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KNOWLEDGE is not a series of propositions to be absorbed, but a series of problems to be solved. Or rather I should say, to be partly solved, for all the answers are incomplete and tentative. This view of life is in no way original, but it is frequently ignored. From the fact that reading, writing, and arithmetic are the bases of education and were long the only education for most persons, we have unfortunately been led to regard them as typical of all education. We feel that knowledge is something which has been settled by others and given us to learn, just as we learned the multiplication table.

Nevertheless, outside the field of such established facts as the three R's there lies a much vaster area, and with it citizens must acquaint themselves if democratic government is to manage our modern industrial civilization successfully. Knowledge of this vaster area cannot be obtained merely from what others tell us; it must come from what we find out ourselves by asking and answering questions. Therefore, the true type of education is not the certainty of the multiplication table, but the incomplete approximation of the square root of two, or better yet, the undiscoverable ratio between the circumference and the diameter of a circle. (How strange that such a common fact should be so complex!) Indeed, we may eventually come to take as our typical fact the square root of minus one, which, although we call it an imaginary quantity, forms a necessary element of many of the electrical calculations that make possible the ordinary operations of our daily lives. In school geometries the propositions are printed in large type and the originals are tucked away in the back in small print. Some day we shall realize that the propositions are far less important than the originals.

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ing himself financially prosperous, he decided to place some well-filled casks in his cellar. They must be made of wood, and wood was expensive. Hence a problem, quite independent of the pleasures of theory, but all-important to the economical head of a household; how to get the greatest cubical content of wine into the minimum amount of wood. Should the cask be apple-shaped, pear-shaped or lemon-shaped? We can imagine him out in his orchard laying boards in various positions on temporary frames and then generalizing his results in mathematical formulæ. They developed into his book on the measurement of casks, and became the foundation of infinitesimal calculus, the basis of all our pure and applied science today.

Einstein at five years old was, as he lay in his cot, given a compass by his father. The remembrance of the swinging needle remained with him, suggesting invisible forces, which later he was to explore in electromagnetic waves and gravitation. At twenty-two, struggling with poverty as a private tutor, a friend obtained for him a position as examiner of patents in the Swiss Patent Office. Instead of repining at this job as five years enslavement, he made his experience in varied fields of invention interlock so widely with the solution of theoretical problems that before he left he published in quick succession the first series of his dissertations on the theory of relativity. To the inquiring mind, all experience is gathered into the solution of overwhelming problems.

Nor need my illustrations be limited to the non-human sciences. Frederick William Maitland, the English legal historian, became interested in a German treatise on the political theories of the Middle Ages. What could be more alien to the Twentieth Century than medieval doctrines of the relation between the empire, the church, and the guilds? Yet Maitland's attitude was, "Today we study the day before yesterday, in order that yesterday may not paralyze today, and today may not paralyze tomorrow." He began to inquire into the nature of groups of human beings, incorporated and unincorporated. Is such a group merely an aggregation of human beings, or is it in itself a person? Facts accumulated in his mind, he cross-examined documents like a string of hostile witnesses, he talked about his problem, wrote for information to America, to men he had never seen for data about our corporations. And somehow the problem of the Middle Ages became the problem of the great unincorporated groups of today; the Roman Catholic Church; the trade unions—Chief Justice Taft's decision in the Coronado case on the possibility of suing the United Mine Workers of America is just this question; the New Jersey corporation doing business in States where it owes none of its legal existence to the local legislature--; the nature of that most powerful of all groups, the state itself. Is it only a sort of glorified public service company, as Maitland's followers would have it, that sells police protection and schooling to its citizens as a trolley company sells rides? Or is it, as the other side contends, a sort of ethical culture society to lead us onward and upward toward the light? Whichever of these two views we take of the state, whether it is an organization for specific business services to the community or an inspirer of souls, why does it haggle over the settlement of its contracts, impose double taxation, deny all responsibility when its mail-trucks run over us, refuse to be sued in its own courts, and in general fall far below the standards of fair dealing which it imposes upon every taxicab driver or keeper of a restaurant.

The old system of water-tight compartments into which knowledge was supposed to be divided, and each of which had to be entered separately, is breaking down. The late Jacques Loeb, whose vital personality was hard to explain by his own mechanistic doctrines, once remarked: "People ask me, 'Why are you studying mathematics? Why are you learning physics? Aren't you a physicist?' And I say; 'I don't know.' Then, "Aren't you a chemist?' or 'Aren't you a biologist?' I don't understand these questions. I am preoccupied with problems." Problems—the material for solving them must be drawn from every available source! No place, then, for jealousy between workers in sharply demarcated fields. As H. G. Wells says in "Joai and Peter," "All good work is one."

III

It will probably be objected that all this is very well for the leaders of thought, but that few of us can hope to be ranked among
them. What are the inquiries of the rest of us worth? On the contrary, I insist that this way of looking at life as a series of questions and answers is not for originators and specialists alone, but for every man and woman whose vision is not confined to the acquisition of a bare subsistence. Beyond the facts that immediately affect us are the problems of the world in which we find ourselves with no choice of our own, the solutions of which are bound to mould us in the end, however remote such problems seem. It has become a commonplace to remark, and yet it cannot be said too often or it will be forgotten, that a shot in Bosinia brought over a hundred thousand homes in this country into mourning. Financial disorganization in Central Europe means foreclosed mortgages in the Dakotas. The time has long since passed when Dr. Johnson could say that he would not give half a guinea to live under one form of government rather than another, because it was of no moment to the happiness of the individual. The government of these days can decide what we shall thing or what we shall drink, allow sugar to go up and the dollar to go down, tax us out of the income we meant to devote to travel or the education of our children, force our boys—by imperceptible extensions of the present training-camps—to spend one or two of the best years of their lives in barracks learning the art of killing, then send them out to be shot by some nation we happen to dislike at the moment, and afterwards dictate school-books to demonstrate how profitably they died.

Most of us are too busy contending with the effects of these obscure forces to probe long into their causes, but the undergraduates in our colleges have abundant leisure for acquiring an understanding of the obstacles to progress, and if they acquire it, may do much to remove those obstacles in after-life. Instead, they allow the leisure available for such inquiries to be filched from them by those who want them to use it up in the drudgery of managerships and committee meetings—just the sort of tasks on which they will have to spend all their lives after they leave the campus.

Why is it that the average undergraduate allows himself to be lured into thus anticipating the gradgrind monotony of his middle life and away from the pursuit of ideas, for which he now has opportunities that will never return. In large measure because such college activities seem a part of real life, while the reading and thinking that he asked to do appear unrelated to his own experience and expectations. Once this supposed want of relationship is shown to be a falsity, once the solution of a given problem is proved to be as intimate an influence upon his life as the choice of a room-mate, will not the natural human thirst for ideas assert itself? Learning, therefore, must be related to individual experience, but that experience may reach beyond the maintenance of bodily existence to the enjoyment of distant landscapes, of children at play, music, the converse of friends, the mind voyaging through strange seas of thought alone.

IV

A few illustrations will make clearer what I mean by the relationship between theory and our own experience, and the way in which the investigation of a problem draws in facts from several departments of knowledge.

The front page of every daily newspaper was occupied recently by the senatorial committees investigating the oil scandal and the Department of Justice. It is the fashion in many quarters to regard such investigations as annoying interruptions to legislation—an attitude somewhat inconsistent with the usual sigh of relief when Congress adjourns without inflicting any more legislation upon us. But this attitude of hostility toward the committees was vigorously combatted by an editorial in a newspaper that can hardly be called radical—the Boston Transcript. It insisted that the investigative function of a legislature is just as important as its lawmaking function. College undergraduates might well turn from their study of political science as an abstraction, and ascertain the limits of this investigative function. On what occasions did the English Parliament call Cabinet ministers to account. Is the punishment of impeachment a satisfactory remedy for official misconduct? What was the process in Parliament by which the removal of an official by impeachment became obsolete as too cumbersome, and was succeeded by the custom that he should resign on receiving a vote of want of confidence? What would happen to an English Minister if he did not resign? Did the vote of the Senate
calling for Denby's resignation mark the beginning of a similar process in this country? Is the separation of the executive from the legislature an essential incident of democracy, as Mr. Coolidge told the Filipinos?

If so, why is it that England and France are not democracies? Under Washington and under Taft, proposals were nearly adopted for Cabinet officials to appear on the floor of Congress and answer questions. Should this be done? Would it be superior to investigating them long after they have acted? Does the great increase of Federal powers in the last few years necessitate the creation of more definite channels through which the representatives of the people may get at the conduct of officials who have acquired so much control over our daily lives? In such inquiries, history and political science would interlock.

Another interesting group of problems arises from the decision of our government not to recognize the government of Russia, which, in turn, has refused to recognize us until we clean house. Adopted, as our decision has been, by a distinguished Secretary of State, the undergraduate must unquestionably assume it to be based upon a valid reason. But let him inquire what that valid reason is. One day it is stated that the Russian Government is so weak that it is about to fall. A few days later, the same person or newspaper worries about that it is so strong that any day the red flag may be seen fluttering over the White House. Either of these reasons may be sound, or neither, but not both. Then the inquirer might consider other reasons. The Bolshevik atrocities would open the way to an historical consideration of the recognition of the French Republic by Washington's Cabinet during the Reign of Terror. Then the undergraduate could turn to the general question of the effect of moral ideas upon recognition. He could recall our relations with a massacring Czar; he could ask whether our attitude toward the Huerta administration in Mexico marked a departure from our previous policy, and whether that departure was proper. The suggested reason for non-recognition, that the Soviets have sent money into this country to overthrow our government, would lead to an inquiry into the amount of American loans to Admiral Kolchak. The repudiation of debts would furnish an economic topic, involving a study of the repudiation of State debts in this country, and of the difference between debts that are recognized but not paid and those that are neither recognized nor paid. Thus, in time, after surveying political science, international law, economics, and history, our inquirer will doubtless find the valid reason that makes it impossible for us to follow the English course, so heartily endorsed by such conservative newspapers as the London Spectator.

An inquirer interested in economics will find plenty of material at hand in the income tax. Loud complaints have been made that most of this tax has been paid by the citizens of a few States,—New York, Pennsylvania, and Massachusetts—whose representation in Congress is small compared with that of the citizens of States wherein little or no income taxes are paid. The basis of this resentment is plain. Taxes ought not to be imposed by those who do not pay them, and it is natural to assume that the man who gets the tax bill and sends in his check to the collector is the man who pays the tax. But now we find that the persons who are loudest in making this complaint have been the most eager advocates of the Mellon plan for the reduction of high surtaxes, on the ground that the man who gets the bill for the surtax does not really pay it at all, but collects it from his poor customers. In advocating its abolition, he is consequently acting for their advantage and from entirely disinterested motives!

Now, this may be true; if so, let the investigating undergraduate prove it. He could show, for instance, how, when the author of a very successful $2 novel, such as "Main Street," was obliged to pay a big surtax, he shifted it to the reading public by increasing the price of his novel, and selling it for more than another $2 novel that had fallen still born from the press. Or he might find even more telling examples for Mr. Mellon's argument. But how can it be that the 50% surtax is not paid by the man who pays it, when the total income taxes levied in New York, Pennsylvania, and Massachusetts are paid entirely by citizens of those three States? If the poor pay the surtax, why don't they pay all income taxes, and why do not the customers in the West and South, who buy from
those three States, pay a very large share of the taxes imposed there? Either theory may be right, or neither. But not both. An inquiry will show which is. A widely diffused knowledge of the principles of that very difficult subject, the shifting and incidence of taxation, would make it possible for the American people to criticize Mr. Mellon's next proposal with much greater discrimination.

I should like to go on with other problems: In history, whether the American Revolution was really, as some recent writers intimate, a combination of debtors and smugglers against the prosperous and law-abiding, and if so, how the participation of Franklin and Washington is to be explained; in literature, how much misfortune is necessary to stimulate an author to create without going so far as to kill him off; in classical studies, how far the conditions which brought about the flowering of Athenian culture are attainable in a modern factory city? But I hope that enough has been said to indicate the fruitfulness of the method of the inquiring mind.

