Virginia Teacher, June 1924

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

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R. K. Hoke

Some New Materials in Reading
Katherine M. Anthony

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CAUSES OF FAILURES AND ELIMINATIONS IN RURAL HIGH SCHOOLS

THERE is a growing tendency on the part of modern society to insist upon a widening and enlargement of the educational field. The time has come in the development of high schools when we can no longer turn a deaf ear to these ever increasing demands. We are no longer expected merely to establish and maintain high schools. We are now held responsible for the provision of a type of high school education which will meet the social and vocational as well as the cultural needs of society. We must not only attract to our schools the mass of boys and girls of high school age, but it is positively our responsibility to make the work so practical, worth while, and attractive that these pupils will stay in school and complete the courses of their choice.

There is ample proof that we have not yet reached this desired goal in the rural high schools of Virginia. Approximately four-fifths of all school children in Virginia live in rural districts, and yet the city high schools in Virginia have half the high school enrollment for the State. Of course there are rural children enrolled in the city high schools, but there are not enough of these to make up for this vast difference. In the first place the rural high schools are not attracting enough children to them.

Then our rural high schools are not holding their pupils after they get them to enroll. This is especially true in the case of boys. Last year only 5233 pupils were graduated from a total enrollment of nearly 50,000, and in the rural high schools only 35% of these graduates were boys. When only 10% of our high school pupils stay in school long enough to graduate, and when only 35% of those graduating are boys, it is very evident that we should search carefully for the causes of failure and elimination of pupils in rural high schools and take steps to change this condition as speedily as possible.

It is a fairly well accepted principle that failures either cause elimination, or that failures are usually co-existent with eliminations. This has been pointed out in studies by Vandenburg and others. Of course there is the occasional case of a boy who is forced to stop school to help support a family, but it is rare indeed to find a case of this kind in which the boy is doing good work in school; for, when a boy is vitally interested in his work he usually finds a way to keep at it.

Since failures cause eliminations, we shall probably be nearer the solution of our problem if we can find out what are the causes of failures in the rural high schools of Virginia. After several conferences with some of our rural high school teachers and pupils, I am convinced that the rural high school itself is probably responsible for most of the failures of the rural high school pupils.

In spite of the progress made on account of the movement toward vocational education, characterized by the Smith-Highes Act of 1917, our rural high schools have not yet provided courses of study suited to the capacities and interests of our rural high school pupils. Too often the course of study for rural high schools is merely a modification of the course devised first for the use of city high schools. The fact that we do not hear patrons criticizing the curriculum of our high schools is no proof that they are satisfied with what we are giving them. Methods and school procedure in general have gone through radical changes during the past few years, and many parents who do not care to expose their own ignorance of these changes are withholding their support from the sort of high school education which we are offering them.

Then teachers do not always know the values of the courses which they attempt to teach. We know now that we can no longer
expect any high school pupil to study any subject merely for the sake of the subject. "Latin for Latin’s sake" is a slogan not very popular with the mass of high school students. The teacher must furnish motives, suggest uses and explain the practical and vocational as well as the cultural values of the subject which he is teaching, so that his pupils will want to learn the subject. These motives, uses and values must be kept constantly before the pupils. It is especially important that the teachers in our rural high schools provide for the educational guidance of their pupils, for there are very few parents of the rural high school pupils who have enough educational background and appreciation to enable them to take a large part in the educational guidance of their own children.

This condition makes it highly important that we have professionally trained teachers for our rural high schools. It is rather difficult to get such a teacher for $121 per month when she can get $140 per month to teach in the city high school. (These were the average salaries paid in 1922-1923.) Then, too, her task is made easier if she can have the use of a library with 925 volumes as she has in the average city high school, in place of 385 volumes in the average rural high school. If she is a science teacher, she certainly can do better work with $4,250 worth of laboratory equipment in the city high school than she can do with a little over $400 worth in the rural high school.

In summing this situation up, we find that many of our rural high school boys and girls, especially the boys, are failing to enroll in our high schools and take the courses which we are offering them, because the rural high school itself is failing to provide for the capacities, needs and interests of these boys and girls. The condition will probably be changed when we secure teachers with special training for rural high school work,—teachers with professional vision and with an appreciation for rural life; and, when we, with the help of these teachers, make new courses of study which will provide for more seeing, handling, and doing on the part of pupils in all of their learning processes.

R. K. Hoke

VISITING HOUSEKEEPERS

The first experimental work in the "visiting housekeeper" movement seems to have been carried on in Cleveland during the winter of 1912-13 in connection with the regular Y. W. C. A. work. This experiment was to show what might be accomplished by a home visitor trained in domestic science. From the results the value of the work on a larger scale seemed assured and the work was continued.

My investigation indicates that at present the visiting housekeeper works alone and carries from twelve to thirty-five families at one time, depending upon the condition and location of her charges. She visits these families frequently, varying from once a day to twice a week, according to the needs of the family and the number of cases she has. She does not take cases as a rule unless there is someone in the home to instruct. For example, if the mother is ill and there is an older girl who can be instructed, then the family is accepted as a visiting housekeeper’s problem.

The following illustration gives us an idea of the type of work done by visiting housekeepers:

"There were seven members of this family, father, mother, and five babies under four years of age. They lived in a two-room shanty ten by fourteen, with three small windows which were nailed shut in the fall and taken out for spring cleaning. The father could neither read nor write and his occupation consisted merely of odd jobs. The mother left the grade school at fifteen and knew nothing of the simplest forms of housekeeping. All the children were undernourished and the twins who were past a year old had made no effort to walk.

"The visiting housekeeper’s most natural entrance to the family was through the need of a supervised diet for the children. They were taken to the Nurse’s clinic and there a special diet was prescribed for them. The father could neither read nor write and his occupation consisted merely of odd jobs. The mother left the grade school at fifteen and knew nothing of the simplest forms of housekeeping. All the children were undernourished and the twins who were past a year old had made no effort to walk.

"The visiting housekeeper’s most natural entrance to the family was through the need of a supervised diet for the children. They were taken to the Nurse’s clinic and there a special diet was prescribed for them. She then went in to teach the planning and

preparation of simple menus. Everything was at first prepared by the mother under the supervision of the visiting housekeeper and later independently.

"Through the efforts of the visiting housekeeper a five room cottage was found in a desirable community, which could be bought for $1300 with a cash payment of $100 and a monthly payment of $12. Since the family owed $109.35 for back debts, they had to have some financial backing if they were to get on their feet again. The Associated Charities advanced the $100 and in return the father assigned his wages to the Association under the supervision of the visiting housekeeper. A budget was then worked out providing for food, clothing and sundries for the family.

"The first of April the family moved into their new home. To the mother the greatest charms were the two bedrooms and the pump at the back door. Under more favorable conditions she developed into a fairly efficient housewife. With plenty of fresh air and plain wholesome food the twins have learned to walk and all five babies are developing into healthy childhood. The father met all payments and was so well pleased with his progress that he asked the visiting housekeeper to continue her friendly supervision even after his debts had been paid, and help him start a saving account.

This shows us the many problems which visiting housekeepers meet in their work and gives us a better understanding of the work as a whole. It also helps us to see what an unlimited amount of knowledge and training is necessary for the worker of this type in order to render the most efficient service.

A visiting housekeeper must not only have a large fund of technical information, but she must be able to give it in such a simple way that the mother will not think it difficult. Her methods of cooking and housekeeping must require a minimum amount of labor and expense if they are to be practical. Her instruction must consist of an all-round course in homemaking in order to train the housewife in every phase of her work. Not only is it necessary for her to have the information but she must have the personality that approaches the mother and makes her feel that the visiting housekeeper has an interest in her and is not entering into the activities of the household. She must prove herself a true friend of the families by helping them to live better, happier lives. Then it is that she can have an influence upon them socially and they will look to her for advice and information. She must have tact and judgment and be able to offer suggestions which will remedy what she criticizes. This is necessary in order that her visits may not be resented by the housewife.

First introduced to families through the nurses and social workers who had already been of help, the visiting housekeepers found their way already paved when they came in to help with the diet and homemaking. The work of the visiting housekeeper may be said to consist of three activities: (1) Educational, where definite instruction is given; (2) Emergency, as in the case of sickness; and (3) General reconstruction of home conditions.

Most visiting housekeepers find that their problems result from the ignorance of the untaught mother. Cases are found frequently where under similar conditions of housing, income, and family needs, one family will be wholesome, happy, and thrifty—another unclean, unhappy, and demoralized. The difference appears to be generally due to skill and intelligent direction on one side, and to lack of skill, and ignorance on the other. It is necessary to train mothers who have not had the opportunity of learning, before we can expect them to be intelligent homemakers.

One of the visiting housekeeper's duties is to teach the mother how to prepare food for the growing children. Many mothers know absolutely nothing of the value of cereals, vegetables, and milk for their growing children, and in some cases the children live on coffee and bread or on bakery goods.

"A little woman is only twenty-seven and has five children. After a miserable girlhood with a drunken father, and three years in factory life she married at the age of seventeen. Her husband is not strong and often loses his wages, two dollars a day, on account of sickness. She was delighted to have someone teach her to make bread, biscuits, and muffins, and to use dried peas, beans, and cereals. When visiting house-
keeper work with her began, her children were so thin and frail they were pathetic; but under a more wholesome diet they are gaining in health and strength." Here was an opportunity for the visiting housekeeper to help an intelligent woman who had not had an opportunity to learn before.

Personal hygiene plays a very large part in the work of visiting housekeepers. Hygienic principles stated in scientific terms are published in book form, but someone is needed to teach and demonstrate these principles to the uneducated; someone is needed to show the hygienic way of cleaning house, sweeping, dishwashing, and doing other kinds of home work. She must plan to save steps and time for the housemother, and teach her how to live according to the proverb, "A place for everything, and everything in its place." When the visiting housekeeper makes her lessons concrete by doing things, many of her suggestions and methods are grasped by older children in the home as well as by the mother. In this way she is helping the children to form better habits and establish higher standards for the home.

One former worker tells of this experience: "A family was found paying high rent for two light housekeeping rooms in a dirty and forsaken house. The mother was shiftless and had no interest whatever in the condition of her home. The father was found to be drinking and he contributed very little to the support of his family. It was learned that their household possessions were in storage, held for non-payment of charges." The visiting housekeeper secured the confidence of the father and promised him a new home for his family. She was going to teach his wife to keep the home in a better condition if he would in turn work steadily and do for his family what he should. "A good six-room cottage was found, the furniture gotten out of storage, and the house put in order. During the five months following, the man worked steadily and, in general, things ran very smoothly." A hygienic foundation underlies the health and happiness of every family.

The importance of the proper diet for children has been proved to us through experiments made by visiting housekeepers.

The following experiment on four boys, each five years of age was made at the Practical Housekeeping Center in Detroit. The boys were fed the proper diet according to the visiting housekeeper's scale. It was found that after they had had all they cared to eat they had consumed 1450 calories and were fed at the rate of twenty-five cents per boy per day. The following results show the increase in weights during the experiment:

<table>
<thead>
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<th>Name</th>
<th>Beginning</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward</td>
<td>37 pounds</td>
<td>39¾</td>
</tr>
<tr>
<td>Joe</td>
<td>33½ pounds</td>
<td>35</td>
</tr>
<tr>
<td>Stanley</td>
<td>33¾ pounds</td>
<td>36</td>
</tr>
<tr>
<td>Howard</td>
<td>38¾ pounds</td>
<td>40½</td>
</tr>
</tbody>
</table>

The boys were perfectly normal, two of them being taken from visiting housekeeper's families and two from St. Vincent de Paul boarding house.

