10-1-1924

Virginia Teacher, October-November 1924

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation

Virginia Teacher, October-November, 1924, V, 10-11, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

This Article is brought to you for free and open access by the JMU Special Collections at JMU Scholarly Commons. It has been accepted for inclusion in Virginia Teacher by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.
The Virginia Teacher

October-November, 1924

William Henry Ruffner
Virginia's Pioneer Educator
By Harrington Waddell

Some Aims of the Handley Schools of Winchester
By Superintendent Hugh S. Duffey

Cottage Plan for Virginia Rural Schools
By Ora Hart Avery
Teaching Home Economics: A Survey
By Lila Lee Riddell

Resolutions of the District "G" Educational Conference

Published at the State Teachers College of Harrisonburg, Va.

15 Cents
THE TEACHERS OF VIRGINIA
Will be glad to know that the
WIDE AWAKE READERS
were re-adopted on February 9, 1923
by the
VIRGINIA STATE BOARD OF EDUCATION
The Wide Awake Primer
(Virginia Edition)
First, Second, Third and Fourth
READERS
contain highly interesting reading
which is NOT DUPLICATED in
any other reading series.
LITTLE, BROWN & COMPANY
34 Beacon Street Boston, Mass.

ATTENTION OF TEACHERS
WE SPECIALIZE IN PLAYGROUND EQUIPMENT, GYMNASIUM, AND ATHLETIC GOODS. MORE SCHOOLS ARE DEVELOPING PLAYGROUNDS. A PROMINENT EDUCATOR HAS SAID "MORE PLAYGROUNDS LESS PLAGUEGROUNDS." WE ALSO CARRY A FULL LINE OF ALL SCHOOL SUPPLIES AND EQUIPMENT.
KINDERGARTEN AND PRIMARY SUPPLIES.
CHURCH FURNITURE AND SUNDAY SCHOOL EQUIPMENT.
FURNITURE AND EQUIPMENT FOR VOCATIONAL TRAINING.
DRAWING SUPPLIES, CRAYONS AND ART SUPPLIES.
BEST OF SCHOOL SUPPLIES FOR SCHOOLS AND INSTITUTIONS OF LEARNING. ANY SPECIAL CATALOG MAILED UPON REQUEST. WRITE US TODAY.
Virginia School Supply Co.
RICHMOND, VA.

NEW BOOK FOR VIRGINIA TEACHERS
ETHICS AND CITIZENSHIP, by John W. Wayland, the new book which was reviewed in a recent issue of the Virginia Teacher, has been selected by the State Board of Education for a place on the Teachers' Reading Course. This action became effective as of July 1, 1924.

The regular price of this volume is $1.85, but by special arrangement it may be secured by Virginia teachers for $1.29, post-paid. If ten or more copies are ordered at one time they will be mailed (the ten copies in one package) for $1.20 each.

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

“BRADLEY’S”
“Quality” Books for Children
Water Colors and Crayons
Seat Work Devices
“ADHEZO”
Drawing & Tinted Construction Paper
(SAMPLES ON REQUEST)
Industrial Work Supplies
Send for Complete Catalog
MILTON BRADLEY CO.
S. E. Cor. 17th and Arch Sts.
UNIVERSITY OF VIRGINIA
UNIVERSITY, VA.
EDWIN A. ALDERMAN, LL. D., President
Following Departments are Represented:
The College
The Department of Graduate Studies
The Department of Law
The Department of Medicine
The Department of Engineering
The Department of Education
The Summer Session
Free tuition to Virginia students in the Academic Departments. Loan funds available. All other expenses reduced to a minimum. For catalog or information concerning the University of Virginia, ADDRESS THE REGISTRAR.

HISTORY HELPS
By John W. Wayland
A Manual for Use with Wayland’s History of Virginia for Boys and Girls
Postpaid, 25c

THE VIRGINIA TEACHER
Harrisonburg
Virginia

The College of William and Mary
FOR MEN AND WOMEN
Supported by the State of Virginia for the benefit of all the people. First-class training at the least possible cost.
Regular COLLEGE COURSES leading to Bachelor and Master degrees, or SPECIAL COURSES in Teacher Training, Home Economics, Pre-Medical, Pre-Engineering, Law, Business Administration, Commerce, Finance, et cetera.
Write for particulars to:
THE COLLEGE OF WILLIAM & MARY,
Williamsburg, Virginia
H. L. Bridges,
J. A. C. Chandler,
Registrar
President

School Stationers and Printers
FINE STATIONERY and ENGRAVING
DENNISON GOODS
Send us your inquiries
SURBER-ARUNDALE COMPANY
INCORPORATED
PUBLISHERS-PRINTERS-STATIONERS
CHARLOTTESVILLE...VIRGINIA

GROTTOES OF THE
SHENANDOAH Grottoes, Va.
Largest Underground Chambers in VIRGINIA
Most Wonderful Formations and Colors in Any Cave
Famous for More Than a Century
Write for Descriptive Literature

THE VIRGINIA TEACHER
GOES TO THE LIBRARY OF EVERY ACCREDITED HIGH SCHOOL IN VIRGINIA. AN ADVERTISING MEDIUM OF QUALITY.
CONTENTS

Dr. William Henry Ruffner .................................................. 268
Some Things Undertaken in the Handley Schools ................. Hugh S. Duffey 274
Cottage Plan of Health and Home Economics in Virginia Rural Schools ........................................... Ora H. Avery 278
A Survey of the Teaching of Home Economics in the State of Virginia ................................................... Lila Lee Riddell 279
Educational Comment .......................................................... 285
Current Educational Publications ......................................... 289
Making Educational Opportunity Equal by Making it Different .............................................................. Katherine M. Anthony 289
The Case for Public Schools .................................................. 290
News of the College and Its Alumnae ................................... 292

$1.50 a Year Published Monthly 15 Cents a Copy

The Beautiful Caverns of Luray, Va.

THE FINEST CAVE IN THE WORLD
MILES OF SUBTERRANEAN SPLENDOR ILLUMINATED BY INDIRECT ELECTRIC LIGHT

A Party Sent Out From The Smithsonian Institution Reports That, "COMPARING THIS GREAT NATURAL CURIOsITY WITH OTHERS OF THE SAME CLASS, IT IS SAFE TO SAY THERE IS PROBABLY NO CAVE IN THE WORLD MORE COMPLETELY AND PROFUSELY DECORATED WITH STALACTITIC AND STALAGMITIC ORNAMENTATION THAN THAT OF LURAY."

We Will Cheerfully Furnish Free To Teachers, As Many Illustrated And Descriptive Booklets As They May Desire To Distribute Among Their Students.

LURAY CAVERNS CORPORATION
LURAY, VIRGINIA

"No one has travelled wisely who has not seen the BEAUTIFUL CAVERNS OF LURAY."
ROCKBRIDGE County has produced many sons of whom she may justly be proud, men who have been distinguished as warriors, statesmen, scientists, and preachers; but I question whether any man born in this splendid old county of the commonwealth of Virginia has done a greater service for the people of his state than William Henry Ruffner, the founder and protector of the public school system of Virginia. It has often seemed strange to me that the people of his native state have not erected some lasting memorial to this great and good man. It is true that a number of schools of Virginia are called "Ruffner," to perpetuate his name, one of these being a two-room, frame schoolhouse near his former home in Rockbridge County, about two miles south of Lexington; and his portrait hangs on the walls of our county courtroom along with other worthy sons of Rockbridge; but I hope the day may come when some fitting tribute shall be made to him who has been rightly called the "Horace Mann" of the South. It is with the purpose of doing honor to this great pioneer educator that I have attempted to prepare this sketch of his life and work.

No detailed life of Dr. Ruffner has been written, but a number of short sketches were published in papers and magazines shortly after his death, and a fairly full account of his life's activities are given by his daughter, Anne R. H. Barclay, in a contribution to the West Virginia Historical Magazine and published October, 1902, about six years before his death. I have drawn freely from these sources, as well as the reports of Dr. Ruffner while Superintendent of Public Instruction, and the Historical Papers of Washington and Lee University, for data presented in this paper.

The Ruffners who first settled in Virginia in 1739 were Germans. Peter Ruffner and his wife made their home at Big Spring on the Hawksbill creek near Luray in Page County; and their son Joseph Ruffner built what was known as the Willow Grove Mills on the same creek. In 1794 Joseph bought a large tract of land known as the Dickinson survey of Kanawha, near what is now Charleston, West Virginia. The mill property was turned over to his oldest son, David, who was the father of Henry Ruffner, so well known in later years as the gifted professor and president of Washington College. At the death of Joseph Ruffner in 1803, the Dickinson survey was left to his sons, David and Joseph Jr., and a few years later David bought out his brother's interest and developed the famous salt works at Kanawha Salines. It is sufficient here simply to state that Col. David Ruffner, the grandfather of William Henry Ruffner, was a man of unusual intellect and force of character, and is revered today as one of the most distinguished and honored of the first settlers of West Virginia.

Dr. Henry Ruffner, David's oldest son, showed from his earliest days a love of books and a great desire for knowledge, so his father yielded to his wishes and gave him a thorough education. After taking his A. B. degree at Washington College in 1813 and studying theology under Dr. Baxter for a year, he was licensed to preach in 1815. From 1819 until his final resignation in 1848, he was connected with Washington College, serving as president during the last twelve years. In 1819 he married Miss Sarah Lyle, a daughter of Captain William
Lyle, a well-to-do farmer of Rockbridge County, living about four miles north of Lexington. She is said to have been a woman of great charm of manner and personal beauty and a fine conversationalist.

William Henry Ruffner was born in Lexington, Va., February 11, 1824, and spent the years of his youth and early manhood on the campus of Washington College, except for short visits to his grandfather at Kanawha Salines about once a year. At the age of 18, young Ruffner graduated from Washington College with the degree of A. B. In those early days it was the custom for the honor graduates to deliver an oration at the commencement exercises, and he chose as his subject “The Power of Knowledge.” It is rather interesting to note that Jas. L. Kemper, who graduated at the same time and was later Governor of Virginia while Dr. Ruffner was Superintendent of Public Instruction, the two serving together on the State Board of Education, discussed in his oration “The Need of a Public School System in Virginia.” Ruffner continued his studies as a graduate student, receiving the degree of Master of Arts in 1845, and delivered at this time an oration on “War,” in which he suggested the settlement of all international difficulties by means of a court of nations.

As a young man Ruffner was greatly interested in church and temperance work and is said to have organized the first colored Sunday school in Lexington in 1845, where about 100 colored people were taught the fundamentals of religion by white teachers. This was probably the beginning of the Negro Sunday school which Stonewall Jackson taught at a later date. In the fall of 1845 he entered Union Theological Seminary at Hampden-Sidney, Va., and later studied theology at Princeton, N. J. In the early days of 1847 he had such a serious breakdown in health that he had to give up all work and come back to Virginia for complete rest and out-door living for a year or more. He was licensed to preach in 1848 and took up work in the mountains around Lexington. The next year he preached for a short time at Charlotte Court House and in September became chaplain at the University of Virginia, attending lectures in Moral Philosophy at the same time under the famous theologian, Dr. Wm. H. McGuffey. In 1851 he became pastor of quite a large church in Philadelphia, where he worked with marked success for 18 months, when he had to resign on account of serious throat trouble. We next find him devoting most of his time to farming in Rockingham County, Va., where on account of poor health he lived an out-of-door life for a number of years. In 1863 he came back to Lexington and Rockbridge County, the place of his nativity, to live among the people dear to his heart and where he could look out upon the hills and mountains that he loved so well.

Prior to the war Dr. Ruffner was a “strong anti-slavery Union man,” but after Lincoln’s proclamation his daughter states that his sympathies were with his own state and people. He was deeply interested all his life in the welfare and uplift and education of the Negro race. While in Philadelphia he was an active member of the board of directors of the African Colonization Society and in his office of Superintendent of Public Instruction he always favored a fair distribution of public funds for Negro schools. He discussed at great length in his first annual report as State Superintendent of Schools (1871) the subject of the Education of the Negro, maintaining that “every reason for educating the whites applied equally to educating the blacks; and that whilst it was necessary to educate the races in separate schools there should be no discrimination in respect to their schools as to management, usefulness, and efficiency.” I quote also the following sentence from this report: “What the Negroes will be in the presence of our children, how far they will be a blessing or a curse, what proportion will have gone up-
ward, and how large a proportion will have gone downward, how much they, in connection with other races, may change our politics, our burdens, our public morals, our prosperity, our very forms of government, depends, under God, upon what is done for them, and what is left undone."

The biggest work of Dr. Ruffner's long and useful life was the organization and development of the public school system of Virginia. When Virginia was readmitted into the Union in 1869, the Underwood Constitution provided for a universal elementary school education at public expense; and it became the first duty of the legislature of 1869-70 to elect a Superintendent of Public Instruction and to pass the necessary school laws for inaugurating the free school system.

At this time Dr. Ruffner was living at "Tribrook," his country home about two miles south of Lexington. He had been deeply interested in the subject of public education for many years and his great desire that the new school system should be a success induced him to become a candidate for the office of State Superintendent of Schools.

It might be well to note here that a state system of free schools had been passed by the Virginia legislature as early as 1796, fostered by Thos. Jefferson, but it proved a total failure. Again in 1810 popular education was undertaken by the state but with very poor success. Still later, in 1846, Virginia tried an optional County System of free schools, but this likewise met with practical failure. The truth is that a large part of the wealthier and better men of the state were opposed to educating the masses of the people and maintained that education was a luxury only intended for the well-to-do who were able and willing to pay for it.

Educational development in America, as Virgil E. Dickson has stated, may be divided into three periods:

I. The Colonial period, when only the few who had money received an education, and during this period Jones would argue, "You might just as well demand my plow to plow Smith's field as take my money to educate Smith's children."

II. The period of optional free schools for those who wished them, the arguments being that as each person is responsible for his soul's salvation, therefore everyone should have at least a chance to learn to read his Bible.

III. The period of compulsory education. Illiteracy is a crime against the state and therefore parents must be made to send their children to school in order to fit them for citizenship. At the present time we are with a slow and hesitating step entering upon this third period in the State of Virginia.