V

Nor are such problems as these for undergraduates alone. The inquiring mind is not to be thrown aside with cap and gown, rolled up in a diploma with a ribbon of the appropriate color around it. Oxford was once said to be a place of such great learning because so much was brought there and so little taken away. The value of a man's education cannot be determined until we see what he is reading ten years after he has been graduated. Dallas Lore Sharp has said that the student passing through college is like the wind blowing through the orchard; it carries away some of the fragrance and none of the fruit. Unless the college man has enrolled in a fifty-year course, in a continuing education his four-year course has failed of its purpose. And if my view of the nature of education be sound, this means that he must continue to preoccupy himself all his life with problems.

There is, indeed, no reason for limiting such investigations to college graduates. A very large amount of reading is now carried on by other persons, especially in public libraries, as will appear from a visit to one of their reading-rooms any Sunday afternoon. Desultory reading is a desirable recreation and even when carried to excess is probably harmless, but so is solitaire. Much of the time now spent on books leaves no trace in the reader's mind because it is directed to no continuous purpose. This energy and love of books could be profitably canalized into the pursuit of the solution of problems related to the life of our own time. Consider the value of such an inquiring attitude to the citizen! By continually asking and answering questions, he may gradually approach the qualities of that great teacher of whom it was said, "I sometimes think that the one and only prejudice he had was a prejudice against his own results." He will come to appreciate, too, the wisdom of DeTocqueville: "I am tempted to believe that what we call necessary institutions are often no more than institutions to which we have grown accustomed, and that in matters of social constitution the field of possibilities is much more extensive than men living in their various societies are ready to imagine." Whether this citizen call himself conservative or radical, he will certainly not be ranked among those conservatives who, if they had been present on the first day of creation, would have exclaimed "Let us conserve Chaos!" nor yet among those radicals who account it so much a virtue to be ahead of the procession that they sometimes find that the line of march has been deflected into a side-street behind them, and that they are left stranded.

Only if there be an abundance of inquiring minds among the people can the leaders who are striving to answer the riddles of the time meet a sympathetic response from the masses whose support is essential to their success. The high-power broadcasting station would be futile if it were not for the low-power receiving sets, and they must be tuned to it. Elaborate schemes such as Walter Lippmann's for developing public opinion through experts will be useless if the public refuse to ask questions about the material which the experts and leaders supply. The want of such responsive inquiring minds has caused some of our most conspicuous national failures of recent years. We have insisted on propositions, and refused to consider problems. Before the war we accepted freedom of thought as a venerable tradition, and neglected to exert ourselves to define its scope. Freedom came to mean in practice the liberty
to do what everybody else did, but not to do anything different. We would not allow a man to be prevented from wearing his straw hat in July, but we saw no reason why he should be free from molestation if he wore it on a hot day in October. A conception of freedom which had been given no genuine content through general thinking quickly vanished with the advent of war, when free inquiry was most needed. We lapped up propositions like the War to End War, and an Association of Nations without caring to ask what they meant, and we shrank from unpalatable problems like the Secret Treaties in the same spirit that a man avoids going to the dentist’s for fear that a bad cavity may be discovered. Consequently, when we had obtained the victory, we did not know what to do with it, and we patched up a separate peace which made no provision to secure any of the things for which we had so eagerly fought. The present administration swept triumphantly into office with another set of propositions which have recently acquired an unexpected significance—Government by the Best Minds, and More Business in Government. If we neglect to exert ourselves to define by arduous inquiry what we really want and expect to get, we can, at least, be sure of getting something that we do not want at all.

To men of inquiring mind a main concern is the universities, for they are the principal centres of systematic investigation among us. The government of a university by its graduates has been accepted for many years as an indubitable good. Yet Graham Wallas, in “Our Social Heritage,” says of alumni control in England and America: “That expedient was devised from the mass meetings of resident teachers in the medieval universities, and has, I believe, now ceased to have any but bad effects. The alumnus, as such, has neither the knowledge and interest of the teacher, nor the knowledge and interest of a well chosen representative of any community at all.” Thus alumni control is still a problem for us to consider, though it is to be hoped that our eventual answer will be favorable to it. Certainly it is significant that the two most striking efforts of our time to transform colleges into real institutions of learning, Woodrow Wilson’s at Princeton and Alexander Meiklejohn’s at Amherst, both failed, and, despite the presence in each case of other factors, failed mainly because a large body of alumni did not want that kind of college. In the Harvard Law School the reform of Langdell, which revolutionized legal education, alienated permanently many influential graduates and could never have succeeded had not President Eliot supported the dean against both faculty and alumni.

VI

Not the least of the values of the preservation of the inquiring mind by the alumnus is that it renders him sympathetic to theoretical research with no visible practical value, to free investigation by the faculty and students of his university, and to experimentation in its administration. If, on the other hand, he has allowed his idealism to be worn away by the preoccupations of daily life, he is likely to adopt toward the aspirations of thoughtful and eager undergraduates the attitude described by Romain Rolland:

In the hostility, sullen or ridiculing, displayed by most persons towards the dreams of the young, there enters in large measure the bitter thought that they themselves were thus once upon a time, that they too had these ambitions and did not realize them. All those who have denied their souls, all those who have had in them the possibility of achievement and have not brought it to pass, accepting instead the safety of an easy and honorable life, think: “Since I have not been able to do what I dreamed of doing, why should they do it, these boys? I do not want them to do it.” How many Hedda Gablers among mankind! What a sullen struggle to annihilate new and free forces! What studiousness to kill them by silence, by irony, by the wearing down of daily life, by discouragement—and by some perfidious seduction, just at the right moment!

And so curious fears spring up among graduates that the students are learning higher ideals than are practicable in the rough and tumble of actual existence. A powerful group of Harvard alumni in New York City objected to the work of Professor Davison in training the Glee Club to sing songs of the first rank because its members would thus acquire a taste for a type of music which they would not find after graduation!

As one leaves youth behind, the problem of growing old well acquires unexpected importance. There is less to look forward to and more to lose by changes. For many of us, our college stands out as one of the
few spots of idealism in our lives, and we resent the slightest possibility of alteration there lest that, too, be lost to us. Such a motive may account for the almost savage intensity with which alumni have at times opposed novel tendencies in teaching. There is much uneasiness abroad among them today over radical teachers. I believe that this springs largely from the view which I opposed at the opening of this article, that the multiplication table is the type of knowledge, and that a teacher is assumed to hand out chunks of doctrine to his students which they accept unquestioningly. Elderly gentlemen easily exaggerate the immaturity of the undergraduate. A few months ago, President Cutten of Colgate stated in an address that one had to “talk to the little ones in words of one syllable.” An effective statement of this multiplication table view may be quoted from President Elliott, president of railroads, not of a university:

In giving young people their physical nourishment we do not spread before them every kind of food and say, “Eat what you like whether it agrees with you or not.” We know that the physical machine can absorb only a certain amount and that all else is waste and trash, with the result that bodies are poisoned and weakened. In giving them mental nourishment, why lay before young and impressionable men and women un-American doctrines and ideas that take mental time and energy from the study and consideration of the great fundamental and eternal truths, and fill the mind with unprofitable mental trash? . . . . After they get into the real world it takes them considerable time to become convinced that certain laws controlling social and material affairs are as unchangeable as the law of gravitation, and some never learn it.

Without pausing to ask what these unchangeable laws are, or to recall that even the law of gravitation is not so firmly settled as it used to be, I protest that this food analogy misses the duty of a teacher, and of every man of inquiring mind, who inevitably (whether paid to do so or not) feels it one of his highest tasks to stimulate the same sort of mind in those younger than himself, whether his students, his children or his friends. It is the business of such a man, not to hand out rigid bodies of doctrine, whether Socialism, Home Market Club protectionism or anything else, but to train those to whom he speaks to think for themselves. He is not the gentleman behind the quick-lunch counter that Mr. Elliott’s criticism suggests. He is more like the leader of a group of miners going into partially opened country. He has been there before; he knows more than they do about the technique of exploration and detecting the metal they seek, but he cannot give them definite directions which will enable them to go to this or that spot and strike it rich. He can only tell them what he knows of the lay of the land and the proper methods of search leaving it to them to explore and map out for themselves regions which he has never visited or rivers whose course he has erroneously conceived.

Zechariah Chaffe, Jr.

ADVERTISING

Advertising, like the telephone, the automobile and the popular magazine, is distinctly an American institution. This does not mean that it is not used abroad, but simply that in the United States it is employed more extensively, to exploit goods and services of a higher character, and that the technique, which refers to art work, copy writing and mechanical development, is here most advanced.

In England and the European countries, a large part of the advertising is devoted to the promotion of commodities of questionable value, notably patent medicines, while the better class of manufacturers and merchants feel that it is not a strictly high grade selling method. Altho this prejudice against advertising is gradually being overcome, and more and more firms are yearly entering the ranks of advertisers, the business abroad may still be regarded as in its infancy.

An American business man relates the following story which well illustrates the English attitude towards advertising. While traveling on one of the railroads leading to London, he noticed at frequent intervals, posts bearing the letters “L. W.” Their significance was quite a puzzle to him, and a number of people whom he questioned were unable to enlighten him. Finally, however, he was told the explanation. One of the clothing stores in London, after long deliberation, decided to take a fling at advertising—an altogether new venture for their house. They debated at some length what form their advertising should take, and at last decided to
erect along the railroad small signs bearing the initials of their firm. They felt that this would serve pleasantly to remind customers of their house, and yet would not be so bold as to offend anyone.

It was not many years ago that advertising was similarly regarded in this country, many of the better firms believing it to be beneath their dignity to resort to it. In fact, it appears to be characteristic of the development of advertising for it to be employed first by the unscrupulous offering wares more or less fraudulent.

In America, within the last twenty years, legislation on fraudulent and misleading advertising, together with the efforts of chambers of commerce, publications and others in the profession have accomplished much to correct early abuses, and raise the standards generally. Today, the better magazines and newspapers refuse to accept questionable advertising, and the better agencies refuse to handle the accounts. Patent medicine advertising is quite generally barred, while financial advertising is refused altogether or accepted only after careful investigation. The Saturday Evening Post even goes so far as to ban cigarette advertising, tho they will accept advertising on cigars and tobacco. The Ladies Home Journal, published by the same company refuses advertising on tobacco in any form.

Advertising is today such a powerful force in our economic, commercial and social life that it is interesting to examine some of the results it has accomplished or helped to accomplish.

First, advertising makes possible good magazines and newspapers at prices within the reach of all. The five or ten cents that is paid for a magazine usually does not cover the cost of ink and paper, to say nothing of the heavier expenses of printing, salaries to authors, general overhead and the like. Were it not for the revenue derived from advertising, the price of all publications would be considerably higher. We now have in the United States over 2,000 English daily papers, with a combined circulation of about 30,000,000. Of magazines, there are exclusive of farm papers and trade papers, 131 general magazines, having circulations ranging from a few thousand up to two million and more. This vast quantity of current literature, made possible by advertising, is of tremendous value in the spread of learning.

Advertising is a means of educating the people to higher standards of living. It is a well-known fact that the American people have more comforts and enjoy more luxuries than the people of any other country. Advertising has been instrumental in bringing about this result. We may smile at the slogan "Keep that schoolgirl complexion," but the fact remains that it helps to sell soap—and surely this is for the welfare of the community.

The advertising of building supplies, house furnishings and musical instruments has promoted interest in art and music, while the advertising of vacuum cleaners, electric irons and other labor-saving devices has brought about conditions in which people have more leisure to enjoy the better things of life.

