost a corporation a great deal of money, and the intelligence tests offer a very simple means of weeding out the inefficient and of discovering the man at the bottom with "main-office possibilities."

But with the wider use of the tests in the business world as well as in examining candidates for admission to college, there will arise a powerful incentive to coach up on the intelligence tests, wherever that is possible. Steps are being taken to prevent the possibility of vitiating the tests in this way. Terman found that among small children the effect of coaching was scarcely noticeable, but the Stanford Revision showed weakness in that respect as applied to adults. Various ways of reducing this danger have been suggested by Thorndike, who sees hope in what are called "confusion questions" so designed that coaching will profit a person only in proportion to his intelligence. But, he says, "of all the means of maintaining the usefulness of a standard of intelligence under conditions of full publicity, wide use, and constant familiarity and coaching, the provision of many alternative forms equal in difficulty but varying in content seems the most important and the first to adopt."

It has recently been pointed out that there is a wide field of usefulness for the intelligence tests by immigration inspectors, as well as labor bureaus and employment agencies. It has never been suggested that the state may sometime assume the duty of testing the intelligence of each child on its attaining some given age. The fu-

ture applications of the test are almost unlimited, and all will certainly grow as the accuracy of the tests is increased. Psychologists believe that the ultimate success of the tests is inevitable, but that their general adoption may be delayed by the undue enthushism of those who believe in them and claim for them more than they are able at present to accomplish. For the psychologists are far from satisfied with what has been accomplished, much as that may be.

Now the purpose of this paper is merely to point out the increasing acceptance of the principle, once laughed unceremoniously out of court, that measurement may be made, accurately and definitely, of the child's achievement in many branches of education, and of the individual's general intelligence. It might well be concluded with a brief explanation of the Stanford Revision, and a few excerpts from Terman's comments on the application of the tests. Consideration of Professor Terman's work is all the more interesting to teachers in Virginia, since he is at present assisting in the school survey for the State of Virginia.

Terman's guiding principle in revising the Binet-Simon scale was "to secure an arrangement of the tests and a standard of scoring which would cause the average child of 5 years to test exactly at 5, the average child of 6 to test exactly at 6, etc." The score, then, must be expressed in terms of comparison between the age which the test would indicate and the child's real age. This ratio between mental age and actual age is called the Intelligence Quotient (I. Q.). For example, if a child 8 years of age passes satisfactorily the test which the average child of not less than 10 can pass, then his mental age is to his actual age as 10 is to 8. His I. Q. is 10-8, or 1.25. To put it another way, the I. Q. is an "expression of the child's intelligence status." And the surprising thing to the layman is the conclusion which Terman feels justified in offering: "A child's I. Q., as measured by this scale, remains relatively constant. Re-tests of the same children at intervals of two to five years support this inference. . . . Knowing a child's I. Q., therefore, we can predict with a fair degree of accuracy the course of his later development." But we are cautioned that the mental age of a subject is meaningless if considered

apart from his actual age. "It is only the ratio of retardation or acceleration to chronological age—that is, the I. Q.—which has significance."

Tests of many cases of all grades of intelligence have made it possible to roughly classify the various grades of I. Q. as follows:

I. Q.	Classification
Above 140	"Near" genius or genius.
120-140	Very superior intelligence.
110-120	Superior intelligence.
90-110	Normal, or average, intelligence.
80-90	Dullness, rarely classifiable as feeble-mindedness.
70-80	Border-line deficiency, sometimes classifiable as dullness, often as feeble-mindedness.
Below 70	Definite feeble-mindedness.

In the analysis of feeble-mindedness, it might be added in passing, an I. Q. of 50 to 70 indicates a moron; those scoring between 20 and 50 are classed as imbeciles, and those below 20 or 25 as idiots.

Feeble-mindedness, as Terman applies the term, characterizes the person "who is incapable, because of mental defect existing from birth or from an early age, (a) of competing on equal terms with his normal fellows; or (b) of managing himself or his affairs with ordinary prudence." The following example is offered:

R. W. Boy, age 13-10; mental age, 7-6; I. Q. approximately 55.

Home excellent. Is pubescent. Because of age and maturity has been promoted to the third grade, tho he can hardly do the work of the second. Has attended school more than six years. Will probably never develop much, if any, beyond 8 years, and will never be self-supporting. Low-grade moron.

Children like this, testing below 70 or 75, should be kept out of the regular classes at school, Terman thinks, both for their own good and that of other pupils. "They will rarely be equal to the work of the fifth grade, however long they attend school. They will make a little progress in a well-managed special class, but with the approach of adolescence, at latest, the State should take them into custodial care for its own protection."

With the reassurance that lies in Terman's statement that "so far as the evidence of mental tests can be trusted, the average intelligence of women and girls is as high as that of men and boys," let us turn to one of the six tests which an "average adult" is expected to

pass. (Since native intelligence appears to improve but little after the age of 16, this is considered the point at which intelligence attains its final development, and so in calculating the I. Q. of a person over 16 he must be rated at the chronological age 16.) The examiner says, "I am going to read you some numbers and I want you to repeat them backwards. For example, if I should say 1-2-3-4, you would repeat 4-3-2-1. Do you understand?" The series then used are: 4-7-1-9-5-2; 5-8-3-2-9-4; and 7-5-2-6-3-8. We are told that this test is passed by approximately half of "average adults" and by three-fourths of "superior adults." It shows no effect of schooling, the uneducated business men even surpassing our high school students.

One of the examples of the "ingenuity test" in the series for "superior adults" is the following problem, presented orally, for solution: A mother sent her boy to the river and told him to bring back exactly 7 pints of water. She gave him a 3-pint vessel and a 5-pint vessel. Show me how the boy can measure out exactly 7 pints of water, using nothing but these two vessels and not guessing at the amount. You should begin by filling the 5-pint vessel first. Remember, you have a 3-pint vessel and a 5-pint vessel, and you must bring back exactly 7 pints.

What is known as the vocabulary test runs thru a number of different series. A specially prepared list of 100 words is placed before the subject, and he is asked to tell what each means. In the series for Age 8, the subject should be able to define twenty of the words; at Age 10, thirty words; at Age 12, forty words; at Age 14, fifty words; at "Average Adult," sixty-five words; at "Superior Adult" seventy-five words. "The vocabulary test," we are told, "has a higher value than any other single test of the scale. Our statistics show that in a large majority of cases, the vocabulary test alone will give us an intelligent quotient within 10 per cent. of that secured by the entire scale." Of course its value, as that of all the other tests, depends on the accuracy with which the examiner does his scoring, and unless the examiner is trained he will not always exercise good judgment in deciding which definitions are sufficient. One must always remember, too, that no test considered by itself is very dependable; it is only in the proper arrangement of a series consisting of a wide variety that reliability lies.

Objection may be offered to the soundness of the whole scheme of measuring mental power. It is admitted, of course, that one must have training in this work in order to conduct the tests with any degree of accuracy. A teacher inexperienced in mental testing would be rash to draw from his tests conclusions that would result in a recommendation that a child is feeble-minded and should be withdrawn from school. But if he is experienced, his conclusions will be reasonably accurate, and he need not fear that by diverting the child from the normal process of educational training, he is discouraging a genius merely late in flowering. The intelligence tests have already proved that they can and will find out the superior intelligence.

The success that the Stanford Revision has met with in aiding school authorities to group children with regard to their mental ability instead of their age, and the impartial discrimination with which it finds out differences in native ability, regardless of cultural refinement of the subject, is well illustrated by the two cases cited by Terman in concluding his discussion:

"X is the son of unusually intelligent and well-educated parents. The home is everything one would expect of people of scholarly pursuits and cultivated tastes. But X has always been irresponsible, troublesome, childish, and queer. He learned to walk at 2 years, to talk at 3, and has always been delicate and nervous. When brought for examination he was 8 years old. He has twice attempted school work, but could accomplish nothing and was withdrawn. His play-life was not normal, and other children, younger than himself, abused and tormented him. The Binet tests gave an I. Q. of approximately 75; that is, the retardation amounted to about two years. The child was examined again three years later. At that time, after attending school two years, he had recently completed the first grade. This time the I. Q. was 73. Strange to say, the mother is encouraged and hopeful because she sees that her boy is learning to read. She does not seem to realize that at his age he ought to be within three years of entering high school.

"The forty-minute test had told more about the mental ability of this boy than the intelligent mother had been able to learn in eleven years of daily and hourly observation. For X is feeble-minded; he will never complete the grammar school; he will never be an efficient worker or a responsible citizen.

"Let us change the picture. Z is a bright-eyed, dark-skinned girl of 9 years. She is dark-skinned because her father is a mixture of Indian and Spanish. Her mother is of Irish descent. With her strangely mated parents and two brothers she lives in a dirty, cramped, and poorly furnished house in the country. The parents are illiterate, and the brothers are retarded and dull, tho not feeble-minded.

"It is Z's turn to be tested. I inquire the name. It is familiar, for I have already tested the two stupid brothers. I also know her ignorant parents, and the miserable cabin in which she lives. The examination begins with the 8-year tests. The responses are quick and accurate. We proceed to the 9-year group. There is no failure, and there is but one minor error. Successes and failures alternate for a while until the latter prevail. Z has tested at 11 years. In spite of her wretched home, she is mentally advanced nearly 25 per cent. By the vocabulary test she is credited with a knowledge of nearly 6000 words, or nearly four times as many as X, the boy of cultivated home and scholarly parents, had learned by the age of 8 years.

"Five years have passed. When given the test, Z was in the fourth grade, and, as we have already stated, 9 years of age. As a result of the test she was transferred to the fifth grade. Later she skipped again and at the age of 14 is a successful student in the second year of high school. To essay her intelligence and determine its quality was a task of forty-five minutes."

C. T. LOGAN

THE GIRL AND THE BOOK

When the little girl first begins to pick out the words in her Mother Goose book, a new world is opened up to her which is connected with the mother's stories and songs, and yet is different to the child because she now feels the conscious power and fascination of getting the story for herself. Animal friends, witches, elves, and all sorts of little folks come out from between the pages and people the child's world.

But as she grows older, Little Boy Blue, Jack Horner, Bo Peep, and the others so stupidly refuse to keep up with her in her steady march toward big things. Then, one day she discovers the green and gold book of fairy land, as Emmie Lou did, and every commonplace thing is covered with a new glamour. Romance has come in for the first time. The quiet, simple things of early childhood are left far behind; and in the company of kings, queens, pirates, gypsies, fairies, and monsters she penetrates the far regions of the earth.

The Arabian Nights, Greek Legends, and King Arthur stories give the desired color and action. Here it is not necessary so strictly to supervise the child's reading. It is safe to let her explore for herself, as the inevitable tendency is toward books of action, and books of action are wholesome. What does it matter if in this wild, unguided plunge she should even land on Alger books and others of this type, and devour them with an apparent passion? The rebound is inevitable. With the classics read in school as a standard she will soon see the contrast. As good outside reading, the Little Colonel books are very wholesome; and the Little Colonel is a true example of natural childhood. These books are a sharp contrast to the sickening sentimentality of the Dinsmore books and the flatness of the Mead books. If the child has read widely the adventure books, she has stored her mind with the treasures of the world and has begun to develop a nice sense of discrimination between what is real and what is artificial.

Then there comes a great change. During the adol-

escent period the foundation of the life of the individual is being laid and perfected. The whole physical, moral, and intellectual being is thrown into a state of upheaval. At this period of change and re-adjustment the girl is very plastic, and every influence, however slight, makes another mark on her character, either for good or bad. She suddenly becomes a problem to herself and all who have her well-being at heart. There is nothing stable about her any longer. She becomes sensitive, emotional, and moody. Then she realizes that she must cope with this "new self and the new world of the self's relations." The importance of literature as a guide in getting her bearings at this crucial point can not be over-estimated.

The tastes branch out here over a very wide field. Many girls who have never read much before become interested in the world of books now because it offers to them a vicarious life full of the distant pleasure and romance which they are beginning so intensely to crave. Yet there are many who, not knowing there is a way to get it otherwise, go and seek experience first-hand. These are limited by ignorance and lack of power. They have become oversated with the froth, and their souls grow small because there is nothing which they can see to stretch up to. These are the women who become the gossipers, and who at fifty have written in their faces the self-sufficiency of the small soul.

Some educators believe in the *laissez faire* method in the literary education of the young. Mary and Charles Lamb "browsed at will" in an old library, and the results were good here, but we are certain that this was a selected rather than an accumulated library. Tennyson, Wordsworth, Longfellow, Stevenson and many others ransacked the world for reading material, and they were only made infinitely broader by it. But this is no reason for believing that everybody will be influenced in the same way. We have the different individual characters to be reckoned with. At this period the girl is likely to go off at any unexpected tangent, develop her literary tastes in some abnormal direction, and miss the best unless she has a guiding hand to place tactfully before her the things she should read.

The girls in the later adolescent period dream of and contemplate the future, and in these dreams and

contemplations love plays the largest part. The number of present-day girls whose sole literary food is the *Cosmopolitan*, the *Red Book*, and *Snappy Stories*, is astonishing. Their conception of love is formed according to the standard set by the pink-silk-shirt hero and the salamander type of heroine. Can there be any wonder that we find the sub-strata of human society so full of social evils? There is an entirely different atmosphere about the girls who have seen the nobility and self-sacrifice in the love of Romeo and Juliet, Pyramus and Thysbe, Dante and Beatrice, Robert Browning and Elizabeth Barrett, and the other great lovers of the world. The first two sets of lovers mentioned have an additional appeal to the adolescent girl because of the tragic element in them. In learning how other people love, how much better it is to have the higher type as a standard instead of the sordid view which so many girls have.

The girl is unconsciously seeking thru literature to find herself. Dr. Alphonso Smith has said that she is looking for an outlet of her own soul. It is necessary that emotion be expressed in some way. In most cases she is incapable of expressing it herself, and as literature "expresses for us what we consciously or unconsciously feel the need of saying," thru it her feelings are relieved.