The Visiting Housekeeper Association grew out of the visiting housekeepers used by Charity Organization Societies, Settlements, Visiting Nurse Associations, Hospital Social Service Department, Welfare Work, and Rural Extension Work. Through these organizations the work was first carried on and has now been established on its own basis. The visiting housekeeper has the problem of co-operating with the relief, the medical, the industrial, and school agencies trying to put the home on a sound basis.

My investigation showed no city except Detroit with a Visiting Housekeeper Association independent of other agencies. It has remained active the entire period since it was organized and the spirit and enthusiasm in the work has increased. In 1912 there was one worker, while at present there are seventeen trained home economic workers. Families in need are located through such other organizations as Social Welfare and Visiting Nurse associations, or by the individual applying directly.

The work of visiting housekeepers in Detroit was started as an experiment by the Central District Advisory Committee of the Associated Charities. Funds were solicited from societies and individuals, and every effort was made to interest a large number in

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3Ibid., p. 8.
the work. At the end of the first six months plans were made to enlarge the work. On December 9, 1913, a meeting was held in the office of the Associated Charities to organize the Visiting Housekeepers Association, but financial support was still to be continued by the Associated Charities. There were then two housekeepers and in October 1915 a third was employed. The staff steadily increased and at the end of 1919 there were thirteen home economic workers and a stenographer. The work was so successful that different large factories asked for a visiting housekeeper to work with the families of its employees. This was continued as long as the factory could afford to pay the salary. On February 9, 1918, the Visiting Housekeeper Association became a part of the Community Union in Detroit.

In the original plan no outline was made for class work, but the visiting housekeeper in her experience found that more efficient work could be obtained by a combination of class and home work. Now classes are a large part of the plan. Talks are given the mothers concerning the care of garbage, the prevention of flies in the house, and other topics of sanitation. A social aspect is given the meetings by serving tea and some dish prepared by the visiting housekeeper. This affords an opportunity to raise the social standards of the family.

A Practical Housekeeping Center has been opened where groups of girls and mothers with their children might be taken for a period of two or three weeks to live under supervision. A trained home economic woman lives there, directing the work, and the groups are trained in careful management. They help with the planning and buying and do the work under supervision. A part of the afternoon is given to sewing and a regular place to recreation. An example of this sort of service performed through the Practical Housekeeping Center may be cited in the following account of a family that was “always upset.”

“The family did not get up in time; the man was often late to work, and could not keep a job for any length of time. The family never sat down at the table together, but ate when they pleased, the children standing by the table or running around the house. The mother could not discipline the children and was constantly scolding them. Finally the entire family went to the Practical Housekeeping Center and there learned regular habits. They had their breakfast together and the man got to work on time. The children were taught to eat plain, wholesome foods at meal time and were put to bed early. The mother went to market and learned how to buy. She learned to cook, sew, and make beds. After her three-week stay at the Center, her home environment was altogether different. The mother learned to be sympathetic and regular in managing the home, her children developed better habits, and her family enjoyed appetizing meals at an orderly table.”

The Detroit organization is non-sectarian and works with all races and nationalities. In 1922, 591 families were helped, 11,413 visits were made, and there were forty-two children, twenty-two girls, two men, and twenty-four women who received instruction at the Practical Housekeeping Center.

I have not been able to get a report of work done in various states since 1918, but an evidence of the extensive work done in American cities by visiting housekeepers between 1904 and 1918 is to be found in passages selected and compiled by Miss Emma Winslow, giving a report of this work:

   Four trained visiting housekeepers employed by the United Charities. One visiting housekeeper working under the juvenile court In the administration of the Mother’s Pension Act.

   Beginning April 1, 1913 Boston will have an instructed visiting housekeeper. This was the result of experimental work with Tuberculosis Association.

   Visiting Housekeeper work was started in December 1912 because of the extremely improvident and harmful way in which the grocery orders were being used by the poor. The visiting housekeeper in eight months of her


work, covered by this report, had made 333 calls, giving 174 lessons in 133 families. This work was supported by a special fund and since February 1914 has been independently organized.


Mrs. Bertha W. Roderick, visiting housekeeper, divided her time between the Associated Charities and the Pillsbury Settlement house where a housekeeping center was established.

Report 1910—390 visits.
Report 1912—559 visits.
Report 1913—447 visits.

Mrs. Roderick and her assistant were instructing poor mothers also.


The Tenement House Committee organized the Tenant’s League with the aim of improving home conditions. In November 1913 one of the regular visitors acted as a visiting housekeeper among families under the care of the Bureau.

6. New York City Association for improving the condition of the poor, Report 1904.

Two visiting housekeepers, untrained women, who do the work of a good mother, washing, cleaning, preparing meals, marketing, etc.

Report 1917.

Miss Winifred S. Gibbs, a trained dietitian appointed. In the homes the good results are shown in five definite ways: (1) family expense systematized, (2) dietary for the children furnished, (3) family dietary revised, (4) general standard of living decidedly raised, and (5) health of family improved. A real transformation had taken place in 799 homes through the instruction of four visiting housewives, one sewing teacher, and two dietitians.


Visiting housekeeper work was started by Friendly Visitors Conference in 1905. The present worker is a woman about forty-five years of age, bright, cheery, and interested in people. She takes only a limited number of cases and follows them up as long as necessary.


A visiting housekeeper employed to help district agent give supervision to certain families. It is her business to go into the most disorderly and unsettled homes and try to bring order from chaos. She conducted two neighborhood centers or classes where housewives came to learn cooking, sewing, and other household arts.


The salaries of the three visiting housekeepers are contributed directly by churches and individuals. From Kansas City Housing report: ‘In Milwaukee there is a Sanitary Squad made up of several woman inspectors appointed to make house to house visits in the poorer districts and teach housewives the art of homemaking.

The value of the work done by the visiting housekeepers is not to be questioned. It is very evident that there is a wide opportunity for service in this field, but there are many difficulties to be met. The difficulty of finding trained workers, even if more money could be secured, is one of the chief reasons for not having more such workers. A successful worker needs not only theory but practice and tact. A second difficulty grows out of the necessity of changing the housewife’s attitude and methods in her home.

The scope of the work is unlimited. When one reviews the results which have been accomplished in the past, he at once glances into the future and yearns for the time when this work can be made to reach every need of the home, for the time when the housekeeper in need may turn for help to a staff of scientifically trained “Visiting Housekeepers.”

Elsie L. Warren

DULUTH DOING EXCELLENT
AMERICANIZATION WORK

Americanization work in Duluth, Minn., is more than usually successful. Those interested in it claim that “no other city is within a mile of its record.” The statistical table upon which they base their claim shows that the population of Duluth in 1920 was 98,917; the adult population 60,000, and that the enrollment in night schools is 3,274. Nine hundred and sixty-one of the students in these night classes are aliens; 817 are first-year students; 158 second-year students; 111 are third-year students or higher.

Tentative standards for all library training agencies and plans for accrediting such agencies are in preparation by the temporary library training board appointed by the American Library Association. The board was recently subsidized with a fund of $10,000 by the Carnegie Corporation.
CONTINUOUS SCHOOL PUBLICITY

MODERN astute students of the related science of psychology and publicity have been giving attention to the relatively large amount of publicity given to the meetings and activities of city councils and municipal officers as compared with the small amount of newspaper space devoted to the activities of boards of education and school administrative officers. So far as the writer knows, no careful measurements of such publicity have ever been made, but some day an enterprising candidate for a doctor's degree in some great university will undertake such an investigation and make it the subject of his dissertation. Then the matter will be settled for all time.

In the meantime, one may hazard a guess that the explanation lies in the basic fact that politicians are good psychologists. The average politician would probably endeavor to deny such an allegation, and he might even consider it an indictment, but his common sense tells him that publicity, either good or bad, favorable or unfavorable, is the breath of life to him. He knows that the direst calamity which can overtake him is to have the community newspapers ignore him, so he cultivates publicity. He is friendly with reporters; gets acquainted with city editors; and he fraternizes with the publishers. He writes, or he has his friends write, letters for publication in "The Editor's Mail Box." He has an intuitive sense of news values and such news gems as he may discover, whether they are of the purest ray serene or otherwise, are never permitted to remain in the dark, unfathomed caves of the ocean, and the news flowerets that bloom in his garden or on his street never are permitted to waste their sweetness on the desert air.

On the other hand school officials have long insisted and always prided themselves that they are "not in politics." In order to prove their contention to a public who never doubted it and never wanted it proved, they have eschewed all political practices, including the cultivation of publicity. For the most part newspaper men have respected their reticence, with the result that in innumerable communities the information about public schools, educational philosophy, and modern pedagogical practice is limited to the fragmentary and half true news items which are carried home by the school children.

In the past, the typical school board and school officers have sought publicity only when help was needed in "putting over" a bond issue or an extra tax levy. The phrase may be slang but it expresses the idea regarding school publicity held by the majority of people. When it has been necessary to secure a favorable vote on a bond issue or tax levy, there has been a frantic scurrying around to get stuff ready for the newspapers. Frantic hours have been spent by the school superintendent writing editorials, and principals have told teachers to tell the children to tell their parents to vote for the proposition or dire calamities would follow.

Be it said to the eternal honor and glory of newspapers that usually they are on the right side of issues affecting the public schools, but when editors and reporters are suddenly called upon to "boost" a proposition for educational extension concerning which they have had no background of knowledge or experience, they can hardly be blamed for giving the project only half-hearted support. And when school officers submit editorials written in composition-book style, editors cannot be blamed for not giving them first page space. Most school men, in the past, never heard of "newspaper English" and if they had they would have denounced it. Their editorials on school issues may have been models of composition but many of them were unconvincing and unreadable, just as thousands of "Superintendents' Annual Reports" still are. When the editors refused to give prominent space to these prosy essays, they were accused of being unfriendly to the schools, and the educational authorities, despairing of "getting their message across" in the public prints, would proceed to get out a pamphlet of great expense telling about the bond issue or the tax levy, and this was distributed, among the school children, and if read at all was unconvincing. The election was carried or lost by a small majority and no one was satisfied.

In some communities still, educational officers are not supposed to maintain mem-
bership in chambers of commerce, service clubs, or fraternal organizations, and if a superintendent or principal ever speaks in public it is upon some literary or religious topic. The use of such organizations, and women's clubs, church societies, and parent-teacher associations in carrying on a program of educational publicity has never occurred to the old-fashioned school officer.

A happy change for the better in such attitudes has come about in the last few years. Some county school systems have already gone so far as to have a director of publicity on the staff of the superintendent. Some great teachers' colleges have professors of educational publicity on their faculies. Hundreds of school administrative officers have learned how to carry on continuous school publicity with marvelous results.