When the Conservative caucus of the legislature met, Dr. Ruffner received the nomination over 14 other candidates for the position and was elected without difficulty, receiving the hearty support of the Conservative party and most of the Republican votes. Dr. Ruffner had been closely associated with Gen. Robert E. Lee for several years as a member of the board of trustees of Washington College and attributed his election in large measure to a letter of endorsement written by Gen. Lee, which was read to the caucus by Hon. Wm. A. Anderson, at that time a state senator from Rockbridge, in nominating Dr. Ruffner for the position. Some one has said that Gen. Lee's wise judgment and foresight was never better justified than in the selection of Dr. Ruffner for this position.

The legislature at once requested Dr. Ruffner to draft an outline plan for the new school system and present it in 30 days as required by the constitution. This he did in such a full and satisfactory way to the committee on schools and colleges, that at their request he put his plan in shape as a bill of some forty pages, which was passed by the legislature and became the school law of Virginia.
How well Dr. Ruffner did this work is evidenced by the fact that these laws, with very few changes and amendments, served to govern the schools of Virginia for about fifty years and were used as the basis of the school systems of many of the Southern States. He believed in the small units of local school districts directed by three district trustees, having a county superintendent as the official head, the local school tax being used for the schools in the district in which it was levied. It was not until the last meeting of the legislature that the main body of our school laws were revised and the "County Unit" system adopted. In the minds of many thoughtful men there is grave doubt as to whether the new "County Plan" of management will be an improvement over the old "District School."

The job undertaken by our first superintendent was a big one—not only did he draw up the laws and inaugurate the school system, outlining the course of study and selecting the county and city superintendents; but what was most important of all, he had to see that the school funds were not diverted and to educate the majority of the intelligent people of the state to an appreciation of what the free school system could accomplish.

It is difficult for people of the present time, when the public schools are patronized and supported by all classes, to realize the stubborn opposition that existed to the system during the first ten years of its development. Dr. Ruffner was a forceful speaker and wonderfully clear and convincing in debate. He defended the school system with great vigor both in the press and from the public platform whenever it was assailed; and it was seldom that his opponent was not worsted. His famous debate with Dr. Robert L. Dabney of Union Seminary, who was bitterly opposed to the free school system, was carried on through the public press of the state for many weeks and was read by both sides with avidity. Such discussions as this, together with public addresses made by Dr. Ruffner at teachers' institutes, etc., throughout the length and breadth of the state, rapidly informed the people of the merits of the new system, resulting in a steady growth of the schools in popular support. It was certainly fortunate for Virginia that we had a man of Dr. Ruffner's courage and ability to defend the public schools in those early days and put them on a successful working basis, before he retired with the change of state politics in 1882. By this time both the people and the press were strongly behind the school system and ready to support it with public funds. Among the men who were heartily behind Dr. Ruffner during this critical period in the school's development were Hon. Wm. A. Anderson, mentioned above as senator from Rockbridge and nominating Dr. Ruffner; Prof. John L. Campbell, who served as the first superintendent of schools for Rockbridge County; and Col. Edmund Pendleton of Botetourt, who later moved to Lexington and died here honored and loved by all. Lexington indeed played a most honorable part in the development of public education in Virginia.

The eleven annual reports issued by Dr. Ruffner as Superintendent of Public Instruction make a valuable compendium of the early history of education in Virginia. In these reports he discusses pretty much every phase and problem connected with education from the earliest days till the close of his administration. In his final report he states that "The Virginia school system has been pointed to as a model, and Virginia School Reports have been quoted as high authority in England, and were honored with a diploma from the Republic of Chile."

In his first report will be found a full account of the origin and history of the Literary Fund and also a good account of the Geo. Peabody donation for education in the South. In his report for 1873 will be found historical sketches of all the colleges in the State and a full list of Virginia newspapers
and periodicals, as well as a list of publications by Virginia authors during the years 1867-1873. No one can read these reports without being impressed with the wonderful amount of valuable historical data that they contain, and the wide scope of Dr. Ruffner's investigations, as well as his advanced views along educational lines.

In several of his reports he discusses at great length the use of the public lands of the United States for educational purposes, giving the history of these lands and how they were acquired, etc., making a strong claim on the part of Virginia for a good share of the revenue from public lands, as based especially on the cession of the North-West Territory. I think it will be interesting and illuminating to quote a few of his statements on this subject: "This claim is two-fold; first the old, but not the less valid, claim of unfulfilled agreement in the matter of the North-West Territory; and second, the claim that whilst millions of acres of public lands in this and other territorial regions have been divided among twenty-six states for educational purposes, Virginia, who held a double claim, has never received anything . . . . There have been received into the treasury of the United States eighty millions of dollars, the proceeds of the public lands ceded by her. If the residue should be sold at the same rate, the whole aggregate will exceed two hundred millions of dollars."

"Minnesota, in proportion to her school population, is enjoying as large a school revenue from Federal bounty as Virginia is now raising from her state tax, and nearly 3,000,000 acres of her school lands yet remain unsold."

Dr. Ruffner also quotes Commodore Maury as saying:

"In 1780 the Congress of the United States pressed Virginia to surrender the North-West Territory, now composing the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin, to the General Government, reminding her how indispensably necessary such a cession was, to establish the Federal Union on a fixed and permanent basis."

"Virginia listened to the appeal, and granted the loan on the expressed condition (among others) that the lands within the territory so ceded should be considered as a common fund, for the use and benefit of all the States (Virginia included), and should be faithfully and bona fide disposed of for no other use or purpose whatever."

We can readily see where a large part of the school revenue in the states of the west has come from; but Dr. Ruffner, like other statesmen of the Old Dominion, failed to get a share of these public lands for the Mother State.

Dr. Ruffner was very firm in his opinions regarding educational questions and when he took a stand he fought to the bitter end. Many of his ideas were too advanced for the people of his day, and he made a great many enemies during his term of office; but when he retired after twelve years of faithful service, he had the satisfaction of knowing that the large mass of the people approved his work and that the schools of Virginia were too firmly established in the hearts of the best citizens to be seriously damaged by his personal enemies.

Mr. E. C. Glass, Superintendent of the City Schools of Lynchburg, a man who has been in active public school work for a longer time than probably any other man in the state, some years ago paid the following tribute to Dr. Ruffner:

"It is fair to say that the superiority of the Virginia school system is due mainly to the well perfected shape it assumed in the beginning under the moulding hand of Dr. Ruffner. No more perfect piece of machinery was ever turned out in so short a time, or set going with so much ease. In mental force, scholarship, and gifts of speech; in powers of organization, in executive ability and professional zeal, no state has ever had a chief executive school officer
superior to Virginia's first Superintendent of Public Instruction. What our schools are we owe chiefly to him.”

Dr. Ruffner maintained that teaching is a high technical profession and that for good results in her work the public school teacher needs special professional training just as much as a physician or a lawyer. At various times during his administration he tried to get the legislature to make an appropriation for the establishment of a special normal school for training teachers; but it was not until 1884 that an appropriation for this purpose was available. Dr. Ruffner was the logical man to work out the detailed plans for such a school; and at the unanimous and urgent request of the board of trustees he accepted the position as first president of the “State Female Normal School” established at Farmville, and served in this capacity for three years. In The Virginia School Journal for June, 1889, Miss Parrish writes:

“Under his wise, upright, and efficient management the success of the school was phenomenal. The prestige of his name gave it the respect which, as an innovation, it could not otherwise have commanded; his sound educational philosophy shaped and gave tone to its professional instruction,” etc.

When a technical school for men was wanted in Virginia, Dr. Ruffner’s services were again demanded; and as chairman of a special committee from the first board of visitors of the Virginia Polytechnic Institute at Blacksburg he is said to have been responsible for the entire plan of management and course of instruction in the early years of this institution.

In 1874, Dr. Ruffner decided that his active work as a preacher of the gospel was over, and at his own request Lexington Presbytery granted him a demit from the office of a minister, without censure.

From early youth he had a fondness for natural science and during his entire life he made a special study of geology and scientific agriculture, writing many articles along these lines for newspapers and magazines. He ran a geologic section across Virginia from the eastern shore to the Ohio River and made a very complete collection of Virginia minerals, which was deposited at one time with the Commissioner of Agriculture. He claimed to be the first man to correctly locate the Alabama coal fields on the geologic scale; and his daughter states that the Georgia Pacific Railway moved their staked-out line for a distance of some forty miles in order to follow a line eight miles further north as laid down by Dr. Ruffner. After leaving the office of Public Instruction Dr. Ruffner did a considerable amount of work as a professional geologist not only in Virginia but also in Alabama, and he made two trips as far west as Washington Territory in order to examine and report on properties for business syndicates. In his declining years on his little farm “Tribrook,” near Lexington, he took much pleasure in his experiments along the lines of scientific agriculture and irrigation.

During the last fifteen years of his life he devoted a large part of his time to historical and biographical writing. The Historical Papers of Washington and Lee University Nos. 4, 5, and 6 were written largely by Dr. Ruffner and give the most reliable records we have of the history of Washington College and of the noted men of this section of Virginia during the first half of the 19th century. All residents of Virginia who wish to be well informed about the early history of Lexington and desire to imbibe a little of the halo surrounding this historic community during those days before the Civil War should read these documents. Pamphlet No. 6 will be found especially interesting.

Dr. Ruffner was a man of very imposing appearance. He was six feet tall and weighed something over 200 pounds—his eyes were blue and his complexion swarthy,
and as I recall him during his old age he had heavy flowing locks of snow-white hair. Some of us can remember the striking picture the old gentleman made, driving into Lexington nearly every day in his old high-seated buggy, with a black slouch hat on his head and a long cape around his shoulders. A stranger would involuntarily stop and take a second look at this commanding figure.

In 1850, he married Miss Harriet A. Gray, daughter of Robert Gray, an able lawyer of Rockingham County. She lived as his faithful and devoted helpmate for 45 years. From this union four children were born—two sons, Robert Gray and Henry, both died in infancy; Anne Howell, who married Mr. Howard Barclay; and Sally M., who was the first wife of Dr. Robt. F. Campbell, a well known Presbyterian minister of Asheville, N. C. Mr. Ruffner Campbell, a young lawyer of Asheville, is the only direct descendant of Dr. Ruffner living at this time.

William Henry Ruffner died on the afternoon of November 24, 1908, at the home of his daughter, Mrs. Campbell, in Asheville, N. C., and his mortal remains lie buried in the Lexington cemetery by the side of his wife and children.

H. Waddell.

SOME THINGS UNDERTAKEN IN THE Handley SCHOOLS

Before taking up this brief discussion of some things being undertaken in the Handley Schools I want to avail myself of this opportunity to disabuse your minds of certain impressions concerning our system which seem to have gained statewide circulation. There is, apparently, the feeling by many of our associates that we in Winchester have become educational Pharisees, that we have assumed a holier-than-thou attitude, and that we have drawn our skirts about us to keep them from being soiled through contact with the other school systems of the commonwealth.

Nothing could be further from our intentions or desires. Geographically Divine Providence has shuffled us off into the northernmost section of the state and has placed high natural fences around us, but that is beyond our control. Also, we have been favored by a beneficence which has enabled us to erect an unusual building and to carry out certain developments which have been denied to other localities, but just as the same sun which lightens your day and the same moon and stars which glorify your night lend a part of their splendors to us, so do the same educational principles and policies which direct you guide us in our developments. We would have you feel that we are a part of and not apart from the great growing educational system of the State of Virginia. We are not working for ourselves nor for the city of Winchester alone, but that we may develop something which any from the one-room to the large city high school may find useful and adaptable in producing more efficient educational procedure.

It has been my experience in visiting many of the experimental schools such as the Lincoln and Horace Mann schools in New York, the Park School in Baltimore, and many others, that they are doing wonderful things which are not of practical value for our schools. We face the same problems which you have—crowded classes, insufficient funds, and the other ills—and when such are the conditions, the development of systems whose expenditures seem limitless are not adaptable. Toiling under the same conditions and much of the same environment as yours, we hope eventually to give you something which you will find useful, and we give it out of the fulness of the educational heart.
May I dwell for a short time on our aims, as a background for what we are undertaking? There are, I believe, two kinds of education, natural and artificial.

Suppose an adult man, in the full vigor of his faculties, could be suddenly placed in the world, as Adam is said to have been, and then left to do as best he might. How long would he be left uneducated? Not five minutes. Nature would begin to teach him, through the eye, the ear, the touch, the properties of objects. Pain and pleasure would be at his elbow telling him to do this and avoid that; and by slow degrees the man would receive an education, which, if narrow, would be thorough, real, and adequate to his circumstances, though there would be no extras and very few accomplishments.

This natural education is going on every waking hour. We do things, whether by instinct or inherited impulse or by what power I shall not here attempt to discuss, but nature alone is the teacher.

Our occupation is with artificial education. The flowing stream has concealed power in its currents, but not until it is harnessed by man and artificial means are its full strength and utility realized. So with natural and artificial education. There is given us a wonderful foundation upon which to build and new materials are placed at our disposal every day. The superstructure is ours to mold as we will.

Have you formulated for yourself a definition of education or adopted one evolved by another? John Ruskin has said, "Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example."

The purpose of education as we conceive it is to teach pupils to do better those things which they would do anyway, utilizing their aims, interests, and aptitudes, and revealing desirable higher activities. This is short, but it carries with it a multitude of possibilities.

I have felt it wise to give this much as a background in order that you may appreciate the governor which controls our whole organization. Rather than enumerate a list of things being undertaken in the Handley Schools, I shall concentrate upon two items: first, the value of the grouping of pupils according to ability; and secondly, the insistence that each teacher have an intimate knowledge of the pupils.

A large percentage of any success with which our efforts have met, it seems to me, is due to the homogeneous grouping of pupils. How many of your pupils have suffered the castigation of "dumbbell" or "blockhead" or some other such stigmatizing term? Are you rightly designating the youngster, or is he suffering because you are trying to make him run out of his class?

