Virginia Teacher, May 1924

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

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How to Read Pupils' Themes
CHARLES S. PENDLETON

The Lincoln School
ELIZABETH VINCENT

Tuberculosis in Virginia
Physical Education in Virginia Schools
Second Grade "Activities"

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BOSTON
HOW TO READ PUPIL'S WRITTEN THEMES

The only way to learn to play golf is to play—to go out day after day and knock the little ball around the field. Reading a textbook about golf does not do it; neither does watching experts at the game; although, no doubt, both these things help somewhat, though little. A careful analytical cross-sectioning and analysis of golf balls and golf clubs of every sort, cutting them to pieces and studying each constituent part, is a pleasant and maybe profitable diversion for an expert between his rounds of actual play; he loves and can enjoy everything connected with his hobby, even rattling its bare bones. For a beginner, however, or a self-distrustful amateur, it would hinder rather than help, by making him conscious of too many things beside the main point of his game.

One cannot learn to play golf without practice, plenty of it. Practice alone, however, will not produce one's best game, even though it be indefatigable. There must be two accessory efforts, also persisted in. First, some one who knows golf pretty well—at least better than oneself—must travel with one and watch and criticize one's game. This need not be on every round; in fact, every round under criticism can, no doubt, be followed profitably by several without, during which the suggestions are pondered upon. Neither need the criticism point out all the things that one does not do well. When one isn't really very good yet, it is disheartening and confusing to face at once everything which a good player might truthfully say about one's game; it makes one want nothing else so much as to quit and go home, utterly discouraged. Secondly, one must learn to analyze—to analyze both one's own game and the performances of experts whom one may watch. The mere onlooker learns nothing, although he may be entertained; the ambitious student penetrates beneath the spectacle to the elements which make it admirable.

The ideal teacher of golf does for his pupil three things. In the first place, he dangles before the beginner's fascinated eyes the possibilities of really skillful playing—the attainment of certain difficult goals with almost marvelous ease. In the second place, after this first stimulus has produced well-nigh a fever of protracted and repeated effort, he leads the pupil little by little to separate his play into its elements and be conscious of the part which each element—desirable or undesirable—has in determining the ultimate success or lack of success of the play of which it is a part. Thirdly, the ideal teacher of golf himself performs, at first slowly and then more and more normally, while his pupil discovers in this expert performance the elements which he has been taught to observe in himself and notes the difference between them here and in his own play. Then he can also watch, and profit from watching, other experts. Ultimately he can put, through painstaking effort and practice, what he sees in them into his own play.

As in Golf, So in English

The first lesson in the teaching of English composition is to read the above three paragraphs through thrice, and on the third round to substitute English Composition words for golf words throughout.

The present paper might deal with the first step mentioned above—that of stimulus; but it does not, and the order obtaining is deliberate. A later paper, or probably two more, will discuss theme subjects, theme assignment, and making pupils' writings stimulating, not a mere grind. The undertaking here is to help teachers to criticize themes so that each pupil may learn to analyze his own language for its elements of strength and weakness.

There is no value in theme reading in
and of itself. Very many teachers make theme reading a fetish, not an intelligently used instrument for educating pupils. The real problems connected with it are two: How can it be done economically? and, How can a teacher use it skillfully to help boys and girls to grow in power in the use of language?

There are two points of view in theme reading which are in practice rather necessarily separated. One is a look toward the language used, particularly to determine errors; the other is an inquiry regarding what ideas the pupil has expressed and how well he has said them. The first of these is ordinarily held by every teacher; the second, by every pupil. What the pupil cares about is, how well the teacher likes what he has said and wherein he has failed to express himself quite clearly. Theoretically, the teacher also cares for this; no teacher, being questioned, would deny that it is the main thing. But in practice the instructor usually sees—or, at any rate, leads the pupil to think that he sees—only lapses from grace in the use of conventions of language. Spelling, punctuation, capitalizing, paragraphing, and even much grammar, are to the pupil annoying trifles and to the typical teacher terribly important facts, mountains in the bulk of their momentousness, which he must impart, although he die from the intensity of the effort. The result of all this is that teachers and pupils ordinarily work at cross-purposes.

**Insure Co-operation**

The first step in economical theme reading is to have the teacher and pupils co-operate, not thwart each other and be out of sorts and discouraged half of the time and non-plussed the other half. The flavor of theme writing and of theme reading is wrong if the finished product is to lead only to conflict and hard feelings. There is but one way to co-operate; that is to go yourself as far as is necessary to meet the other person. If you encounter him on the way, coming toward you, excellent! If you do not, go even to the far limits of his own territory. But when you have met and have been friendly, bring him back a part of the way with you—not through force, but through the gentle compulsion of great friendliness. Few teachers of composition make sure that they are meeting their pupils on a common ground of co-operation.

An instructor does well who reads a theme chiefly to get the thing which the pupil intended to put into it. This may seem to be a loss of time and opportunity, but it is not; for it will win, ultimately if not at first, the pupil's interest and helpfulness toward the things which the teacher wishes that he had attended to. Most young people respond spontaneously to interest and liberality.

**Read Themes Rapidly**

The second step in economical theme reading is to read rapidly. Speed in reading is a habit; it can be developed. Teachers are, as a rule, too conscientious in perusing themes; they plod, because they are afraid of missing something—mostly, of overlooking one or more insignificant errors. One can race through a theme and get most of it. Many themes ought to be raced through, not "chewed and digested."

There is a tradition, venerable and hoary, about red-inking themes, in the text and in the margin, with specific symbols indicating the particular types of errors found. In the light of modern educational experience, this procedure is probably indefensible. There are three reasons. First, in effect it slaps the pupil in the face; the paper which comes back to him takes all his courage and enthusiasm away in the first lurid moment. To his mind the theme thus brutally marked has proved a failure beyond any redemption which he cares to attempt. I well remember a certain youngster in a certain classroom which I chanced to visit. He went forward to receive his theme from the teacher's hand. While he stood there at the desk he unfolded it and glanced down the page. "P-p-p-p-p-p," he articulated, half aloud; then, "I never could punctuate!" and threw the paper into the wastebasket at his feet. He had not even looked at the text except fleetingly, but only at the margin. Other pupils were throwing their themes away—and everywhere do throw their themes away—but not quite so openly.

Even if the child retains or recovers his courage and interest, he is confused by the multiplicity of the red-inking. All his faults
stare at him at once, in a kind of nightmare, not one of them distinct and separate enough to provide an easy point of attack toward improvement.

The conventional red-inking, in the second place, almost invariably means that the teacher has put too much time upon one paper. I myself, at any rate, cannot mark themes carefully, with symbols, in less than about ten minutes to each two or three-page paper. If the teacher accepts the burden of indicating every error, the pupil is entitled to assume that everything marked is correct. Consequently the teacher must be most painstaking and exhaustive. The effort required to be certain of completeness is very much greater than that requisite to mark only outstanding wrong usages. Teachers of composition usually waste time by taking upon themselves a heavier burden than necessary.

The third reason why red-inking with specific symbols is undesirable is that it prevents instead of stimulating the pupil's own thought about his language. Everything is pointed out; he views it passively; he is obliged to discover nothing for himself, or even to analyze what is brought to his attention. Some children do analyze, but that is in spite of the system, not because of it; their investigative curiosity cannot be thwarted. The aim of really good educational methods must be to develop independence—individual strength and initiative to discover and cope with difficulties. When a teacher specifically points out every fault in a writing, with a label characterizing it, he does what the pupil himself should do and could be taught to do.

Because of what has just been said, it is very probable that the traditionally established detailed marking of themes is a procedure likely to be discarded in the best teaching. Three additional points might be stated briefly. The famous "Hopkins' Report" has shown the physical impossibilities of marking many themes in this manner; if a considerable number of writings is had from pupils, the teacher must find some other way to criticize them. Further, it is observable that not seldom the teacher spends more time on a theme than does the pupil. Many a youngster writes rather carelessly, neglecting to look up matters which he suspects and might easily correct for himself, because he thinks that the teacher somehow likes to make those corrections; "teachers of English are built that way," he remarks philosophically to himself. And, finally, the system does not work; it has been tried for years without achieving notable success. Altogether, there seems to be no reason to keep this way of reading themes unless positively no other can be found.

**Knowledge is Power**

The third step in economical theme reading is to know English so well oneself that no time is wasted in marking or pondering about language usages which are correct, although perhaps strange. Most young teachers and many others do not infallibly distinguish right usage from wrong. Their scholarship is inaccurate. I am not sure about the value of systematic grammar to pupils, but I am sure of its indispensability to teachers. Often, too, even when the scholarship is potentially sufficient, the attention is so little trained that the teacher cannot use what he knows. There is a difference between the ability to grasp English in an orderly, systematic presentation in a textbook, read perhaps under conditions permitting an unbroken train of thought, and the ability to pick quickly from a child's composition the slips from correct usage. I have known college seniors, under training for teaching, and some of them already experienced, repeatedly to pass by glaring errors (even after being warned) and to mark as wrong wholly correct language in the near vicinity. Yet every such student could pass a good examination calling for orderly statements of the points involved.

**Avoid Fads and Fancies**

The fourth fundamental characteristic of the right reading of themes is the avoidance of whimsicality. One who has not observed will be amazed to be told what whims and fantasies regarding language many teachers of composition have. The stress is just as likely to be put vehemently upon some "pet peeve" as upon a barbarism. I remember one college professor, my superior in a composition course in a great university, who hated the word forceful with bitter animosity. Invariably he struck it out and substitut-
ed forcible. The same misplacing of the strong condemnation rests quite frequently upon gotten and the pronoun I at the beginning of a paragraph. I might mention a good many other pet school-teacher whims. The net result of having them running around loose is to decrease greatly the force of really crucial linguistic criticism.

Remember that English is a Live Language

Closely allied with the point just given is another, difficult to state. All prospective teachers of composition should be well taught in the history of the English language. It is a grievous fact that at present few universities offer such a course, given in a manner to commend it to worth-while students. It is usually, if given, the pasture of the driest dry-as-dust fossil in the department, just before he is superannuated. Young teachers need a thorough and enjoyable grounding in the fundamentals of English; for, fifthly, good theme reading should recognize that a live language changes. Most teachers of English resist change in English usage very strenuously. They offer themselves as a vicarious sacrifice to the juggernaut of inevitable linguistic change; but they do it without deserving credit, for most of them are ignorant of the fact that there is legitimately such a thing as linguistic change. A cynic is reminded of old King Canute, on the sands of the seashore, commanding the tide to stand back.

Many of the language usages of children are not so much incorrect as extremely progressive—perhaps, indeed, too progressive, for children must not outrun adults; an education which permits this would be rather ineffective; but, nevertheless, children's language is likely to differ from adults' in the general direction in which English is moving much faster than grown people, and teachers in particular, realize.

Teachers spend much energy trying to slow children down regarding this very legitimate tendency in their language. When, rather sternly (with that superior self-assurance which Wordsworth has portrayed so delightfully), the instructor commands the pupil to "look in the dictionary," the chances are about three out of five that he is using this great and good Bible of language as a sheet anchor to hold back progress. Teachers are great conservatives. They cannot help it; all their training tends that way. But the result of this fact is that, regarding language, they work at cross-purposes with children. The adult is studied, confident, learned; the child is only instinctive, but he has on his side the great, intangible, irresistible soul of the language.