Industrial conditions are in large measure stabilized and the steady progress of business is assured by means of advertising. In English history we read that, when in the early part of the nineteenth century power looms were first introduced, thousands of people were thrown out of employment and great distress prevailed among the laboring classes. The industrial revolution, then definitely started, has been going on ever since, and in fact with greater rapidity. Improvements are constantly being made in manufacturing processes which free labor, and make possible greater production by a smaller force. Other factors, such as a change in style, frequently bring serious consequences to a particular industry. For example, the style of bobbed hair reduced the demand for combs and hairpins and forced these manufacturers to curtail their production.

In spite of all this, we do not hear complaints from laboring men that they are being deprived of their livelihood. The explanation lies largely in the fact that as labor is released from one industry, it finds employment in another—something which is expanding or which had not previously existed at all. Thus, in recent years we have seen the invention of the automobile, the radio, and moving pictures result in the creation of labor for thousands of people. This process of a new industry absorbing surplus labor from an old one would not be possible, however, unless a demand were created for the new products. The au-
The automobile industry could not have provided work if automobiles had not sold, and automobiles certainly could never have been marketed until the public had been educated to desire them and buy them. This vital service of introducing new commodities is performed largely by advertising.

The question is frequently asked both by manufacturers and individuals: Is advertising necessary? If a product or service is really meritorious, will it not advertise itself? This is true to a limited extent, but the difficulty is that this kind of advertising does not go far enough nor spread rapidly enough.

In the days when life was more simple and man used fewer commodities, information about different articles could be spread by word of mouth. Modern life is so complex, however, and there is such a multitude of things produced and offered for sale, that it is impossible for every manufacturer to get his story before the public in any way other than by advertising. It is equally impossible for the purchaser to find out about the various commodities unless he relies to some extent on advertising. Just as news about affairs in general is today transmitted to the public largely by means of the printed page, so it is necessary to transmit news about commodities in the same way.

An advertisement has been defined as a picture of a pretty girl eating, wearing, or looking at something that somebody wants to sell. Considering the frequency with which pretty girls are featured in advertisements, this is probably not a great exaggeration.

"Spreading information through printed word or picture" is probably as good a definition as any, tho by no means free from objection. Usually, advertising is conducted for the purpose of selling a service or product, tho such is not always the case. The New York Telephone Company, for example, has used advertising as a means of informing the public about the proper use of the telephone.

The word 'advertising' suggests to most people magazines, newspapers and bill boards, but advertising assumes a great many other forms, among which may be mentioned street car cards, letters, calendars, theatre programs, novelties, moving pictures, catalogs and similar printed matter. Even the airplane has become an advertising medium and we have the interesting spectacle of "sky writing." The sign over a merchant’s door, the design of a package, a guarantee slip, and window trims, all come under the general head of advertising.

Few people realize the enormous amount of labor involved in the preparation of an advertising campaign. The work of the copy writer and artist are obvious enough, but this represents only part of the job.

First of all, the product itself must be carefully studied in order to ascertain the uses to which it may be put, the sales possibilities it offers, and what distinctive points may effectively be featured. The advertiser must determine what class of people constitute his market: wealthy, middle class, or poor; whether the product will be sold principally to men or to women, or both; whether to city people or rural; what age people will purchase the product, et cetera. He must decide on the nature of the appeal that is to be made, whether on the basis of convenience, health, desire for beauty, thrift, time saving, or what.

In formulating advertising plans today, full dependence is seldom placed on mere opinions and hasty conclusions. The majority of advertising agencies (and practically all advertising is placed through agencies) now maintain research departments, which serve as business laboratories. The research department determines from a thorough and scientific study of the market, the conditions that confront an advertiser and compiles a mass of facts and information that is of inestimable value in forming intelligent decisions regarding sales and advertising policies.

A market investigation covers a history of the company’s previous advertising (if any), a study of competitor’s advertising, a gathering of opinions of wholesale and retail dealers about the product—its merits, objections, etc.—and not infrequently the prospective consumer is consulted, either through personal interviews or by questionnaires sent out by mail.

Millions have been wasted in advertising because certain conditions were guessed at and not correctly ascertained. Market investigations frequently bring to light facts that greatly modify the nature of advertising efforts. A prominent watch manufacturer had long imagined that farmers purchased cheap watches and
consequently had ignored the farm market. Upon making an investigation among the farmers he discovered, however, that farmers purchased high grade watches in much the same proportion as city people, whereupon he changed his advertising campaign accordingly.

Advertising, as other forms of molding public opinion, depends largely on repetition for its effectiveness. Advertisements are, therefore, usually prepared as a series, all of which are different but at the same time bear a close resemblance to each other. While variety is needed for attention value, the constant repetition of some dominant idea is almost invariably used to drive the message home to the public and to produce a cumulative effect. As a result of repeated use of a certain style of copy or trade mark, or slogan, many advertisements can be identified at a glance.

The advertiser must give careful thought to the selection of the advertising media. All media are good for certain purposes, but they are not all good for everything.

Magazines offer the advantages of excellent technical possibilities, nation-wide circulation, and a comparatively long life. If an advertiser decides in favor of magazines, he must, from a consideration of his product, determine whether to use general publications, women's magazines, men's magazines, farm publications, or others.

He may find that magazines are unsuitable. For example, if his product is on sale in only a few states, a large part of the circulation of a national magazine would be for him only a waste, for which he could not ordinarily expect to get profitable returns. Moreover, some of the larger magazines go to press from four to twelve weeks before the date of publication, so that it is not always possible to make an advertisement timely.

A manufacturer of electric fans found that when using magazines, an advertisement showing the use of a fan on a very hot day often appeared during a cool spell, he therefore, decided to use newspapers instead, simply placing with the newspaper the necessary plates and a blanket contract and leaving it with the local distributor to decide when the various insertions should appear. In this way, his advertising was made to appear at a time when weather conditions warranted the prospect of good sales.

Newspaper advertising offers the advantage of being more timely, and usually produces more prompt action than magazine advertising. Also, by using a newspaper, an advertiser can concentrate his efforts in the territory in which his product is on sale, and he can further enlist the co-operation of the dealers by publishing their names or by getting them to tie up with his advertising.

Bill boards offer possibilities for effective display in art work, and are especially well suited for certain products like automobile supplies. It is not possible, however, to put a great deal of copy on bill boards and consequently bill boards are not satisfactory for products which require a considerable amount of explanation.

Various estimates have been made as to the sums spent annually on advertising, and while it is difficult to arrive at the total, the following figures are indicative of the size of the business.

In 1922, 1300 advertisers spent in 29 leading magazines a total of $79,000,000, an average of $61,000 each.

One of the leading New York newspapers carried in 1923 over 24 million lines of advertising which represents approximately $15,500,000. A leading weekly magazine carried in one month in 1923 a volume of advertising amounting to about $4,000,000. The Ford Motor Company is reported to be spending this year $7,000,000 for advertising, or $4 per car.

Such figures make advertising expenditures appear very high, but an analysis will show that the sums are not out of proportion to the results accomplished.

For example, in one of the leading women's magazines the rate for a full page in color is $11,000. If an advertiser were to decide to run six insertions per year, which would make quite an effective campaign, the total cost would be $66,000. It is interesting to analyze these figures. The population of the United States is approximately 105,000,000; there are 25,000,000 families; the magazine has a circulation of about 2,000,000; and the advertising cost is $66,000. If we strike off the last three ciphers of these figures, we can
imagine that the remainders represent a typical city of 105,000 population with 25,000 families, and the advertiser will get his message before 2,000 of these families six times a year at a cost of $66. When it is realized that to reach this number of people with a direct mail piece the cost would be at least 10 cents each or a total of $200—and that this would be for one time only—the economy of magazine advertising is apparent.

The question is frequently asked, who pays the cost of advertising? First of all, it may be stated that in spite of the apparently large expenditure, advertising costs average about 5 per cent of sales.

Unsuccessful advertising, just as bad management in any form, comes out of the capital of a company and eventually is paid for by the stockholders. Successful advertising should and usually does reduce selling expenses, which in turn reduces the cost of production. This is on account of the recognized economy of quantity production.

An investigation recently made of selling costs among firms who did advertise as compared with firms who did not advertise, showed that the selling costs of the firms who advertised was lower than of the firms that did not advertise. Among twenty-nine firms who have advertised their products over a period of years, another investigation showed that in five cases the cost of the product to the consumer had been reduced; in sixteen cases the quality had been improved while the price had remained unchanged; while the remaining eight showed no change in price or quality.

The final answer to the question is simply that advertising is a form of selling costs, and selling costs are just as legitimate an expense of doing business as manufacturing costs, transportation, book keeping, insurance, etc. Advertising expenditures belong in the same class as investments in store fixtures, salaries to clerks, window displays, and the like, and there is no more reason to consider the question of who pays advertising costs than there is to consider the question of who pays any other business cost.

W. K. Dingledine.

STUDENT GOVERNMENT IN THE HIGH SCHOOLS

The Intercollegiate Associations of Student Government, both of the north and south, have felt the real need of Student Government in high schools and have made a definite step toward this end. There is in each association an organized committee to carry on this work, consisting of a Graduate Advisor, who is chairman of the entire district, a subchairman in each state, and a representative from each college which is a member of the association. The aim of each state chairman is to extend Student Government into the high schools of her state. This is done through her committee which consists of a representative from each college. There are various methods used to advance this work and first of all to promote interest among students in establishing it. Each year a contest is put on, open to all high school students, and a prize is offered for the best essay either favoring or denying the proposition, "The Honor System is Conducive to Good Citizenship." When high school students enter this contest, they not only obtain a knowledge of the Honor System but feel a great desire to develop into better citizens themselves. After the essays are written, an effort is made by the colleges to establish a form of self-governed Honor System in the high schools under their jurisdiction. The colleges may vary in their method of putting this work across, but it is usually done through a committee from the college sent to the high school to give direct information; or it is done through the principal or more especially through the alumni located in that particular school. These methods have been fairly successful, though the Southern Association felt that there had not been a marked improvement within the past year.

So important does this work seem to the members of these associations that they feel a paid secretary is necessary for more complete development in the future. She will have supervision over both divisions and her work will be to organize and plan the general scheme of work which will be further carried on by each state according to her plans. To have some one who is deeply interested in this work and one who can devote her entire time...
to it, seems at present to be the hope of the future.

Because Student Government is of such importance to those interested in the development of high schools, I have made a study of some of the high schools of Virginia, through the following questionnaire:

**Questionnaire**

(This was prepared with the idea that by using a check mark before appropriate answer you might save time.)

I.—Do you have Student Government or some form of the Honor System in your school? If not, will you give on the back of this sheet your ideas in regard to its advantages, etc.

II.—When was it established

III.—Was it begun through a desire on the part of

a—Students?

b—Faculty?

c—The Extension Committee of the Southern Intercollegiate Association of Student Government?

IV.—Is its jurisdiction automatic or optional?

a—It is automatic upon entrance to high school.

b—It is accepted optionally by signing personal pledges, those not signing being proctored.

V.—Is it accompanied by any form of proctoring, the purpose of which is to prevent cheating?

a—None

b—Faculty

c—Students.

VI.—Does it involve the duty of reporting?

a—Yes

(1)—To faculty

(2)—To students

b—No.

VII.—If it does not involve the duty of reporting, does it put the duty on the individual who witnessed the infringement?

a—No

b—Yes. How

VIII.—How is the Student Government or Honor System administered?

a— Entirely by students

b— Entirely by faculty

c—By joint action of students and faculty.

IX.—What officers do you have?

X.—Do you have an executive body?

a—No

b—Yes

(1)—What is it called?

(2)—How are representatives chosen?

XI.—When does this body meet?

a—Regularly

b—Only in cases of need.

XII.—Does the executive body have power to

a—Hold meetings alone?

b—Question a student?

c—Suspend?

d—Other powers?

XIII.—How are regulations made?

XIV.—Are you able to get cases of violation reported by students?

a—Yes

b—No. Why?

