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

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THE VIRGINIA TEACHER

August, 1924

THE NATION'S TEACHERS
By Olive M. Jones
President of the National Education Association

FOREST PRESERVATION IN VIRGINIA
By Clotilde Rodes

EDUCATIONAL COMMENT
Education Great Force Needed Behind Out-of-Door Movement
Standards for Judging the Effectiveness of a School Health Program
September in the Country
The President of the United States Speaks for Rural Schools
American Education Week in the Country
Education and the Ballot Box

Published at the State Teachers College of Harrisonburg, Va.

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To secure these special rates all orders must be sent direct to the author, Box 307, Harrisonburg, Va.
THE VIRGINIA TEACHER

Volume V August, 1924 Number 8

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BENJ. H. SANBORN & CO.
CHICAGO 15 West 38th Street, New York City BOSTON
ONE year ago, at the close of a history-making convention of the National Education Association, you chose me President of this great organization. I pledged you then that my aim would be, as a presiding officer, to execute the motions, the resolutions, the will of the membership as expressed by the elected delegates. I come before you tonight to render an account of my stewardship.

I believe in the National Education Association as the only means existing today by which the teachers of the Nation can give expression to their ideals, to their self-sacrificing perception of the needs of little children, to their patriotic devotion to the education of children so that they may be fit citizens of a democracy.

I believe in the National Educational Association there is the equal opportunity which true democracy affords. There is no limitation on our membership, provoking clash of rank against rank and withholding from one group the intimate knowledge of what another group thinks and feels. At the same time within our membership there exists the fullest liberty for groups having similar interests to meet by themselves and to act by themselves. Our scheme of organization functions in this way by encouragement to Departments, to committees, to allied and affiliated associations to meet with the National Education Association, and by reserving final decision on Association policies to the Representative Assembly, composed of elected representatives from every rank in the educational systems of the country.

So well does this scheme of organization function that the enemies of democracy, more fully awake than teachers or the friends of democracy are, have seized upon it as a major point of attack. They have circulated rumors that the Association has endorsed militarism, that it has endorsed pacifism, that we are all Republicans, that we are all Democrats, that we are all of one religious creed, that we have no creed at all. A very heavy part of my correspondence has been to make clear that the National Education Association has a definite platform, consisting of resolutions adopted by the Representative Assembly in convention assembled, that I, myself, as President must be guided absolutely by that platform, and that no delegate or Department of the Association can commit the Association to any action or endorsement not included in that platform.

The enemies of education in a democracy have given sure evidence that our scheme of organization functions in the extraordinarily strenuous effort they have made to belittle the work of classroom teachers in the Association, and no greater tribute can be afforded to the teachers' rock-bottom sense and consecration to the cause of education than their response. Guided by a woman chosen because she is a woman and because as a past president of the National Education Association serving through our perilous war year, she would understand the possible limitations or extensions of their activity, the Committee of One Hundred on Classroom Teachers' Problems is rendering a service so great that it deserves special mention here. Two-thirds of its membership consists of classroom teachers selected by themselves in their State and local associations, and they have become a nucleus for gathering and distributing information concerning the needs of teachers, not pedagogical theories, but the practical conditions and problems of the workers themselves.

An address delivered June 30, 1924, before the General Sessions of the National Education Association, Washington, D. C.
I am not scornful of or lacking interest in the purely pedagogic questions of the teachers' work. The principles of education and methods of teaching have reached a high development. But I believe the execution of the purely pedagogic phases of the teachers' work can rise no higher in its progress than the teacher rises, the worker upon whom that pedagogy depends for successful fruition. This belief has been my guide in the planning of committee work, in the presentation of reports, in the selection of problems for special emphasis in the program of the convention.

This morning, for instance, you listened to the discussion of three great reports. My experiences of the year convinced me that the three problems of pensions, tenure, and the Education Bill are the most urgent problems of education today. I gave them the most honored place and the greatest length of time possible in any business session of our convention. Involved in these three reports are all the fundamental conditions which must be satisfactorily met for teachers if they are to fulfill their mission in our American democracy. No trade, occupation, business, or profession can long achieve its aims or maintain a respected place in the community unless it provides adequately and honorably for helpless old age and for securing well-trained beginners. No man or woman of talent and self-respect today, when the field of choice of career is so varied and unrestricted, will enter or remain long where his permanency of position is dependent upon fear or favor of any factor except the character of his services. What the past few years have seen in unjust removal of superintendents and others in unprotected official positions, in attempts at lowering of standards for admission to teaching positions, and in the defeat of legislation aimed to improve or protect tenure in teaching positions and to provide a just basis for promotion from rank to rank, demands the utmost watchfulness on the part of every State and local association of teachers. It furnishes the reason why this year the membership of the Committees on Tenure and Pensions has been increased to one hundred each, selected as was the Committee on Classroom Teachers' Problems. It is why I today hope that next year will see the membership of the commission entrusted with the Education Bill increased to one thousand, and that every State association will appoint a committee of one hundred active workers.

The year has been marked by auspicious developments in the three largest Departments of the National Education Association. The Department of Superintendence speaks for itself every February, and so I shall not dwell upon it here, other than to pay my tribute for a high degree of co-operation and broad, inclusive professional spirit to the past president of that Department, Payson Smith, and to the present head, William McAndrew. Of the Department of Elementary School Principals you will forgive me if I speak with pride. I cannot refrain from boasting of its rapid growth and its great achievement in its five years of existence. Its Yearbook was the first to be published by any Department of the National Education Association and has yet to be equaled by any group's Yearbook published since. Its quarterly bulletins are treasure-troves of inspiration and information. Its program for this convention is one you cannot afford to miss. I am proud of being a charter member of that group.

The Department of Classroom Teachers has taken a great stride forward this year. I want to give especial mention to the regional conferences of classroom teachers which I have been privileged to attend. Time does not permit me to go into any lengthy description of those meetings,—the subjects discussed, the dignified, yet frank procedure, and the charm, sincerity, and firmness of their presiding officers. Those meetings were fountains of hope and faith in the future of education.

Mindful of the fact that I am reporting to you concerning the operation of the year's work, I would be neglectful if I failed to make mention of the harmful propaganda regarding the cost of education. I shall not do more than touch upon it, so that you teachers will not forget the basic relationship of this question to all that we stand for in education. I urge upon you not only a practical study in your local teacher groups of the
problems of taxation and finance, but also the widest local publicity through organizations of parents, and citizens, concerning the actual causes of the increased cost of education and its absolute inevitability.

A resolution adopted at Chicago by the Department of Superintendence in February might admirably furnish your starting point. Make the Commissioner of Fire Prevention and the Safety Campaign instigators understand that their reliance upon education for putting their ideas across must depend upon the cost of education. Make your officials of railroads and industries, who bring whole colonies into your communities, realize that they have increased the cost of education. Make the National Civic Federation comprehend that their desire to use education to prevent the spread of anti-American ideas means higher salaries and pensions for teachers, else sheer economic necessity may make them advocate any kind of change which seems to promise betterment of their condition. Watch closely, and secure representation when you can at meetings, such as that called for in St. Paul on October 20, 1924. See that the laymen there assembled to discuss the money side of educational costs understand also the industrial and legislative causes, and that they view the whole problem in the light of National preservation, not their pocketbooks. Teach them that “education is cheap. It is ignorance and incompetence that cost dear.”

Another new element in the history of the National Education Association has been established by the Executive Committee and will come before the Representative Assembly for ratification. Both will be under the absolute control and jurisdiction of the National Education Association. One is to establish a home, a retreat, call it what you will, for the lonely and neglected old age of teachers, for whom the circumstances of life have made such care essential, just as printers, actors, Masons, and other groups take care of their aged. The establishment of this fund was made possible originally by a bequest written into the will of a Chicago teacher, Marilla Parker. Plans to enlarge this fund, as greatly as it must be enlarged, if the dream is ever to come true, will be presented to the Representative Assembly for adoption this week. The second was made possible by the gift of John S. Roberts, district superintendent of schools, New York author of a valuable work on the contribution of William T. Harris to our modern educational methods. Dr. Roberts has given the proceeds of the sale of this book forever to the National Education Association. This fund will be known as the William T. Harris fund, and will begin the establishment of a permanent fund for the National Education Association work.

We thus see established this year two great needs of our professional organization. First, professional care of our own aged people, completing the entire course of our work for each phase of a teacher’s life—entrance requirements, salary, tenure, pensions, a home in old age. Second, a permanent fund, which will be a monument to Dr. Harris, first U. S. Commissioner of Education and President of the National Education Association in 1875, and which will also help take care of organization expenses, now a heavy drain upon our income.

Will you let me express here my gratitude to scores of members of the National Education Association who have helped during the year by their suggestions, their letters, their encouragement. Response by mail has often been impossible, but their contribution to the year’s work has been great and much appreciated. The surest mark of appreciation any president can give of a suggestion is to use it, and that’s what I have done.

The back cover of your program is one of the most helpful suggestions received, in that it will assist you to plan your attendance at meetings this week to your best advantage. In making your choice of meetings, be sure to include those where the speakers are new to our National programs for there are several newcomers introduced to you, every one with a message of great import, selected from among your own membership to fulfil the aim of making you realize that each of you is a working part of this great Association.

Some day I hope the National Education
Association will have money enough to bring out an annual Who's Who, which will call to the attention of educators between conventions the innovations, projects, and accomplishments in the field of education. It is impossible to make any programs long enough to give their authors an opportunity to make personal statement. Yet our duty is not fulfilled unless we inform teachers everywhere of new ideas and plans of education in experimental use in oftentimes hidden and little-known parts of the country, and unless we give aid and publicity to plans whose authors are often entirely without means or friends to extend their plans, however worthy.

During the year I have come upon many efforts in educational progress unknown to most of us. Many of them are in the field of corrective work for children who present apparently unsolvable problems in conduct; many of them are in the field of vocational education. I am reminded, as I speak of Margaret Worcester, in Massachusetts, who has a plan for co-operation between education and industry to secure the conservation of the brain power now lost among children and young people in industry, that her plan halted after a successful beginning for lack of money and influence.

I see before me that marvelous flag exercise in an Ohio school, entirely unlike anything in pageantry or flag celebration elsewhere, done as a part of the regular assembly program by teachers and children unaware of the new and extraordinary inspiration to patriotism and peace it carries, and should carry beyond the limits of their own home town.

I know the contribution to a revised program of American education which will come out of the experimentation now in progress in New York's new idea of twenty-three selected experimental schools, and I know what must be done to make that contribution available for the Nation as a whole.

I can hear again the superintendent of a small city in Iowa relate his story of revision of curriculum in his schools, so that it sounded like the Declaration of Independence made alive and did constitute a college of education for every teacher in his community.

I have listened to requests for information about the Denver single salary schedule by teachers in cities where their salaries, whether high or low, are proving unsatisfactory, because of unfair discrimination, and I have wondered how we could finance the needed publicity.