Adolescence is the time for the building of the ideal. What better way is there to work off the impulse for hero-worship than by guiding it toward the real heroes and heroines of the world? Earth's great men and women form the chief foundation upon which its literature is built. Every girl should know the life of Joan of Arc. Her strength, decision, and purity are so forcibly brought out that she looms up before youth as a lode star. You can not come in contact with great people without rubbing a little of the goodness off on yourself. Autobiographies help the girl to get an inside look at the life of noble people, and to find that they only become nobler thru growth, and thru meeting rightly just such problems as she herself has to solve at the present time. Such books as *The Promised Land* by Mary Antin, the life of Alice Freeman Palmer, Mary Lyon, and others, will help to widen the scope of vision and set the standard.

Often unsympathetic elders look at the giggling youths in disgust and mutter something about everybody's having to climb fool's hill. Mary E. Moxcey calls this continuous and inexplicable giggling an "exaggerated activity of the laughter reflex." The emotional state is easily upset, and the laughing is an abnormal response to the slightest stimuli. By providing the right kind of stimuli we can control and mould the sense of humor of the individual. The adolescent's sense of humor needs *supervised* development as much as anything else to keep her from degenerating into a boisterous or vulgar jester. Chubb has suggested Mark Twain and Holmes and Saxe, Hood, Stockton, and Kipling—which lead to Don Quixote, Lamb, and others of the quieter type of wit, coming later on.

In the high schools much more attention is being given now than formerly to the question of literature. A course of study has been worked out on a psychological basis to meet the various needs of the boys and girls of this age. There is a distinct break when the child enters the high school from the grammar grades. She feels a greater individual responsibility and ambition, and yet the old influences are still strong. Tastes and habits can not be changed in a day. The new ideals and tastes grow out of the old. The epic is still the link connecting the old with the new, for pupils of this age are still highly objective, and the narrative type of literature forms the basis of the course of study. Often Irving's *Sketch Book* is introduced as a mediator between the pure narrative and the pure descriptive.

Up to this time poetry has not meant much to the child; but now a new rhythm has sprung up in her, and the corresponding swing of the poetry is as pleasing to her as the rhythm of the music to the dancer. Dr. Alphonso Smith has warned us—"In reading a poem do not begin with a search for beauty, or striking phrases, or rare words, or fine figures of speech, etc.," but "get hold of the central thought." However, an amateur must go thru the exterior before she comes to the central idea. Almost everybody loves poetry first for the sensual and then the spiritual appeal. The ballad, and such poetry as Longfellow's is very good to start out on. It has the swing and tells the tale. This is the time

when the best of Scott, Burns, Poe, Stevenson, and Kipling can be introduced, and thru these and others like them there will come a gradual development of taste, imagination, and literary judgment which will serve as a kind of guide-stone, and at the same time, a background for the more serious and introspective literature of the upper high school grades.

Chubb has said, "This period is marked by a greater capacity of intellectual labor and concentrated attention;" so therefore girls must have the sort of literature that will cause them to stretch up and use these powers to the fullest extent, for one grows only thru reaching. The moral side is beginning to take the uppermost place. The objective point of view has turned to the introspective. *L'Allegro* and *Il Penseroso*, Shakespeare's tragedies, *Silas Marner*, *Vanity Fair*, *Les Misérables*, *Faust*, and others of this type will help to fill the need here.

The question of religion naturally arises along here. It is the biggest question of all, and the whole life is influenced by it according to whether the settlement made is satisfactory or not. The Bible is the great influencing and determining factor. A great many people do not like to read the Bible because their little knowledge of it has been gotten by piece-meal, and because they are not used to its beautiful and elevated style. If the books of poetry in the Bible as studied in connection with the prescribed poetry in the high school, many interesting comparisons and contrasts may be drawn. There has never been a more beautiful story written than the book of Esther. If the Bible can be read as a unified whole, and surrounded by the right thought-atmosphere, the child will cultivate a taste for it which will make it a pleasure—rather than a bore. As she reads on for the beauty and the story the big truths will be borne on her and unconsciously influence her moral growth. *Pilgrim's Progress* is the next greatest book to the Bible. Many writers claim that the Bible, Shakespeare, and *Pilgrim's Progress* are responsible for the making of them.

Thru the medium of literature we can then say that the girl is able to find herself—to get her bearings in

“this sorry scheme of things,” to learn to love and use her mother tongue with better results, to put a new interpretation on the commonplaceness of life, to catch up with the things that come before, and thus be able to say with Mary Antin, “Mine is the glorious past and mine is the glorious future.” The girl who has had the advantage of a well-rounded literary experience is the one who is going to develop into the leader, because thru this experience she has learned how to give, as well as to receive. In this evolutionary process of finding herself thru the lives and deeds of other people a sympathetic outlook on life has been deeply rooted in her.

MAMIE OMOHUNDRO

THE WORLD'S WEATHER

I woke; the day was clear and bright;
 The birds poured forth a song of cheer;
 The sunshine danced on grass and tree;
 And light and love smiled everywhere.
 I heard a word—'twas loud and cross;
 I looked and saw an angry face;
 Then light and laughter fled away,
 And gloom and shadows took their place.

I woke; the day was dark and drear;
 Dull clouds hung low o'er mountains gray;
 The air was close, the trees forlorn,
 And over all a sadness lay.
 I heard a song—'twas gay and free;
 The eyes I met brought hope and cheer;
 The smile dispelled the mist and gloom;
 Then joy beamed radiant everywhere.

NELL CRITZER

DAVID

A VIGNETTE OF REAL LIFE

"Killed in action: David Murray Baker." That is how it came to me, sitting there in a quiet corner of the library. At first my stunned senses failed to grasp the significance of the cold facts before me in a casualty list. David—dead. David—plain, unassuming—whom I had known from kindergarten days, dead on the field of honor.

There had been nothing meteoric about him. He possessed none of the accepted characteristics of the hero. "Just plain old David," as we used to say in high school, not any better-looking than thousands of other American boys. He was always constant, steady, and—sometimes—too agreeable.

One day he surprised us by deviating in a startling manner from his usual state of pleasant acquiescence. We had a substitute teacher in English; and some of the boys—acknowledged leaders in all school affairs—taking advantage of her very evident timidity and indecision, began to bombard her with impossible questions. The poor little woman showed her discomfort and distress, but that only made the boys more bold. We had forgotten all about David until he suddenly appeared in the front of the room, his face flushed, his eyes seeming to flash fire, his whole attitude one of intense indignation. He did not blaze forth, as all of us thought he would. No. He stood there for a moment, staring until his eyes seemed to bore right thru us all. Then he turned to Miss Harris and courteously and quietly begged her pardon for the rudeness of the class.

That day, for the first time, we knew David.

GERTRUDE BOWLER

THE SALVATION ARMY

THE GROWTH OF AN IDEA

The year 1865 gave birth to the East London Mission, which was destined to grow into an organization of great religious and social value. This mission was brought into being when William and Catherine Booth were impressed with the hopelessness of the vast crowd living in London beyond the pale of existing church work. They determined to devote their lives to the salvation of those needy people, and founded, in the slums of the great city, the East London Mission.

This mission existed in two phases—namely, the evangelistic, which was primary, and the social relief, which was made necessary by the evangelistic. The Booths did not plan their work in detail from the outset. They took it up piece by piece, just as their hearts responded to appeal after appeal made by the suffering people with whom they were endeavoring to get in touch. They prayed with and preached to men and women weighed down under the burden of sorrow and the misery of poverty; then they found that they could not leave those men and women before stretching out a hand to help them. They came in contact with wrong-doers and criminals and found how great a portion of human sin is connected with unpleasant or wretched surroundings. Then they felt it their duty to aid those who had been sinned against. So the social side of their work developed with its religious growth. The advancement of the latter was rapid, for the claims of God and the realities of eternity were being borne to places where they were most woefully needed.

This initial step taken by Catherine and William Booth was like a seed dropped on fertile soil. For a while they worked by themselves; then many others came to their aid. The Macedonian call was heard from north, east, south, and west. To fill these places Booth sent out his most trusted converts. The name, East London Mission, made the work appear too narrow; so in 1870 it was amplified into the Christian Mission.

Seven years later a military name was chosen. It was then that the title, *Christian Mission*, was discarded in favor of *The Salvation Army*.

At the same time military government was assumed. General Superintendent Booth brought into use his genius for organization, and he gradually thought out a plan which for efficiency and thoroughness probably has no equal. This military idea was a brilliant conception. Direct command by leaders and officers proved more effective than by any committee chairmen. These officers in The Army were as ministers in the church. Their titles conveyed to every one a clear idea of their authority; and at once the imagination of the people, especially of the poorer class, was aroused; so they immediately became interested in the high-sounding titles. General Booth's volume of "Orders and Regulations for Field Officers" was his most permanent contribution to the literature of that century. The year following the adoption of military government was one filled with many advances for the young organization. Then the Salvation Army acquired its present headquarters on Queen Victoria Street, London. At the same time the first training school for officers opened.

The Officers' Training Camp flourished. In less than a year the pioneer group of officers was dispatched to Australia and the United States. An old chair factory in Philadelphia was the scene of their first battle in our native land. It was only thirty-nine years ago that seven Hallelujah Lassies planted the Flag in New York City, and a little later they began a fight with some of the notorious dance halls. This group of seven pioneers has developed into an immense army of forty thousand officers and employees giving their entire time to the noble work. In addition to these, there are thousands of soldiers who, after a day of toil for bread, give their time cheerfully without remuneration.

Likewise, amid a rage of persecution, the work was officially opened in France, Switzerland, Italy, Holland, and other European countries, and in Canada.

In the center of all the movement stood General Booth, a Titan of force and activity. His great personality gave life and warmth in every direction. His en-

trance into world-wide prominence came in 1886, when he convened the Army's first International Convention and visited the United States, Canada, France, and Switzerland. His reception in these various countries witnessed that the thoughtful people were awakening to the fact that a man of wonderful personality was entering upon a world's stage.

It was in 1898 that General Booth visited the United States and carried on a campaign. The trip ended with his offering a prayer in the Senate and having an interview with President McKinley. During this visit, the Salvation Army gained legal existence by an Act of the Legislature of New York entitled "An Act to Provide for the Incorporation of The Salvation Army." The General's third American campaign began in 1902. His reception was even more flattering than during earlier tours.

At the time of General Booth's death he had under consideration another extensive campaign in the United States and Canada. Death claimed the founder; and the work was left in the hands of his son, Bramwell Booth, Evangeline C. Booth being the commander of the numerous United States forces.

Born in the street, the Army has thrived in the place of its nativity; and because of this contact with the people its power to encourage purity and prevent evil is beyond measurement. The field work is a mighty root, from which has sprung such diverse growth. The aim of the field work is primarily evangelistic—the bringing, by urgent methods, the claims of God and the realities of eternity to the hearts of men. Meetings are held on the street corners and in halls. In these meetings men and women are reached who, frequently, never attend church.

In every town and city in which the Army has a corps is a series of developments under the general head of Special Relief Work. This includes Christmas dinners, trees, and toys for the poor young folks; summer outings for mothers and children; and free ice, clothing, and groceries for needy families. The Christmas relief work is the greatest of its kind in the world. In every

city many needy families are supplied with clothing and food at minimum cost. The summer outing scheme takes many a weary mother and child away from the hot, dirty city to the country or to the seashore for one to ten days. This phase of The Army's activities does not solve permanently any problem; but it fills an immediate and crying need, and makes life brighter and easier to bear for scores of thousands of slum-dwellers.

It is the Army's Industrial Branch which solves the big problems. At the top comes the prison work. The system of prison work has developed rapidly during the past ten years. Almost every prison in the country is now open to the Army; and it attempts, also, to care for the families of the prisoners. Perhaps the work with the released prisoners is of still more importance. The Army attempts to start them in some useful employment and among helpful associations. The Industrial Homes rise to solve the problem of the released prisoner and the homeless, workless man. There they are given temporary work until permanent employment can be found for them. They are set to collect and repair all sorts of discarded household materials. These Homes are maintained solely by the sale of these reclaimed articles. Closely allied with the Industrial Homes is the Employment Bureau, which secures situations for all classes of laborers. The Army Hotels, for men and women, help the man or woman who works for a mere pittance. In these hotels the poor may find shelter—but this is not the main thing—it is the provision of a shelter which is morally, physically, and socially pure. Ninety-two such hotels are operated in the United States.

The Army also looks after the welfare of children. Their social and physical ills are temporarily relieved, and there is an attempt to found a true, godly character in the little child. Such work is done in the child's home, and in the several Orphan Homes which the Army maintains. Then there are scores of hundreds of Homes of various types, in which the different phases of relief work are carried on. The economic endeavor, important and successful as it is, would fail to serve the end desired were it to stand alone; but to the Salvationist it is only a means to an end. The great idea lying

at its base is to save the man, and these workshops are for the making of men.

A casual glance will serve to show anyone the seriousness of the problems which a Salvationist has to solve. The chief problem is that of fitting men to master trying situations. To do this the Army has four Training Colleges in the United States—two in New York and two in Chicago, one in each place being for men and one for women. The buildings are far from perfect, but the faculties are happily free from the imperfections which mark the buildings. The student body, or Cadets, come from various walks in life, but all are touched with one common view, namely: the the highest and best thing that can be done is to devote themselves to the business of saving men.

