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Teaching Personality in the Schools
A New Method of Giving Moral Training in the Schools
By Edna Scott Draper

“On” An Old Attic in The Valley of Virginia
Sacred Memories of a Day That is Past
By Rebecca Spitzer

The Day Nurseries in Virginia
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BOSTON
TEACHING PERSONALITY
IN THE SCHOOLS

PREPARATION for almost every phase of life is now being given in our schools and colleges. Methods used in presenting these courses must be worked out from the angle of fitting students to meet the complex conditions of modern life.

With the breaking down of class distinction and old social customs, there has come the demand that students today should receive more ethical and moral training. Many views have been held by educators upon the methods used in giving this training. Some believe that it should be indirect, and that the best results are secured by maintaining a high moral standard in all the work given in the schools, this being expressed, or shown, in the social life of the students. Others believe that the schools should provide special courses to be given by direct methods in order that the students may be more able, not only to follow the standard set in other branches of learning, but that they may be better fitted to meet actual experiences in the life outside the schools. Educators having the latter view have organized what is known as a personality course, a new method of giving ethical and moral training in the schools. According to Dr. Thomas Bickford, who was the first to organize such a course, it is a direct method of instructing students to train themselves to recognize their own responsibilities, and to possess an attitude of tolerance, freedom, trust, reverence, and co-operation. Its purpose is to help the student to understand and realize the importance of self-development. The methods used in presenting the course differ according to the type of school in which it is being given, but the primary purpose remains the same in all schools.

A course in personality might be one of the principal courses given in our vocational teacher-training schools. There the subjects which form the basis for personality study are given, but they are not presented in connection with the direct development of personality, but in connection with special courses only. A certain course in biology should be given to all teachers, regardless of their particular vocation; a course which gives an explanation of the principal forces in the plant and animal evolution. This course directly develops personality by giving a general knowledge of one's self as connected with nature. A co-ordinating course should be given in physiology to teachers of all subjects; a course giving a general self-analysis of each individual teacher as to his or her own moral and ethical principles. Directly in connection with these courses should come the third basic study of personality, sociology. This should include a general appreciation of conditions which may be produced thru the social activities of individuals.

The education of the child lies today almost entirely in the hands of the teachers. Little training is being given in some homes. The child enters kindergarten at the age of six years, sometimes earlier, and from that time until he finishes college, he is under the influence of teachers on an average of nine months each year. The impressions made upon students by teachers are the most lasting ones, whether they are good or bad impressions. It is very essential, therefore, that teachers not only possess a knowledge of facts about certain subjects, but that they possess the power, or personality, to give these facts to the child in a way that will develop the child morally as well as intellectually. At the same time these facts are being impressed upon the minds of the students, other impressions are certainly being made unconsciously by the teachers. Their attitude toward their own work as teachers affects the pupils' attitude toward their work.
The poise and tact with which teachers control discipline affects the behaviors of the students, and develops their poise and their sense of proper behavior. The manner in which teachers seem to study and reason with classes, talking things out, and fitting the student's view as nearly as possible to other views, helps them to think and reason clearly for themselves. The teacher's neatness in appearance daily instills in the students an appreciation for correct dress. Their sense of humor as they show it in laughing with their pupils instead of at them, and their self-control in not laughing when it is not proper to laugh, develops a wholesome and indispensable sense of humor. The way in which they take a part in the student's activities outside the class rooms unconsciously teaches co-operation and good sportsmanship. The part they take in the religious life of their students, and in the community, may inspire either carelessness, or a decided devotional spirit, or sense of reverence. Teachers who possess such characteristics as these have what is called good personalities. A child is born with certain instincts which may be guided in almost any direction, and it is the teacher's work to lay the proper foundations for higher ideals in ethical and moral training.

The supervisors of student teaching have a wonderful opportunity for using direct methods of instruction in personality. Their business is to make criticisms of student teaching ability, and herein lies the opportunity of giving the teacher a daily analysis of her personality as she applies it in the school room. More attention should be given to the effect the young teacher has on the child's moral nature. Is he inspired to learn things for himself for other reasons than that it happens to be the lesson for the day? Are principles of right conduct indirectly awakened in him? Are his actions developed instinctively in a swift, sure and positive manner?

Less emphasis should be placed upon the subject matter to be given by set rules or lesson plans. It is well to have the teacher organize her lesson before she teaches it, but the supervisor should not forget this plan and judge the teachers' qualities which stimulate the actions and efforts of her pupils. Naturalness of manner, neatness, a pleasant voice, pleasing facial expression, good diction, modesty, tact, and courtesy include the principal external traits, by means of which the students decide almost immediately whether they like or dislike the teacher. Upon these things the supervisor should first of all lay her largest amount of criticism, for affection, egotism, carelessness of dress or manner, and rudeness, never fail to turn the students against the teacher, and to interfere with their progress and development.

The following is a scoring chart used by supervisors to locate their own strong and weak points, and to help them in their supervision work. The chart was obtained from "Personality Culture by College Faculties," by David R. Berg, published by the Institute of Public Service, New York.

PERSONALITY CHARACTERISTICS OF THE TEACHER

| 1. Pleasing | very | tolerably | moderately | moderately | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 2. Courteous | very | moderately | moderately | tolerably | little | unsympathetic | little | little | “on the way” | blundering | lacking | discouraging | too technical | unrespectful | disrespectful | lax | antagonizes | little | lacking | little | doubtful |
| 3. Cheerful | very | tolerably | moderately | moderately | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 4. Industrious | very | tolerably | moderately | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 5. Sympathetic | very | tolerably | tolerably | acceptable | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 6. Enthusiastic | very | tolerably | tolerably | moderate | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 7. Dignified | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 8. Well Bred (polite) | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 9. Tactful | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 10. Stimulating | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 11. Humorous | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 12. Encouraging | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 13. Scholarly | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 14. Resourceful | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 15. Systematic | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 16. Strict | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 17. Wins Cooperation | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 18. Self Controlled | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 19. Ambitious | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
| 20. Teachable | very | tolerably | tolerably | tolerably | unpleasing | little | little | lazy | unpleasant | discourteous | gloomy, sullen | unkind | lacking | undignified | ill mannered |
Many articles have been published recently upon the subject of ethical and moral training, insisting upon the great need for such training in our schools. In a recent article in "School and Society," vol. XVI, pp. 95-99, July 22, 1922, Dean Russell, of Teachers College, Columbia University, writes as follows:

"A survey of American education does not disclose much evidence of a controlling desire to promote patriotic service—indeed, if one were to confine one's attitude to the work of the schools, particularly of the public schools, where, if anywhere, one might expect to find the most direct efforts toward teaching the duties of citizenship, surprise and disappointment would follow. Teachers there are in great numbers, who see the future man or woman in their pupils, and who labor unceasingly to fortify them against their day of need; but the test that passes pupils from grade to grade does not take into account growth in character and moral strength.

The work of teachers is judged principally by what their pupils know. The virtues and vices of our future citizens are a sealed book which our educational authorities do not open to inspection. The state seems to have overlooked the fact that intellectual power is as great an asset to the crooks as to the honest man. Public safety, therefore, calls for more than the public schools are officially encouraged to give."

Only a very few of our schools are now giving work even in that phase of a Personality Course which might be called Personality Analysis. According to David R. Berger and others, however, this work has offered quite a valuable method of judging capacity at Carnegie Institute of Technology, and at Cincinnati Engineering College. The educational department of Minnesota, thru personality analysis, notes each instructor's aptitudes, the kind of student attracted, his reputation for teaching with faculty and students, and whether he is a high or low ranker. Pratt Institute requires from each instructor for each student a personality impression with a list of strong and weak points. Miami University's president keeps a character and personality record of each student. Higher education will undoubtedly search for able instructors among successful teachers of strong personalities in secondary and public schools systems. Whenever efficiency and leadership are required in personality, there will be found the most successful men and women. If we want to increase the supply of adequately prepared teachers, we must make our teacher training institutions a place of personality as well as learning.

Direct training in moral and ethical education is being given in a few of our elementary and high schools in courses called "Mental Hygiene", "Manners", etc. Such courses have proved very successful in leading high schools in New York City, for example: the Evander Childs, the Washington Irving, the Wadleigh and the Morris high schools.

The following plan of the course1 in "Mental Hygiene" as it is given in the Evander Childs High School shows a successful method presenting a large part of a Personality Course in high schools.

**Mental Hygiene**

(Each of the topics covers one week's work; one period per week.)

1. **First.** Introduction: True consciousness.
2. **Second.** Existence of self as mental and spiritual rather than physical.
3. **Nervous system as physical basis for habit formation.** Control of nerves necessary for self-control which produces clear thinking, poise, etc.
4. **Habits:** Listing of beneficial and injurious habits. Relation of habits to success. Laboratory work and individual reports of personal habits.
5. **Optimistic and helpful beliefs, and their effects.** Experiments.
6. **Superstition:** Errors thru lack of principle. Group and individual superstition; Social problems associated. Personality development thru the teaching of right principles.
7. **Mental and physical courses for inefficiency.** Mental tests, comparisons, and results.

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1A course obtained from Dr. Paul B. Mann, of the Evander Childs High School.
8. Relation of food to mental state and to general health. Failures in life not due to lack of ability so much as to lack of right aims and ideals. Latter affected by mental condition.


Course Bibliography

J. McCunn .........The Making of Character
William Matthews...........Conquering Success
Samuel Smiles..............Self-Helps
A Payson Call..............Every Day Living
John Dewey.................How We Think
Helen Keller..............The Story of My Life
Aaron M. Cran ..............Right and Wrong

Thinking and Their Results

J. H. Randall.....The Culture of Personality
W. H. Thompson......Brains and Personality

The Personality Course, as it is given in some of our preparatory schools and colleges, is influenced by and taught primarily from the cultural and social viewpoint. The basic studies, Biology, Psychology, and Sociology, however, are taught with the same fundamental object of giving a true background for personality, just as they should be given in the course for the training of teachers.

The first Personality Course was introduced in 1907 at Sea Pines School of Personality, Brewster, Mass., by Dr. Thomas Bickford, founder of the school. This course was outlined, as he said, for the purpose of helping the student to form a helpful and practical philosophy of life; to discover and to choose the things that really stand for usefulness and happiness; to work for greater and better things; to understand self-development, both as an educational principle and as a scientific monument of the times. The following is a plan of the two courses in Personality now given in this school.

Course I. (College Preparatory)

The following subjects, included under Personality Practice, are arranged for all students each year in the Preparatory Department.

Personality Practice

Personality Discussion, 1 period weekly.
Hygiene (Mental and Physical), 1 p. weekly.
Personal Accounting, 1 period weekly.
Current Events, 1 period weekly.