Would any one dare repeat that teachers are professional and narrow-minded if the noble act of the Ella Flagg Club of Chicago had been told 'from coast to coast, when its members undertook at their own expense and great labor to make investigation into the conditions for living, care and companionship among the aged and retired teachers of thoughtful America?

And the heroism and romance which lie concealed in teacher's lives! Would any novel of the year equal the story that might be told of that mountain school, a college graduate enthused and inspired as any priest or preacher ever was so that she accepted a rural school at starvation wages, to live in a teacherage alone, with no libraries, no music, no companionship, three mails a week, and about fifty children to be taught all grades from the kindergarten through high school? Her local school officer was a mine foreman who reprimanded her in front of the children because the school windows had not been washed, she being teacher, nurse, janitor, stoker, and scrubber, all in one! And when I met her, she had married the mine foreman and they were running the school and the community together!

No drama of the season tells a tale more poignant than the stories which have been told me in confidence concerning struggles for education, for position, for support of families, for education of sons and daughters in a manner befitting the children of professional men and women, for bare existence in a lonely old age.

And the marvel of the teachers is nowhere more completely shown than in their courage, philosophy, and even joy, through struggles such as I have indicated. There is no discouragement to teaching in such stories, any more than to the man or woman who has a genuine call to any profession, for
Emerson's theory of compensation works thoroughly in the teacher's life.

Another forward step this year is a revision of our budget system in the National Education Association. It is not an idea new with me, for many have seen that with the development of the Representative Assembly, the business of the Association would reach proportions requiring the business methods of a great bank. Steps in this direction have been taken in the past. The business division of the Association, headed by our capable and efficient Harold A. Allan, familiar to you all, is one result, and the growth of the bookkeeping and membership recording divisions under Mrs. Hixson is another.

But it became evident that our plan of budgeting needed revision. Avoidance of duplication of expenses in committees and departments, unequal distribution of moneys, the estimation of appropriations in relation to their returns, either to the Association or to their practical use by the membership, and in proportion to their value for the cause of public education, these questions have become increasingly urgent and demand a revision of our budget system and the inclusion of a larger number of persons and interests on the budget committee. Desirous that every department of the National Education Association shall have a voice in the affairs of the parent organization, I called the presidents of the three Departments, Superintendents, Principals, and Classroom Teachers, into counsel. The result you will find told in your manual (not your program)—a budget committee composed of a representative of each of the three Departments, a past president, an officer of the Association, and the Chairman of the Board of Trustees, who is also a member of the Executive Committee.

Closely related to the subject of the budget is the question of the sources of income of the National Education Association. Not one dollar have we ever accepted in contribution, bequest, or donation, except when the money was placed in our hands for administration without any pledge of submission of findings to the giver and without supervision by persons outside of our own organization. He who holds the purse pulls the strings, and there must be no strings pulled in our Association which might divert us from our program, and might obstruct our independent operation as a professional body consecrated to education. Nevertheless we must face the fact that your membership fee of $2.00 (for which you get $10.00 worth), is the only reliable source of income. It becomes evident that there is an intimate connection between the promptness with which you pay your dues and the successful performance of motions you instruct your officers to carry out. Mr. Crabtree, our secretary, has written eloquently on this subject in his annual report. I urge upon you its very careful reading, for space does not permit me to enlarge upon it here.

I should err greatly if I neglected to ask you to consider the connection between our income and the urgent need for wide dissemination of knowledge among the citizens of America concerning the sinister motives behind certain movements in relation to school activities, notably our courses of study in history and vocational work.

One of the most dangerous movements afoot for the breaking down of American democracy affects the teaching of American history. We have some people in our midst, with a publication to sell, who periodically shout scornfully about the time children must spend in learning of the past and laud as new apostles of light the people who throw history into the waste basket and replace it with the teaching of current topics. What right have they, or you and I, to shape the social, political, or religious life of children on the basis of a study of issues and occurrences, whose reporting is of doubtful accuracy and even more doubtful impartiality, when we ourselves change our point of view in regard to some of them with almost every issue of a newspaper.

I am no more afraid of being called conservative than later you will know I am of the term political. There are times when both terms are honorable, and this is one of them. Wise judgment of present day issues depends upon experience, as gained in our own lives and companionships, or as obtained
from the lessons of history. Our business with children is to teach facts as told by reliable historians of the past and leave the formation of positive conclusions on the issues of today to maturity and to what time may sift out as true and valid in today's theories and events.

Even if it were true that we had taught history by wrong methods and with insane prejudice in the past, why swing the pendulum clear across and discount all the experiences of the past? How can we preserve America as America unless we teach its ideal and traditions to the children of people who know more about Mussolini and that disputed strip of land in the Adriatic, about the Talmud, or the Soviet, than they do of our history or even our speech? Do not mistake me. I am not contemptuous of the history or traditions of other lands. But they are the problems of Russians, Italians, Swedish, in Russia, Italy, and Sweden. Once here to live on our soil and become voters in the American democracy, they must become steeped in America's theories and history, the story of the Declaration of Independence and the Constitution, the services and ideals of Jefferson, Hamilton, Marshall, Adams, Washington, Lincoln, Wilson; the story of Lewis and Clark, the Oregon Trail, cotton, railroads, telegraph, telephone, and radio.

A long argument, recently advanced against the Education Bill, calls to my mind a distinction in aims regarding industrial and vocational education, which must speedily be made clear to parents, or great harm is going to result to the progress of vocational education. Teaching a child to make a living is one thing. Teaching him a trade or a job so that it perforce becomes his career and because the industry has need of workers is another thing. Teaching him how to choose a career and then teaching him how to work in it happily, industriously, and worthily is different from either.

The three ideas as aims of vocation and industrial education are becoming confused in people's minds. They were confused in the mind of the speaker referred to. There are industrialists who would control vocational education with the second aim in view. There are even parents, as well as young people themselves, who see no higher than making a living. Making a living and the needs of industry, as final aims, are low motives, selfish and debasing to both the individual character and the community life. Either one is destructive to the progress of vocational education, and will undermine American democracy. The third is sane and safe Americanism and what every teacher means by vocational education. Therefore we must contend against the imposition upon us in our teaching of any other aim, we must make parents understand the real values of vocational education, we must protect the child from any abridgement of his right to choose his own career and occupation according to his intelligence and aptitudes.

The clearing up of the situation in regard to these two subjects, history and vocational education, is a part of a great piece of work to be done for education, the restating of the American program in education. It was conceived by Dr. Owen when president and made the theme of his meeting in Oakland last year. Are we going to do it ourselves, as educators of the common people, free and independent citizens of a great republic? Or shall we let it be done for us and accept the dictation of some organized group outside of our Association, whose viewpoint, however worthy, is nevertheless biased by their own needs and interests? The answer is a matter of dollars and cents.

It is not for me to pass judgment upon the achievements of 1924, but in making this return of my stewardship, I wish to inform you concerning certain aims which have controlled my action during the year.

First, I believed it was essential to make every State feel that it is an active part of National Association work. To this end the following steps were taken:

1. A State Association secretary was made chairman of a committee to recommend on the reorganization or consolidation of National Education Association departments, sections, etc.

2. State and City Association secretaries received copies of all material sent out to National Education Association directors.
3. State and City Association secretaries or their other officers (a) were made members of committees and (b) were consulted concerning membership of committees.

Second, I believe the National Education Association can grow and can wield a united influence only when an extremely large proportion of the membership is actively at work on its problems. The resultant sense of responsibility and information concerning the procedure and needs of an association seal each worker unbreakably with the organization, and are worth securing even at a slowing up of some activities. This aim was held in view in adopting the following measures:

1. Communities of one hundred each on problems closest to teachers' personal and professional life—four of these.
2. Enlargement of other committees as far as possible without interfering with concrete results.
3. Committees appointed so as to give definite and ample recognition to the following factors: Men and women, section of country, differing points of view, creed and race, past experience in National Education Association work, the introduction of new and younger workers in the Association, and recognition of all ranks and types in the teaching body.

These thoughts were held in mind in planning the program for this convention, together with certain other aims for the realization of which I must now rely upon you who are in attendance at this convention:

1. To give to the world, whose embassies are here in our convention city of 1924, a living demonstration of the vital force and influence of the teacher.
2. To prove conclusively the relationship of education to government in a democracy.
3. To give the teacher a new inspiration in her professional life and a new devotion to her country whose citizenship she is responsible for.
4. To provide opportunity for teachers to meet one another in social contact amid scenes of great beauty in the capital of their country.

The gavel I hold in my hand was used by Dr. Bicknell, president of the National Education Association forty years ago. This gavel will signify forever the fact that the National Education Association recognizes that education is a National function, inseparably associated with the preservation of American aims. It is Dr. Bicknell's gift to you, the Nation's teachers, and I shall read its story as he himself wrote it in a letter to the Association.

"The head was made from a block of wood which was given me at Monticello, Va., Thomas Jefferson's Home, in 1882. A large cherry tree had been cut in front of the Mansion House and a chunk was given me as a souvenir of the historic place—the tree being one of several planted by Jefferson's own hands.

"In 1883, I visited the Far West, spending considerable time in California. Friends on the Coast Range, among other gifts, gave me a large chunk of the redwood of California. In July 1883, I was elected President of the National Educational Association. I resolved to make it National in fact as well as in name. As time went on, it occurred to me to make two gavels, in constructing them, using the two kinds of wood, the Monticello cherry and the California red-wood—in their construction. By the union of the red-wood handle and the cherry head, I wished to illustrate and symbolize the nationalization of the educational forces of all the States and Territories in a strong and lasting union as was done, at Madison, in 1884. To that end I caused two gavels to be made, both of which I took with me to the Madison meeting, in July 1884, where both were used. During the closing session of the Madison meeting I presented one of the two gavels to the Association.

"I understand that this gift has disappeared. In view of the loss of that gavel, I present the second gavel to the Association, on condition that it be used only at the opening and closing sessions of the annual meetings of the National Education Association, or its successor, and that at all times it shall be kept in some safe depository, in charge of the Secretary of the Association."

Dr. Bicknell makes it his proud boast that the first steps towards democracy among the workers of education were taken during his term of office in Madison, Wisconsin. What a noble heritage is ours in this National Education Association when we review the history of the forty years! and I am sure you rejoice with me that Dr. Bicknell has lived to be here with us tonight, as we review from the records the advance in twenty-six years between the last Washington meeting and this.

In the teaching of games to my boys in Public School 120, I have often heard the
physical training instructors define to them the difference between offensive and defensive ways of playing a game and classify players as good on the defensive, better on the offensive, etc. I cannot play on the defensive. I sympathize with the boy who said: "Why should I wait for the ball to come here? I want to beat the other fellow to it and make him defend it, not me."

So in accordance with my constitutional objection to waiting for the ball to come to me and to playing on the defensive side, I asked that wonderful Research Division in the Association office to make some analyses and comparative studies for me. Meeting in Washington makes honest and valid comparisons possible, for it is twenty-six years since the National Education Association held its annual meeting in Washington, sixteen years since any department meeting was held in Washington. Here are figures showing the marvelous growth in professional organization in twenty-six years, the remarkable democratizing of education that is reflected in the National Education Association membership, the increase in professional spirit.