Perhaps most children speak two tongues—their schoolroom language, under the eye of the teacher (and possibly also at home), and their natural language, when free from this restraint. Teachers have observed this, but are wont to ascribe it to sheer perversity or, perhaps sadly, to insufficiently vehement instruction. Have you ever heard a boy on the playground and with other boys around, say, "It was I?" Being a boy, a real boy, he couldn't.

If the teacher knows enough he will be less conservative than teachers usually are. He will read themes to find vital language, not bookishness. He will guide development, but will waste little or no energy trying to prevent it.

An aside—a remark not about theme reading, but about oral English—is that eighty percent of the school criticism of the accent of words is in the category just described. What teachers do not know concerning the tendencies of English regarding shift of accent is one hundred percent of the total truth.

Read a Group of Themes at a Time

The sixth remark about the reading of themes is that not one, but a handful, from each pupil should be looked at at a sitting. This suggestion brings forward complications, and most of these must wait for later treatment. The only important thing in theme reading is to learn, and to bring to the writer's attention, specific habits which are manifest. If an error occurs only once, it is negligible. If many errors occur only once, they severally are negligible; but probably their cause is carelessness, and that—or whatever the cause may really be—is a specific habit requiring notice. The teacher would only waste time by harping on the details which are the result of this definite cause and may themselves never be wrong again.
Habits cannot be identified from a single theme. Only when, at a sitting, the teacher finds the same misuses of language occurring in successive themes can he be sure that he is beholding what is not a mere careless accident. Teachers waste much time correcting accidents.

If, as is here suggested, themes be accumulated until there are perhaps a half dozen to be read at once, we shall seem to be in conflict with a thoroughly sound principle of teaching composition not here discussed—viz., that a pupil's interest in his writing flags quickly, and therefore, his theme should be read and criticized quickly—if possible within a day or two. Two answers to this objection are to be made. The first is that the present proposal contemplates very many writings from each pupil—eighty or more, perhaps, during a year; consequently the span of time required to accumulate five or six is much shorter than most teachers will suppose. In my own teaching I sometimes receive five or six in a week, and from most students that number during every two weeks of intensive writing. The wait is not so long that the pupil loses interest. But the second answer to the objection is to suggest that a very profitable use of the class hour, during a season of writing, is to give it entirely to hearing pupils read their own themes to the class group and receive verbal criticisms thereon, on everything which can be noted by ear. The teacher's criticism of the manuscript is then secondary, and although looked forward to, can be postponed.

Use a Rifle, not a Shotgun

The seventh principle of good theme reading is to emphasize only a few wrong habits at a time. The teacher may, indeed, mark roughly—with quick strokes, connecting lines, cares, brackets, and circles—whatever errors he happens to notice. These sketchy marks become a challenge; they tell the pupil that something is wrong, but not what, and direct his attention to the places in his writings which require further thought. The teacher can mark them rapidly, for he makes no pretensions of noticing every error. Very deliberately he does not definitely describe errors, by symbols or otherwise. This both saves his time and stimulates the pupil. The instructor may mark, in this easy running manner, all the errors he notes. He need not, however; for the important thing is to pick out and mark heavily a very few (perhaps three or four) prevailing wrong habits, toward the elimination of which—temporarily, perhaps, neglecting all else—the pupil is to direct every effort.

A child can pay close attention to, and eliminate, three or four bad habits at a time. To lay more than about that number before him at once is merely to scatter his effort and probably prevent any real conquest of anything.

Preserve Themes for Reference

The eighth matter to observe in theme reading is to keep all themes on file through at least a year, and possibly throughout a pupil's school course. The files should be accessible; vertical holders (taking all papers flat) are perhaps best. The pupil should carry themes away only for very limited periods, and should receipt for them. If habits are to be eliminated and other habits formed, only complete files of the writings afford the teacher the requisite information. Themes should not be given back to the pupil, to become his property, and they should not be destroyed.

It is not necessary for the teacher to read all writings. He will read what he can, and certainly enough to learn every pupil's habits. Upon request, he will read for content value any theme which he has not got to, and on which the author wishes criticism. All this is above board; there is no pretending to have read what one has not.

Confer Privately with Pupils

The ninth, and last suggestion about theme reading is to use the conference method in dealing with individuals. There is no substitute for it. Errors which are widely prevalent can be discussed in open class; most of the helpfulness, however, of a good teacher comes best in quiet talk, person to person, over a handful of themes.

The English teacher should be programmed so as to permit frequent conferences with every pupil. An administrative plan which
does not permit this is false economy. Of the
two evils, too many classes, or too large classes,
if a choice had to be made, I should unhesitat-
ingly select the latter. The high school compos-
sition teacher should be programmed for four
classes a day; this will keep him busier than
any other teacher on the staff. A superior
teacher who knows how—and the technique
is very new—can instruct thirty or thirty-
five pupils in a class, or 120 to 140 pupils in
all. If the teacher meets five classes, the re-
sult, in my judgment, will be less satisfactory,
even with the same number of pupils altogether.
And a principal who programs a composi-
tion teacher for more than five classes a day,
including study-hall and all other work, prob-
ably cannot under any circumstances have
really good teaching. There is no oppor-
tunity, either in time or in free energy, for
the individual contacts which produce the
best results. A superior teacher caught in
a system with such ideals had better move.

Golf is a great game—greatest of all
when it is fun. There are a multitude of
complicated habits to be attained before one's
play becomes really expert, and some of them
are trying to one's soul. But the ideal teach-
er—bless him—teachers them one by one so
simply that they are easy to master; and
while doing so, he never spoils the fun.

CHARLES S. PENDLETON

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1The Labor and Cost of the Teaching of
English. Committee report, National Council
of Teachers of English, 506 West Sixty-ninth
Street, Chicago. Price, 10 cents.

2Sterling A. Leonard, "How English Teach-
ers Correct Papers," English Journal XII:
517-532 (October, 1923), gives much specific
material on this point—typical of what every
one engaged in training teachers of English
regularly finds.

3J. Leslie Hall: English Usage, Scott,
Foresman & Co., 1917, is a delightful storehouse
of material of this kind, with 141 sections,
each devoted to a particular "error." The book
costs $2.25; it is worth $225 to a teacher who
would keep out—or climb out—of deep ruts.
It is a very valuable offset to Woolley's Hand-
book and its kind, which, although valuable
tools, are as arbitrary as could be, and some-
times fall into the very error here stigmatized.

VIRGINIA'S PROGRESS IN
THE CURE AND
PREVENTION OF TUBER-
CULOSIS

In the days of our grandparents or great-
grandparents tuberculosis was considered
hereditary and incurable. The man who
had this disease thought he was doomed
to die and that nothing could be done
to help him. The doctors, knowing no
more about the disease than the people,
had their patients put to bed and shut away
from air and sunlight. This of course hast-
tened their death. People naturally thought
the disease was hereditary when whole fami-
lies were dying from it one after another.

It was not until the latter part of the
nineteenth century that a glimmer of light
appeared with Pasteur's discovery of bacteria
and fermentation. A little later Koch dis-
covered methods of growing, isolating, and
studying germs. In 1882 he isolated the
tubercle bacillus. He grew the germ in his
laboratory, inoculated guinea pigs with these
laboratory-grown germs, and produced the
disease. He had learned what caused tuber-
culosis, and the beginning of how it was
spread.

By this contribution to scientific know-
ledge, Koch gave us the weapon with which
to conquer tuberculosis; and during the years
that have followed many doctors have devot-
ed their lives to the study of the disease. We
have learned that tuberculosis can be prevented
and can be cured.1 No longer are the tuber-
culosis patients put to bed and shut away
from sunlight and air to die. No longer are
the children of tubercular parents expected
to have the disease just because their parents
have it. We are told that thousands who
in the days of ignorance would have con-
tracted the disease, now stay well; thousands,
who probably would have died, now live.

Death Rates in Virginia

Virginia is making material progress in the
reduction of deaths from tuberculosis. Dr.
W. A. Plecker, State Registrar, states that

1Virginia Health Bulletin, No. 4, April 1923,
State Board of Health, Richmond, Va.
this is being accomplished not only by a direct fight against the transmission of infection from patient to patient, but that improved knowledge of nutrition is doing much to prepare the people against the infection of the tubercular bacilli. The deaths from tuberculosis and death rates per 100,000 population in Virginia by years can be seen from the following chart which was sent to me from the Bureau of Vital Statistics, State Board of Health, Richmond, Virginia:

There were in Virginia in 1915 more deaths from tuberculosis than had been the case in any other year. This is probably explained by the fact that accurate registration was established at that time. Since that year the number has declined except in 1918. The Bureau of Vital Statistics explains that the reason for the greatly increased death rate in 1918 was the large number of deaths from influenza of persons who had been weakened from tuberculosis and were easy victims of the new disease. Had they not been attacked by influenza, they probably would have lived through the year and might perhaps have entirely recovered. All deaths giving tuberculosis and influenza as joint causes were classed as deaths from tuberculosis as only one cause can be assigned. That probably had some effect in reducing the death rate for two or three years afterwards, as it removed a number of probable victims for the following years. This situation prevailed all over the civilized world.

The high death rate in the negro race is the most alarming factor in Virginia's tuberculosis problem. The death rate from tuberculosis for the entire population of Virginia is higher than that for the United States. A high death rate in either race reacts unfavorably upon the other because a large percentage of the negro race is still engaged in some form of domestic service. The intimate contact with white houses brought about by this service makes a communicable disease a danger among them, particularly to the children whom they serve as nurses, cooks, and laundresses.

Our State as a unit will continue to sustain an excessive loss from tuberculosis, experts remind us, so long as the disease and the death rate remain excessive in any large division of its population.

The State Board of Health

Official public health work began in a small way long ago when epidemics of Asiatic cholera, typhus fever, and yellow fever caused various towns and cities to organize boards of health for the protection of their citizens. It is said that the earliest of these boards in Virginia was established in Petersburg in 1780. But not until 1870 did a rapid development take place; the State Board of Health of Virginia was founded in 1872, the fourth State Board of Health in the United States. These early boards were organized mostly to check epidemics rather than to prevent diseases. After Louis Pasteur's discoveries of the relationship of microbes to disease and Koch's great discovery of the cause of tuberculosis, the world gradually awakened to the possibilities of public health campaigns. In many states and cities

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3Ibid.
Boards of Health were organized so as to take advantage of the new knowledge. The State of Virginia was one of the first to seize this opportunity and its health board was re-organized by the legislature in 1908.

Captain W. W. Baker of Hallsboro and Dr. Ennion G. Williams of Richmond were responsible for the reorganization of the board. Captain Baker, who had seen close at hand the ravages of tuberculosis, found that there were no provisions for its cure anywhere in the State. He therefore worked to reorganize the Board of Health and incorporated in the bill the establishment of a State Sanatorium. Dr. Williams was, prior to his appointment as health commissioner of the State, an X-ray specialist, but his dream was always to establish health work in Virginia. He worked first on the city of Richmond and, in connection with Dr. E. C. Levy, reorganized its bureau.