I remember very distinctly that before the Winchester system was reorganized I went over with the visiting commission of experts the distribution of intelligence abilities and in one instance we found a girl with an intelligence quotient of 75 and another of 149. What had we here? Almost a border-line case trying to run against a genius, and teachers using the same methods and expecting the same results from each, censuring the one because she was holding back classes.

What is the result of such heterogeneity? Either that the slow pupil is failed from year to year, or becomes discouraged and drops out of class, or the other becomes restless and lazy from being retarded for her slower companion. Not only were the
poor results evident in the two pupils themselves, but upon the disposition and accomplishments of the teacher and the school. Since our regrouping we have not become a superior system, but we have made wonderful progress and have brought a system which was below normal in its accomplishment up to and above normal and we hope eventually to reach superiority.

Don't misunderstand me that this has been the only factor causing improvement. There have been others, but this was the beginning and without the reorganization our handicap would have been almost insurmountable.

There may arise in your minds some skepticism because you feel that any reorganization will mean large expenditures and a heavy tax on effort. The former is not necessary, but you cannot avoid the latter. However, should both be contingencies, you will, I am sure, find the end justifies the means. A tentative regrouping may be made by the use of one of the general intelligence tests such as Otis, Terman, Dearborn, the National, or any one of a number of excellent ones. The expense is nominal and the administration comparatively simple.

Remember, though, not to let this be your only guide. Take into consideration every possible factor, including chronological, mental, and school ages, the degree of accomplishment as shown through school grades or accomplishment tests, and any other factors which might be utilized.

Of course, where possible, the use of the individual intelligence test of Binet is productive of the most satisfactory results, but this requires special training and a long time for administration. The Handley Schools were reorganized through the use of general tests with the individual test in questionable cases. Now every pupil is given a Binet test upon entering school.

If it is not possible to organize on the basis of intelligence, something of a homogeneous grouping may be gotten simply by a use of the class grades of the previous year. Almost any form of homogeneity is better than the conglomerate masses we have suffered in former years.

There may arise in the minds of some of you another objection. You may teach several grades in one room or have even a one-room school and feel that this regrouping is not possible. I am not sure but that you have an advantage which we in the graded systems do not enjoy. It is possible with your multiplicity of groups to adapt a child into the section in which he rightly belongs with greater ease and less disruption than in any other type of school.

In our reorganization we have formed at least three sections in each grade—the accelerated, the normal, and the retarded—and we plan to adapt the state course of study to these three classifications in such a way as to put into operation the three track system. Whenever this is effective we hope to be able to minimize and possibly to eliminate failures. Should you have all the children of one grade in your class, it is just as possible for you to make the classification within your group as it is where there are several sections to the grade.

Let me caution you, however, that a grade or system once classified will not continue to run smoothly without adjustment. It is necessary for you to keep your finger continually upon the pulse of the situation and to be able to make changes and adjustments when necessary.

In Winchester there has been an outgrowth of the reorganization, which is to me the most interesting single piece of satisfactory improvement we have shown. It was found as a result of our testing that we had a number of subnormal children—"morons" they are frequently called, but the term has been so abused that I refrain from using it. These youngsters have been formed into a special class with a teacher thoroughly qualified in this type of work.
The sexes are segregated and at present each group is on half-day schedule and each section is kept below twenty in enrollment. With a thorough understanding of the mental ability of each child the teacher carries them as far as possible through individual instruction in the fundamentals and devotes considerable time to manual work. The room is equipped inexpensively with work benches, a loom, and a sewing machine; the community furnishes us with some of our working materials such as chairs for repairing. The girls are learning weaving by making rugs, book bags, and the like, sewing, and basket-weaving, and the boys rug-weaving, toy-making, carpentry, and chair-caning. The youngsters receive slight compensation for some of their work and the receipts from the sale of rugs and other articles and from chair-caning nearly pays for the maintenance of the department other than the teacher's salary. As the work develops, it is our hope to increase the opportunities for these boys and girls and our ambition is to equip them to become wage-earners instead of wards of the public.

Under the old system what would have become of this class? They would have been completely submerged; their interests would have been wiped out and they would have gone into life handicapped and helpless. If nothing else ever resulted from the handsome bequest of Judge John Handley, I believe he would feel amply rewarded through this development.

I mentioned as my second feature our requirement that all teachers learn to know their pupils. This is a personal hobby of mine and I should like to dwell on it at length, for it has, I believe, tremendous possibilities; but I have devoted so much time to the first item that I shall have to be very brief.

Each teacher is required to keep a folder for the individual pupil and in that folder the accumulated data is kept from year to year. There should be evidence of the pupil's intelligence quotient, accomplishment quotient, traits of character, interests, and the results of personal interviews with the pupil. In addition, the teacher must visit the home of each pupil at least once in the first semester, preferably before or during Education Week, there to become acquainted with parents, home conditions, study facilities, and general environment, and to acquaint the parents with the aims of the school and any particular item of interest at the time. A record sheet is furnished for the enumeration of all of the results of these visits and these are passed on from year to year.

We have throughout the system an adviser system and in so far as possible the same teacher has a pupil for three years. In the junior and senior high schools the boys and girls are in separate adviser groups instead of having them arranged by grades.

What is the result of this system and all of the accumulated information? You know that the children under your tutelage are as sensitive as the strings of a harp and in order to produce harmony it is necessary for you to create a sympathetic vibration. If you do not know your instrument, you can effect nothing but discord and displeasing results. If you are acquainted with the fineness and peculiarities of it, you will perform as the finished artist.

It is also our hope that this process will lead us to the next step which we have in mind for our system, namely, the predominance of individual instruction. Of that I hope in future years we shall be able to give you something truly constructive.

If I had unlimited time I should delight in going into detail concerning other of our undertakings. Our efforts are devoted to making school an attractive place for the child not only by furniture and other physical surroundings, but also, as stated in my definition of purpose, by utilizing his interests and making his school work real to him. For the past two years through the aid of local civic clubs we have been able to make
provision for the physical upbuilding of the smaller children other than by the physical education work by giving them milk morning and afternoon and the results have entirely justified our efforts in this direction. There is hardly any excuse for not making school an alluring place with the multiplicity of devices now at the teacher’s command.

Let me commend to you the use of the Red Cross organization if you have it available, and you can have it through junior units in your own school. We have derived wonderful benefits and secured excellent results from the exchange of scrap-books with the school children in many foreign lands and this has made elements real which previously were merely parts of a printed page.

I had the privilege last fall of addressing a joint meeting of superintendents and the Federation of Women’s Clubs in Mississippi on practically this same subject and I spoke more than an hour and then felt I had merely scratched the surface; today my problem has been where to concentrate. I have selected what I considered the foundation or beginning for any future success.

In conclusion let me emphasize the fact that we are working on the principle that very few communities are blessed with any excess of funds for school purposes and if our experiments are to be of value to the brotherhood of school systems, they must be economical and not involve large expenditures. May I venture to evolve a formula: efficient, professional teachers plus carefully and economically selected physical equipment plus a reasonable sum for instructional supplies and devices equals the embryo of a superior school system.

Peter Cooper, the founder of Cooper Union of New York, who had as his purpose the establishment of educational advantages for the working classes, once said: “Let our schools teach the nobility of labor and the beauty of human service, but the superstition of ages past—never!”

May we accept this as our guiding star. I know not whether you are engaged in teaching as a profession or merely as a way-station, but it is important that you realize a grave charge. Placed in your hands is the future of this nation, threatened as it is with doubtings and upheavals, when all the world is being torn by dissensions. From hill and valley, farm and factory, mansion and hovel, come the rumblings, and no work is more important than yours, the evolution of the citizen of tomorrow.

Hugh S. Duffey.

COTTAGE PLAN OF HEALTH AND HOME ECONOMICS IN VIRGINIA RURAL SCHOOLS

YOU have to understand rural Virginia before you understand the situation, because rural Virginia is remote from anything by which you may be confronted in other sections.

Our minimum requirement is fifty pupils in the high school. We speak in tens and hundreds while the majority of school officials speak in thousands and tens of thousands.

Our home economics has fallen down a little bit on health. We have made very pleasant conversation about health, but we seem to have accomplished very few results as far as health is concerned. I feel quite sure that if home economics had done its duty there would be no American Child Health Association.

My schools are limited to the schools that are state-aided or those aided by the Smith-Hughes provision. We have cottages in five rural sections. The cottage represents the home that the income of the community could afford. Our food work is based on the income of the community, and

Given at Health Education Conference, Cambridge, Massachusetts, June 23-28, 1924. Arranged by Health Education Division, American Child Health Association.
our clothing work is also based on the income that these girls will have when they are married, which is anywhere from a thousand dollars to eighteen hundred dollars. We do not go over eighteen hundred dollars for our budget.

The home economics teacher takes the inspection cards that the home room teacher has made out, to find out how many children are underweight, and she is the specialist to take care of those cards and bring those children up to weight. She is sufficiently trained to consult with the physician if necessary to find out if there is any organic trouble. The next thing in her program is to assist with the hot lunches. There is one hot dish, preferably a hot drink, to be served in the drinking cup. In some schools every child gets one hot drink free, prepared by the senior girls under the teachers' supervision. The children march by the oil stove and wash their own cups after lunch.

The Home Economics teacher assists in encouraging sanitation preparatory to eating lunches. The children are taught to wash their hands before they eat, and to have a clean paper napkin at lunch.

First aid is another subject stressed. We give first-aid assistance to any baseball fingers, cuts, scratches, or other minor injuries. We also do first-aid work on clothing, such as sewing on buttons, mending tears, and darning. We have in our cottages a bedroom for rest for the teachers or any child who needs it at any time.

The aim of Home Economics in Virginia is to promote and protect health and to produce citizens who will raise the standard of American living.

Ora Hart Avery.

Of 3,802 students enrolled in the summer schools of Minnesota's State teachers' colleges this year 1,999, or 52.5 per cent, expressed the definite intention of entering the field of rural education, according to the Journal of the Minnesota Education Association.

A SURVEY OF THE TEACHING OF HOME ECONOMICS IN THE STATE OF VIRGINIA

A N ATTEMPT has been made to obtain some information concerning the status of the teaching of home economics in the schools of Virginia. Necessarily the inquiry was carried out largely by correspondence.

The specific purpose of the study was the determination of the following:

(1) The type of high school in which home economics is offered; how many years the course is offered; and in what years it is offered.

(2) The type of course being offered; the subjects, other than the preparation of food and the construction of clothing; whether the course is required or elective; and whether there are any prerequisites for the home economics course.

(3) The method used; whether the home or the school project; whether both of these or the cottage plan; and what credit is given for the work.

(4) What textbooks are used; whether they are used as a text for the pupils or as a reference for both pupils and teachers.

(5) To find out if there are any other classes of practical home-making type being given.

(6) To find out if the schools have a cafeteria; and its connection with the department.

(7) Does the home economics teacher have any other classes?

(8) What training has the home economics teacher had?

What seemed a suitably brief form of questionnaire was made out. Copies were
sent, with a letter to the teacher of home economics in each of 240 high schools listed by the State Board of Education as offering courses of this type. Ninety-five questionnaires were returned, representing practically 40 per cent of the schools.

The questionnaire contained 16 questions, 8 of which required in answer simple statements of facts. The data from these replies will be given in order. An attempt will also be made to summarize these, and make some application as to the present outlook for home economics in Virginia.

1—How many years of high school work does your course include? This was an effort to obtain information as to the different types of schools in which home economics is being offered. There were 94 answers to this question. According to these replies, home economics is being offered in 63 high schools having a four-year course; in 30 schools having a two-year course; and in 1 school having a three-year course. This shows that home economics is included in the course of study in a large per cent of our four-year high schools. The fact that it is placed on the same basis as the other courses indicates that its real value is being recognized.

2—What home economics courses other than food preparation and the construction of clothing are taught in the various high schools? Answers were received from 95 schools. The kind of course offered, the frequency with which each occurs, and how it is arranged are shown in Table I. While most of the courses included other subjects, there seems a tendency in most schools to use it as supplementary material during the lecture periods preparatory to laboratory work. Perhaps the time element has been the chief factor in this situation. However, it is certain that other subjects are being offered as separate courses in more high schools now than formerly. This is, at least, a step toward changing the point of view that home economics means merely cooking and sewing to the conception that it includes all subjects, either directly or indirectly related to all phases of home-making.

An attempt was also made in this question to find out the length of period for home economics classes. The replies were rather uniform here, showing that the usual length of period is 80 minutes for a double period, and 40 minutes for a single period. Just a few schools reported 90-minute periods.

<table>
<thead>
<tr>
<th>Types of Home Economics Courses and Their Frequency of Occurrence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a—Household Management ............................................. 46</td>
</tr>
<tr>
<td>b—Dietetics ................................................................. 23</td>
</tr>
<tr>
<td>c—Hygiene of Clothing .................................................. 36</td>
</tr>
<tr>
<td>d—Hygiene, first aid, home-making ................................... 45</td>
</tr>
<tr>
<td>e—Cafeteria Cooking ..................................................... 4</td>
</tr>
<tr>
<td>f—Millinery ................................................................. 15</td>
</tr>
<tr>
<td>g—Costume Design .......................................................... 29</td>
</tr>
<tr>
<td>h—The house, its selection, planning, and decoration .......... 35</td>
</tr>
<tr>
<td>i—Weaving, basketry, crafts .......................................... 30</td>
</tr>
<tr>
<td>j—Budget-making ............................................................. 49</td>
</tr>
<tr>
<td>k—Textiles ................................................................. 24</td>
</tr>
<tr>
<td>l—Laundering ............................................................... 20</td>
</tr>
<tr>
<td>m—Part of these included with other courses ........................</td>
</tr>
</tbody>
</table>

3—Are there any prerequisites for high school work in home economics? If so, what are they? The number of answers received for this question was 67. Of these 60 reported that there was no prerequisite; 2 reported a requirement of 1 year of high school work; 3 reported a requirement of 1 year of general science; and 2 reported a requirement of the completion of all grammar grade work. While only two schools mention this fact, the completion of all grammar grade work is expected before entering the home economics classes for the high school. The content and the arrangement of the courses is adapted to the ability of the class, according to whether it is offered in the first, second, third, or fourth year of the high school course. As a large number of girls do not attend high schools a course of this nature offered in the grades would be of inestimable value. While those who continue the four years of high school
work would be enabled to take more advanced work during the last years of the course.