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<th>Class of Members</th>
<th>Number of Members</th>
<th>Percentage of Total Membership</th>
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<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Superintendents and Supervisors</td>
<td>671</td>
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<td>Principals</td>
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<tr>
<td>College and Normal School Presidents and Instructors</td>
<td>399</td>
<td>20.5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>154</td>
<td>7.9</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>305</td>
<td>15.6</td>
</tr>
<tr>
<td>Totals</td>
<td>1,952</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In the above tabulations the membership for 1898 was obtained from the Volume of Proceedings for that year. It does not include associate members. It includes only active members, those entitled to vote and hold office, who are, therefore, comparable with our present membership. The figures for 1924 are estimated on the best available information. Miscellaneous includes such as the following; book publishers, librarians, editors, "status-unknown," etc.

In 1898 the 20 subjects discussed at the general sessions of the National Education Association convention divide as follows: History, 2; Composition, 2; Geography, 1; Science, 1; Mathematics, 5; Administration, 3; Social Problems, 6. The total—11 academic plus 3 administrative equals 14 of a purely pedagogic character, as against 6 touching upon social or civic problems of national life.

In 1923, 22 subjects occupied the general sessions, dividing as follows: Purely pedagogic, 2; National and community interest, 11; Administrative, 4, but from the point of view of the Nation, rather than a local school system; World interest, 5.

In 1924, our general sessions program is busied with no subject purely pedagogic or administrative, the discussion of subjects of this nature being left to departments and committees and business meetings.

In 1898 the National Education Association comprised 17 departments, 16 of which have continued to the present time. By 1923 nine new departments were added, making a total of twenty-three at this date. I cite this as an evidence of growth, without going into detailed discussion, as that will be included in a committee report at a business session later in the week.

Dr. Bicknell tells me that the first actual recognition of women in the discussion of educational policies was also given at that famous Madison meeting. On the 1924 program for general and business sessions, sixteen out of forty-four speakers listed for general and business sessions are women, and that does not include many women who will speak, but who are not listed. The program for 1898 included no classroom teacher or elementary principal. Today there are nine.

But what do these figures tell of the significance of our work for educational progress? We are parts of the greatest educational organization the world has ever known.
The National Education Association has sent out its call to all the Nation's teachers,—
"Come, enlist with us for the downfall of ignorance and the safety of self-government," for we are pledged to the belief of Thomas Jefferson that, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be. Ignorance and bigotry, like other insanities, are incapable of self-government. No other foundation can be laid for the preservation of freedom and happiness but the equal education of all the people."

Now I would turn your thoughts to the long line of great and prominent educators who have worked in and through the National Education Association. So that you might in some measure visualize that long procession, I have asked the past presidents of the National Education Association to sit on the platform tonight. I wish that I had time to introduce them to you in turn and let each tell of the great work of the teachers of America during the year he had the high privilege of serving as your president. But I shall ask each to stand as I try in my own way to tell you the high points of N. E. A. history.

Of the Madison meeting in 1884, I have already spoken and now I introduce to you Dr. Bicknell, president of the National Education Association in 1884.

1897—Dr. Charles R. Skinner, of New York.

1912—Carroll G. Pearse, of Wisconsin, whose far-sighted vision established our financial security.

1916—David B. Johnson, of South Carolina.

1917—Robert J. Aley, then of Maine.

1918—Mary C. C. Bradford, of Colorado, our War President, in whose term of office the National Education Association occupied its home in Washington and the Education Bill was planned.

1919—George D. Strayer, of New York, who, as Chairman of the Legislative Commission, has fought the good fight for the Education Bill.

1920—Josephine Corliss Preston, of Washington State, in whose year the Association reorganized on a representative and truly democratic basis.

1921—Fred M. Hunter, of California, whose administration established the Representative Assembly as a workable and working instrument of educational democracy.

1922—Charl O. Williams, of Tennessee, whose consecrated zeal for the Education Bill commands our utmost loyalty and admiration.

1923—William B. Owen, whose administration presented to us the problem of an American curriculum and saw the fruition of our hopes for a World Federation for education.

Great though the record of these years may be, there are others, makers of American history in science, invention, education, and government, most of whom are now dead, whose connection with the National Education Association is a proud part of our record. I can name but a few of these prominent educators who have worked in and through the National Education Association, gleaned in a hasty perusal of old programs: Alexander Graham Bell, Charles DeGarmo, John Dewey, Charles W. Eliot, President in 1903, William T. Harris, President in 1875, Joseph Le Conte, Charles Alexander McMurtry, William H. Maxwell, President in 1905, Edward R. Shaw, Professor Ferdinand Buisson, Gabriel Compayre, Julia Richman, Ella Flagg Young, Grace Strachan Forsythe.

Even the lists of committees show how far our work has taken us beyond the four walls of a classroom, and how fast we are reaching our goal of professional recognition. In 1898 the National Education Association had eight committees, every one of which was concerned with academic studies alone and by implication restricted the interests of educators to the academic studies they taught. By 1923 there had been added a score of committees, every one of which was concerned with the broader problems of our social, civic and industrial life.

Before I leave this story of progress made in twenty-six years, a degree and a rate of progress never equalled by surgery, as it struggled away from the barber's pole, or by law as
it emerged from the class of the scrivener and the clerk, I want to spend a moment in calling to your attention some additional high points of our Association development and management in years other than those represented by these past presidents.

1857-1870—The National Teachers' Association organized August 26, 1857, at Philadelphia, Pennsylvania. The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the “National Education Association.”

1886—The Association was incorporated under the laws of the District of Columbia, February 24, 1886, under the name “National Education Association,” which was changed to “National Educational Association” by certificate filed November 6, 886.

1898—The National meeting was held at Washington, D. C., J. M. Greenwood, President. The position of a permanent and paid Executive Secretary was created.

1903—The following resolution was passed by the National Council:

“One thousand dollars, or so much thereof as may be necessary, for a committee of seven to urge upon Congress and the country the erection of the Bureau of Education into a separate administrative department and its adequate equipment and financial support.”

1907—National Education Association of the United States was incorporated under a special act of Congress, approved June 30, 1906, to succeed the “National Educational Association.” The charter was adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

1910—First Woman President of the National Education Association was elected.

1917—Headquarters moved to Washington. Division of Records and Accounts was established.

One more point is worthy of keen interest. It was accidentally discovered while turning over the pages of old volumes of Proceedings of the National Education Association, and afterwards verified by careful search. There has been no meeting of the Association in which the question of character training fails to appeal as a subject of discussion, nor is the subject of religious education new in the reports of the National Education Association. In 1890 we find two addresses on the general program giving character education as their theme; in 1903, four addresses, three of them dealing with religious education. In 1913 a long address is reported in full, delivered by a man highly regarded among us as an authority on issues in moral education. In 1918, six addresses, and in 1923, five addresses, demonstrating again the onward, upward march of the Nation’s teachers.

Yet there are people, conscious or unconscious agents of propaganda against democracy and its correlative, popular education, who say that the schools develop lawlessness, that they are godless; and foolish imitators take up the cry when right at hand lies the evidence of the serious, painstaking thought teachers have always given to character development, and the fact that no child can possibly go through a public school without a strict training in the most essential habits of character—self-control, consideration for others, justice, respect for law and order.

It is not God, but dogma, the originators of this slander would have. And dogma has no place in education supported wholly or in part at public expense. God, yes, for a belief in and knowledge of God is an elemental need to the human soul. Principles of right conduct and establishment of right habits by practice and precept—these we must have and we always have had. If Nicholas Murray Butler’s indictment of the youth of the land as lawless is true, it is not the fault of the public school, but of the other institutions of our social life whose opportunities for influence on the morals of young people outweigh the school two to one.

Why is it taking us teachers so long to see that the very people who shriek against the failures of education are identically the same people who are hampering and obstructing education in appropriations, in plans to remove illiteracy, in the extension of teacher-training, in legislation aimed to remove positions of the top ranks from unethical influences?

It matters little what test be applied, the answer is the same. The history of the Na-
tion's teachers has been one of progress in the struggle for recognition of education as a National issue on which the ultimate fate of America and of all democracy depends. We teachers are no longer Greek slaves, or women seeking a genteel occupation, or male failures in other occupations, or members of a disfranchised class. We are workers together in a service which has no equal in its value to the preservation of the aims for which America was founded.

A Washington paper recently devoted a whole editorial page to the discussion of the need for leadership in America today. The writer of that editorial was discussing political leadership, and many of us may disagree with his utterances, but his main proposition is true. We do need leadership in politics, in education, in citizenship, in all the interests which shape and control our social and community life. But people are imposing two superhuman conditions upon leaders—courage to proceed without visible means of financial support and with the sacrifice of all natural human ambitions, and a demand that a leader proceed without the boldness of spirit that can come from a knowledge of the confidence and faith we have in him. A demand for any higher type of leadership while we continue to impose those two conditions is a hypocritical evasion of our individual moral and civic responsibility and obligation.

There is an inseparable and inescapable relationship between the National need of leadership and the problems of teachers and of teaching set before you in this convention program and in the situation of education in this country today.

I have listened to scores of speeches this year—politics, industry, labor, commerce, civics—what not? Scarcely a speaker concludes his argument without a sentence similar to this, which I select at random from thousands of instances collected this year: "There is, however, a simple remedy—not easy to apply, for it takes diligence and patience; that remedy is education." And this quotation is better than most, for it does acknowledge that teaching is not easy!

Orators of great ability and reputable standing, as well as demagogues, have assured us repeatedly and loudly that the American democracy rests upon education. So long as that statement was a theory, an abstraction without any interpretation in terms of dollars and persons, it met only applause. So long as its application had no real National significance and its practical execution was haphazard and without attempt at a definite American program, no opposition was armed secretly or openly. So long as the teaching staff upon whom that education rests remains asleep or unorganized, this fundamental of American existence will continue to be an oratorical abstraction, an impressive paragraph in a platform to be forgotten when it is time for legislative action.

There are signs that teachers are becoming conscious of the basic relationship of their work of education to the type of citizenship, and the future character of government itself, in America. The growth of teachers' associations all over the country and the phenomenal increase in the National Education Association membership in four years indicate the awakening professional spirit of the teachers and their growing class consciousness.

Another sign of the changing position of education is the renewal of attacks upon the American common school idea. It is curious to note that certain forms of attack are very old and that they have always been coincident with some great advance made by the teaching staff towards professional recognition or with a new understanding by the public of the relation of education to social and economic problems.

Forty years ago, in Madison, Wisconsin, the National Education Association made a great stride forward in the history of education when the members then present agreed to make the organization truly National and began a campaign for the awakening of teachers in every State. In that same year, Thomas W. Bicknell, then President of the National Education Association, found it necessary to say in his address:

"The matter of the attacks on the common school should receive a word of comment."

