1-1-1925

Virginia Teacher, January 1925

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

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Recommended Citation
Virginia Teacher, January, 1925, VI, 1, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
THE VIRGINIA TEACHER

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VOLUME VI
JANUARY-DECEMBER, 1925

JAMES C. JOHNSTON, Editor
CONRAD T. LOGAN, Editor
HENRY A. CONVERSE, Business Manager
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PUBLISHED AT
THE STATE TEACHERS COLLEGE
HARRISONBURG, VIRGINIA
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PROJECTS OF COMMUNITY VALUE

In planning community projects it is necessary to have a definite community in mind. In order to plan projects that will function the community must be studied—its location, the lay of the land, drainage; the water supply and sewerage system; the people of the community, their nationality, characteristics, and occupations; the organizations of the community clubs, charities, and so forth; the churches, the schools, and the needs of the community. All these will have an influence directly or indirectly on projects of community value. The greater the understanding of the community, its needs, and possibilities, the greater will be the success in planning, and carrying to completeness, the projects.

A project, as defined by Dr. W. H. Kilpatrick, is the pursuit of a purpose. Community projects have a two-fold purpose, and hence a two-fold value; value to those carrying out the project, and value to those to whom it carries over:

More and more our schools are getting away from the old idea of being a formal and disciplinary preparation for life, and into the newer, happier idea of better and truer living. The everyday problems are being brought to the child for consideration and discussion. In the civics lesson the present governmental problems are studied, problems of the community, the city, the state, and on into national and international problems.

Home economics is especially fortunate in being a comparatively new subject in the curriculum, and therefore not having so many antiquated forms of presentation and theory to overcome. Partly for this reason the work can so easily become a part of every community, reaching out and influencing it toward many needed reforms, and improved conditions in many institutions of community interest.

Mary E. Maxcey in Girlhood and Character has clearly set forth the duties of the home economics teacher as well as of all teachers in the following statement: "If a girl approaches her twentieth year without feeling that her immediate concern includes the condition of her community in labor, health, sanitation, and education, some one has failed in her education." This is fully and completely applicable to the education of every boy as well. "Children are the building stones of a community" is often quoted, and a community which has failed to give every one of them a chance has failed in its first obligation.

Every child should have a partnership in the solution of home, school, and community problems, especially those affecting the health of the community. Here the home economics department can do some truly constructive work in the line of corrective health work and in interesting the children to see the community needs.

The community which I have had in mind while planning these projects is of about fifteen thousand population. Coal and oil are the main industries; both make for a transient population with a strong foreign element.

The citizens as a whole are very loyal, and proud of their little city; the churches, the schools, and the miles of pavement are their greatest pride.

The town is comparatively new, and there is much to be done; especially the health of
the community has had very little attention or consideration.

The drainage of the locality is poor, and the anopheles mosquito is prevalent. The water supply is good and fairly adequate; the sewerage system is good but not adequate. The health officers are very lax in law enforcement and the sanitary conditions could be greatly improved. The schools constitute the leading spirit in the town, the town as a whole co-operating with them to an unusual degree.

CONTROL OF MALARIA

Project for a class of either girls or boys.

Aim:

To eliminate the anopheles mosquito and so control the spread of malaria.

Method:

Study of the life habits and reproduction of the anopheles.

Microscopic study of mouth-parts of mosquito; and its method of spreading disease.

Culture cages (screened) in room to study development and show effect of oil.

Survey of community made, locating possible breeding places.

Map of community with water-holes or tanks designated by pins.

With definite line of attack worked out present to city officials, or an interested club as the Rotary, Commercial, etc.

A "Dry-up" campaign declared—a district assigned to each pupil to visit regularly to see that there are no uncovered receptacles or cans of water in which mosquitoes might breed.

Marshy places drained, or covered with oil.

Requirements:

Co-operation of city officials and as many of the citizens and children as possible.

Bulletins and pamphlets regarding the development and life habits of the anopheles, and of the control of malaria.

Note—With very little change in method this project can be used in eradicating flies, rats, or other health-menacing insects and rodents.

BOARD OF HEALTH

Project to be carried out by whole room or by classes of school children.

Aim:

To control preventable diseases, and thereby increase average school attendance.

Method:

Board of Health organized in room having above stated aim; also draw up constitution and by-laws setting forth full duties, responsibilities, and definitely desired achievements. Regularly elected officers.

Preventative Rules of Health worked out by class.

Hands away from mouth.

Nothing but food put into mouth.

Teeth and tongue kept clean.

Daily evacuation of the bowels.

Good habits of eating, rest, recreation.

Individual drinking cups.

Use of handkerchief in sneezing and coughing.

Washing hands before eating.

Out-door wraps not worn in schoolroom.

Chart made containing children's diseases with a space for each child's record.

Survey made of room checking diseases each child has had.

Cards containing first symptom of each disease. When several cases of a communicable "one-time" disease are reported in community, children not having had disease given examination daily by the board officers; this would be especially effective in mumps or some forms of rash.

Slight colds isolated in room as much as possible.

Developed colds required to remain home.
Quarantine laws studied; chart made with length of isolation, period of infection, color of quarantine flag, etc.

Study work of city board and secure its co-operation as much as possible.

Preventative measures for diseases studied.

Attendance of absences caused from communicable diseases kept by board officers.

Comparison made with absences from room having no board of health.

**Requirements:**

To be effective in results the co-operation of the whole school is necessary—a School Board of Health, with special officers to each room.

Concise and dependable information regarding symptoms and measures of prevention.

Co-operation of parents and all citizens very much desired—a real requirement, in fact.

Interesting bulletins and pamphlets.

**A SANITARY SURVEY**

Project would be especially interesting to the boys' class in Household Arts. Could also be carried out by girls' class.

**Aim:**

To find what conditions in the town are a menace to health, and what a high school pupil could do to remedy these conditions.

**Method:**

Make a sanitary survey of town. Work done by districts.

Make sanitation maps—noting unsanitary conditions of the following:

- Stables
- Pumps
- Streets
- Dirty premises
- Garbage
- Outside toilets
- Vacant lots
- Dumps—rats and flies

Standing water—mosquitoes

Bad housing

Groceries

Meat markets

Bakeries

Dairies

Study conditions making for unsanitary conditions.

Check responsibility to person, neighborhood, or city.

Study city ordinances to see what conditions are the result of lax law enforcement.

Interest city officials by showing findings. Secure permission to start a clean-up-campaign.

Secure co-operation of children in ward schools, thereby instilling civic responsibility in them.

Make follow-up recommendations to Board of Health.

**Requirements:**

Co-operation of the city officials to stimulate children to their best efforts.

Public recognition of the work to help secure co-operation of whole town in corrective measures.

**WHO'S WHO IN HEALTHLAND MERCHANTS**

Project for a cookery class studying marketing conditions.

**Aim:**

To make girls observant when marketing. To secure co-operation between school and business men, thereby creating an interest in the school.

Bringing to the merchants a realization of a possible sanitary standard.

**Method:**

Visits made to various stores featuring "sanitary" in their advertisements. Noting sanitary measures and precautions. Visits made to various other stores. Chart made listing desirable sanitary measures and precautions for a standard grocery store.

Various stores graded under each point on map.
A report to city health officers on conditions found detrimental to health.

Requirements:

Understanding on part of class and of merchants of the real value of the project. Co-operation of merchants.

Note—This project would especially function as a follow-up step after the Red Cross nutritional worker had finished a three-months institute.

Institute is now in progress in this particular place.

WHY AND WHAT IN FOOD

Project for a cookery class studying food values.

Aim:

To improve selection of food in cafeteria.

Method:

Place suggestive and positive posters in conspicuous places in cafeteria. Caloric values of principal foods on menu worked out and placed on bulletin board. One placed outside for help in selection. One outside for help in checking.

Occasionally have child dressed to represent some desired fruit, vegetable, or milk come in and give pantomime.

Sing a representative song.

Give small favor to all eating particular food.

On bulletin board place a health slogan every day. As: “If you want a skin like silk, drink each day a quart of milk.”

“Eat 14 carrot soup and be worth your weight in gold.”

“If you’ll take greens, you’ll reach the pink of condition.”

“Why use rouge when you can supply it from within? Chemists say that the basis of many rouges is iron; take iron in the form of spinach and beets.”

Requirements:

Correlation between the cafeteria workers and the cookery class.

Menus made out in advance so girls will have time to fix caloric boards.

SPECIAL CLASSES

Project for a cookery class in studying malnutrition.

Aim:

To increase weight and general condition of a group of undernourished children.

Method:

Serve to a group of six children suffering from malnutrition a mid-morn lunch, noon lunch, and mid-afternoon lunch. Make suggested menus for breakfast and dinner.

Class to make menus, prepare food, keep accounts, do marketing, check results, study conditions.

Take turns in serving.

Record of each child kept and checked weekly.

Height

Weight

General appearance

Attitude in school

Ability to learn

Requirements:

Consent and co-operation of parents of children being served.

Children of near same age.

Knowledge of home conditions.

Record of diseases and other possible causes of malnutrition.

Children to be in accord with project, following all suggestions.

Physician to examine children to make sure there are no organic troubles.

Note—A similar project may be carried out in working on a dietary for specific diseases.

CLOTHING FOR “OUR BABY”

Project for a sewing class, to make a complete layette for a special baby.

Aim:

To bring to the girls the realization of a new life in all its sacredness.
Method:

First develop a spirit of enthusiasm, a "Santa Claus" spirit in having everything ready before the baby is expected. Select the baby—if possible one with some special interest to class, or some member of the class.

Study layettes, and budgets.

Decide on number of garments, amount to be expected. Make budget.

Discuss materials needed and quality.

Purchase materials (girls).

Cut and make garments.

Emphasize daintiness, simplicity, service.

Use opportunity for as much sex-education as the girls are ready for.

Study and discuss the baby, its care and its rights; also care of the mother.

Bring out the importance of every girl's health and her individual responsibility to coming generations.

Requirements:

An unborn baby; if a needy case the project will have added value. Having necessary materials provided.

"THE CHRISTMAS SPIRIT"

Project—renovation for a second-year clothing class.

Aim:

To give satisfaction from a usually unpleasant task.

To interest the girls in the needs of others.

To gain practice and skill in making over, but more an appreciation of the possibilities.