The old time spasmodic school publicity was very costly. The printing of pamphlets is expensive and the loss of, or the lack of, public confidence caused by the absence of school news in the local papers is but little short of a calamity. It has cost many school systems new or additional buildings which should have been built but were not built because bond issues were defeated. It has cost many teachers well-earned increases in salary because extra tax levies were voted down.

Continuous school publicity is very economical. It costs nothing in money. When used with intelligence and tact it practically assures the building of new and modern school buildings without the publication of expensive pamphlets. It insures adequate teachers' salaries, for when any community is properly informed on the subject it will vote tax levies to the limit of the law for school purposes. Publicity secures the co-operation of parents and citizens in carrying on the school program; keeps children in school longer, sends them to college when they graduate from high school, and makes them intelligent citizens when they settle down in the community. It takes away the feeling which is prevalent in many communities that school officials need watching lest they "put something over" on the community.

Continuous school publicity is a measure of justice to the public. The schools belong to the citizens and the citizens have a right to know what is going on in an institution which is supported at public expense. Society as organized at present recognizes newspapers as the accepted and proper means of diffusing public information. This is shown by the fact that in every state there are laws on the statute books requiring publication of advertisements in newspapers before bonds can be sold, public contracts let, or other public action taken. Every one today instinctively looks to the newspapers as the proper source of information regarding current affairs. School authorities, therefore, owe it to the public to take the newspapers into their confidence and to keep them informed as to what is going on in the system.

The modus operandi of the practice of continuous school publicity is simple. It requires only a little knowledge of newspaper practice, considerable intelligence and all the common sense that one possesses.

Most newspaper reporters now work on "beats." Usually a request to the city editor that the school headquarters office be placed on the "beat" of some reporter will be granted. It is well to get acquainted with city editors, weekly newspaper editors, editorial writers, and to treat all newspaper men with respect and confidence.

When a reporter calls, he should be given any information he may request. If it is desirable to withhold from publication any particular item or story, the reporter may be asked to hold it until released. There is a code of ethics in the newspaper profession that is as rigid as the ethics of the medical, legal, or clerical professions and no reporter who deserves the name would ever violate a confidence. But the reporter has a right to know facts and it is better for him to get a story from authoritative sources than for him to get it through gossip with no request for him to refrain from publishing it.

Since the activities of boards of education in public meetings are public property according to law, full information regarding such meetings should be given to newspapers. Reporters should be encouraged it attend such board meetings and information concerning legislation which they do not understand should be freely and fully given.
Newspapers are always on the lookout for human interest stories. Stories about children who have not been absent or tardy in any certain number of years, children who have won prizes, teachers who have literary recognition, school officers who have been elected to office in professional organizations, athletic prowess—these are always eagerly sought by reporters and the reflex influence of such news items on the school program is great. New or proposed school buildings, growth in school population, enumeration results, enrollment figures, comparative cost statistics—if properly written up all have news value.

When the time comes to have bond issues voted or extra tax levies approved by the people, the needs should be made clear to the newspapers but they should be allowed to tell the story in their own way. Even if an editorial is written by a very scholarly school superintendent, no offense should be taken if it should be revised and done into "newspaper English" by the editor. He knows the style of composition peculiar to his paper and has a right to enforce his individuality on his publication if he so desires. Such issues may also be presented with profit to women's clubs, chambers of commerce, church organizations, and the like in person. They may also with propriety be requested to pass favoring resolutions relative to the issue that is being voted on and such a resolution by a chamber of commerce, service club, or woman's club has prime news value to a newspaper, and creates an interest among all the members of the organization.

The school officer who fails to join some of the organizations mentioned misses some of the finest contacts open to him. Activity in such organizations enables him to get acquainted widely in his community, to explain his philosophy of education, and his school program to his fellow citizens in a personal way as he sits with them at lunch or serves with them on committees. Such contacts enable him to inspire confidence in the schools and the school officers among the most influential members of the community.

The proof of the pudding is in the eating and the proof of the theory is in the practice. The methods of continuous school publicity outlined in this paper have been practiced for the past five years in the home town of the writer, a city of about fifty thousand inhabitants. During that time four bond issues for new school buildings aggregating more than two and one-half million dollars have been approved by the voters, in addition to $180,000 for library purposes. Two extra three-mill levies for school purposes have been voted, school bonds have been exempted from tax limitations, and within the last few brought about an upward revaluation of taxable property sufficient to offset the loss of one of the three-mill levies which is not subject to renewal. During this period no proposal made by school authorities has been rejected at the polls.

G. W. Grill

A PROPOSED COURSE OF STUDY FOR LITERATURE IN THE JUNIOR HIGH SCHOOL

The junior high school idea is a comparatively new one and has not as yet been fully developed; certainly it has not been standardized. In some places the term is used to include the seventh, eighth, and ninth grades; in others only the seventh and eighth grades; in still others, as few as one or as many as four grades. Perhaps the ideal plan is the "three-three" basis; that is, having three years of junior high school work (grades seven, eight, and nine) and three years of senior high school work (grades ten, eleven, and twelve). In Virginia, since there are, generally speaking, only seven elementary grades, the seventh grade and first year of high school in most places comprise the junior high school. However, since the school with which the writer is most familiar has as its junior high school the seventh and eighth grades, for the purpose of this paper the term shall be considered to include only those two grades. Nevertheless, practically the same principles would apply were one grade more or less included. Broadly speaking, the junior high school covers the adolescent period of the child's life—usually from the twelfth to the fifteenth year.

The junior high school has some special
functions to perform, and although—as has already been said—it is a comparatively new division of the American school system, it is believed that by its performance of these functions it is fixing itself as a lasting part of that system. Although these functions may be already familiar, a summary of them may prove helpful.

It is necessary to bridge the gap between the grades and the high school, or between elementary and secondary education. The committee on College Entrance Requirements\(^1\) states that the seventh grade, and not the ninth, is the natural turning point in the child’s life, as the adolescent age demands new and wiser methods of instruction and direction. Koos also quotes from another committee the statement that at the beginning of the seventh grade the child is “already discovering the personal interests and limitations which point toward specific types of training and life work.”

The “pupil mortality”—that is, the number of pupils dropping out of school before the completion of the high school course—is very high between the elementary and secondary grades. This is due in large part to the fact that the change in subject matter and method of instruction at this point is so great. The junior high school, by bridging this gap and making the transition from the grades to the high school less noticeable and profound, can materially help to reduce this student mortality. It is a fact that in a quarter of a century the number of pupils in public secondary schools has increased from 3.4 to 12.9 per hundred thousand population. While all of the credit for this can not be claimed for the junior high school, it is certain that it deserves some of it, and there is every reason to believe that its retentive powers will increase as its organization is perfected. It is an unhappy but nevertheless an indisputable fact that a great many drop out of school at the age of fifteen or sixteen. The junior high school, by starting its practical and cultural education sooner than the old organization did, gives the child a better preparation for life. John Dewey,\(^2\) speaking of the seventh and eighth grades, says: “The name in some parts of New England for these upper grades was ‘Intermediate School.’ The term was a happy one; the work was simply intermediate between something that had been and something that was going to be, having no special meaning on its own account.” The junior high school is trying to change this condition, to transform these higher grades from the most useless to one of the most useful parts of the school system. It has already been said that the junior high school makes it more probable that the child will stay in school longer. However, if it fails to hold him, it sends him out better equipped for the life he is to lead. This does not mean that the fundamentals of education which are usually taught in these grades are omitted from the junior high school curriculum. They are merely combined with other subjects so as to prevent needless repetition and save valuable time. This, then, is another function—the economy of time. Others are the giving of vocational guidance and instruction, and the recognition and treatment of individual differences.

There are various other functions peculiar to the junior high school, but these—the retention of pupils for longer school training, the economy of time, the recognition of individual differences, and vocational training—we may consider as the most outstanding.

Before making out a course of study for any junior high school subject, the nature and characteristics of the child of this age should be carefully considered. First of all, this is a period of change. The child is developing from childhood into adulthood, and so susceptible is he to outside influences that it is necessary that the greatest care be exercised in dealing with him. His own individual nature is developing, and he is in a most plastic stage. This is the period at which hero worship is strongest; the child looks up to some playmate, some older person, or some fictitious character as the paragon of all virtues, whom he tries to imitate in every possible way. The junior high school child is enthusiastic, eager, easy to interest. In a year or two he loses some of his spontaneity, becomes self-conscious, and is harder to get in close contact with. Therefore, it is imperative that the teacher make the most of the

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1. L. V. Koos—The Junior High School.
2. Dewey—The School and Society.
natural condition of the junior high school child and form in him the best possible habits.

Especially is the problem of literature for the student of this age a hard one to solve, for by unwise supervision and direction at this point the child may be lost from the world of literature lovers forever.

The purpose of literature as given in the bulletin on The Reorganization of English in Secondary Schools are briefly stated as follows:

1. To cultivate high ideals of life and conduct through literature of power.
2. To stimulate the imaginative and emotional faculties of the pupil.
3. To broaden the mental experience of the child by acquainting him with other times and other parts of the world.
4. To lead the pupil to more complex readings.
5. To present as great a variety of the types of literature as is possible.
6. To improve self-impression.
7. To fix in the mind of the pupil some suitable selections of poetry and prose which will remain with him as a source of joy and a criterion for the evaluation of other writings throughout all his life.
8. To train pupils to discriminate among current publications and dramatic productions, choosing the best.

What literature, then, should be chosen and what method should be used in presenting it, in order that these aims may be realized and their purpose carried out? To make the right selection of literature the characteristics of the junior high school student already discussed should be considered; it should be remembered that the child’s interest is primarily narrative; and every effort should be made to arouse and keep up the child’s interest in the right kind of literature.

The “Reorganization Bulletin” already quoted gives the principles which should govern the choice of junior high school literature as follows:

1. Value of content (power of broadening the mental vision and stimulating thought), ethical soundness, human sympathy, optimism, literary qualities.
2. Power to grip the interest of the pupils of the given grade.
3. Subordination of excellence of style, when necessary, to the above aims.
4. Recognition of the fact that the reading interests of the child are almost wholly narrative, but that there should be as great a variety as possible within this limit, with due attention to the best from foreign literature and the past.
5. A variety of choice so that the course need not be strictly uniform.
6. The need of an organization, so that the selections will constitute something of a progression, or course.

This last principle brings us to the important question of organization. How can this carefully chosen literature be presented so as to secure a maximum of good results? For many years our literature textbooks have been organized chronologically; for example, we have started the study of American literature with the works of Captain John Smith, because he happens to be the first man who wrote anything in America. We have studied the Colonial Era, and divided it into periods; then we have gone on to the Revolutionary Era, with its various periods. We have, in fact, taken up a piece of literature at a given time merely because the author happened to write it at a time contemporary with the writing of some other masterpiece which we may be studying. While this purely technical organization may seem effective from the logical point of view of the writer of the textbook, it means little to the child who studies it.