And he quotes a newspaper editorial:

"Our present educational system largely unites young people to deal with the actual necessities of those who are to earn their own
living. It takes away self-reliance, begets conceit, and draws attention to what is ornamental rather than what is fundamental."

Today, the National Education Association stands at the head of the teaching profession, with the largest membership ever obtained by any educational organization, inclusive of all ranks and elements in the field of education. Coincidentally therewith, we find this attack of 1884 revived by Dr. Nicholas Murray Butler in a speech entitled "Law and Lawlessness" which he has recently widely circulated throughout the United States at public expense under the franking privilege. Dr. Butler says:

"The sort of education to which we are subjecting our youth is too often a training in the spirit of lawlessness."

In his position as President of one of the greatest universities in the world and as a past president of the Association, Dr. Butler should be seated by the side of Dr. Bicknell, aiding in pushing forward the great objectives of this greatest of all National organizations and in securing for education National recognition of its importance and of its essential, basic relation to our National existence.

But it always happens that our most dangerous foes are those of our own household. Socrates was not the first nor the last great teacher to drink the bitter cup of hemlock for corrupting the youth of the land.

In that same address of Dr. Bicknell's, forty years ago, he quotes an editorial which asks: "Is it wise or best to educate our children beyond the position which the vast majority of them must always occupy?" Another of the foes within our own household, Dr. Henry S. Pritchett, president of The Carnegie Foundation for the Advancement of Teaching, is raising the same question today. In one of his recent reports he tells us that the school must have "The courage to refuse those who are unprepared and to point these applicants to other openings in life." To Dr. Pritchett all but an elite few are unprepared and should be forced into industry at an early age. This is necessary, he says, in order that "the mounting cost of education may be stayed."

Dr. Pritchett is also the author of a pamphlet entitled the "Teachers' Bonus Bill." In it he attacks the Education Bill and the National Education Association. His statement is full of misrepresentations.

First, he misrepresents the Bill as a measure whose principal object is to give the teachers a bonus, or "adjusted compensation" as he call it, seeking to create the impression that the aim of the Bill is a salary grab. Then he impugns the motives of the teachers who are supporting the measure. Next he sets up a false assumption, namely, that the Bill will result in centralized educational control. Nowhere in his discussion does he disclose that the Bill specifically provides against Federal control.

Finally, he gets down to what is really back of his opposition to the Education Bill. He tells us "the present weakness of our public education ... is a natural result of the movement to break away from the hard and fast curriculum of classical studies and to meet the multiform educational demands of the new industrial order." This is indeed a terrible charge to make against the public schools. It is breaking away "from the hard and fast curriculum of classical studies," set up in a time when an education was considered a luxury, to be enjoyed by the favored few! It is striving to meet the "educational demands of the new industrial order!"

Thus does the educational plutocrat reveal himself. And yet we should not take our modern mediaevalists too seriously. The Butlers and Pritchets of today are the direct result of their environment. Dr. Pritchett's experience has been almost wholly in the field of private education. It is breaking away "from the hard and fast curriculum of classical studies," set up in a time when an education was considered a luxury, to be enjoyed by the favored few! It is striving to meet the "educational demands of the new industrial order!"

Serving the same cause is a man on our western coast who has recently added a book on public education to his muck-raking series of publications. In it he bitterly attacks school people and the National Education Association. His original thesis is that society as now organized is fundamentally rot-
ten, and that the public school is the instru-
men whereby this rottenness is perpetuated
and progress is stifled. Misrepresentation of
motives, half truths, hearsay, and scandal are
the instruments used to turn the gullible
against the National Education Association
and give the foes of national, democratic ed-
ucation a chance to rush in the breach thus
made. There is internal evidence that many
of his statements are founded upon unproven
assertions of foes within our household. De-
feated in their attempts at creating schism in
the Association, they avail themselves of his
ready ear to secure publicity for charges al-
ready overwhelmingly refuted.

So false and libelous are the statements in
this book, and repeated by another publisher
of a sensational bulletin, that the victims of
these attacks have been urged to institute
libel suits, but as one of them, and speaking
for all, I am opposed to advertising them and
thus increasing their money-making by muck-
raking.

No estates in California, no salaries as
paid agitators, no incomes from bulletins and
surveys are our reward. Only ousting at a
political order, restraint from well-earned
promotion, loss of advancement in the profes-
sion and home of their choice, acceptance of
misrepresentation and withdrawal of support
by persons whose credulity exceeds their in-
telligence—these are the emoluments of the
teachers attacked in these publications.

Constituting a danger, although not an
open or a conscious foe, is the propagandist
of an extreme cause, of doctrines whose truth
and fallibility have not yet been demonstrated,
of social theories whose effect upon demo-
cratic principles is open to question. He has
become in recent years most anxious to secure
the support of teachers' organizations. Today
it is especially dangerous for teachers' associa-
tions to ally themselves too closely with an or-
ganization other than one whose devotion to
the cause of education of the kind already de-
finite and whose protection of American dem-
ocratic ideals are assured beyond doubt. Many
an organization has a high sounding name, and
a platform talking loudly of democracy and
education, whose inside counsels and financial
support would prove them else autocratic and
reactionary in their dictation of educational
practice.

Whatever organization we ally ourselves
with must give conclusive proof that its aims
will aid in the accomplishment of our goal.
Whatever alliances we effect should be for a
stated period only, and for the accomplishment
of a single project, unless this conclusive proof
is given.

It is difficult for the National Education
Association to travel this middle road when
our members as individuals are so keenly in-
terested in so many forms of social, economic,
or political movements. But it is not our
task to demonstrate their truth or error. It
is our duty not to imperil the future charac-
ter and happiness of the children in our care by
being diverted from the defense and exten-
sion of American ideals of education and of
American democracy.

And mind you, I do not include in this
list of enemies of education the unionized
teachers in various parts of the country, mis-
taken though I think their methods are, and
strongly though I deplore their separation
from the National Education Association as
their natural and National professional or-
ganization. The aims of Labor in regard to
education are similar to our own. In organ-
ized Labor we have always found a staunch
supporter for legislation for better conditions
for the teacher-worker, and the educational
program of any corporation or association of
corporations, but Labor is one of the few or-
ganizations outside of certain jprofessional and
civic bodies that has a definite program of ed-
ucation. It is not organized Labor with
whom we differ, but certain elements among
unionized teachers, who for reasons of per-
sonal ambition would create schism in the
great body of educators, forgetful that the
fulfilment of the teachers' mission in the
American democracy admits of no separation
of ranks or conflict of interests, but com-
mands an all-inclusive devotion to the duty of
preparation for citizenship in an ideal demo-
cracy.

After a year's experience as your Presi-
dent, I feel more strongly, if possible, than
ever before that the Nation's teachers must
keep a path with a single goal in sight—equal
opportunity to all children for an education which fits them to be citizens of high character in a genuine democracy.

I believe the time has come when the educators of the country must stand solidly united and resolved to obtain rightful recognition of education in our Government. All of us are familiar with the political power wielded by well-organized elements in our American community life. The list is long and reaches back into the early days of our history. Organized effort was required to secure Cabinet recognition of agriculture, commerce, and labor. I am convinced that similar organized effort must be put forth by us who are responsible for education, and that the time is at hand when it must be done or this fundamental factor of education will become the tool of the enemies of real American democracy, of whom the land is full today. These propagandists are awake and active, while teachers sleep, and while the American with inherited traditions rests in smug complacency and false security.

The greatest struggle civilization has yet known is on us now. The forces of evil, whether we believe in them as incarnated in a Devil, or whether we regard them as abstract forces of Nature, seek to use every human interest as an instrument whereby democracy can be broken down—religion, industry, home life, politics, the government itself.

In religion, because advocates of various creeds are instigated to blind prejudice against one another, or to impose their own creed upon others without regard to the conscience and rights of the individual, or to break down the principle that church and state must forever be separate in a democracy.

In industry, because Capital and Labor have been goaded into jealous and selfish opposition, a new warfare more fatal than all the machine guns of the World War.

In home life, by methods so familiar to you all that I need not enumerate them, the purpose being to set old against young, to destroy the value of experience and history on which advance over the past must rest, to undermine democracy by sending young people out to meet its foes unprepared in those habits of inhibition, consideration for others, self-sacrifice, respect for law, on which democracy must forever depend.

In government, by making some men think of their jobs and their ambitions as paramount to their obligations; by deluding the public to believe that all men in public life are of this stamp; by making us hold back in our political duties so that unworthy men grab power; by permitting rates of compensation for our public officers to be fixed so low that only men of great wealth can accept them, or men whose consequent temptations overwhelm them.

It is not militarism or pacifism that we need in the great struggle that is upon us. Propaganda for either is but the dust thrown in our eyes to blind us from the real issue and to prevent the use of the real remedy. It is not propaganda against inimical influences nor legislation for their exclusion that democracy needs. It is education insured its place as the most indispensable, the most dignified, the most valued function of government.

I do not say this merely because I believe in the Education Bill, but because I should be false in my rendering of my stewardship if I failed to tell you that as President of the National Education Association I have learned to know by actual sight and hearing in all parts of this land that every need ever written as argument for that Bill is not only true as told, but that the half has not been told, can never be told from public platform.

My acquaintance among National Education Association people has made me feel intensely the rural and small town school situation in this country and to realize that the big city has its need of National sympathy. The number of teachers in New York City would fill this stadium almost three times, for there are more than 29,000 teachers in New York, of whom 1,113 are in the supervising staff. Upon their faithfulness depends the citizenship of 940,000 children when they reach voting age. The complexity of the local problem in the education of these thousands of children is shared nationally, for few of these thousands will make New York their home in maturity. When their children reach school age, their education will be provided
by the rural and small town school, just as today the parents of these children often reflect the ideals they learned in neglected communities of our own country or of other lands.

We cannot shake off our mutual responsibility. The education of the child in a big city, the degree of educational opportunity for a child in mountain, or ranch, or plantation sections of the various States, the conditions of training and living for teachers in city and country alike are National problems of greater urgency than railroads, or cotton, or wheat, or coal. Do you remember that play, "The Robots?" Of what use is all our mechanical, chemical, and scientific progress if it tends to the deterioration of man and fails to take account of human limitations, the needs of the soul, and the development of a high type of intelligent citizen?

It is unfashionable to talk about the World War, and no one loathes its causes and its consequences more than I. Yet it is undeniable true that thousands of our boys, thousands of our people, even you and I, joined in the sacrifice of that war because of the call to make democracy safe. The same call is now sounded forth to the teachers of the Nation. Democracy is not yet safe, and you must be the organized army to make it safe by your stand for education, by your determination to vote in every primary, every election, and make every vote count so that office-holders—local, State, and National, heed the warning.

So long as Congressmen and Senators, publicists and propagandists, orators, and demagogues continue to secure applause and votes by empty talk of education as an abstraction, while at the same time they regard the teacher, responsible for that education, as the most negligible element in their constituency, the enemies of democracy do not fear us.