Method:

Garments (wool) ripped, washed, ironed. Out-of-date and worn garments secured from towns-people for the purpose.

Through conferences with school principals select the most needy girls; estimate their size or measure if possible—ages 6 to 16 years.

In class have each girl select material she wishes to use and plan dress with following points in mind.

- Attractiveness
- Practicability
- Cleansing possibilities
- Suitability

Class criticism on finished dresses. Exhibit of dresses adds interest.

Little girls brought in and dressed by class—(dresses given a reward—not because needed). Hands and faces washed, hair combed, dressed, and then taken to mirror.

The true Christmas spirit of giving and receiving developed.

Requirements:

- Work planned for completion just before Christmas holidays—the Christmas spirit a big aid in developing interest and enthusiasm. All garments disinfected before handling in class.

Note—Beginning classes may add to project by making sateen bloomers—2 pairs for each child.

Hedwig Schaefer

DEVELOPMENTS IN HIGH SCHOOL MATHEMATICS

I AM A fundamentalist rather than a modernist in the teaching of mathematics. Such being the case, what I have to say is based largely on personal experience rather than on modern theory.

High school mathematics has several branches and I have endeavored to touch on all of them lightly, for, of course, no detailed study could be given in the time allotted.

Let us discuss first geometry, which so often proves a bugbear to the average high school pupil. This subject is no longer a mystery, or should not be if led up to in the proper way. In the old days we started with the formal proofs with very little introduction—but not so now. In the present day
we begin with trial and error, intuitional or inventional geometry, call it what you will. The pupil is first introduced to a subject, the like of which he has never seen, by being instructed in the use of the dividers, the protractor, etc. He learns that certain figures are congruent by actual measurement, that angles are equal, not because they are homologous parts of congruent figures, but because he has measured them and found them equal on the evidence of his own eyes. Incidentally, I might suggest that such construction as is learned in this experimental stage should be used later in the course and not dropped immediately afterwards never to be used again.

Ask any teacher who has used this inventional geometry and he will bear witness that the results are worth the time and effort expended. I would go so far as to recommend that at least two weeks, if not more, of the first term be spent in trial and error work so that the new subject will not come as such a shock in the beginning. If a book of inventional geometry can not be added to the numerous books which the high school student is required to have it would be well for the teacher to procure a copy of such a book and make his own course until the time shall come for his class to launch forth on an uncharted sea.

Now, supposing we have set sail, is the teacher to be the captain and crew with the pupils as passengers, or shall the pupils take some part in the handling of the ship? The answer is obvious, but the result is not always what the answer would indicate. Original work takes care of this proposition. As many originals as can possibly be given in the course should be assigned, not difficult ones necessarily, but originals that require some thought and numerical originals in which are applied the numerous formulas that are derived as the work progresses. Of course, in geometry, as in any other high school subject, the effort should always be toward the highest possible degree of pupil activity, the teacher acting as a guide rather than pursuing the lecture method. The use of a goodly number of comparatively simple originals will be a great aid in reaching this goal.

What has been said applies, of course, to plane geometry, but a good deal of it will apply to solid geometry as well. To the writer's mind, solid is the easier to handle, chiefly because the pupils' minds are more mature, and the subject not so strange. I can't say there is any great difference in the presentation now from what it was some years ago except in one instance. As every one knows, the main trouble in solid geometry is visual; even when the figures are well-drawn, the pupil has great difficulty in visualizing them. The difficulty can be lessened to a great degree by the use of geometrical blocks which are particularly helpful in such propositions as the "Devil's Coffin," the volume of a pyramid equals one-third the base times the altitude, etc. In solid geometry much more emphasis, it seems to me, is placed on the useful formulas with applications of the same, and the numerical exercise is of much value in fixing these formulas in mind.

Algebra in the high school, like geometry, has undergone some changes with the passage of time. Cube root no longer seems to be a necessity, graphs and again more graphs are to be desired, checking of results is more frequent, and we no longer assign problems that serve only to put the teacher on her mettle, as well as give the class the pleasant anticipation of seeing the teacher fail. In regard to graphs, they can be used statistically in algebra as well as in arithmetic and should be, as the graph every day is serving to illustrate facts that language could not state half so clearly. Here is certainly one thing in algebra which will answer the eternal question: "What is the use of my studying this anyway; will it ever be of any use to me?" Of course statistical representation is not the most frequent use for the graph in algebra, but it will well serve the purpose of enlisting the
pupil's sympathetic interest when you begin to illustrate linear equations and to lead him into the graphs of quadratics, etc.

There is no good reason why problems can not be found that will speak in terms of the pupils' consciousness rather than deal with intricate matters which are of no value, nor is it wise to assign problems already mentioned which will prove to be nothing more nor less than puzzles. When I speak of giving suitable problems, I do not mean that in the county school problems about the farm should be assigned, and in the city schools, problems in regard to machinery, but I do mean such problems as the following should be avoided: "A man arrives at a railroad station near his house 1 1/2 hours before the time at which he had ordered his carriage to meet him. He sets out to walk at the rate of 4 miles an hour and meeting his carriage when it had traveled 8 miles, reaches home one hour earlier than he had originally expected. How far is his house from the station, and at what rate did the carriage travel?"

Simplification in the removal of parentheses is another modern tendency. Well do I remember with what horror I used to view, in my algebra lesson of days gone by, a collection of parentheses, vincula, brackets, braces and what-not, with minus signs distributed throughout with reckless abandon; but this condition of affairs is liable to be repeated if we stick too closely to our texts, and we are apt to inflict upon our pupils painful experiences, similar to those we endured in our tender years. This, I believe, is unnecessary. We never again encounter, either in higher mathematics, or in later life—whatever our occupation—such a maze; why burden the pupils with useless labor? In regard to checking results, we all know that this tends to accuracy, and self reliance on the part of the pupil, and puts him in a position on tests and examinations where he will not feel utterly lost and hopeless, without that ever-present help in time of trouble—the answer.

Great emphasis should be laid on formulas and their uses. Again in the formula, the function idea can be developed, not function theory, but the idea of interdependence or relationship. For instance, in the formula $A = R^2$, if $R$ is doubled what is the effect on $A$, etc.?

There are a great many other things which might be mentioned in connection with the teaching of algebra, but we can not go into all of them in the time allotted.

Plane trigonometry, as such, is elective in our school, and I suppose in all schools where it is offered. I do not know that there are any new methods to be discussed in connection with it. However, allow me to digress at this point. A good many college men advise against the teaching of trigonometry in the high school, and they have their reasons, but our experience has been as follows: Those of our graduates who take trigonometry in the school have very little difficulty in first-year mathematics at college, while of those who do not take it, the opposite is true. Our advice to the student going to college is, "take trigonometry here"; and this advice is based on experience. Of course, all students should not take trigonometry now, should it be offered, if some other important study has to be omitted, but we firmly believe it is a good thing for the prospective college student.

As the teaching of arithmetic is to be discussed later, I shall not go into that, but would like to suggest offering arithmetic in commercial courses. It is well, if possible, to give a review in arithmetic in the third or fourth year in high school for those who have had no arithmetic since leaving the grades.

General mathematics has come into prominence through use in later years, and is proving to be a good thing for the junior high school pupil. By means of it he learns that arithmetic, algebra, geometry, etc., are all closely related, and that when he leaves arithmetic for algebra, and algebra for ge-
ometry, he is really advancing in the same subject. It is also useful for the student who drops out and does not have the opportunity of studying algebra and geometry as distinct subjects.

In closing, let me offer for your consideration:
(a) Inventional geometry, followed by a course in demonstrative geometry, enriched by the use of many comparatively simple originals.
(b) Algebra simplified to the extent of giving work which will at least be of use in later mathematical studies, if not in later life. Emphasis laid on graphs and the formula with the function idea developed in the latter.
(c) Trigonometry offered in the high school for the prospective college student, and General Mathematics in the junior high school in place of the regular alignment of subjects.

JAMES G. SCOTT

FEDERATED MUSIC CLUBS IN VIRGINIA

In VIRGINIA there are thirty-two music clubs belonging to the National Federation of Music Clubs, which has headquarters at Peoria, Illinois. The organization sets forth these aims:
1. To make music an integral part of the civic, industrial, educational, and social life of the nation.
2. To encourage and advance American musical creative art, to promote American artists, and to attract foreign artists to become American citizens.
3. Through nation-wide co-operation in accomplishing the first two aims, to make America the musical center of the world.

We see that these aims are very broad, and that their acceptance gives large opportunity for accomplishment by each club.

When request was first made to the president of the Virginia Federation, Mrs. Malcolm Perkins, who is also president of the capital district, for a list of federated clubs in Virginia, there were only twenty-four. Since then eight more clubs have been added.

To get the desired information I sent a questionnaire to the following clubs:
2. Monday Afternoon Music Club, Marion, Va.
8. Wednesday Music Club of Blackstone, Blackstone, Va.
17. Allemande Choral Club, University of Va.
20. Wednesday Music Club, Petersburg, Va.
23. New Musician's Club, Danville, Va.

The questionnaires which I sent to these clubs read as follows:
1. What is the name of your club?
2. What year was it organized?
3. How many members were there at organization? How many at present?
4. What are some activities which show that your club is wide-awake?
5. Is the spirit or enthusiasm large in your town? Is there any club rivalry?
6. What types of programs do you give? (Please send copies of programs, if you have any.)
7. How often are meetings held?
8. Where do you meet?
9. Do you have any dues; if so, how much?

Are there other means of financing the club?
10. Are your meetings in the nature of:
(1) Music recitals?
(2) Literary programs dealing with music?
(3) Do you bring in outside musicians?
(4) Do your members furnish the music?
(5) Do you participate in various community enterprises?