Physical and mental hygiene is the first rule of Personality Practice, and is required for graduation. The High School Diploma of Personality Practice is awarded at the close of five years to students having done creditable work in Personality Practice and in English, Latin, French, Spanish, History, Science and Mathematics, providing the students have satisfactorily developed themselves physically and spiritually, as well as intellectually.

The following is a syllabus of Personality Discussion:

a Self-pictures, self-surveys
b Introduction to
   1 Hygiene
   2 Ethics
   3 Etiquette
c Report on personal progress in hygiene, posture, character, and manners.
d Points of the Red Ribbon symbol of directed effort, which is bestowed at Chapel Exercises.
   1. Loyalty and sincerity.
   2. Effort.
   3. Atmosphere.
   4. Hygiene and Posture.
   5. Good judgment.
   6. Courage and Education.
   7. Self-Control.
   8. Punctuality.
  10. Spiritual Development.
  11. Devotion to educational work.
  12. Initiative.

Course II. (Advanced Course in Personality Theory)

(Open only to high school graduates or those having had equivalent education. Only healthy, young students, with already established right principles of physical and mental hygiene, are sufficiently equipped for this course, and only earnest students of recognized ability are to be considered. The course will benefit those who are thoroughly ambitious to cultivate a broad efficiency based upon self-knowledge and a definite purpose.)

a. Biology, a basic subject to give a fundamental understanding of organic development.

b. Principles of evolution applied to individual and social growth in the study of Psychology and Sociology.

c. Personality Synthesis applied to applications of laws to promote the personal development, the efficiency and social consciousness of each student.

d. Means providing practical equipment in vocations, in service, and in personal influence, that its graduates may be women who have already recognized and graciously assum-
ed responsibility.

A diploma of Personality Theory is awarded after a completion of two summer sessions in this work, and other cultural subjects.

These courses have proved successful as part of the curriculum in this preparatory school, and have shown that ethical and moral training can be taught effectually, by this direct method of instruction. Schools having a Personality Course in their curriculum have the new spirit in education, which is the desire to teach things as they actually are, and to express them thru self-criticism of purposes and results in education.

Bibliography

Part I. (Books Used in the Content of Bickford Personality Course)

W. Hanna Thompson ..Brain and Personality
J. H. Randall.....The Culture of Personality
Joseph H. Coffin..Personality in the Making
W. D. Hyde..........Self Measurement
T. Troward .......The Creative Process in the Individual
J. H. Snowden....The Personality of God
H. Spillman ...Studies in Personality Development.
Bliss Carman...The Making of Personality
H. Spillman ...A Study in Personality Development.
T. C. Haddock.........Power of Will
W. J. Jordan ......Kingship of Self-Control
Earle Purinton .......Efficient Living
O. S. Marden.........The Optimistic Life
Christian Larson.......Mastery of Self
J. McCunn ........The Making of Character
H. Addington Bruce..Nerve Control and How to Give It.
T. B. Washington .......Character Building
Keith J. Thomas ....Personal Power
Herbert E. Law..The Power of Mental Demand
Richard Cabot ..What Men Live By
Aaron M. Crane ..Right and Wrong Thinking and Their Results.
Chas. M. Schwab....Succeeding With What You Have.
Henry C. King .........Human and Divine

Part II. (Books and Articles Favoring Personality Courses)

Samuel Smiles...............Self Helps
George Herbert Palmer.....Ethical and Moral Instruction in Schools.
David E. Berg ....Personality Culture by College Faculties
Wm. Matthews ..........Conquering Success

Further Readings


"Culture, Genuine and Spurious" by E. Sapir, American Journal of Sociology, January 1924.


Edna Scott Draper

PATRIOTISM

A CARTOON not long ago represented Uncle Sam as shaking a college professor by the neck and advising him to teach patriotism. Scattered around, as though disgorged from the professor’s pockets, lay tracts on altruism, idealism, pacifism and other taboo subjects, which the sinner had evidently been teaching. After seeing this cartoon a high school teacher in Michigan asked a hundred jurors to write down what they understood by patriotism. The answers, as he discovered to his surprise, were much alike. Patriotism was defined, first in general terms, such as “love of country,” “my country right or wrong.” Almost invariably, however, the youthful writers went on to say that “love of country” or “loyalty to the flag” is shown by “willingness to die in time of war,” enlisting without being drafted,” “fighting those who insult our flag,” “going to citizens’ training camp in summer,” or “sewing for the soldiers.” Scarcely one thought of service for country in other than military terms.

Recent events lend weight to the suspicion that patriotism is rather generally conceived in this fashion. The average American, whether high school student or editor of a city daily, seems to regard his country as a sort of prize fighter whose chief virtue lies in his ability to whip all comers. The flag, instead of a symbol of liberty of conscience and justice for all, comes to be thought of as a kind of pugilistic belt, worn by the heavy-weight champion among the nationalistic
scrappers. And patriotism thus becomes mixed up with the preservation of fighting form and the recognition of the championship symbol. Should some inquiring reporter ask a hundred Americans this fourth of July what they consider patriotism to be, an overwhelming majority of them would reply in words not essentially different from those of the Michigan school children.

And yet, if there is any one thing clear in the present condition of our national life, it is that this conception of patriotism is pitifully inadequate. We are just lurching with infinite pain, out from the revelations of a scandalous period in our governmental administration. In fact, we are not yet out of that mess, for there are still plenty of people and plenty of powerful institutions intent upon putting over the idea that nothing of any great moment has been disclosed, that such slight irregularities as may have been discovered might better have been glossed over, and that really the whole business has been much ado about nothing. Through it all, it is of importance to note that the folks who have been caught with the boodle and the folks who have sought to belittle this betrayal of trust have been the sort of folks who march in the front ranks of the fife and drum corps brand of patriots. The effort to choke off the examination of the attorney general's office, we should remember, began with the assertion that the chief examiner was not a patriot.

There are few virtues outwardly more appealing than loyalty to country. It may not be the fashion to quote Walter Scott any more, but most of us will agree with the Scotch bard's judgment on the "man with soul so dead" who does not love his native land supremely. But when such a sacred emotion is twisted into a false sort of fetish worship that would blind us to evil at home and make us provocatively belligerent in our attitude toward all the rest of the world, then it is time for the thinking American to cry a halt upon those who would bring this to pass. Patriotism is too fine to allow it to be stolen by the jingo or made the screen behind which the exploiter carries out his selfish designs. We need to keep insisting upon the true connotations of the idea, else we will awaken in some future day to find ourselves robbed at home and ruined abroad.

Theodore Roosevelt—whose standing as an authority even the most insistent of the flag-wavers will admit—saw clearly of what sort the dangers are that true patriotism must face within the nation. "Moreover, as men ever find, whether in the tiniest frontier community or in the vastest and most highly organized and complex society, their worst foes were in their bosoms—dissensions, distrust, the inability of some to work and the unwillingness of others, jealousy, arrogance and envy, folly and laziness." And a patriotism that does not place first the determination to keep the internal national life clean and just and noble is hardly a patriotism at all.

Turn then to the contacts of the nation with other nations and you are in the realm out of which most of our popular and unsatisfactory ideas of patriotism have sprung. In the early days of the American revolution the colonists, in their desire for a flag, raised one that depicted a rattlesnake poised to strike, with the motto, "Don't tread on me!" Too many are sedulously cultivating that as a patriotic notion of America's attitude toward the rest of mankind after a hundred and fifty years of unparalleled national development. And in September, we are told, every man, woman and child in the country, every factory, every hospital, every school, is to be rushed through a day of military mobilization, just as an object lesson to the rest of the world. One can hear the rattles: "Don't tread on me."

A strange mood, this, in which to meet our fellowmen in this generation. Our secretary of state gravely assures us that we are in less danger of attack than at any previous time in our history, yet, to prove the quality of our patriotism, we insist upon showing how quickly we can strip off coat and shirt and assume the proper pugilistic crouch. And what a travesty it all is of the very world order of our times! The "don't tread on me" flag came out of a period when the latest event in political ideas was the discovery of the possibility of independence. The world had just felt its way along with the weariness of centuries of thought and experiment, to that stage. Our fathers were quick to greet it, and launched the American revolution on the strength of the
new conception. The French revolution followed. The revolt of the Spanish colonies in South America came hard after. And so on, through most of the nineteenth century. There are still parts of the world where the word independence is coming as a new gospel. And there are still plenty of people who think it represents the last word in political idealism and wisdom.

Of course, the truth is that the nations have passed on from the era of independence to that of interdependence. We still thrill to the former word, and will for generations to come. It will still be cause of public outcry a century hence if one so much as hints that this country is not to be “free and independent.” But, to any one who deals in realities, it is already clear that independence has become a very strictly circumscribed commodity. Whether we like it or not, we are not, in reality, independent. We are interdependent. The central part of Europe cannot be reduced to anarchy without having the effects felt on the wheat plains of Nebraska. The members of a great race in Asia cannot feel themselves insulted and outraged without affecting the wages of the loom-tenders of Massachusetts. The scientists and the inventors seem leagued to bring us together with almost terrifying speed. Thrust, thus, in upon one another, our salvation depends upon our ability to find some means of mutual accommodation and co-operation. An enlightened self-interest bids us make our contacts with other peoples as mutually agreeable as they can be made.

It is in the face of such a world situation as this that the jingo would insist upon a type of patriotism expressed in terms of a big fleet, new naval bases, an enlarged army, a populace enrolled for military service, all the resources of a country ostensibly seeking to live by trade so organized, that, at a moment’s notice, they can be revealed as potentials of war. Wave the flag above this; talk vaguely about a hypothetical danger of attack; damn the peace-seekers, and this, the jingoess assure us, is patriotism. This is the proper spirit for the republic that came into being in Independence Hall one hundred and forty eight years ago. If it be, it bears a much closer resemblance to the atmosphere of the Prussia of Wilhelm II. than to the spirit of any America our fathers ever knew. And it offers a needless and gratuitous evidence of lack of confidence in our neighbors at the very time when it is becoming clear that we must live with them on increasingly intimate terms.

Two dozen families, more or less, occupy the house in one block. In the very center lives the Samson family, the wealthiest and one of the largest families in the neighborhood. The rest of the residents have their troubles, but they are learning, as the community grows older, to get along together. The Samsons, however, are not fitting in very well. Mrs. Samson is becoming more and more touchy about letting any of the neighbor’s children play on her lawn or tramp through her halls. Mr. Samson loses no opportunity to let all who will listen know what a bunch of loafers and good-for-nothings he thinks his neighbors are. And the Samson children spend a lot of time yelling that theirs is the best family on the street, and offering to whip anybody who doubts it. Yet some of the Samsons seem to wonder why they are not more popular!