In my advocacy of the need for us to make the desires of teachers known in the constituency of an office-holder, please do not think I am urging the "bloc" idea. That is essentially un-American and cannot exist within a representative form of government such as ours, the only means by which democracy can operate in a land so vast and among people so varied as ours. We have fought that issue out in the National Education Association, and we settled it in 1920 with the organization of a representative assembly. If farmers, teachers, engineers, bankers, all workers, flocked by themselves, the inevitable result would be war of classes, of conflicting interests, disintegration, and the end of the United States.

If the "bloc" idea is antagonistic to American ideals, so also is the rampant individualism, which for a time found such fruitful soil in our old American stock. Among a people with a common heritage, intense emphasis on the individual may be permitted without much danger, but individual rights may be translated into terms of individual selfish wishes regardless of the well-being of the group. Then it means the destruction of the co-operation on which social action rests. It was a surprise to the world when the United States in 1918 proved to be a Nation capable of united effort. It is time for the Nation's teachers to surprise the opponents of education for democracy by united effort for the promotion of the interests of education, the only hope of the world against another holocaust.

Some may accuse me of being a politician. Well, it has been said before and I lived through it. If to be a politician is unworthy, and politics is an evil thing, then government is evil, for politics, the dictionary says, means the science of government. Teachers too frequently accept premises vociferously asserted without inquiring into their validity. The only evil about politics is that we teachers let the enemies of democracy, therefore enemies of education, dominate politicians and office-holders.

Some may say that I am advocating a low view of office and that a man in office should do what is right for the country according to his conscience. Granted. And it is the duty of the teacher to inculcate that view of office. It is the work of education and one of the reasons why the teachers of the Nation must obtain political recognition. In the meantime, how is the teacher going to uphold the claims of education against the other active elements in an electorate? A Congressman with whom I have had many arguments on
this subject of recognition of teachers and teaching, voiced it tersely, "By their votes ye shall know them."

The issue that lies before us, the Nation's teachers, today is: Shall we let the plutocrat, the Bolshevist, the apostle of chaos take from us our glorious opportunity to fulfil our mission in civilization and by a united stand preserve democracy by our devotion to the cause of education?

I think one of the things which woke me to the political situation of the teacher, and its relation to the recognition of education as a fundamental to a successful democracy, was the abuse poured upon one of the greatest of America's presidents because he had been a college professor, a teacher. Through all his slow martyrdom, enemies of the democracy which he led us to make safe scorned him as a teacher, giving unconscious recognition thereby to the far-reaching results when the teacher will be empowered to make democracy safe through education. So I make no apology for my appeal to the Nation's teachers to vote wisely and well for the cause of education.

Neither do I speak of these things because I am a pessimist or because I am roused to cowardly fear. I am neither afraid nor a pessimist. I believe that God Himself is behind our democracy, and that He is giving us teachers the chance to be the greatest instruments of progress that civilization has ever known. I believe that we are becoming conscious that our democratic ideals must fail without free and equally distributed opportunity for education; education so planned and adapted that it gives freely to every child in America an equal opportunity to develop his native capacities and aptitudes so as to make him both a useful and a happy citizen and an intelligent voter; education that provides to every boy and girl the possibility of free advance to the highest type of education that their gifts permit; education that gives no subsidies to schemes of education that are partisan in their character, whether the partisanship be of race, creed, or station in life; education that has for its definite and specific aim the training of a citizenship consecrated to the development and preservation of American aims as set forth in the Declaration of Independence and the Preamble to the Constitution of the United States.

This is my gospel of education. I believe it must be interpreted in terms of its preachers, the teachers of the Nation. Listen to Calvin Coolidge, President of the United States:

"It would be exceedingly difficult to overestimate the important part that teachers take in the development of the life of the Nation. It is the teacher that makes the school, that sets its standards, and determines its success or failure * * *. It is not too much to say that the need of civilization is the need of teachers."

Prior to 1920 the voices of opposition were only occasionally heard and much less noisily. Why the difference now? Because with the establishment of the Representative Assembly, modeled upon the Government of the United States itself, and with the introduction of the Education Bill, the Nation's teachers served notice that they intend to stand unitedly in defense of the American principle of equal educational opportunity for all children, regardless of birth, wealth, or class; that they realize that on the defense of that American ideal of education depends the defense of the American ideal of democracy; and that they, the Nation's teachers, are the people consecrated by their professional obligations to preserve that education and that democracy for the children they teach today, the voters of tomorrow.

Olive M. Jones.

MORE CALIFORNIA SCHOOLS TAKING UP BIOLOGY

Biology, according to a study of science in California reported in the University High School Journal, has made rapid developments in that State within the past few years. In 1907-8 biology appeared in only two high schools. In 1922-23 it was given in 59.5 per cent of the schools and is still on the increase. General science, more evenly distributed than any other science except physics and chemistry, appears in 96.4 per cent of schools with an enrollment of 1,000 or over.—School Life.
FOREST PRESERVATION IN VIRGINIA

Not until 1914 did the Virginia Legislature think the need for forest preservation urgent enough to create an organization for its protection. Such an office was established in connection with the Geological Survey at the University of Virginia. The Legislature made no appropriation for carrying on the work at that time, but provided that the expense should be borne by the University, as the State Forester was to be the professor of forestry there. This expense amounted to about $5,000 for the first year.

In 1915 the State Geological Commission, which is made up of the Governor of Virginia, the president of the University of Virginia, the president of the Virginia Polytechnic Institute, the superintendent of the Virginia Military Institute, and the ex-speaker of the House of Delegates, appointed Richard Chapin Jones, then professor of forestry at the University of Virginia, as State Forester. In March, 1915, he organized forestry work under the following heads:

1. Fire protection.
2. Lumbering Care.
3. Disease and Insect Protection.
4. Grazing protection.

At a meeting of the Legislature in 1916, an appropriation of $10,000 per year was made to provide for the continuation of the work over the whole state. Since the first appropriation the amount has been increased from time to time until now the sum is $18,000 per year.

The University still provides the Forester with office space, heat, and light at its own expense. Since 1916 it has provided a tract of land for the nursery and for experimental work.

The first and probably the most far-reaching phase of the work is that of fire protection. More posters, leaflets, folders, and bulletins are distributed dealing with this than with any other phase of the work. Besides the leaflet containing the forest laws of Virginia, there is one which deals with forest fire laws in detail.

Several millions of dollars are being sacrificed every year to forest fires, according to A. B. Hastings, Assistant State Forester. Of the one hundred counties in Virginia, only forty-eight are encouraging fire protection by making appropriations for a system of fire fighting crews. In most of these counties the organization is being carried on in co-operation with individuals. The plan has worked best where large tracts of forests are owned by corporations. It is necessary to have a well organized state and county force to protect small owners and to see that the laws are enforced in all parts of the state.

The co-operation plan is organized very simply. It consists of a head or chief warden who selects wardens for each county and each district. He is employed only during the late fall and winter months when the dry leaves are on the ground and in the spring before the green leaves come out. These are the periods when fires are most prevalent. He is paid by the Federal Government and the State Government jointly.

The local wardens post fire warnings, inspect clearing operations, and organize volunteer fire fighters.

The second phase of the Forester's work is lumbering care. The Forester and his assistants are responsible for the lumbering education of private owners and lumbering companies too. A lumbering education includes some knowledge of timber. Points to take into consideration are the best size of a tree for the products to be made from it, the best kind of tree to cut first so there will be space left for younger and more desirable trees, and the best time to cut this timber. The crew also goes into the forests and points out the best methods of cutting and logging so that there will be as little damage as possible to trees left standing. Wasteful and careless lumbering may injure the new growth of small trees. The sweetness of the rising sap attracts harmful insects to the raw wound of a tree. There are many insects which do not attack healthy trees as long as there are no diseased trees nearby, but do attack them when they are attracted to the forest by other trees.

A third phase of the work concerns grazing. It is not wise to allow stock to graze
in the woodlot. This is especially true during the spring months when there are tender shoots and new leaves on the trees. The stock not only eat the leaves within their reach, but tear and break great boughs in their attempts to reach higher leaves. They trample down the seedlings and break them off. Hogs eat the acorns and thus prevent the reproduction of oak trees. The continual trampling of the ground packs it hard and the moisture is not as easily absorbed. The timber must be regarded as a crop as well as the corn crop or wheat crop; no sensible farmer would turn the stock into his cornfield. If it is desirable to use a woodlot for shade for stock, then a portion of the less valuable forest should be fenced off for this purpose.

If Virginia is to make its preservation plan function, it must look out for the re-stocking of its forest and must start new forests as well as protect and care for those that are already here. This phase of the work also falls to the forester. For this purpose there is a nursery at Charlottesville where young trees of most profitable species are being grown. It might be well to list those most commonly found in Virginia:

<table>
<thead>
<tr>
<th>The Pines</th>
<th>Ash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norway Spruce</td>
<td>Dogwood</td>
</tr>
<tr>
<td>Bald Cypress</td>
<td>The gums</td>
</tr>
<tr>
<td>Black Locust</td>
<td>The maples</td>
</tr>
<tr>
<td>The Oaks</td>
<td>The cherries</td>
</tr>
<tr>
<td>Chestnut</td>
<td>Sycamore</td>
</tr>
<tr>
<td>Hickory</td>
<td>The poplars</td>
</tr>
<tr>
<td>Walnut</td>
<td>Mulberry</td>
</tr>
<tr>
<td>The Cedars</td>
<td>The Elms</td>
</tr>
</tbody>
</table>

There are many others not so commonly known.

The demand for these trees is increasing rapidly. Teachers and public officials call for them for shade trees to plant around schools and other public property. In a few years, if the campaign for planting shade trees along the state highways is successful, there will be still greater demand for them. The State Forester has prepared a small leaflet, "Planting Stock Available from the State Forest Nursery," which gives species, the number available, the size, and the price of the present supply. This bulletin may be had from the Forester's office.

An important means of educating the public to the need of the forest association is through the literature which is published. There are fire-warning posters, which are put up in all public places, stating fines and offering rewards for enforcement of the laws. There are bulletins giving surveys from some of the foremost counties. The Forester also publishes an administration report of the work done each year and the plans for its continuation.

Surveys now completed show the following proportion of woodland for certain counties:

<table>
<thead>
<tr>
<th>Name of County</th>
<th>Total</th>
<th>Percent in Woodland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria</td>
<td>18,408</td>
<td>30.6</td>
</tr>
<tr>
<td>Buchanan</td>
<td>324,480</td>
<td>81.8</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>301,440</td>
<td>53.1</td>
</tr>
<tr>
<td>Dickerson</td>
<td>212,460</td>
<td>84.0</td>
</tr>
<tr>
<td>Nottoway</td>
<td>198,400</td>
<td>75.0</td>
</tr>
<tr>
<td>Russell</td>
<td>316,440</td>
<td>40.0</td>
</tr>
<tr>
<td>Tazewell</td>
<td>314,340</td>
<td>42.4</td>
</tr>
</tbody>
</table>

Under the direction of the State Forester, surveys are being made of each county of Virginia as rapidly as it is possible to make them with the limited funds available.