XV.—Do you have complete faculty co-operation?

a—Yes

b—No. Why?

XVI.—Is the Honor System or Student Government really working in your school?

a—Yes

b—No. Why?

XVII.—Do you have printed constitutions and by-laws. If so, will you please send me a copy?

XVIII.—Write briefly concerning any points not covered in the above.

My aim was to get in touch with only those schools which now have some form of Student Government or the Honor System directed by students. As such a list seemed impossible to secure, I began by getting information from the student body of the State Teachers College at Harrisonburg. I found that twenty-eight schools were represented here which had Student Government. To this list I added 22 other schools. In selecting the 22 I aimed to get the larger high schools in the different counties. I am sure this is not a complete list, but it was the best I could obtain.

Out of the ten replies from the list of 22 selected schools, there was only one school which had any form of Student Government.
The following is a list of schools to which I sent questionnaires.

- Accomac
- Alexandria
- Amelia
- Amherst
- *Arvonia
- *Bedford
- *Blacksburg
- *Blackstone
- *Boykins
- Charlotte Agricultural
- Charlotteville
- Clintwood
- *Crozet
- Farmville
- *Fishersville
- Floyd
- *Franklin
- Galax
- Greenwood
- Grayson
- Grundy
- Hampton
- Jarrett
- *Jefferson
- John Marshall
- Lancaster

I received replies from 26 of the questionnaires sent out. Upon these my report is based. The following is a list of those who replied. Those marked * are the ones which answered "no" to the first question:

- *Amelia
- *Bedford
- Blacksburg
- Boykins
- Charlotteville
- *Farmville
- Fishersville
- Greenwood
- *Grayson
- Grundy
- *Hampton
- *John Marshall (Richmond)
- Lexington
- Lynchburg
- *Montross Agricultural
- Newport News
- *Petersburg
- Portsmouth
- Salem
- Scottsville
- Suffolk
- *Surry C. H.
- Temperanceville
- *Toano
- Williamsburg
- *Winchester

These tabulated results show the work done by some of our high schools of Virginia:

From these replies we immediately notice that this movement is comparatively new, only six having begun the work before 1920, nine before 1914, and only one other—Charlottesville.

At Blacksburg, Grundy, Lexington, Lynchburg, Newport News and Temperanceville the desire for the installation of Student Government was on the part of students and faculty; at Boykins, Fishersville, Greenwood, Salem, Scottsville, Suffolk and Williamsburg, through wish of the faculty; and at Charlottesville and Portsmouth by students.

The automatic jurisdiction seems almost unanimous, there being only one exception—Charlottesville. This system is to have students sign a pledge upon entrance to high school; those who sign become members of the Honor League, while those who do not are proctored. We find very few who use any system of proctoring if they have Student Government.

We notice a difference in answer to the question, to whom are reports given. Naturally there would be different plans, as each school must decide how this problem can best be handled.

The organization varies a bit, yet in the end is the same. At any rate we find the work done on an organized basis, which is essential to any well planned type of work. The powers of the executive council vary, though we find none with absolute power over students.

Ten are able to get violations reported, the others feel that some are reported yet there is not the complete cooperation that is desired. There seems to be only one case where there is lack of complete co-operation on the part of the faculty.

It is evident from the remarks of the schools which replied that the installation of Student Government has been a wise step.

Though it seems that the idea of establishing Student Government came on the part of the faculty, yet it is interesting to notice that the administration in all cases, except Portsmouth, is by joint action of students and faculty. This arrangement, we may say, is
<table>
<thead>
<tr>
<th>School</th>
<th>When S. G. was established</th>
<th>Jurisdiction Optional or Automatic</th>
<th>Reports given to whom?</th>
<th>Officers and Executive Body</th>
<th>Meetings</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blacksburg</td>
<td>1920</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Officers of Classes Compose Executive Committee</td>
<td>Called</td>
<td>We have co-operative Student Government</td>
</tr>
<tr>
<td>Boykins</td>
<td>1920</td>
<td>Automatic</td>
<td>Faculty</td>
<td>One from each high school room</td>
<td>Called</td>
<td></td>
</tr>
<tr>
<td>Charlottesville</td>
<td>1914-15</td>
<td>Optional</td>
<td>Faculty and Students</td>
<td>Honor Committee elected by members of Honor League</td>
<td>Called</td>
<td></td>
</tr>
<tr>
<td>Fishersville</td>
<td>1921</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Pres., V. Pres., Sec. Prosecuting Att., and Defending Att. and Class Representative</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Greenwood</td>
<td>1918</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Junior League and Committees</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Grundy</td>
<td>1923</td>
<td>Automatic</td>
<td>Students</td>
<td>Pres., V. Pres., Sec., and Student Council elected by students</td>
<td>Regular</td>
<td>Most students are interested but a few do not like the system</td>
</tr>
<tr>
<td>Lexington</td>
<td>1919</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Student Committee from each grade</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Lynchburg</td>
<td>1919</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Pres., V. Pres., Sec., Monitor from each roob</td>
<td>Called</td>
<td>Promotes class activities. Has proved a permanent success</td>
</tr>
<tr>
<td>Newport News</td>
<td>1920</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Pres., V. Pres., Sec., Student Council elected by students</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Portsmouth</td>
<td>1920</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Pres., V. Pres., Sec., Student Council Composed of Class presidents</td>
<td>Called</td>
<td></td>
</tr>
<tr>
<td>Salem</td>
<td>1921-22</td>
<td>Automatic</td>
<td>Students</td>
<td>Pres., V. Pres., Sec., Student Council</td>
<td>Called</td>
<td>Student council looks after interest of school. General idea to abolish cheating and theft for desire for honesty.</td>
</tr>
<tr>
<td>Scottsville</td>
<td>1916</td>
<td>Automatic</td>
<td>Faculty</td>
<td>Pres., V. Pres., Stc., Sergeant at Arms, Com. each class on honor League</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Suffolk</td>
<td>1916</td>
<td>Automatic</td>
<td>Students</td>
<td>Pres., Sec., Student Council elected by classes</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Temperanceville</td>
<td>1920 1923</td>
<td>Automatic</td>
<td>Faculty and Students</td>
<td>Chairman and Sec. Honor Committee elected by Students</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Williamsburg</td>
<td>1923</td>
<td>Automatic</td>
<td></td>
<td>Chief concilios and Secretary Student Council elected by classes</td>
<td>Regular</td>
<td>Results encouraging. Help in general discipline. Reduces class cuts, regulates athletics, encourages scholarship and develops motto: &quot;Fair Play&quot;.</td>
</tr>
</tbody>
</table>
the secret of success in any school, whether high school or college. Unless there is a basic feeling of love, sympathy, and co-operation between faculty and students, there is not apt to exist perfect harmony or success in any line of work.

Often such a movement can be begun through a desire on the part of the faculty carried out by the students as their project. Students always take pride in working out a problem themselves, especially if they feel partly responsible for the idea and plans of procedure. It seems only natural for people to do their best when back of it is interest and a desire.

There are, of course, advantages and disadvantages in the method of automatic jurisdiction of Student Government. It makes us think of a band of boys and girls bound together with the determination to promote among themselves honest, wholesome citizenship; anyone entering the school must be willing to accept the same principles and standards. Yet on the other hand many people are rebellious if they are automatically put under a set standard when they are absolutely ignorant of its purpose and extent. If in a case where it is optional, the group of old students is influential and strong enough in keeping alive the desire for true upright living then perhaps this method would be much preferred. The new students would automatically follow the finer and more influential group. This would follow upon the theory that it is easier to lead people than to drive them. On the other hand, if the feeling of the leaders is to stay out of the Honor League, or whatever it may be called, thinking that if they got into it they could not do as they please, then such would be impossible. So it appears that our greatest aim is to establish first of all the desire for the right. Perhaps some schools have tried both methods and could help us on this point. It is indeed a problem for us to solve.

The powers of the Executive Council naturally have to be limited and in no case can absolute authority over students be given wisely. This is not found in very many colleges and universities for older heads are wiser and can see the best for the future. Often, even in colleges, students can perhaps represent the feeling of the students better than can the faculty, yet on the other hand they have had little experience and are not as apt to see both sides clearly as the faculty.

Why are not violations of regulations reported? This question has often been asked among college representatives. This is usually the weakest point in any Student Government organization. If once the idea could be discarded that reporting and tattling are the same, then we could have hopes for the future. When a student sees another violate a regulation or knows of such violation then he is disregarding the same principle as if he had seen one man burn another's house and failed to report it. If one should say the latter involves national wealth, we might ask whether it injures character any more. After all, our aim is to build character. A thorough knowledge of right principles along with continued rightly directed training and education is our only hope in getting this idea across to high school and college students.

Perhaps the greatest value to be derived from Student Government in high schools is that it develops citizenship. Many of our boys and girls go on to college, but those who go no further, must at once take up the responsibilities of citizenship. Are these boys and girls equipped for the real citizenship we most desire? These are our citizens of tomorrow; now is their formative period.

To be under a self-governed Honor System develops in students first of all the knowledge of the right. We cannot do a thing well unless we really know something about it, so there must be education and training. A knowledge of true moral ideals creates immediately in anyone a love for the right. If standards are set high and are evaluated properly, there will be no trouble in developing the best.

Student Government develops faith, good fellowship, co-operation, loyalty, faithful citizenship, and leadership. It not only establishes in the individual faith in himself but more especially faith in others. Along with the feeling of faith in others comes good fellowship. No school nor community can work successfully without a friendly spirit. This can be developed as can any other trait by constant and close association in such work as the honor system. If these qualities are instilled and really felt there will follow loy-
alty and co-operation. Any person is loyal to a cause he cherishes and to the people he loves. What we get out of anything is what we put into it. To be really self-governed we must begin with a co-operative spirit. If this is lacking at the beginning it is automatically developed. Nothing can be of more real value to a citizen than the training that will give him the appreciation and feeling for these traits.

The thing we lack in our country is the influence of real true leaders. In developing leadership there must be founded in the individual not only the ability to lead, but there must be the qualities of a leader—personality, perseverance, dependableness and true character. In establishing and continuing Student Government, it naturally develops leaders. Such work gives students knowledge of executive duties, powers, etc., it offers a great opportunity for learning and using parliamentary law. This too, is an asset to our citizens.

There are many details in the promotion of Student Government. Many decisions have to be made which first of all involve careful investigation and serious consideration. These develop open mindedness, sound judgment, honest thinking; and naturally make for broader and better-equipped citizens. Along with these is found good sportsmanship, happiness, and always a willingness to serve.

Citizenship is the main objective when the members of these associations desire to put Student Government into the high schools, but there is also the consideration that some will go to college. In practically every college there is found student self-government and these organizations find their hardest problem in dealing with freshmen. It does seem feasible, therefore, that we begin working with the high school student. Often a student's entire college career is marred merely by some thoughtless or headstrong act done as an inexperienced, ignorant freshman. If girls and boys have never been under Student Government and know nothing of its principles, they are unable to grasp suddenly an appreciation of its real value. This is why the majority of our college students do not really feel the significance of Student Government until they have been in college at least two years. They bring with them from high school the old idea of "getting by" with what they can and never "telling" anything they do not have to.

The establishment of Student Government in high schools would not only help the individual who attends college, but would make greater things possible for Student Government in college. It would then insure self reporting, more privileges, fewer petty rules, and the installation and realization of a more perfect and effective honor system.

The high school age is the most impressionable age. At this time the real foundations of womanhood and manhood are laid. Are we doing the best for our boys and girls by not giving them the opportunity of development by governing themselves. We seem to be depriving them of a cherished hope and a real chance for service. Of course there are arguments on both sides of this question, but it seems that it will be to the advantage of all at least to offer such an opportunity.

The future of high school Student Government seems bright. We feel that the time is not far distant when every high school will realize the need and will see that more can be done to develop the students morally and mentally and fit them for better citizenship by giving them this opportunity.