When the supreme test came, they did not lower this ideal; for all along the battle-line, according to the American soldiers who were wounded in the Marne fighting, the Army representatives were "smiling and starving and dying right in line." How can service be expressed in stronger terms than these? The boys who crawled across No Man's Land in the black night knew about the work of the Salvation Army. The wounded knew. The dead have known. It was in 1918 when word came that the Kaiser had ordered Army workers out of Germany. About the same time letters began to come from our boys at the front. They told about the Salvation Lassies, who made doughnuts for them, dressed their wounds, gave them coffee, and prayed over them. Others told of the Salvation chaplains who "went over the top with us." Nurses and ambulances were so scarce that Army Lassies were thrown into service along with their food trucks, which were used to transfer the wounded. In the hospital the Lassies fought grimly for the lives of the dying men. The boys knew them, for often they had gone to these same girls for pies and doughnuts and for prayers. Yes, the Salvation Army people were right in the front line along with the representatives from other organizations.

The doughnut will long be recognized as the Salvation Army's symbol of war service. Their workers toiled, day after day and month after month, under fire

to supply soldiers in action with hot coffee and doughnuts. This will be in the memory of the soldier boy long after the more august memories of the war have faded. Doughnuts, pies, and prayers—after all, is there anything inconsistent in the combination? Along with the sustaining, warm food, the bandaging of wounds, and the comforting of pain-tossed soldiers went their message of salvation. If they had their way, no soldier went west without hope of eternal life. "Gone West," a man once whispered, as he gazed into the distance upon row after row of weather-faded crosses, "gone west, but I wonder how they were prepared for the Great Beyond—the end of the journey?" Our answer rests with the Salvation Army. What if there had been no Salvation huts and no devoted Salvation officer to point the lad to Christ?

The soldiers realize the great—the very great—debt which the world owes the lassies and chaplains of the Army. Thousands of boys have written home with only words of thanksgiving and praise for the heroic workers, and still other thousands will tell the same story. There have been many letters received in which this sentiment would be expressed: "Before I went across, I had little interest in the Salvation Army. I often made fun of it and its work, and I never helped them in any way; but since I have seen its noble and unselfish work at the front, I have the highest admiration for it. Next to the Red Cross, the Salvation Army has done more with the money given it than any of the other organizations over here. The boys all swear by it, and say a prayer for the cooks. Some day, if God spares me, I'll pay back a part of my debt. I'll never pass a drum and cornet prayer meeting without emptying my pockets of every cent I can spare. They surely deserve it."

The young lieutenant who had the following poem printed in *Stars and Stripes* speaks for the multitude of khaki-clad boys.

"She didn't join
To make some coin;
For sake of fun or spree
She didn't roam
Away from home
And comforts, 'cross the sea;

She didn't have
 To dodge the draft,
 Though she's but twenty-three;
 She came because it was
 The place she ought to be.

She's where the boys
 Make lots of noise,
 And shells make lots of gas;
 She always meets
 With lots of eats
 The wounded as they pass.
 She smiles at all,
 The big and small;
 She never gives no sass;
 She's our best bet,
 Our little pet—
 Salvation Army lass."

Nor are the soldiers alone in their high estimation of the Army's work. During the last fifteen years this organization has been commended by President Wilson, the late Presidents McKinley and Roosevelt, ex-President Taft, Vice-President Marshall, Honorable Champ Clark, and Bishop John H. Vincent. Francis E. Clark, president of the United Society of Christian Endeavor, has summed up their opinions in these words:

"I believe thoroughly in the Salvation Army. It is doing a work which no other organization ever has done, or, I believe, can do. It sticks to 'first principles.' It believes what it believes with all its heart, and thus, drawing power from on High, it is able with one hand in God's, with the other to lift the fallen, however low they may have sunk.

"I can only wish for the Army the same unmistakable indications of God's favor in the future as in the past."

For many years the general attitude of the cultured people toward the Salvation Army was one of contemptuous indifference or of jeering derision. Time was, when the Army workers were laughed at on the street. Time was, when unkind remarks were made regarding them—but that was long, long ago. At last it has come into its own. Now every one has a kind word for the

Salvation Army and its workers. No great publicity campaign has been carried on in their behalf, and no big organization has sounded their praises from the platform, yet they have worked on and on with untiring zeal. They have asked for only a small amount of money. The Army made up in service what it lacked in money, and its instinctive service won instinctive admiration and appreciation. The fact that the public pays to this organization the tribute of instant and sincere appreciation shows that civilization has taken a mighty stride toward the time when simple truths and modest worth can win due notice.

MARIE SCRIBNER

At dawning I saw, high above,
A herald of the spring,
A sign of God's great tender love—
A bluebird on the wing.
And from his tiny throat did pour
A wondrous proclamation,
"The Master opens wide the door;
Spring's come to all creation."

M. WILLIAMS

BY SUCH AS THESE

That hospital "somewhere in France" was wrapped in an air of mystery—the greatest mystery—that of life and death. The white-clad nurses, wearing the insignia loved by all—the only insignia ever permitted to float above the stars and stripes—moved from cot to cot in the dimly-lighted room, with muffled tread. What heroic sights meet one's eyes! A cheery voice calls from a cot to the right:

"Say, old sport, just look how well I can feed myself with my left hand."

Back comes the answer, "Sure, Peter, I knew you could. I bet you haven't spilt more than three out of the five spoonsful you've tried to get to your 'mug.' Watching your graceful movements makes me almost wish I'd lost my right arm instead of my right leg."

A muffled voice came from the depth of numerous bandages. Only his smiling mouth showed. "You don't know," he said to one of the nurses, "how much I'm enjoying this smoke. I was wondering just the other day if a fellow could enjoy his pipe when he couldn't see it. But after this, I know I can. The only trouble is, with my 'beck' gone, too, I can't tell whether it is lighted or not, unless I inhale."

Those brave boys have looked death squarely in the face and come back even as they went in, smiling!

As one of the nurses was quietly moving from one ward to the other in the first dawn of a new day, she met the head doctor, a kindly man, whom to see was to admire and love.

"Have you heard from your son?" she asked him, in a low voice.

"Not as yet, Miss Goldman," he responded, quietly, and, after a pause, "but then, I know it is well with him, wherever he may be."

Dr. Clare had once spoken to Miss Goldman of this one son, the pride and joy of the father and the frail mother. He was now a captain "somewhere."

The day that followed was an unusually busy one. Ambulance after ambulance of wounded, mud-covered men had been brought to the hospital. Nurses and doctors had done their all to catch and hold the threads of the lives which were entrusted to them, or to make the "going west" as easy as possible. Now, as the shadows of evening were gradually melting into darker night, all were as comfortable as they could be made. Dr. Clare and his right-hand assistant had worked side by side all day. They were both worn out and sadly needed rest. Just then two mud-covered, unshaven men were brought in—one a private, the other an officer. The doctor examined them closely. Suddenly he uttered a low cry, "My son—oh, my son!"

At these words the other soldier—the private—opened his eyes and, in gasping sentences, said, "Take care of him first—he's here because he came out into No Man's Land for me—he's worth five of me—he made me glad I'm a soldier—I wasn't at first—take him first—I can wait."

Dr. Clare looked up, and his firm lip trembled. "Miss Goldman," he said, "we have only time to save one. Which?"

But Miss Goldman had already given the order for the captain to be prepared for the operating room.

An hour later she came back to the other man; but Death had been there first. She leaned over and unbuttoned the coat. Next to his heart was her picture. Without a word she had given her all. A voice above them seemed to say, "By such as these is My work carried on."

LUCILLE WHITESELL

A WELL-ROUNDED TEACHER

When a teacher stands for the first time on the threshold of life, looking out at the many problems and also at the many opportunities, her heart swells with pride at the thought that she is to play a part in the moulding of the lives of men and women, the future citizens of our great nation. Yet the young girl, fresh from the normal school, too often does not fully realize the responsibility that rests upon her. The world expects so much of her. Will she fail, or will she go nobly on, bringing honor upon her school and upon womanhood? This is a question which every prospective from the normal school, too often does not fully realize in this fact, we naturally wonder what we should expect to find in a well-rounded teacher. This is what I wish to discuss in this paper.

When a girl has finished school and is ready to take her place as a teacher, she is just beginning to know what is before her. She must consider her school first, but there are also other things that must be given the proper amount of time and thought.

The school itself demands first attention. The teacher should always think of her pupils. Before a little child enters school, he has a wonderful conception of what school is. It is a place of joy and pleasure; it is a place where children play together and work together for a few hours of the day. Here a charming lady meets them, helps them in their play and in their work. This is the idea of the child beginning school. The teacher should feel that one of her opportunities lies in helping the child to love the school and to want to come regularly. Not only must she make him want to come because it is a place of joy, but she should try to make him want to come because of a desire to learn.

The teacher should also feel that to a certain extent the health of her pupils is in her hands while they are in her care. She has a chance to observe physical defects in the pupils that often a mother does not think are serious. She should endeavor to show the parents the seriousness of allowing the case to go on. This will

require tact on the part of the teacher; the parents may become indignant, or they may refuse to have the child attended to. In case the parents should refuse to consult a physician, the child should be suspended from school until the parents have realized the importance and the need of medical attention. One teacher alone could not do this; it would have to be done by the entire school. Too much emphasis can not be laid upon the health of the child in the schoolroom. If the teachers would think more about this, not only would it help her in her teaching, but we should also have fewer backward boys and girls in the upper grades.

Besides bearing her pupils in mind, the teacher must assume the proper attitude toward her fellow teachers and her principal. Her success depends to a certain extent upon her spirit of co-operation with these. When a worthy movement is begun in a school, the teachers should do her best to promote the interest. It is essential, too, that she be at least friendly with her principal and fellow teachers. It often happens that a teacher regards the district board as a body of men who do not wish to promote the interest of the school. While in some cases the board is not efficient, in others it does all in its power to help the school and to make it the best possible school. The teacher ought not to hesitate to ask the board for the things that are necessary for her work, tho the efficient teacher will make her necessities as meager as possible.

When a teacher accepts a position, teaching is only one of the phases of life she has to enter. If she is to be successful, she must take a real part in certain community activities.

Closely allied to the day school is the Sunday school. Almost every teacher is called upon to take an active part in this work. She should be willing to help here, and she should be capable of doing it. The need for the teacher in the Sunday school is particularly great in the rural community. There is a lack of properly trained teachers for the Sunday school, and trained teachers are equally important here as they are in the public school. This is a fine opportunity to know other children in the community and to be brought into direct contact with some of the parents of her children. The teacher who

attends Sunday school regularly not only receives spiritual inspiration for herself, but is also setting her pupils a good example. The child from the kindergarten on thru the grades is very imitative. Usually the teacher becomes the pupil's ideal, and it is very necessary that the example set by a teacher be a good one—an example which she would not mind her pupils following.

The teacher who takes an active part in helping to forward community interests is an inspiration to the neighborhood. So many rural communities are far behind in things which promote the physical and intellectual welfare of their citizens. In case the community is awakening to these needs, it is the teacher who should do all in her power to promote such interests, even giving advice if need be.

It is absolutely necessary that the teacher know the parents and the conditions existing in the homes of the pupils she is trying to lead to higher and better things. The teacher who goes boldly on, forcing her children to do things without knowing something about their home influences and surrounding is making a grave mistake. She can not become a success. Sometimes children have to work under most adverse circumstances at home, and unless the teacher knows about these conditions she can not be of help. These are the children who need most careful consideration on the part of the teacher. It is almost impossible to know these things unless the teacher visits the homes. She can learn a great deal from the pupils themselves, but she can not learn enough in this way. The teacher who goes into the homes of the children and sees the conditions there is the teacher who is on the road to success, but success can not be reached unless she has the full and earnest co-operation of the parents. Often the failure of a teacher is due to lack of co-operation with the patrons of the school. This can be accomplished to a certain extent by visiting the homes. Discuss the interests of the pupil with the mother, make her realize that you have the child's interest at heart, and lead her to know that you are working for the child's good and not for your own good. Another way to secure co-operation is by Mothers' Meetings. Care should be exercised that these meetings should not be dry or grow monotonous. Find out from the mothers

some things that they think would help the school and their own particular children. Tactfully the teacher can put her own views before them and thus a feeling of unity may be secured. These meetings can be made to mean a great deal to the mothers and to the teacher herself. The sooner every teacher realizes these things and puts them into practise, the sooner she is going to have the support of the patrons in her work; and their support is essential to the promotion of the welfare of the school.

The teacher should remember that she as a teacher is working for her nation. When she receives a position in the public schools, she is employed by the government to train boys and girls—the future men and women of our glorious nation. Therefore there are certain things which are expected of her.

Realizing that she is shaping the youth in our schools to be the citizens of our land, she must train them so that they will be citizens who will stand for the best governmental influence possible, and for the betterment of the social environment of men. In the grades the teacher can impress these ideals upon the pupils thru the history course, while in the high school it can be more forcibly stressed in the study of civil government. Beginning with the fourth grade and continuing thru the grades and the high school, some attention should be paid to the study and discussion of current events. It is not necessary to set apart a definite time every day for this, but a short while at least once a week should be scheduled as a period for this work. When boys and girls have current-news facts brought before them in the schoolroom, a connection is formed between the school life and the every day life. It also helps the child who does not have these things brought to him in his own home life. This study interests him in the things which are happening every day and creates a desire to learn for himself these things after he leaves school.

Then, the pupils must be made to realize the meaning and value of laws. They must feel the seriousness of breaking a law. Schoolroom laws should be formulated and enforced by the teacher. When a pupil feels that the rules made by a teacher *must be* followed, he is much more inclined to respect and obey law. The

teacher who wishes to teach the value of laws must make her pupils want to obey the rules. Playground laws or rules, when efficiently carried out, will also help to prove the necessity of obedience to laws.

Then, because the teacher is the servant of her nation, she must perform her work to the very best of her ability. She must be conscientious and in everything she does she must have the interests of her pupils in her mind. She who works only for the money she is going to receive or who does just enough work to "skim thru" fails in her duty as the intellectual representative of the nation.