Of the total land in Virginia, 59.7% is still in woodland; and there is a fairly uniform distribution of this woodland over the state. All of these forests are not of uniform value, however. The virgin forests only amount to about 5%. There are those called "old field" forests that are seeded from nearby forests; and there are those which have been "culled," in which only the best timber has been cut and the inferior trees have been left. The greatest acreage, though, is occupied by forests which have been cut two or three times, often burned, and then left to grow up again.

For the benefit of those who may not understand the need for a preservation program the following paragraphs are added.

For a number of years the coal shortage has been one of the important topics before the public. It is evident that the present generation must be mindful not only of the present fuel supply, but of the future supply also.

W. B. Dunwoody  W. G. Schwab
W. G. Schwab  G. D. Markworth
Gordon D. Markworth  W. G. Schwab
When the coal shortage made itself felt during the recent war the country had nothing to fall back on except its wood supply for fuel. Virginia ranked tenth in number of cords of fuel wood used and eighth in total value of this fuel. Only such states as New York, North Carolina, Georgia, Ohio, Missouri, Kentucky, Tennessee, and Alabama ranked above Virginia.

For fuel only such wood should be used as is of little value for other purposes, for instance, fallen trees, dead trees left standing, diseased or crooked trees, and those which are crowding out more valuable trees. Unskilled workmen are allowed to go into woodlots and to cut without discrimination trees that would be of great value later.

Although a coal shortage doesn’t prevail now as it did in 1917 and 1918, during the war, we have no assurance that such a shortage will not occur again at any time. We should not wait until there is no more wood available for fuel before we begin to conserve.

Anywhere from 10 to 50 years is necessary for a full stand of wood. This seems a long time, but when we consider the decades that are required for the formation of coal, we see that it is only a short time. Then if such a little care is needed to produce a good crop of fuel wood, the needless waste is suicidal.

Fuel production is only one of the industries in which these bad habits are being practiced. The majority of logging industries of the state are carried on almost without thought for the future. The lumbering firms go into business expecting to stay only as long as business is profitable. They cut the trees that they can use and move on to another tract.

The first settlers of Virginia may be excused for their ruthless cutting because the forests were a menace to them and often meant death from the lurking Indians. Now that we know the value of the forests and no longer have anything to fear from them, there is no excuse for continuing the practice.

The public is slowly working up to face its responsibility, and steps are being taken to correct the wasteful consumption. At present the estimated annual cut of timber averages 64 board feet per acre of woodland. The actual growth annually is only about 38% of this cut. It is evident that the forests of our state cannot be maintained long at that rate.

Another need for forest protection is to be seen on the farm, where windbreaks are especially important. As a rule, the woodlots are the only windbreaks. They not only protect the buildings when suitably located, but act as a shelter for stock and crops during windstorms. In the midwinter months even the leafless hardwoods tend to moderate the temperature and force off the cold winds. The effect on stock is very noticeable. When protected by a strip of woodland stock require less feeding. The benefit to small crops is not as important as to larger ones, such as orchards of fruit trees. During the spraying season and when the fruit is ready to pick, strong winds are a hinderance and they often blow off a great deal of fruit. Great loss is the result. When a strip of woodland protects the orchards, this loss is avoided.

Of all the land in Virginia that is not suitable for growing grain or fruit, practically none of it is too poor, too steep, or too rough to grow a profitable crop of wood either for fuel or for lumber. Such a crop on steep ground prevents gullying and helps to mellow the land by holding the moisture and forming a mulch of leaves.

More important than the above reasons for forest preservation is the effect of the water supply on the state. During the months of heaviest rainfall the mellow earth in forests holds the water and allows it to be absorbed instead of running off and taking with it the surface soil. These supplies act as reservoirs for the dry seasons of the year, giving it out gradually as needed to the surrounding springs and the streams. These facts make the need of a preservation program more apparent. The organization of the work is not the weak link in the chain. It is the fault of the citizens who can not be made to realize the need and do not raise funds enough to carry out the plan.

Clotilde Rodes
EDUCATIONAL BRIEFS

As a step toward living down the charge that we are “a Nation of sixth graders,” many States have passed laws requiring children to remain in school until they have finished the eighth grade, or until they have reached the age of 16. Kansas and Wyoming have recently added this requirement to their laws. In both of these States the child-labor law was amended to provide that a child must not be employed until he has reached the age of 14 and has completed the eighth grade at school. Between the ages of 14 and 16 a child may work at certain occupations if he has been granted a work permit. This permit will be granted only to pupils who have completed the first eight grades.

Children younger than 16 who have not completed the eighth grade must be kept in school by their parents under penalty of the law. In Wyoming the county superintendents have been authorized to act as truant officers, and their salaries were raised to compensate them for the new duties. The superintendent of schools in a first-class county will receive $800 a year more for acting as truant officer.

Under the work-study-play plan recommended for the Portland (Ore.) schools by the United States Bureau of Education the building program will cost only half as much as under the “traditional” plan and at the same time will give a capacity for 2,160 more children than under the traditional plan, and also will provide more than 300 special activity rooms in addition to classrooms, manual-training rooms, cooking and sewing rooms. This space, under the traditional plan, has to be used for classrooms, since every child has to have a reserved seat which no other child may use. This means that there must be as many classrooms as there are teachers. Under the work-study-play plan, however, as only half the total number of classes is in classrooms at one time while the other half of the school is working and playing in auditoriums, gymnasiums, and special activity rooms, only half as many classrooms have to be provided.

These recommendations were based upon a school-building survey of the Portland schools, under the supervision of Miss Alice E. Barrows, specialist in industrial and economic relations, United States Bureau of Education.

Kindergarten specialists of the United States Bureau of Education have been asked to recommend two kindergarten training teachers for missionary work in India. The kindergarten is considered a valuable agency in mission work and 10 training schools have been established in China, India, and Japan for the training of native kindergarten teachers.

More teachers will be needed in the high and normal schools of the Philippines in the spring of 1925, according to a recent announcement made by the Bureau of Insular Affairs, War Department, Washington. Porto Rico needs teachers immediately for upper grammar grades and high schools.

A new college for women is to be established at Bennington, Vt. In its organization an attempt will be made to economize time and expenses of students. By eliminating long vacations both at Christmas and during the summer the founders hope to help students in three years to meet all the requirements for a regular college degree.

Need of common standards of civic righteousness, public health, and family life is stressed in a circular recently issued by the United States Bureau of Education entitled “Parent-Teacher Associations and Foreign-Born Women.” It analyzes the problem and contains valuable suggestions for helping foreign-born women to adopt higher standards of living.

Malnutrition cases in the elementary schools of Bridgeport, Conn., show a decrease of almost 33 per cent between the years 1921-22 and 1923-24. This progress is attributed to health education training and instruction for malnourished children.
EDUCATIONAL COMMENT

EDUCATION GREAT FORCE NEEDED BEHIND OUT OF DOOR MOVEMENT

Need of rallying the educational forces of the country behind any out of door program was clearly shown at the sessions of the Out Door Recreation conference called by President Coolidge. This was brought out by the resolutions submitted by the committees appointed by Theodore Roosevelt, assistant secretary of the navy, who presided at the sessions.

For example the committee on formulation of an educational program for outdoor recreation pointed out the need of an educational campaign to make known and advertise to the American public those facilities in the nature of parks, forests, rivers, lakes, and playgrounds which are available or may be made available in the future.

Going further into the need of marshalling the educational forces of the country this committee's report says:

"This special educational committee believes appreciation and love of the outdoors should begin, with every other form of education, in the public and private schools of the land. New York State and California as examples at either end of our nation have built up and fostered a greater appreciation of their outdoor facilities through the introduction of Nature Study as a part of their regular school curricula. Thus they have encouraged and stimulated an appreciation of Nature, together with an independence and originality of thought which makes for love of the outdoors and for the foundation of better citizenship. The educational committee urges upon the National Conference the passage of a definite resolution endorsing school Nature study and the extension of the Nature Study idea for every American school and every American family.

"This committee equally endorses the splendid Nature Study courses offered by many public libraries, museums and camps and recommends that all institutions of this character should follow the excellent example already set. It is urged that modern and up to date books and magazines on Natural History subjects be used, as the advance of science has demonstrated the error of many previous so-called authorities."

The committee on plants and flowers too saw the value of getting the educational forces of the country behind the movement and of starting with the child, for, in the resolutions of this committee, of which Mrs. Fairfax Harrison is the Chairman, in this paragraph: "To inculcate by the example and influence of all good citizens a healthy public sentiment for the wild life of the country, we urge that Nature Study be incorporated in public grade school work throughout the United States."

This was exactly what the American Nature Association is doing and in co-operation with Mrs. Mary K. Sherman, of the department of applied education of the General Federation of Women's Clubs, the association is carrying on a campaign of education to this end. Mrs. Anna Botsford Comstock is directing the Nature Study lessons for the association. In commenting on the work of the conference, Charles Lathrop Pack, who is chairman of the committee on state parks and forests, says:

"The call of President Coolidge came at an opportune time. As never before, millions are now getting into the out of doors and closer to Nature. These millions must be
educated, not alone to the wonders of Nature but as to the direct bearing Nature has upon their daily lives. The extreme need of education along these lines is shown by the estimates that predict three million automobiles will be sold in 1924 and only twelve million books. That means only one book to every twelfth family. It also means that thousands upon thousands of newcomers will 'take to the road'. In the out of doors is the best national health insurance in the world. Let us build, through education, on this great opportunity,"

STANDARDS FOR JUDGING THE EFFECTIVENESS OF A SCHOOL HEALTH PROGRAM

The purposes of a school health program include the following:

1. To develop Health Habits.
2. To impart Health Knowledge.
3. To achieve Physical Health and the best possible Development.
4. To create a Health Attitude.

While recognizing the desirability of developing every possible method for measuring the results of a school health program it must be recognized that there are fundamental benefits from such activities, which are not at present subject to physical measurement.

The following tests were suggested, however, which may be developed and applied in measuring certain results of Health Education.

Suggested Tests:
1. Health Habit Questions.
2. Recognition Tests.
3. Immunization Record for Smallpox and Diphtheria.
5. Correction of Individual Physical Defects.
6. Thorough Physical Examination (doctor's rating of child).
8. Sanitation Score Cards of School Buildings.

(a) Construction
(b) Use
(c) Air conditions in room

A need is recognized for the further development of methods by which growth and the physical status of the child may be used in the measurement of health improvement.

A standardized method of recording the physical condition and physical defects of school children would be extremely useful.

All data regarding the relationship of groups of children to the normal weight for the height and age should carry with them when presented to the public, a statement showing how the data were collected, including the method of taking weight and height, the unit of measure used, the nature and the presence or absence of shoes or clothing, whether height or age were taken at the same time, and the method by which each was computed.