Sallie Loving

Publications and other materials of all Federal Departments useful to teachers are listed for the first time in a bulletin just issued by the Bureau of Education of the Department of the Interior.

The materials listed include bulletins, leaflets, circulars, periodicals, maps, charts, models, mounted exhibits, stereopticon slides, and moving picture films. This listing by sources of wealth of material readily available through the Federal Government Departments will be very helpful to the educational world as few know the nature of the available material or the method of obtaining it. The bulletin is freely illustrated, reproducing types of the material available. Persons desiring the bulletin should address the Commissioner of Education, Department of the Interior, Washington, D. C., asking for Bulletin 1924, No. 23.
THE 1924 HEALTH EDUCATION CONFERENCE

"The ultimate responsibility for the health education of the child lies with the classroom teacher." The teacher is "the cloud by day and the pillar of fire by night" who will lead her children into the promised land of health and happiness. This was the opinion expressed by the educators, pediatricians, physicians, nurses, nutritionists, and public health specialists from all geographical sections of the United States who attended the Health Education Conference at the Massachusetts Institute of Technology, Cambridge, the week of June 23rd to 28th.

This conference was arranged by the Health Education Division of the American Child Health Association, at the invitation of the Department of Biology and Public Health of Massachusetts Institute of Technology. The members of the conference divided themselves into two main groups for the purpose of discussing how the teacher may best be helped to shoulder her great responsibility: The School Administration Section, of which Miss Emma Dolfinger, Staff Associate, Health Education Division, American Child Health Association, acted as chairman; and the Teacher Training Section, with George H. Black, principal of the Washington State Normal School, Ellensburg, Washington, as chairman. Professor C. E. Turner of the Massachusetts Institute of Technology was chairman of the general sessions at which the conclusions of the section meetings were presented and discussed.

Miss Mabel Bragg, Assistant Superintendent of the Newton, Massachusetts, Public Schools, struck the keynote of the conference when she said:

"This is the most wonderful time in the world for Health Education to come into its own, for the school curricula are being made over to meet the physical, mental, and spiritual needs of the individual child. Health must be taught, and the people who are working out how it shall be done are the classroom teachers in the public schools. Some teachers say they haven't time, but what is time for except to promote the physical, mental, and spiritual life of the child? In order to do this we must bring all the forces of school administration into co-operation. We cannot wait for perfect organization and the development of perfect methods. One drawback in this movement is that we are not yet successfully using all the agencies at hand. We must take things as they are and see what can be done. If the principal, the classroom teacher, the parents, the doctor, the nurse, and the physical educator all care, the child will care, and nothing can stop this health movement."

Summary of Conference

A summary of the principles developed and points emphasized at the conference was presented and adopted on the closing night. The recommendations in this summary were grouped under six main heads:

First, the personal health of the teacher in service and the teacher in training; second, the personal health of the pupil as presented in a report on the duties of physicians, nurses, teachers and parents in relation to the examination of the child; third, the principles underlying the graduation of subject matter from kindergarten to college, and courses of study for the teacher in training; fourth, the functions of the specialist in a school health program; fifth, the care of the pre-school child; and sixth, suggested tests for measuring certain results in Health Education.

Personal Health of the Teacher in Service

So far as the personal health of the teacher is concerned, little or no conscious effort has been made to administer a school program which will conserve the teacher's health. However, the group expressed the opinion that no really good health work can be done until the teacher's health is safeguarded. Through her work with her pupils, especially in working out a recreation program, the teacher develops skill and interests which later redound to the teacher's advantage. But this, after all, is indirect. We need more direct work in promoting the personal health of the teacher.

The Personal Health of the Pupil

The personal health of the pupil was considered in its relation to health supervision and medical examination.

The sense of the conference was that the aim of such an examination is to provide for
every child a chance to achieve the limit of his endowed capacity for well-being.

Personal Health of the Student Teacher

The personal health of the student teacher is important because of its effect upon her happiness and teaching efficiency, and because of the necessity of a high standard of personal health if she is to develop a proper health standard among her pupils and meet her opportunities for leadership in the community.

The first step in safeguarding the health of the student teacher should be a systematic physical examination. The student should be faced with the responsibility of constructing her health program in such a way as to take measures to correct any defects discovered. The physical examination must provide for a follow-up program. It is the business of the administrator to see that the instrumentalities for this follow-up shall be so arranged that the teachers may have an opportunity to improve their health.

It is a part of a student's responsibility to be physically fit. We must not grant certificates or diplomas to teachers who are not physically fit and who have not a health consciousness.

George H. Black, chairman of the Teacher Training Section, described the measures taken for the health of the students in the Washington State Normal School, of which he is principal. He said that health education has been worked out under an organization called Student Welfare and Control. The students themselves administer this as a project, and the students who do not uphold it are looked upon as queer.

Mr. Black said: "Health Education must not be left to the teacher of hygiene. It is only when Health Education becomes a vitalized course connected up with the life of the student that we are able to get results. We must take charge of the scale of living of our students. Teachers must be sensitive to their standard of living. No student has a right to follow a plan of living that will not maintain his health to the highest efficiency possible, and if the student refuses to follow such a plan he must cancel his membership in the school."

Mr. Black believes that we should use the arts as well as the sciences in health work. The students in a teacher training institution should be made comfortable and happy. They should be able to take health for granted. Most recreation in our schools does not carry over into adult life. Therefore, Mr. Black, whose students are western boys and girls, spends the money that would ordinarily go for a gymnasium apparatus on a contract with a man who owns a string of horses. Instead of exercising on a dummy horse in a stuffy gym, these fortunate boys and girls go galloping off on a horse "come true," because Mr. Black believes that young people should be trained to live naturally and to possess the joys of life to the fullest measure possible.

Gradation of Subject Matter From Kindergarten To College

Guiding principles for the gradation of subject matter, and development of teaching methods were presented in a clear-cut outline by the School Administration Section, and accepted by the conference.

The principles underlying the choice of subject matter for all grades are as follows:

1. The chief emphasis should be on personal health in the kindergarten and up to grade six.

2. The chief emphasis should be on community health and socially healthful behavior in grades seven, eight, and nine.

3. The chief emphasis should be on giving a scientific background, in grades nine to twelve.

Principles of methods accepted as forming desirable motivation for health instruction in all grades were:

1. Health Education activities should be purposeful, i.e., they should develop permanent values for the children such as self-control, self-direction, and self-improvement.

2. The activities should be of value to children as children.

In the discussion on subject matter for the kindergarten, the grades and high school, Miss Maud Brown, Director of Health Education for the Fargo, North Dakota, Child Health Demonstration, said:

"By the time the child enters kindergarten, he should know the geography of his own

...
body, that is, he should know an accurate, scientific, noun with which to designate every part of his external anatomy. He should be given the verbs to designate the various functions of the parts of the body as soon as he asks questions.

"The kindergarten should fix the daily routine of health essentials in the child's mind by playing very simply and by dramatizing the daily repetition of the health essentials. This dramatization should continue through the first and second grades, varied in every conceivable form, and woven in and out through all projects until no cell can forget its part in it.

"The gradual accumulation of more and more information concerning the reasons for carrying out the essential health program extends through the third, fourth, and fifth grades. This will involve much biological nature study and will result in the possession by the end of the fifth grade of a substantial working knowledge of the child's own machinery.

"It is as great an insult to a child's intelligence to deny him the knowledge of the marvels of his own intricate mechanism as to expect a boy to run an automobile by rote. Both the human body and an automobile cannot be run without understanding the machinery.

"The child should all along learn to watch his own progress in health as measured by the scales, and by a carefully graduated series of strength tests, stunts and games supplied by the Physical Education Department.

"Along about this time the emphasis may begin to shift from personal efficiency as the goal, to family and civic health. Home-making and public health courses may be especially emphasized in the seventh and eighth grades.

It is to be hoped that along with human physiology has gone the comparative physiology which a real teacher cannot well avoid; that pet families have been raised in the schoolrooms and that experimental plant nutrition studies have been carried on; and that, perhaps best of all, children have learned to raise one kind of animal for commercial purposes and to make a financial success of it, thereby learning to measure health in the great American can unit, the dollar. If this has all been done in the grades, the boy or girl will enter high school with all the facts necessary to keep him and his family well and have a real feeling of his dignity as a human being, and of the responsibility that his place in nature entails. High School can then be devoted, as high school should be, to technical courses usually deferred till college."

Mr. A. S. Barr, who is in charge of the supervision of the public schools in Detroit, Michigan, said in continuing the discussion on subject matter:

"The education to come must be built upon the concept of the unity of mind and body. The people of a half-century hence will probably look with utter amazement upon the narrow educational outlook of yesterday. We are now in a period of transition. An outstanding characterization of education for a century past is that it is intellectual. Contrary to psychology it attempted to treat mind as independent of body. Explanations of school failures were sought in intelligence."

After defining the objectives to be attained in the elementary school, and the activities used to attain these objectives, Mr. Barr went on to say:

"Such measures as are used should measure ultimate value rather than subject matter goals. Take an example from the field of safety education. Safety education has to do with the saving of human lives. The only real measure of safety education is whether the instruction really saves lives. If a statistical study of accidents show 300 lives lost by accident in 1916; 250 in 1918; 200 in 1920; 150 in 1922 and 100 in 1924, the instruction has produced results. It is of no value to know what pupils can repeat by memory the seven rules of safe living or pass successfully examinations on books read. And so in Health Education; Health Education has to do with the saving of lives."

Courses of Study for Teachers in Training

In summarizing the conclusions of the Teacher Training Section on courses of study for teachers in training it was reported that the program of instruction differs according to the type of institution. In institutions giving not less than a two-year course of study it was recommended that a first-year course
in hygiene should be a part of the complete student health program. The prime object of this course should be the improvement of the health of the student. In the remaining years special training should be provided in methods of teaching health.

In the discussion on courses of study for student training, two types of courses were described, the cultural course and the professional course.

The cultural course has as one of its objectives the popularization of health. Dr. Don M. Griswold, associate professor and acting head of the Department of Preventive Medicine and Hygiene, University of Iowa, said:

"There is a definite place in a course in cultural hygiene to teach the desirability of health. The girls are interested in learning how to take care of their feet so that they can become better dancers. The care of the hair can be approached by discussing the question: 'To bob or not to bob.' Pretty smiles mean beautiful teeth, and this is a much better way to study mouth hygiene than to rehearse the old nonsense about brushing the teeth so that cavities won't appear."

Miss Elma Rood, Director of Health Education of the Mansfield, Ohio, Child Health Demonstration, defined the objectives in a Health Education Course for student teachers as follows:

1. To train the prospective teacher to control as far as possible her own health and to develop enthusiasm for good health in herself, which she may later pass on to her pupils.

2. To familiarize the students with the various health conditions, favorable or otherwise, which are to be found in every schoolroom and from this knowledge to develop a sense of responsibility which every teacher should have for the welfare of the children in her care.

3. To prepare the student to present the subject of health in such a way that good health habits will voluntarily function in the lives of pupils.

4. To prepare the teacher to assist intelligently in bringing the health standard of her school and community up to its highest point."

Miss Rood said: "No hard and fast rules can be made regarding methods. The methods must be determined by your objectives. The method itself is of less importance than the personality and enthusiasm of the teacher using it and the spirit which she puts into it."

In discussing methods of training teachers for health teaching, Dr. J. Mace Andress, Lecturer on Health Education in Boston University, said:

"One of the curses of education is the idea that the doing of a particular piece of work is the important thing. But it is not. The creating of a permanent interest in the subject studied is the important thing. Are we creating in our future teachers a permanent interest in their own health and the health of others? Interest is the end of education in health and we must idealize health in training our future teachers."

Functions of the Specialist

In answer to the question: "What shall be the relation of the specialists to the general health program? a summary of the functions of each specialist as defined by the conference was presented and adopted.

In this summary a specialist is defined as a person on the school staff with specialized technical training.

