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

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May, 1925

APPOINTMENT SERVICE FOR TEACHERS
Robert Josselyn Leonard

Bede's Pedagogical Trinity
Alfred Allan Kern

The Training and Experience of Virginia Home Economics Teachers
Anna Seaton Cameron

An Athenian Boy's Day from Sunrise to Sunset
Thelma Woodcock

Published at the State Teachers College of Harrisonburg, Va.

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BEDE'S PEDAGOGICAL TRINITY

THOUGH histories of education quite naturally refer frequently to Froebel, Pestalozzi, Horace Mann, and others, they contain, so far as I am aware, no reference to the teacher with whom learning in England had its real beginning. If Wiclif may be called "The Father of English Prose," and Chaucer, "The Father of English Poetry," the title of "The Father of English Learning" may well be bestowed upon Bede.

Born about 672, Bede was placed, at the age of seven, under the guardianship of Benedict, the abbot of the monasteries of Wearmouth and Jarrow. The library of Benedict was the equal of any in the land; he had laid both England and the Continent under tribute for his books and his teachers. That Bede, with his studious habits and scholarly instincts, made the most of his academic advantages is evidenced by the amazing variety of his works, which number forty-one in all and include poems, hymns, epigrams, biographies, commentaries, and treatises on grammar, rhetoric, metrics, history, chronology, and the natural sciences. These books, which practically summed up the learning of Western Europe at that time, became, as Brooke says, "the teachers not only of England, but also of Europe. They were the textbooks of the school of York to which students came from Gaul, Germany, Ireland, and Italy." Among these students was Alcuin, the Erasmus of the eighth century, the leader of the Carolingian Renaissance, and the founder under Charlemagne of the Frankish schools which did so much for learning on the Continent. Bede was thus both scholar and teacher, a schoolman in the best sense of the word—a founder of schools whose influence dominated his part of the world.

It is therefore of no mere bookish monk that I am writing, but of one of the greatest men of his day and time—one who would have been great in any day and time. Scribes in Winchester and in Rome worked for him; the monks of many monasteries opened their manuscripts to him. Archbishops and kings gave him their friendship and homage. He was as true a Humanist as any of those later scholars who during the Renaissance strove earnestly, like Matthew Arnold in more recent times, to lift the level of learning in their respective countries.

His most notable book is the Ecclesiastical History of the English Nation, which was written in Latin, as were practically all his works, and was one of the four books which King Alfred selected for translation into Old English. It was at that time, and still is, the outstanding authority in its field—no small feat that, to have written a scholarly work that has maintained its preeminence for twelve hundred years. It contains many memorable chapters, but none so well-known as that in which he tells of the beginning of English poetry through the divine inspiration of Ceidmon (Book IV, Chapter 24), an account that is known wherever English poetry is read and loved.

The story of Bede's death has been told by his pupil Cuthbert in a letter of such tenderness and beauty that lack of space alone prevents its insertion in full. When, in 735, his final illness came upon him, he was translating the Gospel of St. John into
English, and even though he realized that the end was near—in fact, because of that very realization—he spent the entire day in dictating. Thus passed the day, and near evening the boy who was his scribe said, "Dear Master, there is yet one sentence not written." He answered, "Write quickly." Soon after, the boy said, "The sentence is now written." He replied, "It is well; you have said the truth. It is ended." And so, like Cædmon, "he closed and ended his life with a fair end." His tomb in Durham cathedral was demolished during the reign of Henry VIII, and no memorial of him remains save a long inscription ending, Hac sunt in fossa Bedae venerabilis ossa, which may be freely rendered, "Here beneath these stones lie Venerable Bede's bones"—an epitaph that calls to mind the more famous bit of doggerel on Shakespeare's tomb.

An analysis of Bede's character shows that he had not only the habits but also the instincts of a scholar. His unwearied industry is an invariable accompaniment of scholarship; there is no royal road to learning save that of work—which is indeed a royal road! Mingled with his will to work was a kindly sympathy and a singular freshness of mind that lifted his labor above the level of task-work and dry-as-dust research and lent an interest and beauty to all he wrote.

