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

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THE PLACE OF ENGLISH IN THE COLLEGE CURRICULUM

EDUCATIONAL policies, methods, objectives have suffered such far-reaching changes during the past fifteen years that the liberal arts curriculum of the undergraduate college has had to fight for its life. In America the conflict of the invading sciences against the older classical curriculum began with President Eliot's inauguration of the elective system at Harvard in the eighties; and it has continued under various modified forms until now. It was not then and has never been a conflict as to the intrinsic value of courses—whether the study of plant structures has more value than the mastery of logarithms—but the search has been for a principle of education according to which selection should be made. President Eliot was himself trained in the natural sciences before the sciences had learned that they were not philosophy, and he brought to college administration something of the disruption and chaos that marked so disastrously the thinking of the Nineteenth Century. That same lack of co-ordination and direction has continued to show itself in the helter-skelter, hither-and-yon changes the curriculum has undergone.

In general these changes have been to include a larger and larger body of knowledge—the ever-growing and ever-diversifying facts and principles of science, and, more recently, much that approaches in content and method the courses of professional schools. It has been comparatively easy to make way for such new and diverting courses, and there is now practically no controversy as to their value. But there are two criticisms that may be justly and pertinently made of the average modern curriculum. The first and more important is that educators have included a large body of knowledge in the courses of study but have made no requirement that these courses be unified by intelligible connections, by a theory about the universe that would bring them all into line. We are content to allow a student to learn one body of facts in the sociology class, and another possibly contradictory body of facts in the biology laboratory, and we make no effort to relate one course to another or to free the judgments of science, history, philosophy from their contradictions and ambiguities. We are content to add to the student's knowledge without increasing his understanding, for it is obvious enough that unless facts be seen in the light of general principles and in their relation one to another, there is no real comprehension.

Many attempts have been made to find a unifying principle in the curriculum. Professor Meiklejohn has been urging for a number of years with apparently little effect that some course in philosophy be required of all students to help them transcend the limitations of each narrow and particular branch of study and see all in the light of general truth. Dr. Meiklejohn's argument has force, but there is no widespread movement to put philosophy in the list of required subjects. In fact, quite the opposite tendency is developing. In more and more college curricula is philosophy left elective, and even made an unwelcome appendage in the department of its more vigorous offspring, psychology.
Other efforts have been made to give form to the course of study as usually selected. The requirement of major and related minor subjects puts a sort of superficial emphasis on certain courses but is far from supplying the fundamental relating principle of which we stand in such dire need. The modern system has given up the courses on which the older curricula depended to shape up the findings of various studies into an organized body of knowledge, and so far it has found no substitute, either in a particular course or in a method of teaching. It is evident from any study of recent pronouncements on the subject that both students and professors feel that we are not correcting the evil, that very often four years in college result not in real enlargement of the mind but in the impression of having once known many facts about history or literature or science. We make little effort to offer our students wisdom and a fairly tenable theory about all life, but we leave them with odds and ends of knowledge and call it an education. We continue to give diplomas for hours spent in the library and facts once known.

The other criticism directed against the modern curriculum is that it trains the intellect, presumably, but leaves the emotions in the same crude state in which it finds them. Only in recent years have we come to realize that the human mind has different aspects but not parts and that a thorough training along one line must involve education along the other two. That is, we can not make a scholar even—if that be our aim—by concentrated attention to intellectual processes; but we must at the same time devote our training to emotion and will as well. After all, do what we will, the majority of men live largely by their emotions; and it might be as well to recognize that fact and make some effort in our college to refine emotion as well as thought. In fact, in the end our aim is exactly that, to refine taste, to cultivate the emotional appreciation of what is fine, to fire a passion for what is worthy to be loved and a hatred for the trashy, the cheap, the tawdry.

Well, what has English to do with all of this? To be explicit, it is my theory that English better than any other subject in the college curricula can do something to correct these two faults. I do not say that the ideal method is to leave to any one course what the whole curriculum ought to do; but under our present system with its obvious limitations English may perform a very valuable service impossible to the sciences or foreign languages.

English can do this because, in the first place, it is the only universal requirement. The widespread vogue of the elective system has worked havoc with Latin and mathematics and chemistry and the modern languages, making it possible for a student to omit almost anything for which he does not have a generous temperamental aptitude, but in no reputable college or university may the untutored freshman escape the rigors of freshman composition. That very fact ought to make all English teachers draw a deep breath. Whether the makers of curricula know it or not, that universal requirement of English means something far more significant in the student’s life than his highly hypothetical ability to use the English language as a useful tool. But while we are recognizing our opportunities, we ought also to recognize the alarming fact that students show fewer calculable results from the first year of English than from any other of their introductory courses. The desire to write clear English sentences apparently does not become a daily passion to inspire history papers or biology reports.

But, whatever we do actually make of it, the English courses can in a signal way offer some corrective for the first fault of our curricula. They can help the student to synthesize his work as perhaps no other study, barring philosophy, can. First, English offers in its very subject matter, in its content, various syntheses of experience.
It is itself philosophy crystallized to the point of usability. The welter of human experience becomes more chaotic than ever before when the force of new knowledge breaks up a college student's inherited systems; and then it is that the student needs to have some clearly defined and articulate theory about the universe presented to him, not so much for his acceptance as to provoke similar thought on his own part. A long and appreciative reading of Carlyle may bring order to his scattered ideas, and he may find in Sartor Resartus the inspiration of a strong belief. Matthew Arnold's synthesis of experience will do the same thing for another type of mind. Or Joseph Conrad or Thomas Hardy may offer their own explanation of human life, a rationalization of its contradictions so numerous at every turn, an amelioration of its difficulties. We might cite others. But it is accepted that this is one of the fine services performed by any study of literature. The student finds himself, so to speak, in some writer he loves. Any literature—Greek, German, French, Latin, Italian—will do the same thing; but we have to rely largely on English to do it, for our undergraduate work in foreign languages usually falls short of the humanistic value we would like it to have. In the concern for classical construction and smooth translations most students miss the full meaning of Sappho or Goethe. It is therefore usually left to a study of English literature to present such a possible unification of knowledge.

English literature offers a co-ordination of experience not only in its content, but also in its form; and that is more far-reaching in its effect, I think, and more significant. Every poem, every novel, every piece of literature in its own rounded form suggests the final perfect unification of all knowledge. It mirrors the order and unity that the writer finds in the universe about him. A belief on the part of the artist in some sort of order in his environment is the condition of all art. For the consciousness of the artist things must and do cohere; with a thorough-going impressionism he has simply nothing to do. And thus the finality of art means nothing more than the perfect union of form and content by means of which the unity in the system under which we live becomes apparent. That is always the supreme service of beauty. In fact, as Emerson points out, the Greek word for beauty was none other than the word kosmos, order. Well, the undergraduate student of literature never works out a theory like that, of course. But he feels it, if he is an appreciative student. Whether he knows it or not, the greater part of his pleasure in reading a poem comes from the fact that here he finds the order and coherence that he lacks in his life. From this comes that supreme tranquility that attends the aesthetic experience.

So much the study of English can do for unifying knowledge when it is merely the appreciative reading of literature. Looked at from the point of view of composition it can do even more.

Writing is the only art studied creatively in our academic colleges, and therefore writing is the supreme training for bringing together one's mental processes in their artistic unity. Of course we do not always put the teaching of freshman composition on that high plane. It is of little use to talk about artistic unity to the freshman whose sentences are an amazing combination of dangling modifiers and ubiquitous "so's." But when he has come to feel the beauty of clarity, when he has the satisfaction of saying his thought out, then he knows in a small way the joy of artistic creation. Then he does a much better thing than take over the synthesis of experience offered of Shakespeare or Milton or Carlyle or Arnold. He makes his own synthesis, and is just that far along toward real education. He begins to feel, though ever so faintly, the divine joy of the artist.

It seems to me that our attempts at education fall lamentably short of fulfilling our
obligations unless we do manage in some way to have the student learn what creative power is. All true living employs the same force that goes into artistic creation; it is itself the power of synthesis. The very process of thought, the process of relating one concept to another, is in itself an artistic one and more or less valueless until it takes on the fine energy and force that create beauty.

The study of English ought to do even more than help a student to effect an organization of his knowledge. It is one of the best ways of developing him emotionally. It can refine his taste, and by showing him much of what the human race has accomplished that is admirable can wean him away from loves less worthy of his devotion. The modern thrill-hunting youth can very well learn of art a tempering of his emotions, a reservation of them for objects really worthy of exciting them.

It is a little discouraging, in the light of all this, to realize what requirements the teaching of English lays on us poor comma-ridden mortals. In the first place, we ourselves must get at least a comprehensive view of the field of knowledge. We can't of course hope for technical knowledge of many subjects, but we should at least be acquainted with the general meaning and accomplishment of sciences, of history, of philosophy. There is no more distressing spectacle in modern education than teachers of one subject totally unfamiliar with and uninterested in many others. It is small wonder that our students go out of college with their information carefully stored away in intercourse-proof compartments of their brains, for the teachers themselves all too often are confined in their thinking to the artificial limits placed around one particular aspect of knowledge. We should learn early that any subject leads out into all, and that only through comprehensive sympathies and wide contacts can we give English its proper background. Indeed, unless we do cultivate versatility and a universal appreciation of learning, our own teaching will fall flat, and thus while preaching to others we ourselves shall be castaways.

It isn't, however, in the teaching of literature that we count many dull, flat, and unprofitable hours. It is in the teaching of composition. There the immediate problem is how to redeem punctuation and sentence structure from drudgery, both for the student and for the teacher. Too often, as we all know, punctuation to the bewildered freshman means merely learning a set of arbitrary and impermanent rules, to be retained if possible until after the examination but on no account to condition or modify his future letter writing. And the whole matter of learning to write is a difficult, useless, but required labor that he must perform before passing on to more congenial tasks. If his teachers can show him the relationship between punctuation and real education, surely it will not be so hated a part of his work.

What we need is a belief in the power of art. To see art as a final criticism of life, giving to everyday living a higher standard of conduct than does morality, informing even a simple act with deep meanings, affording the ultimate value by which to measure one's life—this is to appreciate the place of English in the educational system. This is indeed the only salvation from narrowness and mediocrity in teaching. For while it is an excellent and a necessary thing in our hasty teaching to put one's attention on the immediate task, yet it is never wise nor safe to lose sight of the ultimate thing we are aiming at, the introduction of the critical sense into living. And it is just here, of course, that the whole value of literature lies. It teaches living by example; it offers a permanent standard by which to measure one's total accomplishment. Just as Matthew Arnold says one learns to test the Grand Style by having certain examples of it in mind, so the appreciative student of literature tests good
living by the standards with which art immediately supplies him—harmony, proportion, the power of creative synthesis.