The opinion was expressed that the ultimate responsibility for the health education of the child lies with the classroom teacher, and that the principal function of the specialist is to give consultation service to the classroom teacher. The summary also specifically defines the functions of each specialist.

In the discussion on this subject Miss Besse Barnes, supervisor of physical education of the Brookline, Massachusetts, Public Schools, said:

"Recreation, play and sports are part of the duty of the physical educator, but she should also implant in the lives of boys and girls a knowledge of how to provide for their greatest body needs. We have spent too much time and money for physical education on the high school age. It is too late to begin there. We should spend our time and money allotted to physical education on the lower grades in order to begin the early establish-
ment of health habits.”

Miss Mary G. McCormick, supervisor of nutrition of the New York State Department of Education, said, in introducing the subject of the province of the nutrition worker in a health program:

“A supervisor of nutrition is as necessary as the supervisor of music and art. Good nutrition is essential to strong teeth, a rosy, clear complexion, a lithe body, and general good health.

“The supervisor of nutrition should reach every school child in every grade and in this way improve the quality of health teaching. She should establish the fundamentals of nutrition in the health practices of her pupils and in the work of the classroom teacher. She should direct the correlation between nutrition and other subjects.

“A nutrition specialist should devote special attention to the undernourished child. It is her province to follow up remedial and medical preventive work of individual pupils. To establish good health habits, the nutrition supervisor must have the co-operation of the home. Will the schools of the future provide for home instruction in health habits and nutrition? When this day comes, the effort placed on nutrition work in the school will have added value.”

In discussing the relation of the general extension worker to a general health program Miss Daisy D. Williamson, State Home Demonstration Leader in New Hampshire, said:

“The job is too large for any one organization to do alone. The health education or nutrition worker, the physical director, the teacher, the physician, the nurse, the health officer, the extension worker, the individual—each must be a contributing factor—each losing sight of self and selfish interests, ceasing to insist upon due credits for everything done and always keeping in mind that it is results that are wanted. The progress of a community along health lines depends upon how soon the health activities cease to be put up in small packages.”

The Pre-School Child

The summary, presented by the pre-school section, of the conference stated: “Since the habits and attitudes acquired in pre-school years play an important part in adult life, a health program should be formulated for the pre-school years.”

Dr. D. A. Thom, director of the habit clinic of the Psychopathic Hospital, Boston, in opening the discussion at the meeting of the pre-school section, said:

“We know from experience that the common characteristics of two of the groups in adult life, namely, the chronic neurotic type and the criminal type, manifest themselves in the child in early life. In a great many cases the driving force that prompts criminals is jealousy. We see this identical motive in little tots of two or three who make vicious attacks on members of the family. If a father makes more of an older child than of a younger one, the younger child retaliates in a fit of rage prompted by the jealousy motive that often makes a man shoot his neighbor. During the pre-school age, normal inhibitions must be developed to control crime and delinquency of all types. The pre-school years are the years in the life of the child in which personality defects can be treated most successfully.

“If a man buys an automobile, the garage man will give him ten lessons on how to protect the car. Few parents with a baby have as much knowledge given them about the care of the child as a Ford owner is given in starting out with a new car. The salvation of the pre-school child lies in giving instruction to parents, teachers, dietitians, nurses, and all other individuals who are in intimate contact with the pre-school child. They should have at least ten lessons in what and how to run the pre-school child. They should have at least ten lessons in what and how to run the pre-school child so that he won’t get stalled.”

Miss Julia Wade Abbot, Staff Associate of the Health Education Division American Child Health Association, said in continuing the discussion on the pre-school period:

“There are two ways in which to regard the pre-school period. Some people think that this is the time to remove all temper signs, sulkiness, restlessness, and habits of disobedience. They think the child should be trained so that he can walk in line. They want the child turned over to the school as a weeded garden or an erased tablet so that the school can do its worst. Fortunately we cannot do these things to children. A better
way to consider the pre-school period is as a pace-maker for the school. We must begin in the kindergarten to stress the need for thinking of children as individual personality, not as just grist to be prepared for the mill of the school.

“In the kindergarten we must consider the whole span of development of the child. We must think of the child’s life in terms of a twenty-four hour day, and that everything that enters into the growth and development of the child during those twenty-four hours is important.”

Miss Abbot stressed the importance of smaller classes in the kindergarten so that the children may be considered as individual personalities. She said: “In statistics gathered by the U. S. Bureau of Education, it was found that 25% to 30% of all the children, on an average, in the public schools have to repeat their first year’s work. What a sense of failure this gives the child. Beginning school is a tremendously important chapter in the child’s life. We owe it to every child to begin that chapter with success, joy, and a sense of achievement.”

Miss Abbot concluded by saying: “A health program for the pre-school child does not mean ridding the school of its responsibility; it means gaining the interest of parents and teachers in the biggest job in the world, the starting of a child on its life’s career.”

Tests for Measuring Results in Health Education

The last session of the conference was concerned with standards and tests for measuring certain results in health education.

The summary of the discussions which took place at this session state: “While recognizing the deirability of developing every possible method for measuring the results of a school health program, it must be recognized that there are fundamental benefits which are not at present subject to physical measurement.

Professor C. E. Turner of the Massachusetts Institute of Technology in discussing tests for measuring the success of a health program said:

“Weighting and measuring should not be regarded as a precise laboratory method for measuring the accomplishment of a health program. It is a teaching method. The expedient of interesting the child in watching his own growth and improving his habits of living in order to secure the maximum physical development is based on the principle that a healthy child living in the proper way will grow more rapidly and symmetrically than a sickly child living in the wrong manner.

“While there are various ways of measuring the results of health education in terms of improved habits, more sanitary conditions, physical accomplishments, the elimination of physical defects, etc., educators must realize that such a thing as attitude cannot be measured in terms of pounds or dollars. The health education program has demonstrated its value in many communities by transforming the attitudes of pupils, teachers and parents toward the place of health in the business of life. We need to get from experts better methods of measuring immediate results, but we must not forget the human side of health education or the return it will bring throughout the life of the child.”

In the closing speech of the Conference, Sally Lucas Jean, retiring director of health education, American Child Health Association, traced the history of the popular Health Educational Movement from its inception during the years of the World War up to the present day.

She said: “The few simple laws of health that were launched then as the Rules of the Game, when we tried to keep the program simple, concrete and definite, are still the laws of health which we need to teach to children.”

“Spectacular methods,” Miss Jean said, “were used in the early days of the movement in order to gain the interest of the man in the street, the woman in the home, the teacher in the classroom, and the child himself.

“Today we are being careful not to do spectacular work, but rather to build up from the bottom by training workers to teach health to children in the best possible way. However, what we are doing today could not have been done if the popular work had not been done first. And while we go on with this health program, we must be careful or we shall find ourselves on the mountain top looking back at people in the valley below. We can only go as fast and as far as the people themselves go.”
RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION AT WASHINGTON, JULY 3, 1924

The Education Bill—We, the members of the Representative Assembly of the National Education Association, assembled in the National Capital reaffirm our devoted and unqualified support of the Education Bill now pending in Congress. We believe that Federal leadership as provided by the creation of a Department of Education with a Secretary in the President's Cabinet is essential to the development of the highest degree of efficiency in the schools of the Nation. We know that the Federal Government has an obligation to support research and investigation, and to disseminate information with regard to public education comparable to that undertaken by other Federal departments. We are convinced that the Nation should contribute to the development of a Nation-wide program for the removal of illiteracy, the Americanization of the foreign-born, the training of teachers, the development of a program of physical education, and the equalization of education, and the equalization of educational opportunity. This leadership, to be provided by a Secretary of Education in the President's Cabinet and the Federal aid required to promote the program of education on a broad scale, can and should be accomplished without any interference on the part of the Federal Government in the constitutional rights of the States to organize, administer, supervise, and control their own schools. It is gratifying to note that the two great political parties have in their platform recognized that education is one of chief concerns of the Nation, and that the President of the United States is favorable to the establishment of a new department emphasizing the importance of education.

Private institutions—The National Education Association, while recognizing the American public school as the great nursery of broad and tolerant citizenship and of a democratic brotherhood, acknowledges also the contributions made to education by private institutions and enterprises, and recognizes that citizens have the right to educate their children in either public or private schools, when the educational standards of both are approved by the State educational authorities.

Professional ethics—We believe that the time has come in the development of the teaching profession for the preparation of a professional code of ethics to govern the general relation to society. In this, we should be following the practice found so necessary and beneficial to the great professions of medicine and law. To this end we suggest that the Secretary of the National Education Association correspond with the officials of the various State associations to encourage them in the preparation of professional codes, and we recommend that a special committee be appointed to prepare a national code of ethics for the teaching profession.

Status of teachers—The security of the professional status of teachers and supervisors has not been adequately provided for. Too often are teachers, principals, and superintendents dismissed without due notice or any adequate statement of the cause of such action. In the last year there have been reported numerous instances of teachers, principals, and superintendents who have failed of reappointment in utter disregard of professional and lay public opinion for no other than political reasons. The teachers of America were shocked at the action of the New York City Board of Education in failing to reappoint the faithful and efficient superintendent of schools of that city though he was practically unanimously endorsed for re-election by parents' associations and other civic bodies, and by the
teachers, principals, and district superintendents. We believe the time has come when this association should have definite and systematic investigations made of such cases by the Tenure Committee in order that this body may be in a position to recommend such remedial measures as will tend to take the schools of the country out of politics.

We recommend that the Tenure Committee of the National Education Association be empowered to give its active support to the association of any State in which there is pending legislation for the protection of teachers and supervisors and for the promotion of the efficiency of the service.

We again deplore the tendency of some States to reduce appropriations for teacher-training institutions and for the support of the public high and elementary schools. We call upon the State teachers' associations to exert every effort to improve standards of teacher-training institutions. If the schools are to be what the American people desire, better trained teachers must be promoted on merit, and not because of political influence.

The teachers' retirement systems must be improved in order that a teacher shall receive annuity that will be based upon living conditions.

We believe that there should be no discrimination in the schools as to sex, but that men and women teachers should be on the same basis—equal qualification, equal service, equal salary.

The teaching of the Constitution and the history of public education—Teachers welcome the co-operation of the American Bar Association and similar agencies in a task with which the schools have always been vitally concerned—"to establish and maintain the Constitution of the United States and the principles and ideals of our government in the minds and hearts of the people." We believe therefore that the Constitution should be taught in all the upper grades of the elementary schools.

We further maintain that in the schools instruction should be given in the history and ideals of our public-school system.

Character education—Our boys and girls are the greatest assets of the Nation. It is essential that they shall receive proper character training. Honesty, integrity and truthfulness should be emphasized in all the work of the schools. We believe, however, that the responsibility for character building must fall primarily upon the home. At the same time, teachers must be precept and example in everything possible to develop the highest type of character in the boys and girls under their influence. We believe that religious education is fundamental in the development of character. Holding to these views, we urge that the school, the home, and the church co-operate fully in the training of our youth.

The day has come when parents, teachers, and leaders in religious, moral and educational work must co-operate for the protection of our boys and girls of high-school age. Manners and morals today need safeguarding and direction. Many forms of recreation now prevailing should be eliminated and all recreation should be supervised. We recommend as a preliminary step to this end that efforts be made to secure for high schools teachers whose sole duty shall be to give moral and social guidance to pupils, and to confer with parents and teachers regarding such forms of recreation as will prove wholesome.

Everything should be done to inspire in our children a love for and sympathy with the children of other nations. We therefore endorse the efforts to secure help throughout the American children for the destitute and orphan children of foreign lands.

National conference on outdoor recreation—The National Education Association heartily endorses the National Conference on Outdoor Recreation and believe it will furnish a wholesome opportunity for the proper development of our youth physically and morally.

Literacy tests—We believe that the reading and writing of English understandingly should be a qualification for citizenship and also a qualification for voting.