<table>
<thead>
<tr>
<th>Name of Club</th>
<th>Organized</th>
<th>Membership</th>
<th>Meetings held how often</th>
<th>Annual Dues</th>
<th>Recitals</th>
<th>Outside musicians</th>
<th>Members furnish music</th>
<th>Community enterprises</th>
<th>Concerts yearly</th>
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<tbody>
<tr>
<td>Albemarle Choral Club</td>
<td>1920</td>
<td>75-85</td>
<td>W</td>
<td>$3</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>3</td>
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<tr>
<td>Big Stone Gap Music Study Club</td>
<td>1920</td>
<td>75-85</td>
<td>M</td>
<td>$1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Wednesday Music Study Club of Blackstone</td>
<td>1919</td>
<td>15-31</td>
<td>Bi M</td>
<td>$1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Abingdon John Powell Music Club</td>
<td>1921</td>
<td>20-30</td>
<td>—</td>
<td>No dues</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>8</td>
</tr>
<tr>
<td>Bristol Music Club</td>
<td>1914</td>
<td>— 33</td>
<td>Bi M</td>
<td>$1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>3</td>
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<tr>
<td>Buckingham Music Club (New Canton, Va.)</td>
<td>1923</td>
<td>10-41</td>
<td>M</td>
<td>No dues</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td></td>
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<tr>
<td>Fluvanna Music Club</td>
<td>1920</td>
<td>12-62</td>
<td>M (Apr. to Nov.)</td>
<td>25c</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>Yes</td>
<td>8</td>
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<td>Franklin Music Study Club</td>
<td>1910</td>
<td>12-28</td>
<td>M</td>
<td>50c</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>1 or 2</td>
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<td>Fredericksburg Musicians Club</td>
<td>1921</td>
<td>65-50</td>
<td>W</td>
<td>$3</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>Yes</td>
<td>—</td>
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<tr>
<td>Marion Monday Afternoon Music Club</td>
<td>1923</td>
<td>35-100</td>
<td>M</td>
<td>$1 and $1.25</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>3 and more</td>
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<td>Newport News Woman's Choral Club</td>
<td>1918</td>
<td>20-35</td>
<td>W</td>
<td>$3</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>Yes</td>
<td>2</td>
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<td>Norfolk Scherzo Music Club</td>
<td>1910</td>
<td>10-30</td>
<td>M</td>
<td>$4</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>1 organ</td>
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<tr>
<td>Petersburg Wednesday Music Club</td>
<td>1898</td>
<td>30-36</td>
<td>Bi W</td>
<td>$1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>12</td>
</tr>
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<td>Prince Edward Wednesday Music Club</td>
<td>1922</td>
<td>8-30</td>
<td>M</td>
<td>50c</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>—</td>
</tr>
<tr>
<td>Radford Music Club</td>
<td>1907</td>
<td>9-77</td>
<td>M</td>
<td>$1</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>Roanoke Thursday Morning Music Club</td>
<td>1908</td>
<td>20-500</td>
<td>M</td>
<td>$2</td>
<td>Yes</td>
<td>Yes</td>
<td>Very much</td>
<td>12 and more</td>
<td></td>
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<tr>
<td>Junior Music Clubs</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Arvonia Junior Music Club (Penlan)</td>
<td>1923</td>
<td>20-30</td>
<td>M</td>
<td>10c</td>
<td>—</td>
<td>Yes</td>
<td>Yes</td>
<td>2 or 3</td>
<td></td>
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<tr>
<td>Fluvanna Junior Music Club</td>
<td>1923</td>
<td>8-20</td>
<td>Bi M</td>
<td>10c</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>4</td>
<td></td>
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<tr>
<td>Marion Junior Music Club</td>
<td>1923</td>
<td>20-33</td>
<td>Bi M</td>
<td>50c</td>
<td>Yes</td>
<td>—</td>
<td>Yes</td>
<td>1 M</td>
<td></td>
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</table>
11. How many concerts do you give each year?

Of the twenty-four questionnaires I sent out, nineteen were answered. From these nineteen replies I have attempted the general survey which is presented in this paper. Generous response from the presidents of the various clubs, as well as the co-operation of Mrs. Perkins in supplying me with a list of clubs, was of course of invaluable assistance in the collection of this material.

Of all the federated clubs Fluvanna Music Club has the honor of being the first county club, not only in Virginia, but in the United States. It was organized in 1920—rather surprising, but it shows the recency of county club work. The Petersburg Wednesday Music Club is the oldest city club in the state, its date being 1898. Next to Petersburg came Radford in 1907, Roanoke in 1908, Norfolk and Franklin in 1910. After these the next were Newport News in 1918 and Blackstone in 1919; the rest have been organized since 1920. Good work is evident when the number of Virginia music clubs has doubled in the past year and trebled in two years.

The original club membership and the present membership offer an interesting comparison. Practically every club has increased. Some examples of large increases are Roanoke, which has grown from 20 to 500 (with their junior club membership included); Marion, from 35 to 100; and Radford, from 9 to 77. Some smaller club increases are Fluvanna, from 12 to 62; Buckingham, from 10 to 41; and Big Stone Gap, from 15 to 36.

The large cities have relatively smaller numbers than the smaller communities. For instance, in a city of 31,000, Petersburg, there is a club of only 36 members. For the city of Newport News, with a population of 36,000, there are only 36; and Norfolk has 30 members out of a population of 116,000. Of course some of the clubs prefer to have small membership, and have their meetings purely social in nature. But this attitude does not seem to bear out the first aim of the federation. It is doubtful if the general musical interests of the community are aided by small social groups who enjoy music all by themselves.

In order to conform more closely to the aims of the national federation, it seems likely that some of the clubs will want to open their membership to more persons, and that meetings will be held more and more in public or semi-public gathering places.

When we speak of club enthusiasm, we include one of the main essentials. Nothing can work to good advantage if it is half lifeless. It is the quality of enthusiasm which pushes a club forward noticeably and makes people so interested in it that they want to be "in the game" too. Some reports in answer to the question—"Is the enthusiasm large?" are "Fair," "No," "Not very much," "Not very," "Fairly so," "Yes," "Growing so," "Yes, comparatively," "There is not much," "Could be better," and "Not good." The majority of them are in the negative form.

Many of our clubs are realizing they can entertain and interest the public better if they meet in a public auditorium, instead of holding meetings privately in the homes of their members. We need more of this. A stranger, who may be quite interested in music, doesn't feel free to go to private homes, whereas he might go to a public building. Ten clubs of the nineteen are using homes. Other meeting places used by clubs are College Hall and Auditorium for Abingdon Music Club; University music room for Albemarle Choral Club; Y. M. C. A. auditorium for Bristol Music Club; School of Music auditorium for Bristol Music Club; School of Music auditorium for Fredericksburg Music Club; Courthouse auditorium for Marion Music Club; Grammar School auditorium for Marion Junior Club; Y. W. C. A. for Newport News; Fraternity Hall for Radford Music Club; and Music Company Salon for Roanoke Music Club. The Marion club
is hoping with the aid of the Kiwanis Club to erect a community building where they may hold their meetings.

Some of the meetings are held monthly during the year, some weekly and some twice weekly. Clubs holding meetings once a week are Big Stone Gap, Buckingham, Fredericksburg, Marion, and Newport News. Bi-weekly meetings are held by the clubs of Blackstone, Bristol, Marion Junior, and Petersburg. Others holding meetings once a month are Fluvanna (from April to November), Franklin, Norfolk, Arvonia, Prince Edward, Radford, and Roanoke. Besides one program meeting, Roanoke has a meeting of the executive board once a month.

The frequency of meetings depends very much upon the nature of the work being taken up. Some club work is made up very largely of choral work or rehearsals for concerts. Some clubs that give attention to this are Abingdon, Fredericksburg, Newport News, and Albemarle. During the periods of intense training just before concerts Albemarle club meetings are increased to two or three times a week. The club work is one of the activities of the music department of the University, so President J. A. Cole states. Some clubs meet to study artists and their work, for instance those of Blackstone and Big Stone Gap. The Norfolk club gives private recitals once a month.

Most of the clubs are supported by dues, and the returns from recitals and concerts usually go to pay for special artists. The Abingdon club till this year had $10 dues yearly; this year there are no dues. The dues of the various clubs range from ten cents to $5. Arvonia and Fluvanna (Junior) club dues are ten cents yearly; Fluvanna twenty-five cents; Prince Edward, Franklin, and Marion (Junior) club, fifty cents; Big Stone Gap, Blackstone, Marion (Senior), Petersburg, Radford, and Bristol, $1; Roanoke, $2; Fredericksburg, $2 and $3; Albemarle, $3; Norfolk, $4.

Concerts given by different clubs often assisted by several other town organizations bring noted artists who are paid from the returns of the concerts. Some clubs which have brought big artists are Bristol, Petersburg, Radford, and Roanoke. Some of the artists have been Garrison, Gabrilowitch, Erno Dohnanyi, Mary Jordan, Flonzaley Quartette, Reed Miller, Edwin Hughes, Josef Hofmann, Louise Homer, Geraldine Farrar, Werrenrath, John Powell, Anna Case, Carolina Lazzari, Rafaelo Diaz, and Harold Bauer.

Some clubs give as many as 12 or more concerts a year, as Roanoke or Petersburg. Fluvanna (Senior) gives 8, Fluvanna (Junior) 4, and Albemarle 3. Others give 1 to 2, as Big Stone Gap, Blackstone, Franklin, Fredericksburg, Newport News, Norfolk, Radford, and Abingdon. Several clubs have not only given numerous concerts, but they have assisted in improving the various church choirs, and several have been active in organizing Junior club work.

There is nothing more important in development of interest in music than the increase of junior clubs. The junior clubs are made up of young people who develop into senior club members later to carry on the work. The junior member not only carries on the senior club work later, but he is benefited as he grows in the junior work by results of companionship with other children whose interests are musical. To help carry out this big program, teachers and musical leaders should co-operate in every way to bring about socialized music study. These junior clubs should be organized by every senior club. We have the beginnings of this with the formation of the following:

3. Fluvanna Junior Music Club.
5. Marion Junior Music Club.

The oldest of the six junior clubs is at Roanoke and it is probably the one which has done the biggest work.

MARGARET L. GILL
MINIMUM ESSENTIALS IN ENGLISH APPLIED TO HOMOGENEOUS GROUPING

Minimal objectives in composition, oral and written, is only one item of a series of objective standards laid down by the new State Course for the measurement of achievement in English. It is with only one phase of this objective, minimum essentials in written English, that I shall attempt to deal and my treatment will be even further restricted, yet, I trust, made more humanly interesting by the application of these essentials to classes in which the children have been grouped on the basis of their average abilities, or homogeneity of achievement.