What is the true patriotism? In the light of conditions, both civil and international, is it not clear that the truly patriotic course just now is that which adds inner strength to the nation by the cleansing of its spiritual vision and the stiffening of its moral fibre, at the same time, it adds strength to the perception of a community of interest on the part of all the nations. And that, cutting away the husks of words and getting at the kernel of action, means that, in this year of opportunity, that man is the true patriot who, by any means, helps to secure in any measure an informed American public, ready to meet the world with open eyes and high hearts and resolved to co-operate with all other peoples who so desire. For in such a resolve as this lies most surely security and prosperity.

America has been rich in the devotions of her sons. She needs now a new type of devotion, to be expressed in a demand for cleanliness within and the spirit of co-operation without. She cannot afford to be satisfied with a self-proclaimed devotion that concerns itself mainly with matters that are
largely matters of ritual or have a dubious reality. The snares that beset her, both at home and abroad, are too menacing for her to commit her name to the keeping of those who can shout most loudly or who spend their time in shaking fists at shadows. So America needs to beware lest she be fooled into thinking that patriotism is any course of action that plays into the hands of the jingo. For the jingo, however he may frame his blatancy in bunting, is just about the most useless citizen any nation now contains. He spends his days hunting for cheap applause, and, like some others, he generally has his reward. But this is not a time when the country is served by such self-advertising gentry. True patriotism just now is likely to be very quiet but go very deep.

The Christian Century

“ON” AN OLD ATTIC IN THE VALLEY OF VIRGINIA

I WONDER whether we are not so occupied today with the modern trend of things that we are forgetting the grand old traditions of our Valley? The old-fashioned things tucked away with a thousand memories of the past, of our parents, our grand-parents and even older generations. Let us escape for a moment from the busy rush of this worldly life, and unearth a few of these long-buried relics so fragrant with the sacred memories of the dim and distant past.

One of the most wonderful hiding places of these time-worn treasure-troves is “on the attic” of some ancient house of a former century. I love to climb the long steep attic stairways and explore all the nooks and corners to my heart’s content.

There is one old, old garret that I am never weary of visiting. Its steep, dark stairs gives it an added interest and likewise a bit of a thrill. When I reach the topmost step, I suddenly find myself in the land of yesterday. With awe I wander here alone delving among the “goods and gods” of generations who have passed beyond into new life.

One autumn day, in searching through this dear old hoard of many ancestors, in a secluded nook I discovered two tall spinning wheels and one darling little flax wheel. I could almost see a rosy-cheeked girl, clad in a quaint home-woven gown, happily spinning for her “hope-chest” on one of these queer old wheels.

Another corner revealed an unusual chest; firm and strong despite its age, filled with wonderful relics of by-gone days. In it was stored a marvelous collection of old-time ball dresses of lawn and silk. Resting on the prettiest one of these gowns was a fan—once lovely, but now crumbling with age—which some charming belle must have carried when she wore her frilly dress. There was another gown which fascinated me, with its full velvet skirt, and its tight beaded waist, high in the neck and with close fitting sleeves.

Softly touching these charming garments, I wondered about the girl who once wore them. Whether she was like the girls of now-a-day? Whether she acted and felt as now we do when she wore this beautiful apparel? I was impressed that she must have been a dark, southern beauty, with glowing eyes, black curls and a proud mien—a true aristocrat of the old school.

This chest contained many other articles of clothing, bits of wedding finery, a package of old deeds and many other business papers, all packed away with lavender and—memories.

In this great upper chamber were many obscure corners and recesses, and hidden away in one of them I found a huge square box containing an assortment of beautiful hand-woven coverlets which some thrifty housewife of long ago had made with her own skillful hands. These ancestral counterpanes had been folded away by some more recent descendant of that diligent great-great grandmother. But these attractive coverlets were not doomed to perpetual oblivion, for they are more valued now. The girls of to-day are resurrecting them from their attic burial caskets and giving them places of honor in their own pretty bed rooms and even in their twentieth century living rooms.

This box also contained linen table clothes and sheets, some well woven and all yellowed with age, but there was a certain air of dignity about them.
Near this box stood the very loom on which these contents and table linen had been woven. It was a clumsy hand-made affair, rather crude in the construction, but substantial, with each part fastened together with wooden pins, not a nail could be found in it. It was still in almost perfect condition. Spread across this loom were a few pieces of “home-made” carpet of beautiful pattern and I am sure it was a carpet of which to be proud when it was new. Its colors were faded and I could distinguish only light and dark shades, nevertheless it was still pretty.

Beyond the loom stood an antique walnut cupboard with heavy solid doors. It had once been brightly varnished, but time had mellowed its shining surface and it was now a softer, more attractive hue.

Stowed away on the upper shelves were old, old dishes, pewter spoons and plates, with an array of horn-handle knives and two-tined forks. On the lowest shelf I found a nest of tiny mice! So the ancient cupboard continued to be of some service to the living.

Tucked back under the eaves, to my great joy, I discovered an antiquated melodean, covered with the dust of ages. Reverently I raised its cover and softly touched its warped and yellowed keys. The old instrument gave forth a faint, sweet sound. I could not tell whether it was a sound of protest or gladness. So I gently closed the lid, leaving the instrument of the distant past to dream on of the sweet old tunes it had breathed forth in the long ago.

As I was pondering over all this my eyes suddenly rested upon a grandfather’s clock and I forgot all else, for I love these clocks of yesterday. Quickly I opened the door, which had been fast closed for many, many years, and it grated on its hinges. Looking within, disappointment overwhelmed me when I saw that the pendulum was gone and that vandal hands had destroyed part of its delicate works. My happy thought had been that it might be removed from its dismal environs to a niche in the stairway of a modern home, but seeing how it had been despoiled, I gave up my attractive plan.

In this large, rambling attic I espied a queer hair-covered trunk, studded with brass headed nails and packed full of most interesting things. I found a book entitled “The Ladies Keepsake,” unlike anything I had ever seen before. Its once brilliant cover was faded, and its gilded lettering tarnished. On its ornamental “dedication” page was written in ink once black, but now brown with age, “From David to Betsy, Christmas, 1835.” It was illustrated with steel engravings and filled with “poems of love.” I learned that David and Betsy lived to celebrate their diamond wedding anniversary which was attended by their children, grandchildren and very, very modern great great grandchildren.

Many other ancient books were stored there. The massive family bible with its long record of marriages, births, and deaths. An old copy of “Ossian” filled with notes, “Rhymes for the Little Ones,” well worn by childish fingers, “Lindley-Murray’s Grammar,” “Webster’s Blue-Back Speller.” The last two books “which made English for many generations” were among this treasured collection. Also, a well worn “McGuffey’s Third Reader,” an early edition of “Don Quixote,” published in London in 1814, with many another antique book and keepsake.

In a quaint box carefully concealed in one corner of the trunk was the queerest marriage certificate ever seen. At its head were pictured cupids with their fat legs thrust through wedding rings and below were inscribed the names of David to Betsy, with the date of their marriage and signed
by the officiating clergyman; and wrapped in silk, was a pair of tiny shoes worn by the first baby and a curl of golden hair clipped from his head.

When I asked the dear old ladies—whose attic I had been permitted to visit—something of the history of my enchanting discoveries, a tender look came into the gentle eyes and a delicate flush to their faded cheeks, as they looked back into the closed rooms of memory, and related to me each little story connected with their treasure room.

Their attractive home had many of the old-fashioned things on the lower floors as well as on its attic.

The ladies themselves were sweetly old-fashioned and who would have them otherwise? Were they differently surrounded they would lose half the charm they now possess.

While their delightful old garret is my favorite, and is dearer to me because so many of its treasures belonged to my ancestors, there are several other entrancing attics which I have had the pleasure of exploring and I have sometimes felt like an intruder, looking into things far too sacred for me to see. But the owners of these precious hoards have always appeared delighted to have me look them over.

On one of these attics I could hardly stand erect so low was its roof. Here were hanging many old-time dresses and articles of men’s clothing. Among them I noticed a long “swallow-tailed” coat, with a pocket in one of its tails, a large hat, not wholly unlike the modern high silk hats, though somewhat wide at the top of its crown. It was amusing to imagine one of my very modern friends walking down the street wearing this delightful old costume.

But the hoarded treasure in this attic which interested me most were the old-books and valentines. On the fly leaf of many books the name of the owner was inscribed and sometimes that of the giver, written in quaint old penmanship. It was a pleasure to look at the delicate handwriting of the women of the past century, and compare it with ours of to-day.

There were wonderful valentines stored away in a queer hand-painted wooden-box. I learned that the receiver of these bits of lace paper symbols of romance and dreams might not want one to trespass on their sacredness, but she smilingly bade me to look them all over, which I did gladly. As I examined the decorations of angels and cupids and read the little verses I became completely lost in the past and I, myself, was the one to whom these valentines had been sent, and my heart really thrilled over some of those love messages rarely sent to a prosaic twentieth century girl.

In another splendid old attic I discovered hidden away in an old trunk a shawl that once belonged to a woman of long-ago of whom I had known. At my first glimpse the profane thought entered my mind “what a lovely modern garment could be made from it for a girl of to-day”—but later, when I learned its remarkable history, I was then content to let it rest, undesecrated, with its hallowed memories.

A venerable horse-hair sofa with its carved back, cast a shadow over one corner of the attic, and several leather picture frames lay on the floor. Close behind these frames were three old daguerreotypes. These fine old pictures were dimmed but some of the subjects were yet discernable. High up, on a nail driven into a rafter, hung a lantern of Revolutionary days. Its sides were made of tin which were pierced in queer designs and through which the light was supposed to shine. On the inside was a round piece of tin in which to insert a candle. On the top of the lantern was a huge ring by which it was carried.

There are many other interesting things preserved elsewhere than “on the attic.” In one lovely valley home I saw a rare antique “bake oven”. The modern housewife had it in her back yard, and she informed me that when she had an unusually large amount of baking to do she used this queer oven.

Through the Shenandoah Valley, little stone or wooden spring houses are not unusual. The milk is kept sweet and the butter cool in these “cold water” refrigerators, which are rivals of the patent affairs in some of our homes.

Then frequently I have seen an old “mounting stile” attached to the yard fence
of some old home. Here the lass of long ago gracefully mounted her prancing horse, not at all impeded by the flowing skirts of her riding habit.

All these delightsome things which I found "on the attics" and about our Valley homes are holy reminders of days gone by. If we could only capture these priceless fragments of a revered past, and keep them forever and ever, what a joy it would be, the blessed old-time dreams and fancies and dresses and manners of long ago.

The letters, the books and the hopes of yesterday! Is it not the fragrance of reminiscence which haunts them and renders them more than sweet? Rebecca Spitzer.