STATE SANATORIA

The State is now conducting three sanatoria for those of its citizens who have tuberculosis. The progress of these sanatoria can be seen from the following table:

These institutions offer, at the lowest possible cost to the patient, the best methods of treatment and cure of tuberculosis. Several beds in each are provided free for any indigent person known to be suffering from tuberculosis. The Tuberculosis Commission brought in its report in 1916, and the appropriation for tuberculosis was increased to $300,000; in 1918, to more than $700,000; and last year to more than $800,000.

To aid in preventing the spread of communicable diseases, the State Board of Health issues pamphlets that explain the causes and the means of prevention of such diseases. It sends lecturers to health meetings or other public gatherings, to explain how diseases are caused and carried, and to describe methods of protection against them. For the use of county or town health boards, health associations, or school clubs, it issues a series of well arranged charts and posters and other exhibits. Any of this information may be had free of charge by writing to the State Board of Health in Richmond.

The State Board furnishes to county and town health boards, without charge, expert advice and assistance. Upon request it will inspect the living conditions in any city, town, or village and recommend any necessary sanitary improvements. It co-operates with the Board of Education in the physical inspection of school children. It co-operates with the county authorities in providing money for intensive health campaigns, and its field workers direct such campaigns. In doing these things the State Board is working toward relieving the situation.

Tuberculosis Clinics

Another agency that has done great good is the tuberculosis clinics which were organized by the Virginia Tuberculosis Associa-
tion in 1917. They were paid for in part by a five thousand dollar appropriation made by the State for education. The tuberculosis committee of 1922 brought in a report which established the tuberculosis clinic unit as a part of the State Board of Health. It began its work a year ago last March and holds clinics, with no cost to the counties, in approximately forty counties each year. It has one doctor and four nurses and holds a four day clinic each week. There are thirteen prominent clinics, placed by the State at the following places: Norfolk, Richmond, Newport News, Alexandria, Arlington County, Lynchburg, Roanoke, Loudoun County, Leesburg, Hampton, Suffolk, Nansemond County, and Fredericksburg. The work of these clinics is to detect cases of tuberculosis. Here any one may come for examination, and tests are made free of charge. The state laboratory examines free of cost specimens for determining the presence of germs causing communicable diseases.

The Virginia Tuberculosis Association is a volunteer organization and was founded in 1908 just after the International Tuberculosis Congress was held in Washington. Dr. Ennion G. Williams, Dr. E. C. Levy, and Dr. William F. Drewry of Petersburg, Captain W. W. Baker, Miss Nancy Minor, Miss Frances Scott, Dr. Truman Parker, and Dr. J. T. Mastin of Richmond, Dr. Charles Grandy of Norfolk, and Dr. Douglas Freeman were the promoters of the Association. Captain W. W. Baker has served as president until this year, when Dr. Charles Grandy was appointed to the office. The proceeds with which to run this organization come chiefly from the sale of Red Cross Christmas seals.

The Christmas Seal sale of 1921 conducted by the Virginia Tuberculosis Association amounted to $52,768.87. This money was distributed in the following manner:

- Amount returned to locals ............. $33,454.56
- Amount retained by the Virginia Tuberculosis Association .... 14,847.72
- Amount paid to National Tuberculosis Association (5%) ...... 2,626.34
- Expense of sale in cities and counties ............... 1,840.25

Total sale for 1921 .......... $52,768.87

With the share of the proceeds which the Association kept, it conducted four-day clinics in 42 counties, the State Board of Health either providing the examining physician, or sharing this expense. At these clinics approximately 7,500 persons received absolutely free an examination by a specialist in the diseases of the lungs and heart. The positive cases were visited in their homes by the Association nurse and applications for admission to the State Sanatoria were filed, or instruction was given for home treatment. A month’s supply of sputum cups and holders, and paper handkerchiefs were given to those who needed them.

Staff members delivered lectures in many parts of the State. Articles were furnished to magazines and newspapers. Literature and booklets on home care were widely distributed.

Last year the Christmas Seal sale was increased to $55,568.30 and was distributed as follows:

- Amount returned to counties and cities .................. $35,851.67
- Amount retained by Virginia Tuberculosis Association ....... 13,663.11
- Amount paid National Tuberculosis Association (5%) ...... 2,778.42
- Expenses of conducting sale in cities and counties ........ 3,275.10

Total sale ................ $55,568.30

The share of the proceeds kept by the Association in this year helped to support:

- Free tuberculosis clinics.
- Public health nurses.
- Indigent patients at sanatorium.
- Preventive work among children, including:
  - Health work in schools.
  - Fresh air classes.
  - Nutrition classes.
  - Summer camps.

Fresh Air Camps

There are several fresh air camps and two summer camps for children in the state. The children’s summer camp at Cape Henry for the prevention of tuberculosis has been in operation for the past ten years. It is owned by the Anti-Tuberculosis League of Norfolk, of which Dr. Charles R. Grandy is secretary-
treasurer. Through Dr. Grandy this camp was first started, and it is still running because of his interest in, and work for, the League. When the camp was first opened, about ten children were taken in, but now twenty can be accommodated. These children stay all the summer, and so get full benefit of the rest, sea air and nourishing food.

All children going to the camp attend the Tuberculosis Clinic in Norfolk, and are “contact cases.” All come from poor homes with crowded sleeping quarters; each of these cases was living or had been living with a relative having active tuberculosis. Everything at the camp is free. Medical care and even clothes are provided if necessary.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Beds</th>
<th>Race</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hill Top</td>
<td>Danville</td>
<td>30</td>
<td>White</td>
<td>Up to $20.00 per week</td>
</tr>
<tr>
<td>Pine Camp</td>
<td>Richmond</td>
<td>92</td>
<td>White</td>
<td>Free to Richmond Cases</td>
</tr>
<tr>
<td>City Home</td>
<td>R’chmond</td>
<td>20</td>
<td>Negro</td>
<td>Free to Richmond Cases</td>
</tr>
</tbody>
</table>

There are three local sanatoria in Virginia:

There is one private sanatorium in Virginia. This is Mt. Regis Sanatorium, Salem, Va. It has a capacity of 65 beds and the rates are from $21.00 to $40.00 per week.

The results attained at the sanatoria have been of the greatest value and have been especially important in that they have demonstrated beyond question that tuberculosis can be cured in this climate. In previous years it was thought that for the cure of tuberculosis it was necessary to go to the far North or to the western States where the altitude is high and the air is dry. The State’s experience has shown that patients have the best chance for permanent recovery if they take proper treatment in a climate as nearly as possible like that in which they expect to live after recovery.

As a result of the State health work, forty-eight counties employ public health nurses, ten employ sanitary inspectors, and eight have full departments. Every county in the State should have a sufficient number of nurses to visit the tuberculosis cases in its homes and to instruct them in the care of themselves and the protection of others. In many counties, however, health officers continue to receive from nothing to $600 a year, although the health department in 1920 counted lives saved through preventive medicine by the thousands.

The progress has been great in fourteen years, but great opportunity still lies ahead of the health departments, state, city and county. Experience has demonstrated that to meet the needs of a community, a minimum of one bed for each annual death from tuberculosis must be provided. The report of the Tuberculosis Committee of Virginia for 1920 states that this would mean for Virginia approximately 3,000 beds, which with a reduced death rate might be brought down to 2,500. The State now has about 800 beds and, therefore, needs 1,700 additional beds in order to provide adequately for tubercular patients.

The Tuberculosis Committee also states that a definite continuous increase in funds is essential to meet the demand, as educational propaganda becomes more effective. They therefore recommend that the State institutions for tuberculosis be enlarged steadily each year, the increase to be at the rate of not less than fifty beds each calendar year, and not to exceed the demand as indicated by the waiting lists at the sanatoria.

Major-General William C. Gorgas, late Surgeon General of the United States Army, said: “I consider that prevention of tuberculosis remains the most important health problem in this country in spite of all the work that has been done along this line.”

Sallie Clarkson

Bulletin of the Virginia Tuberculosis Association, 1921, Richmond, Va.
THE LINCOLN SCHOOL

THERE is a great deal more talk about modern education in these days than there is explanation of it. Educational journals are so pedagogic and educational enthusiastic so windy and abstract, that victims of a system which is not modern do not find themselves much enlightened. Though all so-called progressive schools herald their methods as the new education, these methods differ most radically from one another, and increase the confusion of a puzzled public which is inclined to class them all as freak any way. Yet in spite of their contradictions, the progressive schools have one point in common—they have all abandoned the old system. They have all abandoned it in the same practical, humanitarian spirit, and turned away from the system to the child. By different methods they are trying to fit themselves to this need, instead of cramming him into their conventional mould, to cut out by sympathy and reason the educational waste of tradition. What must finally be the best means toward this end it will be hard to tell for a number of years, if indeed it ever becomes necessary for education to be perfectly uniform. In the meantime the only way to understand specifically what the new education means is to study the progressive schools, one by one.

The Lincoln School of Teachers College is the most propitious to begin with, I think, because it was founded with an idea of discovering rather than practising a method. It was endowed by the General Education Board to give progressive teachers the time and freedom they need to build the new education on scientific ground. It is an experiment of which the materials are a secure endowment, a carefully equipped building and four hundred boys and girls, whom scholarships and race and class quotas prevent from being a highly selected group. With these materials are working fifty men and women of high ideals and Missouri minds.

The Lincoln School is thus a scientific school. Education may be only a science by courtesy, but in no branch of pure chemistry is the scientific spirit, the reasonable, experimental attitude, more essential. The purpose of the experiment is useful education. This means education that fits the child for life, which opens wide his capacities for usefulness and joy. The procedure of the experiment is to find out what the child needs to know for this purpose, and when and how to teach it to him. The aim, as well as the method, has a utilitarian, uncultured sound, for "use" is little associated with what is learned at school, and science, which is reason, with the stronghold of dogmatism. They imply something like vocational training, or the exclusive use of Binet tests. But a day in the Lincoln School is enough to dispel such unpalatable preconceptions.

The first characteristic event I ever witnessed at the school was a meeting of the elementary school council. As I entered, the sixth grade pupil chairman, with grave expedition, was disposing of the old business, which concerned a polite but urgent letter to the office requesting umbrella racks, and a report that "much to the regret of the council, the behavior on the bus had not been good. We hope to hear better news next week." New business followed.

"Has the first grade anything to report?" A yellow dutch-cut rose tentatively above the horizon of chair back. The first grade wished, in a husky little voice, to report many class activities. They were: making butter, finding out how plants scatter their seeds, learning to read and write, taking care of a rabbit.

Other class activities were discussed, committees made their reports, the meeting was adjourned. It was all done with frank attention and no embarrassment. None of the members were over eleven years old. I wondered.

A visitor to the Lincoln School stood once in a confusion of sawing, sewing, pounding, painting infants.

"How ever can you do so much?" she asked of the nearest child, who sat painting spots on a cow whose barn was in construction nearby.