About ten years ago, say before 1914, we had hardly heard of minimum essentials in this part of the world, yet now they are running the project hard for first place in educational fads, fashions, or methods, as you will. Probably the reason that they haven’t supplanted it is that they utilize the project for their successful accomplishment. These minimum requirements or objective standards for all phases of English have sprung into being, it seems to me, in response to a great need, which brings us directly to the human element in the case.

Since the World War there have been pouring into our high schools—I am speaking of our Southern and Eastern high schools, and, particularly, of those of Virginia and Lynchburg—a steadily increasing number of children who usually, ten or twelve years ago, fell out of the educational procession about the sixth or seventh grade to go to work. In Lynchburg, the increase in our school population for the past ten years exceeds the increase in the population of the city by 1500. Our high school enrolment has doubled. I believe that the case is fairly typical for many Southern cities. Because of our national advance in material prosperity, the parents of these children, largely from the industrial, or at least non-professional classes, earn better salaries, have more comfortable homes, enjoy greater leisure than ever before in their history, and these facts more largely even than the compulsory education law account for the increased enrolment in our high schools. These parents seem ambitious, even eager, for their children to have the advantages that they have lacked, and demand for them every opportunity that our public school system can offer. Education has become stylish. There must be more people, now, trying to obtain a so-called education than there are folks buying Fords.

Many of these children have practically no opportunity for any further kind of culture than they can achieve in our overcrowded classrooms. They come frequently from homes where there are no books, in the real sense of the word, no such thing as home-reading except of the newspaper, a trade journal, fashion magazine, or Motion Pictures. One boy on his home-reading list gave a high recommendation to the Police Gazette, and another a year ago, told me that the principal thing read and discussed in his home were the files of the newspaper covering the entire Garrett case, that put Appomattox again so prominently on the map of Virginia. He said, “We have a pile of them most a yard high!” They find, at home, no inspiration and little encouragement to use correct English. Yet they are eager to come to high school, to enter into its manifold activities, and they show a strange and pathetic desire to do well in English, especially in English grammar, which they tell you in that remarkable definition of Emerson and Bender “is the study that teaches you how the best writers and speakers use the English language,” and almost at the same time they will ruefully regret it “ain’t no use for them to try.”

You may ask how such pupils get to the high school? From two sources: the younger, the more poorly prepared, and yet the more promising type comes largely from
the country and small town schools, where the teaching force, equipment, and length of session are insufficient to give these pupils the same background and training that are offered in the better type of city schools. Yet these pupils, after an initial failure that they make in learning how to get started, often develop into, first, promising, and later, capable students. The second and more difficult type is those that come from the regular city schools—the so-called retarded group, who having sat in one class, for two terms, through most of the grammar grades, and who, having outgrown the grammar school physically and socially, even though not mentally, are shoved on to the high school with what a grade teacher once called a P. S. after their names, which, being translated, is “promoted on service.”

Of course, the proper place for such students is a first class junior high school where they should stay until they are ready to graduate into some field of profitable work, for which, be they girls or boys, they have been given sufficient technical training to earn a living, and concerning which they have been taught to express themselves intelligently and correctly in both spoken and written English. Not having a junior high school in Lynchburg, we are forced to receive them directly into our eighth grade, or first-year high school classes and to do for them what we can. Whatever they get in the way of better thinking, better doing, and consequent better living, we must give them. We are confronted with a fact, not a theory, but we have had to build up a theory or two, to cope with the fact, and the name of one of these theories is minimum essentials.

By these essentials or objective standards of measurement, for certain skills or abilities in the different phases of English work, we can, to some extent, measure the student’s power, and gauge his ability, or inability, to carry on further work of the same kind.

For each of our high school grades we have tabulated a definite set of requirements in the mechanics of writing, on which our students are required to make, not a mere passing grade, but an average of 90-100%. We have modeled our requirements largely from The Minimum Requirements in the Mechanics of English Composition for use in High Schools of the Inland Empire published at Missoula, Montana, but we have adapted them to fit the content of our own courses and shall continue to modify them as we test them out.

For the first half of the first year there are twenty, more than for any other period, and as concrete as brass tacks. They read as follows:

**Requirements for Passing I-A Written Work**

1. Write a legible hand.
2. Be able to copy accurately ten to twenty lines of prose or poetry.
3. Observe proper margins, indentation, and placing of title.
4. Use capitals properly in titles to themes.
5. Habitually use capitals when needed and refrain from using them when not needed.
6. Show properly where one sentence ends and another begins.
7. Do not use a phrase or a dependent clause as a sentence. Develop “sentence sense.”
8. Properly cancel incorrect expressions.
10. Learn, and put into practice, the four most helpful rules in spelling.
11. Write our common compound words solid.
12. Divide no monosyllables at end of lines; divide words between syllables, not elsewhere.
13. Use apostrophe correctly to show possessive case of nouns, and refrain from using the apostrophe in possessive case of pronouns.
14. Be able to spell correctly in short dictated sentences.
15. Observe the common rules of punctuation. (General use of period, question mark, exclamation point, comma, and the colon in letters.)
16. Regularly paragraph and punctuate conversation properly.
17. Observe the ordinary rules of syntax.
18. Write interesting compositions of one page length acceptable as to form and spelling.
19. Write a personal letter, or note, perfect so far as form is concerned.
20. Write reports in “Parallel Reading” clearly and neatly.

The first first-year test is having the pupils legibly and accurately copy these requirements into their note books, and, as throughout the term, the students are trained and tested on each and all of the requirements, the results for each individual are tabulated so that each member of the class can check on himself for his weak and strong points. Having student committees make class charts, or tables, and record each student’s rating, under each requirement, as satisfactory, or unsatisfactory stirs up competition, and develops interest and effort, thus making a competitive project out of what would otherwise be stultifying work. The requirements for each term following are a new set of definite objectives, built on the habitual use of those of the previous term, and all of the requirements correspond to definite data and topics on their Lewis and Hosic’s Practical English, their spelling book, and their Century Handbook of Writing.

But you say, “Such work is deadening. It kills the spirit. Some students hardly need it, as they will readily learn it if they wish to be accurate.” That is true, and minimum objectives, I believe, will never quite work by themselves. They must be built on another theory, the theory of homogeneus grouping; that is, we must by means of preliminary tests, general intelligence tests, and the ratings of former teachers, group our pupils in sections of average ability.

For the A, or more gifted sections, very little drill is needed on the mechanical requirements, except when the student is notoriously weak on spelling, or very careless in the use of the apostrophe for possession. This group soon masters the requirements as a kind of game, and what is more important, these students are held up to practicing them because they know that they must maintain an average of 90-100% on their use. They soon, habitually, put their work into correct and attractive form, and at the same time they are able to cover not only the full content of the course in literature, etc., but also, through group, or individual projects, do much more than we could require or guide them in, if we had some of these students in a mixed group of C’s and B’s.

The B group, of rather average ability, and usually fairly earnest workers, need much more practice and checking on mechanics and the full content of the course in literature may have to be abbreviated, or at least taught in a more objective and circumscribed form. Generally the drill and checking on the mechanics, as applied to their written English, and the content work in literature run about 50-50.

With the C group, however, made up of pupils whose ability is below the average, or of pupils whose preparation is incomplete, these requirements become not only friendly guide posts, but sometimes the definite end of the journey for that term. For, even though a pupil can get into the high school without being able to write a paragraph of correct sentences, with correctly spelled words, capitals, etc., it is our business to stop him there in the first year and teach him minimum essentials, show him what he has to learn. The pupils in this group can assimilate only the most objective kind of
Everything taught them must be concrete, and their instructions must be very definite. The practice work on these requirements must be an almost daily task. The composition to which these requirements are applied must be done almost entirely in class, and related largely to their everyday interests. If their literature includes the classics, it will have to be taught almost entirely in class and made as objective as possible. To this group the Odyssey and Sohrab and Rustum will be only stories. They do catch, I believe, a kind of contagious enthusiasm for certain beautiful passages read aloud to them, but their main interest is objective, and they express the facts that they gather in their own peculiar vernacular, and reflect them through their own little unglorified imaginations. Yet, I believe they get something, even though one wrote for me in explaining how Rustum fulfilled his promise to his dying son, “Rustum taken him back home and gave him a grand burial with plenty of flowers.” The highest point of interest reached by one class studying the Odyssey was the discovery, from the map, that Ilias was really Troy, and that it had a location that they could identify in their geographies, for it precipitated the to them very interesting question, “Warn’t them Trojans Turks?” I have had pupils disliking Treasure Island because of the wicked patriots, and I have even discovered scandals on the feet of the Abraham. Yet I would not discard the classics for this group. But I would have the teacher, there, do most of the work, for if these children get any kind of historical or legendary background, the teacher must create it for them almost entirely. I should also, however, require that these pupils do much home-reading of books more suited to their mental horizons—such books as Little Women, or other of Miss Alcott’s, Understood Betsy, Emmy Lou, Huck Finn, Tom Sawyer, A Message to Garcia, The Mutineers, Captains Courageous, and all the good narrative or simple lyric poetry they can lay their hands on, as well as such magazines as The American Boy, St. Nicholas, The Youth’s Companion, Popular Mechanics, etc., for nothing helps writing like reading. Of course there should be frequent class reports and discussions of this reading, first oral, and then written, which leads us back to the Minimum Requirements in written English.

You may have smiled at the simplicity of the second requirement—accurate copy of twenty lines of prose or poetry—and wondered if that were really necessary. You will hardly believe it possible that from a class of twenty-three I did not produce a single paper that was accurate copy of a fairly difficult half-page of the Odyssey. This work was done in class—and some members had to do the work over as many as four times, though more than fifty percent, got it on the second effort. Yet the teachers of the A section had only three copies that were not accurate from a class of about twenty-five. For the C group it must be drill, drill, drill, practice, practice, practice—of course properly motivated, on these essentials in written English. Yet the objectives are simple, and the kind of abilities that this group can finally master—unless there be some member who shouldn’t under any conditions get to high school.