The use of growth as a means of interesting children in health should not be confused with the use of growth as a measure of health improvement or as a diagnostic agent.

Educators are urged to use such definite measures of the value of the health program as are available, to appreciate the limitations of those measurements which are not definite, but to remember at the same time the importance of the effect of health education upon attitude and school morale.

SEPTEMBER IN THE COUNTRY

A FEW more days and then the call to return to the schoolroom will be answered by over 300,000 rural boys and girls throughout the land. Most of them will enter buildings freshly cleaned, some redecorated, to make them more pleasant and suitable "temples of learning." A few will enter new buildings dedicated "to the service of the community and to the common cause of a better life for all."

Most of this youthful throng are eager to return and join their school friends. Most of them will enter advanced grades with new fields of study to explore. Most of them...
will have new teachers. About one-fifth of them will be entering school for the first time. A few of them will be entering school in new communities into which they have moved or to which they must go for advanced educational instruction.

Everything possible should be done to make the first week a red letter week for the beginners and the newcomers, to be remembered by them for the remainder of their lives. First impressions are lasting impressions. A favorable attitude towards school and community gained during these first few days will largely determine the wholeheartedness with which these pupils will enter into cooperation with the school and its enlarged society.

Just as first impressions largely determine the attitude of the pupils, so do they affect the teacher. The teacher should become an integral part of the community during her period of tenure. Most teachers realize this and are glad to respond to the welcome extended them by the community. The teacher will not only be happier but she, in increased service, will repay the community for any efforts expended in her behalf.

THE PRESIDENT OF THE UNITED STATES SPEAKS FOR RURAL SCHOOLS

Friends of country children and believers in education generally are greatly heartened by the Fourth of July address of the President of the United States delivered before the National Education Association in Washington, D.C. Among other things, the President said that one of the chief rights of an American citizen is the right to an education; that the country, which offers so many advantages denied to those reared on the pavements and among crowded buildings, ought no longer to be handicapped by poor school facilities. "The resources exist," said President Coolidge, "with which they can be provided if they are adequately marshalled and employed." This is the contention that friends of good schools for rural children have long been making. The endorsement of the President of the United States should bring us nearer to our goal.

AMERICAN EDUCATION WEEK IN THE COUNTRY

Profiting by their past experience, many rural teachers too far from libraries and the county superintendent to get direct help with their American Education Week programs are getting information early enough this year so they can intelligently cooperate with public-spirited citizens and organizations in making American Education Week productive of lasting improvement in school betterment. Many such teachers attending summer schools will find much useful material in the normal school libraries; and direct suggestions will be given them, if they request it, by their instructors in school management classes.

County superintendents also are preparing their teachers for better service along this line. In their addresses before summer school audiences and institutes they have an opportunity to show how normal schools and other institutions can perform better service by demonstrating the kind of songs, speeches, slides, pictures and posters which the teachers next November can profitably use in their programs. Charts and maps depicting conditions existing in the counties of the State in regard to such matters as standardization of rural schools, the growth of consolidation, and the achievements of rural supervision can be used to advantage to arouse school patrons to a greater willingness to spend money on schools.

EDUCATION AND THE BALLOT BOX

No doubt a good many parents living on farms are still debating whether or not they will send the boys and girls to high schools, who, last spring, completed the courses offered in the small district schools. Only one month remains in which to make this decision. Upon it rests the future welfare, not only of the boys and girls, but to a considerable extent that of the nation itself, for within a few years these boys and girls will be voters. By means of the ballot they will help decide upon the officers who shall administer the laws of our States and Nation and so upon the nature of the laws by which we shall be governed.
On the Fourth of July President Coolidge said in an address before the teachers of the United States, meeting in Washington, "... America has ... placed the power of government squarely, securely, and entirely in the hands of the people. For all changes which they may desire, for all grievances which they may suffer, the ballot box furnishes a complete method and remedy. Into their hands has been committed complete jurisdiction and control over all the functions of government. ... The body politic has little chance of choosing patriotic officials who can administer its financial affairs with wisdom and safety, unless there is a general diffusion of knowledge and information on elementary economic subjects sufficient to create and adequately to guide public opinion."

Practically every President from Washington to Coolidge has warned us that the improvement of American institutions depends upon the intelligence of the voters. Think of this, mothers and fathers, living on the farms, before you decide not to give your boys and girls and the nation's future voters the advantages of a high school education.

CURRENT EDUCATIONAL PUBLICATIONS

READING, THE HEART OF THE CURRICULUM


Mr. Smith has a vision for the grammar school—a better citizenship. Because his plan for achieving this has been evolved from years of teaching experience it is practical; because it has been checked with the best contemporary thought in education it is remarkably free from error. As the name of the book suggests, he sees reading as the central activity of upper grammar grades. He thinks that abandoning memorization of textbook lessons for wide reading of worthwhile material will in itself go far towards vitalizing the entire school. For when children read freely in different books on a problem of common interest, they need a place for the interchange of ideas, the socialized recitation.

And once the class becomes a creative group, formal repression yields to co-operative control and the modern ideal in discipline is achieved. Furthermore, this kind of procedure gives the class constant experience in subjecting its opinions to the test of data and one has only to think of the weight of public opinion in a democracy such as ours to realize that this is training in the very essence of citizenship.

Like the author's "Teaching Geography by Problems," the book abounds in concrete suggestions. The lists of poems and of stories for each of the elementary grades represent all important types of children's literature. Suggestions for teaching children to use books are practical—his sanity in regard to vocabulary building is an inspiration. Much illustrative material is given, a good part of it being original accounts of lessons. Part Four consists entirely of big units of subject matter in the social studies organized around current problems. The bibliography here is worth the price of the book. But possibly the best thing in this list of helps is the abundance of schemes for silent reading lessons. For instance, he has illustrations of adapting standard test forms such as "true-false" and "completion sentences" for use in the grammar grades.

One notable feature of the book is Mr. Smith's saturation with the grade library idea. Here he makes no compromise—the school must have a working laboratory of books.

The book is very uneven in its organization. The magnet idea of reading as a core for the school activity gives unity between chapters. But this is not always true within the chapters, partly because of an excessive use of enumerated points. For sometimes these points overlap and the reader is lost in the maze. Moreover, Mr. Smith's sentences are not always easy to read. But there is such a wealth of practical help that the reader will be amply repaid for the careful reading necessary.

KATHERINE M. ANTHONY.
**THOROUGH GRADE ARITHMETICS**


This set of arithmetics emphasizes problems derived from everyday experiences. These are organized in groups with a central thought, such as saving money, buying Christmas presents, etc. The charming illustrations for these problem groups are a distinctive feature of the series. The numbers with which the problems deal are small enough to be practical; the authors have aimed at thoroughness in essentials.

Book 1 extends through the fourth grade, Book 2 through the sixth, while Book 3 reviews the work given in the first two, with additional work. The main body of each book furnishes a minimum course which may be studied without break in continuity or subject matter.

**GRACE POST.**

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In 1845 under the direction of Horace Mann the first objective survey of school conditions was made in Boston; in 1923 the same tests, adapted to modern conditions by the authors, were again used for a survey in Boston. This book presents the heartening comparison of present-day accomplishments with those of seventy-five years ago.

For the ubiquitous grouch who wishes schools were conducted as in the days of the little red school house he attended, there is a mine of information here that should open his eyes and his mind.


A practical way in which the American mother may serve her daily meals in order and beauty is presented in this volume, under the headings: the art of entertaining and being entertained; the choice of equipment for the dining-room; the rules of table service (the left-hand table service is preferred by the author and used in this book); principles of menu making; menus and service for special occasions; and how to serve food attractively. There are abundant illustrations of dainty and effective arrangements.


Dr. Neumann is an instructor in ethics and education in the famous Ethical Culture School in New York City, and writes out of his extensive experience in the activities of the Society for Ethical Culture. He regards the moral opportunities of our educational institutions as abundant, but believes there is need of more thought on what we mean by “better life.” Are there not, for instance, harmful aspects of such great ideals as liberty and democracy?

Following a stimulating study of the “Ethical Implications of Democracy,” the author presents as contributions to America’s ideals the following: the puritan offering, the spirit of nationalism, the tradition of classical culture, the contribution of modern science, the demand for vocational fitness, and the pragmatist criticism. Each is carefully analyzed.

Moral activities, direct ethical instruction, moral values in the various studies, native and acquired promptings, the power of feelings, religious education, and the teacher are set down as the resources of the present and the future.

**PRACTICE TESTS IN COMMON FRACTIONS,** by Edward Wildeman. Chicago: The Plymouth Press. 1922. Pp. 34. 30 cents. (Teachers’ Key, 40 cents.)

For pupils of the fifth grade where the systematic study of fractions is undertaken, these drill exercises requiring from one to six minutes for completion will increase both speed and accuracy.


“We do not assimilate what we are not interested in; we do not advance unless guided by an advancing interest,” says the editor. Hence this collection of essays on subjects the essence of which is modern living, modern conditions, modern problems.

The thirty-five essays are grouped in six divisions: efficiency in thought and act; character studies; new advances in science; education and ethics; language and literature; social and national problems.

Eighteen of the essays have previously appeared as magazine articles; twelve are chapters or extracts from books; four are addresses and one is a prize essay. Each essay is introduced by pithy editorial comment.

A dozen fairy stories for the student in beginning French. Complet notes and exercises are included along with a French questionnaire on the text.


Prefacing his book with this definition of mathematics, "a means of attaining a goal and not an end in itself, a tool to use in the building of a career," the editor has here compiled material to establish right habits in mathematical thinking when the student is figuring jobs in printing.


A beginner's non-technical textbook in retailing. The volume concerns itself with the store building, its location, lay-out, equipment, and organization; and with store management—merchandise, advertising and display, service and maintenance, employees, and records and accounts.


"It is to direct our thoughts out of the dark valley of war (and the hatred that makes war possible) into the paths of peace," that Mrs. Binyon has written these stories "of men and women who strove to realize the ideals that rule their lives, stories that will be remembered when the world has grown old and wars have altogether ceased."

Charming stories are told of these kindly idealists: St. Francis of Assisi, Henry the Navigator, Vittorino Da Feltre, The Early Printers, Leonardo da Vinci, Galileo, Christopher Wren, Captain Cook, Beethoven, Millet, Pasteur, Father Damien, and Lord Shaftesbury. The book is beautifully illustrated.


This compilation, made especially for ninth graders, assumes that children must learn "to read plays appreciatively as a preparation for becoming an intelligent audience in the local theatre, and also as a preparation for further reading in the drama." There are eleven plays—one of them is Tarkington's The Trysting Place—each supplemented by excellent notes, supplementary reading lists, and suggestions for study.

News of the College and Its Alumnae

Senior Essays for 1923-24

Soon after the change of the title of this institution from State Normal School for Women to that of State Teachers College, the faculty decided to abolish the senior essays as required for completion of the two-year courses, recommending at the same time that the value of these essays be conserved in course papers in the senior year. The faculty also voted that a rather more careful piece of work be done by each graduate of the four-year courses during her fourth year under the joint direction of the head of the English department and the head of some department in which she is majoring. Similar essays have been written by each B. S. graduate in the last three years and then published from time to time in The Virginia Teacher.