"You see," came the grave reply, "we do only one thing at a time."
The short cut to the Lincoln School idea is, I believe, through the library. In the large bright room there is a day-long rustle, the audible sign of young minds beginning to work. Third graders come with a sense of importance to take out Celtic Fairy Tales or Zodiac Town or The Little Lame Prince. Seventh grade geographers dig among manuals and year books for topical information on trade routes or city locations. Girls from the ninth grade art class pore over paints of Renaissance costume, while nonchalant students of the senior high school prepare their chemistry bibliographies or hunt down their history topics with unconscious speed.

This, then, is what science and use means in a school. In the council, the classroom, the library, they mean vivid life and competent unlagging activity. Strict order there is not, but the confusion is purposeful, not won-ton; it is a better sign of willing attention than any amount of rigid discipline. Yet at first it is hard to see the guiding method behind this cheerful diligence, the rules by which the experiment is being carried out. The philosophy of the school is very comprehensive, yet out of it can be drawn four cardinal points, four attitudes or assumptions which are, I think, its guiding principles. The first is this:—nothing has educational value which is not immediately important to the child—that is, unless he learns a thing because it is intrinsically interesting to him, or serves what seems to him an important end, it does not merged into the permanent usable experience. The second:—since there is no compartmenting in life, the school that trains for life must make as few artificial barriers between subjects as possible. Nothing learned in one connection should be forgotten in another because it appears out of its first setting. The interrelation of things must be strengthened, not cut. That is why children at the Lincoln School do only one thing at a time. The third is in a way like the second:—education through all the senses is richer and more permanent than education by eye and ear alone. By doing children learn more quickly and usefully than by merely being told. And lastly, actual freedom and responsibility, actual group-life and co-operation, are the only sound training for making self-controlled, responsible, public-spirited citizens of a democratic country.

Bacon said, "Studies themselves do give forth directions too much at large, except they be bounded by experience." The four golden principles of Lincoln curriculum reform are aimed at "directions too much at large." They cut down the waste of de-siccated, abstract studies, which hang in the child's mind on the end of a mnemonic string until after his examinations; they give vitality and purpose to every aspect of the school, so that no effect is unfruitful in the child's experience. Their application is simply a form of economy.

The result of this economy is something more than quicker and more accurate learning. Take, for example, the elementary grades. In ordinary schools the end of all endeavor for the first six grades is a certain amount of skill in reading, writing, spelling and arithmetic. These minimum requirements are concentrated upon with single minded energy. There is drill and more drill, and busy manipulation of abstract symbols. Besides the skills a certain number of dates are connected with incidents from history, and pushed, with the capitals and products of the world, into unwilling memories. This is waste. The Lincoln School cuts down the waste, not by more energetic concentration on the essential skills, but by looking beyond them to a broader purpose. The minimum requirements become not an end but a means. What the elementary grades give besides the skills is an attitude, an idea that the world is full of a number of things worth finding out about, a background of vivid sensation and sound social discipline. Mastery of the mechanical skills is carried in this broader aim, complementing and exploiting it. One of the first three grades, which are concerned chiefly with the world close about, may build a toy city, for instance, with docks and stores and fire engines, or a farm with fauna complete. It does not matter which. What does matter is that working together they make something they feel is eminently worth while, something that they can see and hear and feel—and even taste and smell if possible. Then if they read or write about this thing their chances of putting willing effort into the task are very good. And willing effort is the secret of quick learning and long retention. If they add columns of figures they represent their lunch expenditures for
the week, or make change with real money for deposit in the school bank, they learn to add more quickly than if they drilled only on desiccated examples out of a book. If they write a letter to a lady to thank her for giving them a torpedo fish to keep, they pay more attention to their orthography than if they simply copied "the fox jumps over the lazy dog" twelve times for their teacher. By engaging in activities rather than drill, they learn to draw on the whole uncompartmented resources of their experience. The creative music pupils decorate their drums with designs worked out in fine arts. A play written to illustrate an incident in history must be in good English, accurately spelled and punctuated, clearly spoken, the costumes neatly sewn and harmoniously colored, the program correctly set up and printed. A class studying food must work co-operatively, touching on geography, history, economics, bacteriology, civics, arithmetic, household arts. It must use maps and charts, read rapidly and selectively in reference books, conduct experiments, make excursions, give oral and written reports. At the end of the sixth grade the Lincoln School children not only know reading and writing and arithmetic, they know how to use and enjoy them.

Besides this kind of economy, based on the characteristic principles of the school, there is another which is aimed at the mechanical processes of learning which cannot be avoided. For of course interest can never entirely supplant drill. There must always be a certain amount of exercise and repetition, especially in learning the skills. But instead if prescribing an arbitrary amount, or overdrilling backward pupils, the Lincoln School tries to determine how much is useful, how much ineffectual. Special investigations of the way children learn have entirely changed the way of reading, for instance. Instead of memorizing the alphabets first, the children begin with whole words, which they learn to recognize before they break them up into their component letters. By diagnosing backwardness in reading and spelling, another investigator has cured children whom no amount of ordinary drill could help. Research of this sort, by clarifying the laws of learning in special fields, makes it more and more possible for teachers to know what they are doing, less bearable for them to wear away their patience and their pupil's interest by unintelligent drill.

School windows too often open on a forbidding prospect of college walls, with no view of the busy street and the open country. Consequentially all the attention of the high school is fixed upon requirements for examination,—on what the children "will be expected to know." Preparation for life is overlooked in the busy preparation for college. Th Lincoln School reverses this. The same inclusion of essentials in a broader aim is true of the high school as of the elementary grades, and it is, in the same way, a matter of economy. By teaching what is useful in a vital way, the school expects to attain greater accuracy and more intelligence in examinations than the conventional prep-school. For this end the junior high school is made a sort of shelter against inclement college requirements, a place where girls and boys of twelve to fifteen find out what living on the planet earth in the twentieth century involves, and what in the variety of human occupations they are most fitted for. They study English, mathematics, general science, social science, and a modern language, because all these things are indispensable to a modern man or woman. Latin and Greek, always the heritage of the few, are pushed out of a curriculum which is to enrich living for the many. They also have training in art, music, and physical education, and in household or industrial arts. With this broad background they enter the senior high school, ready to attack advanced and specialized courses with the capability of mature students. They are fitted to study subjects, not merely to rehearse for examinations.

To take up a subject like English or mathematics, and break it up, examine it, and make it over to fit exactly the needs and interests of most children is on a small scale as much of a task as reorganizing the whole school. The revision of every course in the curriculum is thus in itself an adventurous experiment. I do not mean that it is incautious,—for the Lincoln School treads carefully, if fearlessly, on strange ground,—I mean that the courses which emerge from the experiment are new and marvelously interesting. Out of the experimental combination of
geography, history and civics, for instance, has been evolved a social science course which gives the essentials of all three in one reasonably articulated study. After a careful survey of all the possible materials for this course, and long deliberation over their arrangement, the first curriculum was drawn up and taught from mimeographed texts, which were revised each year for three years. Then in 1922-1923 the texts were published in pamphlet form and sent out to more than a hundred co-operating teachers, who used them and reported their criticisms. On the basis of these criticisms they were revised again, and sent out for a second trial this year. By continued research and ex-groups studying the old system, the Lincoln experimenters are making still further efforts to perfect their arrangement. When the work is finished, they will have the experience of other practiced teachers besides their own to prove the success of the Lincoln method of teaching the most important body of information which young citizens can learn.

The content of the course is not linear but three dimensional. It does not artificially disentangle history, geography, civics, but deals with topics into which enter all three at once. The first seventh grade pamphlet is called Town and City Life, beginning, that is, with the immediate environment of the child, with the plan of his town, the housing, public health, food and water supply, the schools, recreation, press, population, etc. The study is carried on as a survey, for which the class organizes into a group with chairman and officers. Then, as it is necessary to have a civic laboratory, they draw up bibliographies on towns and cities, write to civic organizations for bulletins and literature, start scrap-books of newspaper clippings, and keep bulletin boards and current magazines in the classroom. By the end of the course they have prepared enough material in maps and plans and graphs to give a community exhibit of conditions in their city. The next pamphlet deals with key industries in a modern nation, the next with the interdependence of communities and nations, the last (for the seventh grade) with a discussion of the American people, the race and nationalities which make it up, and how they settled the American continent. The newspaper will never be a bore or an effort for the children who study thus the problems of their world. They will not have to grope for the unrelated facts they learned in school, for they are taught their facts in the way they need to know them, and in a way that lets them understand their interest and importance. Here is a course without any "directions too much at large."

This is only one of the many similar experiments. The method is in every case as careful and as broadly conceived. In science and mathematics, where more definition is possible, it is very exact indeed. But the Lincoln School does not limit its economy to the revamping of courses. Education is too many-sided for that. It may be true that interest is the most profitable factor in learning, but it does not follow that compulsion is not sometimes necessary, and the Lincoln School does not carry the interest doctrine so far that its pupils learn nothing they do not want to. It may be true that there is an unpredictable element in every human being which makes individual attention necessary, but it does not follow that there are some broad laws of general development which it is valuable to know. In one room of the Lincoln School, therefore, like a court astrologer in his tower, sits the school psychologist surrounded by her mystic data,—tested records of the mentality and achievement of each of the four hundred pupils, files of parents' and teachers' estimates of their initiative, leadership, industry and other personal characteristics. These records not only shed light for the most enlightened teacher, they establish consistent data for the science of applied psychology. Since "there is no education but life" the extra curriculum activities of the Lincoln School are not really extra curriculum at all. Councils, committees, assemblies, game-clubs, social dances, scouts, publications,—all these things have their purpose in the broad apprenticeship which the children serve, all are understood in this relation by the staff. Even the school building with its carefully planned equipment might be said to have a place in the curriculum. Of course, parents cannot be left out of education. One Monday morning I attended a parents' study class where fifty mothers discussed with heat theories of hereditary and environmental limitation. These classes extend the usefulness of the school, by train-
ing parents to classify and to interpret what they observe in their children. Other meetings are held under the Teachers'-Parents' Association for open discussion of such topics as "the purpose of homework and methods of doing it," "psychological tests," etc.; and the school receives a double benefit of confidence and criticism. Even visitors are not neglected as a source of suggestion. Recognition of complexity, systematic open-minded attention to every element in the complex—that is reasonable education. It is rich and well-rounder because it is economical.

Though the Lincoln School is not the only progressive school in the country it is the only one which looks beyond itself to the whole field of education. Its experiments are submitted to the educational world just as findings of any scientific laboratory belong to science. And though its work is only beginning, it has already paved a solid path toward the ideal that "There is no education but life," the ideal, we must believe, of the new education.

Elizabeth Vincent

ACTIVITIES IN THE SECOND GRADE

THE SECOND GRADE HAS A FAIR

A PURPOSEFUL activity in the form of a fair has just been completed by the 2 A grade of the Keister School.

The beginning was natural, growing out of the question, Have you ever been to a fair? During the discussion that followed a child asked that he might show the children some funny tricks he had seen clowns do at a fair. Immediately another child suggested that we play fair. When the teacher asked if they were ready to play, a child suggested that they wait until they could make some things for a fair. The teacher asked what they would need to make, and the children said animals made of clay, stuffed animals and cages.