For this reason the person who has heard the rhythms of Milton or Shelley or Meredith can never be happy with jazz music. The appreciative reader of Henry James or Conrad or Hardy can never be satisfied with Theodore Dreiser or Scott Fitzgerald or James Joyce. And perhaps when we shall have done our duty as teachers of English the very names of Rupert Hughes and Harold Bell Wright will have passed into deep and impenetrable oblivion.

Dorothy Bethurum

THE IMPROVEMENT OF TEACHING THROUGH CLASSROOM SUPERVISION

I. THE FUNCTIONING OF THE SUPERVISOR IN THE WORK OF SUPERVISION

It is the business of supervision to discover talent, to bring to the notice of many and to distribute as widely as possible all the best in teaching that can be found.

Just as we spend more, per capita, on our feeble-minded and border-line children than upon the brightest and most promising, so, at present, we are spending more time in supervision of the very poorest teachers than of those who are most likely to profit by it. Supervision which functions as a constructive factor is not thought of as a remedy for those about to fail, but as a systematic “keeping in touch” with those who are doing well. Sometimes the very keenest intellectually need this most. They need the stimulus of challenge to their powers and need to realize their own possibilities of growth.

Reporting in teachers meetings worth while features of work observed is one helpful means of stimulating effort. It serves not only as a stimulus to the ones who are quoted, but at the same time gives inspiration to those who hear it. Such sharing of experiences does much to establish in the minds of those concerned the fact that supervision is not a “system of inspection,” but a means whereby helpful things may be discovered and made available for the use of all.

Under a system of supervision where “growth in efficiency” is the chief goal, less emphasis is laid upon and less time is given to “grading” teachers and more to criticizing constructively the work as it is done. This necessarily means that efforts are made to remedy weaknesses and to discover talent rather than merely to accumulate data in order to classify a teacher according to her standing among others. It follows that the reserve often shown by teachers in revealing the real trouble they may be having is overcome; they think of supervision as trying to “do something for them rather than to them.”

When supervision is functioning constructively, the person to whom this work is entrusted shares the professional respect of those whom he would help. He knows thoroughly the instruction problems of the classroom as well as those that are disciplinary and administrative. He is able to offer advice, helping the teacher choose wisely the results she should secure. When a weakness in procedure is noticed, he is ready to suggest an improvement which would bring the desired result. He is quick to back up any adverse criticism by an explanation of the principle involved and can give suggestions for a procedure that will prove helpful. In other words, he demonstrates the ability to analyze the recitation, to establish clearly in his own mind what the teacher is trying to do, why she is trying to do it, and why she is doing it that way—her aim, her method, and the outcome she hopes to secure.

II. QUESTIONS ABOUT TEACHING PROCEDURE WHICH SHOULD BE HELD IN MIND

Is too much uniformity on the part of pupils expected? Is there recognition of a
wide variation in quantity and quality of individual ability?

Is the distribution of emphasis wise? In enthusiasm for certain items are other important ones crowded out? In zeal for appreciation of the interesting or the beautiful is drill upon essential facts omitted? In zeal for drill upon facts or skills and for achievements of certain standards, is the stimulation of creative imagination neglected?

Do those instructing the children know the fundamental principles of teaching? Do they recognize the characteristic native tendencies which children manifest? Do they realize the possibility of many responses to a given situation, and the means of modifying or redirecting these original responses? Do they know the possibilities of wise selection and the laws of habit-formation which will function in their behalf? Do they allow for the wide variation of ability within any group? Do they recognize influences which may be operating because of health or nervous instabilities? Do they consider the significance of the child's purpose as a factor in the situation?

III. EVALUATING THE CURRICULUM IN RELATION TO SUPERVISION

Does not supervision bear a relation to curriculum reform as well as to curriculum maintenance?

Should not the knowledges taught be chosen according to valid criteria; that is, should not the material be "knowledge of the real," knowledge that "applies to many situations," "affects widely human welfare," and that helps to control future conduct? Should not the omission of non-essentials be encouraged in order to bring out the big values, instead of allowing them to be obscured by a mass of irrelevant and insignificant details?

Should not the work going on in the classroom, the curriculum, be judged by the number of vital experiences it affords the child? Should not "accomplishing nothing very nicely and faithfully" be condemned as worthless? Should not the allotment of time permit emphasis where emphasis is due and encourage a sense of relative values? Should it not be pardonable to neglect Cortez, Balboa, Ponce de Leon, or other traditional, spectacular characters, for the full appreciation of Pasteur, Lazear, Walter Reed, William C. Gorgas, Seaman A. Knapp, and others whose contribution to civilization has been immeasurable?

IV. THE ACTIVITIES OF THE CHILDREN AS AN INDEX OF THE VALUE OF A SCHOOL

Both supervision and teaching must find their final appraisal in terms of the results obtained, in what the children are doing. While gaining information they must be exercising those powers that help to develop increasingly the ability to live together with one's fellows and to enjoy better things.

In routine matters in the classroom, care of library books, distributing papers, and so forth, should be found an opportunity for the child to practise and to grow in the ability to carry on the work of the group of which he is a member.

While he is striving to reach or surpass such standards as the grade norm on a test, for instance, other habits which he is forming at the same time should not be overlooked. Emphasis on the opportunity to work together for the good of all should make it impossible for one to flaunt his superiority over his fellow pupils.

Attitudes and appreciations must be considered more vital than specific bits of knowledge or habituation to formal "rules." Disciplinary control must be handled so that there will be positive results and so that "the virtues may be crystallized into good manners and morals."

And finally, the improvement of teaching implies, and depends most upon, a growing knowledge on the part of us all of the possibilities of our calling. Teaching may be, "with these ideals, the noblest of professions; without them, the sorriest of trades."

W. D. Ellis
GEORPHY AND THE HIGHER CITIZENSHIP

I WAS born in Paradise—fool's paradise it proved to be. I refer to that snug and comfortable world that existed in millions of minds before 1914—that world of peaceful progress in which forces of finance, commerce, common sense, and good will were to prevent any such thing as a world war. We were to have enduring peace while we worked our society along step by step toward better ends.

This paradise of peaceful progress was blown to atoms by the World War.

Will there be other World Wars? Must our children or our children's children be crushed by tanks, blown up by air bombs, made insane or shaking wrecks by shell shock, or permanent invalids by inflammatory gases, smothered in masses by deadly gas, or made to die in epidemics whose irresistible germs are spread by airplane?

If we have another war, we may have no civilization left after it is over. The science of destruction was in its infancy during the World War. The progress in the art of destruction since 1918 has been swift and appalling. The World War was a baby in comparison to what applied science can make the next war.

Who won advantage by the last war? What nation is better because of it? There is but one answer. No nation is a better nation because of the World War. The universal result was wreckage, sorrow, and discontent, with satisfaction nowhere to be found.

It is the task of the higher citizenship to arrange the relations of the groups of people called nations so that war shall not happen again. What can we do to bring this thing to pass? I asked myself that question again and again, both during the war and after the armistice.

I was doubtless only one of millions who had the devastating experience of feeling the whole basis of things slip from under us as we saw no hope for civilization. Then, one morning in January, 1919, the light of hope returned to me. I was restored to membership in a progressive civilization, because I thought that I saw something reasonable enough to hope for and good enough to work for—something that might be a way out. My rebirth of hope ran like this. In the first years after the War all attempts at world organization will be bound by compromise. For some decades the plans for organization must be feeble, and they must undergo numerous changes. Sometimes it will seem that even the most promising plans can barely exist, much less make progress necessary for world peace. It seemed to me that twenty-five, perhaps even fifty, years would be required to demonstrate the success or failure of plans for peace and that the deciding factor would be the attitude of men's minds a quarter or a half century hence.

The attitude of mind that will make peace secure will be of slow development. Even wars do not happen suddenly. War is like fruit. The seed is planted, the tree grows and blooms, the fruit is set, and finally it comes along to ripeness. Will men's minds in twenty-five or fifty years ripen into sweet and nutritious fruit of peace or the bitter and poisonous fruit of war? The answer to that question depends largely upon America. The largest single factor in this world situation, this world of organization—this world of peace or this world of continuing anarchy and world war—will be the people of the United States. What they think and feel and do will almost settle it, as it did the World War. Then I saw that it was a problem of education, largely a school problem. Most of these people whose opinions are to decide the future are not yet in the schools, most of them indeed are not yet born.

Then came the question, what can I do to affect men's minds in this coming quarter century or half century of mind-making that will be so fateful for the world?
For a little time I wished that I might again be a teacher of history, that I might write history text-books for the school children of America. Further thought showed me that history was not the most effective avenue. History as now organized in our schools deals with but a corner of the world; a few countries, our own country and its historic roots, leaving most of the world as much in the outer darkness as it appears on a map of the world made by the Romans.

It is through the geography book and the geography teacher that the child is introduced to his own country and also to the whole world with all its countries and all its peoples. The geography teacher has a great responsibility in introducing the child to his neighbors upon this earth. This task has two parts: to teach the facts of geography and to encourage an attitude of mind. The book carries the body of knowledge, but the teacher can give it its soul, helping the child to an attitude of mind.

As a body of knowledge, geography is undergoing swift advance. Not long ago it was a deadly memorizing rote of question and answer, with no more explanation than a multiplication table. Now each year sees a deepening realization that the science of geography is really a study of cause and effect, an explanation of things, a basis of understanding, a subject valuable in finance, manufacturing, and trade as well as in citizenship and in the higher citizenship. Not only is an understanding of geography a vital part of training for citizenship in any country, but it is the chief opportunity in our schools for teaching the higher citizenship—the relations, the good relations of the nations with each other as nations.

We teachers know that the children will forget most of the facts that we teach them about any subject which they do not continue to study. But we also know that even after many of the facts are gone, there is left a residue of understanding—of mental background—something of indispensable value well recognized in cultural education and even in training for business. After many of the facts of geography are gone from the mind that has studied about foreign countries, there will be certain spiritual residues; and here is the teacher’s great opportunity to promote the higher citizenship. You can help the child, indeed, it is impossible that you shall do other than help the child toward respect or disrespect for other peoples, towards sympathy or antagonism, towards understanding or misunderstanding. In other words, we are bound whether we wish it or not to help toward peace and world organization or help toward misunderstanding and war.

RESPECT, SYMPATHY, UNDERSTANDING—
THESE ARE THE GREAT SPIRITUAL POSSIBILITIES OF THE GEOGRAPHY CLASS

I. Respect

To have world peace, peoples must learn to respect each other. We want to teach the children of America to be mentally polite to other nations just as we want them to be personally polite to their neighbors; then they will begin to respect other nations.