4—Is home economics a required or an elective course? The number of answers received was 91. Of this number 53 schools reported home economics as an elective course; 26 schools reported it as a required course; and 12 schools reported it as required for 1 year.

This seems to indicate that in most cases, the home economics courses are placed on the same basis as the other elective courses of our high schools. It may be interesting to note that while it is an elective course nearly all the girls who have the opportunity elect it, as shown by the returns from this question.

5. How many different years' instruction in home economics is given? The number of answers received was 95. In 18 schools 4 years' instruction is given; in 10 schools 3 years' instruction is given; in 55 schools 2 years' instruction is given; in 11 schools 1 year's instruction is given; and in one school the home economics work is offered only in the grades. While this shows that in about 58 per cent of the high schools only 2 years of home economics work is offered, it has been stated by some experienced home economics teachers that the number of schools having four-year courses in home economics is rapidly increasing. It seems evident that the two-year course is inadequate to give a chance for effective training in all the phases of home-making as outlined by the approved home economics courses. Perhaps one drawback to the four-year courses has been the lack of trained teachers for the work, as well as the lack of time in the over-crowded curriculum. As the number of well-trained teachers for home economics work increases, and more time is given to the work, it is hoped that the number of four-year courses will be increased accordingly.

The following conditions were also found in the replies to this same question. There was 1 school, having 4 years of home economics in the high school, and the work, also, offered in grades V, VI, and VII; 1 school, having 4 years of home economics, in the high school, and the work also offered in grades VI and VII; 4 schools, having 2 years of home economics in the high school, and the work also offered in grades VI and VII; 1 high school, having 2 years of home economics work in the high school, and the work also offered in one grade; and one school, having one year of home economics work in the high school, and the work also offered in two grades. Thus it appears that a very small number of our schools offer home economics in the grades. In most instances in which home economics is offered in the grades, it is in the junior high school or the grades in the larger schools of our cities.

6—How much home economics work is necessary to give a unit of credit? The number of answers received was 88. Of this number 82 schools reported one year of work required for a unit of credit; 5 schools reported 2 years' work required for a unit of credit; and 1 school reported no credit given. In the cases reported as requiring 2 years for a unit of credit the periods are shorter, and the home economics classes meet less frequently each week. From this it is judged that the amount of time required for a unit of credit for home economics is very uniform throughout the state. However, it is believed that variations such as methods of instruction, the equipment and materials used, may cause a very wide difference in the real value of this unit of credit in home economics, as well in other subjects of the curriculum.

7—Do you use the project method in teaching home economics? Answers to this question were 92. Of this number, 47 reported the school project is used; 23 reported both the home and the school project used; 5 reported the home project used;
while 5 reported neither used; and 12 reported the cottage plan used.

The project method may be made effective when it is used either in a school project or in a home project, provided the work is under the supervision of the home economics teacher. If the home project method is used, skill is necessary in planning it, and supervising it in order to make it really effective. In some schools both the home and the school projects are used, which seems very advisable when it is possible to do this.

The cottage plan is really equivalent to a combination of the home and school projects. According to present indications, it is felt that the cottage plan will be almost a necessity to meet the demands of a well planned course in home economics in order to make it really function in home-making.

An attempt was also made to find out how much credit was given for the home projects; but the replies were too few in number and too indefinite to make them of any value.

8—How many pupils are in your home economics classes? The number of answers received was 95. According to the replies there was a range from 1 to 27 in the home economics classes. The average number is 11. Some of the large schools in city systems reported as many as 200 students in a single grade; but these are divided into groups for class work. Since home economics is an elective course in most of the schools, and there are many taking the course, it seems to prove that there really is an awakening to its value, and a growing interest in its development.

9—What textbooks do you use? The number of answers received was 91. The various texts reported and the extent to which each one is used may be found in Table II.

It will be noted that Greer’s Textbook on Cookery and Shelter and Clothing, by Kuine and Cooley, are mentioned by the largest number of teachers. There were 24 different textbooks reported in use.

On studying the tabulated returns of the questionnaire, one is impressed by the fact that almost 100 per cent. of the high schools are using basic tests or reference books; therefore we may conclude that the subject matter of home economics is represented by material from three sources—

1. By the use of textbooks in the hands of the pupils;
2. by reference books, accessible to the pupils and teacher; or
3. by material from books which supervisors and teachers had used in their own training.

Such a situation naturally leads us to ask these questions:

(1) Are all these books adapted to the needs of the high school girl?
(2) Do they provide for effective problems and projects for the girl both for the home and for the school?
(3) Is the average teacher of home economics in the high school really broadening and enriching the course by the use of a sufficient number of textbooks and references?

In answer to the first question, one would say that there is a real need for more textbooks in home economics that are adapted to the needs of the high school girl. Second, there is a need for reorganization of subject matter that may be adapted to the needs of individual communities. Perhaps the best solution is found in the answer to the third question. It is possible to use the textbooks we have and give a well rounded course in home economics if the teacher is wide-awake, and will supplement these with suitable material, and adapt it all to the needs of the girls.
TABLE II

The various textbooks in use in Home Economics Courses in 90 schools of Virginia, and the frequency with which each is reported:

<table>
<thead>
<tr>
<th>Textbook</th>
<th>Number of Schools Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Greer—Book of Cookery</td>
<td>55</td>
</tr>
<tr>
<td>2—Kuine and Cooley—Shelter and Clothing Management</td>
<td>30</td>
</tr>
<tr>
<td>3—Kuine and Cooley—Foods and Household Management</td>
<td>10</td>
</tr>
<tr>
<td>4—Mathews—Elementary Home Economics</td>
<td>8</td>
</tr>
<tr>
<td>5—Williams and Fisher—Book of Cookery</td>
<td>12</td>
</tr>
<tr>
<td>6—Bailey—Domestic Science, Principle, and Application</td>
<td>10</td>
</tr>
<tr>
<td>7—Balts—Clothing for Women</td>
<td>6</td>
</tr>
<tr>
<td>8—Baldston—Textiles and Clothing</td>
<td>6</td>
</tr>
<tr>
<td>9—Rose—Feeding the Family</td>
<td>6</td>
</tr>
<tr>
<td>10—Woolman—Clothing, Choice and Care</td>
<td>6</td>
</tr>
<tr>
<td>11—Woolman—Clothing for Women</td>
<td>6</td>
</tr>
<tr>
<td>12—Van Rensselaer—Manual of Home-making</td>
<td>5</td>
</tr>
<tr>
<td>13—Tabor—Business of the Household</td>
<td>5</td>
</tr>
<tr>
<td>14—Farmer—New Book of Cookery</td>
<td>5</td>
</tr>
<tr>
<td>15—Lippincott—Household Manual</td>
<td>5</td>
</tr>
<tr>
<td>16—Willard and Gillett—Dietetics for High School</td>
<td>5</td>
</tr>
<tr>
<td>17—Dooley—Textiles</td>
<td>3</td>
</tr>
<tr>
<td>18—Hendersons—Home-making</td>
<td>1</td>
</tr>
<tr>
<td>19—McGowan—Textiles</td>
<td>3</td>
</tr>
<tr>
<td>20—Gibbs—Household Textiles</td>
<td>1</td>
</tr>
<tr>
<td>21—Carpenter—How the World is Clothed</td>
<td>1</td>
</tr>
<tr>
<td>22—Fabrics and How to Know Them</td>
<td>1</td>
</tr>
<tr>
<td>23—Practical Problems in Applied Color</td>
<td>1</td>
</tr>
<tr>
<td>24—Red Cross First Aid</td>
<td>1</td>
</tr>
</tbody>
</table>

10—Are there any classes of a practical home-making type being given in your community?

Of the 95 replies returned, 50 stated that there were no classes of this type in the community. Classes of home-making type are being offered by home demonstrators in 24 schools; by women's clubs in 8 schools; by mothers' clubs in 6 schools; by parent teachers' associations in 5 schools; by agricultural clubs in 2 schools; by civic leagues in 2 schools; by Red Cross workers in 2 schools; and by night courses in 1 school. From my knowledge of school conditions in several counties of Virginia, I am convinced that more is being done by home demonstrators than by any other agency in training for home-making. Yet this is not meeting the needs, and our only hope for this work is through the home economics classes. As we strengthen and broaden the home economics work in our high schools, it is hoped that the need of cooperation of other organizations will be realized for effective work among those classes that are not within the reach of the high school.

11—Is there a cafeteria or a lunch-room in your school? What relation has the lunch-room to the home economics department? Sixty-eight of the 95 schools represented in the returns for this question reported no cafeteria or lunch-room. An analysis of the reports of 27 schools maintaining lunch-rooms is reported in Table III. A surprising proportion of the schools apparently make no provision for the noon-day meal of the pupils. Of the 27 which have such provisions, the home economics teacher and food classes have some connection with the preparation or the serving in all except 5 schools.

The problem of the relation of the foods classes to the school lunch is a difficult one to solve. Too often the outcome of combining lunch-room and class instruction is that the mere preparation of food for the convenience of the school becomes the chief aim, while the instruction in the economic and scientific as well as the practical phases of the use and choice of food become subordinate.

On the other hand, the occasional preparation of the lunch, the disposal of products through the lunch-room, or the training of selected students in a cafeteria class, may make the lunch-room a valuable part of the foods laboratory. The connection must be guarded, however, so that the service of the meal shall not receive greater emphasis than the training of the students.

TABLE III

Relation of Home Economics Department and School Lunch-room as Operated in 27 Schools:

<table>
<thead>
<tr>
<th>Relation of Lunch-room to Department</th>
<th>No. Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—No connection with department</td>
<td>5</td>
</tr>
<tr>
<td>2—Managed by home economics teacher with occasional help from the class</td>
<td>3</td>
</tr>
<tr>
<td>3—Foods prepared by classes occasionally sold in lunch-room</td>
<td>5</td>
</tr>
<tr>
<td>4—Class does all the work of lunch-room, either regular foods class or special cafeteria class</td>
<td>2</td>
</tr>
<tr>
<td>5—One hot dish served by the class daily</td>
<td>3</td>
</tr>
</tbody>
</table>
12—Does the home economics teacher have charge of any other class? Thirty-two of the 95 teachers replying do not teach other subjects. The courses which are taught are indicated in Table IV. Some duplications are included in the tabulation, as each subject was counted separately, and several teachers mentioned more than one additional subject.

TABLE IV

<table>
<thead>
<tr>
<th>Other Subjects Taught</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>2—Drawing</td>
<td>5</td>
</tr>
<tr>
<td>3—English</td>
<td>10</td>
</tr>
<tr>
<td>4—Foreign Languages</td>
<td>8</td>
</tr>
<tr>
<td>5—History</td>
<td>12</td>
</tr>
<tr>
<td>6—Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>7—Science (General Science or Chemistry)</td>
<td>20</td>
</tr>
<tr>
<td>8—Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>9—Physiology</td>
<td>10</td>
</tr>
<tr>
<td>10—Agriculture and Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

About 66 per cent of the home economics teachers are teaching other subjects than home economics. This is probably due to the fact that in many of our schools the full time of a teacher is not required for the home economics classes; hence the teacher of that department must give part of her time to other subjects. However, from observation of the courses offered in high schools it is evident that as we put into our schools the full home economics course under the cottage plan, the home economics teacher will not be called upon to do work other than in her own department. Besides, as the number of pupils taking home economics courses increases, the teacher of that department will not have time for any other subjects.

13—What training has the teacher of home economics? A summary of the replies to this question is presented in Table V. From the returns for this question it was found that the largest group of home economics teachers are normal school graduates, having some special training. This also shows that there are more teachers with just special certificates in home economics in the field at present than there are teachers with degrees. However, there is evidence that the number of home economics teachers with degrees is rapidly increasing, and that the opportunity for teachers with only special certificates is rapidly decreasing.

<table>
<thead>
<tr>
<th>Other Subjects Taught</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Physical Education</td>
<td>15</td>
</tr>
<tr>
<td>2—Drawing</td>
<td>5</td>
</tr>
<tr>
<td>3—English</td>
<td>10</td>
</tr>
<tr>
<td>4—Foreign Languages</td>
<td>8</td>
</tr>
<tr>
<td>5—History</td>
<td>12</td>
</tr>
<tr>
<td>6—Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>7—Science (General Science or Chemistry)</td>
<td>20</td>
</tr>
<tr>
<td>8—Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>9—Physiology</td>
<td>10</td>
</tr>
<tr>
<td>10—Agriculture and Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

TABLE V

Data Concerning the Training of 94 Home Economics Teachers:

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1—Special Certificates</td>
<td>14</td>
</tr>
<tr>
<td>2—Two-year Normal Graduates</td>
<td>24</td>
</tr>
<tr>
<td>3—Two-year Normal Graduates with some Special Training</td>
<td>27</td>
</tr>
<tr>
<td>4—College Training:</td>
<td></td>
</tr>
<tr>
<td>a—1 yr.</td>
<td>3</td>
</tr>
<tr>
<td>b—2 yrs.</td>
<td>7</td>
</tr>
<tr>
<td>c—3 yrs.</td>
<td>6</td>
</tr>
<tr>
<td>d—Degree</td>
<td>12</td>
</tr>
<tr>
<td>5—Six year's experience in house-keeping</td>
<td>1</td>
</tr>
</tbody>
</table>

14—What is the attitude of your community toward home economics? There were 85 answers to this question. Of these 4 said it was fair, and 3 said it was indifferent. The other 78 replies were of this type: "favorable," "very much interested," and "hearty co-operation." This indicates that home economics is coming into the place it deserves. While it is an elective course in the larger number of schools, few girls who have a chance fail to take this course, according to the majority of home economics teachers. Judging by the course of study planned for home economics work, the experiences are of inestimable value to any girl, whatever may be her future; and it is a proof that most of our citizens realize this when they are willing to give their hearty support to this department.