The next day during the activity period the children began their work at the table making animals of clay. One child thought each one should make a different animal, so there would be a variety for the parade which they were going to make.

The group who were going to make stuffed animals selected the kind of animal they were going to make, then cut it out from a large pattern made of wrapping paper. Before the children could cut their cambric, they had to see if the other children thought they were ready to go on. In several cases children decided that the animal's feet were too small or that his body was too fat; the children, therefore, knew in the beginning what was wrong with their animals. The teacher thought several times the children had chosen too hard a problem and that they would finally get discouraged and give up, but they worked hard, sewing the animals up and, if necessary, tearing them apart to do their work again better.

The third group, mostly boys, brought wood and tools from home and made cages. They decided what animals would be put in their cages and then got to work. After the cages were built the children brought paint from home and painted them. Later the children decided to put the stuffed animals into boxes made of card board and put some live animals in the cages which they had made.

The next day one of the children brought a pigeon and put him in a cage and one of the teachers got five baby chicks from the incubator factory. Here the children realized they had a brand new problem, to take care of these animals. After a conference they appointed certain children to feed and give the chicks water three or four times a day and to see that they were kept warm.

During work period the children drew all kinds of animals and colored them with their crayolas. One day one of the children drew a pig and underneath him she wrote: "Pigs are fat." Then the class made all kinds of animals and wrote a story about each. Later they decided to make a circus book and put these stories in them. After making the circus books the children made a parade border of the animals left.

Next the children began practicing for their show. They divided themselves into four groups with a leader at the head of each group. Two of the groups decided to dra-
matize stories about animals they had read of. The third group "pulled off" stunts they had seen at a fair and the fourth group made up a little show. The teacher who was the guide for this group had made up a play for these children, but when she told them the story about it she found the children bubbling over with their own original ideas, so they supplied their own end—which was so much the better.

The class invited the third grade in to see their play and exhibit. The play was humorous but beneficial as well. In fact, the values to the children could scarcely be estimated; some of the more tangible results were training in solving their own problems, training in initiative, and a wider knowledge as well.

Maude Cuthriell

THE SECOND GRADE GOES TO HOLLAND

A DUTCH project was introduced by a story of a king who ordered tulip bulbs from Holland. At its close one of the children said that we still get most of our tulip bulbs from there. Another wished to plant some tulip bulbs in the room. So the class was divided into five groups and a tulip bulb was given to each. While one group was planting its bulb, the others were given Dutch books and pictures to look at.

Two days later a discussion was held comparing our ways of travel with that of Holland; our steam, electric, and gasoline engines with the Dutch windmill. The climate of the two countries, and the dykes were also talked of.

Spare moments were spent in looking at the pictures in the Dutch books. The children kept their eyes open for anything they could find at home pertaining to Dutch life, and from time to time brought pictures of little Dutch children, and of the windmills to school.

The children then made paper windmills in one of their work periods to put in a border around the room. One child became so enthusiastic that he made a windmill at home. He covered a tin can with paper for the mill and put pasteboard wings on it so they would turn around.

By this time the children were anxious to learn some more about the Dutch people, so the duties of the mother, the occupation of the father, how the children play, how they help, and their appearance were discussed.

The story of Hansel and Gretel was told as an example of one the Dutch children like. After it had been reproduced by a child, it was dramatized. One of the children, chosen as stage manager, carried the responsibility of choosing the needed characters, and of helping the characters, should they forget what they were to do next. Characters were chosen and the story was played.

Before work period one day the children talked about making things such as the Dutch people use. The following suggestions were gathered from the class:

1. That one corner of the room be used for a Dutch house.
2. That they could make:
   a. A windmill.
   b. Furniture for the house.
   c. Caps and aprons.
   d. Marbles and other things of clay.

They decided that all the girls should make Dutch caps and aprons. The boys divided into groups: one to make the windmill; another, the bed and other furniture; and another, marbles and things of clay. They were then ready for good hard work and lost no time in getting started.

Each girl cut her own cap out from a pattern. The boys, after a little study of the Dutch books, started the windmill, bed, etc. At any time after that one might step into the 2B grade during work period and see the girls grouped in one corner of the room industriously sewing on their caps and aprons and enjoying little conversations, while in another corner a group of boys was working on the windmill, sawing and hammering. Another group of boys might be working on the bed and other furniture in another part of the room. The third group would be at the table making boats, marbles, and dishes of clay. Each child was doing his part in the task which he had chosen.
Pictures of Dutch scenes were worked out by the children, using bright colored paper. The best of the pictures were put around the blackboard for a border.

Songs and games grew out of this study of Dutch life. The songs the children learned were:
1. The Windmill.
2. Hansel and Gretel.
3. Holland Maids.

The games used were:
1. The Needle's Eye.
2. Flying Kites.

The children also practiced the dramatization of Hansel and Gretel during the game period.

After the girls had finished their caps and aprons, they made curtains, a mattress, pillow and covering for the Dutch bed. While some were working on these, others were making costumes for the characters in Hansel and Gretel. One little girl brought her doll to school and the children dressed it as a little Dutch girl. The boys who cared to do so made kites.

The project lasted four weeks. It closed with the following program:
1. Song—The Windmill.
4. Play—Hansel and Gretel.
5. Song—Hansel and Gretel.
7. Song—Holland Maids.

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PHYSICAL EDUCATION IN VIRGINIA'S ELEMENTARY AND JUNIOR HIGH SCHOOLS

SOCIETY today demands that the school should be responsible for the pupil's health, for his training for future citizenship, for his participation in economic and social life, as well as for the fundamentals of education.

A proper course in physical education has not been perfected for the junior high school, yet certain conditions and objectives are necessary to any course of study. The characteristics of the children largely determine the aim of physical education. For instance, the children of the junior high school offer a difficult problem to the gymnasium instructor because of the physical characteristics of their age. They should be given carefully planned lessons which will develop healthful, muscular activity, organic vigor, bodily poise, and alertness. One aim in physical education in the junior high school is to promote and guide the social and moral nature of the pupil in such a way as to be productive of initiative and determination, of leadership, of self-control, and other characteristics conducive to right living. This is a great opportunity for the instructor in this department of the school to mold the lives of the children as they should be. Some of the characteristics which an instructor may well strive to develop are honesty, self-control, subordination, loyalty, co-operation with others, clean speech, and fair play.

One of the points stressed at a recent conference of physical directors was the question of whether or not academic credit should be given for physical education. The question of time allotment was also taken up at this meeting. One lesson of physical training should be given in the morning and one in the afternoon, with a minimum time of ten minutes. The exercises should be given outside, if the weather permits, and indoors, with the windows open, if the weather is bad.

Virginia Cities and Counties Having Physical Education During Session of 1922-23

<table>
<thead>
<tr>
<th>Cities</th>
<th>Periods per Week</th>
<th>Minutes per Period</th>
<th>Time Apportionments</th>
<th>G—Gymnasium</th>
<th>Hygiene</th>
<th>Related to Physical Education</th>
<th>Text Book</th>
<th>Academic Credit</th>
<th>Attendance Compulsory</th>
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<tbody>
<tr>
<td>Alexandria</td>
<td>6</td>
<td>in all</td>
<td>10 min.</td>
<td>1-2 time</td>
<td>Yes</td>
<td>No</td>
<td>—</td>
<td>—</td>
<td>G. G. yes</td>
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<tr>
<td>Bristol</td>
<td>10</td>
<td>2</td>
<td>7.5 min.</td>
<td>1-2 time</td>
<td>Yes</td>
<td>Yes</td>
<td>13</td>
<td>Yes</td>
<td>H. S. no</td>
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<td>5</td>
<td>in all</td>
<td>10 min.</td>
<td>1-5 time</td>
<td>Yes</td>
<td>No</td>
<td>Ritchie</td>
<td>No</td>
<td>Yes 22</td>
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<tr>
<td>Fredericksburg</td>
<td>10</td>
<td>2</td>
<td>10 min.</td>
<td>1-2 time</td>
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<td>No</td>
<td>Ritchie</td>
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<tr>
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<td>in all</td>
<td>10 min.</td>
<td>1-2 time</td>
<td>Yes</td>
<td>No</td>
<td>Ritchie</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Newport News</td>
<td>15</td>
<td>in all</td>
<td>5 min.</td>
<td>2-3 time</td>
<td>Yes</td>
<td>Partially</td>
<td>Ritchie</td>
<td>Not yet</td>
<td>Yes</td>
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<tr>
<td>Norfolk</td>
<td>3 to 5</td>
<td>2</td>
<td>15-25 min.</td>
<td>1-3 time</td>
<td>Yes</td>
<td>Yes</td>
<td>14</td>
<td>No</td>
<td>Yes 23</td>
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<tr>
<td>Petersburg</td>
<td>1</td>
<td>2</td>
<td>45 min.</td>
<td>4-9 time</td>
<td>G</td>
<td>A</td>
<td>Yes G. Grds.</td>
<td>No</td>
<td>H.S. 1&amp;2 yes</td>
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<tr>
<td>Portsmouth</td>
<td>5</td>
<td>2</td>
<td>20 min.</td>
<td>1-2 time</td>
<td>G</td>
<td>No</td>
<td>—</td>
<td>Yes</td>
<td>3 &amp; 4 no</td>
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<tr>
<td>Richmond</td>
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<td>20 min.</td>
<td>1-2 time</td>
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<td>Yes</td>
<td>Ritchie</td>
<td>Yes</td>
<td>G. G. no</td>
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<tr>
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<td>40 min.</td>
<td>1-2 time</td>
<td>Yes</td>
<td>No</td>
<td>Lecture</td>
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<td>South Norfolk</td>
<td>No Rep.</td>
<td>No Rep.</td>
<td>1-2 time</td>
<td>Yes</td>
<td>Yes</td>
<td>Indirectly</td>
<td>—</td>
<td>No</td>
<td>16</td>
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<td>3</td>
<td>15 min.</td>
<td>2-3 time</td>
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<td>Yes</td>
<td>—</td>
<td>Yes</td>
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<td>in all</td>
<td>20 min.</td>
<td>1-3 time</td>
<td>Yes</td>
<td>No</td>
<td>—</td>
<td>Yes</td>
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<td>5</td>
<td>in all</td>
<td>15 min.</td>
<td>2-3 time</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>Yes H. S.</td>
<td></td>
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<tr>
<td>Culpeper</td>
<td>No Rep.</td>
<td>No Rep.</td>
<td>15 min.</td>
<td>1-3 time</td>
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<td>Yes</td>
<td>Ritchie</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Elizabeth City</td>
<td>5</td>
<td>in all</td>
<td>20 min.</td>
<td>4-5 time</td>
<td>G</td>
<td>A</td>
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<td>Yes</td>
<td></td>
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<td>2</td>
<td>in all</td>
<td>3</td>
<td>1-2 time</td>
<td>1-2 time</td>
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<tr>
<td>Norfolk</td>
<td>19</td>
<td>in all</td>
<td>15 min.</td>
<td>2-3 time</td>
<td>A</td>
<td>11</td>
<td>No</td>
<td>19</td>
<td></td>
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<tr>
<td>Northampton</td>
<td>5</td>
<td>in all</td>
<td>10-20 min.</td>
<td>1-3 time</td>
<td>A</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

1. Arlington County has one high school, six large elementary schools, six rural schools and three colored schools in the county. The physical director visits each grade once every two weeks.