THE TEACHING OF CLASSICAL LANGUAGES

Recommendations of the survey committee of the American Classical League, recently in session in Washington, are reported in the New York Evening Post as follows:

The recommendations contained in a report to be published in a 350-page book next autumn, are the result of an exhaustive investigation conducted by leading educators of the country, with the cooperation of Federal and private organizations. The object of the research was "to discover our faults and improve our teaching methods."

One of the principal recommendations made is an increase in the number of Latin teachers for secondary schools. It is also suggested that the study of Latin, Greek and English or modern foreign languages be more closely correlated and that the secondary education be started two years earlier.

Need for Latin Teachers

So great has the revival of interest in the study of Latin in the secondary schools become since the World War that the future educational usefulness of Latin is largely dependent on finding means to supply the present and growing need of properly trained teachers, the report points out. A second important factor revealed in the present unsatisfactory situation is the imperfect arrange-

ment of the Latin course as now generally found in the secondary schools.

"The amount of material now included in the course is too large to be well taught within the time available and is not as suitably adapted as it should be and might be to the successive stages of progress of the pupils," continues the report.

Even more important, it is said, is the character of the teaching, and "facilities for this purpose, though somewhat more numerous recently, are utterly insufficient to meet the general need for training prospective teachers and for improving the training of our present body of teachers as well. There is plenty of evidence to show that the demand for Latin teachers, especially for better trained Latin teachers, is increasing rapidly and that the supply is so inadequate as to warrant deep anxiety."

Praise Results Under Handicaps

Another side to the picture "which is most gratifying to contemplate," is the fine results, obtained even under handicaps of the present system. It is pointed out that "in the record of the College Entrance Examination Board of the whole country for ten consecutive years 1914-1923 Latin stands near the head of the list, practically tied with French for second place and surpassed by Greek, which ranks first. It has the highest average record among the four subjects which have the largest enrollment of pupils."

It is further stated in this connection that "in so far as Latin and non-Latin pupils of admittedly equal initial ability have been tested experimentally in subjects outside of Latin, the Latin pupils usually make the better record."

While the rapid increase since the war in the enrollment of Latin students, to the extent that the "number of pupils in Latin is now a little greater than the combined number of pupils enrolled in any or all other foreign languages," is regarded as highly encouraging in that "the supply of Latin teachers, whether adequately or inadequately trained, is very insufficient and that small provision is made for training Latin teachers."

Training Apt Pupils Urged

Only one means to improve the situation lies within the power of present teachers, it
is said, and that is for secondary schools and college teachers and professors to be on the alert for "bright students with presumable aptitudes for teaching." These students should be encouraged to look forward to the classical career and should be guided in their studies to this end.

In contrast with the interest shown in Latin, the report says, "the enrollment in Greek is so small as to cause deep concern." The results in Greek, however, "are demonstrably and notably better than in any other subject in the academic secondary school course."

Regret is expressed that provision for the study of Greek is found in comparatively few secondary schools throughout the country. It is pointed out that Spanish is provided in thirty times as many public high schools as teach Greek, and is commonly accepted as equivalent to Greek for admission to college.

With regard to the growing number of colleges which offer elementary courses in Greek, it is said "this work probably belongs in school and not in college and reduces the power of the colleges to go ahead with college work for all students taking Greek in college.

**Study of Greek Favored**

"We are not asking that pupils in our schools be compelled to study Greek, but that all who are fit for the study shall have the unhindered and really encouraging chance to take it. This good chance is not provided now."

"It is notorious that "the line of least resistance" is now being followed by crowds of students who seek the easier way through school and college."

The proposal is made that teachers of Latin should be trained to know Greek also and that full provision should be made to insure this result as soon as possible. "It will give us better teachers of Latin and will also provide for the training of Greek in many places where for economic reasons a separate teacher cannot be allowed for each language."

A large aspect of the question is the intimate relation of English to Latin and of Latin to Greek, which "offers valuable opportunities for teaching the three languages in much closer connection than is effected at present." It is pointed out that in the French secondary schools, or lycées, French, Latin and Greek are regularly taught by one teacher.

"A similar comity in teaching should also be favored in respect to the modern foreign languages," the report points out. "The intimacy of French, Spanish and Latin is so close as to promise excellent results from co-operative or combined teaching."

Pointing out that there are nearly 50,000 teachers of foreign languages, classical and modern, in the schools and a much larger number of teachers of English, the report concludes that "the more the spirit of cooperation spreads among the teachers of all these languages, the more surely we may expect richer results in each language taught."

Preliminary to recommending that the secondary school course be increased to six years by beginning two years earlier, the report urges that the study of Latin be extended from four years to six years, also by starting two years earlier.

"By beginning two years sooner and continuing the study for two years longer than in present four-year course, it will be practicable to develop more deeply-rooted habits of accuracy and thoroughness, a larger reading of authors and greater facility in the reading and broader appreciation of the literary and historical influences flowing from the subject. It will also furnish those who go to college greater power to read college Latin with certainty and thus the opportunity to gain a larger first-hand acquaintance with Latin literature."

The warning is made that the six year course should not be broken into two loosely connected or disjointed three-year units. The investigators state that "the value of longer continuity in leading secondary school studies is commonly admitted, though not always appreciated."

"It is sometimes erroneously supposed that each successive year of progress in a
study is almost or altogether equal and is somewhat like piling blocks of the same size and shape on top of one another. This overlooks the two facts that the maturity of pupils ordinarily increases each year and that the results coming from a fairly well taught study are cumulative, so that for both reasons each succeeding year is usually more worth while than the year before it.

Each Years Work Cumulative

“Each added year thus represents the addition not of an equal but of a larger volume. It is not like the lengthening of a tube, but like the expansion of a cone—each following year starting with a larger basal-area.

The investigators declare that not only should the four-year term of secondary education be extended downward to two years, but that the reconstruction of American, academic education should begin with the secondary school. The four-year school “does not begin soon enough and does not last long enough” for properly developing the secondary education.

“Our is the only important nation in the western civilized world which allows secondary education to begin so late and contents itself generally with only four years. This largely accounts for the undoubted fact, noted again and again by those who have studied the situation, that our boys and girls at the end of their secondary schooling are practically two years behind those who are of about the same age on finishing their secondary education in other leading countries. This is a great public loss.

“The history of our schools shows that the four-year term is due largely to the fact that our elementary schools were organized to conform to the Prussian volkschulen. This was a mistake, as the volkschulen were intended for children who were not to go further with their education.

Three-year junior high schools which are springing up are beginning to meet the emergency, the report says. The most serious factors in the new situation noted are “the general lack of teachers trained to do secondary school work and the absence of satisfactory correlation between the three-year junior and the three-year senior high schools.”

This development of a well-planned six-year secondary education “has a far larger significance than the proper development of Latin or of any other individual study. It presents the one available opportunity for putting our whole secondary academic education on a satisfactory basis.

“The secondary school, and not the university, is now the strategic center from which to attack the whole problem of reconstructing American academic education. England, France and Italy have already found this to be true in their educational reconstruction following the World War. This method for solving the whole problem is clear and it is most important that it shall be followed.

“If the principle of sufficient continuity in separate leading studies is consistently followed, it will naturally lead to adopting the correlative principle of coherence as regulative for arranging studies when taken together, whether concurrently or in sequence.

“If the two principles are followed steadily and clearly, the work of rationally organizing all our academic studies, both secondary and higher, will be well started on the way to complete accomplishment.”

GIFTED CHILDREN IN AMERICAN PUBLIC SCHOOLS

The typical gifted child in the American public school has already mastered the subject matter more than 35 per cent beyond the standards for his age, but this progress through the schools has actually been hastened only 14 per cent, according to Guy M. Whipple, professor of experimental education, University of Michigan. To find out what is done for gifted children, the National Society for the Study of Education two years ago appointed a committee on the education of gifted children. The work of the committee is summarized in the Yearbook of more than 400 pages recently issued by the society.
THE DAY NURSERIES IN VIRGINIA

The day nursery provides a place where children are cared for during the day while the mother works away from home. Some idea of the character of the typical day nursery is to be had from the statement of essential minimum standards, as arranged by C. C. Carstens, Director of Child Welfare League of America, and approved by the Association of Day Nurseries of New York City.

Essential Standards of a Day Nursery
1. Hygienic plumbing.
2. Walls, ceilings, floors must be finished so as to be washable.
3. Examination of child by physician before entrance.
4. Examination of children by physician once a month, stripped if possible.
5. Daily examination of each child by Matron or Superintendent before admission to nursery.
6. Investigation of cases before entrance.
7. Continued investigation of cases where exceptional.
8. All children must be given two meals a day.
9. Dietary recommended by Federation should be used.
10. All children should wear nursery aprons, and infants should be dressed in nursery clothes where possible.
11. The clothes of each child should be hung in a well ventilated closet far enough apart to avoid contact. (Mess bags recommended.)
12. Separate towels, spoons, etc., for each child obligatory.
13. Only eight infants or sixteen runabouts should be under the care of one attendant. A kindergarten teacher should have an assistant for more than twenty-five children.
14. Simple records of each child must be kept. Annual reports should be printed following suggestions of the Federation.

Purpose and Work
While the purpose of the day nursery is primarily to care for the children during the day, it reaches out and spreads its influence into the homes of the children. One of the best ways to approach the mother is through the child’s health. Here the nursery has an opportunity to teach both by word and example. The child’s health is a problem of first importance. The children are examined every morning by the nurse and once a month by a doctor, or oftener if necessary. Often the mother is suffering from the neglect of fundamental health principles and when she is shown the principles which underlie the health of her child, she may learn to apply them to herself.

The other vital subject, which is not so easy to approach, is that of discipline, but this ties up very closely with the problem of regular hours and proper nutrition for the child.

The nursery keeps in touch with the mothers by making it a point that nurses shall talk with mothers when they bring the children, and by having special programs for the mothers. Some of the nurseries have mothers’ classes which meet once a week. Here the others are taught the fundamentals of child care, and, if they are foreign mothers, they are taught English also.

There are other problems besides those of health and discipline, which must be considered most carefully. Dr. Chas. R. Lambert, of Columbia University, has put it aptly, “The bulk of human suffering does not come from bruises, broken bones or infections. Those are things that hurt least. What hurts from the cradle to the grave is wanting and not getting, unfulfilled ambitions and wishes on one hand, and no opportunities to attain them on the other. That is the gap that sometimes hurts and leads to moods and grouchies in all ages and with men and women. It all comes to the question of how the individual learns to adjust his life to his surroundings.”

Some children do not naturally drop their offending ways and if they can be taken early, they can be controlled and saved from suffering. This problem of human adjustment is considered most carefully by the nursery director, or person in charge, and every effort is made to bring the child into harmony with society and with itself.