In view of these things we must not think that the teacher should not think of herself. As a teacher there are certain things which she should do for her own personal benefit. These things are necessary to fit her for the life she herself expects to lead, either as a homemaker or in some other phase of work. They also help her in her work as a leader of young children.

The most successful teacher is one who is well and strong. Few teachers seem to realize the importance of being free from nervousness and of being well. The teacher who is nervous and who feels badly a great deal of the time will be more or less irritable and cross in the schoolroom. We should awake to this fact and should strive to keep well and strong. Numerous things are responsible for the ill health of the teacher. Every person who is doing strenuous mental work should have at least eight hours of sleep each night. If any sleep is lost, it should be made up. In many cases a teacher will be up late, attending community socials night after night. Some teachers make a general habit of going practically all the time. It is necessary that the teacher have some means of entertainment, but it is imprudent for her to be continually losing sleep. Teachers also make the mistake of sitting up late correcting papers. If possible, written work should be given so that all the papers will not come in at one time. Sometimes this can not be avoided, but frequently work could be arranged so that it be better distributed. Teachers often feel that they ought to give written lessons to see that the children are studying. This is necessary because when a child feels that he is going to have a written lesson he will study,

tho he might not do it under any other circumstances. It is not necessary, however, that the teacher look carefully over all these paper. It can be seen at a glance whether or not the child is working and a great deal of the teacher's night work can be done away with.

The teacher who spends her day in the class-room needs plenty of physical exercise. When her day's work is over, she is tired mentally and physically. It is then that a long brisk walk or a game of tennis is most helpful. It clears up the cloudy brain, creates new life and vigor, and makes the worn-out teacher feel more like preparing her work for the next day. It is essential that she get her work off her mind; and a part of each day should be set aside as a period when work and cares may be forgotten for the time being, at least.

Teachers make a serious mistake in talking about their work outside the school-room. It is natural that a woman should want to talk about her work because it is constantly on her mind. It is the chief thing in her life; but care should be taken not to burden other people, particularly outsiders, with the school work. It is much better to turn the mind into another channel. An intimate friend who is interested in an entirely different phase of life is strongly advised. When two people in different walks are close friends, they see life with a bigger and broader view. They do not become so narrow as if they knew about one phase only; and it also helps to vary the channel of thought.

In addition to the things which the teacher must regard for her own physical welfare, there are some intellectual requirements which should receive careful consideration. A person who is training children should read current papers and magazines. The importance of keeping in touch with current history and new ideas which are being advanced can not be over-estimated. The teacher needs to know a great deal more than she expects to teach her children; she should have a ready store of knowledge from which to draw. Unless a teacher reads a great deal, she may become narrow. Reading is a splendid way to keep in touch with new ideas, but we should not depend entirely on this. The teacher is strongly advised to attend a summer school. This is not necessary until she has taught several years, but it

is a help and inspiration to the teacher who has taught for a number of years. Travel is also helpful. Very few teachers are fortunate enough to be able to take long trips, but when an opportunity presents itself it should not be lost. It is easier to teach things one has seen than to try to teach them from simply reading about them. We should not make the mistake of believing that we know enough when we finish school and go out into the world as teachers. We are only beginning to learn; experience has yet many things to teach us; hence we should never cease to strive for better things and more knowledge.

In conclusion, there are some things which a teacher owes her God. When life is so full of work, so full of hardships, and sometimes so full of joys, there is a tendency to neglect spiritual things. People go on from day to day without thinking what God means to them, or of how many things they have for which to be thankful. The teacher often says she is too tired to go to church on Sunday. This is no excuse. If it were any other day and she were invited to a social, she would go and make no excuses. She should feel that her day is not complete unless she has gone to the house of God to worship there. After a week of hard work, a week full of cares and anxieties, it is a wonderful help and inspiration to go to church and there to hear God's gracious truths. In some way the trials vanish and we feel that there is some one who cares for us and who wants us to keep on upward, even tho the path is rough and rugged.

Perhaps, however, most important of all is our service to God thru our work as teachers. We should never lose sight of the fact that if we fail to perform to the best of our ability the work given us to do, we are failing in our duty to God. In the teacher's hands has been placed the moulding of the lives of the boys and girls of the land. The habits they form and the things they learn in the school-room last thru life. They determine to a great extent the kind of men or women they will become. Therefore in her work the teacher is training God's children, and it is necessary that her task be done with careful thought and consideration of the life of humanity. These things can not be accomplished

by the teacher alone; she must have the help of the Heavenly Father. The responsibility which rests upon her is very great, but there is a glorious opportunity in it, too, to make life count for its utmost.

“Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!”

RUTH CALHOUN

THE NORMAL BULLETIN

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JAMES C. JOHNSTON, *Editor*

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EDITORIAL

VIRGINIA STARTS SOMETHING

The Old Dominion has been making history for over three hundred years, but on February 27th she added a page different from those which preceded it. Governor Westmoreland Davis invited the district school trustees of Virginia to assemble at the State Capitol for a conference upon the needs of the public schools and how to supply them. The Governor is particularly interested in the elementary schools in the country districts, where improvement is most needed. In opening the conference the Governor said, "I am for the establishment of a great team in Virginia. The wheel horse is going to be education, and the off horse is going to be good roads. I want to hook them together." This was received with tumultuous applause.

With the advice of Dr. William H. Allen, of the Institute for Public Service, of New York City, a compre-

hensive program of timely questions was prepared. The discussions of the two sessions, morning and afternoon, were centered about the five great needs of Virginia's elementary school system, namely, longer school terms, better-prepared and better-paid teachers, more helpful supervision, better buildings and equipment, and compulsory attendance. As to the last named it should be stated that the present law of the state relating to compulsory school attendance is utterly inadequate, and it will be necessary to secure an amendment to the constitution in order to procure effective legislation along this line.

To graphically portray the facts of the present situation, students of the State Normal School at Harrisonburg prepared thirty-five charts, each telling its own story in a striking manner, so plain that even the "rural-est" trustee might understand. These charts were exhibited on the walls of the Capitol lobby, and lantern slides of the same were shown at the beginning of the meeting in order to furnish a basis for the discussion to follow. The series started with a chart bearing the following inscription:

Can you read this?

230,407

Virginians 10 years of age and older

Can't read this

WHY?

They then ran thru all the topics indicated above, especial emphasis being placed on the need for more adequate salaries for teachers, and finished with a pointed lesson as to the comparatively small amount of tax for school purposes paid by the average citizen. This last chart pictured a farmer's school family of two boys and a girl, an actual bank check for \$7.80 covering the annual school tax of this well-to-do citizen, and finally "Where John Doe gets the money"—three hens, whose eggs more than pay this tax—followed by the pertinent inquiry, "Why not keep *six* hens?" (and thus double the teacher's salary, etc.) One of the "rural-est" of the trustees remarked that the greatest fault-finder in his

district was a man who paid only sixty cents a year in taxes!

A large share of the time was devoted to a discussion of compulsory school attendance, and the conference went on record as positively favoring a real compulsory law "with teeth in it," as several trustees expressed it. It will, of course, take several years to bring this to pass, as a constitution is not an easy thing to change; but the prospect for removing the blot of non-attendance and illiteracy from Virginia's map is brighter than ever before in her history.

A constantly recurring question thruout the discussions was as to ways and means for financing the proposed reforms. The Governor often reminded his audience that if the people want good schools they must pay for them. "Virginia must give up the idea of putting out a conflagration with an atomizer," said the Governor, "it can not educate its children without spending money." He admonished his hearers that what was needed was not the passing of resolutions in that conference but rather that all should return home and do all in their power to influence public opinion for better things and the means to procure them.

The sentiment of this great conference of more than four hundred district school trustees, earnest citizens from every section of the state, was unanimously in favor of better preparation and better pay for teachers, longer terms, and better buildings and equipment. There was displayed a marked willingness to get behind the Governor in necessary measures to bring about these desired results. This assembly is undoubtedly of much significance, marking indeed an epoch in the life of the old state, as never before have so many men directly concerned in the public schools gathered to discuss so seriously and so mutually helpfully the problems of the common school system.

LIVE TOPICS

At the recent meeting of division superintendents of schools of the Valley counties held at this school, Superintendent Hart presented for discussion a list of topics which indicates strikingly the things that are uppermost in the educational thought and life of Virginia at this time. These cover a wide range and indicate in unmistakable terms that our present public school administration in this state is fully alive to its opportunities and responsibilities. Among the topics presented were the following: the school survey—what it means and how it is being conducted; measures and scales; the 1919-20 budget—why necessary, and what its content should be (every one should applaud Superintendent Hart for his inauguration of the budget system for our schools); supervision—the duties of a superintendent in this connection; district supervisors—selection, pay, qualifications, and duties; junior high schools—the course of study, teachers, relation to other schools; vocational department; state examinations for teachers; teachers' certificates; summer schools; improvement of teachers in service—thru reading and otherwise; vacation schools—for adults, for backward children, and for ordinary children; new plans for school houses—plans now furnished by the State Department of Public Instruction free of charge; the superintendent's annual report; teachers—salaries, qualifications, contracts, placement, etc.; miscellaneous school problems—promotion, grading, grading department, printed local reports, corporal punishment, "keeping-in," the problem of the bright pupil and of the dull pupil, lesson assignments, literary societies, and athletics.

GRADING TEACHERS' SALARIES

Recently there has come to our attention what appears to be a very desirable method of determining what salaries shall be paid to teachers. Obviously all teachers can not be paid the same amount, and certainly all are not worth the same. Any schedule of salaries is open to ready criticism, but this one seems so much better than no system at all, which is true in most school divisions, that we give it here:

In the following table add the proper amounts under certificate, experience and success or teaching efficiency, and the total is the salary to be paid in each case.

Title	Certificate		Experience		Success or Teaching Efficiency
	Credit		Years	Credit	
2d Grade	20	Beginning	9		Ranked by the Superintendent in each case from 18 to 25.
1st Grade	22		1	10	
Elem. Prof.	24		2	11	
Normal Prof.	26		3	12	
Collegiate	28		4	13	
Coll. Prof.	30		5	14	
			6	15	

The columns headed certificate, experience, and success are independent of each other and various combinations are possible. The following limitations are placed on the credits to be given for success and experience according to the grade of the certificate held:

Certificate	Experience		Success Beginning	Credit Maximum
	Credit	Maximum		
2d Grade	11		18	20
1st Grade	13		19	22
Elem. Prof.	15		20	25
Normal Prof	15		21	25
Collegiate	15		22	25
Coll. Prof.	15		22	25

It is provided that salaries shall be multiples of \$2.50 and the range is from \$47.50 to \$70.00 per month for the school term. Because of scarcity high school teachers are paid \$5.00 more than the amounts computed from the above tables. Likewise teachers of one-room schools are paid \$2.50 more than so computed. This scheme works out as follows, for a typical case:

Miss X has taught five years, holds a first grade certificate, and is given a success grade of 21. Her salary is \$55.00 per month, computed thus:

Certificate	22	
Experience	13	(the maximum for the first grade certificate)
Success	21	
	<hr/>	
	56	(the nearest multiple of \$2.50 being \$55.00)

We are disposed at once to urge a larger extra amount to be paid to the one-room school teacher; but this is a long way better than nothing! Superintendents, take notice!

TEACHERS ARE SCARCE

The appointment committee work of the State Normal School at Harrisonburg shows that last year only a little more than one-half of the calls that came for teachers could be supplied. Of the demands for primary teachers one-third went unsupplied, for grammar grade teachers something more than one-third, and for high school teachers almost one-half were unanswered. Then there was also a large number of requests to recommend teachers for special lines of work, such as home economics, writing, normal training, demonstration agent, etc., more than one-half of which had to be denied because there were no suitably prepared teachers to send. All sorts of combinations of high school subjects were proposed, but the favorites seemed to be home economics and chemistry on the one hand and mathematics and foreign languages (Latin and French) on the other. The calls for teachers of mathematics and science in the high school were far beyond the available supply. The statistics of this division of the school's activities should be of value to students in choosing their specialties for future teaching. No doubt other institutions have had practically the same experiences during the past few years, and there seems little prospect that the supply of properly trained teachers will equal the demand for many years to come.

PHYSICAL TRAINING NECESSARY

The national and state governments are being called upon to take steps to provide more and better physical training for the children in the schools. The great war, with all of its horrors, taught some valuable lessons, and one of them is that a prepared nation is one that is physically fit. Much of our unpreparedness was the result of our neglect to teach the simple, fundamental principles of personal and social hygiene, and our failure to provide for the adequate physical training of our boys and girls during school age. A movement, which promises success, has been initiated for the purpose of bringing influence to bear upon state boards of

education all over America to make a regulation whereby, after June, 1922, or some other reasonable date, no applicant may receive a teacher's certificate who does not first present convincing evidence of having covered, in a creditable manner, a satisfactory course in physical education in a reputable training school for teachers. It is believed that this movement, if successful, will result in building up a nation of men and women "of normal physical growth, normal physical development and normal functional resource, practising wise habits of health conservation, and possessed of greater consequent vitality, larger endurance, longer lives and more complete happiness—the most precious assets of a nation." Along with this is a nation-wide effort to improve the the physical conditions of our school buildings, so that the comfort and health of the pupils will be provided for in every possible way. Large and modern building programs are being adopted in numerous communities all over the country. This should result in bringing children who ought to be there back to the school-room and in keeping them in school longer. Everything that contributes to prolonging the school life of our boys and girls prevents human waste and makes for a better and stronger nation.