In making children acquainted with foreign peoples, we have an instinct to overcome, the herd instinct, the instinct for likeness as against unlikeness, the instinctive egotism which makes us feel that things different from our own are not so good as our own. We see a bit of this creeping out in the definition of the word “barbarian,” which is nothing but Greek for “foreigner.”

One of the greatest verses of Scripture tells us to judge not, that we be not judged. The geography class is a continual temptation to judge, and it is also a continual opportunity for the teacher to inculcate a piece of fundamental wisdom, namely, that difference does not necessarily mean inferiority or superiority. It is a difference for which there is a reason. Of course, the first instinct of the youngster is the instinct of superiority, which the skilful teacher will seek to modify with a dose of respect.
The wide open road to teaching respect is furnished by the skill of foreign peoples. Look at the Eskimo's boat, made in some cases of skins sewed together with sinews and stretched around a framework of bones. In this skilfully made boat sits the lone paddler with his blouse of waterproof skin bound tightly around the opening of the boat, around his wrists and neck. If his boat upsets, no water can get into it. With a flip of his paddle he turns it upright and paddles on. This is one of the most marvelous marine creations of the human race. We have nothing that can rival it; and look at the materials of which it is made!

The examination of the Eskimo's tackle reveals case after case of skill quite beyond any hope of rivalry by the children in our schools.

Again, we come to the American Indian. Nearly every school is within reach at least of an Indian arrow head or pictures of Indian things. Could the children of the school or their parents make these Indian things? No. Shall we disrespect the Indian who is our superior in certain kinds of handicrafts or shall we esteem him as a master workman with abilities different from our own?

Take the Bushman of Australia. Perhaps it will be pointed out that he is one of the least intelligent of men, with the lowest social organization. But look at the boomerang. It is one of the most marvelous missiles in the world. Can any of our athletic boys throw a boomerang so that it will return to the thrower? Or can any of our intelligent ones identify tracks as the Bushman can?

Once the children's minds are directed in these channels, they realize that here (in some things) is their superior.

We can go on this way with all the various peoples of the world. Once the teacher has the theme, the great idea, the material is at hand or easily to be found for the inculcation of respect for the skill and for many other achievements—German science, French art, Chinese and Japanese art, the skill of the South American Indian who makes the Panama hat.

There is always the fact that the child cannot do these things, that their parents cannot do these things, and we must respect these people as our superiors in these particulars and therefore entitled to be looked upon without any concept of inferiority.

II. Sympathy

World peace depends upon sympathy between peoples. Antagonism leads to war.

The commonest basis of human relationships outside the family is the fellowship of common activity or interest. We get together as teachers, as spectators or players of baseball, cards or golf, as breeders of bulldogs, chickens, as members of sewing societies, engineering societies, horticultural societies, labor unions, manufacturers' associations, etc., etc.

One of the great facts for the teacher of geography is the study of peoples, as people engaged in the same jobs as ourselves. Men are everywhere making a living, making a home, educating their children, making a neighborhood and a government. In these fundamental activities we are like the Eskimo, the Bushman, the Indian, the Frenchman, the German, the Englishman, and the South American Indian. We are all fellow craftsmen, and it is thrilling to discover these facts.

Take the simple matter of food. All the world is a great group of fellow craftsmen who are engaged upon the endless task of feeding themselves, and the geography class gives continual opportunity for comparing the work of these differing craftsmen as they seek and achieve this common end in so many different kinds of places.

The farmer in Colorado or Minnesota or Maine or Ireland or Germany or Russia digs potatoes. This is the same kind of thing as the native of the tropic forest country does who digs cassava roots or
sweet potatoes or yams or cultivates his bananas.

The farmer with his reaper is engaged in the same task as is the Hindu or the Chinese or Japanese or Filipino who wades about his rice paddy, planting and weeding his rice. The aim of all is to supply grain for hungry populations.

We have the same chance to create interest and sympathy in studying about the clothes, food, shelter, and tools of all mankind. So also with their governments. This is a particularly good opportunity to show that perhaps our government may be better than theirs, but in the next breath we ought to point out where our own might be improved. Thus the child will gradually get the realization that his country is a country which may change for the better—a country of progress. No child should be allowed to think of government as finished. He may love his country best, but if his love takes the attitude of undue superiority over other countries, he becomes cocky and a trouble-maker. To realize the fact that one's government is still capable of improvement tends to develop sympathy with other peoples in this the most difficult of all human tasks—government, the creation of society.

The comparison of the craftsmen and of the day's work in our own country and foreign countries will lead almost inevitably to the realization—indeed to the proof—that our opportunities for making a living are better than theirs. This explains the desire of the foreigners to move to this country and brings up the question of immigration.

In this concept lies again the essence of sympathy rather than of antagonism. Incidentally, also, it places upon us the necessity of vast good manners to keep antagonism out of the hearts of the poorer ones who are shut out of this rich Eden.

III. Understanding

For world peace we must have understanding. Prejudice leads to war.

One night my neighbor who likes to call himself a "one-hundred-per-cent American" walking up the street with me from a lecture about a foreign country remarked, "Yes, but those foreigners do such foolish things." That is the stuff of which war is made. The foreigners do not do such foolish things. They do such natural things, as we can see if we really understand them, their position, and their problems. The great spiritual and mental test for success in the teaching of geography is the creation of understanding. We present to the child the fact that a foreign people is different from ourselves. What is his first reaction? Does he without understanding judge it and dismiss it with a bad name as Wop, Dago, Guinea, Greaser, or some such? Or does he desire to understand why they are different?

It is easy to see reasons why the Eskimo's house is of skin or snow, why the mountaineer's house is of wood, that of the desert of sun dried brick, that in the tropic forest of grass and thatch, of the city of burned brick, and that of Italy of stone. It is equally true that the foreigner has done what he has done for what seems to him to be a good reason, and it is probably true that if we had been in his position we would have done as he has done. Were not our ancestors primitive people living in the woods in a way that we often call "savage" but a short time ago as history runs. We believed in witches but day before yesterday as history counts time. We have changed from this condition chiefly through the discovery of new knowledge, which in turn has brought us better opportunities. One of the interesting things of the world is the speed with which other peoples change also when new knowledge and new opportunities come to them.

If we know enough geography and enough history and enough human nature, we shall find that the foreigner is neither queer nor foolish, but that he has done very
much as we would have done under the same circumstances.

We teachers of geography know that the names of capes and mountains will fade from the student's mind, that many of the rivers and capitals will melt into an indistinct haze—that many, perhaps most of the facts will be gone from our students when, at thirty-five or fifty-five years of age they turn their minds into the resistless sea of public opinion and their votes into the ballot box that decides some world crisis. We, the teachers of geography, should realize that the frequently recurring opportunities of the geography class means this—that to us more than to all other social agencies combined, is given the power to decide whether the future act of the voter shall be an act of respect or disrespect, of sympathy or antagonism, of understanding or ignorant prejudice—whether war shall wreck us all or whether we shall put it into the limbo where now the personal duel resides—buried by a better method. Now that a better way is established the gentleman finds that he can get along perfectly well without puncturing his fellowman with a rapier or a bullet.

This opportunity of the geography teacher is made even greater than it seems by the fact that most adult activities are bent toward the realization of desires conceived before the age of fifteen years.

J. RUSSELL SMITH

A university residence hall is neither a rabbit warren, a barracks, nor a boarding-house. It is a center of college and university life and influence, where no inconsiderable part of the student's education is to be gained by contact with fellow-students and where he contributes to and shares in that college life and college spirit which, however elusive and difficult to define, are powerful factors in fashioning the mind and character of the American college student.

NICHOLAS MURRAY BUTLER

SHOULD THE BLUE RIDGE MOUNTAINS BE MADE A NATIONAL PARK

A SOCIAL SCIENCE PROBLEM FOR THE JUNIOR HIGH SCHOOL

TRAINING for citizenship is the general aim of the social studies which have become the backbone of the curriculum as a result of the nation-wide survey by Dr. Edgar Dawson and individual investigators. Such abilities, inclinations, and ideals as will enable the youth to take his place in a rapidly changing society must be developed. He must be trained to attack a problem, investigate and organize evidence, and to withhold judgment until all evidence is collected; he should be able to trace the effects of past events upon social living today; he should realize the growing interdependence of all countries; he should understand major contemporary problems and his part in solving them. ¹

A heavy responsibility rests upon the teacher to choose such problems as will carry out this aim. After choosing the problem she must find a means to arouse interest in it. A good scheme for doing this is to make a local problem the point of contact. As an example of this I shall consider the problem of conservation. Experts tell us that our coal supply may not last one hundred years, that our oil may not last fifty years, and that a million square miles of timber have been cut down and not replaced. This is a problem of national interest that should be given careful study.

In looking for a local approach to this problem the teacher will find that the newspapers are a great aid. Virginia newspapers are now featuring the fight waged in Congress to put a national park in the Blue Ridge Mountain. The valley people are enthusiastic over it; the mountain people want to retain their homes. But other sections,

¹. Report of Committee on social studies in the junior high school.
as Smoky Mountain in Tennessee, want the park. The fact that former Secretary of Agriculture Wallace once recommended that the Smoky Mountain section be made a national forest enlarges the problem to a consideration of both parks and forests.

Where shall this problem be placed in the school? The new course of study for the junior high schools of Virginia has not yet been completed and there is so much variation in existing courses of study that it is hard to place this problem. Many leading educators point to the ninth grade, or the last year of the junior high school, as the most suitable. Harold Rugg, Earle Rugg, and Emma Schweppe devote one pamphlet for the ninth grade of their "Social Science Pamphlets" (as worked out in Columbia University) to this problem. Mr. R. W. Hatch, instructor in citizenship in the Horace Mann School, and Dr. Daniel C. Knowlton of Teachers College, Columbia University, provide the following plan for the ninth grade:

History: A survey of modern world relationships.
Geography: A world survey; expanding commercial interests.
Civics: Elementary social, political, and economic problems.

Courses of study for city schools, as Norfolk, provide for social problems of this type in the ninth grade. The teacher has the privilege of using it where she thinks best, but, in all probability, the new course of study will provide a place for such problems in the ninth grade.

**PROBLEM**

Secretary of the Interior Weeks has recommended to Congress that the Blue Ridge Mountain or the Smoky Mountain be made a national park; former Secretary of Agriculture Wallace recommended at one time that Smoky Mountain be made a national forest. The cattlemen living in the section protest against the government's taking the land. Should the Blue Ridge Mountain be made a national forest, a national park, or left as it is?

**I. A comparison of our national forests with the Blue Ridge area will determine whether this section is adapted for use as a national forest**

**A. Study of the Shenandoah National Forest brings out these facts about national forests.**

1. The Shenandoah National Forest includes the Massanutten Mountain in Virginia, the North Mountain and the Shenandoah Mountain in Virginia and West Virginia.