Other textbooks have been organized around types; that is, sonnets have been studied together, not because of any relation of content, but merely because they all happen to be written in the same form. Or perhaps ballads or short stories are grouped together for the same reason. But is this the most effective organization for the junior high school child? Will this mechanical presentation appeal to him? A little study of his nature makes it apparent that it will not. How, then, shall junior high school literature be organized? Before answering this question, let us consider another—what is the natural way for the child to learn? The answer to this last question is by topic or theme. Then why should we not organize our literature in the natural way? The child does not get his knowledge about trees from
the fact that one tree is older than another, or from the fact that two trees are of the same kind. Rather he gets it by observing different trees and hearing what various people have to say about them. If he is particularly interested, he looks up all he can find about this particular topic or theme. Then let us give him his literature in this way. Let him take some special theme and find out all he can about it, whether it be from a poem, a short story, a drama, or a novel. In doing this he will learn not only what he would in organization by chronological order or type, but also a great deal more. The same thing may effect a number of people in many different ways. In this organization by theme the student gets various people's reactions to the same stimulus. Perhaps some child does not like poetry and will not read it, but if he becomes interested in some special topic he may be led to read even poems about his topic; by familiarizing himself with poetry he will learn to like it. For example, let us take even so small a topic as Some Famous Rides. There are various poems and stories giving interesting descriptions of rides; the following will illustrate the point:

Browning—How They Brought the Good News from Ghent to Aix.
Cowper—John Gilpin.
Longfellow—Paul Revere's Ride.
Read—Sheridan's Ride.
Scott—Description of the Chase, from the Lady of the Lake.
Wallace—Description of the Chariot Race, from Ben Hur.

In the first poem we have a description of a horseback ride, with the horse figuring as the chief character; in the second, another horseback ride, this time with humor as the keynote; in the third, a historical and patriotic story; in the fourth, another patriotic story, but in a different period; in the fifth, a beautiful description of a hunt; and in the sixth, a description of a popular pastime "in days of old."

Thus it can be seen that in even so simple a collection as this one finds various attitudes and circumstances reflected in a variety of forms.

By this theme organization, then, the children familiarize themselves with various forms of literature; they become acquainted with many authors and get the reaction of each to the same subject; they learn to know literature of many different periods; their interest is aroused and they may be encouraged to look for and bring to class other pieces of literature relating to the subject which they are studying.

More and more is the need being felt for the teaching of certain fundamental ideals through the public schools. "Among the most outstanding ideals which the school should aim to teach are these: love of home and country, service, loyalty, courage, thrift, humane treatment of animals, a sense of humor, love of nature, and an appreciation of the dignity of honest work." The relation of these aims or ideals to the general objectives of secondary education given in *Cardinal Principles of Secondary Education* can plainly be seen. These objectives—(1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocational guidance, (5) civic education, (6) worthy use of leisure, and (7) ethical character—are familiar to nearly everyone, and are generally accepted as the ends toward which education should strive.

Since these objectives are so generally accepted, it seems practical to try to reach these ends in literature. Would it be possible to take as an aim of each semester's work one of these objectives, and base the whole term's work upon it? Although, to the writer's knowledge, this has never been actually worked out, there is every reason to believe that it should prove both practical and effective. Choosing the four objectives best suited to teaching through literature, and considering the aims of literature and the characteristics of the junior high school child, the following course is advanced:

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4Elson and Keck—Junior High School Literature.
6The number in parenthesis after the title of each semester's work corresponds to the number of the "general objective" upon which each semester's work is based. These titles were chosen as being more appealing to the children than the "general objectives."
Grade VII, first semester—
Adventure (6):
1. Hero stories
   Browning—Incident of the French Camp.
   Tennyson—The Charge of the Light Brigade.
   Henry—Liberty or Death.
   Hubbard—A Message to Garcia.
   Doyle—The Guards Came Through.
   Macaulay—Horatius at the Bridge.
   Church—The Iliad for Boys and Girls.
   Church—The Odyssey for Boys and Girls
   Stevenson—Treasure Island.
   Roosevelt and Lodge—Hero Tales from American History.
   Starr—Half a Hundred Hero Tales.
   Tappan—When Knights were Bold.
   Whitman—O Captain, My Captain.
   Hagedorn—Boy's Life of Roosevelt.
   Scott—Robert the Bruce.
2. Mystery stories
   McSpadden—Famous Detective Stories.
   Poe—The Gold Bug.
   Poe—The Fall of the House of Usher.
   Poe—The Black Cat.
   Poe—The Masque of the Red Death.
   Collins—The Moonstone.
   Doyle—Sherlock Holmes Stories
   Reeve—Craig Kennedy Stories.
3. Famous Rides
   Browning—How They Brought the Good News from Ghent to Aix.
   Cowper—John Gilpin.
   Longfellow—Paul Revere's Ride.
   Read—Sheridan's Ride.
   Baldwin—Fifty Famous Rides and Riders.
   Byron—Mazeppa.
4. Sea Stories
   Longfellow—The Wreck of the Hesperus.
   Poe—A Descent into the Maelstrom.
   Ingersoll—Book of the Ocean.
   Verne—Twenty Thousand Leagues Under the Sea.
   Kipling—The Seven Seas.
   Raleigh—The Last Fight of the Revenge.
Grade VII, second semester—
American Home Life (3)
   Whittier—Snowbound.
   Page—Red Rock.
   Riley—Selections from poems.
   Field—Selections from poems.
   Guest—Selections from poems.
   Alcott—Little Men.
   Alcott—Little Women.
   Foster—Old Folks at Home.
   Longfellow—The Courtship of Miles Standish.
   Longfellow—Evangeline.
   Freeman—The Revolt of Mother.
   O. Henry—The Gift of the Magi.
   Tarkington—Seventeen.
   Aldrich—Story of a Bad Boy.
   Webster—Daddy Longlegs.
   Trowbridge—Evening at the Farm.
   Payne—Home, Sweet Home.
Grade VIII, first semester—
Being a Better Citizen (5)
   Hawthorne—The Great Stone Face.
   Longfellow—The Builders.
   Longfellow—A Psalm of Life.
   Frye—Citizenship.
   Shakespeare—Julius Caesar.
   Kelier—Story of My Life.
   Bok—A Dutch Boy Fifty Years After.
   Rice—The Making of an American.
   Gale—Friendship Village Stories.
   Sparks—The Men who made the Nation.
   Lincoln—Gettysburg Address.
   Longfellow—Excelsior.
   Antin—The Promised Land.
   Bolton—Lives of Poor Boys Who Became Famous.
   Dunbar—The Lord Has a Job for Me.
   Garrison—A Song of Service.
In medical education in America, the truly excellent is still exceptional; we are still near the beginning, in the opinion of Abraham Flexner, secretary of the General Education Board. Nevertheless, no nation in the world has within the past 10 or 12 years made such progress in the organization, improvement, and financing of medical education as the United States.

HELEN WAGSTAFF

WAS IT HISTORY OR SCIENCE OR JUST LIVING?

A RECENT unit of History in the fourth grade was centered around the life of Matthew Fontaine Maury as a scientist. As there was no available material suitable for the children to read on this subject, I began each lesson in the form of a story, thereby stimulating the children to ask questions, carry on discussions, and perform experiments.

We divided Maury’s contributions into two main heads: first, Maury’s contribution to the farmer, including in this the study of the atmosphere, vapor pressure, weight of hot and cold air, rain, dew, frost, weather maps, and charts. Second, Maury’s contribution to the sailor, including in this the study of sounding instruments, dredges, composition of the ocean, temperature, waves, and tides.

For the first lesson I told the children a brief story of Maury’s life, laying special emphasis on his contributions to the Valley as well as to the whole world.

During our study of the atmosphere, Prof. J. C. Johnston was asked to come to the school to explain to the children the uses of the barometer and thermometer and how they work. The children were intensely interested in all he said and kept him busy for almost an hour answering their many questions. Following this we studied how rain, snow, dew, and frost are formed. Such questions arose as “Why is there no dew on a cloudy or windy night?” and “Why do we use salt in freezing ice cream?”

In our study of the ocean we discussed various topics, such as the sounding instruments and dredges, the depth of the ocean at various places, why it is so important for sailors to know the depth, and the various kinds of little animals that Maury found in the bottom of the ocean. The children were particularly interested in the peculiar little phosphorescent animal that throws out a bright light like a fire-fly when it is disturbed. Since corals and oysters do not swim, the question arose as to how they got their food. Still other topics discussed were tides, what causes tides, and waves.

The children performed various experiments to prove our statements about the dif-
different topics. In our study of the atmosphere the children showed how dew was formed by experimenting with ice and water. They poured a little water in a glass jar for a few minutes. Soon they discovered that vapor had formed on the outside of the cold jar. Then by mixing ice and salt in another jar and leaving it for a few minutes they found that frost had formed on the outside of the jar, thereby drawing the conclusion that frost was simply frozen dew. During the study of temperature arose the idea of keeping a weather chart. A chart was made and the children recorded the temperature three times a day. They were quite interested in noting the great changes that took place within a few hours.

The children mixed a little water and salt in an open jar to show that water evaporated from the ocean, leaving the salt behind. As a proof that the bottom of the ocean is always cold, the children weighed hot and cold water and found that cold water is quite a bit heavier than warm or hot water. From this fact they drew the conclusion that the cold water sinks or pushes the warm water to the top.

As a review of the whole subject the B class debated against the A class as to whether Maury's contributions were of more benefit to the farmer or to the sailor. This was a splendid review and as every child was very enthusiastic about it the two speakers were well supported by the members of their group.

Vergie Hinegardner

WORKERS COLLEGE OFFERS SUMMER COURSES

Short summer courses are offered this year by the Brookwood Workers College at Katonah, N. Y. A "labor institute" of one week will be held June 23 to 28 especially for delegates to the annual convention of the Women's Trade Union League, although attendance will not be restricted to them. A two-weeks course will be given July 7 to 20, which is designed for officers, organizers, business agents, and members of unions. Current labor problems will be the basis of this course.

PUBLIC RECREATION NOW AND TEN YEARS AGO

Public recreation leadership, one of the newest of municipal duties, has spread to forty-five states and 680 cities. Originating about 1885 in the "sand gardens" set aside for children's play in Boston, it has received the greatest stimulus since 1906, the year Theodore Roosevelt and others organized the Playground and Recreation Association of America. Only forty-one cities had established public recreation leadership prior to 1906.

In compiling its Year Book statistics from cities' answers to its recent questionnaire, the Association has made an interesting ten years' comparison. The expenditures of cities for public recreation during 1923 totalled $14,000,000, more than twice as much as was spent during 1913. The amount issued by thirty-three cities in bonds for recreation purposes last year was $10,399,661, over eight million dollars more than was issued by twenty cities in 1913.

The number of cities reporting public recreation leadership in 1913, was 342; in 1923, 680. An increase of 175 percent is shown in the number of playgrounds and recreation centers under leadership, 2,402 such centers being reported for 1913 and 6,601 for 1923. For every person who attended a summer recreation center during 1913, the Association estimates, three persons attended such a center during 1923.

In spite of the encouraging progress in public recreation, the Playground and Recreation Association of America estimates that more than 400 cities of 8,000 population or above are still without a single playground or recreation leader. As in the past, the Association stands ready to help cities to establish systems of recreation under leadership. It will continue to offer its services to cities having recreation programs and wishing to strengthen them. Last year it helped 450 cities in various ways through the visits of its field workers and answered 16,000 inquiries on recreation subjects. Evidence that cities are awakening to the economy of year-round provision for play is an increase of 150 percent in the number of workers em-
ployed the year round. Seven hundred and seventy-four such leaders were employed by eighty-three cities in 1913, and 1,925 by 281 cities in 1923. The number of workers both year-round and part-time employed last year was reported at 12,282—5,123 of them men and 7,159 women. America's health and citizenship will be of a higher quality because of these workers whose profession is organizing play. Aiding them were 5,252 unpaid workers who volunteer in 229 cities.