The plan of work depends to a certain
### FAMILY CARD

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<th>Name of Nursery</th>
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<tr>
<th>Name of Family</th>
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<th>Refused</th>
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#### SPECIAL INVESTIGATION

Widower—Separated—Deserted—Divorced

<table>
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<tr>
<th>Name of Father</th>
<th>Name of Mother</th>
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<tbody>
<tr>
<td>Address</td>
<td>Address</td>
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</tbody>
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Religion

Nationality

Legal Residence

Age

Occupation

Where employed

Days per week

Income

Steady work

Physical condition

### CHILDREN IN FAMILY

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<th>Name</th>
<th>Age</th>
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OTHER SOURCES of INCOME or SUPPORT

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<th>Boarders</th>
<th>Address</th>
<th>Rent</th>
<th>Own home?</th>
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Any at Work?

Income

Own home?

Is income at all times insufficient or is this a temporary emergency?

Remarks upon general conditions and reasons why mother must work away from home if children are accepted; if refused state reasons why.

Date

Signed

Investigator

### CHILD'S CARD

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#### PREVIOUS MEDICAL HISTORY

Vaccinated

Measles

Scarlet Fever

Diptheria

Mumps

Chicken-pox

Small-pox

Whooping Cough

Typhoid

T. B.

Rheumatism

Pneumonia

Malaria

Chore

Operations

Otis Media

#### PRESENT PHYSICAL CONDITION

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<th>Lungs</th>
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General Development

Condition of Eyes, Lids

Abdomen

Spine

Orthopaedic defects

Condition of Ears

Genetalia

Nasal Passages

Sign if Contagious Disease

Condition of Tonsils

Need for laboratory tests?

Condition of Skin

Recommendations for corrections to be made, treatment to be given or laboratory test to be made.

Date

Signed

M. D.

### SUBSEQUENT EXAMINATIONS OR CORRECTIONS

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extent on the nursery, but the daily routine is everywhere very much the same. This is a typical day for any day nursery.

1. Inspection of each child by nurse in charge.
   a. Babies are always bathed and are often dressed in nursery clothes. The other children are bathed, and dressed in nursery clothes if necessary.
2. Those old enough are sent to kindergarten and school.
3. The others have a period of play, then a nap.
4. Another period of play.
5. Hot lunch for all. (Those who are at school and kindergarten come to the nursery.)
6. Nap for all.
7. Play (each child is allowed to select the toy he wishes to play with.)
8. Light lunch.
10. Dressed in their own clothes, all ready to go home.

Standards for Admittance

Who shall be admitted? is the next big question. This is often very hard to decide, especially when the number of applicants exceeds the number of places open, and the day nursery always tries to help those who need it most. It does not care for children to make it possible for the mother to go away from home to work, but for those children whose mothers must work away from home. Very thorough investigation is made of conditions before any child is admitted. In Ohio, where day nursery work has been carefully organized, information cards (page 189) must be filled out before a child is allowed to enter a day nursery.

This is more of an ideal than a typical condition, but every nursery does require a physical examination before the child can be admitted, and some information about needs and home conditions is insisted upon.

The problem of finance is taken care of in various ways, but these are the ways common to all:
1. Private subscriptions.
2. Donations.
3. Supported by a factory.
4. Charity organization.
5. Churches.
7. Tag Day.
8. Patrons. (Smallest contribution of all.)

VIRGINIA'S DAY NURSERIES

<table>
<thead>
<tr>
<th>Name of Nursery</th>
<th>Location</th>
<th>Date Established</th>
<th>No. of Nurses</th>
<th>Other Employees</th>
<th>No. of Children</th>
<th>Ages Admitted</th>
<th>No. Hours Open</th>
<th>How Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunnyside Day Nursery</td>
<td>Richmond</td>
<td>1920</td>
<td>1</td>
<td>1 Assistant Nurse</td>
<td>30</td>
<td>6 months to 8 years</td>
<td>5:30 A. M. to 6:00 P. M.</td>
<td>By Patrons</td>
</tr>
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<td>By Entertainments given by the Board</td>
</tr>
<tr>
<td>Belle Bryan Day Nursery</td>
<td>Richmond</td>
<td>1890</td>
<td>3</td>
<td>1 Matron</td>
<td>60</td>
<td>1 month to 12 years</td>
<td>7:00 A. M. to 6:00 P. M.</td>
<td>By Tag Day</td>
</tr>
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<td>By Endowment Fund</td>
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<td>By City</td>
</tr>
<tr>
<td>Schoolfield Day Nursery</td>
<td>Schoolfield</td>
<td>1905</td>
<td>1</td>
<td>Assistant Nurse part time. 2 Ma-</td>
<td>40</td>
<td>6 months to 12 years</td>
<td>6:00 A. M. to 6:00 P. M.</td>
<td>By Dan River Cotton Mills</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<td>trons. 1 Maid.1 Cook</td>
<td></td>
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<tr>
<td>Norfolk Day Nursery</td>
<td>Norfolk</td>
<td>1900</td>
<td>1</td>
<td>1 Assistant Nurse Maid</td>
<td>28</td>
<td>6 months to 10 years</td>
<td>7:00 A. M. to 7:00 P. M.</td>
<td>By City</td>
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<td></td>
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<td>By Donat's</td>
</tr>
<tr>
<td>Norfolk Baptist Ch. Day Nursery</td>
<td>Norfolk</td>
<td>1920</td>
<td>Supervised by Name of 'The Kings Nurses Daughters'</td>
<td>2 Practical Nurses Maid</td>
<td>20</td>
<td>3 weeks to 7 years</td>
<td>7:00 A. M. to 7:00 P. M.</td>
<td>By First Baptist Ch.</td>
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In Virginia there are seven day nurseries. The five white nurseries are:

The two colored nurseries are: First Baptist Church Day Nursery, Norfolk, Va.; and Miller Day Nursery, Portsmouth, Va.

A letter was sent to each asking for information about its work. Five of the seven were heard from, and the preceding chart, (page 190) summarizes the information that was collected.

The children are given about the same attention in each of the day nurseries. They are inspected in the morning by the day nurse, and the babies are bathed and dressed in nursery clothes, if their own are not clean and comfortable. The older children are sent to school and kindergarten. After a hot lunch, there is a rest period when most of the smaller children sleep. The afternoon is given over to play. The girl scouts often come and entertain the children by telling them stories, reading or playing games with them. A light lunch is usually served before the children go home.

The work in Virginia has been growing slowly, but as the importance of giving the pre-school child proper care is being stressed more and more, it is believed that every town in Virginia will have a day nursery, or better, a nursery school where more stress is laid on mental development.

We have heretofore provided chiefly for the physical well being of the pre-school child, but it has been found that if the child is to be truly happy, his mental side must be developed as well as the physical.

In cooperation with Professor Patty Hill of Teachers College, Columbia University, a nursery school demonstration was carried on at Manhattanville. It was very successful. Since that time similar demonstrations have been carried on in the Flatbush Nursery of Brooklyn, and in the Green House Nursery of New York, with equal success. In the Green House Nursery School, they have worked out a set of mental tests for babies. This has not been used enough to get any definite results.

The children are divided into classes, according to age and mental ability. The object is to help the children attain the fullest possible development, both physical and mental, to guide his social relations and to help him to form right habits, habits that will function in the home and in after-life as well as in school.

The importance of this new movement is shown by the fact that Columbia University has recently opened a department for training teachers to meet the demands in the newly established school. To the day nursery or the nursery school we are looking to give the children of working mothers their birthright of intellect, care in happy wholesome surroundings, for the hope of tomorrow lies in the children of today.

Mary Lippard.

AFRICA MAKES PROGRESS

"The thing that impressed me most was the tremendous variety of nations," said Dr. James Hardy Dillard, of Charlottesville, Va., president of the Jeans and Slater Boards, in his recent address before a mass meeting of ministers, teachers, and farmers, held in Ogden Hall, Hampton Institute.

"The nations differed among themselves more than the nations of Europe—in habits, customs, language, and religion. I was longest in Kenya, an English colony five times as large as the State of Virginia. There were at least a dozen nations and languages in Kenya, not to speak of the differences in the people. The national differences are very striking.

"Another striking thing is the improvement in the condition of the women. The men used to do the fighting and the women did the work. Of their own accord this has stopped. This a great step forward. There are government workers going about showing people how to raise things better. The natives raise good tobacco and cotton. In one country the production of cotton is growing appreciably. England is determined to raise her own cotton."

Africans Seek Education

"The one thing that struck me on the way down the coast is the determination of
the natives to have an education. They are going to have it. I went out in the country and saw what the people themselves were doing. Those people are finding out that there is something that helps to keep their interest; that is, education, and they are determined to get it. Missionary students have started schools. In one school forty or fifty students were being taught. They were working on slates and all were interested in my seeing their slates. They appreciated my interest.

“There was a native college in Africa where the students who attend had to pass an examination harder than any college in America. There were seventy genuine college students, and a fine medical school is going to be established there.

“Every child of God has to have a chance. We simply have to go on working to do the best we can. It is spreading the kingdom of heaven. It means more light, the light of education for all, and each one can in his own humble way do his task that he will help this work.”

Right Work the Test

Doctor Dillard was introduced by Principal J. E. Gregg of Hampton Institute as “a friend of all men everywhere.” Doctor Dillard said in part “farmers have to work hard; teachers have to work hard; but the hardest work of all, if he does his job right, is the preacher. Jesus Christ never did talk about groups of people. The right thing is to think about human beings. Think about that individual mother, that individual father, that individual child. Get out of the habit of talking about groups, of putting people into a mass. Talk of individual men and women.

“No calling is any higher than another calling in a way. The difference is not the difference in callings or work. The difference lies in the handling that you put into the work. I cannot conceive of a farmer doing nothing but plow his fields and care for his crops. I cannot conceive of a teacher teaching the children and nothing else. It is the spirit, the attitude, that we have; and, if your work is really preparing for the great positions if life, we have to look out for the way in which we do that work.

“We must think about our relation to others who will be affected by our work and by our attitude. We must not think about ourselves. The less you think about yourself in your work the surer that work is to be the right kind of work. Think about what you are to do with reference to the work itself. It must be good work.”

ALMOST FIFTEEN HUNDRED DEGREES

Over seven hundred degrees were conferred by the University of Chicago at its recent June convention, which included 480 Bachelor's degrees in the Colleges of Arts, Literature and Science, Commerce and Administration, and Education; 21 degrees in the Divinity School; 60 in the Law School; and 146 in the Graduate Schools of Arts, Literature and Science.