2. This land was made into a national forest for these purposes:
   a. To prevent flood damage and obstruction of navigation along the great rivers which head in the southern Appalachians.
   b. To permit the conservative development of water power resources.
   c. To encourage municipal water development.
   d. To permanently support an important share of our national forests products industries.
   e. To serve as an object lesson where private owners may see and appraise the results of applied forestry.
   f. To serve as a mountain vacation land for the massed populations of the east and south.
   g. To protect and develop scenic and aesthetic values.
   h. To protect game and fish.
   i. To take care of small industries dependent on the forest.

3. The government secured this land under Weeks Law, March, 1911. It was

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2Letter from Secretary Wallace to the Bureau of the Budget, pursuant to circular No. 49 of that bureau, and returned to the Department of Agriculture under date of May 2, 1924.
bought from private owners at an average cost of $3 an acre. Total cost was $410,000. (Other national forests were made from public domain.)

4. The forest is handled in the following manner:
   a. It is under the administration of the Department of Agriculture.
   b. Forest officers get their position through a civil service examination and promotion in rank.
   c. A forest supervisor, a man of experience in woods work, road and trail building, the stock business, and in all kinds of work carried on in the forest, plans work in his forest under the supervision of the district forester and supervises the execution of the plans.
   d. A forest assistant carries out the work under the direction of the supervisor. After two years of satisfactory service, he becomes a forest examiner, who examines and maps areas, designates timber to be cut in sales, surveys boundaries, and conducts nursery work and forest planting.
   e. The rangers carry out the routine work of supervising timber sales, grazing, building roads, trails, bridges, telephone lines, etc. Only men who are physically sound, who have endurance, and who know how to pack supplies and find food for themselves and horses are chosen.
   f. Fire wardens are stationed at lookout posts to report fires.

B. The section of the Blue Ridge Mountain under discussion meets the foregoing standards for a national forest in the following ways:

1. It is located in the Blue Ridge Mountains between Front Royal on the north and Waynesboro on the south. It lies in the following counties: Warren, Fauquier, Rappahannock, Page, Madison, Greene, Rockingham, Augusta, and Albemarle. It is about one hundred miles in length and averages nine miles in width.

2. All the reasons for the establishment of the Shenandoah National Forest apply to this section.

II. A comparison of our national parks with this Blue Ridge area will determine whether this section is adapted for use as a national park.

A. Our national parks were created to preserve certain unusual features.

1. Yellowstone (northwest Wyoming)—more geysers than in all the rest of the world together, boiling springs, mud volcanoes, petrified forests, grand canyon of the Yellowstone, large lakes, large streams and waterfalls, greatest preserve of wild animals in the world, and trout streams.

2. Hot Springs (middle Arkansas)—forty-five hot springs possessing curative properties.

3. Sequoia (middle eastern California)—several hundred sequoia trees over ten feet in diameter, some twenty-five to thirty-six feet in diameter, towering mountain ranges, mile-long cave.

4. Yosemite (middle eastern California)—valley of world famed beauty, lofty cliffs, waterfalls, three groves of big trees, high Sierra, and waterwheel falls.

5. General Grant (middle eastern California)—General Grant tree, thirty-five feet in diameter.

6. Mount Ranier (west central Washington)—twenty-eight glaciers, forty-eight square miles of glacier, fifty to
one hundred feet thick, and beautiful sub-alpine flowers.

7. Crater Lake (southwestern Oregon)—lake of extraordinary blue in crater of extinct volcano with sides a thousand feet high and interesting lava formations.

8. Wind Cave (South Dakota)—cavern having many miles of galleries and peculiar formations.

9. Platt (southern Oklahoma)—many sulphur and other springs possessing medicinal value.

10. Sullys Hill (North Dakota)—wood, streams, lake, important wild animal preserve.

11. Mesa Verde (southwestern Colorado)—most noted and best preserved cliff dwellings in the U. S., if not in the world.

12. Glacier (northeastern Montana)—rugged mountain region of Alpine character, two hundred fifty glacier-fed lakes, sixty small glaciers, and precipices thousands of feet deep.

13. Rocky Mountain (north middle Colorado)—heart of the Rockies, snowy ranges, high peaks, and records of the glacier period.

14. Hawaii—three separate areas—Kilauea and Mauna Loa on Hawaii and Haleakaa on Maui.

15. Lassen Volcanic (northern California)—only active volcano in the U. S. proper, Lassen peak—10,465 feet, Cinder Cone, Hot Springs, and mud geysers.

16. Mt. McKinley (south central Alaska)—highest mountain in North America, rises higher above the surrounding country than any other mountain in the world.

17. Grand Canyon (north central Arizona)—the greatest example of erosion and the most sublime spectacle in the world.

18. Lafayette (Maine coast)—the group of granite mountains upon Mount Desert Island.

19. Zion (southwestern Utah)—magnificent gorge, depth from eight hundred to two thousand feet, precipitous walls.

B. The following facts make it desirable for the Blue Ridge tract to be made into a national park.5

1. These special features would attract the tourist.
   a. Numerous mountain peaks over four thousand feet high.
   b. White Oak Canyon—a stream of water running through one district with magnificent beauty.
   d. Dry Run Canyon—two beautiful waterfalls.
   e. Hughes River.
   f. Nigger Run—three miles of fine falls and cataracts.
   g. Many nameless canyons and gorges—a thousand miles of trout streams.
   h. Many varieties of hard timber that have never been touched with the axe.
   i. A swamp of rhododendrons over a mile in length and hemlock trees one hundred twenty-five feet in height along the head waters of the Rapidan.
   j. Many waterfalls—around Skyland, Hawksbill Fall, Fort Hollow Falls, Deep Falls.
   k. Weyers Cave, Luray Caverns, Endless Caverns, Shenandoah Caverns, Massanutten Caverns are within close range of the Blue Ridge section.

1. Shenandoah and Massanutten National Forest Reserves are located near the proposed site.

5“A National Park near the Nation's Capital”—Northern Virginia Park Association, Skyland, Virginia.
m. A scenic railroad could be built along the backbone of the mountain giving extensive views of the valley—three thousand feet below.

n. The park would command a view of hallowed ground of immortal Americans; Washington, Monroe, Madison, Jefferson, Wilson, Lewis, and Clark lived within a few miles of the section.

2. The following public advantages would attend the location of a national park in this section:
   a. It would preserve a virgin forest area and a permanent bird and game refuge.
   b. It would insure a water supply to districts eastward.
   c. It would be the only park within a few hours' and a few dollars' journey of thirty-five million people in our eastern cities.
   d. It is only three hours' ride from the nation's capital.
   e. Two great highways, the Lee Highway, from Washington to California, and the Spottswood Trail, from the Shenandoah Valley to Richmond, pass through it.
   f. Four great railroads, the Chesapeake and Ohio at the south, the Baltimore and Ohio and the Southern at the north, and the Norfolk and Western at the west, make it accessible.

3. It would increase the prosperity of Virginia.
   a. Great numbers of tourists visiting the territory would tend to encourage better roads, double-track railroads, the opening up of new territory, increased consumption and demand for the products of farm and factory, orchard, dairy, and breeding stable; greater demand for labor, steady increase in real estate values, and decided benefit to trade.
   b. More and better hotels would open.
   c. Outside capital invested and spent in the state would lower the taxes.
   d. Virginia would become renowned as the playground of the nation.
   e. The federal government would expend large sums in the development of the area.

III. These objections to a national forest or a national park may influence the government to leave the land as it is.

A. There are these objections to a national park:
   1. If the state bought the land, it would mean an increase of taxes all over the state.
   2. Twenty-two cattlemen protest at the government's taking the land, for it would deprive them of land needed in their livestock industry.
   3. It would throw out of their homes a thrifty class of people who are not fitted to settle anywhere else.
   4. Compensation by the government would not amount to half what the land is worth to the present owners.
   5. Control of the park with two highways running through it would be difficult.

B. There are these objections to a national forest:
   1. The Department of Agriculture pays only a small sum for land for national forests, and this land is very expensive.
   2. National forests consist of land fitted only for raising timber, and this is valuable grazing land.

IV. Conclusion:

   The Blue Ridge area is too valuable and contains too much grazing land to be made into a national forest. But it is fitted to become a national park because:
   1. The natural features are unusual.
2. The government having decided to place a national park in the east, south of the Pennsylvania boundary line, this site will be convenient to the largest number of people.
3. Tourists with their money will flock to the valley to compensate for any increase of taxes, and
4. The industrious habits of the people who are thrown out of their homes will fit them to supply the shortage of farmers in the valley.

The above outline is merely a suggestion of what the teacher's outline may be in preparing such a problem. The pupils may develop it quite differently and should be encouraged to follow up their own ideas. If the teacher has the material well organized in her own mind, it will be easy to guide the ideas presented by the class.

This problem offers abundant opportunity for the pupil to do the major part of the work. Maps illustrating parks and forests must be selected, a map of the section of the Blue Ridge Mountain could be colored, clippings should be posted on the bulletin board, a committee may visit the forest officers, reports may be made on the parks, and letters must be written to all sources of information to get the desired material.

The following material is necessary:

Department of Agriculture:
No. 211—Government Forest Work, April, 1922.
Forests and Forestry in the U. S.—Report for distribution at the Brazil Centennial Exposition, 1922-23.
A Primer of Forestry
No. 173—Part I. The Forest—Reprint of February 8, 1911.
No. 886—Timber: Mine or Crop—from Yearbook, 1922.

Maps:
Forest Regions of the U. S., 1924.
Traveling exhibits of commercially important woods of the United States with related data.
Films, loaned free of charge, except for transportation both ways, illustrating all phases of forestry.

Department of the Interior:
Nineteen booklets presenting the rules and regulations of the different parks, 1924.
Council on National Parks, Forests, and Wild Life, 233 Broadway, N. Y.:
A Policy for National and State Parks, Forests, and Game Refuges.

Clara F. Lambert

THE KNIGHTS OF THE GOLDEN HORSESHOE
A HISTORY-GEOGRAPHY UNIT FOR THE FOURTH GRADE

[I. What the children will do.
A. They will read stories and facts about Spottswood in:
1. Cooke, Stories of the Old Dominion, pp. 82-93.

B. They will bring to class illustrative material such as pictures of:
   Bruce, *History of Virginia*, pp. 258, 284, 290.
3. Spottswood monument.
4. Spottswood Hall at State Teachers College, Harrisonburg.

C. They will give oral reports on the following topics:
3. How Spottswood Hall got its name.
4. The Spottswood monument in Swift Run Gap.

D. They will draw pictures of the following:
2. Spottswood monument at Swift Run Gap.
3. Governor Spottswood and his men starting on the expedition.
4. Landscapes.
   a. A Tidewater Virginia scene.
   b. Swift Run Gap, looking toward Elkton.