The list of essays appended below is that of two-year graduates of the June, July and August classes 1924 and is therefore the last list of this kind.

Vitalizing Composition Work in the Junior High School—Mary Moore Aldhizer.
Dutch Painting—Carrie Atkins.
Educational Development in Halifax County Since 1900—Mary Bagwell.
Juvenile Delinquency—Sannie Baird.
How to Read Books—Eugenia Bailey.
President Harding—Katherine Bauseman.
Woman's Place Through the Ages—Matilda Bell.
The Effects of the French Revolution on Different Nations—Nettie Berry.
Ku Klux Klan—Virginia Beverage.
Education of the Immigrant—Mary Elizabeth Bibb.
The Evolution of Virginia's Conscience—Mary Forest Bibb.
Teaching Through Activities in the Kindergarten—Madeline Bishop.
The Development of Education in the Philippine Islands—Elizabeth Bolen.
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The Teaching of Botany in the Junior High School—Annie Snead.

"On" An Old Attic in the Valley of Virginia—Rebecca Spitzer.

Religious Instruction in the Public School—Mary Sturtevant.

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The Wise Shopper—Margaret Swadley.

Southern and Marlowe—Ruth Swartz.

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The Elizabethan Theatre — Elizabeth Thomas.


Advantages of School Consolidation—Jennifer Tomko.

The College Girl and Her Clothes—Marion Travis.

Education Affected by the World War—Mae Vaughan.

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Moral and Ethical Training in the School—Sadie Williams.

The Origin and Development of Individualism—Madeline Willis.

Crime Among the American Youth—Charlotte Wilson.

Music in the Junior High School—Caroline Wine.

Life and Works of Michelangelo—Mary Alice Woodward.

INKLINGS

A witty and sagacious essay on the position and significance of the Lesser Sex appeared in the last issue of The Summer Breeze, July 26. Its author, Mr. E. Kinsey Clymer, feelingly portrayed the estate to which Mere Man is relegated when he finds himself in the midst of so much “gurgling, effervescing, hairpin-adjusting feminine humanity.” One looks forward to the coming issues of The Summer Breeze in the hope that Mr. Clymer will expound the significance of the pep meeting on July 29th, of the Old-Girl-New Girl game of basketball scheduled for August 2, and of the many other activities which are not usually viewed from the masculine angle.

The beginning of the second term of the summer session, July 28, was marked by few changes in the faculty. Miss Margaret Mueller, of Ann Arbor, Michigan, is teaching art in place of Miss Sallie Cole, of Richmond, who was here during the first term, and Miss Celia Swecker, of Monterey, Virginia, is in charge of the library, following Miss Amy J. Stevens. Miss Elizabeth Cleveland has gone to the University of Virginia to carry on her graduate studies, and Mr. J. N. McIlwraith, of the history department, has gone to Massachusetts for two months, but will return here at the opening of the fall session. Mrs. Pearl P. Moody is Dean of Women for the second term, in place of Miss Bessie Randolph, who has gone to her home in Richmond and will later attend the meetings of the first Institute on International Relations to be held at Furman University in South Carolina during August. Miss Randolph, during the coming winter, will be on leave of absence from the Randolph-Macon Woman’s College, at Lynchburg, while she enjoys a travelling fellowship provided by the Carnegie Peace Foundation.

The student enrollment for the second term is about 100 less than it was for the first term. Over three-fourths of our summer school attendance is now made up of students who are here for the entire quarter.

Among the speakers at assembly during July have been Miss Ruth Lemon, Field Secretary of the Parent-Teachers Association, who spoke on Wednesday and Friday, July 16 and 18; Mr. H. W. Bertram, a Harrisonburg attorney, who attended the Democratic Convention as a delegate from Virginia, and who recounted his observations of the convention to the student body on July 16; Mr. C. J. Heatwole, secretary of the Virginia State Teachers Association and editor of the Journal of Education, who spoke on July 21; and Mr. Frank Tannenbaum, nationally known writer of prison reform, who addressed assembly on the morning of July 11. Mr. Tannenbaum recently edited a Mexico number of the Survey Graphic (May, 1924); he talked here on his recent visit to that country.

“While the English came to Virginia and Massachusetts in the role of home builders, the Spaniards came to Mexico as adventurers and gold seekers,” said Mr. Tannenbaum. “While American white settlers exterminated and drove out the Indian, the Spaniards gave physical equality to the Mexican Indians by intermarrying with them. But they withheld spiritual equality.” Asserting that the Oregon government has education as one of its chief objectives, Mr. Tannenbaum said that there is today 82% illiteracy in Mexico.

An interesting Chautauqua program was presented here July 10 to 16. In addition to Mr. Tannenbaum the most important speaker was the Honorable William C. Redfield, former Secretary of Commerce in President Wilson’s cabinet. Mr. Redfield showed the interrelationship existing between America and all other nations of the world, especially from
the standpoint of our commercial relations. Teachers of geography particularly found material in Mr. Redfield's talk that will be of great value in their work.

Other Chautauqua entertainments that proved especially attractive to students were the Marimba Band, the Oceanic Ladies Quintet, Louise Stallings, mezzo soprano, and two comedies—one entitled Their Honor The Mayor, the other Shakespeare's As You Like It.

Summer excursions have included a trip to Ashby's Monument, when Dr. John W. Wayland spoke to the party on Jackson's Valley Campaign, and trips on July 19 to the Grottoes and to Shenandoah Caverns. There have been several picnics. The summer faculty on June 30, and the Home Economics club on July 14, visited Riverside Park near Bridgewater. Both picnics were lots of fun.

When the American Legion Monument, at the intersection of South Main and Liberty streets, was unveiled on July 4, students of the college were in the mile-long procession. "Old Virginia," by Dr. Wayland, sung by students advancing over the Harris lawn to the foot of the monument, added an attractive touch to the dedication program. There was a holiday on the Fourth, classes being made up the two following Saturday mornings.

President Julian A. Burruss, of the Virginia Polytechnic Institute, was in Harrisonburg with Mrs. Burruss and their two children for a week's vacation the latter part of June. Dr. Burruss was president of this college during the first ten years of its existence, and his many friends on the campus and in Harrisonburg were pleased to renew their friendships.

ALUMNAE NOTES

Dorothy Williams paid "Blue Stone Hill" a visit the first time since she was here in 1921-22. She tells us of her work for the past two years as primary teacher in the Gordonsville High School. This winter she will be at Bealto, Va.

Katherine Mahoney sends us a beautiful post card from San Diego, California, and assures us that she is enjoying thoroughly her tour of the Far West.

Ida M. Gordon is teaching in the summer school of the Central State Normal School at Lock Haven, Pennsylvania. She lets her friends at Blue-Stone Hill hear from her now and then.

Edith Sagle writes from Denver, Colorado, declaring "The West holds many thrills." She sends us a post card picture of the beautiful "Seven Falls" in Cheyene Canyon.

Sarah Tabb recently came up from Portsmouth and spent a week or two in Harrisonburg and at the College, much to the delight of her many friends.

Charlotte Jones writes from New York City. She says: "I am attending the university here, also trying to take in the sights. There are six Harrisonburg girls here. We are having a wonderful time."

Loudelle Potts is "out where the West begins." She says, "I am having a wonderful vacation out here in the West. The mountains are beautiful, and all else too." She mailed her message at Denver.

Not long ago a College wayfarer was most hospitably entertained in Clifton Forge in the homes of Janet Farrar and Elizabeth King. Janet will resume her teaching next fall in the city of Cleveland and Elizabeth will return to Blue Stone Hill.

Early in August Grace White, Mary Warren, and Florence Hatcher came up from Tidewater and spent a week with Mattie Fitzhugh at Rushvile. One day they came down to Harrisonburg and looked in on the toilers of the summer school. Some one said it was just like a "summer breeze."

Lucy Laws of Front Royal, one of our first students, came back this summer to renew acquaintances and refresh her professional equipment. We found her the same fine spirit as in former years.

Many of the students of the summer school this year are "old girls"—some graduates of former years. Others are coming in to finish out the work necessary for the cov-
eted diploma or degree. We are pleased to have them all.

irinia Eppes, after a sojourn at Mountain Lake, came to Harrisonburg to satisfy the requirements of the new law in health education. She loves her work as a teacher in Petersburg.

Lucy Mackey is spending some time here this summer with Frances, who is a teacher in the summer school.

Alpine Gatling (Mrs. Howard Martin) came up recently from Norfolk with her two children to spend a week or two with Marceline and Lucy and to renew the memories of student days.

Ida Saville and Ruth Bean were seen not long ago on the streets of Harrisonburg. We know their hearts were out at Blue-Stone Hill.

Mary Stuart Hutcheson, Jean Robinson, and Pearl Haldeman (Mrs. Stickley) were among the large number of our girls who spent a week or more this season in the Bible conferences at Massanetta Springs.

COLLEGE ATHLETICS

"Every college has to decide for itself whether athletics shall be developed as a physical aid and mental stimulus to its students or shall be turned into a spectacle for sightseers." This extract from the annual report of President Dice R. Anderson, of Randolph-Macon Woman's College, directs attention to a phrase of college life which might well receive more consideration from college authorities than it does, says the Lynchburg News. None will deny that athletics is a fine, a splendid thing, or that it has a place in every institution of learning. But what should that place be? A college being intended as an institution at which brain rather than brawn is to be developed, it would seem logical that the literary or debating society should be a greater feature of college life than the athletic stadium. The reverse, however, is true. The boy or girl at college who "makes the team" enjoys, as a rule, a higher place in the esteem of fellow students than the individual who excels in mental activities. The rise in popularity of the football and baseball and other athletic teams of our schools and colleges has been marked by a corresponding decrease of interest in the literary societies. Inter-collegiate athletics operates to accentuate this tendency, and, while it would be difficult, if not impossible, for a college for young men to prosper without such participation in athletic contests with other colleges, the day has not come when a college for women has to turn its athletics into "a spectacle for sightseers." Nor does the woman's college suffer any for that. Its interclass sports accomplish quite as much good as do the inter-collegiate sports of men's colleges and are not attended by the evils of the latter. Dr. Anderson is quite wise in choosing to keep athletics at his institution "a physical and mental stimulus."—The Washington Post.

OUR CONTRIBUTORS

OLIVE M. JONES is a teacher in the New York York school system and the President of the National Education Association.

CLOTILDE RODES is a graduate of the State Teachers College at Harrisonburg, having received her B. S. degree in June, 1924.

KATHERINE M. ANTHONY is the Supervisor of the Training School connected with the State Teachers College at Harrisonburg. Miss Anthony is a graduate of The George Peabody College for Teachers at Nashville, Tennessee.

GRACE POST is a critic teacher in the Training School at Harrisonburg.

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**Regular Session 1924-1925**

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