Golf For the Lean Purse

A question on municipal golf, appearing for the first time on the 1923 questionnaire, brought from eighty-eight cities reports that they are supporting the sport of country club-men at fees within reach of the small sal-aired. Thirty-nine of these cities stated the values of their municipal golf courses, which totalled $5,925,641. Municipal vacation camps were maintained last summer by forty-five cities and a total investment of $216,318 in camp property and equipment was reported by 32 cities.

Some cities are keeping cool in the summer and enjoying the exercises and fun of water sports all through the year, as the following statistics show.

<table>
<thead>
<tr>
<th>Cities</th>
<th>Total</th>
<th>Estim'd Rep'ting Num'r Valu'n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming Pools, Indoor</td>
<td>99</td>
<td>200</td>
</tr>
<tr>
<td>Swimming Pools, Outdoor</td>
<td>149</td>
<td>336</td>
</tr>
<tr>
<td>Public Bathing Beaches</td>
<td>134</td>
<td>261</td>
</tr>
</tbody>
</table>

A popular addition to the bathing facilities provided by recreation authorities is the street shower, which delights the children on warm days. Sixty-nine communities report 410 of these showers in use.

In reply to the question "How many memorial playgrounds have you in your city?" sixty-one cities reported 136 such living memorials. Through the generosity of their citizens, fifty-one cities received during 1923 gifts of land or property to be used for recreation purposes.

Schools Foster Recreation

The lighted school house is taking a larger place in America's recreational life, as is shown by the report of 196 cities that used 1,127 school buildings as evening recreative centers during 1923. Ten years before, seventy-nine cities reported the use of 368 schools for this purpose. Community buildings used exclusively for recreation are reported by 124 cities, and number 328. One hundred and forty-six cities have community buildings which are used for both civic and recreation purposes.

Safeguarded streets are supplementing playgrounds. The increase in cities reporting streets set aside for play during the ten years' period has been impressive. In 1913, there were fifteen cities; in 1923, ninety-five cities, fifty-two of them reporting leadership for the play streets. Ninety cities reported the use of vacant lots for play under leadership.

Playgrounds Cut Delinquency

One reason cities are increasing their recreation facilities, states the Association, is because they have found that play under leadership will cut juvenile delinquency. Delinquency is an expensive proposition to the taxpayer, the average cost of keeping a child in a reformatory for a year being $439 to say nothing of other costs. Reports of a falling off in delinquency cases following the establishing of recreation under leadership have come from a number of cities during 1923.

Bluefield, W. Va., which used to send about fifty boys a year to the state reformatory, has sent only two boys a year during the two years the city has had playgrounds and a boys' club.

Attributed to summer playgrounds were Utica's (New York) record of not a single child put on probation during July and Brazil's (Indiana) record of not one case of juvenile delinquency during the summer. Judge C. Penny, of Miami, Florida, gave credit to the supervised play program for the fact that while previously he had had twenty or twenty-five cases of delinquency in his court in a month, in the six months after the playgrounds opened he had had only five cases. Defiance, (Ohio), Centralia (Illinois) and other cities reported the practical elimination of mischief and property destruction by boys at Hallow- e'en by reason of the community celebrations organized by their city recreation committees.
Playgrounds' power to prevent delinquency has been easier to measure than their power to build constructive qualities. But the lessons of health, fair play, team work and patriotism being learned through community recreation leadership will show their effects on tomorrow's citizenship.

PUBLIC SCHOOL PEDAGOGY FOR THE SUNDAY SCHOOL

Educators interested in the teaching work of the church have for some time recognized that no "subject" lends itself so readily to the problem teaching methods as religion. One's religion is his way of life, and as such is the very tissue and fiber of character, inseparable from one's motives, habits, attitudes, and judgments; expressing itself, but also forming and fixing itself, by means of one's daily choices and acts.

In the past two years problem-teaching methods have been tested in intermediate, senior, and adult classes of the Sunday School with very satisfactory results. More recently, experiments on a large scale have been conducted with primary and junior classes, special adaptations being made to each age-group. Four or five thousand primary classes have tried the plan, with results unexpectedly good. The lesson story, based upon the Bible text chosen for the regular course, was prepared so as not only to form an accurate and interesting narrative for the children, but also to follow and develop a lesson theme. Seven thought-provoking problems were worked out, each on the theme chosen. The lesson story was divided into seven parts, each part ending with a question to arouse thought and lead directly up to one of the seven problems. Thus, in each portion of the story the child's interest was piqued, and a minor climax was reached, followed immediately by brief pupil discussion of the problem raised. By interspersing the problems with the story, the natural interest in the latter was utilized to create eagerness to think about the former. The alternation also gave opportunity for obtaining a maximum amount of problem thinking without tiring the young minds, as would have been the result had all the problems been assembled at the close of the story.

Teachers are furnished with a specially prepared teaching program of simple child-life questions, to help the children recall their own observations and experiences for use in thinking about the problems. Freedom, of course, was given the teachers to substitute child-life questions of their own, when they desired. The teachers were asked to use only enough of the teaching program to stimulate thought, and to obtain pupil discussion on the problems themselves. The latter were of a practical nature, helping the children to discern the lesson teaching in terms of their own world and apply it to their own choices and actions. Mothers of the children were also furnished a home teaching program similar to the one used by the teacher.

Two illustrations were used with each lesson, one to interest the child in the lesson story, and the other to pique his curiosity about the first of the lesson problems, so as to obtain the requisite interest in home preparation and class discussion.

More than 10,000 Junior Sunday-school teachers tried a plan similar in technique to the one just described, but with these changes: Instead of a mother's home teaching program, the child himself was provided with a number of "Thought Starters" to use in his own home thinking. He was encouraged to do his own thinking, but also to propound the problems and Thought Starters to older folks at home, and then weigh their answers for himself. The teacher made use of a class Teaching Program keyed to the Thought Starters. The use of this, however, was more sparing than in the Primary classes, the material provided for the children being so stimulating and well-adapted to them that they needed no coaxing to prepare it at home. Owing to their greater capacity, this home preparation seemed to equip them for thinking and talking on the problems in class without help to a greater extent than was the case with the Primary children. It should be said, however, that an unexpected amount of home preparation was secured from the Primary children, also.

The writer has been in touch with a large proportion of these classes, through questionnaires and correspondence. It is
almost unbelievably true that hardly a Junior teacher had any criticisms to offer, and there was practical unanimity in the reports that the children responded as they never had before in class work; their thinking on the problems was good, and showed quick improvement in the course of the test; parents were interested and in some cases voluntarily reported noticeable results in thoughtful behavior in their children during the short thirteen-weeks period of the test; attendance was much more regular and averaged higher in proportion to enrollment, except in a few rural schools. (The test was made in January-March, during the worst weather of the year.)

Reports from the Primary teachers lacked the degree of unanimity noticeable in those from the Junior teachers, and a number of minor difficulties were mentioned. Some of these were traceable to lack of grading—beginners were mixed into the Primary classes, and were too young to benefit much by the teaching program. Other troubles were traceable to failure of teachers accustomed to other methods to adjust themselves to the new method; many of the teachers lacked pedagogical training, and attempted to "mix" their methods, instead of following the test as outlined. A portion of the difficulty was due to imperfections in the materials offered—which imperfections have since been largely remedied. Even with all this, a large portion of the teachers felt that the plan was much superior to anything ever used before; and these were almost invariably the better-trained teachers.

The tests proved that the trained teachers, or those who can adapt themselves to the new method, problem teaching is the "best thing yet" for the Primary class; and that it is so well suited to Junior needs that even untrained teachers can hardly help making a success of it if they try.

These courses, revised upon the basis of the tests made, are now in print, and will be eagerly sought and widely used, no doubt, as the intelligent Sunday-school teachers become acquainted with their sound, sensible method. It seems not too much to say that problem-teaching methods promise a most important advance in religious education.

**David R. Piper**

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**ENVIRONMENT CANNOT MOLD SOMETHING OUT OF NOTHING, SAYS BIOLOGIST**

Speaking on "What Biology Says to the Man of Today," Dr. Ivey F. Lewis, Professor of Biology at the University of Virginia, is reported as follows in *The New York Times*:

In introducing his subject Dr. Lewis traced the growth of the interest of the average American in the biological aspects of human problems. He showed also that the scientist and the layman alike had come to see that the racial survival was no longer that of the fittest, but was becoming confined to the less successful. He gave figures to demonstrate that the birth rate among the Intelligent members of the commonwealth was on the decrease at an alarming rate, while that of the lower groups of the population was on the increase.

"The one clear message that biological investigation has brought as its gift to the thought of the twentieth century is that the idea of environment molding something out of nothing is sheer nonsense," said Dr. Lewis. "What goes into the heredity mill is what comes out of it. Education and opportunity can do great things. They can bring out the best in a man, but what is in him to be brought out is a matter of heredity.

"No Such Thing as a Melting Pot"

"This disproved theory of the creative environment has been put forth in siren tones until the idea of the great American melting pot, into which one can put the refuse of three continents and draw out good, sound American citizens, has reached wide acceptance. It is simply and perilously false. There is no such thing as a melting pot.

"The qualities of mind and body, good or bad, do not fuse and melt in the mixed breed. They may be shuffled and recombined, but they all come out in the wash unchanged.

"The citizen of tomorrow! Is there any problem facing our statesmen to compare in importance with this? Our country will be what it is tomorrow because of the citizen of today. We have undertaken the direction of human evolution. At the present moment we are bungling the job. What is happening in the United States is insuring with tragic finality that the next generation will be less capable of bearing its burdens than the present one. Since 1875 we have been doing nearly everything possible to insure racial decay. The falling birthrate has been accomplished among the better classes. Unrestricted immigration has diluted our stock with millions of unassimilated aliens."
Dr. Lewis turned to the history of Greece and Rome to show that "the race in which the best do not reproduce is headed for the rocks."

**Argument From Example of Jews**

"The only foundation for an enduring culture is a sound stock of fairly homogeneous races," the biologist went on to say. "It is no accident that the culture with the longest continuous history in the world has been carried on by the race which is most jealous of its purity. Furthermore, the greatness of the Jewish tradition has been carried on only by that section of the race which preserved the Divine commands. The ten tribes mixed with surrounding people and have absolutely disappeared.

"Great races may be formed by the fusion of nearly related stocks. It would ill become us to deny this when we know that the people of our mother country, and therefore, our own people, were the result of the interbreeding of many races or sub-races. It is of doubtful service to consider it as superior to other races. But, whatever its virtues and defects, it is our race, and it has built what we have of civilization. From two sources there is danger of its immediate deterioration and ultimate destruction. These are the nature and extent of continued immigration and prolonged contact with a race which may be considered unassimilable.