From these points may arise the question, "How can we make the community favor home economics?" Briefly, these are the main factors:

1. More efficient teachers.
2. Better home economics courses—that is, adaptation of the work to the needs of the community.

After making a study of the conditions in 40 per cent of the home economics schools in the State of Virginia, and after observation of the work in a few of these, it may be safe to say that there is a bright and prosperous future for home economics in Virginia.

Lila Lee Riddell.
EDUCATIONAL COMMENT

PUBLIC EDUCATION AN INVESTMENT, NOT A TAX

Principles and resolutions, adopted by the Shenandoah Valley teachers at their conference at Harrisonburg November 7-8, call for more financial support of schools, declare that public education of the youth is an investment and not a tax, urge more trained teachers, endorse the five points of the Virginia Chamber of Commerce and promise co-operation with the Shenandoah Valley, Inc., for the development of the Valley.

DECLARATIONS

“We believe that universal education is in fact, as it is generally held to be, the chief and most important business of a democracy, and that in wisdom and fairness it must receive such support, moral and financial, as its sustaining and productive character justifies and must take such as are of tested value and as may be necessary to meet both individual and group needs in a more highly organized and more complex social and industrial life, such as ours now is.

“It is or ought to be self-evident that money spent to preserve life, conserve health, promote true happiness and common understanding, and to increase wealth for all through increased knowledge and productive power is not essentially a tax, but an investment. Such, we hold, is money spent for public—not free—education; and there is abundant evidence to sustain the proposition.

“We believe it to be the inherent right of every child to have the chance to develop his powers to the fullest extent and to enjoy, under foreordained limitations, such privileges as are necessary to arouse ambition, ennable character, and dignify humanity. We therefore assert that it is the duty of the State to study seriously the inequalities in the educational opportunities existing among the political subdivisions thereof and to exercise its authority and right to provide as far as possible a remedy therefor.

STAND BEHIND HIGH SCHOOLS

“We reject as utterly inadequate, unsound, and unworthy the opinion held in some quarters that education at public expense might properly be limited to something less than accepted standards of high school training, leaving the individual to work out his own educational destiny beyond the elementary school. Training of high school grade is quite as requisite for the tasks and issues of this generation as "common school" education seemed to the builders for their day and for the day within the range of their vision. Democracy is a transient thing without the means to support it. And the means must be adequate to and adapted to the times. Such a limitation, we maintain, would produce an unbalanced social and industrial situation, reduce immeasurably the efficiency of the community and of the nation, and ultimately defeat most, if not nearly all, of our larger and more vital objectives in the field of industry and of citizenship.

“Nostrums will not stand the analysis of
the high school mind, if it is free and moral, and it must function on at least a high school level in such an age as this to know where true freedom lies and to value it right. It is, therefore, our strongest belief that to have the people think generally on the intellectual scale of a fair high school graduate, to reason on the basis of his experiences in the process of acquiring fundamental knowledge, is to be assured that we shall have our fundamental institutions and doctrines preserved, our material resources husbanded and developed, and our place and service as a people greatly magnified. Less than the aim and purpose of having all who can take it secure motivated, adaptable, inspirational high school education at public expense would be dangerously experimental and retrogressive; for, notwithstanding the vaster difficulty now than ever before of forming correct conclusions on social, political, and economic questions of the most vital concern, it is to be noted that in the evolution of our democracy the people are mainly leading themselves and so-called leaders are but their temporary spokesmen. How absolutely essential, therefore, is it that the people themselves shall receive that sort of training necessary to the formation of correct judgments regarding their own personal problems not only, but on all questions affecting the public welfare.

URGES TRAINED TEACHERS

"We hold that the key to adequate safe and sane education is the thoroughly trained, safe, and sane teacher. We accept, as all but proverbial, applicable alike to educational, social, and economic problems, the statement of the great modern educator, Dr. Edward L. Thorndike, that 'the nation that lets incompetents and relatively incompetent persons teach it while the competent merely feed, clothe, and amuse it is committing national suicide.'

"And, since there is the most definite and definable relation between adequate and fair compensation of teachers and the highest professional preparation and service, we deplore and condemn the tendency in some sections of our state to reduce the salaries of teachers. Efficient teachers have never been fairly compensated because, we believe, the essentially creative and productive character of their work has not been fully understood and appreciated. Such reduction in salaries is wholly unjustified on the plea of necessary retrenchment, or on the basis of living costs affecting teachers; will tend to drive out and keep out of the profession the most thoroughly trained and most capable persons; will be inimical to the best interests of the children of the state; will render impossible the more adequate preparation of teachers while in the service, through special summer school attendance; and will inevitably reduce efficiency in the industries which such retrenchment is intended to aid. It is false economy."

"The tax question, always difficult, is now a considerable one. We recognize as responsible and tax-paying citizens of the state the need for economical administration of the schools as well as all branches of government. But we believe that the people of the state and of the country ought to begin to differentiate more clearly between taxes raised for the primary and fundamental functions of a growing state and taxes raised for secondary and questionable state functions. Those primary and fundamental functions we believe to be adequate protection of property and life, the salutary enforcement of law, conservation of health, promotion of state-wide interests that obviously cannot be handled so well by the localities or by private agencies, and public education. And we view with great concern, as many other citizens do, the inroads upon the public revenues that should go more directly and more completely to these primary functions.

RESOLUTIONS

"Be it resolved,
"1—That we heartily endorse the move-
ment launched by the Virginia Chamber of Commerce to teach Virginia under the proposed five-point program and that we pledge to said organization our co-operation;

"2—That we assure the Shenandoah Valley, Inc., our most consistent, active, and enthusiastic support in its efforts to gain for the Valley of Virginia, within the State and abroad, the recognition to which it is entitled by reason of its scenic beauty, salubrious climate, fertility of soil, and the wonderful opportunity it presents to tourists, homeseekers, and investors.

"3—That we endorse and pledge our support to the program of the state officers of the Virginia Teachers' Association and affiliated bodies to conduct an informative campaign on education early in 1925 for the better understanding of the work and needs of the public schools and as a guide to the electorate on any proposed school legislation and in the selection of representatives in the General Assembly.

"4—That we express our appreciation to Dr. Walter Gifford for the excellent program arranged for the conference; to President S. P. Duke of the State Teachers College, and to his entire faculty for their great consideration shown the visiting teachers and school officials; to Supt. W. H. Keister of the Harrisonburg schools for the helpful observation program; and to the mayor and citizens of Harrisonburg for their cordial welcome and many courtesies during the conference."

SESQUICENTENNIAL CELEBRATION ON ANNIVERSARY OF SURRENDER OF CORNWALLIS PLANNED

A SESQUICENTENNIAL celebration to observe the 150 anniversary of the surrender of Lord Cornwallis to General George Washington at Yorktown, Virginia, is being sponsored by the Kiwanis Club of Newport News, and planned to take place in 1931. It was on October 19, 1781, that Cornwallis surrendered, which action terminated the Revolutionary War and marked the beginning of the independence of the thirteen original colonies.

The proposed plans include the depicting of the early days of the colonies, scenes leading up to the surrender, with participation by the national government and the states, the army and navy, the French and British navies, and exhibits by historical societies.

At the present time, statements approving the proposed plan of the Newport News Kiwanis Club to celebrate the sesquicentennial of the most significant event in American history, have been received from the President of the United States, from United States congressmen and senators, from governors of states, from the British Embassy, from the French President, and also from the French Bureau of Information in this country, from educators, and from scores of civic, religious, patriotic, historical, fraternal, educational, and commercial organizations.

Bills have already been introduced in Congress, and a commission has been appointed, to look into the advisability of the national government acquiring a large area in and around Yorktown which will include the battlefield occupied by the American, British, and French armies at the time of Cornwallis' surrender, and to convert this area into a national park. The suggestion of the Newport News Kiwanis Club is that this commission plan to have the Yorktown National Park ready for occupancy by the time of the celebration of the sesquicentennial of the surrender, and that the dedication ceremonies of the Yorktown National Park form part of the Sesquicentennial Celebration.

It is proposed to have introduced in the coming session of Congress a bill which will provide for an appropriation of at least $50,000.00 to cover the expenses of the na-
tional government's participation in the celebration. The state governments and organizations participating will make appropriations to cover their part in the celebration. It is also proposed to provide for a special design of postage stamp to be issued, which will give the celebration nationwide publicity and attract visitors from distant states.

AN OPPORTUNITY FOR SERVICE

To All Secondary Schools of the United States, Junior, Senior, and Four-Year High Schools, Both Private and Public

THE American Child Health Association invites you to make a study of your school health program during the second half of the present school year and to submit it for comparison with the health programs of other secondary schools. The reason for such an undertaking is the very widespread interest in health education work in high schools as evidenced by frequent requests for information from high school teachers and principals.

The studies will be judged by a committee selected from prominent educators and professional workers in the health field. We propose, through a published report, to make available the conspicuously effective programs as selected by this committee, due credit being given for each contribution used.

The general points determining the judgments may be roughly indicated by the following statement of the factors considered important in a health program, such as permanency, scope, workability, and community and civic significance. In other words,

The value of a health program involves consideration of some of the following points:

1. Its relation to the rest of the school program.
2. The degree to which it is temporary or permanent in the general program of the school.
3. The percentage of teachers and pupils in the school included in or affected by it.
4. The practical results which may be measured objectively as compared with theoretical aims and required knowledge.
5. The degree to which the program in the school extends into the homes and communities.
6. The relationship between the amount of money expended, facilities provided, and results obtained. The spirit, purpose, and results of the program are of greater significance than the quantity of expenditure.
7. The extent to which this program in the schools would affect the later lives of the pupils as indicated by the program submitted.

One thousand dollars will be evenly divided among the three schools contributing the three leading programs. This sum of money is offered for the furtherance of education and is to be used by the schools to promote health projects. Each of the three leading schools will receive $333.

If you are interested and would like to receive the details and definite outline of procedure, write at once to the Secretary of the High School Project, American CHILD HEALTH Association, 370 Eleventh Avenue, New York City.

This first indication of interest implies no responsibility on your part. If after receiving our detailed outline you wish to enroll formally, your application must reach us by January 10, 1925.

All-year schools have been discontinued in Newark, N. J. The attendance at summer sessions does not warrant the additional expense.
CURRENT EDUCATIONAL PUBLICATIONS

THE Commission on The Library and Adult Education meeting October 20 and 21 in Chicago at the headquarters of the American Library Association, has issued the following statement:

The Commission on The Library and Adult Education has been greatly impressed by Dr. W. S. Learned's report on "The American public library and the diffusion of knowledge" (Harcourt, 1924). We have found it a study showing unusual acquaintance with our problems, an intimate knowledge of detail remarkable indeed in anyone not closely associated for years with library work. But we have found in Dr. Learned's report much more than familiarity with the present development of public libraries and the American Library Association. He has opened up vistas for us, avenues of possible achievement, new opportunities. His report has already inspired many of us to efforts in new fields and to new efforts in old lines. It will greatly aid us in forming that public opinion which alone will make these newer forms of library work possible.

The members of the Commission, further, as lovers of books, wish to express their pleasure and admiration for the fine way in which the report has been printed—a delight to the eye and a fitting dress for an inspiring work.

The library of the future, according to Dr. Learned, will be "a community intelligence service." It will include all the best that is being done in our reference departments, but it would also require a more highly specialized personnel which must "command all of the college teacher's familiarity with the literature of a strictly limited field, plus the power which the college teacher may and often does lack completely, namely—the power speedily to read his applicant's mental equipment and point of view, and to sense intuitively the charter of his personal need. A community of the size, say of Akron, would have a staff of 20 or more specialists, whose business would be to make knowledge popular through books and by talks, lectures, and interviews. This staff would be the driving force in education."

MAKING EDUCATIONAL OPPORTUNITY EQUAL BY MAKING IT DIFFERENT


We are all agreed that children differ in ability; yet we go on blindly grouping them according to chronological age, setting practically the same goals for the moron that we do for the gifted! Mr. Horn offers the American public school a very definite program for the education of its exceptional children. He would eliminate from the regular public school the two extremes, the feeble-minded and the prodigies. The remaining 94% of the school population he would divide into three ability groups, the typical, the super-typical, and the sub-typical. He is opposed to rushing the super-typical child through the grades; he demands an enrichment of the usual subjects with the addition of stenography, instrumental music, and foreign languages. With these children reason should be emphasized and the rôle of habits decreased. On the other hand habit is the all-important factor with the sub-typical child. These habits should not only deal with skills, they should prepare for efficient social adjustment. To illustrate, the "behavior patterns" should include what to do with surplus funds, and what attitude to take in regard to patent medicines.

There is nothing undemocratic in this differentiation; the world is divided into those who "carry on" and those who "carry forward." If America persists in adjusting her training to the dull, to those who "carry on," she will commit national suicide. Civilization is the gift of the super-typical to the dull; how can they give without appropriate training? These are some of the reasons advanced by Mr. Horn for his program of differentiated education.
differ with him, but I do not believe you can disregard him. There is a “punch” to the book that stirs you into an aggressive attitude and makes you think.

In addition to the mentally exceptional child, Mr. Horn makes two other large groups, the temperamentally exceptional and the physically exceptional. Under the first he classes the truants, the incorrigibles, and the speech defectives. Under the second he classes the deaf, the blind, and the crippled. In each case he has made a careful study of current practice in American cities, and is prepared to give a constructive program.

This is the best general treatment that I know of the exceptional child in school. We are fast coming to a series of books, each dealing with one aspect of the problem. Such a book is Miss Stedman’s most excellent account of her five years’ experience in the opportunity room at the University of California, Southern Branch. After a general statement as to the purposes and plan of the opportunity room, Miss Stedman gives case descriptions of five types of gifted children. This is followed by a series of profile charts showing to what extent these children’s achievement in school subjects paralleled their ability. When we remember that the bright children in the grades are often loafers, we are amazed to learn that these children came within 2% of the national standards for their mental age. But they were forced, you protest! No! The book is full of evidence to the contrary; there was no attempt to rush them through the grades, no intention to make “wonder children” of them. The usual school subjects were greatly enriched, and foreign languages were added. But the emphasis was on well-rounded personality; these children were not living to learn, but learning to live together.