Another notable quality of Bede's mind was its reverence. He closes his best-known work with these words, "Here ends by God's help the fifth book of the Ecclesiastical History of the English Nation." There are those who deny any necessary relation between reverence and scholarship. Personally I am inclined to think that such a relationship should and does exist and that Tennyson came near the root of the matter when in In Memoriam he wrote:

"Let knowledge grow from more to more,  
But more of reverence in us dwell;  
That mind and soul according well,  
May make one music as before."

The greater the scientist's lack of reverence, the lesser the scientist he; the greater the theologian's ignorance of science, the lesser theologian he.

The foundation of scholarship, however, is truth, absolute allegiance to the principle of truth in all things, and this Bede possessed in abundance. Let the following sentence from the Preface of his Life of St. Cuthbert stand for the many that could be adduced: "I have not dared to transcribe what I have written without the most accurate examination of credible witnesses, without inserting the names of my authorities to establish the truth of my narrative."

But by far the most significant sentence, for us at least, in all his forty-one varied volumes, is this brief statement in his autobiography: "I ever found it sweet to learn, to teach, to write." Here in the nutshell of a single short sentence is expressed the sum and substance of what it means to be a teacher, the three great commandments for all who would teach. The mere reading of it carries us forward six hundred years or more to the concluding sentence of Chaucer's description of the typical scholar of the Middle Ages, the Clerk of Oxenford—"And gladly wolde he lerne and gladly teche." Note the essential similarity of the two lines, both fundamentally simple as great things and great men usually are. What it took to make a great teacher in Bede's day does not differ one whit from what it took in Chaucer's day nor from what it takes today. The great teachers in all ages of English history have been made of one and the same material; there is no difference save that of time between Bede and Bacon and Bradley. I seriously doubt if real teaching can ever exist apart from a real personality.

To learn, to teach, to write—the scholar, the teacher, the writer. Learning, teaching, and writing are closely inter-related, and like Tennyson’s triple sisterhood of Beauty, Good, and Knowledge, "never can be sun-
dered without tears.” No one of them is sufficient unto itself. Scholarship that neither teaches nor writes, but is wrapped up in itself alone, is as useless as the barren fig tree and deserves an equal condemnation.

The position of the teacher in Bede's pedagogical trinity is highly significant, being supported on one side by learning and on the other by writing. We cannot teach until we have learned something to teach and have acquired a means of expressing what we have learned. Despite the importance of pedagogical methods and child psychology—an importance that we have only in recent years begun to esteem at its true value—it yet remains unassailably true that knowledge of one's subject is the best possible preparation for teaching that subject. For this there is no substitute whatever. The cart before the horse is not so contradictory or so useless as a teacher whose mind is filled with methods but empty of matter. It has been conclusively proved at the University of Virginia and elsewhere that students taught in the high schools by teachers who have majored in the subjects they are teaching make better grades than those taught by teachers who have in college neglected the "what" of teaching for the "how."

For those who intend to teach English there is nothing better to study than Old English. Today the trend is all toward the modern in literature, art, and thought. Even Tennyson and Browning have been labelled "essentially Victorian" and thereby condemned to the limbo of the real but unread poets. Victorian they may be, but I, for one, prefer the prudery and sentimentality of Dickens and Tennyson (imagine what Edgar Lee Masters would do with the legend of Godiva!) to the "frayed spirituality and soiled aestheticism" of much of our modern fiction and poetry; and I greatly prefer the melody of Tennyson and the moral message of Browning to most of the rhymeless and reasonless poetry of Sandburg, Vachel Lindsay, and other laureates of this saxophone age. As Byron said of Southey's epics, "They will be read when Homer and Virgil are forgotten—but not till then."

How infinitely transient and tawdry does much of our highly acclaimed modern literature appear when measured by Lowell's definition of a classic: "Something that can be simple without being vulgar, elevated without being distant; that is neither ancient nor modern; always new and incapable of growing old." Such a piece of literature is Bede's account of the poet Cædmon, Cynewulf's description of Constantine's battle with the Huns, the pathetic plaint of The Wanderer, and the ringing war songs of Brunanburh and Maldon. No one can read these latter, even in translation, without rejoicing in the racial heritage that they portray and without having his heart "moved more than with a trumpet." Why not take at least some of our literature "straight," with the full racy flavor, the wild tang of the age that produced it fresh upon it, instead of attempting to make a satisfying mental meal wholly upon the literary knick-knacks and highly spiced confections of the present age?