J. A. B.

WITH THE MONTH'S MAGAZINES

JOHN GALSWORTHY TALKS ON ART IN AMERICA EDUCATION, AND HAPPINESS

This is the comprehensive title of the leading article in *The Touchstone* for April, and is the result of an interview with Mr. Galsworthy. It contains many characteristically happy expressions of his thoughts on these subjects, as, "The three great educational agencies are the artist, the teacher, and the press. Those who control the education of youth should be able to teach youth what beauty is; should play into the hands of the artist instead of, as for the most part they now do, bringing up boys and girls with a blind spot where aesthetics are concerned." In regard to happiness, Mr. Galsworthy says: "Personally, I believe that we're only happy when we are so absorbed in our work or in our play that we have lost consciousness of self. When we are actually doing something that matters enough, whether it be creative or experimental, administrative or what not, we become absorbed in it and are happy." His delightful recipe for the education of children is, "They should be brought up to be kind, and clean, and moderate, to love music, exercise, and fresh air."

SOME NOTES ON A SCIENTIFIC BASIS OF MUSIC EDUCATION

Professor Schoen, of the East Tennessee State Normal School, contributes an article to *Education* for April in which he advocates the theory that the development of the individual must "traverse the epochs of the world's culture," and thereby enrich and vitalize the school curriculum, especially the music course which greatly needs a spark to kindle a flame of intelligent discussion. "In this paper," the writer says, "an attempt is made to trace the parallelism or analogy in the stages of development of man in mind, art, and music, and to outline a course in music education based upon these stages of growth."

WHAT THE WAR SHOULD DO FOR OUR METHODS
IN GEOGRAPHY

The text of an address made by Professor J. Paul Goode, of the University of Chicago, at the February meeting of the Department of Superintendence has the place of honor in *School and Society* for April 19. Dr. Goode emphasizes the necessity laid upon this nation especially, tho shared with the rest of the world, of a better knowledge of geography and a better understanding of its fundamental principles, in view of the changed conditions produced by the war. Since the beginning of the war the whole world has been studying maps, while many have been getting geography at first hand and writing home innumerable letters from places unheard of by the folks at home. The tremendous growth of our foreign commerce, resulting from the demand for our apparently inexhaustible resources; the resurrection of our merchant marine service; our sudden change from a provincial nation to a larger sharer in the responsibilities resulting from the League of Nations, all necessitate a more extensive and intensive knowledge of geography, including commercial geography.

Investigation shows that geography teaching in the schools of the present day is at a low ebb, receiving much less notice than a generation or two ago. Dr. Goode says "Successful business men within my horizon have within the last two years been surprised to learn that the Ukraine is a region and not a breakfast food; and in my classes teachers of experience could not name half the states in the Union."

As a remedy for this situation, Dr. Goode suggests: (1) a reorganization of the course of study so as to bring geography into its proper place; (2) the adequate training of teachers for this subject; (3) a generous equipment for teaching, on a par with laboratories for chemistry, etc.; (4) adequate pay for teachers in order that they may be able to afford better preparation, especially that obtained by traveling a bit out into the world. Until the dawn of the longed-for day when the hire shall be worthy of the laborer, the teacher will be forced to cultivate a true missionary spirit or be in the class represented by the Minnesota girl, cited by Dr. Goode, who,

when some one railed at her for the quality of her teaching, said, "Ah, it's little they pays me, and it's little I teaches thim!"

A SPECIAL ACADEMIC CLASS IN THE JUNIOR HIGH SCHOOL

An experiment in solving the problem of how to deal with children of superior mentality is described under the above title in *The School Review* for April by T. W. Gosling, principal of the Bloom Junior High School, of Cincinnati, Ohio. Twenty-four seventh-grade pupils recommended by the principals of eleven schools were placed in a special class of ninth grade type, but differing from the usual ninth grade program in that one hour each day was devoted to physical training, and two hours a week to industrial work. There were bold eliminations of all work of the seventh and eighth grades not needed directly for the successful prosecution of advanced studies. At the end of the year twenty-pupils were still doing the work, and of these fourteen passed on all subjects. The physical and mental health of the pupils was excellent; they seemed more buoyant and vigorous at the end of the year than at the beginning, probably because of the daily physical training and the arrangement of the program by which much less home work was required. This experiment was undoubtedly a success; and similar classes will hereafter have a place in any scheme of classification developed by psychologists and school administrations to meet the needs of all types of minds.

HOW BEATTY PUT TO SEA LIKE DRAKE OF OLD

The current issue of *The World's Work* is named by the publishers the "Personality Number," and contains besides the usual editorial interpretations of the "March of Events," a number of short but intimate character sketches of men who won special distinction during the Great War. These sketches are finely illustrated with portraits painted in France and by full-page photographs. Lieut. Francis T. Hunter compares the great English admiral, Sir David Beatty, with Sir Francis Drake, the hero of the fight with the Spanish Armada, in his coolness and deliberation in the midst of impending danger, as well as his marvellous seamanship. "Cor-

poral York, General Pershing and Others," by J. C. Chase, an artist as well as a writer; the fifth installment of the "Life of General Pershing" by George Mac-Adam, Pershing's own account of his Spanish-American War experiences, are other interesting features.

EDUCATION BY VIOLENCE

An article named from the saying of Thucydides that "war is education by violence," is by Professor H. S. Canby, of Yale University, in *Harper's Magazine* for March. He discusses "not the bones but the blood of education," and "thanks Heaven he is not writing a treatise on education after war, for the excellent reason that neither he nor any one else knows the terms upon which it will be conducted." "But," he says, "when we begin to realize that under stress a boy of twenty was taught the very complex business of modern war in a quarter the time we allotted to less difficult professions of peace, we are bound to be dissatisfied and wonder whether we have not underestimated American capacity for learning." Professor Canby urges a thoro study of the ways of such teaching; and he gives an interesting description of the results of his recent observations in England and the application of lessons thus learned.

TEACHERS' MEETING UPON A DEMOCRATIC BASIS

The Superintendent of Schools in Du Bois, Pa., T. T. Allen, writes in the latest number of *Educational Administration and Supervision* a practical and suggestive article setting forth his ideas as to new, different, and more interesting ways of conducting teachers' meetings. He places the emphasis upon the solution of problems relating to the everyday life in the schoolroom, and the practical application of fundamental principles of education.

THE EFFECTS OF WAR IN WOMEN'S COLLEGES

The Teachers College Record has, among other good things, an account written by the Assistant Professor of Education in Teachers College of the noble service rendered by the colleges during the war. An important result of the work has been the co-operation of similar institutions abroad, which will doubtless lead to continued and increasing association for mutual benefit.

SOME IMPORTANT BOOKS IN BRIEF REVIEW

HISTORY STORIES FOR PRIMARY GRADES, by John W. Wayland. (The Macmillan Company, New York.)

Because we have been living thru a period so filled with great men and great deeds, we should be more alive to the value of history as a means of educating children. It is true that we have had for many years the name of history upon our course of study and textbooks of history in the hands of our pupils. But in most cases these books and courses of study represented the collection and study of bare facts. In the minds of the children history was filled with the dry bones of the dead. What can be done to make these dry bones shake themselves, put on flesh and live, so well as stories concerning the people, living today in history?

We have had given us books of historical stories which have probably helped make history a vivid reality to us, but one serious criticism has been frequently made of these stories. The author was so interested in the development of his plot that truth was sometimes sacrificed. So, while the reader would gain interest and setting, they would get an erroneous impression of the time and place of the historic fact. Seldom has it been possible to find a historian who was interested in the artistic presentation of these precious facts. Therefore the little volume of *History Stories for Primary Grades*, written by Dr. J. W. Wayland has an unusual value. Its author is a well-known historian, having written several local histories and *How to Teach American History*. He also has the soul and mind of a poet, having written many poems, one of which might be considered our state song, as it is used more widely than any other.

We would expect a volume of unusual value from such an author, and our expectations are realized in this little book. The stories are of world interest, yet are arranged to meet the attainments of the primary child. The author has followed the course of study of the Committee of Eight, which was appointed by the American Historical Association. Those teachers who have tried to follow this course in the past have met with the diffi-

culty of securing material for themselves and their classes. They will welcome this book as it will give them in one volume the material which they need.

While the book is intended for the teacher primarily it would make an interesting supplementary reader for the third grade. The author has been fortunate in securing illustrators who could enter into the spirit of the book; and this has helped make a delightful book for the library of children. When more of such books have been written, the problem of keeping children in school will have been solved to some extent, and books will be their most valued treasures.

R. E. G.

THE BOOK OF THE HOME GARDEN, by Edith Loring Fullerton. (D. Appleton & Company, Publishers, New York. Price, \$2.50.)

It is a pleasure to find an interesting book upon vocational subjects. Such a book is Mr. Fullerton's *Book of the Home Garden*. The author is one of the foremost garden experts in this country, and yet her book is remarkably free from technical terms. Its language is very simple and the lessons it seeks to teach are presented in intensely interesting story-like form.

Treating as it does of the raising of all the common vegetables, flowers, and fruits in a brief yet accurate manner, this book is an excellent manual for the amateur gardener. Because of its manner in which it is written, it is an indispensable reference book for teachers of home gardening and nature study. Both of these uses, however, are secondary to the real purpose of the book, which is to teach young boys and girls how to care for and love their gardens.

The author evidently realized that illustrations convey ideas that the printed page could never present to the brain, for the illustrations of her book are numerous, well chosen, and well engraved.

G. W. C.

A SCHOOL HISTORY OF THE GREAT WAR, by McKinley, Colomb and Gerson. (American Book Company, New York.)

This is a small book that fills a great need. Its hundred and ninety pages tell much that we ought to know about Europe before the war, why Germany

wanted war, German militarism; international law and the Hague conferences, international jealousies and alliances, and the beginnings of the great conflict. The chief events of the several years from 1914 to 1918 are next taken up and presented in a way that appeals to the understanding and the interest of the reader. A full chapter is devoted to the part played in the war by the United States and another discusses helpfully the big questions of resulting peace. The volume ends with a chronology of the principal events of the war and an index that is fairly complete. The three or four outstanding merits of the book are these: (1) clearness; (2) interest; (3) balanced judgment; (4) much in little. The style is so easy and readable that students in high school, or even in the grammar grades, will be able to use the book with appreciation and profit.

J. W. W.

NERVE CONTROL AND HOW TO GAIN IT, by H. Addington Bruce. (Funk and Wagnalls Company, New York.)

Mr. Bruce is a well-known writer of popular articles and books upon psychological and related topics. In this volume he has brought together some forty-five short chapters on mental and nervous health. They are intended not only to serve the nervous invalid, but also any who may show that diathesis. The re-educative value of the book is unmistakable. A wholesome optimism prevails thruout. The pleasant style is an attractive feature.

W. T. S.

THE PSYCHOLOGY OF WAR, by J. T. MacCurdy, M. D. (John W. Luce & Company, Boston, Mass. Price, \$0.75.)

This represents a criticism of the theories of Freud, James, Trotter, Jones, and others in regard to war. The author's work is constructive. He regards war as an expression of primitive instincts—instincts which naturally triumph over reason. He holds that "When man is so educated as to know himself and recognize the forces that are within him, he will be in a position to see the way his footsteps lead, and change his path—if he wills." Education then is the proposed remedy for

war. The last chapter discusses America at war. Thoughtful readers will enjoy this small volume.

W. T. S.

ADOLESCENCE, by Stephen Paget. (E. P. Dutton & Co., New York.)

Presented in an attractive form, this book represents a lecture read to Oxford University Extension students during the war. Provoked in critical times, it points out the far-reaching significance of adequate education in regard to sex. It stresses anew the dangers of silence and suggests methods of procedure in this education.

W. T. S.

THEY WHO UNDERSTAND, by Lilian Whiting. (Little, Brown, and Company. Price, \$1.25.)

Miss Whiting is the author of a number of books dealing with spiritualism and psychical research. In *They Who Understand* she gives an interpretation of the spiritual environment of human life and incidents in which communications between the seen and the unseen worlds have been accomplished. The conception which she presents is simply that the change we term death is "no break, no interruption in the continuity of the evolutionary progress we call life." Miss Whiting quotes many who are eminent in science and religion and so demonstrates in a very impressive way the realities of the unseen world.

The book may be read with interest by those interested in science and psychical research; it may also bring joy to many hearts by helping them to realize that their loved ones are not lost to them, but have simply passed into a wide field of activity.

R. R.

WAR WRITING, by Garland Greever. (The Century Company, New York.)

Garland Greever, co-author of *The Century Handbook of Writing*, has felt that the World War has left a new need in English and to meet this need has brought forth *War Writing*.

This volume is divided into three parts. Part I

summarizes the essentials of rhetoric and discusses their application to military writing. Part II includes a group of models for army work. The selections in Part III have to do with the principles and purposes which have clashed on the battlefields of Europe. The contrast of American ideals and German autoocracy are strongly expressed.

Two features of the book which appeal to the teacher are the list of topics for oral and written compositions, and short lists of books, articles, and periodicals likely to be found in most libraries, which may be used as material for analysis and summaries, or consulted as sources for themes. In fact, these lists of topics and summaries make it a veritable gold mine for theme writing.

In Part II there are selections that present the submarine from five points of view; Lee's surrender at Appomattox is discussed from six standpoints. The fact that any subject may be approached from a great variety of points of view is made plain by such groupings thruout the the volume.

War Writing will make its appeal to those wishing to make a technical or an unprofessional study of things military and will be of special interest to teachers giving a course in composition. Its value to the high school English teacher can not be over-estimated.

F. B.

TYPES OF CHILDREN'S LITERATURE, by Walter Barnes.
(The World Book Co., New York. Price \$1.50.)

There is need of helpful direction for parents and teachers who wish to place within reach of every child the beauty, wisdom, and knowledge stored up in the world's best literature for children. The domain is so vast, so rich, and so varied that a single volume which presents specimens of all the different types for study and analysis by older readers and for reading by the children themselves, may hope to make easy and natural for children the entrance to the pleasant and profitable land of books.

This book for the first time presents in convenient form the source material that teachers and students of

the literature of childhood most need to have available. It is made up of classified masterpieces that were selected after a thoro sifting of every type of children's literature. The different forms of poetry and narrative, and descriptions, sketches, essays, and letters are represented.