Almost half of Miss Stedman’s book is given to accounts of actual activities that these children engaged in. Among the more interesting of these activities the following may be mentioned: writing poetry, pageants, and plays; giving illustrated lectures; publishing books; and preparing a report card to measure their progress in character habits.

Other new books dealing with the temperamentally exceptional child are now available. One of these, Miss Mateer’s *The Unstable Child*, was reviewed in a recent issue of *The Teacher*. Two others concerned with the emotional life of the so-called normal child will be considered in an early number.

KATHERINE M. ANTHONY.

THE CASE FOR PUBLIC SCHOOLS


That our faith in public education should be commensurate with our belief in democratic government is the substance of the author’s argument in this little volume of approximately one hundred pages. The successful working of democratic institutions depends upon the existence of the many of average ability who have been trained to follow intelligently, and of the few of exceptional talents who have been trained to lead wisely. The sole guarantee of this reciprocal leadership and followership, according to President Suzzallo of the University of Washington, is public education.

The book is the expanded form of an address delivered at Oakland, California, on July 4, 1923, before the American Council on Education and the National Education Association. The patriotic setting of the address is doubtless the reason that only the political outcome of education come in for treatment—to the total exclusion of an outcome equally as valuable, namely, the ability wisely to use and enjoy one’s leisure. This central idea of the vital necessity, on political grounds, of educating every child in America, is hammered home on nearly every page, until by mere dint of repetition
it must convince any conceivable opponent of the public schools.

The argument of the little book is not subtle enough to delight the logician; nor could it be, in an address. It is, however, a straightforward and reasonably coherent statement of the case for the further development of the public schools. It reveals the attitude of the professional educator: the end is not yet, nor even glimpsed. It admits that taxes for schools are high, but is confident that, if we do our duty by the schools, they will become even higher. To the opponent of expenditure for popular education it makes clear that the issue which hangs in the balance is nothing less than the quality of the citizenship of America.

The author says no new nor startling things. To one who has thought even a little about this matter of educating all the people all these things will have presented themselves. Yet the teacher or administrator who has, in the confusing welter of practical details, lost touch with general ideas, can find some comfort here. Here is an answer, for him, to that importunate and abiding question: how am I profiting the world? If he has worked in the public schools, he has guarded the very fountainhead of democratic government.

W. C. Whitlock.

OTHER BOOKS OF INTEREST TO TEACHERS


The methodology of educational experimentation in a practical form for the use of teachers and students of education. The first book in its field.


The second volume in the series is on the same high plane as the first: abundance of interesting illustrations of places made important by historical events, and a compelling presentation of the story connected with the place. Many state historical societies have lent pictures.
NEWS OF THE COLLEGE AND ITS ALUMNAE

NEWS OF THE CAMPUS

Beginning its sixteenth session with an enrollment of six hundred students, the State Teachers College at Harrisonburg has of necessity adopted a policy of extension to keep up with its rapid growth. The addition of six new instructors, of two more residence halls for students, of four special classes offered teachers in the field—these are some of the evidences of the larger activities undertaken.

Dr. C. H. Huffman comes here as Professor of English from Roanoke College, Salem, Va. Dr. Huffman has taught at the University of Virginia, at Emory and Henry College, and at Radford State Teachers College. His graduate work was at Clark University and at the University of Virginia.

John N. McLlwraith comes to Harrisonburg as Professor of History, after a teaching experience in the Oklahoma State Teachers College and graduate studies at Harvard and Columbia universities. Mr. McLlwraith had classes in history last summer at Harrisonburg.

Miss Bertha Wittlinger, after a year as assistant in biology in the Lincoln School of Teachers College and a teaching experience in the Theodore Roosevelt High School, New York City, comes here as an addition to the department of biology. Miss Wittlinger is a graduate of Barnard College and of Teachers College.

Miss Dorothy Spooner comes to the department of chemistry after experience as a supervising teacher in the Harrisonburg Junior High School and as a teacher of chemistry in the Woodrow Wilson High School, Portsmouth. Miss Spooner received her bachelor's degree from Harrisonburg in 1920, and has since done graduate work in Harvard University.

Miss Mary K. Rush, a graduate of Peabody Conservatory of Music, Baltimore, and of the Institute of Musical Art (The Damrosch School in New York), is teaching piano and the theory of music.

Miss Margaret Miller, of Harrisonburg, a recent graduate of the School of Music of Hollins College, has also been added to the music department and is giving instruction in piano.

Succeeding Miss Stevens as librarian, Miss Virginia Harnsberger, a graduate of the Pratt Institute, School of Library Science, and of the Randolph-Macon Woman's College, returns to Harrisonburg. Miss Harnsberger was librarian here during the session of 1920-21.

Following the resignation of Miss Lotta Day, Miss Mary E. Morgan was appointed supervisor of student teaching in home economics. Miss Morgan has done graduate work in Teachers College, Columbia University, and was formerly a teacher of home economics in the Concord State Teachers College, West Virginia.

In place of Miss Myrtle Wilson, now on a year's leave of absence for graduate work in Columbia University, Miss Hedwig E. Schaefer comes to Harrisonburg after a teaching experience in the high schools of Oklahoma, and the University of Oklahoma, of which she is also a graduate. Miss Schaefer has a master's degree from Teachers College.

Lacking sufficient dormitory facilities, it has been necessary for the college to lease additional rooms nearby. Wellington Hall, an apartment house built on South Main Street opposite the campus, is housing sixty students, and the third floor of Elmwood Court, an apartment house on South Mason Street, is being used as a practice house for students majoring in home economics. In addition, all available dormitory space on the campus is being used to its limit.

To permit teachers in nearby public schools to go on with their academic studies,
four classes were organized in October to meet for two hours each Saturday for fifteen weeks. Teachers in the field may thus take and receive credit for eight quarter-session hours in the course of the year.

Miss Seeger is offering a class entitled The Elementary Curriculum, Mr. Logan a class in The Novel, Mr. McIlwraith one entitled Major Movements in World History, and Mr. Johnston a class in General Science.

Two new publications in use on the campus this fall are An Introduction to Teaching and Practice Leaves in English Fundamentals. The former is a fifty-page manual for the guidance of the teachers in training, and was prepared by Miss Katherine M. Anthony, Director of the Training School. It is now being used by teachers in the training school and by students in supervision classes. Practice Leaves in English Fundamentals has been prepared by Mr. Logan, Miss Cleveland, and Miss Hoffman of the English department, and consists of thirty exercises arranged for loose-leaf notebook. The leaves are distributed day by day for completion by students in the class period, and are now being used in the class known at Harrisonburg as “Special English.”

By way of entertainment during the fall quarter, three excellent numbers have already been offered, two of them as part of the lyceum course. Fritz Leiber, who has won his reputation chiefly through superb presentation of Shakespeare, appeared here at the New Virginia Theatre on September 25, this time in The Three Musketeers. Don Pasquale, a light opera by Donizetti, was presented as the second number of the lyceum course at the New Virginia Theatre on the evening of October 17. A third entertainment, which also attracted most of the student body, was the Royal Scotch Highlanders Band, which appeared here under the auspices of the Harrisonburg Rotary Club on October 3.

DIRECTORY OF STUDENT OFFICERS, FALL QUARTER

STUDENT GOVERNMENT ASSOCIATION

Elizabeth Rolston, Mt. Clinton, president; Sue Kelly, Hampton, vice-president; Louise Reaves, South Boston, secretary-treasurer.

Student Council—Margaret Wiley, Gordonsville; Evelyn Snapp, Elkton; Frances Rhoades, Raccoon Ford; Elizabeth Goodloe, Washington; Hilda Lovett, Stephens City; Sarah Evans, Roanoke; Virginia Jackson, Lynchburg; Emma Bell, Bridgetown.

House Chairmen—Jackson: Helen Jackson, McGaheysville; Ashby: Virginia Campbell, Salem; Spottwood: Marion Travis, Danville; Alumnae: Ruth Sullenberger, Monterey; Carter: Edna Holland, Newport News; Shenandoah: Lillie Hundlely, Whitmell; Wellington: Evelyn Rolston, Mt. Clinton; Cleveland: Lois Abel, Roanoke.

Y. W. C. A.

Emma Dold, Buena Vista, president; Kerah Carter, Staunton, vice-president; Nellie Binford, Richmond, secretary; Lillian Penn, Roanoke, treasurer; Lucile Hopkins, McGaheysville, undergraduate representative.

Committee Chairmen—Lelia Brock Jones, Smithfield, alumna; Nellie Binford, Richmond, publicity; Katherine Williamson, Hampton, world fellowship; Mary Saunders Tabb, Portsmouth, social; Helen Yates, Harrisonburg, social service; Louise Persinger, Salem, religious meetings; Kerah Carter, Staunton, membership; Mattie Fitzhugh, Fishersville, finance; Pattie Morrison, Petersburg, Bible study; Electa Stomback, Luray, social standards.

ATHLETIC COUNCIL

Ruth Nickell, Herndon, president; Ruth Ferguson, Sigma, vice-president; Sadie Harrison, Herndon, secretary; Carolyn Weems, Ashland, treasurer; Edwina Lambert, McGaheysville, business manager.

Class Representatives—Edith Ward, Norfolk; Jessie Rosen, Staunton; Sadie Harrison, Herndon; Madeline Willis, Harrisonburg; Carolyn Weems, Ashland; Thelma Haga, Danville; Edwina Lambert, McGaheysville; Ruth Ferguson, Sigma; Hallie Copper, Lyndhurst; Virginia Harvey, Roanoke; Emma Bell, Bridgetown.

CLASSES

Senior Class—Jean Gose, Burkes Garden, president; Nancy Roane, Portsmouth, vice-president; Lelia Brock Jones, Smithfield, secretary and treasurer; Margaret Wiley, Gordonsville, business manager.

Junior Class—Mattie Fitzhugh, Fishersville, president; Bertha McCollum, Danville, vice-president; Carolyn Weems, Ashland, secretary; Sadie Williams, Afton, treasurer; Helen Walker, Norfolk, business manager.
Sophomore Class—Wilmot Doan, South Boston, president; Ruth Nickell, Herndon, vice-president; Nellie Binford, Richmond, secretary; Katherine Buchanan, Hampton, treasurer; Mary Pettus, South Boston, sergeant-at-arms; Elizabeth Ellmore, Herndon, business manager.

Freshmen Class—Helen Bargamin, Crozet, president; Virginia Harvey, Roanoke, vice-president; Virginia Jackson, Lynchburg, secretary; Thelma Taylor, Lynchburg, treasurer; Bernice Jenkins, Henderson, N. C, sergeant-at-arms; Elizabeth DeJarnette, South Boston, business manager.

The 1925 Schoolma’am Staff—Thelma Eberhart, Norfolk, editor-in-chief; Mary S. Tabh, Portsmouth, business manager; and Edith Ward, Norfolk, business manager; Carolyn Weems, Ashland, assistant editor; Elizabeth Ellmore, Herndon, assistant editor; Margaret Kneisley, Woodstock, business manager; Carolyn Weems, Ashland, assistant business manager; and Nan Vaughan, Hampton, Kathryn Sebrell, Portsmouth, Jean Gose, Burkes Garden, Frances Grove, Luray, Mary G. Smith, Harrisonburg, Winnie Byerly, Harrisonburg, Sarah Elizabeth Thompson, Warrenton, Ruth Wright, Norfolk, Hilda Blue, Charlotteville.

The Breeze Staff—Margaret Leavitt, Portsmouth, editor-in-chief; Doris Persinger, Salem, assistant editor; Elizabeth Ellmore, Herndon, assistant editor; Margaret Kneisley, Woodstock, business manager; Carolyn Weems, Ashland, assistant business manager; and Nan Vaughan, Hampton, Kathryn Sebrell, Portsmouth, Jean Gose, Burkes Garden, Frances Grove, Luray, Mary G. Smith, Harrisonburg, Winnie Byerly, Harrisonburg, Sarah Elizabeth Thompson, Warrenton, Ruth Wright, Norfolk, Hilda Blue, Charlotteville.

Societies

Pi Kappa Omega Honor Society—Elizabeth Sparrow, Wilmington, N. C, president; Thelma Eberhart, Norfolk, vice-president; Ruth Wright, Norfolk, secretary and treasurer; Emma Dold, Buena Vista, corresponding secretary.

Lee Literary Society—Charlotte Wilson, Hampton, president; Clyde Carter, Richmond, vice-president; Ida Pinner, Suffolk, secretary; Louise Reaves, South Boston, treasurer; Marian Redford, Burkeville, chairman of program committee; Louise Elliott, Norfolk, critic.

Lee Literary Society—Marian Kelly, Hampton, president; Kathryn Buchanan, Hampton, vice-president; Louise Coleman, Charlotteville, secretary; Margaret Clark, Hampton, critic; Blanche Rossier, Rustburg, sergeant-at-arms.

Page Literary Society—Mildred Reynolds, Roanoke, president; Dorothy Rudd, Norfolk, vice-president; Lillian Penn, Roanoke, secretary; Electa Stomback, Luray, treasurer; Ruth Wright, Norfolk, chairman of program committee; Elizabeth Peters, Eagle Rock, sergeant-at-arms.

Alpha Literary Society—Mary Warren, Norfolk, president; Wilmot Doan, South Boston, secretary; Carolyn Weems, Ashland, treasurer.

Group Leaders of Alpha Literary Society—Group 1: Virginia Jackson, Lynchburg, vice-president; Ruth Paul, Richmond, secretary; Courtney Garland, Chase City, chairman of program committee. Group 2: Pattie Morrison, Petersburg, vice-president; Virginia Garden, Toano, secretary; Euphie Lawrence, Newport News, chairman of program committee. Group 3: Thelma Dunn, Baskerville, vice-president; Mildred Richardson, Portsmouth, secretary; Mary Diana Hill, Suffolk, chairman of program committee. Group 4: Edwina Lambert, McGaheysville, vice-president; Hortense Herring, Profitt, secretary; Sadie Williams, Afton, chairman of program committee. Group 5: Kerah Carter, Staunton, vice-president; Zelia Wisman, Cumberland, Md, secretary; Bernice Jenkins, Henderson, N. C, chairman of program committee. Group 6: Helen Bargamin, Crozet, vice-president; Rebecca Rice, Staunton, secretary; Fanny Moncre, Blackstone, chairman of program committee.