The craze for the modern is as insistent within the college walls as without. The classroom of an elective course in Old English bears a marked resemblance to Mother Hubbard's cupboard. Pushed aside in the mad rush for journalism, contemporary drama, contemporary poetry, and contemporary fiction, there is none so poor to do such a course reverence or even cast a passing glance in its direction. I am not advocating that a thorough course in Old English should be required of all English teachers, but I do maintain that no one can properly teach Modern English unless he has some acquaintance with the pit whence it was digged, unless he has at least such elementary knowledge as can be gained from a half-
The necessity of learning will doubtless be conceded more readily than that of writing. Is it not enough, one may ask, to speak fluently and forcibly in the classroom? No, it is not. Oral composition, important as it is, has not yet taken the place of written composition in our high school courses, and I trust never will do so. If written composition be good for the pupil, it ought also to be good for the teacher; as a matter of fact it is, though most of them are no fonder of it than are their pupils. Furthermore, by writing we reach a larger audience than that which our classroom walls encompass; and our classes have an increased respect for teachers of English composition who are able, in Bernard Shaw’s phrase, both to teach and to do. But these, however useful and important they may be, are none the less minor considerations. There are at least two better reasons for writing—first, write because it helps you to think; and second, write for the pure joy of writing, the artist’s joy of creation.

The inter-relation, the inter-dependence, in fact, of clear writing and clear thinking is so thoroughly explained and so constantly insisted upon in all modern textbooks on composition that it scarcely needs reiteration here. But lest we forget, may I remind you once more that clear, forceful thinking must precede clear, forceful writing. Before the writer can transmit clear, forceful thoughts to others through the medium of the written word, he must have them himself. We cannot give away what we have not got in either law or life. Writing, then, forces us to set our mental house in order, to take stock of our thoughts, to discard the useless and acquire the useful. Not only so, but the very exercise of writing helps to bring about the condition that should precede it. Attempting to express the thoughts we have, helps us to clarify them and to get other thoughts. There is, therefore, a reciprocal relation between the two—thinking helps writing and writing helps thinking.

But it is of the second major reason for writing that I wish mainly to speak. As the created thing e’er so humble, there is no gift like that of creation, of giving actual, bodily form to one’s thoughts, whatever may be the medium of expression—paint, marble, sounds, or words. To do this is to translate the dream into reality; it is in the most real sense putting oneself into one’s work, and thus making it not work or even play, but life itself. According to Flaubert, poetry is not merely moonshine and flowers, but “we must get it out of anything whatever, for it is to be found anywhere and in all things.” This is one way of finding it—one of the best ways. If we would have a friend, we must be one, the old proverb tells us; *Date and Dabitur* are twins, said “grand, rough, old Martin Luther”; if we would catch a glimpse of the poetry of life, we must ourselves in some small way be poets, we must create—the old name for poet was “maker.”

Poetry, says Don Marquis, is “the clinking of a couple of unexpected coins in the shabby pocket of life.” If you want to hear them clink in unexpected fashion and get the same surprised and joyful thrill that such a sound brings in actual life, create something with words, even though it be for your eye alone. I have known of more than one teacher who made for himself the excellent rule to publish at least one article of some sort each year—an editorial, a short story, a poem, a book review, a bit of research. If you have never seen your name in print at the head of an article, you have missed something in life that is worth while; but do not print the article unless you are willing for your name to appear in connection with it.
President Neilson of Smith College in his recent address before the Modern Language Association of America noted with regret the comparative scarcity in our college faculties of the scholar who can teach. If our colleges would stress scholarship more and pedagogy less, and if our graduate universities would stress scholarship less and teaching more, there would be fewer warped and one-sided instructors on our teaching staffs and there would be an increasing number of those who could say with Bede, "I have found it sweet to learn, to teach, to write."