"The immigration problem offered no insuperable difficulty when the immigrants came largely from similar peoples. It is a common belief that the recent tide of immigration has brought us people who are relatively deficient in intelligence, in character, and in willingness to enter into American traditions and life. These deficiencies are aggravated by the tendency of those people to segregate in foreign colonies. Such a situation is a thoroughly demoralizing one. The Johnson Bill before Congress is a reasonable attempt to prevent its further growth. It is the duty of every good citizen to support restrictive immigration legislation.

"The second problem is a familiar one to us all. The negro constitutes what Lord Bryce called the 'one unsolvable American problem.' In the history of the world no two races have ever lived in such close proximity without amalgamation. It has often been said that there are only two solutions: one is miscegenation and the other segregation of the members of the negro race now in this country."

Before giving figures on the growth of the negro race from 757,000 to 10,463,000 within 130 years, Dr. Lewis paid a tribute to the loyalty of the Southern negro and to the progress that had been made by the race. He added that the proportion of negroes to whites in Virginia had fallen from 35 percent in 1900 to 29 percent in 1920.

The need of legislation to prevent racial intermarriage was pointed out by the speaker, who told of the recent action of the General Assembly which put Virginia in the lead in such matters of forbidding intermarriage between whites and any persons with any degree of negro blood, and which placed the burden of the proof of the race upon the individual.

"The cause of racial integrity is of immediate and vital importance," said Dr. Lewis in conclusion. "The purity of the white race in America we regard as a basal necessity for the maintenance of the heritage which we have received."

**FEDERAL COURT WOULD ANNUL FAMOUS OREGON LAW**

The Oregon law requiring attendance at public schools, to the exclusion of private and parochial schools, has been declared unconstitutional by the Federal Court at Portland, Oreg. The decision was the result of an injunction brought by Hill Military Academy against State officers to prevent them from executing the law. The law was strongly opposed by the private and parochial schools of the State. The court holds that the rights of parents and guardians were disregarded by the legislation. An appeal will be made to the United States Supreme Court.

That New York State boys and girls have improved in bodily efficiency was shown by the results of the fourth annual physical ability tests given by the physical education bureau of the State department of education. Tests in running, jumping, throwing, and climbing were given for pupils of the seventh to twelfth grades, inclusive.

An increase of 44,881 in the enrollment of the kindergartens of the United States is reported for the years 1921-22 by the Statistical Division of the United States Bureau of Education. The total enrollment is now 550,830. This is 11.7 percent of the children of the country who should have the benefit of kindergarten training—that is, those from 4 to 6 years old, inclusive.
THE VIRGINIA TEACHER
Published monthly by the State Teachers College at Harrisonburg, Virginia.
Entered as second-class matter March 13, 1920, at the post office at Harrisonburg, Virginia, under the act of March 3, 1879.
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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

THE Sixth Annual Conference of High School Principals of Virginia met at Peabody Hall, University of Virginia, April 28 and 29, under direction of the State Supervisor of High Schools, Mr. M. L. Combs. Mr. Combs is to be congratulated on the excellent quality of the program which centered in the problem of pupil accounting.

This problem was presented from the standpoint of general underlying principles and the actual methods used in high schools. The special problem of failure and elimination was also presented in detail, based on specific records of pupils in different schools.

Mr. Harris Hart, State Superintendent of Public Instruction, outlined the policy of the State Board of Education, indicating the raising of standards for small high schools particularly, and Mr. Combs brought out the values of the new quality system of accounting. It appeared from the discussion that it may be well not to recommend all high school graduates for collegiate work. This should be a means of creating finer relations between the secondary and higher schools, and should work to the advantage of both types of students.

The University very happily entertained its guests with a buffet supper on Monday night, and the varsity clash with Georgia Institute of Technology. At the supper wits were matched in the telling of jokes and stories, but plans were also laid seriously for the development of scientific studies in the field of secondary instruction in Virginia. Everyone attending the conference felt a new sense of hopefulness regarding the future of secondary education in Virginia.

SIXTH ANNUAL CONFERENCE OF HIGH SCHOOL PRINCIPALS

Program
MONDAY, APRIL 28, 9:30 A. M.
General Topic—Organization of High School Work for Pupil Accounting.
1. The General Principles Underlying Pupil Accounting—K. J. Hoke, Dean College of William and Mary.
Discussion.
Led by Warren D. Bowman, Principal State Teachers College High School, Farmville.
2. Technique of Pupil Accounting.
Fred M. Alexander, Principal Newport News High School.
Discussion
Led by K. Y. Brugh, Principal Pulaski High School
3. Morale as a Factor in Pupil Accounting.
W. T. Sanger, Secretary State Board of Education.
MONDAY, APRIL 28, 2:00 P. M.
Causes of Failure and Elimination.
1. City Schools.
Discussion.
Led by A. M. Jarman, Principal Winchester High School.
2. Rural Schools.
R. K. Hoke, Superintendent of Schools, Prince George County.
Discussion.
Led by Robert Bowling, Principal of Chase City High School.
MONDAY, APRIL 28, 8:00 P. M.
Buffet Supper
Given by the University of Virginia.
TUESDAY, APRIL 29, 9:30 A. M.
General Topic—The Role of Individual Differences in Pupil Accounting.
1. Situation Stated.
William R. Smithey, Professor Secondary Education, University of Virginia.
Discussion.
Led by E. S. Brinkley, Assistant Superintendent of Schools, Norfork, Va.
ANNUAL MEETING—PROGRAM

The following is a tentative program of the sixty-second annual meeting of the National Education Association at Washington, D. C., June 29 to July 4. The general evening sessions will be held in the Stadium of Central High School. The Representative Assembly will meet in the auditorium of Central High School. Forenoons have generally been given over to sessions of the Representative Assembly, afternoons to departmental and allied meetings, and evenings to general sessions or social functions.

President Calvin Coolidge has been invited to deliver an address during Convention Week. While he has not yet finally accepted the invitation of President Jones, it is believed that he will do so.

SUNDAY: AFTERNOON
June 29, 4 o'clock
Vesper Service on the steps of the National Capitol. There will be music by the Army Band and an address by Payson Smith, State Commissioner of Education for Massachusetts.

SUNDAY: EVENING
June 29, 8 o'clock
Union open-air meeting in the Stadium of the Central High School. Representatives of the three great religious faiths and of lay points of view will speak on the general theme: Religion, Morality, and Education.

TUESDAY: MORNING
July 1, 8:30 o'clock
First session of the Representative Assembly. This meeting will be opened by singing the various State songs, under the direction of George H. Gartlan, Director of Music, New York City, followed by a five minute inspirational talk by Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.

TUESDAY: AFTERNOON
July 1, 2 o'clock
Meetings of Departments and allied organizations.

TUESDAY: EVENING
July 1, 8 o'clock
General meeting at which speakers will describe the contributions to education of all branches of the profession. Among the speakers will be: Mrs. A. H. Reeve, President of the National Congress of Mothers and Parent-Teacher Associations, Philadelphia, Pennsylvania; Miss Mary McSkimmon, Principal of the Pierce School, Brookline, Massachusetts; Miss Julia Spooner, Classroom Teacher, and member of Executive Committee of the Department of Classroom Teachers, Portland, Oregon; and William McAndrew, Superintendent of the Chicago Schools, and President of the Department of Superintendence.

The officers of the Departments of Classroom Teachers, Elementary School Principals...
and Superintendence will sit on the platform during this session.

**Wednesday Morning**
*July 2, 8:30 o'clock*

Second session of the Representative Assembly. This session will be opened with music, followed by a five minute inspirational talk by Minnie J. Nielson, State Superintendent of Public Instruction, Bismarck, North Dakota.

**Wednesday Afternoon**
*July 2, 2 to 5 o'clock*

Open house at the Headquarters of the National Education Association, at the Bureau of Education, American Red Cross, Women's University Club, Pan-American Union, and other National organizations having headquarters in Washington.

**Wednesday Evening**
*July 2*

Dinners and receptions.

**Thursday Morning**
*July 3, 8:30 o'clock*

Third session of the Representative Assembly. This session will open with the singing of State songs, followed by a five-minute inspirational address by A. E. Winship, Editor of the *Journal of Education*, Boston, Massachusetts.

**Thursday Afternoon**
*July 3, 2 o'clock*

Meetings of Departments and Allied Organizations.

**Thursday Evening**
*July 3, 7:30 o'clock*

General session on the theme Education and Government. Arrangements are being made for speakers representing the point of view of labor, government, women's organizations, classroom teachers, and higher education.

**Friday Morning**
*July 4, 10 o'clock*

Patriotic union service. The Chairmen of all Committees and N. E. A. Directors will sit on the platform during the session.

**Friday Noon**
*July 4*

Patriotic pilgrimages. Each pilgrimage is in charge of a chairman, and will include an appropriate address by some well-known speaker.

Liberal members of the British Parliament, at a meeting held recently in the House of Commons, decided to form an "educational group," which will look after the interests of education and keep special watch upon measures of an educational character introduced in the House.—*Teachers World, London.*

### CURRENT EDUCATIONAL PUBLICATIONS

**SOME NEW MATERIALS IN READING**

A NOther book on the teaching of reading! Truly it is amazing how fast they come from the press. For so many-angled is our reformation in this main business of the elementary school that no one author can mirror it fully. To attempt an exposition of the scientific findings on reading, plus applications to teaching procedure with concrete illustrations, plus a treatment of phonics, plus suggestions for testing and remedial measures is too much: the book that tries it is doomed to dry generalities and scrappy organization. So the better ones among the newer books choose one aspect of the subject, thus affording a fuller treatment, and the teacher who seeks the best for her children must not own a book on the teaching of reading, but a library.

An example of the newer type of book is Wheat's *The Teaching of Reading*,1 "an attempt to make accessible to teachers the significant results of the recent scientific investigations of reading by Huey, Judd, Gray, and others, and to present for the consideration of teachers a somewhat explicit statement of the underlying principles, the aims, and the important outcomes of a course of study in reading for the various grades." With this purpose in view the book takes as its keynote reading for meaning, deliberately omitting some "customary chapters" in order to make room for an exclusive treatment.

The book is divided into three parts, An Introduction, The Reading Process, and The Course of Study. The Introduction deals with the aims and importance of reading, with a third chapter—an abominable one that mars the book by its non-scientific method—on when the child should begin to read. Wheat has thoroughly assimilated the work done at the University of Chicago on the reading process and has stated it with unusual clearness, especially in the chapter on the nature of recognition. In part three some of the newest procedure in reading for mean-

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ing is absent, but there is much of value. His discussion of phonics is particularly good: the disposition of the much mooted "families" question is the best I know. The remedial work is suggestive and is full enough to guide an amateur, ample case material being given.

Mr. Wheat has organized his book well with a summary at the close of each chapter. He has provided an extensive and carefully selected bibliography.

Another book so different from Mr. Wheat's that the two supplement each other is Reading in the Saint Cloud Public Schools. This monograph was prepared by Miss Ruth Hilbert, city supervisor in Saint Cloud, Minnesota, for the guidance of her grade teachers. There is a minimum of theory and that given is practical, such as setting up objectives for each grade. The emphasis is on the newer practices in reading, with a wealth of illustrative material.