Stratford Dramatic Club—Matti Fitzhugh, Fishersville, president; Virginia Campbell, Salem, vice-president; Marion Kelly, Hampton, secretary; Lucille Hopkins, McGaheysville, treasurer; Sue Kelly, Hampton, business manager; Bertha McCollum, Danville, corresponding secretary.

Choral Club—Nora Hossly, Unionville, president; Mary Pettus, South Boston, vice-president; Virginia Sutherland, Petersburg, secretary; Constance Cleek, Warm Springs, treasurer; Dorothy Ridings, Buena Vista, librarian; Helen Bargamin, Crozet, chairman of program committee.

Glee Club—Matilda Roane, Portsmouth, president; Margaret Wiley, Gordonsville, vice-president; Louise W. Elliott, Norfolk, business manager and treasurer; Ida Pinner, Suffolk, librarian.

Aeolian Music Club—Marian Travis, Danville, president; Margaret Kneisley, Woodstock, vice-president; Nancy Mosher, Roanoke, treasurer and business manager; Matilda Roane, Portsmouth, secretary; Christine Maria, Norfolk, chairman of program committee.

Home Economics Club—Mary Warren, Norfolk, president; Nancy Mosher, Roanoke, vice-president; Marion Redford, Burkeville, treasurer; Emily Daughtry, Norfolk, secretary.

High School Club—Elector Stomback, Luray, president; Ethel Davis, Newport News, vice-president; Edwina Lambert, McGaheysville, secretary and treasurer; Eva Bargelt, Woodstock, sergeant-at-arms.

Grammar Grade Club—Doris Persinger, Salem, president; Elizabeth Portner, Norfolk, vice-president; Susie Hoge, Spottsylvania, secretary and treasurer.

Le Circle Francais—Ruth H. Lewis, Holland, president; Edwina Lambert, McGaheysville, vice-president; Ruth Ferguson, Sigma, secretary and treasurer; Annie Council, Franklin, chairman of program committee.

Cotillion Club—Katherine Whithurst, Roanoke, president; Genevieve Brett, Portsmouth, vice-president; Charlotte Wilson, Hampton, secretary; Margaret Cornick, 4orktown, treasurer; Kathryn Sebrell, Portsmouth, business manager; Lelia Moore, Portsmouth, assistant business manager.
MEETING OF THE ALUMNÆ COUNCIL

On October 24, 1924, at ten a.m., a meeting of the Alumnae Council was held in the office of the State Superintendent of Public Instruction in the State Office Building, Capitol Square, Richmond.

Miss Margaret Herd, a former student of the College, represented our Alumnae Association at this meeting and submitted the following report:

The meeting having been called to order, the minutes of the last meeting were read and approved. Then Mr. Murray McGuire, the president, briefly reviewed the work accomplished during the year and spoke of the necessity of the alumni of all colleges being united in their efforts to accomplish a definite aim: namely, that of promoting institutions of higher learning and securing funds for this purpose. Mr. Harris Hart then made the suggestion and later put it in the form of a motion, that on Friday morning, November the twenty-eighth, during the State Teachers Association meeting, the heads of all institutions of higher learning, the alumni of such, and all others interested, be invited to attend a meeting in John Marshall High School auditorium. Mr. Hart made the suggestion that the program for this meeting be put in the hands of the executive committee of the College Alumni Council. He also suggested that local organizations be perfected at this time. Mr. Hart wants a drive made for the securing of funds from the next assembly this next spring before the primary is held. The council thought this a very good plan and decided to adopt it. Each alumni association is asked to contribute the sum of twenty-five dollars ($25) to the council, the check to be made payable to Dr. Manfred Call, the secretary. This money is to be used in defraying the expenses of the Council. One expense involved is the indexing of all alumni and the writing of letters asking their co-operation.

After the election of new officers, the meeting adjourned. The following are the officers: President, Dr. Douglas Freeman; vice-president, Dr. Price (V. P. I.), and Dr. Call was re-elected secretary to the council.

WHERE LAST YEAR’S GRADUATES ARE TEACHING

The members of the graduating classes of last spring and last summer are now widely scattered, most of them being in school or in some teaching position. Although most of the teaching members of the class are in Virginia, five other states claim one or more of its members.

Mildred Morecock, Mabel Hux, Clara Rush, Kaye Parsons, Gertrude Jones, and Hattie Lifsey are at home, while Sallie Clarkson, now Mrs. William O. Hahn, Theodosia Branham, now Mrs. W. D. Dunn, and Elizabeth Bolen, now Mrs. Martin Sibert, have set up homes of their own since graduation.

In addition to Elizabeth Smith, who is at the College of William and Mary, the following two-year graduates have returned to go on with their work in the third-year class, forming about seventy-five per cent of that group: Virginia Campbell, Frances Clark, Emma Dold, Mary Drewry, Eva Dunlop, Thelma Eberhart, Mattie Fitz Hugh, Mary Belle Goodman, Willie Higgs, Ethel Hinebaugh, Elizabeth Johnson, Ruth Kirkpatrick, Bertha McCollum, Pearl Mills, Annie Mosher, Ruth Paul, Doris Persinger, Louisa Persinger, Elizabeth Rolston, Jessie Rosen, and Kathryn Sebrell.

The four-year graduates were perhaps unusually fortunate this year in securing good positions, the maximum salary received being $2,000 and the median salary received being $1,200. There was a good, strong demand for four-year gradu-
ates, and fortunately there was a strong class to take the positions offered.

**B. S. GRADUATES**

Elsie Burnett—Home Economics, Floris Vocational School, Herndon.

Anna Cameron—Home Economics, Hampton High School.

Edna Draper—Home Demonstration Work, Washington County.

Anna Forsberg—Home Economics, Maury High School, Norfolk.

Margaret Gill—Home Economics, Holland.

Clara Holcomb—Science and History, Driver High School.

Carraleigh Jones—Home Economics, Mooresville, N. C.


Mary Lippard—Home Demonstration Work, Madison County.

Sallie Loving—Home Economics, Arlington County High School.

Lila Riddell—Home Economics, Granite Falls High School, N. C.

Clotilde Rodes—Home Economics, Culpeper High School.

Florence Shelton—Supervising Teacher, General Science, Junior High School, Harrisonburg.

Celia Swecker—Home Economics, Arlington County High School.

Hilda Temple—Dietitian—King’s Daughters’ Hospital, Staunton.

Elsie Warren—Home Economics, Schoolfield.

**TWO-YEAR GRADUATES**

Mary Moore Aldhizer—English and History, High School, Crabbottom.

Carrie Atkins—Primary Grades.

Mary Bagwell—Grammar Grades, Alta Vista.

Myrtie Ballard—Primary Grades, Charlotteville.

Constance Eugenia Bailey—Junior High School, Catlett.

Sannie Boothe Baird—Junior High School, Norfolk Highland School.


Matilda Bell—Primary Grades, Charleston, W. Va.

Nettie Berry—Principal, Etlan.

Virginia Beverage—Grammar Grades, Pleasant Hill.

Mary E. Bibb—Primary Grades, Tazewell County.

Mary F. Bibb—Grammar Grades, Clarendon.

Madeline Bishop—Primary Grades, Arlington County.

Rubyte Braford—Grammar Grades, Luray.

Elizabeth Buchanan—Primary Grades, Hampton.

Mrs. Bess Hurt Burchfield—Primary Grades, Bluefield, W. Va.

Louise Burgess—Grammar Grades, Norfolk.

Elise Burton—Grammar Grades, Arlington County.

Catherine Byrd—Kindergarten, Winchester.

Frances Carter—Primary Grades, Short Pump.

Gwendoline Carter—Grammar Grades, Millstone, N. J.

Evelyn Chesser—Grammar Grades, Monterey.

Louise Clark—High School, Critz.

Kath Cleaton—Grammar Grades, La Crosse.

Betty Cleaves—Primary Grades, Hanover Court House.

Martha Cockerill—Grammar Grades, Round Hill.

Clare Coleman—High School, Natural Bridge.

Pauline Conner—Grammar Grades, Amherst.

Bernice Cook—Grammar Grades, Waterman School, Harrisonburg.

Sallie Lou Cooper—Assistant Principal, Goshen High School.

Annie Marie Cuthriell—Primary Grades, Portsmouth.

Alice Dalton—One-room school, Hollywood.

Lossie Dalton—Grammar Grades, Appalachia.

Thelma Darden—Primary Grades, Hopewell.

Allie B. Daughtrey—Junior High School, Suffolk.

Margaret Deal—Home Economics, Middlesex, N. C.

Mary Sue Deal—Home Economics, Biology and Science, Snow Farm, N. C.

Carrie Louise Dickerson—Grammar Grades, Arlington County.

Maggie Pearl Drewry—Primary Grades, Cradock.

Kate May Dunivin—Grammar Grades, Richmond.

Violet Naomi Floyd—Primary Grades, Richmond.

Ina Forester—Home Economics, High School, Drakes Branch.

Elizabeth Franklin—Primary Grades, Richmond.

Virginia Furry—Grammar Grades, Sunnyside.

Susie Garden—Primary Grades, Richmond.

Mae Gatling—Primary Grades, Norfolk.

Rachel Gill—Home Economics, and First-year Latin, Chuckatuck.

Susie Geoghegan—Private Kindergarten, Danville.

Thelma Gochenour—Primary Grades, Alexandria.

Jesylene Gose—Primary Grades, Arlington County.

Lillas Greenawalt—Primary Grades, Bynarly School.

Margaret Gunter—Primary Grades, Midlothian.

Edna Earl Gwaltney—Grammar Grades, Smithfield.

Elsie Haga—Primary Grades, Danville.

Elizabeth Harley—Home Economics, Bassett.

Betty Harris—Primary Grades, Norfolk County.
Mary Gold Harris—Primary Grades, Arlington County.
Florence Hatcher—Primary Grades, Hopewell.
Nora Heatwole—Primary Grades, Crabbottom.
Frances Henderson—Bookkeeper, Milford.
Violet Hester—Teacher, Epileptic Colony, Lynchburg.
Margaret Herd—Grammar Grades, Richmond.
Vergie Hingardner—Grammar Grades, Richmond.
Mary B. Hinton—Grammar Grades, Roanoke City.
Lena Hitchings—Grammar Grades, Norfolk.
Elmora Hobgood—Primary Grades, Hopewell.
Emily Hogge—Primary Grades, Arlington County.
Georgia Holland—Primary Grades, Willis Wharf.
Louise Holmes—Junior High School, Doswell.
Pauline Hudson—Home Economics, Midletown High School.
Anora Ivey—Grammar Grades—Danieltown.
Mary Jackson—Primary Grades, Schoolfield.
Wilmina Jacob—Home Economics and Science in High School, Birds Nest.
Hattie Jacobson—Home Economics, Churchland.
Lucie James—Grammar Grades, Arlington County.
Grace Jones—Grammar Grades, Seven Mile Ford.
Mary E. Jones, Grammar Grades, Pearson, Maryland.
Mina Jordan—Primary Grades, Norfolk.
Elizabeth Joyner—Primary Grades, Portsmouth.
Carolyn Kackley—Primary Grades, Arlington County.
Lucille F. Keeton—English and French, Alberta High School, Brunswick County.
Hallie Kirk—Junior High School, Glenlyn.
Mabel M. Kirks—Grammar Grades, Hopewell.
Mary Lacy—Primary Grades, Oak Park.
Bronner Leach—Grammar Grades, Arlington County.
Delia B. Leigh—Grammar Grades, Portsmouth.
Elizabeth Lewis—Latin, English, History, High School, Boydton.
Lena Lindamood—Primary Grades, Patterson School, Wythe County.
Anna Lloyd—Primary Grades, Ladiesburg, Md.
Alice Lovelace—Primary Grades, South Boston.
Virginia Lucas—Shenandoah High School, Shenandoah City.
Estelle Luck—Primary Grades, Montvale.
Grace Luck—Primary Grades, Hanover Court House.
Alma Lugar—Second Assistant Principal, Goshen High School.
Emily Louise McCaleb—Grammar Grades, Petersburg.
Shirley McKinney—Assistant Principal, White Stone High School.
Dorothy Mayes—Grammar Grades, Petersburg.
Bessie Meador—Grammar Grades, Blue Grass High School, Crabbottom.
Bea Milam—Grammar Grades, Appalachia School.
Margaret Murden—Grammar Grades, Kings Fork.
Jane Nickell—Grammar Grades, Arlington County.
Gladys Nock—History and French, Kings Grove High School, Crockett.
Katherine Omohundro—Home Economics, Scotts, N. C.
Willie Lee Payne—Primary Grades, Mount Jackson.
Lillian Perkinson—Grammar Grades, Clover High School, Halifax County.
Virginia Lee Poc—Primary Grades, Arlington County.
Elizabeth Powell, Grammar Grades, Richlands.
Vivian Price—Grammar Grades, Walfton.
Winniefred Price—History and English, Petersburg High School.
Mary E. Privett—Primary Grades, Portsmouth.
Louise Ramsburg—Baptist Orphanage, Salem, Va.
Katherine Reaguer—Mitchell High School.
Sue Ritchie—Primary Grades, Disputanta.
Margaret Ritchie—Grammar Grades, Suffolk.
Frances Royall—Home Economics in High School, Chincoteague.
Isabel Rubush—Primary Grades, Buena Vista.
Farah Rust—Private Clothing Shop, Appalachia.
Barbara Schwarz—Young Peoples Worker, First Presbyterian Church, Danville.
Louise Sheppe—Primary Grades, Arlington County.
Virginia Simpson—Primary Grades, Norfolk.
Mrs. Julia D. Smith—Grammar Grades, Front Royal.
Mary Elizabeth Sturtevant—Primary Grades, Portsmouth.
Leland Sutherland—Home Economics, Junior High School, Wilson.
Margaret Swadley—High School, New London.
Ruth Swartz—Grammar Grades, Wise County.
Zelia Taylor—Blue Grass High School, Crabbottom.
Margaret Elizabeth Thomas—Grammar Grades, Portsmouth.
Clara E. Tiller—Grammar Grades, Winston-Salem, N. C.
Jennie Tomko—Assistant Principal, Woodlawn High School.
Mae Vaughan—Primary Grades, Hampton.
Tennie Vaughan—Home Economics and Science, McDowell.
Mary Josephine Walters—Primary Grades, Waynesboro.
Beatrice Warner—Primary Grades, Belmont, N. C.
Elizabeth Warner—Primary Grades, Staunton.
Grace A. White—Grammar Grades, Norfolk.
Janette Whitmore—Primary Grades, Timbers-ville.
Eliza Williams—Home Economics and Mathe-
matics, War, W. Va.
Madge Willis—Primer Grades, Hopewell.
Carolyn Wine—English, History, in High
School, Bassetta.
Mary Alice Woodard—Grammar Grades, Ports-
mouth.