2. In most cases five periods are devoted to physical education per week; the minimum is three. Where possible, the period is divided, giving ten minutes in the morning and ten minutes in the afternoon, which makes the maximum number of periods per week ten and the minimum six.

3. Fifteen to twenty minutes where only one period per day is given; half this time where the period is divided.

4. A regular graded course of calisthenics is used; but games are sometimes used in place of regular drill work.

5. In the elementary schools in Norfolk over one-half time is spent on drill and nearly one-half time on games. In the junior high school nearly one-half time is spent on drill and over one-half time on games. The aim is to have at least one game in each lesson.

6. In Northampton County there is ten minutes spent in the morning for drill in the primary grades and the same length of time in the afternoon for games. In the high school, ten to fifteen minutes is spent for drill.

7. The elementary schools in Norfolk have no equipment. There are two junior high schools, one building has a gymnasium divided by a curtain for boys and girls; the other has one gymnasium for each.
In the elementary schools in Richmond the school yards are used when the weather permits; otherwise, class rooms are used. One junior high school has a gymnasium, one has a roof, and the other two use the basement and yard.

One grammar school in Staunton has a very small playground.

No schools have a gymnasium or a pool. Several have athletic fields and all have grounds.

In Norfolk County there is one auditorium fitted up for a gymnasium, which is used for a basketball court.

A lecture is given by the director occasionally.

New York State Course of Study and Baltimore Course of Study are used in Bristol.

The textbooks used in Norfolk are:
- For elementary school: Primer of Hygiene, Ritchie and Caldwell. Primer of Sanitation and Physiology, Ritchie.
- Primer of Hygiene—5th grade.
- Primer of Sanitation—6th grade.

The textbooks used in the Suffolk schools are:
- Conn and Shepherd's—5th grade.
- Ritchie's—6th, 7th, and 8th grades.

There are also lectures given by the school nurse.

The textbook used in Elizabeth City County is: Manual of Physical Training, Games and Mass Competitions, by Keene.

The textbook used in Isle of Wight County is: Manual of Physical Training, Games, and Mass Competitions, by Keene.

The textbook used in Norfolk County is: Book of Physical Education, by Panzer.

This is the first year that physical education has been in this school and it will not be graded until next year.

The academic credit given for courses in physical education is .2 of one unit for each nine months in the high school except in the fourth year. The maximum credit is .6 of a unit.

Unless excused by a doctor.

The only excuse from absence in a class is a doctor's certificate.

There should be a special allotment of time for this, because it is a law of the state that all schools in the state should have physical training on the regular school program. Two or three minutes drill should be given whenever needed. When the children become restless and are not doing their best work, they should have a short drill or a game. The games should be supervised during recess; this will not hinder the development of initiative. Time should be devoted to athletics after school.

In two-minute drills, exercises should be used which will require little mental effort. The greatest effort should be made at the middle of the drill, and end with a quieting exercise.

Physical education should be graded as other subjects. The pupil should be graded on posture, skill, grace of performance, spirit, initiative for leadership, and sportsmanship.

In order to get the boys and girls in Virginia interested in athletics and to have a test of physical efficiency that would apply to all eligible persons, the State Board of Education has adopted the Virginia Badge Tests for boys and girls. In order to win a badge each person is required to come up to a certain physical standard. All the regularly enrolled students of the public schools of Virginia, all students, teachers and officials are eligible for the badge or test. Each person can receive only one badge during the year. The badge test develops efficiency in the boys and creates great athletes. The girls develop poise, control of their bodies, and physical fitness.

As a further suggestion of plans which teachers would follow in physical training, the following general suggestions for lessons in physical training are given here:

1. The teacher should have good posture during lesson.

2. The teacher should study "Methods of Commanding" in "Play and Athletics."

3. Formal type of command is used for older children.

4. The teacher's manner should be cheerful and encouraging.

5. Poor response of class may be due to:
   a. Lack of interest and "pep" displayed by teacher.
   b. Exercises and games too difficult for pupils.
   c. Exercises and games too elementary for pupils.

2Bulletin, No. 4, April 1920, State Board of Education, Richmond, Virginia.
3Prepared by Mr. G. C. Throner.
6. "Running through" a lesson does not produce the desired result.

7. Teachers should exercise and play so as to avoid a nervous breakdown.

From the same source, the following suggestions for conducting games are given:

1. Never try to both teach and play a game at the same time.

2. If there is a lack of interest in the games, divide the groups into smaller ones.

3. Enforce all rules strictly.

4. If the game requires a decision as to the winner, make the decision quickly and fairly.

5. If a child has been hurt, give him first aid, but otherwise do not bother him.

6. Do not conduct the game quietly.

7. Do not put a pupil in a game if the pupil is likely to be hurt by it.

8. The teacher should see that each child is enjoying the game thoroughly.

Objectives in Physical Education

The objectives in physical education can be looked at from five standpoints:

A. Organization and leadership of child life as expressed in big-muscle activities. Unless children have adult leadership, they will direct their activities in the wrong way. They need leadership to direct the big-muscle activities, so that they will not destroy themselves. The big-muscle play is being centered in the school.

B. Adult social adjustment and efficiency. Children should be adjusted to adult activity as they grow older and become a part of the adult social life.

C. Development necessary to realize the adjustment.

1. The development of the instinct mechanisms.

2. The development of the intellectual mechanisms.

3. The development of the neuro-muscular mechanisms.

4. The development of the organic mechanisms.

D. Social standards as applied to activities: the development and adjustment. "Standards are the idealizing objectives of education." Standards guide all activities which give development and they are used for judging the results.

E. The control of health conditions. Health control is one of the most important objectives in life.

Conditions Existing in Virginia Schools

In order to find the conditions existing in Virginia in physical education work, a questionnaire was sent to the physical directors in fourteen cities and six counties. The questionnaire was sent to these places because they are the ones which have physical education in their curriculum.

QUESTIONNAIRE

1. How many periods are devoted to physical education per week in your schools?

2. What is the length of the period?

3. (a) If period is spent in both drill and games, indicate approximate number of minutes for each.

   Drill .........................

   Games .........................

(b) If alternate periods are spent on drills and games, check here.

4. Check the equipment which your school has.

   Gymnasium ....................

   Swimming Pool ............... 

   Athletic Field ................

5. Is a course in hygiene given in the school?

6. Is it related to physical education work?

7. What textbooks do you use?

8. Is academic credit given for courses in physical education?

9. Is attendance in physical education classes compulsory?

By the accompanying table we can readily see that physical education in Virginia is by no means standardized.

In Staunton, there is a volley ball court for both boys and girls, a pair of jumping standards for each, two horizontal bars for the boys, and a giant stride has been ordered.

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This is the first year that Isle of Wight County has had a supervisor of physical education. They have many difficulties at present but hope to have a thriving physical education department soon.

The program of health and education is as follows:

44"Objectives of Physical Education," by C. W. Hetherington Mind and Body, September-October, 1922.

5Prepared by Mr. G. C. Throner.
1. Annual and daily inspection of school children by class room teachers.

2. Correction of physical defects.

3. Instruction in proper health habits.

4. Physical activities for children of elementary grades.
   a. Skipping, hopping, and marching.
   b. Formal, as “setting-up” exercises.
   c. Informal, as play.
   d. Rhythmic activities, as singing games and dancing.
   e. Mimetics—recreational and vocational activities.
   f. Games, as song and ring games.
   g. Athletics.
   (1) Badge tests.
   h. Stunts and apparatus work.

Physical activities when they are well chosen, organized, and supervised will:
1. Develop the physical element of the individual nature through the promotion of health.
2. Help educational results by obtaining a prompt response to commands and situations.
3. Help to develop social and moral qualities.
4. Develop the desire for recreative activities.

Mearle Pearce

**BETTY TAKES ORIENTATION**

**BY CORRESPONDENCE**

The Class of ‘23 of Stoneville High School was assembled in front of Bell’s Drugstore waiting for the bus to take them to the nearby city, where each would take the train for the school of his choice. There were seven of them—four girls and three boys, eager to begin college life. Individual differences had led each of six to chose a different school, while one, Betty Ray, remained at home, thinking that a high school education fully qualified her for intelligent participation in any phase of life.

All too soon the bus came and hastened Betty Ray’s six lively classmates on their way to college. She stood on the pavement waving her handkerchief until the bus rounded the corner two blocks up the street and was lost to sight. Betty turned on her heel and started for home. Even though her eyes were misty, she was thinking, “they can go to college and continue their studies if they want to, but give me the carefree life and big times that I am going to have in Stoneville this winter.”

One chilly morning late in spring Betty was diligently cleaning out her writing desk, reading over again the letters from favorite acquaintances which had been accumulating for months. She noticed a postmark, “University, Va., Nov. 12, 1923,” and opened the envelope.

“Oh, here’s one of Dick’s old letters—football from beginning to end, of course. Gee, wasn’t he happy when he made the team? I never thought he had enough ambition to become a doctor, but his letters sound like he surely is fascinated with college life.”

“Iva’s written me once a week the whole winter,” she thought as she saw the address, “Roanoke Business College, October 20, ’23.”

“Oh, this is her first typewritten letter, and here is that paragraph of short hand that she refused to translate for me; said I’d have to go to school and learn to read it myself and of course she wants me to come to Roanoke Business College! But what I learned at high school is enough for me. Still, I would like to know how to typewrite and read this aggravating short hand.

“When did I get this letter from Joe? February 2nd. Oh yes, after Christmas; still raving over science! It’s no wonder he raves over it, because it was interesting in high school. And they have everything in college laboratories you need to work with. I didn’t think Joe would like a co-ed school, but to read his letters one would think there wasn’t another school on the map but William and Mary. Just think, there are almost as many girls as boys in his science class. Really, I would like to know more about nature, and modern inventions.

“‘Toots,’ in the whirl at Sullins, still writes often,” Betty thought. “She said in her last letter that she would be in two public recitals next week. Where is that letter?
What did she really say? Here it is in my pocket. She says, 'One doesn't understand music until she has really studied it and heard artists. I wish you could hear some of the artists I have heard this winter; I believe you would feel just as I do about it. Even the music we give here at school is far superior to the music at Stoneville. The seniors presented a play last night that was grand. If my course in dramatics brings me up to a level with any in the play, I feel that my time will be well spent. Honestly, Betty, you don’t know what you are missing; you are just letting your opportunities of development slip between your fingers.'—I wish she wouldn’t write those things; she almost makes me think I am missing something.”

Betty sat gazing out of the window after she read “Toots’s” letter, wondering if what she had written was really so. Then she resumed her task of straightening out her desk.

“This letter from Tom, I’m going to read from start to finish. He didn’t like high school any better than I did.”

V. P. I.

Dear Bettie,

February 21, 1924

We’re going to have holiday tomorrow, so will take time to answer all letters right now.