Miss Hilbert states as one of her main aims the replacement of the old type of "busy work" with educative seat work. What she has developed here is representative of the best work in the country today. Her description of the "picture dictionary" now used in the more progressive cities of the Middle West is an outstanding feature. Each word in this dictionary is printed on a card with a picture illustrating its meaning. When the child needs help in his seat work, instead of asking the teacher he figures the word out for himself from this "dictionary."

For the primary grades Miss Hilbert has developed a series of unstandardized reading tests. There are duplicate forms of each of these so that the series really serves as a set of goals for the class as well as the teacher. Although such tests are best made for each situation, there is much that is suggestive in the ones given here.

This newer procedure in the teaching of reading demands materials radically different in type from the traditional school reader. Nor will duplicating old material and calling the book a "silent reader" serve. Children want, not different versions of old stories, but different stories. The Macmillan Company is offering such a series in the LaRue books, The F-U-N Book, Under the Story Tree, and a new animal story book not yet off the press. The first two are easily read by upper first graders—our children read them alone in the free reading period with frequent chuckles. They provide interesting material, entirely new in content, with a vocabulary based on the Thorndike word list. As for the illustrations—they are done by the Petershams and were responsible for no small part of the aforementioned chuckles.

The purpose in mind must always govern the choice of reading material. In the primary grades this should generally be reading for enjoyment or for general information. One important source of such content is in children's literature, but school readers have overdone this at the expense of easy narrative of factual type, accounts of situations that the child will actually meet with in life. To fill the need for this kind of content, the W. H. Wheeler Company has prepared a set of readers for the primary grades. The stories are longer than the usual reading lesson: even in the first reader they are frequently long enough to be arranged in chapters, just like stories for grown-ups. The vocabulary used in this series is in accord with the Thorndike list. The books are practically perfect as far as size of page, type, etc., are concerned. Each book has a teacher's edition with a carefully prepared manual of instructions, one of the authors being Guy T. Buswell, who has done such constructive work in reading at the University of Chicago. Like several of the newer books for children's reading this series is not intended to serve all the child's needs, there being an express statement that to use them for oral lessons will defeat their purpose. Indeed, to have each child "keep the place" for a formal oral reading of these stories would be disastrous—at least if all children enjoy the stories as much as ours do.

We are fast coming to have our children read books, instead of selections from them, especially in their reading for pleasure. For the third grade there has just been translated another Johanna Spyri story. What joy is in store for all the friends of Heidi, big as well as little! This is a story of a small boy in a Swiss mountain home who later goes to the valley to work in a mill. Along with the story the child will gain a real insight into Swiss peasant life. There is an appended vocabulary with index numbers to the Thorndike list.

All children like to play games: especially do they like the joy of leading the group in a new game. Miss Frances Ross has utilized this interest in a new reader for the second or the third grade made up completely of directions for playing children's games. The child has a check on his own accuracy in reading in whether or not the game plays under his leadership. At the same time he is acquiring a most valuable mind-set in regard to reasons for reading.

Another new book for training in accurate reading is intended for the second grade. The lessons in it are based on elementary science. This is such a good idea that I hesitate to express my disapproval of the book. But the emphasis is wrong. Little children are intensely interested in how kitty cares for himself, but the ones that I know do not care a fig how long he is, or how many toes he has. They are keen about the life cycle of an insect, but the number of million dollars worth of damage done in a certain state by its larva is not within their experience. At the close of each chapter are checks for testing the child's accuracy in reading. Some of these are quite good, but when questions are used they are frequently on such short units that they will encourage the habit of scrappy reading. Besides, the book lacks style.

For a number of years Dr. Ernest Horn has been working on the problem of teaching children to study. In his Learn to Study Readers we have the application of his work to the very littlest folks. The material used is factual and because it is within range of the child's everyday experience, his interest is immediate. All types of purposeful reading and of seat work are included, with much originality in the development of checks on what the child has read. For instance, some of the standard test forms such as true-false, completion sentences, and multiple response are used. To the child it is all a great game. That does not mean that the work is "sugar-coated." Instead, the problems put lead him to read selectively, to organize, and to judge. And anyone who has been privileged to set a situation for children to solve problems knows that thinking is one of the games dearest to childhood. There is a teacher's edition of each book, with complete directions and suggestions. The books are well made, and charmingly illustrated.

Katherine M. Anthony


A brief analytical study of the Constitution of the United States, in which the author gives the historical foundation as well as the present explanation of the fundamental law of our federal government. Each section of the Constitution is handled separately in an expository statement followed by a few well chosen questions. The book can be used advantageously in any course in government and citizenship.

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NEWS OF THE COLLEGE AND ITS ALUMNAE

INKLINGS

May is a month of athletic contests, of plays and festivals, of tree plantings, of elections—a month when everyone is beginning preparation for examinations with an eye to an unburdened summer vacation, when some are looking forward to the next regular session and perfecting organizations by which the traditions of the college may be carried on. Withal it is a busy month, a month that whirls us giddily towards the year's climax, commencement night, and on into the devastating heat of summer school!

To begin with athletics, one first thinks of the results of Field Day, May 24, when the valiant Juniors won from the Seniors, 38 points to 25. Winners in the various events were as follows: Hurdling—1st, Mae Vaughan; 2nd, Eva Dunlop and Margaret Clark (tie). Basketball Distance Throwing—1st, Martha Lohr; 2nd, Jane Nickell. Hop-Step-Leap—1st, Wilmot Doan; 2nd, Jessie Rosen and Margaret Clark (tie). Basketball Accuracy—1st, Jessie Rosen; 2nd, Evelyn Coffman. High Jump—1st, Ida Pin- ner; 2nd, Nellie Binford. 75-yard Dash Relay—Seniors, Elizabeth Thomas, Mae Vaughan, Gold Harris.

Awards of sweaters, monograms and other athletic honors were made by President Duke at assembly Monday morning, May 26. Members of the all-victorious varsity basketball team who received sweaters and monograms were Jane Nickell (captain), Martha Cockerill, Sadie Harrison, Wilmot Doan, Ruth Nickell, Blanche Clore. Jessie Rosen and Clarice Coleman had received sweaters a year ago and were therefore given stars to indicate second year awards. To the following the basketball monogram was presented: Thelma Haga, Evelyn Coffman, Mary Sturtevant, Carolyn Weems, Pauline Hudson, Eliza Nichols, Edith Ward, Bernice Cook, and Elizabeth Buchanan.

Those who received monograms for having made hockey teams were the following: Mae Vaughan, Grace White, Naomi Floyd, Frances Clark, Clarice Coleman, Louise Persinger, Peggy Parham, Hattie Lifsey, Martha Cockerill, Mildred Morecock, Carrie Dickerson, Ruth Ferguson, Edwina Lambert, Wilmot Doan, Hortense Herring, Ruth Nickell, Margaret Clark, Winnifred Price, Bernice Hicklin, Judson Lifsey, Sadie Harrison, and Mary Will Porter.

Appointments to the Harrisonburg State Teachers College faculty, occasioned by the increase in student enrollment for 1924-25, have just been announced by President Duke as follows: Dr. C. H. Huffman, M. A., Clark University; Ph. D., University of Virginia, will become a professor in the department of English. Dr. Huffman has been professor of English at Roanoke College for the past two years and during the coming summer will teach in the sumer school of the Radford State Teachers College. Dr. Huffman was for several years an instructor and assistant professor in English at the University of Virginia.

John M. McIlwraith, B. S. and M. A. of Columbia University, has accepted an appointment as professor of history. Mr. McIlwraith has also done work at Harvard University and is now engaged in completing his requirements for the doctor's de-
Mr. McLlwraith is a native of Bridge-water, Massachusetts.

Miss Bertha Mary Wittlinger, A. B. of Barnard College and A. M. of Teachers College, New York, comes as an assistant professor in the department of biology. Miss Wittlinger has most recently been engaged as a teacher of biology in the Lincoln School of Teachers College and comes to Harrisonburg very finely equipped in her special field. Miss Wittlinger is a native of New York.

Miss Hedwig Eleanor Schaefer, A. B. of Oklahoma University and M. A. of Teachers College, will come as a member of the Home Economics Department in the place of Miss Myrtle Wilson, who will next year be on leave of absence while she continues graduate studies in Columbia University. Miss Schaefer is a native of Oklahoma.

Miss Mary Louise Seeger, who has been on leave of absence during the present session, will return to Harrisonburg for the regular session of 1924-25. Miss Seeger is an assistant professor in the department of education and enjoys a wide acquaintance in Virginia. Miss Seeger will also offer courses in the 1924 summer session at Harrisonburg.

Three one-act plays were presented by members of the Stratford Dramatic Club, Wednesday evening, May 7, in Sheldon Hall. Bertha McCollum and Frances Clark starred in "The Florist Shop," by Winifred Hawkridge, which was especially well received. Others in the cast were Edith Ward, Mary F. Bibb, and Sue Kelly, all of whom acted their parts unusually well.

"Six Who Pass While the Lentils Boil," by Stuart Walker, was cleverly presented with due attention to stage setting, by the following cast: Mildred Morecock, Violet Hester, Marion Kelly, Emily Hogge, Catherine Byrd, Lucille Hopkins, Elizabeth Rolston, Lucie James, Mary Jackson, and Mary Warren.

The third, a French costume-play by Meilhac and Halevy, was cast with the following students in roles: Anna Forsberg, Virginia Campbell, Violet Hester, and Sallie Loving.

On May 24 the Junior Class presented an operetta entitled "Cinderella In Flowerland" in connection with its garden party, originally scheduled May 17 and then postponed on account of rain. But "the rain, it raineth every day," and so, on this latter date, the Juniors had their party in spite of occasional showers. It was an attractive affair, but those who had umbrellas enjoyed it most.

The following Saturday came the Devereux Players. At the afternoon performance Beaumarchais' "The Barber of Seville" was presented as a number of the lyceum course and every student was entitled to admission. The charming Rosina gazing from the balcony window down upon the Count Almaviva was a scene that will not soon be forgotten. Figaro with his clever schemes added great zest to the entertainment. At night, before a smaller audience, Mr. Devereux presented a tragedy by the Spanish playwright, Echegaray, entitled "The Mummy's Ear-Ring." Here preparation for a tragic denouement was built up with consummate skill, and the pistol shot which killed the heroine at the end of the play almost brought the audience to its feet.

Recitals by the students in the Department of Music came thick and fast during the last few weeks of the session. One recital Thursday afternoon, two Saturday mornings at 10:00 and 11:15, one Monday afternoon and two Monday evenings at 7:00 and 8:15 drew a large and appreciative audience to Sheldon Hall. Taking part in these six recitals were the following students in music: Nancy Mosher, Mary Porter, Thelma Eberhart, Frances Rhoades, Leota Holloman, Ruth Nickell, Mary Drewry, Willie Higgs, Matilda Roane, Katherine Williamson, Marian Travis, Elizabeth Buchanan, Christine Maria, Frances Hanbury, Mary Pettus, Ruth Kirkpatrick, Margaret Kneisley, Eva Bargelt, Zelia Wisman, Katherine Reaguer, Alice Watts, Veta Draper, Katherine Harvey, Katherine Buchanan, Katherine Yancey, Lorraine Ney, Elizabeth Lowenbach, Parepa Smith, Mildred Trimble, Mary Smith, Laura Wade, Rebecca Spitzer, Margaret Driver, Margaret Spitzer, Fannie Barbee, James Berry, Henry Converse, Margaret Pence, Katherine Wilson, Eva Bennick, Nannie Williams, Ruth Hedrick, Janette Houck, Janet Beidler, Mildred Loewner, Wellington Miller, Ida Pinner, Rachel Gill, Virginia Harper, Mary Lee Dovel, Lois Dundore, Mil-
dred Baugher, Katybel Nielson, Charlotte Mauzy, Dorothy Lineweaver, Evelyn Masters, Anna Staples, Louise Copenhagen, Helen Reilly, Elizabeth Fletcher, Caroline Bradley, Helen Shaver, Daisy May Gifford, Marguerite Coffman, Jacqueline Johnston, Elizabeth Myers, Virginia Harlin, Rosa Lee Ott, and Jean Wilton. Those who took part in the three recitals on Monday were all residents of Harrisonburg.