We, therefore, urge upon Congress and the President the wisdom of adding the ability to read and write English understandingly, as an additional qualification for citizenship and that such a test be administered by existing federal agencies in conjunction with the Bureau of Education.

We further recommend to such States as
are not already provided with a literacy test for voting that they adopt such a test of reading and writing English understandingly, to be administered by the educational authorities of the State.

**International relations**—The National Education Association is opposed to war except as a means of national defense. We strongly urge that our nation shall take steps to prevent any more wars. We ask that by agreement and co-operation, the American Government shall lead in securing from the civilized world a complete denunciation of war as a means for the settlement of international differences. For this purpose our Government should endeavor to secure the establishment of co-operative tribunals to regulate international relations.

**Child-labor amendment**—Believing in Governmental responsibility, we endorsed in our last Convention an amendment to the Constitution empowering Congress to make laws regarding child labor. We now advocate the prompt ratification by the States of the Child Labor Amendment passed by the present Congress and urge the members of this Association to make every effort to obtain its ratification by the legislatures of their respective states at their earliest possible date.

**Narcotic education service**—We give our hearty endorsement to the Bureau of Education for having agreed to establish a Narcotic Education Service recognizing that in narcotic addiction, especially in the spread of the use of heroin among the youth, there is a grave peril to the boys and girls of America. We urge the National Education Association and the departments and boards of education of States, counties, and municipalities to cooperate fully with this service.

**Law enforcement**—We regret that in many communities there has developed a spirit of disregard of laws, especially those dealing with personal conduct. This attitude is reacting unfavorably upon the youth of America by causing laxness in respect for and enforcement of law. Teachers everywhere should endeavor to inspire respect for law and should advocate strict enforcement thereof. We refer in particular to National and State laws forbidding the liquor traffic and the distribution of obscene literature, posters, and pictures. This is equally true with regard to the enforcement of laws in many States forbidding the sale of cigarettes to children.

**American Education Week**—In order to bear in upon the consciousness of all citizens the importance of education in our national life, we urge the widest observance of American Education Week in the schools, churches, and civic centers of all communities.

**The Territories of Alaska and Hawaii**—The National Education Association recommends to the Congress of the United States that the teachers in the territories of Alaska and Hawaii be not required to pay Federal income tax.

**Schools of the District of Columbia**—The National Education Association reaffirms the resolution passed at the Oakland-San Francisco meeting of 1923 relative to the schools of the Nation's Capital. We heartily endorse the action of the present Congress of the United States in passing a salary schedule providing increases for officials, teachers, and other employees of the public schools of the District of Columbia. The National Education Association urges that Congress, at its next session, pass legislation which will enable the educational authorities of Washington to institute and carry to completion an adequate program of school buildings.

**Resolution of thanks**—We express our sincere appreciation of the courtesy and hospitality extended to the members of the Association by the teachers, the civic organizations, and by private citizens of Washington, of the State of Virginia, and other nearby States. We acknowledge the great service rendered to the teachers and the cause of education by the intelligent and public-spirited reports of our deliberations, published not only by the local press but by many other great papers of the Nation. We heartily thank our Government for its generous assignment of band music to the many occasions when the teachers met in convention.

We are deeply sensible of the honor conferred upon the Nation's teachers by the President of the United States in consenting to address their representatives on the Nation's birthday. We feel that such public recognition of the dignity and importance of the profession of teaching by our Chief Magistrate at this and future conventions of the National Education Association would give inspiration and stimulus to teachers in their great endeavor.
KINDERGARTENS AND THE FOREIGN BORN

"Is it true, teacher, you not coming back next year" asked the Greek cobbler when I called for my shoes.

And when I answered in the affirmative, "Ah, too bad, too bad; my wife she all the time cry."

I had been in charge of the kindergarten and primary work in a small New England city. I found that we had a large foreign-born population and that neither state nor city had made any provision for teaching these children the English language except as they picked it up from association with other children.

This of course meant the loss of much valuable time, as many of them would leave school and go to work as soon as the law permitted. It meant embarrassment and constraint on the part of these children who, simply because they did not understand the language, were compelled to remain in the grade with children who were younger and perhaps their mental inferiors. It meant many misunderstandings with teachers who could not realize that the child did not know what was expected of him, because he could not understand the questions asked or instructions given.

And so I had called together twelve little children from the three lower grades, four of Greek parentage, two German, two Polish and four Italian.

These children were given places in the kindergarten, where by means of games and stories, pictures and handwork, together with a few minutes of individual instruction each day, they soon learned to understand and speak English very well. If a child had something which he wished to tell the class and was unable to express himself, he was given a colored pencil and told to draw a picture, or to take the clay and mould it. When I had grasped his meaning I put it into simple English which I repeated to him very slowly, enunciating clearly. I had him repeat it after me several times, then tell the class.

In a surprisingly short time they were able to go on with the work of their grades, because of having the advantage of a few months in the kindergarten. This they probably could not have had in any other city in the state because the state has no kindergarten law. Like many other states less than ten percent of its children have kindergarten training.

Do you not know of some one who would be glad to work for more kindergartens?

Have them write for help and advice to the National Kindergarten Association, 8 West 40th Street, New York City.

BERtha HAYWARD HIGGINS.

DENVER SCHOOLS SEEK BEST ASSISTANCE AVAILABLE

In a curriculum revision for her junior and senior high schools, Denver is procuring professional aid from the big universities. Educators who have given practically all their time to a particular field have gone to Denver to aid the local committee and to make suggestions which it is hoped will meet the demands of modern scientific education.

Specialists from Harvard, Columbia, Michigan, Chicago, and other universities and teachers' colleges are assisting in the organization of courses in the various departments.

FIFTEEN STATES PROVIDE EDUCATION FOR CRIPPLED CHILDREN

Special legal provision for the education of crippled children has been made in 15 States of the Union, according to information recently compiled in the Bureau of Education. Seven of these States, California, Connecticut, Iowa, Massachusetts, Nebraska, Ohio, and Wisconsin, have established State schools for the education of crippled children; six States, Illinois, Michigan, Minnesota, Missouri, New Jersey, and New York, provide State aid for the establishment of special classes for such children; in Vermont the school authorities may provide for the instruction of crippled children at their homes; and in Oregon school districts having one or more crippled children must provide for the instruction "in a manner most suitable to advance their general education or civic or vocational intelligence."
SOME CITIES PAY TEACHERS' SALARIES ALL THE YEAR

Teachers' salaries are usually paid in 10 installments, and the teachers are expected to save enough during the school term to pay their expenses during the vacation. This usually involves no inconvenience, but occasionally instances of hardship have occurred as a result of the practice. An increasing number of cities have therefore adopted the plan of making salary payments monthly throughout the year. Among the large cities which pursue this plan are Boston, Denver, Los Angeles, Memphis, New York, San Antonio, Seattle, and Tacoma.

LEGISLATURES GIVING MORE ATTENTION TO CHILD WELFARE

Child welfare is receiving a great deal of attention from State legislatures. Many legislatures have recently provided for State child welfare commissions, and in a number of States the laws have authorized the organization of county welfare commissions. A phase of welfare which has appeared in several recent laws is the "children's code commission." This is a body created by the legislature to study child welfare and suggest a revision in codified form of all the State's laws relating to children. Among the States which have recently created children's code commissions are New York, Pennsylvania, Delaware, Maryland, Florida, Kentucky, North Dakota and Utah.

AN EFFECTIVE APPROACH TO INTERNATIONAL GOOD WILL

In connection with the program of the education of 50,000 orphan children in the Near East, Prof. George M. Wilcox, formerly Principal of the Silver Bay School, Silver Bay, N. Y., sailed this week for Athens to become educational director of Near East Relief in Greece and Turkey. The problem of training the boys and girls under its care is now the first concern of the American relief organization in the event, which has saved the lives of approximately one million people since its beginning in 1919, and which is now the sole support of 50,000 war orphans in Armenia, Greece and Syria.

"The group of children under the care of the Near East Relief present a strategic opportunity for developing ideas of international good will, toleration and co-operation that may change that region from a center of strife and hatred to one in which the rights of other peoples are respected," said Prof. Wilcox in taking up his work. "It is a remarkable opportunity for the spirit of America—brotherhood, democracy, opportunity—to take root."

Prof. Wilcox will carry out the educational program already set up and approved by Prof. Paul Monroe of Columbia University, Commissioner Graves of New York, Dr. John Finley and other educators who have visited the Near East and inspected the work done by the Near East Relief. The first object of all education in American institutions must be to equip the children for self support. Stress is therefore laid on training in agriculture and industry which will provide a sure livelihood for these dependent boys and girls at an early age. All of the children are given a rudimentary education in the classrooms and those of most promise are being educated for the teaching profession. As teachers are sorely needed throughout the Near East this specialized work is extremely important.

To combine the actual and industrial training in such a way as to bring the best results at a minimum cost in time and money to Near East Relief is the plan Prof. Wilcox will work out.

CURRENT EDUCATIONAL PUBLICATIONS

ADULT READERS


These books are intended for adults learning to read, especially immigrants. Book One is divided into two parts, the first dealing with the experiences around the home, and the second with the new citizen's larger life in the community. Book Two enlarges this experience and deals with national citizenship. Book One is encyclopedic at the first, remin-
The content is valuable from the first and the vocabulary is so well chosen that one knows that the author has first hand experience with the Americanization problem. While the books are intended primarily as readers, they contain much practical arithmetic, geography, language and grammar, spelling, and civics. Katherine M. Anthony

WELL BALANCED ATHLETICS


The authors have shown us that "play" is a subject to be considered by all who are interested in general social welfare; the health worker and the social worker, as well as the physical director and the play teacher. There are chapters on "Boys' and Girls' Clubs," "The Physical Benefits of Play," "Play and Mental Growth," "Play and Citizenship."

As a textbook this work is invaluable, giving a short history of the play movement and organization of girls' and boys' clubs, outlining the progress in both Europe and America. At the end of each chapter is an extensive bibliography.

The subject of athletics in high school, college, and university is much debated at the present time. This book tells of the present conditions of specializing and "over coaching" a few athletes, disregarding the others; of favoring the wealthy class who have more time and opportunity for the pursuit of such sports as golf, tennis, and swimming outside of school hours; and of the consequent neglect of those who really need attention.

Chapters on "The Psychology of Play," "Classification of Movement," "Classification of Interest," and "The Play Teacher" are both interesting and instructive.

Louise B. Franke

GEOGRAPHY


Built of the most modern educational principles, this little book introduces the child to each of the five big life-like topics—food, shelter, clothing, tools, and travel—through his own environment. A special feature of the book is a list of constructive things for the pupils to do to arouse his curiosity and interest in the topic. At the close of each chapter is a list of good thought-questions. There are a number of good maps and illustrations scattered throughout the book. The vocabulary, sentence structure, and thought are all simple and within the comprehension of a fourth grade child. Pamela Ish


The preface of this new secondary text in biology is its best review. For there Dr. Linville sets forth his vision that "Biology will no longer mean 'bugs and flowers.' It will mean life, and at the center, comprehending it all, and in large measure controlling and directing it, will stand man himself." To bring about this social improvement he thinks that the course in biology must follow the lead of human interest. So well has he himself followed this lead of human interest that it is only fair to warn the prospective teacher: the class is likely to read the book from cover to cover, in the meantime taking to wood and stream, and unless the teacher is one who knows life as well as the laboratory—to leave him far behind.

The author has drawn freely from the masters of his science, from Darwin, Pasteur, Mendel, and from Edwin Conklin. There results such a frank treatment of the origin of life that those who fear for the faith of the secondary school child will hesitate to put the book into his hands. It should not be used except by a teacher who has seen through the apparent conflict between science and religion and realizes that they support each other. But, after all, should any one who has not thought this problem through, be allowed to teach Biology in the secondary school? Katherine M. Anthony
A BOOK FOR MISSOURIANS


At rare intervals a book appears in each of the several fields of instruction that is of unusual merit. Such a book is this. Quite a few textbooks in elementary agriculture have been published in the last few years, but in my opinion, Waters has succeeded far better than any other in approaching the ideal.