The work outlined for this group, I realize, isn’t high school work at all, in the real sense of the term, but it is the work we are having to do for some of our pupils—at least in Lynchburg. These students have outgrown the grades physically if not mentally, and if they wish to go on to school, it seems that we must receive them until some other agency is provided, and we must do the best we can for them. Minimum Essentials and Homogeneous Grouping make the task possible. By giving them this objective, by self-measuring, and by simplified training in written English, we have materially raised our percentage of first-year promotions, and, I believe, have also raised our standard of written work for all classes.
Our percentage of first-year promotions in English without this system, in the fall of 1922, was fifty-nine; with this system, in the fall of 1923, it was eighty-eight. In the spring terms for the two years the figures were sixty-two per cent and ninety-four per cent. This very decided increase was perhaps partly due to the fact that our C sections consisted of only twenty students, or under, and that we were thus enabled to get at the individual weaknesses of each pupil. This term our classes are larger, and I, at least, am not getting as satisfactory results.

Students of this type will never see college, and will probably leave us at about the close of the second year, unless we can keep them on for commercial courses, or some other form of vocational training. Yet I earnestly believe that they are entitled to such practical training and development in English as will enable them to use their mother tongue correctly, communicate their thoughts clearly and with some degree of force, and to have a sufficient background of good reading to enable them to use a public library as a beneficial means of recreation.

Our experiment in Lynchburg has thus far been worked out only in our first-year classes, but as it is applied through the succeeding years, we believe that it will solve many problems that now vex us. We even believe that our most gifted pupils in English will be constrained to write their appreciation in correct sentences, made up of correctly spelled words. Most of the essentials in written English for the last two years are grouped around sentence structure and the applied principles of practical grammar, with spelling thrown in. If we use them as we should, they will eliminate many of the weak spots and failures in college freshman English, for our pupils must maintain an average of above ninety on these essentials, and so we may even have to fail a senior who has the appreciation of a Keats and the imagination of a Poe.

Never again can one "get by," as did one of our most gifted graduates of 1923, saying, when a misnamed noun clause in his University of Virginia entrance examination was pointed out to him, "Such details never did interest me."

EVELINA O. WIGGINS

ENGLISH NOTES

THE ENGLISH TEACHERS' SECTION OF THE VIRGINIA STATE TEACHERS ASSOCIATION

WEDNESDAY, November 26, at 9:00 a.m., the English Teachers' section of the Virginia Teachers' Annual Conference met in the auditorium of Ruffner School, Richmond, President H. A. Miller, Jr., presiding.

If the greater the difficulties in gaining any desired end the greater the value of that end when attained, then what the English teachers assembled there gained from the meeting at that morning session was the most valuable thing anyone got out of the conference. In the first place the various grade schools in the building were in session and were preparing in the auditorium a substantial Thanksgiving donation for one of hospitals of the city. Various boys were receiving and packing the donations and preparing the stage for a program which was to follow. Then came recess. Meanwhile, the English teachers camped in one corner of the room and waited for a quiet moment.

Really the children made remarkably little noise under the circumstances and were very polite to us, the intruders.

In spite of the interruptions, the meetings of the day were very interesting and profitable and we believe the teachers attending carried away many valuable suggestions, which may well mean much to the betterment of English work in our schools.

The program of the 9:00 o'clock session was as follows:
1. President's report.
2. Discussion of plans for the future.
3. The New English Course, Professor J. M. Grainger, State Teachers College, Farmville, Va.
5. Minutes of the last meeting.
6. Treasurer's report.
7. Election of officers.

The president's report showed his active interest in the English Department and offered constructive suggestions for the future. It was decided that the English section should, in a manner to be decided by a committee on publication, publish items of interest to the English teachers of the state. The Committee on Publication, appointed by the president, was Mr. C. T. Logan, Head of the Department of English, State Teachers College, Harrisonburg, Va., Miss Evelina O. Wiggins, Head of Department of English, E. C. Glass High School, Lynchburg, Va., Miss Anna S. Johnston, Head of the Department of English, Woodrow Wilson High School, Portsmouth, Va.

Mr. Grainger's explanation of "The New English Course" was both helpful and interesting. Miss Bowler's survey of English in schools of Brunswick County showed that her district was alive to the needs of the schools and that careful and constructive work was being done. The following officers were elected for 1925:

President: H. Augustus Miller, Jr.
Vice-President: H. A. Handy.
Secretary-Treasurer: Anna S. Johnston.

The second session at 2:00-4:00 p. m. convened under a calmer atmosphere than did the morning session and several fine discussions were heard with interest.

Miss Eva Branch, of John Marshall High School, gave a forceful plea for "A Brief Course in Public Speaking for High School Pupils." Among other good points the speaker enumerated were the following:

1. English teachers should be required to take a course in public speaking.
2. Oral reading should be emphasized in high schools.
3. Pupils should be taught the use of the vocal organs, so that they may read and speak clearly.
4. They should be taught to listen well.
5. Stutterers can be greatly benefited by a course in public speaking.
6. The best result obtained by the course at John Marshall has been the pupils' appreciation of its value.

Miss Evelina O. Wiggins's splendid discussion of "Minimum Essentials in Written English" will probably appear in the January issue of The Virginia Teacher, so I shall not anticipate here, but let English teachers feast on the original meat when it is offered them.

Altogether the meetings of the English section were interesting and the discussions gave practical suggestions, not fine spun theories, which we expect to bear good fruit in the field, especially of English Composition, both oral and written.

Anna S. Johnston,
Secretary-Treasurer.

ENGLISH TEACHERS' ROLL CALL

For years one of the needs of the English Section of the State Teachers Association has been a reasonably accurate list of the names of those Virginia teachers who are professionally interested in the teaching of English. Never has it been possible to undertake such a compilation until this year, when, with the assistance of the State Supervisor of Secondary Schools, there have been accumulated the names here printed. This list, however, is not to be regarded as official, for there are various corrections and revisions which will probably need to be made.
Interested English teachers are requested to inform the secretary of the English Section, Miss Anna S. Johnston, Woodrow Wilson High School, Portsmouth, Va., of errors appearing here, in order that she may revise and correct the list during the present session.

Thus we shall be able to verify names and begin another year with a fairly accurate roster of Virginia's teachers of English.

**WORK OF VIRGINIA AUTHORS SUMMARIZED BY NEWSPAPER**

**V**IRGINIA has been especially fortunate this year in the quantity and quality of the books published. James Branch Cabell's "Straws and Prayer Books" was one of the outstanding books of the year. Mrs. Emma Speed Sampson has also had published another book, "Masquerading Mary." A Virginia book which has attracted considerable attention is "The Slave Ship," by Mary Johnston, which has been mentioned in reviews as a remarkable portrayal in fiction of the slave trade in Colonial times.

Mrs. Ruby Vaughan Bigger published this past year her first book, a charming little sketch of Lady Astor's old mammy, called "My Miss Nancy." Other books by Richmond writers which were brought out in 1924 are "Government in Virginia," by Rosewell Page; "The Inn at the End of the Lane," by Addison Lewis; "The Deeper Voice," by Annie Steger Winston; "The Imperialism of John Marshall," by George Bryan; a book of poems by Mrs. Nellie Parker Benson; "Jefferson Davis, President of the South," by Dr. H. J. Eckenrode, and "Scouts of '76," by Charles E. Willis, published by Dietz & Co.

Although Miss Margaret Prescott Montague has had no book published this year, Dutton & Co. has published a booklet of hers, "The Man From God's Country." Miss Montague has also had the honor of having two of her short stories included in Edward J. O'Brien's "Best Short Stories of 1923." These are "The Today—Tomorrow" and "Up Eel River." Both of these were given three stars, the highest mention which Mr. O'Brien gives. Miss Montague has also had several articles, poems, etc., in current magazines.

Other books by Virginia writers which have been published during this past year are: "Virginia Fugitive Poets," by Armstrong Gordon, Jr.; "Cotton," by Edna Turpin; "One Way Street," by Beale Davis; "The Painted Words," by Nevil Henshaw; "Peacock Feathers," by Temple Bailey, and "Tidewater Virginia," by Miss Jett, published by Whittem & Shepperson.

Another Richmond writer, now living in New York, who has had a book published this year is Dr. Russell Bowie. His book is called "Open Ways to God." This year also there has been a new edition of that beautiful volume published last year by the James River Garden Club, "Historic Gardens of Virginia."

Books of especial interest to Virginians, because they are about Virginia, are Joseph Hergesheimer's "Balisand," and Lucy Fitch Perkins's "The Virginia Twins," in her series of stories about the twins of all countries.

Richmond writers are exceedingly quiet about what they expect to have published in 1925, and, according to most of them, 1925 will be a very slim year as far as Virginia books are concerned. However, Mrs. Sampson admits that she will have a new Minerva book out some time this spring, although she does not know the title of it.—Richmond Times-Dispatch.

**A NEW-OLD MAGAZINE**

A newsstand magazine with the following contributors listed on the cover should indeed give pause to teachers of English: Heine, Dumas, Kipling, Gaboriau, Stevenson, Bret Harte, Richard Harding.
Davis, de Maupassant, Tolstoi, O. Henry, de Alarcon, Mark Twain, Owen Wister, H. C. Bunner, Anatole France, and von Heidenstam.

How comes such a list of "aristocrats of letters, an aristocracy not of birth, but of performance," on a magazine cover dated January, 1925?

The Golden Book (its name derived from the Libro D'Oro, official list of Venetian nobility) is a new venture, published by the Review of Reviews Corporation, and edited by Henry Wysham Lanier, assisted by William Lyon Phelps, Stuart P. Sherman, John Cotton Dana, and Charles Mills Gayley. It will be issued monthly, at 25 cents a number, $3 a year.

What will be the fortune of this new undertaking, bidding for popularity on newsstands that display dozens of magazines from whose covers empty-pated girls smile inanely, on whose contents pages unknown authors' names are listed?

Such an experiment will be followed with interest by discerning readers, eager to see success crown this bold invasion of an enemy's camp.

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LIBRARY CLASSES IN LYNCHBURG

At the beginning of the term, pupils who have just entered the E. C. Glass High School, Lynchburg, are conducted to the library under the supervision of an English teacher. Here they are instructed by the librarian in regard to the purpose, arrangement, and rules of the library. After the librarian has stated the purpose of the library, she explains to the pupils the cataloguing system, the Dewey Decimal System which is found in all large libraries with the exception of the Congressional Library at Washington, D. C.