E. They will fill in the following outline maps:
1. The important places Governor Spottswood passed on his way.
   a. Fredericksburg
   b. Germanna
   c. Stanardsville
   d. Swift Run Gap
   e. Shenandoah River in the vicinity of Elkton
2. The route of the Spottswood Trail—important towns and cities on it.

F. They will discuss in review the following:
1. The early life of Spottswood.
2. What Spottswood did for Virginia.
3. His expedition beyond the Blue Ridge Mountains.

II. Abilities selected for emphasis*

   A. In English, I shall stress sticking to the point in discussions.
   B. In map-making, I shall stress putting on crayon smoothly.
   C. In handwriting, I shall stress the correct formation of letters, especially a, o, f, and b.

III. Information gained in history.

   A. The important facts about his early life are:
      1. He was born on board a ship at Tangier, Africa, in 1676.
      2. He joined the English army as soon as he became old enough.
      3. He distinguished himself by his bravery and was wounded by a cannon-ball in the battle of Blenheim.
      4. He was sent over to Virginia as governor at the age of thirty-four.

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*Selected in light of present needs of my own class.*
B. The things he did for Virginia are:

1. He had a magazine built in Williamsburg to hold gun-powder to be used in case of war.
2. He built a good house for the governor to live in.
3. He told the Indian tribes that they could bring their boys to William and Mary College where they would be educated free of expense.
4. He opened up and developed the first iron mines of Virginia.
5. He set up a furnace, but he turned out only a limited supply of finished iron because he feared the English manufacturers.
   a. He made chimney-backs, and irons, fenders, rollers, skillets, and boxes for cart wheels.
6. He enforced the law and punished evil-doers.
   Cooke, *Stories of the Old Dominion*, pp. 84-85.

C. Spottswood’s expedition beyond the Blue Ridge Mountains.

1. He decided to go on this expedition because
   a. He had heard rumors that it was filled with great forests and lofty mountains.
   b. He had been told its valleys were green and fertile and traversed by beautiful rivers.
   c. He thought it was his duty to explore this land for the purpose of settling it.
2. He invited his friends to go with him.
3. They carried with them some provisions and their guns.
4. They went by the following places:
   a. Fredericksburg
   b. Germanna
   c. Stanardsville
   d. Swift Run Gap
   e. The Shenandoah River bottom near Elkton.

D. The Knights of the Golden Horseshoe.

1. They were the men who accompanied Governor Spottswood.
2. They got their names from the little golden horseshoe presented to them by Governor Spottswood.
3. They were called “knights” by Governor Spottswood.

IV. Information gained in geography.

A. Spottswood’s route:

1. Spottswood went from Williamsburg to Fredericksburg by the Rappahannock River and saw on his way a country with:
   a. Low and level sandy land.
   b. A warm, damp, and sunshiny climate.
2. Spottswood went from Fredericksburg to Germanna and saw on his way a country with:
   a. Hilly and rough land.
   b. Cooler and dryer climate.
   c. Corn and tobacco growing.
3. Spottswood went from Germanna to the Blue Ridge Mountains and saw on his way a country with:
   a. Hard and rocky land.
   b. Warm days and very cool nights.
4. Spottswood came to Swift Run Gap and saw a valley:
   a. With fertile limestone soil.
   b. With blue skies and a beautiful green river. (He named it Eu- phrates, because the valley reminded him of the Garden of Eden.)
   c. Thick forests.
   d. Wild turkeys and deer.

V. Summary.

A. Governor Spottswood was one of our best governors because he helped Virginia in the following ways:
1. He helped her get ready to ward off Indian attacks.
2. He built a house for her governors.
3. He invited the Indians to educate their sons.
4. He opened up and developed the first iron mines of Virginia.
5. He set up a furnace.
6. He enforced the laws and punished evil-doers.

References:
Cooke, Stories of the Old Dominion. American Book Co.
Magill, History of Virginia. J. P. Bell Co.
Smith, Our Virginia. States Publishing Co.
Wayland, History Stories for Primary Grades. Macmillan.

NANCY VAUGHAN SMITH

Evening courses in chemistry are given at Western Reserve University. These classes provide an excellent opportunity for professional men and women to carry on research under favorable conditions, and furnishes an opportunity for Cleveland chemists to receive instruction in recently developed fields.

Secondary education administered on the basis of the county unit is making rapid progress in Virginia. Many county surveys were made during the past year, in each of which a program was outlined for secondary education. The Bureau of Education of the Interior Department participated in six of the surveys.

ENGLISH NOTES

"ACTIONS SPEAK LOUDER THAN WORDS"

Instead of the conventional examination upon "classics" read as parallel, English classes at the Woodrow Wilson High School, Portsmouth, are permitted to make illustrated booklets portraying important scenes, chief characters, etc. Pupils sometimes illustrate the booklets with original sketches. Classics reported on this year in this manner with marked success have been Beowulf, The Prologue of the Canterbury Tales, and The Princess.

Another device used in the same school for reporting on parallel reading is to have students present the story in dramatic form. The senior classes have presented Beowulf, The Canterbury Pilgrims, and Comus in their auditorium this year. The dramatization of Beowulf included especially impressive scenes at the courts of Hrothgar and of Hygelac, and of the death and funeral of Beowulf.

HELP FOR FACULTY ADVISER

English teachers who must give many hours at this time of the year to guidance of the high school annual will find valuable suggestions in an article by Miss Helen Rand of the University of Illinois, entitled "Impressions of Many Annuals." This bulletin was published by the Illinois Association of Teachers of English, December 1, 1923, and if the supply is not exhausted can be obtained from Professor H. G. Paul, 322 Lincoln Hall, Urbana, Illinois.

SHARE YOUR EXPERIENCES WITH OTHERS

To all high school teachers who have received the questionnaire on high school literary societies, recently sent out by the secretary of the National Council of Teachers of English, this reminder:

The executive office is constantly receiving requests for advice about literary societies. It can increase the helpfulness of its
replies if interested teachers will recount their experiences.
Answer the questionnaire and send it to Secretary W. W. Hatfield, 506 West 69 Street, Chicago, Illinois.

CAN YOU BETTER BETTER SPEECH WEEK?
Although the week of February 22-28 is still the officially designated time for observance of Better Speech Week, the passage of that date unobserved will hardly deter the teacher who wishes to give special attention to better speech at some other time during the year.
Of course any week can be a Better Speech Week. The profit lies in the value of concentration, of focus.

A MAGAZINE FOR ENGLISH CLASSROOMS
A thirty-two page magazine published every other week is offering to high school English teachers a most attractively edited publication for the classroom. It is called The Scholastic, and is published by the Scholastic Publishing Co., Bessemer Bldg., Pittsburgh, Pa. Now in its fifth volume, The Scholastic is used by more than two thousand teachers, and its popularity is constantly increasing.
In addition to the News Caldron, a fourteen-page section prepared by arrangement with The American Viewpoint Society, New York publishers of We and Our Work, We and Our Government, We and Our History, The Scholastic gives excellent literary material with readable illustrated articles on contemporary writers like Booth Tarkington, Zona Gale, John Buchan, Willa Cather, and William Lyon Phelps. In the same issue with the article on each writer appears an example of his work.

PERSONAL MENTION
Mr. D. Pinckney Powers, of the Petersburg High School, is not only an able English teacher but also a prominent organist of that city, where he serves as choirmaster and organist at St. Paul’s Episcopal Church.
Miss Xenia Holmes, rural supervisor of Brunswick County, is making large use of standardized tests in grammar and composition, as a part of the supervision program for better English in the fifth, sixth, and seventh grades.
Miss Pauline Timberlake is the most recent addition to the Department of English at the Woodrow Wilson High School, Portsmouth, Virginia.
Miss Annie Cole, a recent graduate of Randolph-Macon Woman’s College, is now teaching English in the Petersburg High School as a substitute for Miss Frances Miller, whose ill health necessitated her taking a rest.

WON’T YOU HELP?
“Shop talk” interests almost everyone who cares for his profession. True, many persons like it confined to business hours; but surely it is a proper subject for paragraphs in a house organ. And that’s what “English Notes” is designed to be—a house organ which will contain those items of news about which all teachers of English in Virginia will be interested.
In their efforts to collect such news for their readers, the editors are appealing to persons located in different parts of the state to send whatever news they know. Will you help by dropping a line to “English Notes,” care The VIRGINIA TEACHER, Harrisonburg, Va.? Every section of the state should be represented in this column.
Won’t you make yourself a Committee of One to see that English teachers all over the state can be informed of such activities as will appeal to them?

BOOK WEEK IN LYNCHBURG
Book Week has proved a worth while experiment at the E. C. Glass High School. Last year the emphasis was on Old Books, bringing to light many interesting old vol-
The Virginia Teacher

March, 1925

umes in the possession of Lynchburgers. This year the programs centered about Beautiful Books, or the Beautiful in Books. Clever Posters, carrying out the Book Week Idea, were made by the pupils and exhibited in the halls and classrooms. The chapel period each morning, given over to the English department, was used to present book pageants, charades, etc. English classes endeavored to interest the pupils in reading and in owning more good books.

As a rather unusual conclusion to Book Week, three one-act plays—"The Workhouse Ward," "A Night at an Inn," and "The Maker of Dreams"—were presented in the school auditorium on Friday night by Misses Nelson, Moore, and Payne of the English faculty, who felt that plays with an artistic value should be part of every child's reading. Much of the work of stage-setting and costuming was done by the pupils, while the actors gained in appreciation of cleverness of style and in knowledge of interpretation of character. From the increased interest in play reading, the English department feels that the pupils at large received from the Book Week plays something more lasting than an evening's entertainment.

M. S. Payne

Constitution and By-Laws of Tidewater English Teachers Association

Article I. Name
The name of this Association shall be the Tidewater English Teachers Association.

Article II. Object
The object of this Association shall be to promote the teaching of English, to foster a cooperative spirit among the teachers of English, and to co-ordinate those forces for their mutual welfare.

Article III. Officers
The officers of this Association shall be a President, a Vice-President, a Secretary and Treasurer.

Article IV. Members
All white persons engaged in the teaching of English in the sixth and seventh grades, in junior and senior high schools, shall be eligible to membership of this Association upon the payment of dues as prescribed by the by-laws of the Association.

Article V. Meetings
There shall be three regular meetings of the Association each school year. In addition to the regular meetings of the Association, meetings may be called by the President or by the President and the Executive Committee whenever they may be deemed advisable.

Article VI. Committees
There shall be an Executive Committee of the Association, whose duties it shall be to act as an advisory committee. The officers of the Association and three members at large shall constitute this committee.

By-Laws

Section 1. Duties of the Officers
a. It shall be the duty of the President to preside at all meetings of the Association and of the Executive Committee.