Haven’t heard a line from Stoneville this week. What’s the matter? Is it as dull as ever? Didn’t realize it was so dull until I came down here and have been with the other fellows. I’ll declare X never thought there was so much to learn about farming and agriculture in books until I started studying. I have learned some tricks that will surprise Dad when I tell him and show him. Can’t wait to grow a crop on Red Hill. Good farming depends on up-to-date information as well as good thinking and reasoning. Me for a farmer.

“I wish I could make some of the fellows around Stoneville ambitious enough to want to get an education.”

“Betty, here’s a letter for you.”

“Thank you, mother.—Oh, from Mary Ellen. I can’t get the letter open quickly enough; it has been two weeks since I have heard from her.”

There wasn’t much of the envelope left after Betty succeeded in tearing it open.
THE VIRGINIA TEACHER

Published monthly by the State Teachers College at Harrisonburg, Virginia.

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of The Virginia Teacher, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

NEW MAGAZINES IN THE FIELD

In March appeared the fifth number of the Peabody Journal of Education and the first number of the Elementary English Review. Both magazines have started auspiciously, endorsed and sponsored by important educational interests, edited by capable men.

The Peabody Journal of Education is published bi-monthly by the faculty of the George Peabody College for Teachers, Nashville, Tennessee, and as the first year of its publication draws to an end the significance of its service in providing a medium of expression for professionals trained teachers in the South can hardly be magnified. Speaking for the great awakening South, the editor, Professor Charles S. Pendleton, said in the first issue: "The educational South has lacked self-expression and this partly at least because there has not been a suitable vehicle." But, he adds, "Truth is not sectional; we shall welcome writers from everywhere and publish ideas, as we may be able, which will help school folk wherever they may be." The Peabody Journal has lived up to this aim with satisfying success. While its writers have come mainly from the Peabody faculty and from the alumni of this great and growing institution, one finds represented among its contributors teachers from California and Florida, from New York and Colorado.

The Elementary English Review, under the editorship of Mr. C. C. Certain, has taken as its field the interests of teachers of English below the junior high school. Mr. Certain, long identified with the National Council of Teachers of English and at present chairman of the Committee on Examinations, may be counted on to publish a stimulating and valuable magazine. In the first two issues there have been contributions from such writers as Hendrik Van Loon, author of The Story of Mankind; Sterling A. Leonard, of the University of Wisconsin; G. T. Buswell, of the University of Chicago; Frances Jenkins, of the University of Cincinnati; and W. F. Tidyman, of the Farmville State Teachers College.

Judging by the first two issues, English teachers who are particularly interested in the elementary field will find here a magazine offering material as invaluable as are the articles in The English Journal to teachers in secondary schools and colleges. The address of the Elementary English Review is 7450 Woodward Avenue, Detroit, Mich.

The Stratford Monthly, of which Henry T. Schnitkind and Isaac Goldberg are editors, has recently been re-established, and Volume I, Number I, of the new series appeared in April, in Boston. The Stratford Monthly some years ago attained a high rank among American magazines, specializing on important foreign writers in translation.

One of the interesting features of the new magazine is its series of $100 prizes offered for the best poem submitted to the editors during each three months.

Child Education, a new British publication established in January 1924, seems to have as its purpose the presentation of materials such as our popular American publication, Normal Instructor and Primary Plans, uses. Child Education is published by Evans Brothers, Russell Square, London.

N. E. A. NEXT AT CINCINNATI

Cincinnati has been chosen for the February, 1925, meeting of the Department of Superintendence, N. E. A. It is expected there will be at least 7,500 school people in attendance at the meeting, which has not been held in the Queen City since 1915.
OUTSTANDING EDUCATORS DIE

Alexander Inglis, professor of education at Harvard University, and director in 1918 of the Educational Survey in Virginia, died suddenly on April 12, while undergoing a surgical operation. Dr. Inglis's service to Virginia has been limited only by the moderate acceptance granted to his excellent proposals regarding legislation and reorganization of the schools.

G. Stanley Hall, president emeritus of Clark University and president of that institution from 1888 until 1920, author of a monumental work on "Adolescence," and founder of the American Journal of Psychology, died on April 24.

TEACHING

Teaching is lighting a lamp and not filling a bucket. That is to say, the real teacher is one who inspires the pupil with love of learning or of craftsmanship. The only way to find out whether a person can teach or not is to let him try it. If he can awaken enthusiasm and make the child want to learn, he is a good teacher, no matter how ill-informed he may be. If he cannot light the flame of desire for knowledge in the child's spirit, he is a poor teacher, no matter how many college degrees he may possess.

—Frank Crane, in Current Opinion

TEACHING SAFETY HABITS

"The contribution of the teachers in working for the establishment of safety habits in the children under their care," says the Detroit Educational Bulletin, "is of infinite value to individual homes and to the city."

While the number of fatal accidents in 1923 to children under 15 years of age was 191, or 31 more than in 1922, the growth in population in Detroit is mainly responsible for what appears to be the increase. For instance, in relation to automobile registration the number of fatalities has increased from .85 per thousand in 1919 to .38 per thousand in 1923.

But the schools are only one agency in reducing this accident toll; and the combined efforts of drivers, police, courts, and the public generally are required to make a city safe for children.

PUBLIC PLAYGROUNDS

A survey in Cincinnati shows that the juvenile delinquency is highest in wards where public playgrounds are lacking. Court records show that in one case, covering a period of three years, delinquency was reduced more than 67 percent after the opening of a playground in that neighborhood.

A LETTER FROM DR. ELIOT TO THE NATIONAL KINDERGARTEN ASSOCIATION, NEW YORK CITY

I am sure that the fundamental ideas of the kindergarten are just what are needed in all grades of the School. The best principle and practice of the kindergarten is that the children should be happy while they learn and that they learn better while happy. The motive of the kindergarten, 'Joy in doing,' should be the motive in all education, and the inspiring motive of all human life. I believe that kindergartens should be a regular part of every urban public school system.

The National Kindergarten Association of New York has recently called my attention to their estimate that in the United States only one child in nine now has the privilege of kindergarten training.

I earnestly hope that parents and educators will unite in an effort to secure the advantages of sound training for more of the Nation's little ones at the habit-forming time of life. England has set us a good example by authorizing the expenditure of public money on the education of children as young as two years of age.

Petitions presented to school boards at this time might receive favorable consideration in many communities.

CHARLES W. ELIOT
Cambridge
6 May 1924

One hundred and thirty-six children residing in the rural districts of Burt and Colfax Counties, Nebraska, finished the eighth elementary grade in 1918. Eighty-four, or 62 percent of them, entered high schools and 57, or 68 percent of those who entered, completed a four-year high school course.
CURRENT EDUCATIONAL PUBLICATIONS

MISS TARBELL'S NEW BOOK

Written in Miss Tarbell's interesting style, illustrated with numerous cuts from photographs bearing the stamp of Harpers' art, and dealing largely with persons and places familiar to Virginians, this book will probably make a special appeal to every reader of The Virginia Teacher. The volume reports a new pilgrimage in familiar fields, one undertaken to refresh and enlarge the author's previous studies of Lincoln lore. The pilgrimage began in Hingham, Massachusetts, passed thence to New Jersey and Pennsylvania, through Maryland into the Shenandoah Valley of Virginia, and so on into Kentucky, Indiana, and Illinois.

It is only a year and a half ago since Miss Tarbell, following the Lincoln trail with all the keenness and relentlessness of an Indian on the warpath, but with an intent and purpose altogether benevolent, came to Harrisonburg and Blue Stone Hill. In our library and in our neighborhood she found books and people to whom she was pleased to make acknowledgment, and out by Linville Creek she found the very homesteads where the Lincolns lived, the furniture that their artisans had fashioned, the good land their good judgment had selected, and the graves in which their bodies rest. Not only so, she found in the vicinity many Lincolns still living, and many of their kindred who bear other names.

Miss Tarbell might even have related, though she forbears so to do, how in crossing Linville Creek from one Lincoln farm to another, by the selfsame ford that George Washington used September of 1784, her automobile engine was "drowned" and she was left waiting in the middle of the stream while the driver went wading out and hunting for a horse to rescue her. No doubt a few of the impressions she received during that adventurous half hour have gone into the book as local color or heightened flavor.

She utterly explodes the long-standing fallacy that Abraham Lincoln's forebears either in Massachusetts, in Virginia, or in Kentucky were "poor white trash." The land they owned, the houses they built, and the positions of honor and influence that they held are proof enough of their character, intelligence, and social standing. In all probability Thomas Lincoln for a while was limited to the bare necessities that were the rule with most pioneers of his day and locality, but even his poverty and "shiftlessness" have been overworked.

Abraham Lincoln, grandfather of the president, was a man of means and influence before he left the Shenandoah Valley. Records show that he was a captain in the militia, a judge advocate of the court, and that he received a goodly sum for the fertile land he sold in Rockingham County, Virginia, upon his removal to Kentucky in 1782, or thereabouts. In Kentucky he had already taken up large tracts of excellent land. His wife, Bathsheba Herrings, was the daughter of one of the first families of the Shenandoah Valley. The Lincolns and the Herrings are still in Rockingham County, and they still maintain their standing and influence. That Abraham Lincoln was a man of unusual endowments is no longer a mystery, neither is his ancestry any longer in shadow, for Miss Tarbell and others have found in Kentucky the documents which show that the marriage of Thomas Lincoln and Nancy Hanks was duly and properly solemnized in Washington County on June 12, 1806. It will be no great surprise to persons who have dug into the facts a little way to learn some day that Nancy Hanks herself was born here in Rockingham County, in the very neighborhood from which the Lincolns and others went to Kentucky and other regions west and southwest. Just recently some very interesting discoveries of old records have been made which may sometime be sufficiently supplemented to make plain other "footsteps" which the "sands of time" have much obscur ed.

Miss Tarbell's book is a real contribution to the human interest story of growing America. It shows the struggle of the pioneer, the courage of the empire-builder, the vision and devotion of the reformer, and the moral stamina that has given our race its character and beauty and strength. In a
day when luxury is softening our hands and ennui is muddling our souls we need the awakening shock of real life that has made our fathers and our mothers great.

JOHN W. WAYLAND

A BOOK FOR THE TIMES


"The world must look to good character rather than to intellectual power and learning for release from its ills."—Elihu Root.

Present conditions emphasize only too forcibly the truth of the above statement. Corruptness and lack of moral stamina are prevalent in our national life. Men of ability lack an unselfish love of service and a clear conception of duty and responsibility. The United States is not suffering from ignorance and incompetency as much as it is feeling the effects of low ethical standards and suffering because of the absence of that keen and discerning sense of right and wrong which makes men worthy of faith and trust.

The success or failure of a nation does not rest ultimately upon its material wealth and prosperity, but upon the character of its citizenship. Too often we fail to recognize the importance of ethical and moral standards by which men and women judge their actions. Not a mere knowledge of the duties and privileges of citizenship makes the most desirable citizen; definite and high ideals must reside in the heart and mind of each man or woman, boy or girl, or else the foundation upon which our citizenship rests will not be permanent.