Next she explains under the rules of the library such things as registering upon entering, then how to charge at the desk any book which a pupil may wish to take out for any period, during the school day, over night, or for a week. After the librarian charges a book, she places a brown, a pink, or a blue card in the book, thus signifying the length of time it is to be kept out. If the book is not returned on time, the pupil has to pay a fine of two cents a day.

Finally, the librarian discusses that which may be termed in a broad sense discipline. This is explained to consist of silence, order, and proper care of the room and books. Placards bearing suitable mottoes are posted as reminders. One of the librarian's most helpful talks is that given on the proper handling and treatment of books. If such a class is conducted in the library itself, many important problems are solved for the new pupils, who cannot acquire this information so readily in any other place.

—RUTH H. BLUNT.

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TIDEWATER ENGLISH TEACHERS MEET

The Tidewater Association of Teachers of English, composed of Norfolk and Portsmouth teachers, met at the Norfolk Y. W. C. A. the afternoon of December 12, and heard reports from the Richmond meeting. Methods whereby the local association may offer real service to the state association were discussed, and plans were formulated with regard to the spring meeting of the Tidewater Association.

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EXCELLENT HOME READING LIST

The Illinois Association of Teachers of English through its Bulletin (published at Urbana, Illinois) is planning to push vigorously a campaign for more and better books in Illinois high schools.

"Too frequently," it is announced, "schools have spent freely for other kinds of equipment and have shamefully neglected the building up of the library. Some-
times they have depended on the town libraries for home reading materials; and while in a few instances such an arrangement has been satisfactory, far oftener has it resulted in the pupils' living on the level of the work of Bertha M. Clay or in their regarding Zane Grey as our greatest American writer."

Opposition is expressed to the common notion that a book room may be built up by contributions; "it must not be nourished by chance gifts from those who find in it a haven for their literary junk, nor must it be allowed to suggest a museum of antiquities."

A Home Reading List, compiled by Miss Essie Chamberlain, of the English department, and Miss Bertha Carter, Librarian, of the Oak Park and River Forest Township High School, has just been published by the Illinois Association in a revised and amplified edition. It is a first-rate buying list containing names of publishers and price of books. This sixteen-page pamphlet may be purchased at five cents a copy or $4.50 a hundred. Correspondence should be addressed to Professor H. G. Paul, 322 Lincoln Hall, Urbana, Illinois.

The same list, in annotated form, is issued in a forty-page pamphlet and is sold at ten cents a copy.

PRIZE BOOKS FOR CHILDREN

The John Newberry Medal, named in honor of an eighteenth century London bookseller—the first to publish books especially designed for children, is awarded annually by the Children's Librarians' Section of the American Library Association.

In 1921 the first award went to Hendrik Willem Van Loon for The Story of Mankind (Boni & Liveright, $2.50). In 1922 the medal was given to Hugh Lofting for his The Voyage of Doctor Dolittle (Frederick A. Stokes, $2.50). For the best children's book published in 1923 the medal was awarded posthumously to Charles Board-

man Hawes, author of The Dark Frigate. (The Atlantic Monthly Press, $2.00).

The Story of Mankind and The Dark Frigate are best read in junior high school years, but The Voyage of Doctor Dolittle is relished at an earlier age, perhaps in the intermediate grades.

HELPS FOR CHILD READING

Library Work With Children in a new and completely revised edition, by Clara Whitehill Hunt of the Brooklyn Public Library, has just been issued by the American Library Association, Chicago. It is a 30-page pamphlet discussing ways and means of directing children's reading and taking up also some physical problems encountered in every children's room. It is issued as Manual of Library Economy No. 29. (25 cents.)

Two new lists of children's books have also appeared recently from A. L. A. headquarters. Children's Books for General Reading is a basic list of 275 books for a children's library. The list was selected for the Children's Librarians' Section of the A. L. A. by Miss Effie L. Power of the Cleveland Public Library. (Single copy 20 cents—special prices in quantity.) Gifts for Children's Book-Shelves is an annotated list of 200 books selected for the purpose of helping parents choose suitable books for children. Sample copy will be mailed to anyone sending 5 cents in stamps. Prices in quantity on request.

"The innocence and completeness with which the child's spirit is rendered up to the book, its utter absorption and forgetfulness always moves me deeply. A child does not read to criticise and compare, but just in the unsullied joy of finding itself in a new world. And behind every such child is the heart and brain of some teacher, parent or librarian that makes the book possible."

—Christopher Morley
TEACHERS OF ENGLISH IN ACCREDITED HIGH SCHOOLS AND JUNIOR HIGH SCHOOLS OF VIRGINIA, SESSION OF 1924-'25

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Rapid Improvement in Virginia's Educational Rating

The Virginia public schools gained almost 20 points in educational efficiency between 1918 and 1922, as shown in a rating of all the states by index numbers involving the same factors as used by Dr. Leonard P. Ayres of the Russell Sage Foundation in rating the states for 1918, according to the calculations of Dr. Frank M. Phillips of George Washington University which have just appeared in the American School Board Journal. As far as the public schools are concerned this gives Virginia a new position in educational leadership among the southern states, and also changes its standing slightly among all the states.

For the first time in more than a score of years Virginia ranks ahead of all the following states educationally, at least as far as this method of ranking states is concerned: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

Based on an average of five academic factors and five financial factors Virginia, in 1918, was given an index number of 35.26, the index number of 100 being the assumed standard of normal excellence. The index number for 1922, according to Dr. Phillips, was 54.56, a net gain for the four-year period of 19.3 points or a gain in points of more than 50 per cent. This gives Virginia a rank of 39 among the 48 states and the District of Columbia. Virginia's rank in 1918 was 40.

The new ratings give the neighboring states the following ranking: Maryland 33d, West Virginia 38th, and North Carolina 42d, among all the states and District of Columbia.

In the opinion of State Superintendent Harris Hart several important considerations must be borne in mind in any estimate of the relative ranking of a southern state with other states in the Nation. In the first place, owing to the racial conditions, it is necessary for a southern state to operate a dual school system—one for the whites and one for the negroes. This is a large factor in comparison with any state which operates a solitary system. The second most important consideration is the fact that practically every southern state suffers in comparison with other states because of the relatively small sums available for education. The ranking of Virginia for instance is pulled down primarily by the five financial factors showing financial income, and not by the educational factors which represent educational output.

Somewhat the same condition holds now, it is pointed out, as was revealed by the census of 1910 which disclosed the fact that for every 1000 male adults in the south there were about 1200 children to be educated; for every 1000 for the eleven states constituting the eastern tier of states about 900 to be educated; and for the western states approximately 500 to be trained. Again, in the southern section, for every child of school age there was a property valuation of only about $3,000; for every child in the east a valuation of approximately $9,000; and for the western states
for every child of school age there was a property valuation of over $12,000. When these fundamental considerations are kept in mind, the fact that Virginia in recent years has shown a gain of 20 points in a measure based upon 100 points ought to be reasonably gratifying to the taxpayers of the state, it is thought.

LIBRARIES TO HELP IN ADULT EDUCATION

A DEPARTMENT of adult education for every library is strongly recommended by the Council of the American Library Association. The purpose of such a department would be to prepare courses of reading for individual students and to supply books for such courses; to furnish books needed by students enrolled in adult education classes of all sorts; and to maintain a bureau of information about adult education opportunities. The man or woman who must study independently will find such a department of tremendous value and the number of such students will necessarily continue to be large. As the situation has been, however, the individual who can not or prefers not to tie himself to the fixed hours and routine of study classes has been wholly unprovided for. This plan will meet the needs of another important group of workers and serves as an illustration of the intelligent functioning of the modern library in furthering the interests of education.

SCHOOL PUBLICATIONS CONTEST

COLUMBIA University announces its first annual School Publications Contest to be held in New York, on March 13 and 14, 1925.

This is open to all high schools and private schools of secondary grade east of the Mississippi publishing either a magazine or a newspaper or both. Schools are asked to send delegates to this two-day convention, or, if unable to attend in person, to send copies of their publication. The leading men and women in literature, journalism, and business will address the general and sectional meetings and the delegates will be able to secure valuable assistance in the solution of their problems from these authorities. A school publication could scarcely do a better thing for the interests of its paper than to pay the expenses of a representative at this meeting; the values to a school and its publication would likely be difficult to estimate.

Additional information may be obtained by application to the secretary, Joseph M. Murphy, Columbia Scholastic Press Association, Columbia University, New York City.

SOME NEW TEACHER TENURE LEGISLATION

OVER a hundred ten thousand teachers were needed in 1922-1923 to replace teachers leaving the profession. This figure is based on estimates from State Superintendents of Public Instruction in forty-six states, according to a Research Bulletin of the National Education Association. The number of teachers leaving the profession in one year represents more than a seventh of the total teaching positions in these states. In some sections of the country more than a half the teachers are new in their positions each year. The Research Bulletin shows that the median tenure in the public schools of the United States is four years, and the median rural teacher tenure is but two years. This large teacher turnover means that our children are taught by a constantly changing procession of teachers.

To improve this condition twelve states have already passed teacher tenure laws, which provide indefinite tenure for teachers during efficient service and good behavior. The principal features of these state teacher tenure laws listed in the Research Bulletin are:
1. A probationary period from one to three years.

2. Valid reasons for discontinuing a teacher in his position: (a) Immoral or unprofessional conduct, (b) inefficiency or incapacity, (c) evident unfitness for teaching, (d) insubordination, violation of or refusal to obey reasonable rules and regulations prescribed by government of schools, and (e) wilful neglect of duty.

3. Reasonable notice of intention to prefer charges against teacher, and right of counsel for teacher.

The general purpose of teacher tenure legislation, according to the Bulletin, is to protect the schools and the teaching body from political attack, to guarantee the able and efficient teacher security in position as long as efficiency and good behavior continue, and to weed out the inefficient teacher.

The data presented summarize the opinions of over one thousand individual teachers as to what they themselves consider just causes for dismissal. These are the four causes named by the large majority of teachers: (1) manifest or proved physical disability, (2) proved lapse of moral character, (3) proved insubordination to reasonable rules and regulations of employing authority, and (4) continued inability to maintain discipline.

Teachers protected by tenure tend to set for themselves high standards of professional achievement and growth, according to evidence presented.