The President shall appoint all committees and shall order the disbursement of all moneys of the Association upon the recommendation of the Executive Committee.

b. It shall be the duty of the Vice-President to perform the duties of the President in the absence of the former.

c. It shall be the duty of the Secretary to keep a record of every meeting of the Association in a book furnished by the Association.

d. It shall be the duty of the Treasurer to collect all dues and disburse same on order of the President, and to make a report on the condition of the treasury at each regular meeting.

Section 2. Dues
a. The dues of this Association shall be fifty cents (50 cts.) per member, per year.

b. Special dues may be assessed against the members of the Association as occasion arises by a majority of those present at any meeting.

Section 3. Regular Meetings
a. The first regular meeting of the Association in each school year shall be the first Friday in October.

b. The second regular meeting of the Association shall be the first Friday after the state convention.

c. The third regular meeting of this Association shall be held the first Friday in March.

The place of meeting shall be decided upon by the President and the Executive Committee.

Section 4. Order of Business
a. Opening, program, etc.

b. Reading of minutes.


d. Unfinished business.

e. Report of committees.

f. New business.

g. Adjournment.

Section 5. Committee (Executive)
This committee shall be called together at the direction of the President and shall arrange all programs.

Section 6. Elections
All officers of the Association shall be elected for the ensuing year at the regular meeting in March.
## TEACHERS OF ENGLISH IN ACCREDITED HIGH SCHOOLS AND JUNIOR HIGH SCHOOLS OF VIRGINIA, SESSION OF 1924-'25

### Remington
- County: Fauquier
- Teachers: Kenneth M. Hicks, John R. Boggess, Mary T. Johnson

### Rice
- County: Prince Edward
- Teachers: Maggie Binford, Mary B. Watkins

### Richlands
- County: Tazewell
- Teachers: Maggie Campbell, L. Virginia Crawther

### Rockfish Valley
- County: Nelson
- Teachers: Sara Saunders

### Rocky Mount
- County: Franklin
- Teachers: Helen C. Baber

### Round Hill
- County: Loudoun
- Teachers: Edith Newton, Mrs. M. H. Hester, Jane Taylor

### Rustburg
- County: Campbell
- Teachers: Lucy Dermid, Virginia Miller, J. H. Snapp

### Rye Cove
- County: Scott
- Teachers: C. E. Anderson, Mrs. J. H. Moore, Louise Brown

### Salem
- County: Roanoke
- Teachers: Miss Lanier Wimbish

### Saltville
- County: Smyth
- Teachers: T. S. Reamy, Annie Siddith

### Saluda
- County: Middlesex
- Teachers: Edith Watson

### Scottsburg
- County: Halifax
- Teachers: Virginia Fitzgerald, Mary Pepel

### Scottsville
- County: Albemarle
- Teachers: Mary Barksdale, Lillian McGahey, Olivia Hardy

### Shenandoah
- County: Page
- Teachers: Mrs. E. S. Allen, Giffertia S. Hubbard

### Shoemaker
- County: Scott
- Teachers: Louise Baker, Mary Thompson, Marshall W. King, Margaret Wallihan

### Smithfield
- County: Isle of Wight
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### South Boston
- County: Halifax
- Teachers: Mrs. J. H. Snapp

### South Hill
- County: Mecklenburg
- Teachers: Miss Lanier Wimbish

### South Norfolk
- County: Norfolk
- Teachers: T. S. Reamy, Annie Siddith

### Sparta
- County: Caroline
- Teachers: Miss Lanier Wimbish

### Sperryville
- County: Rappahannock
- Teachers: Edith Watson

### Spring Hill
- County: Augusta
- Teachers: T. S. Reamy, Annie Siddith

### Staunton
- County: Augusta
- Teachers: Miss Lanier Wimbish

### Stephens City
- County: Frederick
- Teachers: Charles A. Apperson, Jr., Mrs. Blythe Brown

### Stevensville
- County: King and Queen
- Teachers: J. H. Snapp

### Stony Creek
- County: Sussex
- Teachers: Miss Lanier Wimbish

### Stony Point
- County: Albemarle
- Teachers: T. S. Reamy, Annie Siddith

### Strasburg
- County: Shenandoah
- Teachers: Edith Watson

### Stuart
- County: Augusta
- Teachers: Miss Lanier Wimbish

### Stuart's Draft
- County: Augusta
- Teachers: T. S. Reamy, Annie Siddith

### Suffolk
- City: Suffolk
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Sunnyside
- County: Dinwiddie
- Teachers: T. S. Reamy, Annie Siddith

### Surry
- County: Surry
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Syringa
- County: Middlesex
- Teachers: Edith Watson

### Tazewell
- County: Tazewell
- Teachers: T. S. Reamy, Annie Siddith

### Temperanceville
- County: Accomac
- Teachers: Laura Lambert, Marjorie Dickerson, Gladys Wilson

### Temple Hill
- County: Russell
- Teachers: Helyn Gose

### Timberville
- County: Rockingham
- Teachers: Anna Flory

### Toano
- County: James City
- Teachers: Ellen D. Oliver, Leona Jones

### Troutville
- County: Botetourt
- Teachers: Cecelia Thomas, Margaret Mason

### Turberville Agri.
- County: Halifax
- Teachers: Eleanor M. Decker

### Unionville
- County: Middlesex
- Teachers: Edith M. Beavers

### Unionville
- County: Orange
- Teachers: Irene Summers

### Unison-Bloomfield
- County: Loudoun
- Teachers: W. I. Marable

### Varina Agri.
- County: Henrico
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Victoria
- County: Lunenburg
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Virginia Normal & Inst. (H. S. Dept.) (City)
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Wachapreague
- County: Accomac
- Teachers: Mr. M. B. Bull, Fannie B. Shorter

### Wakefield Agri.
- County: Surry
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Warren
- County: Fauquier
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Warren County
- County: Warren
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Warsaw
- County: Richmond
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Washington-Henry
- County: Hanover
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Waterford
- County: Loudoun
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Waverly
- County: Sussex
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Waynesboro-Basic
- County: Augusta
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Westhampton
- County: Henrico
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### West Point
- County: King William
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Weyers Cave
- County: Augusta
- Teachers: Virginia Dudley, Mrs. Maude Kerr

### Whaleyville
- County: Nansemond
- Teachers: Virginia Dudley, Mrs. Maude Kerr
### Accredited Junior High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>County</th>
<th>Teachers of English</th>
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</thead>
<tbody>
<tr>
<td>White Stone</td>
<td>Lancaster</td>
<td>David B. Webb, Mrs. Grace Mercer, Shirley McKinney</td>
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<tr>
<td>Whitmell</td>
<td>Pittsylvania</td>
<td>Landon E. Fuller, E. Marion Camper</td>
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<tr>
<td>Wicomico</td>
<td>Northumberland</td>
<td>H. S. Rorer, Janette Beazley, Imogene Carter</td>
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<tr>
<td>Williamsburg</td>
<td>(City)</td>
<td>Loula Murray</td>
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<tr>
<td>William King</td>
<td>Washington</td>
<td>Ruby Stull, Gertrude Snodgrass</td>
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<td>Willis</td>
<td>Floyd</td>
<td>Kate Cox</td>
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<td>Winchester</td>
<td>Winchester (City)</td>
<td>Louise Cooper, Virginia Knox, Garland Quarles</td>
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<tr>
<td>Windsor</td>
<td>Isle of Wight</td>
<td>Marion R. Slater</td>
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<tr>
<td>Wise</td>
<td>Wise</td>
<td>Florelle Wimbish</td>
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<tr>
<td>Woodlawn</td>
<td>Carroll</td>
<td>Miriam Harrison, Margaret Magruder</td>
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<tr>
<td>Woodstock</td>
<td>Shenandoah</td>
<td>Miriam Harrison, Margaret Magruder</td>
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### Accredited Junior High Schools (Continued)

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<th>School</th>
<th>County</th>
<th>Teachers of English</th>
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<tbody>
<tr>
<td>Alberene</td>
<td>Albemarle</td>
<td>Thelma Watts, Jessie Pendleton, Cornelia Adair, Meta Richardson, Bessie Sompon, Rosalind Carter, Ellen Roberts, Josephine Talley</td>
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<td>(City)</td>
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<td>Barhamsville</td>
<td>New Kent</td>
<td>Ashton S. Cook, Lucy Henderson, Carrie V. Hix, Evelyn E. Holdcroft, Hallie H. Hootman, Gertrude B. Johnson, Louise Luck, Eleanor B. McCarthy, Helen M. Quarles, Corinne M. Stearns</td>
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<td>Elizabeth Pickhardt</td>
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<td>Chesterfield</td>
<td>Miss Wells, Kate Anthony, Azile Berry, Ida M. Butcher</td>
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<tr>
<td>Binford</td>
<td>(City)</td>
<td>Mildred Cook, Katie M. Davis, Ruth Dillard, Hazel V. Gordy, Audrey Girard, Richie McCrow, Janet Peek, Lucy Quarles</td>
</tr>
<tr>
<td>Blair</td>
<td>Norfolk (City)</td>
<td>Lucy A. Baxter, Kate H. Dunbar, Suzanne B. Graham, Stella F. Hubbard, Margaret E. Lawless, Elizabeth Odom, Lillian M. Ogilvie, Katharine F. B. Pettus, Elizabeth B. Scott, Amy E. Vandegrift, Elizabeth A. Whitelaw, Virginia Truitt</td>
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<tr>
<td>Broad Rock</td>
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<td>Dumbarton</td>
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<td>Lee</td>
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<td>Mt. Crawford</td>
<td>Roanoke (City)</td>
<td>Patience Cline</td>
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<td>Old Church</td>
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<td>Pleasant Hill</td>
<td>Hanover</td>
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<td>Prince George</td>
<td>Rockingham</td>
<td>Annie S. Fulton, Louise B. Fulton</td>
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<tr>
<td>Reams</td>
<td>Prince George</td>
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<td>Robert E. Lee</td>
<td>Dinwiddie</td>
<td>Aline Timberlake</td>
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<tr>
<td>Ruffner</td>
<td>Richmond (City)</td>
<td>Christine Armstrong, Nellie M. Baker, M. Louise Berryman, Anna R. Bohn, Emily Calcott, Virginia C. Graves, Myrtle Harrison, Margaret Kimbrough, Annie B. McLean, Reina M. Puckett, O. M. Curry</td>
</tr>
<tr>
<td>Schoolfield</td>
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<td>Lucy Kent Hall</td>
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<td>Shiloh</td>
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<td>The Plains</td>
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<td>Winchester</td>
<td>Winchester (City)</td>
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<td>Wilson</td>
<td>Dinwiddie</td>
<td>Leland Sutherland</td>
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<td>Worsham</td>
<td>Prince Edward</td>
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(Continued in next issue)
EDUCATIONAL COMMENT

THE ENLARGED PROGRAM OF HEALTH EDUCATION IN VIRGINIA

The enlarged program of health education put on this session in the high schools of the state having departments of home economics is beginning to show remarkably fruitful results, according to officials both at the State Department of Education and the State Board of Health.