Dr. John W. Wayland, of the Harrisonburg State Teachers College, presents this idea in an unusually able and inspiring manner. He stresses the importance of a practical study of ethics and right living as being necessary to a proper conception of citizenship. The purpose of the author is to present and analyze the motives that lead men to act as they do. "The state consists largely and essentially in good government. Good government rests upon good citizenship. And good citizenship must have a sure foundation." Among the civic foundation rocks are found love of truth, love of justice, sympathy, sense of duty, courage, and fidelity. These must rest upon intelligence, knowledge, and skill; and all must be quickened by conscience.

"Some things are right; some things are wrong." The ethical content of this assertion is not presented in an abstract and philosophical manner, but a simple and straightforward explanation is given; the concrete examples forcibly bring out the lessons of the text. The origin and growth of ethics is briefly treated, and this is followed by a study of the virtues and vices, those characteristics the living application of which will bring both individual and national happiness or sorrow.

Important as the foregoing may be, the real value and contribution of the work lies in the practical application of ethics to everyday life and living. The names of the chapters suggest the lines of thought which are developed. These chapters are as follows: The Good Citizen at Work, The Good Citizen at Play, The Ethics of Conversation, The Ethics of Politeness, The Ethics of Beauty, The Ethics of Business, The Ethics of Democracy, The Ethics of Humanity, and Incentives to Right Conduct. These chapters are rich in thought and suggestion. Homely and simple incidents and illustrations are used with telling effect. Fundamental truths are presented and taught and become thoroughly lodged in mind and conscience of the reader. The study of ethics found in the first half is made alive and vital in this practical and modern application found in the latter half of the book.

The author includes in his text a few chapters containing valuable suggestions as to the proper and effective teaching of good conduct and strong character, and concludes with these two chapters, the one entitled, Our Debt to the Ideal, the other, Opportunity.

The treatment throughout is simple and straightforward and devoid of abstract ramblings characteristic of many books on ethics and morals. Much philosophical material is omitted, 'tis true, but this is to be commended. The author holds the attention of the reader throughout while at the same time he teaches truth and justice.
Dr. Wayland has tried an experiment in the field of both ethics and citizenship and success should crown his efforts. In view of present disclosures in our national political life, this contribution is particularly timely and opportune and should command the attention of all citizens, as well as students and teachers.

RAYMOND C. DINGLEDINE

HOME DECORATING


Here is a simple practical discussion of the historic background of home furnishings. "French Periods," "Tudor and Jacobean Periods," "The Dutch Influence in England," "The Golden Age," "Our American Heritage," and "Italian and Spanish Influence in Present Day Decoration"—these periods are studied and provide standards by which to judge the furnishings of the present day.

Wood and wall finishes, color schemes, rugs and carpets, decorative textiles, making and mounting shades, curtains, draperies and valances, choice and placement of furniture, decorative accents and artistic lighting of the home are taken into careful consideration, as well as questions of size, exposure, position of doors and windows, architectural characteristics, amount of light received, and the relation of room to room.

It is a helpful book for home-makers, professional decorators, and students of art. The illustrations throughout are charming and well chosen, and the paper and binding are in keeping with the character of the subject-matter.

ALICE MARY AIKEN


From the beginning of time knowledge and ideals have been handed down from one generation to another through the medium of the story. Since printing has come into use, the telling of stories has gradually been given the place of mere entertainment or has been used educationally only in the primary grades. But recently there has been a reaction in favor of story-telling to serve a great social purpose. This book shows how stories may be made to function in the home, school, and community for the development of wholesome American citizenship.

It not only portrays splendid methods of using stories, but also suggests how personality can best be cultivated in the story-teller himself. "Personality," says the author, "is something which grows richer as love for humanity becomes stronger, as service is given more freely, as ideals reach higher."

There are fifteen delightful type stories and a classified bibliography of stories suitable for children of all types and ages as well as for adults. These alone make it valuable to teachers, mothers and community workers.

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Bearing the same relation to Roget's Thesaurus that school dictionaries bear to the unabridged, this handy pocket volume provides for students in their formative years an indispensable treasure-house of synonyms, antonyms, and shades of meanings.

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NEWS OF THE COLLEGE AND ITS ALUMNAE

INKLINGS

The beginning of the spring quarter at Harrisonburg always sees changes in the organization of the Student Executive Council, for it is then that new officers of Student Government are chosen to serve through the spring quarter and the first two quarters of the next year. On April 19th the installation of these new officers took place, the ceremonies being held in Sheldon Hall at 7:30 P. M. The outgoing officers, whose administration has been attended with much success during the past year, were Sallie Loving, president; Clo-tilde Rodes, vice-president; and Florence Shelton, secretary. The newly installed of- ficers are Elizabeth Rolston, president; Sue Kelly, vice-president; and Louise Reaves, secretary.

Mr. Dingledine conducted the devotional exercises, President Duke spoke on the responsibilities of student government, and Sal- lie Loving reviewed in striking fashion the growth of the college during the past four years and the gratifying manner in which the students increasingly accepted the obliga- tions as well as the privileges of student gov- ernment.

A new feature introduced this session has been the addition of house chairmen as associ- ate member of the Student Council. With the installation of the new officers the follow- ing house chairmen were inducted into office: Alumnae Hall, Ruth Sullenberger; Spottwood Hall, Nancy Roane; Carter House, Mary Jackson; Shenandoah Apart- ments, Lillye Hundley; Ashby Hall, Lelia Brock Jones; Jackson Hall, Marion Kelly; and Cleveland Cottage, Jean Gose.

Both Miss Loving and Miss Rolston represented Harrisonburg at the conference of the Southern Intercollegiate Association of Student Government, held at the Mississippi State College for Women at Columbus, April 24-26. More than 75 students representing about 40 southern colleges were in attendance, and a number of campus prob- lems were brought up for discussion.

The new officers of the Y. W. C. A. were installed Thursday evening, April 12, with appropriate ceremonies. The Rev. Dr. B. F. Wilson of the Harrisonburg Presbyterian Church conducted the devotional ex- ercises and Dean W. J. Gifford, one of the faculty advisors of the Y. W. C. A., also made an impressive talk. Both incoming and retiring officers were seated on the stage. In- coming officers were: Emma Dold, president; Kerah Carter, vice-president; Nellie Binford, secretary; Grace White, treasurer; Mattie Fitzhugh, assistant treasurer; Lucile Hopkins, undergraduate representative. Outgoing officers were Barbara Schwarz, president; Virginia Campbell, vice-president; Shirley McKinney, secretary; Lila Riddell, treasurer; Celia Swecker, assistant treasurer; and Edith Ward, undergraduate representative.

The national meeting of the Young Women's Christian Association began in New York on April 28 and to this conference, at which there were more than 3,000 delegates present, there went as representatives of our college Barbara Schwarz, Rachel Gill, Thel- ma Eberhart and Mary Saunders Tabb.

Spring always makes us lyrical at Harri- sonburg. Ever since the Glee Club wore their vestsments first, when they took part in the dedication service of the Elkton Method- dist Church, there have been more and more demands for their sweet music. One night they sang at the Bulgin Tabernacle. They are now planning a trip to Monterey and McDowell for the week-end of May 10-12 and the following week they will journey to Char- lottesville to sing at the State meeting of the Virginia Federation of Music Clubs.

Miss Edna T. Shaeffer, head of the music department, was elected president of the Virginia Association of Teachers of Music at their recent meeting held in Radford; in April Miss Shaeffer went to Cincinnati to attend the National Conference of Teachers of Music.

Mrs. Malcolm Perkins, president of the Virginia Federation of Music Clubs, was a guest of the college Glee Club at Harrisonburg on April 12. Mrs. Perkins came to pay an official visit to the local club, which is a member of the federation, and was prevailed on to give a piano recital in Sheldon Hall the afternoon of April 12. Miss Shaeffer very pleasantly entertained Mr. and Mrs. Perkins and a few friends at dinner the same evening.
The first solo recital given here this session was Wednesday night, April 23, when Lucy James, a pupil of Miss Sarah Furlow, sang before a large audience in Sheldon Hall.

Still another recital was that of Miss Elizabeth Butler Howry, lyric soprano, and Mrs. Emmi Pacholke Timberlake, concert pianist, given under the auspices of the Aeolian Music Club on Saturday evening, April 26. This first venture of the new club was highly successful.

The Aeolian Music Club, by the way, was organized during the past month and is designed to create an interest in higher standards of music in the college. Charter members are Mary Moore Aldhizer, Fannie Barbee, Eva Bargelt, Elizabeth Buchanan, Katherine Buchanan, Veta Draper, Susie Geoghegan, Frances Hanbury, Lucy James, Ruth Kirkpatrick, Margaret Kneisley, Christine Maria, Nancy Mosher, Mathilda Roane, Marion Travis, Alice Watts, and Zelia Wise

A nursery school, modeled after the Merrill-Palmer School at Detroit, will be established at the Rainbow Hospital in South Euclid, Cleveland. A teacher will be brought from the Mary Warde Settlement in London. The school will be open to children from 22 months old to school age, and it will be financed by the Kiwanis Club.

Where there is no knowledge, ignorance calls itself science.—George Bernard Shaw.

STANDARDS FIXED BY PARENT-TEACHER ASSOCIATION

Parent-teacher associations have begun to test their own efficiency by fixed standards of excellence. Several states have made progress in organization by the use of a list of credits. This step justifies the belief that parents and teachers working together on the problems of childhood may reach a higher degree of accomplishment than ever before.

Teachers College of Columbia University has a budget for the coming year of $2,278,000. Of this sum about $400,000 will be appropriated to research work.

What hurts the taxpayer is seeing his money spent in teaching his children a great mass of obsolete matter.—Superintendent Edward Broome of Philadelphia.

OUR CONTRIBUTORS

CHARLES S. PENDLETON is professor of the teaching of English at George Peabody College for Teachers, Nashville, Tennessee, and editor of The Peabody Journal of Education. Dr. Pendleton is a graduate of Oberlin, Harvard, and Chicago, and has taught at Harvard and Wisconsin.

SALLIE CLARKSON is a candidate for the B. S. degree from the State Teachers College at Harrisonburg in June.

ELIZABETH VINCENT is a 1923 graduate of Bryn Mawr College, and a recent contributor to The New Republic.

MAUDE CUTHRIELL and MAE VAUGHAN are both completing this June the two-year course for elementary teachers, and here write out of their training school experiences.

MEARLE PEARCE is a graduate of the State Teachers College at Harrisonburg, from which she received the bachelor's degree in June, 1923. She is now teaching home economics at Elk Creek, Grayson County.

ELIZABETH COLLINS completed the two-year course for high school teachers at Harrisonburg last June, and is now teaching in a junior high school at Suffolk.

A nursery school, modeled after the Merrill-Palmer School at Detroit, will be established at the Rainbow Hospital in South Euclid, Cleveland. A teacher will be brought from the Mary Warde Settlement in London. The school will be open to children from 22 months old to school age, and it will be financed by the Kiwanis Club.

RAYMOND C. DINGLEDINE is professor of social sciences in the State Teachers College at Harrisonburg.
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Every Teacher's Problems

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

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This is one of the two books on which the reading course examination of 1924 for the renewal of certificates will be based.

Webster's Dictionaries

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