At the four conventions of the academic year 1923-24 the degree of Bachelor of Arts, Philosophy, or Science was conferred on 901 graduate; that of Bachelor of Laws on 24; that of Master of Arts or Science on 342. Six received the degree of Bachelor of Divinity; 58 that of Doctor of Law (J.D.); and 124 that of Doctor of Philosophy.

The total number of degrees conferred for the year 1923-24 was 1,455; and the total number during the thirty-three years of the University's history is 19,080.

A PRESENT MENACE

As a matter of sober fact Fundamentalism is the most sinister force that has yet attacked freedom of teaching. Attempted coercion by commercial and political interests has never shown a tenth of the vitality and earnestness of this menace. In the southwest it has won sympathy and support in two other widespread movements. As is to be expected in an effort that is undoubtedly religious in original impulse but that inevitably becomes political in method and affiliations, it is used by other interests to cover their own purposes. While a dozen or more dismissals have occurred (two of them in state institutions), this fact does not begin to measure the evil effect of the movement upon the teaching profession, and in general upon the forces that ought to be cooperating for good in the nation.—Joseph Villers Denney, President of the American Association of University Professors.
THE CHALLENGE TO AMERICAN EDUCATION

An address delivered at the Washington meeting of the National Education Association, June 29-July 4, 1924.

There can be no place better than this, no time more opportune, no occasion more appropriate for the representatives of the school teachers of America to renew their expressions of faith in the American system of education and to rededicate themselves to the fulfilment of its high purposes.

If you would seek the beginnings of the American public school you might find them there in the cabin of the Mayflower when the Pilgrim Fathers gave hand and seal to that compact which established, long before the Republic was itself created, the basis upon which that Republic was to stand.

So far as we know there was no discussion at that time about the founding of schools. But this we know. There can be no hope of the successful issue of any experiment in democracy unless intelligence is widespread among the people. So it is not surprising that early in the colonial days this democratic society founded the public school.

With the development of democracy and the increase of its problems it was inevitable that the educational program should itself develop and expand. In the beginning of the last century the public school, hitherto a local neighborhood affair with limited offerings, found itself facing the challenge of greater service to a young and growing Nation, whose civic and social requirements were no longer those of a somewhat primitive civilization.

The greater expectations of the people with reference to the results of education were met with a greater liberality in providing the means of education and a larger sense of responsibility. Thus came the town, county, city, and State systems of schools, expressing larger conceptions of responsibility and creating more nearly just methods of support.

Thus came publicly supported schools for the training of teachers—growing in a little more than three quarters of a century from the little school at Lexington with its three pupils, to the present-day enrollment of tens of thousands. Thus came a great system of secondary education, expanding from a little group of a few score in the eighteen seven-ties to its thousands of free public high schools with their more than two million students in the year that has just closed. Thus came a chain of great tax-supported universities, the answer of the American States as to how far they intend to go in the education of the people. Thus came within a few years a Nation-wide, and in part nationally supported system of vocational education which not only aims to aid youth in choosing and preparing for a vocation but is also the answer to the question as to whether the American people can and will find a way of joining successfully State and Federal forces in meeting a National need.

The fundamental challenge to American education through all these years and amid all these changes has been the same. It will not be different in future years. The American public school, now as always, is under express responsibility to deliver to the Republic, citizens who understand and are prepared to meet the obligations that citizenship in a Republic implies—not some of the obligations but all of them. As American teachers serving the American people in schools supported by their taxes, in schools to which they send in confidence their children we cannot and we must not forget that the public schools in which we teach have been established and are being maintained for the paramount purpose of providing for this Nation a citizenship—civic, individual, and social—that shall be sound in thought and right in action. Whatever may be the somewhat remote and incidental obligation to help American youth to understand its international obligations, we as American teachers—as servants of the Republic—do well to keep always in mind that our schools must be National in character and National in purpose. We have within our borders one service of supreme importance and that is to teach American youth the history, the cost, and the meaning of America and her institutions—to inculcate loyally to them and to develop and foster the high resolve of serving them both in time of war and in time of peace. It is not enough, however, to deal in generalities. While the underlying objective of American education does not change, it must, with the changing and expanding needs of society, encounter new challenges and find new ways of meeting them.

A foremost challenge of this day in education is that of producing citizens who respect
knowledge, are eager in its pursuit and are skillful in its use. It is the business of the educational institutions to see to it that all the truth that has been garnered by men in past generations is conserved for the use of this generation and passed on for the service of succeeding ones. But that is not enough. Not only must education conserve knowledge, it must constantly seek new truth. It is not best that a democratic society should seek to standardize or to make uniform the thinking of its citizens. America today does not need the contented mind so much as she needs the curious, the inquiring, and the pioneering mind.

But even here we must not stop. A supreme challenge to American education today is that it shall produce citizens who know how to use and to apply fact and truth, and fundamental principle. Groups and parties and communities are torn and divided because there is a turning away from the scientific method of facing and settling questions and a turning toward far less satisfactory method. We attempt to apply tradition—we are moved to words and to hasty action by our emotions—we seek the weapons of personal and class prejudice—we turn most of all to personal, sectional and other selfish interests, and we get as results not thoughtful, conclusive, constructive action, but high emotional tension, hurt and sore feelings, and wicked seeking for personal, sectional, or class advantages. I am not debating nor proposing to debate any issue that confronts the people. I am saying that if you and I do our full duty the schools will produce with each passing generation a larger number of citizens who will face their personal, civic, and social problems in the scientific spirit and try to solve them on the scientific basis. Therein is an educational challenge of the first magnitude.

It is likewise a challenge to American education to produce an American citizenship that will have a passion for justice that will tolerate nothing less than equality before the law and that will give no place to unworthy discriminating distinctions as among citizens.

Whether the public school or the American Nation will succeed as a melting pot may well be questioned. Whether they will succeed in helping people of diverse characteristics to dwell together in unity is another question, which must be answered in the affirmative if the Republic itself is to endure. Mark you—there is a difference between uniformity and unity. The first is not desirable; the second is imperative. There are unfortunately some of our adult fellow citizens—in a minority we must believe—who seem to think that they can serve their country by trying to array class against class, section against section, and racial group against racial group. These citizens are wrong. They are denying to themselves even the highest privilege of American citizenship, that of standing each day as one believes he should stand on the issues of that day alone. You are a free American citizen at his best when you reserve to yourself the privilege of standing with me when you believe I am right—and parting with me when you believe I am wrong. The attempt to align groups of citizens by section, by class, by creed, by race, is wrong in principle and utterly destructive of the highest good of the whole. The bloc principle may be effective in a narrow and selfish way for a limited time. In the long run it will prove a menace to the stability of our institutions, and to the highest development of the best ideals of citizenship. Fellow teachers, this is true. There are many American institutions that stand for equality of opportunity and for the avoidance of unfair discriminations among men. But among them all none is or can be so powerful as the public school. A challenge therefore to it and to us is to produce an American citizenship richer in the quality of co-operation, quicker and more steadfast to resist appeals that would set man against man, reader, while it insists on the right of each to his own opinion to grant freely the right of the other man to his. I repeat Democracy does not imply uniformity of thought or of action. It does imply a unity of attitude on certain fundamental things. Among these fundamental things none is more important than that each citizen has the fundamental right to make in his own way his own contribution to the life and culture of the Nation so long as he does not make that contribution to the detriment or the offense of his fellows.

Modern education must help the modern man to live in a modern world. That world is vast and intricate and complex. It is also
vivid and moving and full of spirited chal-

lene ge to those of us who are privileged to

live in this age. It is not a time for the pes-
simist nor the prophets of despair. The world

is not a wreck and civilization is not a ruin.

It is a time, however, when nothing less than

the most thoughtful attitude must be taken

towards the youth who are to live and work

and serve in the decades just ahead. It is not

a simple primitive existence which they face.

There is almost no simplicity about it.

Political machinery is highly organized,

intricately complex and confusing. Indus-

trial life is so complicated, the barriers around

it so difficult to scale that millions of Amer-

ican boys and young men stand confused be-

fore the choices they must make, with too

little help in the choosing. The boy of

today finds his hardest task that of finding

his life work and the way into it. In such a

time education cannot be simple. It must

be rich in content, teeming with varied opor-
tunity and extended in the length of its ser-

vice. This helping the modern man to live

in a modern world—the right adjustment of

the individual to his time, is a challenge

which perhaps comprises all the rest.

The intention of the American people in

the matter is clear. It is shown in their gen-

erous appropriations of money for the sup-

port of schools. It is shown by the great

number of young men and women who in

teacher training institutions are preparig for

more effective service for childhood. It is

shown in the vast army of more than twenty

million young Americans, who forgetting—

if we but let them—differences of creed and

party and race, are joined in a common en-

terprise for themselves and for the Nat'on.

It is shown in the question recently sent to

the States from this very building in whose

shadows we meet, as to whether by constitu-
tional amendments every child who lives be-
tween the oceans shall be guaranteed the

years of his youth for growth of body and

mind and soul.

The Nation looks forward only as it

looks with the Nation's children. The cha-
lenge to you and to me and to the schools we

represent is that we have a vision that sees

afar, that we cultivate a strength equal to

the task set for our hands to do, and that we

have always that devotion to our Nation

that brings her our service without stint and

without limit.

PAYSON SMITH.
cialists or tested by consideration of the evidence; that the cultivation in pupils of a scientific temper in history and the related social sciences, of a spirit of inquiry and a willingness to face unpleasant facts, are far more important objectives than the teaching of special interpretations of particular events; and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of National "heroes" can only tend to promote a harmful pseudo-patriotism; and

BE IT FURTHER RESOLVED, that in the opinion of this Association the clearly implied charges that many of our leading scholars are engaged in treasonable propaganda and that tens of thousands of American school teachers and officials are so stupid or disloyal as to place treasonable textbooks in the hands of children is inherently and obviously absurd; and

BE IT FURTHER RESOLVED, that the successful continuance of such an agitation must inevitably bring about a serious deterioration both of textbooks and of the teaching of history in our schools, since self-respecting scholars and teachers will not stoop to the methods advocated.

The Committee on History Teaching in the Schools is composed of: William E. Linglebach, Chairman, University of Pennsylvania, Philadelphia, Pa.; Henry E. Bourne, Western Reserve University, Cleveland, Ohio; J. Montgomery Gambrill, Teachers College, Columbia University, New York, N. Y.; Daniel C. Knowlton, The Lincoln School, 425 West 123rd St., New York, N. Y.; Arthur M. Schlesinger, University of Iowa, Iowa City, Iowa; Rollo M. Tryon, University of Chicago, Chicago, Ill.; Eugene M. Violette, Louisiana State University, Baton Rouge, La.; George F. Zook, Bureau of Education, Washington, D. C.

EDUCATIONAL PLATFORM OF WESTERN RESERVE SOCIETY, S. A. R.