Last fall the high school departments of home economics were requested to provide hot, nourishing drinks for every undernourished child. One health play, or pageant, was suggested as another project for the year. Monthly health talks at chapel, one general health meeting of the local school organization, and monthly posters based on health habits, with special attention to drinking cups, amount of water drunk daily, safe water supply, etc., with carefully kept statistics of improvements in undernourished children—these were other tasks outlined in health work for the year.

Both from the reports received from the State Department of Education and from the field work of the representatives of the State Board of Health and the State Board of Education, there is abundant evidence, it is said, that departments of home economics are peculiarly fortunate in opportunities to emphasize health education in an effective manner. Unfortunately, however, all standard high schools do not have departments of home economics, it is pointed out.

Altogether there is said to be around 225 departments of home economics in the high schools of the state. Of these 61 are state-aided and seven are federally-aided. One hundred and fifty-seven are reported on the same basis that chemistry, English, and mathematics are reported, having no special relation to state or federal aid or control. The enrollment in the state and federally aided departments this year is approximately 1670. No report has been received thus far as to the enrollment in other departments except in the evening classes conducted in the cities of Norfolk, Richmond, Danville, Roanoke, and at Schoolfield. In these night classes approximately two thousand white and colored girls and women meet for study.

The counties leading in the number of home economics teachers are Dinwiddie with eight; Henrico and Pittsylvania with seven each; and Norfolk, Scott, Tazewell, and Washington with six each. A number of counties have four or five home economics teachers.

The experiments made this year through departments of home economics in health education have convinced interested officials that these departments can and should be further capitalized in the interest of effective health work.

Sponsoring the teaching of biology, or the science of life, in the grades is regarded by the Oregon Social Hygiene Society as the most constructive and outstanding piece of work in connection with the schools. Not only has this science given the children a natural and wholesome attitude toward bodily functions, but it has also taught them to observe accurately, to experiment carefully, and to draw sound conclusions from their own observations and experiments.—School Life.
CURRENT problems relating to history, literature, science, and industry are generally insisted upon as a part of the work of the teacher, but, as is usual with so much that is expected of her, no place is provided on the day’s program for such topics. Instead, therefore, of expecting important world, national, state, and local problems to be handled in an incidental way in connection with the history lesson or some other subject, special time should be set aside for the study of such things. They are doubtless, in many instances, much more valuable and more appealing to the pupil than the regular assignment, but if the history or other subject is worth while, it should be given its allotted time. The solution of this difficulty, as well as that of many others, rests with the overhauling of the course of study and the better determining of relative values.

Another serious difficulty of allowing current problems and events to be taught as a side issue of some other class is that such problems are taught by people not specially fitted by their own habits of mind to help young people approach questions with an open mind. It requires a specially trained mind to present such matters to children without forcing upon their attention a purely personal view. While many teachers are able to discuss current events without bias, yet there is always a danger in requiring such work indiscriminately without being assured of that “world-mindedness” or “national-mindedness” essential to success in this type of school work.

The presentation of current problems is generally conceded to be of sufficient importance for some treatment in the school-room; if so, it would likewise seem to be worth while to make proper provision for it. This can be done properly only by having a definite time on the program and a specially equipped teacher for the work. A short daily discussion of important current events would furnish the background needed by the child to give him an interest in current periodicals of the right sort and worth while public discussions.

A GIFT FOR MEN, NOT MATERIALS

THE GUGGENHEIM FOUNDATION

A PRELIMINARY gift of $3,000,000 for the endowment of the John Guggenheim Memorial Foundation Fellowships was announced a few days ago by Simon Guggenheim, former United States Senator from Colorado, and his wife.

In a statement explaining the purposes of the Guggenheim Fellowships, Simon Guggenheim said:

“I want to supplement the great Rhodes Foundation by providing a similar opportunity for older students of proved ability, and for women as well as men. Furthermore, I want to make it possible for these persons to carry on their studies in any country in the world where they can work most profitably.”

The purpose of the Foundation is to improve the quality of education and the practice of the arts and professions in the United States, to foster research, and to provide for the cause of better international understanding. It offers to young men and women world-wide opportunities under the freest possible conditions to carry on advanced study and research in any field of knowledge, or opportunities for the development of unusual talent in any of the fine arts including music. No age limits are prescribed.

While the amount of money available for each fellowship will be approximately $2,500 a year, this may be made more or less, depending on individual needs. Appointments will be made ordinarily for one year, but plans for longer or shorter periods will be considered. The first awards will be made for the academic year 1926-1927.
STUDYING THE PROBLEMS OF EDUCATION

Three general meetings and 26 sectional meetings, to be addressed by approximately 100 speakers, will feature the Fifth Annual Educational Conference which will be held by the College of Education, Ohio State University, at Columbus, Ohio, on April 2, 3, and 4. The general meetings will be held on the evenings of the first and second days of the meeting and on the morning of the third day. The second day of the Conference, Friday, April 3, will be given over to the sectional meetings.

The sectional meetings will, as in the past, stamp this Conference as a "working conference." The keynote for the Conference as a whole has been announced as "Democracy and Education" and all of the meetings, general and sectional, will center their discussion around this topic.

CO-OPERATION OF CLASSROOM TEACHERS DESIRED

A committee of the Mathematics Section of the Virginia State Teachers Association has been appointed for the purpose of studying the present trend in the teaching of mathematics in the schools and colleges of our state. It is hoped that this study may be based on the experiences and the opinions of teachers doing active service in the classroom. The personnel and organization of the committee is as follows:

Miss Gillie A. Larew, Randolph-Macon Woman's College, Chairman.
Miss Katherine Anthony, of the State Teachers College at Harrisonburg, is collecting material on the teaching of arithmetic in the elementary grades.
Mr. W. R. Bowers of the State Teachers College at East Radford and Mr. John D. Riddick of the Maury High School of Norfolk are performing the same services for the grammar grades.
Miss Alice Reed, of Blackstone College, Blackstone, and Mr. C. M. Givens, John Marshall High School, Richmond, are studying the work of the high schools.
Mr. T. McN. Simpson, Jr., of Randolph-Macon College, Ashland, and Miss Gillie A. Larew, of Randolph-Macon Woman's College, Lynchburg, are studying the colleges.

Teachers interested in these various phases of the teaching of mathematics are urged to give the committee the benefit of their suggestions and comments. It is better that these be sent directly to the individual in charge of the particular part of the subject to which the remarks apply. Suggestions for the work of the committee as a whole or applying to more than one of the divisions of the field may be sent to the chairman of the committee, Miss G. A. Larew, R-M. W. C., Lynchburg. Those teachers who respond to this request will confer a real favor on the committee.

HOME ECONOMICS TEACHERS

Have you a professional attitude? Are you interested in the fact that Virginia has more home economics clubs affiliated with the American Home Economics Association through its state association than any other state in the union? This is due to the untiring efforts of Mrs. Ora Hart Avery. Her goal is 100 per cent for all Smith-Hughes and state-aided schools. Why not make it 100 per cent for Virginia?

At the last meeting of the Virginia Home Economics Association in Richmond, there were three women of national reputation on the program. A large membership will enable the program committee to put on even a better program next year.

The annual membership fee is small and it includes membership, through affiliation, in the American Home Economics Association. Be sure to join through the state organization.

Annual dues of the Virginia Home Economics Association are for teachers, one dollar and a half, which should be sent to
Miss Frances Tabb, Treas., Virginia Home Economics Association, 1021 Holladay Street, Portsmouth, Va.

Annual dues of the Home Economics Clubs of schools and colleges are three dollars, and should be sent to Mrs. P. P. Moody, Chr., Virginia Home Economics Association, State Teachers College, Harrisonburg, Va.

BOOKS

Drama for the Plastic


The thirteen plays included in this book of modern plays for junior high school children are all simple yet effective, and each has a fine literary tone. Either the child or the grown person who dips into its pages will be held by the charm of the collection.

The first play is a dramatization of What Men Live By adapted from the story by Leo Tolstoi. In a very inspiring introduction entitled Appreciating the Drama this play is enlarged as a basis for the study and appreciation of other plays. This analysis includes the visualizing of the scenery, actors, costumes, and voices; a method for character study; and some helpful suggestions as to the acting and writing of plays.

Russian, Old English, French, Spanish, American, and Biblical plays round out the collection. Some of those of a more serious nature are Nerves, Jephthah's Daughter, A Minuet, and The Birthday of the Infant, while the balance is well preserved by the delightful comedy in The Dyspeptic Ogre, A Marriage Proposal, and The Play of Saint George. Oscar Wilde, Percy Mac Kaye, and John Farrar are some of the distinguished names from the list of authors.

Mr. Thomas states in his foreword that this collection is designed to meet the need of those in a still somewhat untutored and plastic stage, and to serve as an incentive to a more complex study of the drama. He offers the truism that we must interest before we can instruct, and believes that the inherent dramatic instinct will find a wholesome training in the use of this collection of junior plays.

Mamie Omohundro

Brief Reviews


An elementary text in community civics, shot through with the idea that active co-operation is the most important of human relationships. In terms that young people will understand the authors talk of team work, of the idle poor and the idle rich, of practicing thrift, of keeping one's credit good. A set of continuity pictures, as they are called, illustrating the theme of each chapter, reinforces the ideal of co-operation and drives home its message.


Aimed very surely at the school which prepares for college, which—more specifically—prepares students to pass the College Entrance Board examinations in English; for abstracting or summarizing exercises are increasingly emphasized in these examinations.

Of course there is much value in the summary, and it is by no means a new device for the English teacher. From its use comes a threefold ability: to read carefully, to think precisely, and to write accurately. The 160 exercises offered here by an experienced teacher will be the more valuable because of the explanatory helps and the sample summaries.

Mr. Thurber justifies the word "precis" on the ground of its currency in composition teaching as practiced in England.

News of the College and Its Alumnae

News of the Campus

February seems to be a favorite month for trips. The Star-Daughters made their invasion of Southwest Virginia and Tennessee; the Glee Club sang its way into the hearts of Tidewater Virginians; the entire music department repaired to Richmond where the Virginia Music Teachers Association held annual session under the guidance of its president, Miss Edna T. Shaef-
fer; and President Duke, Dean Gifford, and Mrs. Varner, Dean of Women, joined the throng of school officers attending the winter sessions of the Department of Superintendence of the National Education Association meeting at Cincinnati.