Every piece is a complete unit or is at least easily detached from its original setting, like an Uncle Remus or an Arabian-Nights story. The selections are arranged as nearly as may be in the order of increasing difficulty. The versions given are the definitive and authoritative ones. The space devoted to each type of writing has been justly apportioned.

A bibliography, index to authors, titles, and first lines of poems, and helpful notes are included. It is attractive in appearance. Tho primarily designed for use in normal school, college, and library classes, it will interest teachers and parents generally, and it should be put into the hands of children.

NEWS AND NOTES OF THE SCHOOL

COMMENCEMENT PROGRAM, 1919

- Friday, June 6, 9:00 p. m.—Senior Class Play, Open-air Auditorium. (Admission fee for the benefit of the Alumnae Scholarship Fund.)
- Saturday, June 7, 7:30 p. m.—Campus Songs.
8:30 p. m.—Recital by the Departments of Music and Expression, Auditorium, Harrison Hall.
- Sunday, June 8, 11:00 a. m.—Commencement Service, Sermon by Rev. W. R. Funk, D. D., of the Publishing House of the United Brethren Church, Dayton, Ohio, United Brethren Church.
6:30 p. m.—Vesper Service of the Y. W. C. A., Open-air Auditorium.
- Monday, June 9, 10:00 a. m.—Annual Meeting of the Alumnae Association.
3:00 p. m. to 7:00 p. m.—Exhibition of School Work, Maury Hall.
4:00 p. m.—Battalion Parade, Campus.
9:00 p. m.—Reception to Students and Guests, Gymnasium, Ashby Hall.
10:00 p. m.—Alumnae Banquet, Dining Hall, Harrison Hall. (Admission by special invitation.)
- Tuesday, June 10, 11:00 a. m.—Class Day Exercises, Open-air Auditorium.
8:30 p. m.—Final Exercises, Address by President Henry Louis Smith, of Washington and Lee University, Delivery of Diplomas, Conferring of Degrees, Auditorium, Harrison Hall.

HONOR LIST FOR THE SECOND QUARTER

ENDING MARCH 21, 1919

“A” on all subjects:

Misses Ada Lee Berrey	(Degree Year)
Esther Buckley	(Degree Year)
Ruth Calhoun	(Senior)
Nellie Critzer	(Postgraduate Year)
Hazel Davis	(Senior)
Clare Harnsberger	(Junior)

Rosa Heidelberg	(Junior)
Margaret Lewis	(Sophomore)
Elise Loewner	(Senior)
Lucille McClung	(Sophomore)
Ruth Marshall	(Degree Year)
Jean Nicol	(Senior)
Kathleen Prince	(Junior)
Frances Rolston	(Degree Year)
Marie Scribner	(Senior)
Winifred Simpson	(Senior)
Mary E. Smith	(Sophomore)
Ruth Wallace	(Senior)
Joe Warren	(Postgraduate Year)
Ruth Witt	(Degree Year)
Virginia Zirkle	(Degree Year)

"A" on all but one subject, on which a grade of "B" was made:

Misses Margaret Bear	Annie Hundley
Helen Bowman	Pauline Layman
Ruby Brill	Mary Phillips
Evelyn Buchanan	Alberta Rodes
Bertha Burkholder	Mary Seebert
Beulah Crigler	Gertie Smith
Maria Dove	Dorothy Spooner
Lelouise Edwards	Sarah Wilson
Catharine Harrison	

"A" on all but two subjects, on which a grade of "B" was made:

Misses Louise Adams	Mary Elizabeth Nichols
Sallie Browne	Elizabeth Nicol
Jeanne Cobbs	Mamie Omohundro
Martha Cook	Margaret Proctor
Phyllis Eastham	Violette Rainey
Grace Fisher	Lena Reed
Goldie Hammer	Rachel Rodgers
Daisy McEnally	Harriet Short
Cynthia Mays	Carrie Spradlin
Pauline Miley	Verlie Story
Thelma Miller	Genoa Swecker
Vada Miller	May Williams
Annie Moseley	

THE MILITARY DRILL

A new feature of the school work this year is the military drill, which counts one point towards the required credit in physical education. One period a week is given to this work, and each student, unless excused for some good reason, is required to be present for the drill the same as for any other class.

A plain, white middy suit, with black tie, white sailor cap, and white shoes, has been selected as the uniform for dress parades.

Four companies have been formed, with sixty-two students to each company. On January 31, under the direction of Mr. Burruss, a competitive drill was held to determine which company should be the honor company. Miss Zirkle's company, scoring the highest number of points, was made the color company.

The officers of the four companies are as follows:

STAFF OFFICERS

Kemper, captain and adjutant; Warren, J., sergeant-major; Callender, P., color-sergeant; Potterfield, color-corporal; Loewner, color-guard; Kaufman, color-guard; Hammer, musician.

COMPANY A

Captain, Witt; first lieutenant, E. Buckley; second lieutenant, Critzer; first sergeant, Spooner; second sergeant, Hodges; third sergeant, Moore; fourth sergeant, M. Scribner; fifth sergeant, R. Rodes; first corporal, Brock; second corporal, M. Jones; third corporal, Potts; fourth corporal, Davis; fifth corporal, E. Nichols; sixth corporal, Prufer.

COMPANY B

Captain, Zirkle; first lieutenant, Parrott; second lieutenant, Rodgers; first sergeant, Lancaster; second sergeant, M. T. Nichols; third sergeant, Hanger; fourth sergeant, Omohundro; fifth sergeant, Fisher; first corporal, H. Hopkins; second corporal, J. Nicol; third corporal, Greenawalt; fourth corporal, Rooshup; fifth corporal, R. Jones; sixth corporal, Rawlings.

COMPANY C

Captain, Matthews; first lieutenant, Dart; second lieutenant, Black; first sergeant, M. Hawkins; second sergeant, Wallace; third sergeant, Fagge; fourth sergeant, Stone; fifth sergeant, Williams; first corporal, Snyder; second corporal, Gibson; third corporal, McCown; fourth corporal, Spotts; fifth corporal, Bear; sixth corporal, Mays.

COMPANY D

Captain, A. Lewis; first lieutenant, Layman; first sergeant, Bishop; second sergeant; W. Simpson; third sergeant, Swecker; fourth sergeant, Brill; fifth sergeant, Doughty; first corporal, Page; second corporal, Cash; third corporal, Hinton; fourth corporal Short; fifth corporal, Cowling; sixth corporal, Harnsberger.

MEETING OF DIVISION SUPERINTENDENTS OF THE
VALLEY COUNTIES

On March 25-26 an interesting meeting of the Division Superintendents of the Schools of the Valley Counties was held at our school. The meeting was called by Superintendent Harris Hart and was well attended.

Among the questions discussed by the superintendents were the following: "The Virginia School Survey," by Dr. Alexander Inglis, who is director of the survey being made in our state; "The Junior High School and Some of Its Problems," by S. P. Duke, State Supervisor of High Schools; and "The Vacation School," by Professor W. T. Hodges, Supervisor of Elementary Rural Schools in Virginia. Many other topics of minor importance were discussed, but these were the principal questions which concerned those interested in Virginia's educational welfare, and so were taken up at length.

While in attendance at the meeting the superintendents were guests of our school.

On Monday evening a delightful dinner was given in their honor at the Practise Home by a number of the Home Economics students. The spacious rooms were unusually attractive with their decorations of purple and gold, in which quantities of jonquils were used. The

delicious five-course dinner was served by members of the Junior class who are in the Home Economics Department, and as usual they showed how well they had been trained.

Following the dinner an informal musical program was given by a chorus from the Glee Club.

Among those in attendance at the meeting were the following:

Dr. Alexander Inglis, of Harvard University, director of the Virginia Educational Survey; State Superintendent Harris Hart, Dr. W. R. Smithey, secretary of the State Board of Education; Prof. S. P. Duke, Supervisor of High Schools; Prof. W. T. Hodges, Supervisor Elementary Rural Schools, and the following Division Superintendents of Schools in the Valley Counties: Supts. Jeter, Alleghany and Craig; O. L. Emerick, Loudon; F. M. Somerville, Augusta; B. M. Wailes, Nelson; J. N. Miller, Madison and Greene; J. W. Hendrick, Culpeper; E. A. Smith, Fauquier; J. H. Booton, Page; H. D. Hite, Warren and Rappahannock; L. D. Kline, Frederick, Clarke, and city of Winchester; J. C. Myers, Rockingham; R. E. Mauzy, Highland; C. R. McDonald, of Prince William County; and C. V. Shoemaker, of Shenandoah County.

THE SCHOOL SURVEY IN VIRGINIA

The General Education Board has made an appropriation of ten thousand dollars to provide for a division of educational tests and measurements in the Virginia survey. This division of the survey provides for testing twenty thousand school children in arithmetic, spelling, reading, and writing. Major Haggerty, professor of Educational Psychology in the University of Minnesota, is in charge of this work. He has a number of men working with him. Dr. Sanger, of the Harrisonburg Normal, has charge of the work in this section. He selected a number of the post-graduate students and trained them for the work of giving the tests. They have given the tests in a number of the schools in Rockingham county, and later on they will assist with the work in the city schools.

Dr. Haggerty spent several days at the school in behalf of the school survey and gave a most interesting talk on the value of mental tests.

ORGANIZATIONS

It is customary for each Literary Society to elect officers at the beginning of each quarter. The following have been installed for the present quarter:

Stratford—President, Lelouise Edwards; vice-president, Louise Shumadine; secretary, Eloise Hinton; treasurer, Mary Alice Hodges; critic, Frances Kemper.

Lanier—President, Ada Lee Berrey; vice-president, Jean Nicol; secretary, Rosalie Brock; treasurer, Ruth Rodes; critic, Ruth Wallace; sergeant-at-arms, Carrie Spradlin.

Lee—President, Kathleen Prince; vice-president, Sallie Brown; secretary, Edna Scribner; treasurer, Nella Roark; critic, Carrie Bishop; chaplain, Carrie Watson; sergeant-at-arms, Katherine Cannon.

Each organization in the school is represented on the Annual Staff. The Staff is as follows:

Editor-in-chief, Hazel Davis; Y. W. C. A., Margaret Coleman; Athletic council, Virginia Zirkle; Degree class, Ada Lee Berrey; Postgraduates, Nell Critzer; Senior, Mamie Omohundro; Junior, Kathleen Prince; Sophomore, special, Margaret Lewis; Stratford Society, Eloise Hinton; Lanier Society, Ruth Wallace; Lee Society, Margaret Proctor; student body at large, Elise Loewner, Ruth Witt.

The officers of the Student Association for the coming term have recently been installed. They are: president, Margaret Proctor; vice-president, Lucile McClung; secretary, Marian Marshall.

On Thursday evening, April 17, the Y. W. C. A. held a most impressive service at which the officers and chairmen of the committees for the coming year were installed. They are as follows:

President, Lelouise Edwards; vice-president, May Williams; secretary, Pauline Johnson; treasurer, Margaret Bear; social committee, Ellen Campbell; religious meeting committee, Mae Brindel; missionary, Martha Cook; alumnae, Mae Davis.

ENTERTAINMENTS

We have been extremely fortunate in having such distinguished personages come to us this year. There were rare opportunities for the lovers of literature, the lovers of history, and the lovers of music—to say nothing of the lovers of the “magic art.”

On March tenth and eleventh Hamlin Garland, the distinguished novelist and poet, charmed us with a series of lectures given in his unique style of humor.

In these talks Mr. Garland told of his boyhood on a western prairie, his early education, ambitions, and his first trip east; of his meeting with Dean Howell and their lasting friendship to the present day; also his meeting with Eugene Field, Mark Twain, and James Whitcomb Riley. The last lecture included readings from his own works. In this we were charmed and delighted by the music of his voice, as well as the humor or pathos of the selection. *Grandma Ripley's Visit*, *David's Violin* and *Here the Trail Ends* were received with great applause.

Hamlin Garland is a member of the Senate of the American Academy of letters, having been elected after the publication of his novel, *The Son of the Western Border*.

One of the most instructive lecturers coming to us during the Winter Quarter was Dr. William Edward Dodd, noted author and teacher of American History in the University of Chicago. Having taught in Randolph-Macon Woman's College, he is interested in educational progress in Virginia. Dr. Dodd was in Harrisonburg looking over the library of the late General Roller with a view to purchasing it for the Chicago University Library. His first lecture was on certain historical and moral forces in the United States resulting from the war. The most attractive address of the series was on “Woodrow Wilson, the Man, and His Work.” Dr. Dodd is a personal friend of President Wilson and has just been to Washington where he was allowed an hour's conference with the Chief Executive at the time of his brief trip home from Versailles. The last lecture was on “The Greatest Unknown Figure in American History, Robert J. Walker.” After this address we felt that

after all men can mold the country's history and yet not be in the President's Cabinet.

For the music lovers there was the lecture-recital given by Mrs. Edward MacDowell. Mrs. MacDowell was the wife of America's most noted composer, and she told us some interesting stories about Mr. MacDowell and his compositions. The program opened with a short talk on the MacDowell Memorial Colony in Peterboro, New Hampshire. Few in her audience knew very much about this movement, and her hearers gave their undivided attention. Mrs. MacDowell played a number of MacDowell's best known compositions. To use her own words, "I play them as Mr. MacDowell played them and not perhaps as you have been taught to play them." When Mrs. MacDowell had finished we felt very proud indeed to know that the composer of these wonderful compositions was an American.

ANNUAL BAZAAR

The gymnasium has never in the many functions that have taken place there been as gaily and artistically decorated as it was the evening of February 15, when the Annual Staff gave a bazaar for the *Schoolma'am*.