WESTERN Reserve Chapter, Sons of the American Revolution, recognizing that the welfare of our nation rests in an intelligent, enlightened and discerning citizenship and that the continued creation of such citizenship lies in our public schools, adopts the following statement of principles as a policy for public education which it will support, defend and encourage:

1.—As descendants of those men whose convictions and deeds brought our nation into being, we hold it to be the duty of our public schools not only to venerate the memory of those heroes but to revivify and illumine the convictions for which they laid down their lives to found a new nation dedicated to the principles of human liberty and opportunity. We hold that the public schools should teach that government, in our democracy, is the servant and not the master of a free people.

The schools should reiterate continually the political beliefs of Washington, Jefferson, Franklin, and Lincoln to the end that every generation shall hold in reverence the principles of representative government, free speech, free assembly, free press, religious liberty for all, separation of church and state, a hatred of governmental tyranny and the toleration of race and creed so well exemplified later in the thoughts and acts of Abraham Lincoln.

2.—If the political philosophy of the founders of the American nation is not kept alive in the hearts and minds of our citizens the nation itself will cease to be the land of democracy and opportunity for which our forefathers gave up their lives.

Today, no less than in the day of Washington, Franklin and Jefferson, it is the duty of our citizens to insist upon representative government and the rights which it is the purpose of the Constitution to preserve as a precious and sacred heritage; it is the duty of citizens to examine critically the acts of those in the service of the government and to insist that their representatives in executive, legislative and judicial positions so act that the nation may be venerated by its own people and by all the world as a land of justice, tolerance, opportunity and righteousness.

The public schools, therefore, must give close attention to history and civics with the particular aim of developing citizens who, by their intelligent criticism and their just demands, by holding their representative government to strict accountability, are the guarantee of America's material and spiritual greatness.
3.—The public schools must give to every child full and equal opportunity to develop to the very limit of his individual powers and capacities, to the end that every child may have:

I—Sound health—mental, moral, physical, spiritual.

II—Character, implying in addition to principles of personal honesty and morality, a strong sense of his obligation to the rights and legitimate welfare of his family, his community and his country.

III—Education and training necessary to insure ability to support himself and to bear his just share of the task of building a community which, more and more, reflects the best ideals of American life.

IV—Capacity for the wholesome use of leisure time.

V—A patriotism that holds not that America has done and can do no wrong, but that America shall do no wrong.

4.—The public schools of our country, confronted with one of the most momentous tasks in all history, namely that of creating a homogeneous population, permeated by the ideals of such great leaders as Washington and Lincoln, out of the millions of children of immigrants, should have the support, financial and moral, of every citizen and taxpayer.

A sound education is the best investment for the individual, the community and the nation. Without education the individual has no hope of successful attainment in useful trade, business or citizenship and without an educated, critically-minded citizenry, the future of the nation is hopeless. Hence, every good American, while duty-bound to hold the public schools to efficient and economical operation, must regard with suspicion or utterly condemn those persons who carry on a propaganda to reduce the funds available to America's public schools, a propaganda which, in the measure that it succeeds, strikes at the very foundations of individual and national prosperity and progress and denies to our children their just right and heritage.

5.—A grave menace to the realization of the principle of life, liberty and pursuit of happiness, as enunciated in our Declaration of Independence, lies in religious and racial intolerance. The public schools must seek to eliminate this intolerance, by taking as their guiding star the philosophy of Abraham Lincoln.

Americans must be taught to form their estimates of one another not on the basis of belonging to a race or a sect but on the basis of their lives and acts as individuals. In so far as the principle of immigration is concerned, the public schools must hold that the nation has a right to safeguard itself by restricting immigration and that such restriction must rest on the fitness of individuals to contribute to the building of a better America.

**AMERICAN EDUCATION WEEK**

Preparation for American Education Week cannot be made too early. The program deals with those fundamental things in education which are essentially universal. It can easily be adapted to fit into the plans of different organizations and communities.

Plans for proclamations by the president of the United States, by the governors of the various states, and by the mayors of cities have already been made more extensively than a year ago. Newspapers, educational journals, and general magazines are working on plans for special editions, articles, and editorials. Radio program managers are planning provisions for broadcasting talks on education and school features.

During this week let every community evaluate its educational resources and needs. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of childhood. Let the week be a time of new understanding and new vision on the part of the entire American people of the part that education has played, is playing, and must play in the life of our great democracy.

American Education Week is the one time in all the year when the entire Nation is called upon to dedicate itself anew to the great task of universal education for democracy, to see and know the schools, to consider in a public way the big problems of edu-
cation, and to join in appreciation of its achievements.

The schools themselves have a truly remarkable opportunity to teach every boy and girl his responsibility as a citizen to help maintain an educational system which will perpetuate the best in the life and ideals of the Republic.

The following is the basic program which has been prepared by the American Legion, the National Education Association, and the United States Bureau of Education. The general slogans for the week are:

**Children today, citizens tomorrow**
*A man of knowledge increaseth might*
*A sick body makes a sick mind*

**MONDAY, NOVEMBER 17, 1924**
*Constitution*
The Constitution is the bulwark of democracy and happiness
1. Life, liberty, justice, security and opportunity.
2. How our Constitution guarantees these rights.
3. Revolutionists, communists, and extreme pacifists are a menace to these guarantees.
4. One Constitution, one Union, one flag, one history.

**Slogans—**
- Ballots not bullets.
- Master the English language.
- Visit the schools today.

**TUESDAY, NOVEMBER 18, 1924**
*Patriotism Day*
The United States flag is the living symbol of the ideals and institutions of our Republic
1. The red flag means death, destruction, poverty, starvation, disease, anarchy, and dictatorship
2. Help the immigrants and aliens to become American citizens
3. Take an active interest in governmental affairs
4. Stamp out revolutionary radicalism
5. To vote is the primary duty of the patriot

**Slogans—**
- *America first*
- *The red flag means danger*
- *Visit the schools today*

**WEDNESDAY, NOVEMBER 19, 1924**
*School and Teacher Day*
The teacher is the guiding influence of future America
1. The necessity of schools
2. The teacher as a Nation builder
3. The school influence on the coming generation.
4. The school as a productive institution
5. School needs in the community
6. Music influence upon the Nation

**THURSDAY, NOVEMBER 20, 1924**
*Illiteracy Day*
Informed intelligence is the foundation of representative government
1. Illiteracy is a menace to our Nation
2. An American's duty toward the uneducated
3. Provide school opportunity for every illiterate
4. Illiteracy creates misunderstanding
5. An illiterate who obtains only second-hand information is a tool for the radical

**Slogans—**
- No illiteracy by 1930
- Education is a godly nation's greatest need
- The dictionary is the beacon light to understanding
- Visit the schools today

**FRIDAY, NOVEMBER 21, 1924**
*Physical Education Day*
Playgrounds and athletic fields mean a strong healthy nation
1. A playground for every child
2. Physical education and health habits for all
3. Adequate parks for city, State and Nation
4. Safety education saves life
5. Encourage sane athletics for all
6. Physical education is a character builder

**Slogans—**
- *A sick body makes a sick mind*
- Athletics all
- Visit the schools today

**SATURDAY, NOVEMBER 22, 1924**
*Community Day*
Service to community, State, and Nation is the duty of every citizen
1. Equality of opportunity in education for every American boy and girl
2. Better rural schools
3. Adequate public library service for every community
4. A community's concern for education measures its interest in its own future
5. Good roads build a community

**Slogans—**
- Get acquainted with your neighbor
CURRENT EDUCATIONAL PUBLICATIONS

THE BUSINESS OF CURRICULUM MAKING


This treatise on curriculum making is designed for use in the classroom, both for graduate and undergraduate students. The book is divided into three parts, each of which is a unit in itself. The feature makes it possible to use any one of the three parts as a beginning point of departure in the course. The several questions outlined at the beginning of each chapter afford an excellent opportunity for extensive research and information.

The author’s main thesis is that the core of secondary school curricula should be primarily social. This implies that social studies and social objectives should constitute a considerable part of a pupil’s curriculum. Subject matter should be justified on the ground that it functions vitally in one way or another in the lifetime experience of the pupil. The author has assembled some of the principles, problems, and practices bearing upon the business of curriculum making in secondary schools. The book shows that there is a great variation of practice relative to the type of curricula, and to the requirements of pupils. At one extreme is the inflexible uniform curriculum to be pursued by every pupil of the high school. At the other extreme is the practice of having approximately as many curricula as there are pupils in the school system.

B. L. STANLEY

ADULT READERS


These books are intended for adults learning to read, especially immigrants. Book One is divided into two parts, the first dealing with the experiences around the home, and the second with the new citizen’s larger life in the community. Book Two enlarges this experience and deals with national citizenship. Book One is encyclopedic at the first, reminiscent of the foreign language grammars where the sentences were so patently a device for using the words. Toward the middle of the book the style improves, although it is never strikingly good. The content is valuable from the first and the vocabulary is so well chosen that one knows that the author has first hand experience with the Americanization problem. While the books are intended primarily as readers, they contain much practical arithmetic, geography, language and grammar, spelling, and civics.

KATHERINE M. ANTHONY.
FOR ‘STUNT NIGHT’

Helena Smith Dayton and Louise Bascom Barrett, authors of *A Book of Entertainments and Theatricals*, have recently been putting into practice the theories expressed in that entertaining volume. The recent performance in New York of the Annual Show of the Society of Illustrators was produced largely under their direction and several of the sketches and tableaux were written by them. The Book of Entertainments and Theatricals, (Robert M. McBride and Co.) has now gone into its second edition.

NUMBER GAMES


This little book is full of suggestive number projects for the first two years of primary life. Beginning with the very simple number verses selected from nursery rhymes and suitable for use with the kindergartener, the material gradually leads on to number projects developed through school activities.

The book is full of interesting number games and should be helpful for reference in the teaching of primary number.

MARY E. CORNELL

FOR USE AT THE POOL

George H. Corsan, who is called the world’s greatest swimming instructor, is actively engaged in the publication of a book entitled “The Swimming Book,” which will be published this summer (A. S. Barnes and Company.) Mr. Corsan has traveled from Maine to California instructing men, women, and children in the art of swimming and diving. He believes thoroughly that drowning accidents are unnecessary and that every one should be taught how to swim. His motto is “Paddle your own canoe, but first learn how to swim.” His new book will be profusely illustrated with drawings and reproductions of photographs, and the directions are so clear and understandable that anyone who can read may learn to swim by simply following them and observing the illustrations.

AMERICAN POETRY, edited by A. B. de Mille.


Sixty-four American poets are variously represented by from one selection to sixteen. Authors are listed chronologically; living authors occupy about 40 of the 253 pages of poetry. There is a capable introduction with suggestions for the study of poetry, a historical outline of the development of American poetry, and a discussion of oral work in studying poetry.