The team was gone just a week. Leaving here Monday morning, February 16, by the Towns Bus Line, they reached Roanoke in ample time for a rest before the game with the Roanoke Y. W. C. A. Harrisonburg won that night 38 to 19, the score being identical with that of the Farmville game here. Tuesday night the Star-Daughters held The Tall Sycamores of the Southwest down to a score of 5 to 4 to the middle of the third quarter. But casualties to Sadie Harrison's knee, Wilmot Doan's head, and Jessie Rosen's arm enabled Radford to swing ahead and win a 22-5 victory. At Harrisonburg, Radford had played the local girls to a tie score.

The team journeyed on the next day to Chattanooga, visited Lookout Mountain, rolled northward to Nashville, and engaged the champion team of the George Peabody College for Teachers on Friday night. Here again was a tight game, Harrisonburg being ahead at the end of the first half. Again hard luck struck the Harrisonburg team and Harrison was taken off the floor on account of her knee. Peabody began to climb and ended the game on top, by a score of 21-16.

Saturday night the University of Tennessee girls lost their second game of the season to Harrisonburg in a contest scheduled as preliminary to the men's game between Tennessee and Alabama. It was such a fast and furious fight that it completely overshadowed the later game in its spectacular appeal. The Knoxville Journal, commenting on the superior work of the visitors, credited Harrisonburg's forwards, Weems and Kelly, with "covering the Orange forwards like an umbrella." With this 39-18 victory, Harrisonburg broke even on the trip, winning two games and losing two.—One more game is scheduled, that being the return match with Farmville the night of March 14.

The College Glee Club, twenty strong, left here Friday, February 20, singing at the Naval Base, Norfolk, Saturday night. Twice Sunday they sang: in the morning at the Monumental Church, Portsmouth, and in the evening at the Park Place Methodist Church, Norfolk. Monday night they sang in the Blair Junior High School auditorium, a change in place having been made necessary because the Park Place auditorium has not yet been completed. Tuesday morning the Glee Club carolled for the students of the Hampton High School at their morning assembly; Tuesday night they presented a program in the Newport News High School auditorium.

All the concerts by the sea were under the auspices of groups of Harrisonburg alumnae, who entertained the entertainers in divers ways. There was a buffet supper Saturday evening, a tea Tuesday afternoon, and a dance Tuesday night. Wednesday night the Glee Club appeared at the New Theatre, Staunton, returning to Harrisonburg that night.

When the Virginia Music Teachers Association held its annual meeting at the Jefferson Hotel, Richmond, February 13 and 14, the entire Harrisonburg music faculty was in attendance; Miss Edna Shaeffer, president of the Association, Miss Margaret V. Hoffman, secretary pro tem, Miss Furlow, Miss Trappe, Miss Rush, and Miss Miller.

On the same dates came to our campus vivid personalities. Carl Sandburg, whose searching experiments in the rhythms and cadences of free verse seem to have assured his place in the history of American poetry, gave a lecture recital in Assembly Hall under the management of the Lee Literary Society, and afterward met the members of the society at a reception in Alum-
The guitar was at hand, and Mr. Sandburg offered some more of the ballads and folk songs which he has gathered from all parts of the United States. To the Lees the entire college is obligated for their enterprise in helping to bring this distinguished visitor as one of the college entertainments.

The following night, February 14, in Sheldon Hall, the perennial appeal of a minstrel show was evident when a large assemblage turned out to enjoy the blackface comedians from the Virginia Polytechnic Institute. The Tech Minstrels are annual visitors to Harrisonburg, and preliminary to their entertainment their presence on the campus in red-lined capes, natty uniforms, brass buttons, invariably has a devastating effect. The cadets were entertained at a dansant in the gymnasium during the afternoon.

New officers of Student Government have been elected and will assume their obligations at the beginning of the third quarter. Louise W. Elliott, of Norfolk, has been chosen president, with Emma Dold, of Buena Vista, vice-president, and Elizabeth Ellmore, of Herndon, secretary and treasurer.

The constant activities of the 1925 Schoolma'am staff are proceeding with renewed vigor since the selection of the entire editorial board. With Thelma Eberhart as editor-in-chief and Mary Saunders Tabb as business manager, the complete staff is as follows: Margaret Wiley, Senior class; Annie V. Councill, Junior class; Alene Alphin, Sophomore class; Virginia Field, Freshman class; Nora Hossley, Y. W. C. A.; Evelyn Wright, Choral Club; Edith Ward, Athletic Council; Bertha McCollum, Stratford Dramatic Club; Helen Walker, Lanier Literary Society; Lorraine Gentis, Lee Literary Society; Alethea Adkins, Page Literary Society; Helen Leitch, Alpha Literary Society; Virginia Harvey and Nancy Peach Roane, student body.

**ALUMNÆ NOTES**

Caroline Eisenberg has been teaching the past four years in the preparatory department of Mary Baldwin Junior College in Staunton. She sent a message recently to her friends at Blue-Stone Hill.

Mrs. P. A. Lewis writes from "The Meadows," near Manassas. We have good reports of her work.

Laura M. Wine is teaching at Raphine, in Rockbridge County. She is giving evidence of a fine professional spirit.

Katherine Reaguer sends a cheering message from her school at Mitchell's in Culpeper County. She says, "I am enjoying my work very much this year, but miss Harrisonburg very much."

Zula Cutchins is teaching music and other subjects at Franklin. Her address is 514 North High Street.

Sallie Cooper is making a good record at Goshen. Not long ago she paid her friends at the College a short visit.

Bess Hurt Burchfield, whose address is 207 Albemarle Street, Bluefield, W. Va., writes:

"**The Virginia Teacher** keeps me in touch with you folks of H. T. C. and although I am carrying subscriptions to five professional magazines this year, I find that all four of the others combined do not mean nearly so much to me as *The Virginia Teacher*. It just seems to have the life of Bluestone Hill wrapped up within it."

Lelia Bristow wishes to be remembered to all her friends. She is teaching at Sedley, in Southampton County.

Vergilia Sadler is teaching in the high school at Buckingham, near her home. Recently she directed a very interesting contest in her classes in connection with the celebration of the birthday of one of our great Americans.
Cornelia Sites writes a newsy and inspiring letter from Bakersville, N. C. She is not only teaching and acting as truant officer and home counsellor, she is also conducting a Sunday school which is growing in numbers and interest. Her letter would be an eye-opener and we hope a heart-stimulant for those faint-hearts and much-afraids who are looking for nothing but soft snaps and orange blossoms.

Ruth Maloy, now with us, is No. 4. Susie is teaching in Cincinnati. Her address is 58 Hollister Street. Mary is teaching at McDowell; and Stella is Mrs. Hiner. Her address is also McDowell.

Mrs. Leanna P. Harper writes from Suffolk. She is giving evidence of progressive spirit and good professional achievement.

Of course we all remember Mary Tacy Shamburg, and some of us know that she has been Mrs. Fansler for several years. She is teaching in Lost City, W. Va., and lets us hear from her now and then.

Sallie Brown—yes, everybody loves Sallie—is at the Scarritt College for Christian Workers in Nashville. This school has a co-operative arrangement with George Peabody College for Teachers. Dr. Gifford reports the president of Scarritt as saying: “We are delighted to have Miss Sallie Brown with us as a student, and appreciate her greatly.”

Susie N. Ridley is teaching in Suffolk. Her address is 434 Smith Street.

Edith Morgan sends a word of good will from Massie’s Mill, in Nelson County. She has our best wishes.

Linda Perkins is teaching at Lowry, in Bedford County. She is keeping up with the best in her profession, as all her friends expect her to do.

Mrs. Hardenia C. Woody writes from Bagley’s Mill, Lunenburg County. We have good reports of her work.

Bessie Stuart is doing a fine year’s work at Cumberland. Now and then she sends us a cheering message.

A number of our girls are working at Stuarts Draft, in Augusta County. Ruth Grove is one of them, and she says she is coming down soon to see us. Bring the others with you, Ruth!

Mabel Kendig is teaching this year in Fredericksburg. We are hearing fine reports of her work.

Nobody is surprised to hear that Rebecca Gwatney is married. If one man should happen to be so impervious as to withstand those dreamy eyes of hers, the next one would be sure to fall a ready victim. Becky is now Mrs. Robin Layton Marquart—since the day before Washington’s birthday; and after the first of March she will be at home on North Shore Road and Courtland Place, Meadowbrook, Norfolk.

OUR CONTRIBUTORS

DOROTHY BETHURUM is a member of the English department of Randolph-Macon Woman’s College, Lynchburg, Virginia. The paper here printed was read before the English section of the State Teachers Association in Richmond during Thanksgiving week, 1924.

W. D. ELLIS is principal of the Richmond City Normal School, where he urges both in faculty meetings and in classes his stimulating theory of supervision. Mr. Ellis will offer a class in The Elementary Curriculum at the coming summer session of Emory University, Atlanta, Georgia.

J. RUSSELL SMITH is professor of economic geography in Columbia University. He is the author of Human Geography, Commerce and Industry, and Industrial and Commercial Geography. Mr. Smith’s vigorous paper is used with the permission of his publishers, The John C. Winston Co., Philadelphia.

CLARA F. LAMBERT is a student in the State Teachers College at Harrisonburg, and a candidate for the bachelor’s degree next June. Miss Lambert has taught in the schools of Martinsville and Harrisonburg.

NANCY VAUGHAN SMITH is a student in the State Teachers College, now teaching in the fourth grade of the Harrisonburg Training School under the supervision of Miss Pamela Ish. Miss Smith is a graduate of the Cumberland (Virginia) High School.
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ACROSS
1. Money paid for use of money.
4. A fine answer to "Who got this problem?"
5. Face value of stock.
7. Used to shorten calculation.
9. Result of selling above cost.
11. What many problems appear to the pupil.
13. Unit of weight (abbr.)
14. Many pupils wish all problems were with this ancient king.
15. The most ancient mathematical science.
16. Period of time (abbr.)
17. Short for Ebeneezer.
18. Division table (abbr.)
19. Money paid in (abbr.)
23. An increase added (abbr.)
24. To elevate.
25. Number (abbr.)
26. What every one should do.
27. A degree.
28. Like.
29. Anything true.

DOWN
1. Interest ledger (abbr.)
2. A word frequently used after "I did."
3. Total gain (abbr.)
5. Baked food that sounds like a well known ratio.
6. What every pupil loves to get.
8. What one does to determine differences.
10. Extended arithmetic.
12. Thus.
13. Limit increased (abbr.)
15. To increase.
20. East Indies (abbr.)
21. Community savings account (abbr.)
22. Money owed.
25. No reply (abbr.)

Next month the solution of this puzzle will appear on this page. But in the meantime the first five persons to submit correct answers to the mathematical cross-word puzzle will receive a complimentary six-months subscription to

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