There are 357 well chosen illustrations. Not one of them could be omitted if the instruction given is to be complete. A good proportion of these illustrations contrast good and poor farm practices, plants and animals. In addition there are six pages in colors, of which the two of horses and cattle are invaluable.

Another striking general impression is that the subject matter is not only accurate and ample but is also concise. The 530 pages could have been indefinitely extended without any material addition to their fund of information. If it is desired to increase the available material for reference and study, the list of texts and bulletins at the end of each chapter will supply the necessary material.

The whole book is arranged for teaching by a combination of the project, actual farm study, problem, and laboratory methods, as well as by class discussions. The problem outlines at the end of each chapter are especially valuable and furnish the basis of the class discussions. As compared with other texts, approximately the same topics of discussion are found. It is the method of presentation that affords the real contrast. In agriculture we believe it is better to study a cow than to hear a teacher talk about one; I suggest that you get a copy of this book and let it speak for itself.

George W. Chappelear


This is another of those useful books in tablet form with detachable tests for swift classwork. Selections from these varied drills will afford good setting-up exercises at the beginning of the French hour, with their inviting blank spaces to be filled in with idioms learned a few at a time throughout the book.

NEWS OF THE COLLEGE AND ITS ALUMNAE

INKLINGS

When these lackadaisical newslets come to be read, the campus will be quick with eager footsteps, enthusiastic greetings, joyous reunions, with vivid crepes and more subdued serges—indeed, there is a theme for poetry in the joyous gaiety that hovers over the campus when the fall term begins. But when these lines were written an ominous thunder shower was in the offing, the buildings were quiet but for the rat-tat-tat of a few typewriters, the tap-tap-tap of the carpenters’ hammers, and the shwoo-shwoo of the floor waxers. And so—if vacation comes, can fall be far behind?

Returning to Harrisonburg after a three months’ absence, students will be astonished to find that Mr. Duke has waved a magic wand over the one vacant lot across the campus on South Main Street—and lo, a new apartment house, similar to the Shenandoah Apartments, has arisen. And back of Cleveland Cottage they will find the new swimming pool which added so much to the pleasure of the summer students. These, with the new porch on Alumnae Hall, are the only changes apparent on the campus, except that the hilltop has been cut down and graded a little more and that the pile of stone has grown larger waiting for the rock-crusher.

During August our entertainments have included two performances by the Devereux Players, who won much praise for the same presentations here in the Spring. At assembly Miss Zinita Graf spoke of the values of
drama and of the encouragement to which good drama is entitled at the hands of educational institutions. Mr. W. W. Wood, head of the Welfare Department of the Baltimore and Ohio Railroad, spoke on the relation of railroads to public welfare, showing how our national development has been contemporaneous with the extension of the railways. Mr. George S. Harnsberger and Rev. Minor C. Miller, president and secretary, respectively, of the Virginia Sunday School Association, urged their audience of teachers to cooperate with the Sunday schools in insuring moral training to school children. Mrs. Edna Fox, in charge of the Social Hygiene work of the State Board of Health, took as her subject “The Bureau of Human Figures,” and explained how the information coming into the Bureau of Vital Statistics might be interpreted. Among the speakers in attendance at the Massanetts Springs Bible Conference were several who addressed our students during the closing weeks, Rev. Dr. Beaver of Philadelphia and Mr. Belmum, song-leader.

Superintendent Harris Hart, here from Richmond to attend the August meeting of the State Teachers College Board, addressed students on August 8. “The chief excuse for the present vogue of organization that Mr. Hart said, “is training for citizenship.” Certain tendencies in modern government were therefore pointed out as worthy of attention of every teacher. The development of innumerable institutions is a decided tendency in democracy until what the individual formerly did for himself comes more and more to be done for him by institutions. But these institutions can be supported only by public taxation and therefore there is an increasing demand for larger assessments against property. A few institutions liberally supported, the superintendent urged, can be more effective than many supported with parsimony. So acute is the present vogue of organization that Mr. Hart declared his interest in An Organization To Prevent The Organization of Further Organization.

A second tendency in a democracy, said the speaker, is the reliance of the people on the passage of numerous laws as a means of righting a wrong.

The Board approved the plan to establish a course for the preparation of teachers of backward children. The idea of this course is to meet a condition existing pretty generally over the state where teachers in small schools are forced to conduct ungraded classes. Supervision of home demonstration work by means of a special course at Harrisonburg was approved by the board; such a course will be offered at Harrisonburg through the co-operation of the extension department of the Virginia Polytechnic Institute, provided the plan is indorsed by the Board of Supervisors of Rockingham county.

Not to be outdone by their more numerous sisters in the June graduating class, twenty-eight graduates of the two-year professional course and one B. S. graduate celebrated their achievement by a class dinner Wednesday evening, August 20. There was the usual feast of wit, toasts being offered by Mary Jackson, Winniefred Price, Lucille Harrison, Eunice Lambert, Margaret Herd, Dr. Gifford and President Duke. Dr. Converse presided as toastmaster with great felicity. Guests were Miss Waples, Big Sister to the class, Miss Turner, Mrs. Moorey, President and Mrs. Duke, Dr. and Mrs. Gifford and Dr. and Mrs. Converse.

When these same young ladies came to graduate on the night of August 28, it was the third annual summer school commencement of this institution. The commencement speaker was the Honorable R. Gray Williams, of Winchester, a member of the Handley Board, unique in its administration of a private legacy for public education. President Alderman’s condensation of Jefferson’s philosophy into the phrase, “you can trust men if you train them,” was eloquently interpreted and applied, as Mr. Williams urged the high responsibility of the teaching profession in just this task.

Miss Eunice Elizabeth Lambert, of McGaheyville, was the only candidate to receive the Bachelor of Science in Home Economics. Graduates of two-year professional courses were:

Matilda Finey Bell, Lexington; Nettie Golden Berry, Twymans Mill, Madison County; Elizabeth Graham Bolen, Harrisonburg; Frances Gillem Carter, Halifax, Halifax County; Gwendoline Violet Carter, Selma, Alleghany County; Alice Mabel Dalton, Norfolk; Vallie Virginia Furry, Bridgewater,
Rockingham County; Mary Lucille Harrison, Elkton, Rockingham County; Nora Daugherty Heatwole, Dayton, Rockingham County; Margaret Morrison Herd, Richmond; Vergie Pearl Hinegardner, Weyers Cave, Augusta County; Mary Belle Hinton, Roanoke; Mary Frances Jackson, Lynchburg; Mary Elizabeth Jones, Broadnax, Brunswick County; Carolyn Elizabeth Kackley, Berryville, Clarke County; Sallie Bronner Leach, Somerset, Orange County; Anna Margaret Lloyd, New Market, Shenandoah County; Martha Elizabeth Powell, Elkton, Rockingham County; Vivian Elizabeth Price, Blacksburg; Winniefred Louise Price, Blacksburg; Clara Virginia Rush, Berryville, Clarke County; Mrs. Julia Derflinger Smith, Front Royal, Warren County; Rebecca Elizabeth Spitzer, Hinton, Rockingham County; Mary Josephine Walters, Elkton, Rockingham County; Beatrice Carolyn Warner, Staunton; Elizabeth Olive Warner, Staunton.

ALUMNAE NOTES

Sydney Artz is teaching this session at Conicville, Shenandoah County. She likes the fine scenery and the people with whom she is working, and we predict for her a successful year.

Kathryn Roller still has her art shop in Norfolk, but she is doing active teaching work again. Last session she was at Florida State College; this year she will be supervisor of art classes in the Petersburg schools.

Under date of August 22 Frances Ripberger sent us a post card from Jamestown. She says: "We had a delightful trip to Jamestown today on the boat. It is a beautiful old historic place."

Lucetta Livesay holds a good position under the Federal Government in Washington, but she confesses that the call of the school room still haunts her occasionally.

Annie Ballard (Mrs. R. O. Adams), writes from Ivy and says that her younger sister, Dorothy, is planning to come to Harrisonburg this session. She also states Myrtle took a summer vacation in New Jersey.

Mary Carolyn Thompson recently paid a visit to Harrisonburg, but it was too brief to satisfy her friends here.

Hazel Bellerby sends a post card from Cleveland and says, "I am spending a most pleasant vacation in Ohio with Mary Rumburg. I often think of Blue Stone Hill and hope to go there on a visit soon."

On August 30 Beulah Crigler was awarded the A. B. degree at William and Mary.

Hazel Davis recently sent a message from Reno, Nevada, to this effect: "We spent some time this morning in going over the campus and around the buildings of this university. It seems to be a fine place. This afternoon we go to Lake Tahoe, enroute to the Yosemite Park."

Marion Nesbitt was a member of the critical staff of supervisory teaching at the State Teachers College, Fredericksburg, this summer, and is planning to do further work at Teachers College, Columbia University, though at present she is continuing her teaching in Richmond.

We take pleasure in chronicling the following marriages:

August 12, Smily Burger to Mr. Dennis U. Austin, of Fincastle, Va.;

August 21, Sallie Clarkston to Mr. William O. Hahn, of Greensboro, N. C.

Theodosia Branham is now Mrs. W. D. Dunn of Boonesville, Va. Just when the marriage took place we have not learned.

Leela Vaughan (Mrs. Routzahn) and her son paid Blue-Stone Hill a brief visit recently. Inasmuch as college was not in session she did not find the usual busy crowd, but she was lucky to find Miss Elizabeth Cleveland here for an extra day with Special English. Mrs. Routzahn lives at 713 Cameron Street, Alexandria.

Kathleen Watson has been teaching in Charleston, W. Va., for the last two or three years and likes her work so well that she will go back next session. Not long ago she spent a day or two in Harrisonburg.

Pauline Callender is also teaching in Charleston. She spent a summer recently in California, but Rockingham County in the Shenandoah Valley, has first place in her heart.
PRINCIPAL OF HOME ECONOMICS

The United States Civil Service Commission announces the following open competitive examination for a principal of home economics:

The examination will be held throughout the country on October 22 and again on December 10. It is to fill vacancies in the Indian Service, at an entrance salary of $1,500 a year. Advancement in pay may be made without change of assignment up to $1,860 a year. Furnished quarters, heat, and light are allowed free of cost.

Applicants must have been graduated from a four years' course in a college of recognized standing majoring in home economics, and have had at least two years' experience in teaching foods, clothing, and household management.

The duties of the appointee will be as the head of a department of home economics education, to organize the school, plan courses of home economics suitable for the elementary and secondary schools, outline methods of presentation, etc.

Competitors will be rated on home economics (a thesis or discussion to be written in the examination room), and education, training, and experience.

Full information and application may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil-service examiners at the post office or customhouse in any city.

How to improve the kindergarten-primary courses of study now given in many teacher-training institutions is told by Nina V. Vandewater in a bulletin recently issued by the Bureau of Education, entitled "An Evaluation of Kindergarten-Primary Courses of Study in Teacher-Training Institutions," Bulletin 1924, No 3.

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OUR CONTRIBUTORS

ZECHARIAH CHAFFEE, JR., is an instructor in the Harvard Law School. His Freedom of Speech is a standard work; and he has done much writing for legal periodicals. He is a graduate of Brown University and the Harvard Law School.

KENDALL DINGLE DINE is Secretary of the Chamber of Commerce of Harrisonburg. Before coming to Harrisonburg he was a traveling representative of a large mercantile firm in the North. His special university preparation was in the field of commerce.

SALLIE LOVING graduated from the State Teachers College at Harrisonburg last June. During her residence at College she was prominent in furthering the Honor System; and during her last year she was the president of the Student Council.

History Helps

By John W. Wayland

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Note: On February 13, Governor Trinkle signed Senate Bill 121 which changed the name of the Normal School to that of Teachers College.

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