The book is adequately illustrated, both with portraits of the authors and with scenes to interpret the spirit of the poems.

The collection is designed especially to meet the requirements of the College Entrance Board for the study of American poetry in high schools.

CHILD ACCOUNTING, by Arthur B. Moehlman.


This relatively new phrase, “child accounting,” is explained as including the recording of all activities, instructional and executive, that are necessary in keeping the essential records of the individual child during his school life. Various child accounting forms are illustrated. These forms are designed to permit of adequate and cumulative records for the whole of the child’s school life.


Story plays are a device for involving children in bodily exercises by appealing to the imagination. This volume presents more than a hundred such games and plays, some based on seasons, some demanding imitation or impersonation of industrial activities, or correlating with language work, or suitable for special holiday occasions.


Written as a textbook for electrical construction classes in schools, the practicability of the presentation is assured in the statement that it contains just what a man would want to help him in wiring his own house or garage or summer cottage.


Popular selections for public delivery, presented in both English and Latin. An anthology of elocution selections, this book is divided into orations, dramatic scenes, and odes.
The first days in June always pass swiftly as examinations rush by, as the Senior play comes on with its inevitable accompaniment of rain, and as the commencement exercises pass on to the morning when everybody, in high glee, rises early to take buses and trains, off for the summer vacation. Follows a week of cleaning up when the campus is deserted except by those in the administrative offices, the cleaners, and grass cutters. Then comes summer school with its hundreds of students, and work begins all over again. The campus is as busy as ever—even busier.

The fifteenth commencement program at Harrisonburg ended Tuesday evening, June 10. Former Senator Floyd W. King, of Clifton Forge, was the principal speaker. Mr. King was a member of the first board of visitors of this institution and, as President Duke said in introducing him, the present success of the Harrisonburg Teachers College rests largely upon the far-sighted plans made by that first board. Mr. King's theme was individual responsibility and the intangible rewards coming to the individual who accepts his responsibility.

President Duke conferred the Bachelor of Science degree upon sixteen young women who had completed four years of work, specializing in home economics; the two-year certificate was granted to 157 students.

Dr. Hi A. Converse, Registrar, announced the merit roll of honor students of the two-year courses:

Emma Graham Dold, Buena Vista; Mary Almyra Lacy, Oak Park; Bertha May McCollum, Danville; Margaret Rose Ritchie, Petersburg; Emma Graham Dold, Buena Vista; Hattie Jacobson, Portsmouth; Mary Almyra Lacy, Oak Park; Carolyn Virginia Weems, Ashland, Anna Seaton Cameron, Newport News; and Lila Lee Riddell, Dumbarton.

Dr. John W. Wayland, head of the history department, announced the award of the Dingledine prize of ten dollars to Margaret Ritchie of Petersburg for having written the best senior essay. The successful effort was "A Stylebook for The Breeze." Those whose essays received honorable mention were:

Emma Dold, Buena Vista—"The Vital Relationship of Latin to Practical Life;" Kate May Dunivin, Harrisonburg — "Political Development in France, 1789-1875;" Susie Clay Geoghegan, Danville—"The Value of Art Education in the Public Schools;" Lucille Fisher Keeton, Lawrenceville—"Shakespeare's Place in the High School Course of Study;" Grace Katherine Luck, Ashland—"Thomas Nelson Page;" Eleanor L. Pendleton, Wytheville—"Mount Vernon and the Washingtons Since 1800;" Elizabeth Firebaugh Rolston, Mt. Clinton—"Should the One-Act Play Be Studied in High School;" Rebecca Elizabeth Spitzer, Hinton—"'On' an Old Attic in the Valley of Virginia;" Clara Evelyn Tiller—"The Moral Training of Children in the Elementary Grades;" Sadie Stuart Williams, Afton —"Moral and Ethical Training in the Schools."

The Snyder Prize, named for an editor of the Harrisonburg Daily-News who was secretary of the first Normal School Board until the time of his death, is awarded annually by the Breeze staff for the best article written by a student and published during the academic year. Conrad T. Logan, head of the English department, announced this award, conferring the prize on Emily Hogge, of Hornsbyville, York County, who wrote an editorial, "Back Home to
Mother," for the Breeze of December 15, 1923. Madeline Bishop, of Hampton, was given special mention for her work, "The Magic Pool" being an unusually clever article.

The summer enrollment fell slightly below that for the first term last summer. From newspaper reports it appears that the same thing has been true at most of the summer schools in the state. The enrollment at Harrisonburg for the first term was only a little in excess of 780, but indications are that the enrollment for the second term of the summer school (July 28 to August 29) will be somewhat larger than the enrollment for the same period last year.

The summer session began on June 21 and the severe heat of those opening days was most acceptably modified by the presence of a summer breeze. In the first issue of The Summer Breeze appeared the schedule of classes, a letter of welcome from President Duke, an outline of the scheme of registration, a map showing the arrangement of buildings on the campus, and news articles, including an account of commencement, written by Margaret Leavitt, editor of the 1924-25 Breeze.

The staff of the Summer Breeze, which will be issued bi-weekly through the summer quarter consists of the following: Margaret M. Herd, Richmond, editor; Jerrine Patterson, Danville, assistant editor; Winniefred Price, Blacksburg, business manager; Mary F. Jackson, Lynchburg, assistant business manager; Lois Barnes, Petersburg, circulation manager and the following reporters: Dorothy Clark, Onancock; Lucy Harris, Augusta County; Marion I. Smith, Lancaster County; Evelyn Coffman, Harrisonburg; Blanche Meadows, Clifton Forge; Margaret Lacy, Halifax County; Hilda Warren, Rockbridge County; Fay Thompson, Rockbridge County; Elizabeth Thompson, Fauquier County; and Ernest Bowman, Rockingham County.

This summer, for the first time, a student government council has been organized in an effort to put problems of discipline under the control of a representative group of students in much the same manner as that employed in the regular session. Members of the student government council for the summer session are Margaret M. Herd, Richmond, president; Winniefred Price, Blacksburg; Mary F. Jackson, Lynchburg; Lois Barnes, Petersburg; Margaret Lacy, Halifax County; Kathleen Moffett, Fauquier County; Elizabeth Thompson, Fauquier County; Eunice Lambert, Rockingham County; Vivian Price, Blacksburg.

A summer Y. W. C. A. has been organized, with Winniefred Price as president, Marion I. Smith as treasurer, and Elizabeth Harley as chairman of the social committee. Under Miss Price's direction, the Y. W. C. A. entertained new students and old at a stunt night the evening of June 21 in the open air auditorium. There were numerous games and much good fun. It is true, the Y. W. "said it with bricks" instead of flowers—but the bricks were ice cream.

ALUMNAE NOTES

Sidney Artz has just returned to her home at Woodstock from a trip to Gettysburg. She reports a most interesting series of experiences.

Katherine Reaguer writes from her home at Culpeper, where she is enjoying the summer vacation.

Estelle Baldwin (Mrs. Cornette) with her husband drove through the country from Roanoke recently and stopped for a brief visit on Blue-Stone Hill.

Genoa Swecker (Mrs. John Slaven), Martha Eagle, Lona Pope, and several more of our girls may be found at home among the green slopes and in sound of the rippling waters at Doe Hill. Celia Swecker was a recent visitor there. She is going to teach next year in Arlington County.

Mary Wallace Buck (Mrs. George D. Rowe, of Baltimore) and her husband announce the birth of George Davis Rowe, Jr., on May 14.

Sara Monroe passed through Harrisonburg not long ago on her way to her home in Loudoun from Roanoke, and left a word of greeting.

Janet Farrar and Mary Davis took a boat at Cleveland and started home to Virginia.
July, 1924

THE VIRGINIA TEACHER

by way of Duluth and Milwaukee. We hope they will reach Harrisonburg before the summer is over.

Amy Garthright is managing a Y. W. C. A. camp in the Blue Ridge mountains eleven miles from Lynchburg. She is thinking seriously of returning to Harrisonburg for two more years.

Mrs. Charles T. Hiser is teaching this summer at Wilmington College, Ohio. She reports a good time.

From the Peabody Reflector for June we glean these facts:

Besse L. Lay (B. S. 1922, Peabody), is teaching home economics in the Montgomery County High School, Montgomery, Ala.

Margaret S. Seebert (B. S. 1922, Peabody), is teaching science in the Cloverdale High School, Montgomery, Ala.

Eva Duvall (Mrs. E. O. Smith) lives at Alexandria, but still thinks of the Shenandoah Valley, especially in the long days of summer.

On May 25 Zelma Wagstaff became the wife of Mr. Frederick A. Stanley, at Reidsville, N. C.

On June 26 Louise Houston married Mr. James P. Alexander, the ceremony taking place in New Providence Church, in Rockbridge County.

Nancy Mosher sends a message of greeting and good wishes from Blue Ridge, N. C., where she and several others of our girls went a month or two ago to spend a season of special study.

REFERENCE and LENDING LIBRARY FOR AMERICAN TEACHERS

The largest and most complete library of strictly educational literature in America is maintained by the United States Bureau of Education at Washington. This library is administered as a central reference and lending collection for the teachers and the educators of the United States. Its bibliographers supply information to investigators of technical educational subjects. On request the library will give information and advice regarding methods of organization, administration, cataloging, classifying, etc., for educational libraries and educational book collections.

STUDENTS’ FEES PAY SMALL PART OF COST

Not less than $10,000,000 is required adequately to endow a modern medical school, and double or treble that sum is not too much if the school is to include in its scope all the specialties of medicine and surgery, according to Dr. E. D. Burton, president of Chicago University. The days have long gone by in which a group of physicians could supplement their income by conducting a medical school for pecuniary profit.

It is not the critic who counts; not the man who points out how the strong man stumbled, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again, because there is no effort without error and shortcoming; who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions, spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat.

—Theodore Roosevelt.

OUR CONTRIBUTORS

EDNA SCOTT DRAPER received her B. S. degree from the Harrisonburg State Teachers College in June of this year. At present she is taking some special work at Blacksburg looking to work as a Demonstration Agent in this State. Her home is in Charlottesville.

REBECCA SPITZER will finish her work for the State Teachers College diploma in August. She expects to teach this coming winter.

MARY LIPPARD is likewise a B. S. graduate from the State Teachers College at Harrisonburg who expects to do Demonstration Work, but whose field will be in North Carolina.

PAYSON SMITH is the State Commissioner of Education, Boston, Mass.
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For complete information, write for the bulletin. Address DR. JOHN W. WITHERS, Director of Summer School and Dean of the School of Education, New York University.

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

Webster’s Dictionaries

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

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