The general scheme was a patriotic one which was carried out in the red, white and blue paper suspended from the center of the ceiling to the corners. The Allied flags with our own Stars and Stripes were hung in groups on the walls of the gymnasium. The four booths each carried out special themes. The handwork booth was decorated with Japanese parasols and chrysanthemums. Little Japanese ladies were in charge of the handwork and Japanese articles. Red and white made up the scheme for the candy booth. The sandwich booth, where two French maids in their black and white and rose bower presided, was a favorite booth. The fancy-work in its pink and blue corner proved to be popular. Another novel feature of the bazaar was the grab-bag in the form of a cabbage patch, presided over by Mrs. Wiggs and her family. The bazaar was a success in a financial way also, as the sum of one hundred fifty-four dollars was cleared. It was the one event of the school in which every individual had a share of responsibility, and this co-operation made it the success that it was.

THE SENIOR CABARET

Probably the most elaborate entertainment in the history of the school was given on March 7 by the Senior class. It consisted of a Cabaret Supper held in the spacious dining-room of Harrison Hall. A throng of guests came from many places thruout the town and counties adjoining. The Harrisonburg High School Orchestra furnished delightful music during the evening. The program follows:

1. Entrance of Pierrot and Pierrette
2. Oriental Chorus

Leader ----- Eloise Hinton

Adeline Marks	Elise Loewner
Marion Lee	Frances Kemper
Dorothy Green	Lucille Fagg
Hester Beacon	Jean Nicol
Beatrix Brown	Ethel Parrott
Jeannette Durand	Marie Scribner

4. Scotch Solo Dance
Winifred Simpson

5. Follies

Heralds -----Scribner and Stallings

- (a) Speed—Helen Bowman
- (b) Dance—Winnie Simpson
- (c) Drink—Elise Loewner
- (d) Clothes—Mary E. Nichols
- (e) Laughter—Elizabeth Barbour
- (f) Love—Mary A. Hodges
- (g) Blue Stone Hill—Anna Lewis
- (h) Fame—Jean Nicol
- (i) Vanity—Sue Foster.

“Seeing is believing” the loyalty and high aims of the class of 1920! One of its members told very effectively of the reasons for the unprecedented gift of the Junior class to the school on February 22, 1919. When the Senior class of 1917 presented the cast of *The Landing of Columbus* as a mantelpiece, the Freshman class

conceived the idea of giving the companion piece for the corresponding mantel in the dining-room, and waited patiently for a suitable opportunity to arrive. The opportunity lent itself on Washington's birthday, when the cast of Washington Crossing the Delaware was presented to the school, and to denote the national importance of the event, it was presented by President Wilson—herself.

Much interest and class spirit were shown in the basket ball games this year. The Postgraduate-Degree classes organized a team this year, which took the place of the Freshman team of previous years; so there were as many games in the series as before. The Athletic Council decided to give letters to the champion team. The Seniors won the championship again, this being their third year.

The games for the year follow with the scores:

November 22—Old-New—28-0.

January 17—Junior-Sophomore—15-0.

February 7—Postgraduate-Junior—13-10.

February 14—Senior-Sophomore—45-2.

February 28—Senior-Postgraduate—28-18.

March 14—Postgraduate-Sophomore—35-0.

April 4—Senior-Junior—14-2.

April 23—Senior-Junior—19-6.

With all of the other advancements and progress of the school you may be interested in knowing that the board-walk is keeping rapid pace. With a few more moves it will be over the fence and away leaving no traces except the memories and no regrets of its passing. The grounds are much improved by the addition of trees, flower-beds, grass and the signs of a sunken garden. The Seniors, instead of planting one tree as is the custom, planted six big walnut trees along the walk leading from the gate to Spottswood Hall. This was named Senior Avenue.

The open-air auditorium is also "a thing of beauty" and "a joy forever." The stage has been re-sodded, evergreen trees and shrubs have been planted, and all

the worry of getting the stage ready for the plays has been done away with.

A new course was instituted for the Seniors in the second quarter. There has been a law passed by the State Board of Education requiring every State Normal School graduate to pass an examination on school hygiene before receiving her certificate. Preliminary work on school hygiene was given for two weeks before the examination in each normal. Dr. Mary E. Bryden was the physician appointed to give this course. Her stay at our school was a most enjoyable one to both faculty and students. The results of the examinations were most pleasing and her report of the school was very complimentary.

On the morning of the Convocation for the third quarter of this term, President Burruss gave an interesting parallel of the returning of the American soldier to his home community and the return of the normal-trained teacher to her community. We print it as a representative outlook for this essentially new and hopeful era into which we are manifestly entering.

CONVOCATION ADDRESS

Very recently there was published a little book—a very small booklet—entitled “The Soldier-Citizen and His Home Town.” On its title-page a bugler is sounding the *reveille* call, and underneath is printed “Time to wake up, boys, and fall in line—when you are back in your home town will you jump to action when you hear duty and opportunity call? You refused to be a military slacker. Of course you won’t be a slacker in the citizen army of your home town.”

You, my young friends, have enlisted in a great army which is preparing to fight one of the greatest of all wars, a war against ignorance and all the fearful consequences which it carries in its wake. You are now in your training-camp. Next fall about one-half of you will go out to begin the actual warfare. You will go to various communities. You will, in many cases, go alone. At any rate you will have to undertake your fight in small squads. In such fighting every one must in large mea-

sure look out for himself. The great organization is lacking, each is on his own responsibility. Each must be his own leader and commander. What will you do, how will you fight when you go back to your home community or to some other community to take up this great warfare against ignorance? Many of the things addressed to soldiers in this little pamphlet appeal to me as applicable to teachers, teachers in training, as well as to soldiers and soldiers in training. May I say a few of them to you, changing the words to fit the situation?

The main question about America today is: What will the four million men who have worn its uniform do with and for America when they go back home? What will the great army of young women now in training in normal schools and colleges do with and for America when they go out after Commencement? These two groups will probably have more to do with making America what it is to be during the next thirty or forty years than anybody else. Will these carry with them to their home communities or the communities into which they go to serve a determination to make the record of American citizenship at home match the glorious record of the American army abroad and the equally glorious record of the women who served during the war in the homeland? Will they set their minds and hearts upon making America not only the best country in the world to live in, but also making it better than it has ever been before; a country in which every branch of government, local and national, serves honestly and efficiently the true interests of the people; in which men deal both justly and fraternally with one another; in which the health and happiness of every child are protected as sacred things; in which every man has a fair chance to make the most of himself; in which all who have labored honestly are assured of comfort and independence in old age; in which knowledge grows and all liberal arts flourish; in which human life reaches a higher average of friendliness, of reasonableness, and of happiness than it has ever before reached?

Will our soldiers be as good citizens as they have been good fighters? Will you be as good citizens as you have been good students? Like charity, good citizenship begins at home. The America-that-is-to-be will be real-

ized when everybody's home town is as fit as possible a place for men and women to live in and for children to grow up in. A town can be made a fit part of the America-that-is-to-be only by the efforts of the people who live in it. What our State and National Governments do is of course important, very important; but this is no more important for each of us than what is done in our home town; and it is no more important to everybody than what is done in all the home towns, for society is in a sense the individual writ large. The community must be the picture of the citizenship which dwells in it. The question for each of us to ask himself is, does our community represent the *best* picture of American citizenship—is it just as good as we can imagine of what American citizenship might be and ought to be?

In the language of the day, it is "up to" us. We may think that our part is but small and insignificant and that nobody will pay any attention to us; but we are usually mistaken in that. We never know what we may accomplish until we have tried. Here is a mighty good little poem entitled *It Can't Be Done*—but this is not the slogan for a soldier-citizen, nor for a teacher-citizen.

Somebody said it couldn't be done,
 But he, with a chuckle, replied,
 That maybe it couldn't, but he would be one
 Who wouldn't say so till he tried.
 So he buckled right in with a trace of a grin
 On his face. If he worried, he hid it.
 He started to sing as he tackled the thing
 That couldn't be done, and he did it.

Somebody scoffed, "Oh, you'll never do that;
 At least no one ever has done it."
 But he took off his coat and he took off his hat,
 And the first thing we knew he'd begun it;
 With a lift of his chin and a bit of a grin,
 Without any doubting or quit it,
 He started to sing as he tackled the thing
 That couldn't be done, and he did it.

There are thousands to tell you it cannot be done;
 There are thousands to prophesy failure;
 There are thousands to point to you, one by one,
 The dangers that wait to assail you;
 But just buckle in with a bit of a grin,
 Then take off your coat and go to it;
 Just start in to sing as you tackle the thing
 That cannot be done, and you'll do it.

America has known what it means to be unprepared for war. The question now is still one of preparedness—are we prepared for peace? Is our home community prepared for peace—who better than you can help it to do what it needs to do next? In many communities folks still look up to the school teacher. They look for leadership and guidance and suggestions from those who have been away to school and who have had opportunities that the great majority have not had, to come into contact with other people and things, to broaden the mind's horizon and enrich the experience. What sort of message will you take home to them? What sort of service will you undertake to render? This is for each one to decide for himself. Let me suggest just three lines of possibility.

First, you may render a great service by teaching people, young and old, by precept and by example, what democracy means and what responsibility, personal responsibility, it carries with it. A democracy is a community in which the people, directly or thru their elected representatives, make the laws which they are to obey, and in which they *obey the laws they make*—the last is just as important as the first; it is vitally important. It is but a sham democracy when the people make laws only to be broken; or when those who can not gain their point thru the ballot-box try to gain it by illegality or violence. We have just recently had an example of this in the wild comment of some citizens and newspapers on the tragedy just below here, an event growing out of the enforcement of a law made by the people—a great majority of the people of this democracy which we call the Commonwealth of Virginia. The people of a democracy ought to respect their laws more than any other people, for they have made them; and they must respect their laws if they are to remain a democracy. Our great president recently said: "I want to utter my earnest protest against any manifestation of the spirit of lawlessness anywhere or in any cause. Why, gentlemen, look what it means. We claim to be the greatest democratic people in the world, and democracy means first of all, that we govern ourselves. If our men have not self-control, then they are not capable of that great thing which we call democratic government. A man who takes the law into

his own hands is not the right man to co-operate in any formation or development of law and institutions." This applies equally strongly to all citizens, to teachers, to students, to boys and girls, to men and women, everywhere and under every condition.

Second, you may render a great service by enlisting in the "safety first army." By this I mean the army engaged in the prevention of waste of all kinds, material and human, but particularly the latter. In other words, enlist in the disease prevention movement. There is indeed no exemption from this, because if you do not enlist voluntarily you will be conscripted by some disease. Therefore, join at once, as a volunteer, in the safety army. Don't take any chances. Look out for No. 1 first, then spread the gospel of prevention to all the community. What shall we include in the health program of a community? Well, here are some of the items: 1. Cleanliness everywhere, clean roads, clean walks, clean yards, clean houses, clean meeting-places, clean foods, clean water, clean air, clean bodies, clean habits, clean thinking. Make it easier to be clean than not clean. Get the anti-litter habit, have street and school cans for waste-paper and other trash, make quick and proper disposal of garbage and all refuse. 2. A progressive health officer, one with a backbone, and one who is neither lazy nor indifferent nor ignorant of the duties he is supposed to perform. Don't tolerate bad sewerage, bad water supply, doubtful milk or food. 3. A visiting nurse by all means. This greatly desired official is being supplied in country districts now in many places, thru the efforts of women's clubs, contributions from insurance companies, the help of private individuals as well as of county supervisors and school boards, and sometimes by means of funds raised by entertainments or fairs, or rummage sales, and what not. 4. Physical examination and correction of physical defects for all school children and all industrial workers. It is said that a million lives are lost every year thru preventable sickness. This is largely because of ignorance of the simplest laws of personal and social hygiene and disease prevention. You have heard and read of what marvellous things army attention to physical defects wrought. Let's help the schools start it early, by having thoro medical

inspection and seeing that all children get regular physical training, every day, and in the open-air when possible.

There are other items in this connection which time prevents me from enumerating now. Lack of time also prevents me from discussing my third line of suggestion, namely, you may render great service by working and fighting for better schools, longer terms, better teachers, and all the children in the schools all the time. It is really not necessary that I discuss this with you, for your entire course of instruction at our school has been in this direction. The main point that I should like to impress upon you is that you, as the educational leader of the community into which you go as a teacher, will have in your hands, to a large extent, the molding of public sentiment as regards the school and its work, indeed as regards the general public welfare of the community. For this reason, you must go out with the determination that you will tackle the problems that need to be tackled, without delay, and stick to the job until you have accomplished satisfactory results. "Quit you like men, be strong."

DEVELOPMENT OF THE MUSIC DEPARTMENT

Music is a subject of wide-spread interest and one that has been more discussed in recent years than ever before. There have been arguments for and against it as a school subject, some asserting that music is only for the talented few, others believing that it is an essential to a broad, well-rounded education. Music teachers generally are hoping for the day when music will be placed in the school curriculum on an equal basis with the "three R's" and credit be given for it. Perhaps from the large number that will then take music there will yet be only a few geniuses, but still it will be helping the vast majority.

Such are the standards of the music department of the Normal School. This article is not an argument for music, but merely a survey of the department, setting forth some of its standards and accomplishments. The study of music does not imply only the instruction in

piano; it includes a general knowledge of music and a genuine love for it. Even those who can not perform themselves can be taught to appreciate and love good music.

This department has not failed to advance with the other departments of the school. At one time there were scarcely enough pupils to justify the time of one music teacher. Gradually the number has grown until at the present time there are more than a hundred pupils, employing the time of four teachers. This number includes many students from the town.