ALUMNÆ PERSONALS

Aline Anderson is teaching in Moore's
School, three miles southwest of Lexing-
ton. Mary Ayres is principal of the school,
and both are enjoying their work.

Joe Warren is principal of the school for
the blind at Romney, West Virginia. A re-
cent issue of the West Virginia Tablet gives
a good account of her work.

Myrtie Ballard sends a picture post card
from Chattanooga. From all indications
she was taking the trip up Lookout Moun-
tain on the incline railway.

Mary Lippard sends greetings from Mad-
ison. She says, "I surely miss every one
at H. T. C., and I am looking forward to
seeing you all for a week-end before so
long."

Lillian Rankin (Mrs. Strader) is teach-
ing in Charlottesville and keeping in close
touch with the work at the University of
Virginia. She has a warm place in her
heart for Harrisonburg.

Virginia Farley, now Mrs. Sharpe, is
 teaching at Cismont. She finds it possible
to reach this school from her home in Char-
lottesville.

Nellie Hensley is teaching the primary
classes at Mountain View, in Albe-
marle County. Erna Martin has charge of
the English classes in the Stony Point high
school, and Constance Martin is teaching in
Delaware.

Ruth Quigg is teaching at Earlysville.
Edna Scribner is secretary to Principal
Hayes of the Charlottesville high school.
Mary Constable is head of the University
of Virginia hospital laboratories.

Helen Heyl, who is a rural supervisor in
Albemarle County, gives a good account of
the Harrisonburg girls in her district.

Betty Cleaves, who paid us a visit recent-
ly, is teaching at Hanover.

Frances Royall writes a good letter from
Chincoteague, on the Eastern Shore, where
she is teaching domestic science.

Carrie Bishop is principal again this year
at Churchland, near Portsmouth. Her ad-
dress is 202 Court Street, Portsmouth. She
wishes to be remembered to all her friends
at Blue-Stone Hill.

Mary Stallings sends greetings from Suf-
folk. She is giving a good account of her-
sclf in her work.

Marion Ford writes from City Point. She
is teaching Virginia history in that his-
toric locality.

Pauline Callender’s address is 1588 Lee
Street, Charleston, W. Va. She will be
pleased to hear from any of her old friends.
The West Virginia hills cannot make her
forget the vales of Shenandoah.

Mrs. Louise Biggerstaff is doing a good
work as teacher near Elkton. She has pleasant
memories of the recent summer at Har-
sonburg.

Mary Lewis (Mrs. Harry Sanford) has
sent one of her young friends to us as a stu-
dent this session, and wishes to be remem-
ered as one of our girls. Her address is
Rockwood, Madison Run, Orange County,
Va.

Dinna Dalton, one of our two-year home
economics graduates, is teaching in the Oak
Hill Academy, Grayson County. This is a
Baptist school for mountain boys and girls,
and she is apparently doing a splendid work.

Carrie Malone, whose address is 29
Franklin Street, Petersburg, is teaching a
fine lot of boys and girls in her own city.
From all indications her work is very ef-
fective.

Annie F. H. Moore is principal of the
school at Grafton, Va. Myrtle Phillips is a
teacher in the same school.
Verlie Story (Mrs. G. C. Giles) lives at Lynchburg and is a busy housewife, but she still writes poetry and most charming letters, now and then, to her friends at Blue Stone Hill. Her address is 1505 Russell Street, Fort Hill.

Anna Cameron sends a bouquet of news items from 1310 22d Street, Newport News. We are indebted to her for information regarding a number of our girls who are teaching in the cities by the sea.

Catherine Moore received her degree at William and Mary last summer, and is teaching history in the Newport News High School. Louise Moore, Helen Smith, and Virginia Segar are also teaching in Newport News this session.

Mary Hess, May Vaughan, Anna Cameron, and Elizabeth Buchanan are teaching in Hampton.

Anne Christiansen is not teaching this year—her mother is finding her a good girl at home.

Marceline Gatling sends greetings from Norfolk. She taught at Harrisonburg in the summer school, but is now engaged at her regular duties in her home city.

Christine Ferguson writes from 601 F Street, N. W., Washington, D. C., and says: "I am teaching in my home county, Fairfax, this year. I have the fourth grade in Vienna School. Grace Rowan, another Harrisonburg girl, is also here."

Eleanor Pond is located at Wakefield, having charge of the sixth grade in the school there.

Elizabeth Ewing is in West Virginia again this year. Her address is Matewan.

Ada Lee Berrey writes, "I often think of Harrisonburg." She is teaching at Chuckatuck.

Fay Thompson sends an interesting communication from Fairfield, in Rockbridge County. Unluckily, the Fairfield schoolhouse burned down recently.

Mary Stephens (Mrs. Blackwell) is still living at LaCrosse, Va., and is the good wife of a busy pastor. She says, "I often see the Cleaton girls, but I haven't seen Miss Bracey since I came home from commencement."

Juanita Shrum is teaching American history, civics, and related subjects in the Broadway high school.

Anna Forsberg holds a position in the Maury high school in Norfolk. Marceline Gatling, Mary Moreland, Kitty Pettus, and one or two others of our girls teach in Blair junior high school, in the same city.

Mina Jordan holds an appointment in the Robert E. Lee School of Norfolk, and Louise Shumadine is in the Robert Gatewood School, also in Norfolk. Other Harrisonburg girls teach in other Norfolk schools, as follows:

Winifred Banks and Grace White in Stonewall Jackson; Louise Davis and Margaret Ford in Hemingway; Elizabeth Bowden, Lelouise Edwards, Mary Folliard, and Margie Gatling in Henry Clay; Vernon Miller in James Madison; Catherine Kemp and Ruth Sexton in John Marshall; Julia Dunnaway, Lena Hitchings, and Lucille Murray in James Monroe; Gladys Gwinn and Louise Harwell in J. E. B. Stuart; Minnie Haycox in W. H. Taylor; Margaret Menzel and Marjorie Ober in Lafayette; Jessie Culpepper, Mamie Jackson, and Sibyl Page in Ocean View; Hazel Payne in Ballentine; Virginia Simpson in Campostella Heights; Maude Brooks teaches physical development, and Miss W. L. Williams holds a position in the vocational department.

We take pleasure in chronicling the following marriages:

August 30, Alma Trimble to Mr. Jerome M. Kellam, at Staunton.

September 25, Dorothy Lacy to Mr. Earle Paylor, at Scottsburg.

October 15, Alice Gilliam to Mr. Henry M. Marshall, at Lynchburg.
NO RECOGNIZED LINE BETWEEN HIGH SCHOOL AND COLLEGE SUBJECTS

No system is now in operation for classifying subjects as to collegiate rank which will stand any scientific test. This is the conclusion reached by the research committee of the Colorado State Teachers College after an exhaustive study of the standards used in colleges, universities, and teacher-training institutions, reported in School Life, a publication of the Department of the Interior, Bureau of Education.

The chaotic condition existing in institutions of higher learning is indicated by such expressions as these, which come from responsible officers of higher institutions: "Any kind of work taken by a student who has completed four years of high-school work should be regarded as collegiate work"; "The college should do the best it can with the material it gets"; and "There is no defense for giving college credit for private music lessons, typewriting, beginning foreign language, review subjects, and home economics." One college defines the requirement for the bachelor's degree in terms of an eight-year curriculum covering secondary school and college.

Finding so little uniformity of opinion as to the value of the newer subjects, the research committee of Colorado State Teachers College recommends and urges that collegiate institutions of various kinds undertake concerted action to establish uniform standards for determining collegiate rank of subjects.

EIGHT HUNDRED LIVES CREDITED TO SAFETY INSTRUCTION

Saving the lives of 769 children of school age is credited to safety instruction in the Detroit schools for the five years 1919 to 1923, inclusive. Decrease in child fatalities has been from 1.64 per thousand in 1919 to 0.78 in 1923, a drop of more than 50 per cent; in relation to automobile registration the decrease has been from 0.85 per thousand in 1919 to 0.38 in 1923; upon the basis of total population the decrease has been from 0.22 per thousand to 0.18 per thousand.

RAPID DEVELOPMENT OF A MODERN EDUCATIONAL SYSTEM

Freedom for educational experiment and research, growth of medical inspection and service in schools, and a building scheme for remodeling old-fashioned buildings are among the marked improvements in the London schools in the 20 years since the London County Council has been the local education authority, as reported by a London correspondent of School Life, a publication of the Department of the Interior, Bureau of Education.

Out of a system of divided authority a great co-ordinated machine has evolved through which there is an orderly and progressive development of education from the nursery through the university.

In 1903 there was no medical treatment of school children. Today there are in London 85 school doctors, 53 school dentists, and more than 300 school nurses who are responsible for the medical examination of every child during school life.

In technical education the main achievements have been in consolidation. Slowly but effectively overlapping between different sections has been eliminated and missing links added, until practically every trade in London has today its own educational resources behind it. Commercial teaching has been concentrated in commercial institutes while the polytechnics have been left free to expand along technological lines. The effect of this has undoubtedly been to intensify trade and commercial training in London.

Local campaigns in behalf of kindergartens are becoming active. School superintendents, principals, and kindergarten teachers are besieging the United States Bureau of Education for literature to aid them in establishing new public kindergartens. More than 3,000 requests of this kind were made in September, an extraordinary number.
All secondary school teachers in the State of New York are subject to the principle of “equal pay for equal work,” by the terms of a law passed by the legislature for 1924. Ten other States prohibit discrimination between men and women teachers in the matter of salary.

Of 3,802 students enrolled in the summer terms of Minnesota's state teachers colleges this year 1,999, or 52.5 per cent, expressed the definite intention of entering the field of rural education, according to the Journal of the Minnesota Education Association.

More than 3,000,000 rural boys and girls in one-teacher schools are under teachers who have never completed their high-school education. Thousands of them have only an elementary school education.

—School Life.

Of North Carolina's 550 college graduates of 1923 who became teachers in white schools, 349 went into the rural high schools and 201 went into the city high schools.

WE PROTECT YOU. We are big enough to take care of your wants. If you see anything advertised by any firm in the Valley of Virginia, we believe we can furnish it for the same price—or less. Send us the advertisement and we will see that you get it through our Mail Order Department. Write us for prices and samples. Special prices to the Faculty and Normal Students.

DR. W. H. BAUGHER
DENTIST
Harrisonburg, Virginia

BURKE & PRICE
FIRE INSURANCE
Harrisonburg, Va.
National Bank Bldg. Phone 16

E. R. MILLER, M. D.
Practise Limited to
Eye, Ear, Nose and Throat
Second Floor Sipe Building
Opposite First Nat'l Bank
Phones Office 418 Res. 416M

OUR CONTRIBUTORS

HARRINGTON WADDELL is principal of the Lexington schools. He has long been associated with the development of educational progress in Virginia.

HUGH S. DUFFEY succeeded F. E. Clerk as Superintendent of Schools of Winchester, Virginia, almost two years ago. He has been connected with the Handley Schools for more than ten years.

ORA HART AVERY is State Supervisor of Home Economics, Richmond, Virginia.

LILA LEE RIDDELL is a 1924 graduate of the State Teachers College at Harrisonburg, now teaching home economics at Granite Falls, North Carolina.

KATHERINE M. ANTHONY is director of the training school of the State Teachers College at Harrisonburg.

W. C. WHITLOCK, a former instructor in English at the U. S. Naval Academy, Anapolis, is now applying his interest in education as a publisher's representative. He lives at University, Virginia.

“Citizenship classes” are conducted in Milwaukee’s public schools for recently arrived immigrant children.

B. NEY & SONS
Harrisonburg, Va.

DR. WALTER T. LINEWEAVER
DENTIST
Peoples Bank Building
HARRISONBURG, VA.
Phones: Office, 85; House, 85-M

S. BLATT
FINE MERCHANT TAILOR
Cleaning Dyeing Pressing
East Market Street Harrisonburg, Va.

GET ACQUAINTED
With Our Shoes and Our Service
YAGER'S
The Arch Preserver Shoe Store
Your Prosperity is Important to This Bank

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

The Rockingham National Bank
Harrisonburg, Virginia
Regular Session 1924-1925

One year course for Elementary Certificates
Two year courses for Professional Certificates
Four year course for B. S. degree and Professional Collegiate Certificate.
Second quarter begins January 5, 1925

COURSES FOR TEACHERS of
Kindergarten and Primary Grades
Grammar Grades
High Schools and Junior High Schools
Smith-Hughes supported Home Economics Department for specialists in this field
Special Departments of Music and Expression
Student Service Scholarships
Loan Funds
Early registration advised

Summer Term 1925

Review Courses for 1st and 2nd grade certificates (both terms)
Courses for renewal of certificates
Courses for Elementary Certificates
Primary Grades
Grammar Grades
Regular Professional College Courses
Special and Advanced Courses in Home Economics
Open to both men and women
While improving your professional equipment, enjoy a summer in the mountains.

Member American Association of Teachers Colleges
For further particulars apply to SAMUEL P. DUKE, President.