The Research Bulletin raises these questions: Shall our public school teachers be regarded as hirelings with no guarantee of remaining in office over a year and shall teachers be faced constantly with the uncertainty of an annual election? Would school boards exercise greater care in making appointments, if teachers were guaranteed tenure? Isn't tenure legislation, that is satisfactory to both teachers and patrons, the best means of reducing teacher turnover?

BOOKS

PASSING THE BUCK—EDUCATIONALLY


These leaves offer just what their name implies, practice in English fundamentals. Definite goals are set up and checked upon, so that the student is at all times aware of his standing. And the consequences! Well, the student’s old saw about letting the teacher do the worrying has come home to roost. Come home very gracefully, it is true, but nevertheless come home! For the student knows from the outset that an average of 90 per cent on the series will exempt him from further practice. So he takes the assignments rather seriously, often using two or three references instead of one. But if he misses the coveted 90 per cent on the initial test? Another chance is coming; so like the bridge player when stakes are high, he doubles and redoubles—his efforts. Why not? He knows from the initial test just where his weaknesses lie; he knows from the suggested references just where to look for help; and he knows that in this case opportunity does knock a second time. One wonders how many hours of desultory work would be required to equal one hour of the white hot concentration the student brings to a job thus motivated. Some day the psychologists will tell us; then we will devise schemes for checking in all learning and settle the problem of the crowded curriculum by eliminating the problem of the rarefied study hour!

The leaves come stapled as a pamphlet for the teacher, and in looseleaf form for the student so that he does not meet the tests ahead of time. The introductory pages are given the student at the outset; a test is given each class period; the assignment for the next test is printed at the end of each
leaf. Each test is a sort of point scale with a definite value for each item and a total value of 100 points; grading is thus simplified, and can be done in class. The contents page provides space where the student may enter his score on each test; following this is a graph where he may record his progress curve. Duplicate equivalent forms of each test are available.

The material covered by the tests involve the usual high school fundamentals, spelling, punctuation, sentence sense, and the principles of grammar, with emphasis on the use of knowledge, and not on its possession. The leaves are best suited for use in the two last years of the high school, or in the first year of college.

The whole scheme is so sensible, so in line with the fundamental laws of learning, that it is strange that it has not come into universal use long ago. Certainly the teacher who once uses these leaves will never go back to the old way; there is too much joy in working with a group of students who are actually concerned about learning!

Katherine M. Anthony

THE NEWEST BOOK ON MEASUREMENTS


Probably in no other field of education have there been more books written in the last ten years than in the field of tests and measurements; and the peculiar thing about it is that most of them have made some new and worthwhile contribution to the field. This book is not an exception.

The general make-up of the book is conventional. Starting with a discussion of the nature and need of standard measurements as shown by a study of teachers' marks, a short history of the movement follows. One of the interesting chapters is that on a Test for the Ages of School Pupils and another, Measurements of Relationships. The book presents chapters on the testing of ability in spelling, reading, and the other subject matter of the school. There is also a discussion of intelligence tests. The last chapter forecasts the probable future of tests and measurements.

There are a number of new and interesting charts and diagrams in the book.

It is the judgment of the writer that the book is a little more difficult for students than most other books on the subject.

C. P. Shorts

BRIEF REVIEWS


This text is most conservative in its viewpoint; the index contains neither stimulus, trial-and-error, nor tendency. It is well organized and written with unusual clearness. Exercises for the student are provided at the close of each chapter, also suggested readings. The latter are ample and up-to-the-minute.


Here is help for the teacher who believes in activities, but who doesn't understand how to get them going. For the authors list feasible things for the children to do with definite directions. These come under food, clothing, shelter, utensils, records, and tools, and machines, but the various jobs may be used in connection with other activities to fit the teacher's needs. The bibliography and illustrations are invaluable.


This book by an English psychologist attempts an alignment of the subjects in general psychology, with stages of growth in children. Illustrative extracts from literature are given. There is much concrete illustration of real value, but the book is hard to read.


Believing that through "honest, intelligent discussion there lies a road to truth," the authors have presented in very thorough fashion the principles of argumentation with large attention to syllogisms and fallacies in reasoning. There is an excellent chapter on the Brief. The chapters fall under four heads: The Preparation of the Debate, Constructive Reasoning, Destructive Reasoning, and The Presentation of the Debate. A summary of the principles of parliamentary law for those who do not have access to Robert's Rules of Order is a real service.
THE VIRGINIA TEACHER


A chronological arrangement, with editorial comment, of Lincoln's letters and addresses from the announcement for the legislature in 1831 ("If elected, I shall be thankful; if not, it will be all the same") to the last public address four days before his death.

This volume is offered as a substitute for Burke's Speech on Conciliation. Mr. Avent remarking that "with the same inevitable logic, and the same constant reliance on universal principles, that make a study of Burke so fruitful, Lincoln is, in addition, simpler, more direct, and never consciously rhetorical."


This material is planned to meet the college entrance requirements in presenting in convenient and attractive form representative eighteenth century comedies. Goldsmith's comedy, first printed in 1773, and Sheridan's two, printed in 1775 and 1777, are followed by a hundred-page appendix containing a discussion of London life and dramatic literature and aids to the study and acting of the comedies.


A comprehensive handbook of grammar and rhetoric, with extensive references and cross-references. Many illustrative sentences. Detailed index. Numerous exercises.


This textbook covers the principles and processes required for the most common operations in all kinds of garment making. It aims to aid girls in solving the problems of garment-making in school and home. Each chapter is headed with a number of questions. There are abundant illustrations.


A handbook designed as an aid to teachers to supplement whatever textbooks in health pupils may study. "Dynamic," Professor M. V. O'Shea calls it in his introductory note, "based on our present-day conception of the way in which children learn and live, and effectively, so that what they learn will exert an influence upon their conduct."

The book contains outlines of health work for each grade, with suggested details for the various grades in such topics as Cleanliness, Clothing, Teeth, Nutrition, Tobacco and Alcohol, Weighing and Measuring, Rest, Colds and Tuberculosis, Air and Ventilation, Cheerfulness, Eyes and Ears. There are many appropriate stories included, poems and quotations, games and exercises, drills, and projects.

A mine of material is here available for the teacher of health who is not content with studying merely structure and anatomy and who is eager to build sound health habits. The book may be ordered from the National Tuberculosis Association, 370 Seventh Avenue, New York.


The first book of this series deals with personal health; the second is mainly concerned with the healthful or sanitary arrangement and management of homes, schools, and the neighborhood.

Many health topics are approached through nature study; pictures are used extensively to teach health lessons, with descriptive legends and frequently with thought-provoking questions; silent reading exercises are to be found at the end of each chapter.

The series offers an excellent example of the newer textbook in health which will teach healthy living, not facts about the body.


Number games, number rhymes, number songs, sense-training exercises, and speed and accuracy tests, designed for use in the kindergarten and the first four grades. The material relates number work to the common experiences of the child at play.


Believing that the most effective instruction in physics results from the intensive study of a few fundamental principles and the application of these principles to a very large number of special cases, the authors have compiled a laboratory manual involving numerical problems related to common commercial appliances. Descriptive matter is included to make unnecessary the copying of voluminous directions. Independent methods of experiment are encouraged as a check, one against the other.


A complete textbook and manual for the machine drawing class in high school.


A dramatic exercise appropriate for commencement, Columbus Day, Thanksgiving, Lee's Birthday, Lincoln's Birthday, Washington's Birthday, or any other patriotic occasion. From thirty to forty characters are required.

Incidental music is all included in the book.
NEWS OF THE COLLEGE
AND ITS ALUMNAE

NEWS OF THE CAMPUS

Coming at the end of a quarter, December is always the busiest of the fall months. There are the last of the class basketball games, there is the Annual bazaar, there is the Christmas cantata, and there are the inevitable examinations lurking around the corner.

The holiday this year was longer than usual, beginning December 19th and ending January 5th. So long an intermission gave everybody an opportunity to rest up before the new term. Classes got off to a good start at 8 o'clock Tuesday morning, January 6th. The second quarter will end Thursday, March 19th.

The Annual bazaar on December 12th was a “huge success,” as The Breeze put it. More than $100 was cleared from the sale of articles contributed by students and from refreshment booths. It was a success also in that it offered an entertaining program made up of plays and stunts presented by various clubs. “A Christmas Dream,” the offering of the Page Literary Society, was a pleasing playlet in which Margaret Leavitt had the role of a little girl happy in the anticipation of Christmas. A school room scene, with Ruth F. Lewis as mistress in charge, was presented by the Alpha Literary Society. It was announced as “An Old Fashioned School,” but judging from the horse-play of the pupils it could hardly be said to represent accurately those model seats of learning which our forefathers attended with such admittedly satisfactory results. The Cotillion Club had an attractive dance scene as its stunt; the Lee Literary Society presented a scene from Tom Sawyer, Carolyn Weems as Tom and Margaret Clark as his sweetheart providing very attractive “trimmings” in the nature of a pretty love scene. The award for the best entertainment went to the Stratford Dramatic Club, which presented “Mrs. Santa Claus's Shop,” a pantomime requiring a sure touch and classic restraint on the part of the actors.

Other entertainments during December included on the evening of December 5th a dramatic presentation of “The Cotter’s Saturday Night,” the third number in the lyceum series; on the following evening a recital by the music and expression students; on both December 5th and 6th presentation at the New Virginia Theatre downtown of a musical comedy, by name “Springtime,” given under the auspices of the Harrisonburg Kiwanis Club, and including many of the college’s terpsichorean, euterpean, and thalian artists in its cast; on December 9th a stereopticon lecture on “Trail Riders of the Rocky Mountains” by Lieut. Col. Phillip A. Moore, of the Bureau of Commercial Economics. The evening of December 14th, the last Sunday before the holidays, the Choral Club presented a Christmas cantata entitled “The Christ Child” in the New Virginia Theatre. For this occasion all the churches of the city joined in a union service.

Speakers at assembly during December included Miss Emma Gunther, associate professor of home economics of Teachers College, Columbia University; Miss Mary Barber, a home economics expert of Battle Creek, Michigan; Miss Helen Hodgson, travelling secretary of the Board of Missions of the Methodist Church; and J. A. Garber, Treasurer of Rockingham county.