Music has been taught in various rooms and buildings of the school plant, wherever there was a room that no one especially needed. But with the growing need of music rooms, plans began to grow and materialize until now the music department has beautiful new quarters, all its own, where the music disturbs no others, and where the savory odors of the cooking laboratory do not intice us—to say nothing of the noisome fumes of the chemical laboratories. These new quarters are beyond the arch in the southwest wing of Harrison Hall. They consist of a large, bright assembly room, in which are held all meetings of the Glee Club, all classes in school music, and class recitals; three comfortable, cheerful studios and five practise-rooms. All of the rooms are finished in white and mahogany, with furniture to match. Five new pianos have been purchased recently, and with the ones that have been used heretofore there are now eleven pianos. This includes the grand piano on the stage in the auditorium, which is used for all concert work. The department feels capable of doing much better work now with such surroundings and equipment than it has been able to do in the past.

In previous years the music in the graded school was taught by a special teacher employed for that purpose. This year this subject has been treated as any other subject in the training school. Normal students who were proficient in the school music classes were recommended to do their practise-teaching in music in the various grades. Besides the teaching of songs, music appreciation was given, thus instilling in the children a love for good music. In connection with this work interest has been aroused by the "sings" which have been

given by the schools as a whole. This has been a very successful venture.

Two scholarships are offered in music, enabling worthy students who otherwise would be unable to finish their courses to return to the school by allowing them to do practise-teaching in piano. This has also been tried this year successfully.

Playing in public is encouraged with piano pupils from the very beginning. This is especially popular with the children and very helpful for the older students. Class recitals are held during the year, sometimes by the class of individual instructors and sometimes in joint recitals. One or two public recitals are given during the year, but for these the standard is placed a little higher, so that it is an incentive for the students to try to reach the standard.

The influence of the music department is felt in the town and even in the surrounding community. The choirs of four of the city churches are under the direction of instructors or students of the school. Some of the instructors are also directly affiliated with the Music Association of Rockingham County.

The Glee Club is naturally a happy feature of the school work. They are, as a whole, willing workers, and they have afforded pleasure and entertainment at many gatherings. Their programs are not only confined to the school. They have been asked by many of the civic and social organizations to furnish music for many of the civic and social gatherings. In turn they have sung in four of the largest churches of the town. This year, too, they have been invited to sing in Broadway, Staunton and Lexington.

The school always includes in the entertainment course for the year attractions that appeal to those in the various departments of work. Thru the interest of the music department several unusual features were presented this year. Sala, the Spanish 'cellist, and the three assisting artists, including a violinist, soloist and accompanist, gave a splendid program of the best classical music. Mrs. Edward MacDowell, wife of the late Edward MacDowell, gave a charming lecture-recital, telling of the MacDowell Memorial Association and its

purpose, and playing many of MacDowell's compositions. It was an opportunity to hear one who was closely associated with the composer play his music as he meant it to be played and to know of conditions under which he wrote his music. People of the town and surrounding country were invited to these recitals.

Along with the other programs given at the school must be mentioned the artistic recital by a member of the music faculty, which was an added honor to the department.

Judging from the many phases of music that are suggested in the foregoing paragraphs, one would hardly say that the views of the music department are narrow. Those connected with it are not interested in the teaching of piano and voice. They are striving to advance the study and love of it, as essential to a good education and to the attainment of real culture.

SENIOR ESSAYS, 1919

- Adams, Frances Louise—Historic Alexandria.
Alexander, Florence Evelyn—Hanover County.
Andes, Virginia—A Feat Unequaled in History.
Barbour, Willie Elizabeth—The United States and France as Partners.
Bell, Sallie Hendren—The Chesapeake Oyster.
Black, Elizabeth Otey—Practical Value of Athletics.
Bowman, Helen Louise—The Effect of the War Upon Music.
Bowman, Minnie Moore—A Geographical Study of Europe and Asia in Connection With the World War.
Brill, Ruby Mae—A Republic at War.
Brock, Rosalie Teresa—Natural Curiosities of Rockingham County.
Browne, Sallie Lewis—The Present and Future of the Mountain People of Greene County.
Buchanan, Margaret Evelyn—My Personal Experiences in the West.

- Calhoun, Ruth Mercer—A Well Rounded Teacher.
- Callender, Pauline Harbine—Nature in English Poetry.
- Campbell, Lucille Mary—Sketch of Culpeper County.
- Cannon, Katherine—The Value of a Home Economics Course in a School.
- Cash, Catharine—Italian Painting.
- Coleman, Margaret Esther—Natural Curiosities of Nelson County.
- Cowling, Margaret Buyanan—The Eastern Shore of Virginia—Past and Present.
- Dart, Robbit—The Importance of the Kindergarten in the Life of the Child.
- Davis, Hazel Louise—People and Places of Fairfax County.
- Deahl, Ruth Birch—Alexandria and Its Historical Value.
- Doughty, Emily Laura—Foot-prints of Indians on Eastern Shore.
- Edwards, Martha Elizabeth—True Heroism.
- Fagge, Lucille Martin—Henry County.
- Ferguson, Mary Woodville—A Sketch of Fairfax County.
- Foster, Sue Wheatley—Music in Education.
- Gibson, Kathleen Gaylord—Lafayette, a Promoter of Liberty.
- Goldman, Rebecca M.—Woman's Part in the War.
- Goode, Effie Mae—Historical Sketch of Chesterfield County.
- Greenawalt, Mary Elizabeth—Apple Growing in Frederick County.
- Haden, Myrtle Gould—Pittsylvania County Facts.
- Hanger, Ray Louise—Cigarettes.
- Hawkins, Frances Louise—A Sketch of Clifton Forge.
- Hawkins, Mary Elizabeth—The War and Education.
- Henderson, Nannie Lois—Some Ways to Make Country Life Attractive to the Boy.

- Hinton, Eloise Minor—Slang.
- Hodges, Mary Alice—Child Labor.
- Holland, Ruth Cobb—In and About Historic Norfolk.
- Hopkins, Helen Virginia—The Business Woman's Club of Harrisonburg.
- Jones, Mildred Bolling—Some Historical Places in Virginia.
- Kelly, Sue Maude—The Teaching of History in the Seventh Grade.
- Kemp, Ada Wray—Historical Facts and Sights About Elizabeth City-County.
- Kemper, Frances Hopkins—Gabriel Jones and His Home.
- Lacy, Dorothy Elna—The Evolution of National Prohibition.
- Lancaster, Mary Stringfellow—The Development of American Painting.
- Lane, Ella Mae—Evolution of the Modern Curriculum.
- Lewis, Anna Page—Rehabilitation of Disabled Soldiers and Sailors.
- Lewis, Katherine Stuart—Some Phases of the Negro Problem.
- Loewner, Elise Augusta—Progress and Development of the Schools of Harrisonburg.
- Martin, Erna Eula—The Re-education of America's Wounded.
- Matthews, Merla Glenn—The Physical Educator.
- McCown, Sarah Jaqueline—A Change in the Public School Curriculum to Meet the Present and Future Needs of Our Nation.
- Miller, Elizabeth Katherine—Canning, Drying, and Preserving on the Farm.
- Moore, Roberta Lee—Manual Training.
- Moseley, Annie Ford—American Women During the World War.

- Murphy, Elizabeth Carroll—The Queen City of the Shenandoah Valley.
- Nelson, Virginia—Women in the World War.
- Nichols, Mary Elizabeth—The Public School as a Character Builder.
- Nicol, Jean Burnett—The Importance of Superior Teaching in the Primary Grades.
- Omohundro, Mamie Wilson—The Influence of Literature on the Growing Girl.
- Page, Phyllis Hollingsworth—Poultry Raising.
- Parrott, Julia Ethel—Story of Green County.
- Perkinson, Elise—Teaching the Idea of a League of Nations.
- Potter, Pearl Mae—A Sketch of Rockbridge County.
- Potterfield, Anna Rebecca—Story of Loudoun.
- Potts, Loudelle Virginia—Choosing a Vocation.
- Prufer, Margaret Miller—The History of the State Normal School for Women, Harrisonburg, Virginia.
- Ranes, Elsie Holmes—Vocational Agricultural Education in High Schools.
- Reed, Lena Maude—A Study of the Martinsburg High School.
- Rodes, Ruth—A Sketch of Albemarle County.
- Roller, Sara Frances—Music and Its Values in the Primary Grades.
- Rooshup, Eva—Some of the Historical Sights of Richmond, Virginia.
- Sanders, Doris Mary—Agriculture in Virginia.
- Sandridge, Daisy Blount—Armenia and Her Suffering People.
- Scribner, Marie Lee—The Salvation Army.
- Shaw, Minnie Belle—Historical Features of Rockbridge County.
- Short, Harriet Louise—Petersburg, Past and Present.
- Simpson, Jane Winifred—The Essential Foundations of a League of Nations.

- Simpson, Rose Lee—Pig Clubs in Loudoun County.
- Smith, Barbara Clark—A History of Botetourt County.
- Snyder, Caroline Enid—Southwest Virginia.
- Spradlin, Carrie—The American Woman's Opportunity for Service in Reconstruction Work.
- Stallings, Mary Love—Peanuts in the Peanut Section of Virginia.
- Stone, Mary Frances—The Observance of Sunday.
- Story, Verlie Parry—Literature and Possible Sources of Literary Material.
- Strupe, Ennis Louvenia—Educating the Girl for Home-making.
- Sullivan, Eva Lily—Bee Keeping.
- Swecker, Genoa Ruth—Rockingham County's Contribution to the World War.
- Thrasher, Mary Margaret—Some Ways in Which the Y. W. C. A. Helps Women.
- Turner, Doris Virginia—The Land Beyond the Water.
- Wallace, Ruth Bagley—Kindergarten and Its Values.
- Warren, Birdie Belle—Opportunity.
- Watson, Carrie Constance—Her Own.
- White, Marcia Taylor—The Forming of a League of Nations.

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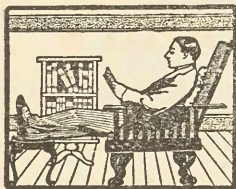
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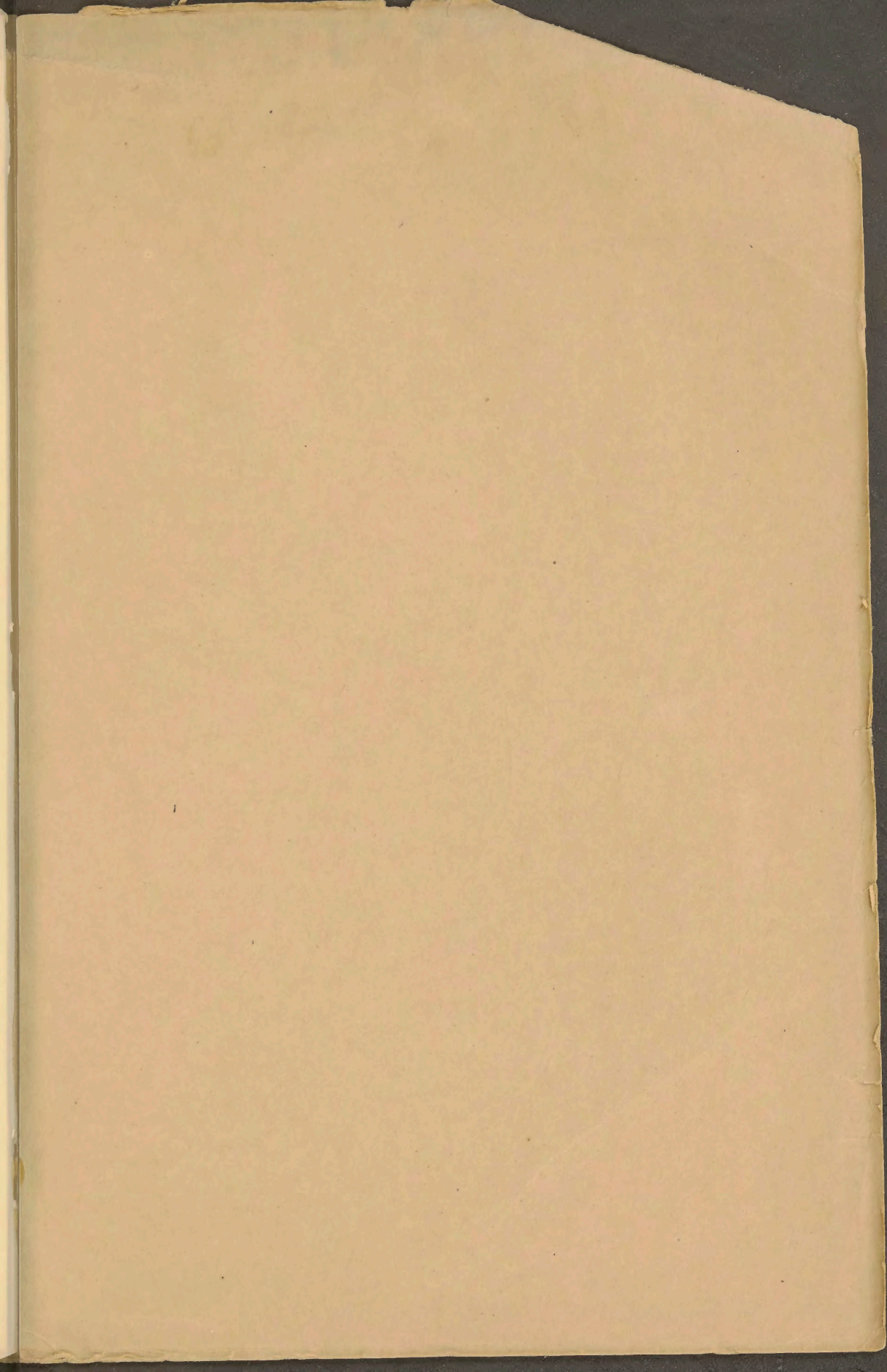
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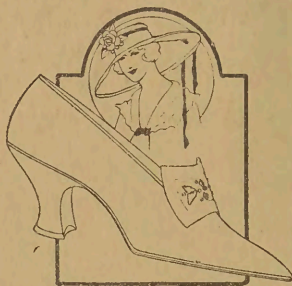
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