Exercises Thursday evening, May 15, attended the planting of a maple tree in front of Ashby Hall by the members of the Senior Class of 1924. That the faculty wishes might be put into more durable form, each one was asked to write his wish on a slip of paper and plant it with the roots of the tree. The wishes were written and planted; a waiting world will be disappointed because there is no other copy of these wishes! In addition to brief talks by Miss Mattie Fitzhugh, president of the class, and Mr. Johnston, honorary member, the exercises included a specially written song on tree planting composed by Elizabeth Buchanan.—Not to be outdone, but hoping rather to establish a new custom at Harrisonburg, the “degrees” rose early the morning of June 4 and as the first “real seniors” of the “college” planted an oak tree in front of Harrison Hall.

Elections held during the closing days of the quarter resulted in the choice of Ruth Nickell for president of the Athletic Association, Margaret Leavitt and Margaret Kneisley for editor-in-chief and business manager of the 1924-25 Breeze, and Thelma Eberhart and Mary Saunders Tabb for editor-in-chief and business manager of the 1924-25 Schoolma’am.

Because, in recent years, there has been so small a proportion of students who participated in literary society activities—the three societies being limited to a total membership of about one-fourth of our student body—the need of additional literary societies has long been evident. This spring Lila Riddell performed a distinct service in her plans for an organization of a new literary society in which all students must hereafter do a successful quarter’s work before admission into one of the older societies. The new society, named the Alpha Society because of its beginning character, has a charter membership of 155 and at the several meetings of the four groups has done some highly successful work. General officers are Mary Warren, president; Wilmot Doan, secretary; and Lelia Jones, treasurer and business manager. Group officers are: Group I, Carolyn Weems, vice-president; Ruth K. Paul, secretary; Group II, Pattie Morrison, vice-president; Virginia Garden, secretary; Group III, Frances Rhodes, vice-president; Elizabeth Ellmore, secretary; Group IV, Hilda Lovett, vice-president; Thelma Woodcock, secretary.

Speakers who addressed the student body during the last few weeks at general assembly included Miss Pauline Williamson, assistant rural supervisor, State Board of Education, Richmond; Miss Charlotte Jackson, field secretary of the Harrisonburg Chamber of Commerce; Mr. J. H. Montgomery, secretary of the Co-operative Education Association; and Reverend E. W. Long, of Clifton Forge.

When the Pi Kappa Omega Honor Society celebrated its annual reunion at the Farmville State Teachers College, the local chapter sent Margaret Ritchie and Emma Dold as its representatives to Farmville. A few weeks later when Beta Chapter here celebrated its first birthday, Margaret K. Moore, now a student at Farmville and a graduate of the two-year course at Harrisonburg, was here to convey greetings from the Farmville Chapter.

Miss Natalie Lancaster, formerly social director at Harrisonburg and an associate member of the society, was the specially invited guest, and her talk at the open meeting on Saturday night, May 24, was enjoyed by her numerous friends among the student body and faculty. At this meeting Margaret Ritchie, president of the society, announced the individual projects undertaken by its members, each of which was meant to be a service of constructive worth to the college. Emma Dold was chairman of the religious meetings of the Y. W. C. A., Florence Shelton was secretary-treasurer of the Student Government, Mary Lacy prepared a book of school songs, Barbara Schwarz was in charge of the entertainment on Campus night, (June 9), Virginia Simpson assisted in the preparation of a new student government con-
stitution, Edith Ward organized and carried through a May day celebration in which the entire student body participated, Lila Riddell organized the Alpha Literary Society, and Margaret Ritchie prepared a style book for the use of the Breeze Staff.

ALUMNAE NOTES

This June more of the "old girls" than ever returned for commencement. This is as it should be. A few of them brought their children. A general reunion by alumnae families has been suggested for next year or the year after.

It is not at all certain that the names of all visiting or resident alumnae who attended commencement have been secured, but following is the list of those who registered:

Hattie Deatherage, Amissville.
Mary Stephens Blackwell, LaCrosse.
Mary A. Hodges Hoagland, Norfolk.
Mary E. Nichols Hope, Portsmouth.
Joe B. Warren, Beulahville.
Frances I. Mackey, Riverside.
Helen M. Carter, Staunton.
Mary E. Pratt, Waynesboro.
Lucile Whitesel Clagett, Moorefield, W. Va.
Genoa Swecker Slaven, Doe Hill.
Elizabeth C. Murphy, Staunton.
Lucille Kneisley, Woodstock.
Anna Cameron, Newport News.
Sadie Rich, Emporia.
Bessie Swartz, Mt. Jackson.
Marguerite Goodman, Winchester.
Glady's Goodman, Winchester.
Elsie Proffitt, Winchester.
Marte Kilby, Winchester.
Marguerite Daugherty, Winchester.
Helen E. Harris, Roanoke.
Gaylord Gibson, Delaplane.
Neville Dogan Lynn, Manassas.
Lillian V. Gilbert, Manassas.
Marjorie Bullard, Bluefield, W. Va.
Helen Hopkins Hoover, Timberville.
Eunice Lambert, McGaheysville.
Virginia Z'rkle Brock, Harrisonburg.
Ruth Deaull Duncan, Alexandria.
Emily Haldeman Beck, Harrisonburg.
Frances Kemper Payne, Welch, W. Va.
Sallie Loving, Wilmington.
Agnes Stripling Dingledine, Harrisonburg.
Mary Lees Hardy, Winchester.
Mary Stuart Hutcheson, Waynesboro.
Elizabeth Richardson Oliver, Chatham.
Margaret Gill, Petersburg.
Celia Swecker, Monterey.
Florence Shelton, Norfolk.
Clotilde Rodes, Greenwood.
Virginia Buchanan, Petersburg.

Mary Bosserman, Harrisonburg.
Caraleigh Jones, Gordonsville.
Doris Woodward, Charlotteville.
Mary Greenawalt, Winchester.
Marion Chalkley Lacy, Halifax.
Estaline Sale Monteith, Kay Moor, W. Va.
Elizabeth Kelley Davis, Waynesboro.
Isabel Potterfield, Lovettsville.
Anna Potterfield, Lovettsville.
Audrey Chewning, Bremo Bluff.
Pearle Potter Wade, Buena Vista.
Marjorie Jones, Penlan.
Louise Lauck, Shenandoah.
Mary Tanner, Madison.
Lena M. Reed, Martinsburg, W. Va.
Catherine J. Beard, Port Defiance.
Vallaye McCauley New Hope.

The alumnae banquet on Monday night, June 9, was a most enjoyable occasion of reunion and good fellowship. Professor Johnston, as toastmaster, radiated good cheer and humor in his usual happy style. Frances Mackey, president of the Alumnae Association, made the address of welcome. Miss Cleveland offered the toast to the class of 1914, who were represented by several members, among them Mrs. C. C. Lynn (Neville Dogan), who made an appropriate response. Professor Dingledine toasted the class of 1919, and Mrs. W. C. Payne (Frances Kemper) responded for the class. Mrs. Varner outdid herself in cleverness in giving a happy send-off to the Senior Class, and the class responded by rising and singing their class song. Professor Logan paid tribute to the Degree Class, who responded collectively in poetry and music. Professor Wayland offered a toast to the Alumnae, and response was made by Mrs. J. E. Slaven (Genoa Swecker). Edna Draper tossed a bouquet to the faculty, which was cleverly acknowledged by President Duke, Dr. Converse, Miss Greenawalt, Miss Furlow, Miss Shaffer, and Supt. Keister in a musical and dramatic classic. Elizabeth Rolston, president of the student body gave a toast to Alma Mater, which was responded to in an appropriate manner by Mr. Duke, president of the college. After singing "Blue-Stone Hill," the large company joined hands and went out singing "Auld Lang Syne."

Among the telegrams which were read at the banquet was one sent from Portsmouth by Sallie Browne, Ruth Rodes, and Alberta Rodes. Miss Grace McGuire, former dietitian and "big sister" of the Degree Class,
sent a telegram of congratulations to the class.

Vada V. Glick sends a message from Manchester, Penna., and says: "I am anxiously awaiting the time when I can return to complete my degree work, probably next summer."

Rachel Fletcher Weems, who completed our normal school course in 1917, has just graduated from the Medical College of Virginia, receiving her diploma on June 3.

Margaret Thompson, now Mrs. Chapman, lives near Hot Springs, Va., and sends cordial greetings to her alma mater.

Edith Sagle writes from Beaverdam. She and some of her friends are planning a camping trip to the Grottoes of the Shenandoah. This will bring them near Harrisonburg. Edith is hoping to return to college and complete her degree work.

Jane Page Cashell has been teaching at Perkinsville and sends an interesting report of her work.

Eva Massey is now a missionary in Mexico. We hope to have a letter from her in the near future.

Ruby Worley has been teaching at Glasgow. She still remembers her friends at Blue-Stone Hill.

Elizabeth Murphy, who has been connected with St. Francis Sanatarium at Monroe, La., is spending her vacation at her old home in Staunton. It was good to see her here at commencement.

Mary Early Parrott sends a card of greeting from her home at Ruckersville.

And June is still a good month for Cupid. April and May are almost as good. Witness the following:

April 28 Elizabeth Wimbish became the wife of Mr. Melville D. Aldrich of Fredericksburg.

May 9, Marion Glassell married Mr. John N. Beattie at Washington, D. C.

June 2 Cary Knupp was united in wedlock with Mr. Roy M. Cleek of Warm Springs.

Pauline Callender, who has been teaching at Charleston, W. Va., is spending her vacation at her old home near Pleasant Valley. She and Elizabeth paid us a short visit recently.

OUR CONTRIBUTORS

R. K. HOKE is superintendent of the schools of Prince George County and Hopewell, Va. The paper we are permitted to publish was read before the High School Principals' Conference, held on April 28, 1924, at the University of Virginia.

ELSIE WARREN received the bachelor of science degree from the State Teachers College at Harrisonburg, on June 10, last.

G. W. GRILL is clerk of the Board of Education of Lakewood, Ohio.

HELEN WAGSTAFF is a two-year graduate of the high school course at Harrisonburg, and taught during the past session in the high school at Timberville, Va.

VERGIE HINEGARDNER expects to complete the two-year course for grammar grade teachers at the end of the present session.

KATHERINE M. ANTHONY is director of the Training School of the State Teachers College at Harrisonburg.

ON WORK

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