Anticipation runs high in prospect of several numbers to be offered students and faculty in the next two months. William W. Ellsworth, well known lecturer, is scheduled to speak the evening of January 28th on “Shakespeare and Old London.” Carl Sandburg will lecture and read from his poems on Friday evening, February 13th. John Powell will give a piano recital at a date not yet decided on.
Following the class basketball games came a final clash between faculty women and the senior basketball team on December 13th. This contest was highly dramatic. Through three quarters the faculty team maintained a lead, "sitting pretty," so they seemed to think—then the seniors whirled in and carried away a victory in the last ten minutes of play. But so far basketball has been in its preliminary stages. Beginning with the game with the women of Bridgewater College January 9th, the varsity team will keep its backers occupied for several months.

The schedule, as announced by Edwina Lambert, business manager, will make the most exacting demands a Harrisonburg team has yet had to face.

Never before have the "Star-Daughters" gone further afield than the State Normal School at Towson, Maryland, but this year a trip has been arranged that will include four games in a week and carry the team into middle Tennessee. The schedule:

January 9—Bridgewater College, there.
January 17—Bridgewater College, here.
January 30—Farmville State Teachers College, here.
February 6—Radford State Teachers College, there.
February 17—Radford State Teachers College, there.
February 20—George Peabody College for Teachers, Nashville.
February 21—University of Tennessee, Knoxville.
March 6—Farmville State Teachers College, there.

As Peabody holds the championship of the South, having lost but three games out of the last ninety-three, Harrisonburg's team of state championship quality will of course be on its mettle. In addition, it has been necessary to agree to a two-division court and a five-player team in the Peabody game. These modified girls' rules will put a further handicap on the Virginia champs unless they can have a great deal of training in this style of game.

The line-up of last year's championship sextet has undergone but one change, and that, owing to Martha Cockerill's failure to return. Mrs. Johnston is working out a number of new girls, and Carolyn Weems, a substitute last year, is at present holding down the vacancy in guard. With Jessie Rosen and Wilmot Doan as forwards, Blanche Clore and Ruth Nickell as centers, Carolyn Weems and Sadie Harrison as guards, all Harrisonburg rooters can feel a good deal of satisfaction.

After enjoying a temporary leave of absence during which he was able to devote his entire time to writing, Dr. John W. Wayland, head of the History department, is again teaching classes. In the training school more extensive needs for practice teaching have resulted in the addition of Miss Katie Lee Rolston to the supervisory staff. Miss Marie Alexander, who assisted Miss Anthony during the fall quarter, has resigned to enter the George Peabody College for Teachers at Nashville.

Completing the two-year professional course December 19th, the following students are accounted two-year graduates of the State Teachers College at Harrisonburg, and next June will formally receive their certificates: Ruth Caldwell Bransford, of Richmond; Annie Rose Camper, of Buchanan; Alma Frances Hodges, of Roanoke; Agnes Spencer Nunnally, of Green Bay; Ruby M. Pryor, of Sandidges; and Lucy Morton Raines, of Carson. At the same time Louise Margaret Keeling, of Danville, completed the four-year course in home economics, and will receive next June the Bachelor of Science degree.

The merit roll for the first quarter, as announced by Dr. Henry A. Converse, Registrar, contained eleven names: Clara Frances Lambert, McGaheysville; and Edith Rowland Ward, Norfolk, seniors;
Emma Graham Bold, Buena Vista, and Louise Westervelt Elliott, Norfolk, juniors; Mary Elizabeth Ellmore, Herndon, sophomore; and Mary Travers Armentrout, McGaheysville; Hilda Page Blue, Charlottesville; Virginia Laidley Field, Charleston, W. Va.; Helen Myrtle Goodson, Norfolk; Virginia Mae Turpin, Norfolk, and Ada Love Woore, Clearbrook, freshmen.

ALUMNAE NOTES

Hilda Benson (Mrs. B. H. Henshall) lives in Washington City. Her address is 125 Rock Creek Church Road. She still has a warm place in her heart for Blue-Stone Hill folk.

Mattie Worster is teaching in her home city of Portsmouth; those of our faculty who saw her in Richmond at Thanksgiving say that she looks as if she had never been in a hospital.

Theresa Bushong (Mrs. John Zirkle) lives in New Market and is active in promoting the civic and patriotic interests of her community.

Dina Dalton writes from Kindrick, Va., where she is enjoying her work as a teacher. She is doing a fine work among the boys and girls of Grayson County.

Lucile Harrison is teaching near home this year and so is enjoying her work very much. Occasionally she pays us a visit at Harrisonburg. In the December issue of the Virginia Journal of Education she has a fine illustrated article on the historical pageant which she helped to stage so successfully in Warrenton last year.

Hallie Hughes writes from Blacksburg and states that she is undertaking some advanced work at George Peabody College for Teachers. We wish her continued success.

Emma Winn, Carrie Bishop, and several more of our girls are teaching at Churchland. They have the advantages of the city of Portsmouth within easy reach.

Ruth Taliaferro writes from Elkton, where she has been teaching for several years. She is giving good evidence of keeping abreast with the best things in her profession.

Mabel Kiracofe is doing a fine work at Norview, near the city of Norfolk. She enjoys being in touch there with Stella Burns (as we used to know her) and other Harrisonburg girls.

Ettie Watson is teaching at Evington and lets us hear from her now and then.

Mary Lees Hardy is teaching in Baltimore. She has a heavy program but gets a good salary and is enjoying her work. Her address is 107 Hawthorne Road, Roland Park.

Saline Abernathy sends a good message from Dinwiddie. She says, "This is my third year here." Mayte Burns Glick is teaching in the same school.

Nora Crickenberger has a group of excellent helpers this year at Bassett. Among them are Carolyn Wine and Elizabeth Harley. They publish a breezy school paper called "River Ripples."

Marjorie Ober is teaching in Norfolk and remembers her friends at Harrisonburg.

Lillian Milner Garrison and Georgia Foreman Smith live down on the real Tidewater, but they still have pleasant memories of their sojourn in the mountains of Shenandoah.

Mary Rumburg says that it is not such a far cry from Blue-Stone Hill to Macedonnia, Ohio, when one's heart is in it—and we believe her.

Marie Purcell sends greetings from her home in Washington City and wishes to be remembered to all of her old friends.

Fay Morgan (Mrs. Joseph H. Neale) lives at Upper Lehigh, Pa., but does not forget former days in Old Virginia.

Gladys Brown (Mrs. Arno Friddle) enjoys her home and her life in Moorefield, W. Va., but is still loyal to the Shenandoah Valley.
Virginia Simpson writes from Norfolk and wishes to be remembered by the folks up here. Could anybody ever forget Jinny?

Bernardine Knee is teaching in the high school at Middletown, but her parents have recently moved to Winchester.

Gladys McKee holds a fine position in the schools of Washington City.

Katie Winfrey, Katharine Reaguer, Clotilde Rodes, and several more of our girls are teaching at Culpeper and in the vicinity.

Janet Bailey (Mrs. Fred Lee Troy) lives at historic Big Stone Gap, in the John Fox country.

Roselyn Brownley is enjoying her work in Norfolk. She sends us a message now and then and is happy over the news she hears of the “Breeze.”

Elizabeth Murphy holds a good position at Dawson Springs, Kentucky. We hope she will visit us again at commencement.

Hester Thomas lives at Culpeper and teaches there. She has a double reason for being happy.

Mrs. Bess Hurt Burchfield writes from the great Southwest. It is a great country, both in size and in achievements.

Emily Burger, now Mrs. Austin, makes a visit to the Natural Bridge now and then (it is near her home) and wishes that all of her Harrisonburg friends could see it with her.

Elizabeth Greaves (Mrs. Page) mails a Christmas card at White Marsh, Gloucester County. Her home is near there.

Lucile Early (Mrs. Fray) sends a fine message from Advance Mills, in Albemarle County. Lucile is very much at home there. Her home is a joy to her old friends who are lucky enough to visit her. Of course, nobody can think of Lucile without also thinking of Mary.

Mary Lancaster Smith (Mrs. E. E. Garrison) gives her address as 547 Lee Street, St. Petersburg, Fla. She says: “It is great to be here to enjoy the warmth of the climate and the beauty of the flowers. Have already met people who know Harrisonburg and Rockingham County.”

Eunice Lipscomb sends a Christmas card from Crewe, but we suppose she is teaching again at Critz, near Sallie Cooper’s home, in the land of the lucky stones.

Marguerite Garrett (Mrs. Etheridge) lives in Miami, Florida. She sends greetings to all her old friends in Virginia.

Mary Abbott Cook, who graduated in 1914 and taught for several years at Stuart, Virginia, before she became the wife of Rev. E. E. Lane and went to the mission field in Brazil, writes interesting letters from her station in Sao Sebastiao do Paraíso, Estade de Minas, Brazil.

“Folks back home have a small opinion of Brazil,” she says. “One of our missionary ladies when in the U. S. A. at college was asked by a supposed-to-be intelligent lady if Brazil was as large as Augusta County (Virginia, of course), and only this week one of us received a letter asking us to be nice to a friend of the writer who was on his way to Brazil and whose address shows he will be as far from Sao Sebastiao do Paraíso as Florida is from Virginia.”

It seems that one place is about as dangerous (considering the pointed darts of one hight Cupid) as another around Blue- Stone Hill. Just a little while ago it was “Miss Lough”; now it is “Mrs. Phalen.” Please remember when you ask for your mail. Only a few days since it was “Miss Eleanor Sublett”; now it is “Mrs. John England Catlin.” All during the summer and fall it was “Professor McIlwraith”; now it is “Professor and Mrs. McIlwraith.” And so it goes. This is the way of the world. Sooner or later Cupid will get ’em all. Well, long life, happiness, and prosperity to you all!
OUR CONTRIBUTORS

Hedwig Schaefer is a member of the department of home economics of the State Teachers College at Harrisonburg. She is a graduate of Teachers College, Columbia University, and of the University of Oklahoma.

James G. Scott is head of the department of mathematics and assistant principal of the Petersburg High School, Petersburg, Virginia.

Margaret Gill is teacher of home economics in the high school at Holland, Virginia. Miss Gill received her bachelor's degree at Harrisonburg in 1924, where for several years she was president of the college Glee Club.

Evelina O. Wiggins is head of the department of English of the E. C. Glass High School, Lynchburg, Virginia.

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