Alfred Allan Kern

APPOINTMENT SERVICE FOR TEACHERS—PROGRESS AND PROBLEMS

We know something of the personal suffering of professional workers occasioned by lack of employment. It has come to our friends, to our relatives, and perchance to ourselves. We, likewise, know something of the havoc wrought alike to individuals and to institutions when professional workers are misplaced; I presume nearly all of us have experienced it personally. Its larger effects are observed daily. How frequently do we hear, "He is a very capable man, but he is misplaced; for his own good and for the sake of the institution, someone should tell him that he should find another position." Many a professional career has been retarded seriously, and even blighted, because the right opportunity for service did not present itself. While psychologists tell us that merit tends to find adequate opportunity for its expression, the chance factors of time, place, and circumstance tend as frequently to bury in obscurity young people of great potential ability as to raise to prominence those of mediocre calibre.

Our apparent inability to find adequate ways and means to distribute or market professional talent in accordance with personal merit and institutional and community needs is one of the outstanding problems affecting all professions alike.

A recent graduate of a medical school decided not to go to his home town to practice. Where should he go? He talked to his professors who suggested this town and that. He consulted the United States Census of Occupations to see if he could discover cities with fewer doctors than apparently would be needed. He considered factors of climate, proximity to schools and colleges, and finally decided to locate in Seattle. As he remarked later, it would have been just as reasonable to write the names of a dozen cities on slips of paper and then pick one from a "grab bag" as to proceed as he did. His choice might just as well have been Denver, Kalamazoo, Charleston, or Miami.

For many centuries, teachers in our schools and colleges have regarded as part of their responsibility, the placement of the students in whom they have most interest. Professor Monroe has in his possession some of the record sheets of the teachers in the "Charity" schools of England of the 18th century wherein there are frequent entries indicating that the teacher had placed a youth in a certain position, then replaced him in another, and so on. This interest of the public schools in placing young people who leave or complete the work of the school is now expressed through placement bureaus. College and university instructors long have rendered employment service similar to that of the "Charity" school teachers. We may call this the period of individual placement.

We are trying to outgrow this period of in finding appropriate positions for their individual activity on the part of instructors major students. It is reasonable to hope
that the institutional appointment bureau ultimately will be utilized exclusively by students, professors, and institutional heads, insofar as the placing of new institutional graduates may be concerned.

The old system of individual placement had many virtues. It was direct; a student could be recommended by Professor Y directly to the principal of the high school at Lakehurst without the intervention of what appears to some to be red tape. Professor Y knew just what was needed, knew the high school principal, the type of community, and also the student whom he was recommending. The personal touch added assurance and satisfaction to all concerned. Appointment bureaus must learn how to conserve these values.

But this individual system had many shortcomings. Some professors who might have the time and occasion to travel about the state naturally would be looked to more than others for recommendations of new teachers. Students, knowing this, would drift into the classes of such instructors and thus a large department would be built up out of all proportion to the state's needs. Doubtless, every institution represented here could furnish at least one illustration of this development. Another obvious drawback of the old system was the fact that all professors were not equally sagacious in appraising their students or in sensing school needs.

So the institutional appointment bureau represents a step forward. It may be characterized as the second period in the development of appointment service. While it would be carrying coal to Newcastle to describe the mode of operation of appointment bureaus to a group of appointment secretaries, I trust you will permit me to comment upon what seems to me to be one great deficiency in the systems now in vogue in these bureaus.

During the course of the year, instructors are asked to express their opinions of students who are about to complete their period of training. Standard forms are used, all having about the same headings. As an instructor, I may be asked to express my opinion of Mr. X, a graduate student. I must reply in some way and naturally, if the student is capable, I make a general statement like this: "Mr. X is a capable, energetic man; a fine future is ahead." The appointment service receives half a dozen such reports, edits and types them, binds them in red, yellow, or blue covers, and then waits until a call comes in, whereupon the papers are sent. I have received hundreds of such sets of papers, but not one of them ever has served my purpose satisfactorily. The information of most value which is received in this way is age, sex, nationality, church affiliations, height, and weight. I want to know about the applicant's health. The papers say, "Health is perfect." It always is in the record; obviously untrue! I also want to know what Professor Y thinks of Mr. X for the position I seek to fill. To be sure, Professor Y endorses Mr. X in general, as indicated by his testimonial; but would he endorse him for this particular position? In fact, in many instances, I have written professors under such circumstances and not infrequently the reply has been, "Mr. X is very capable but not adapted to your situation." I am sure many who have to employ instructors feel just as I do about the need of personal endorsement from professors whom we know regarding a specific post we seek to fill. This much of the old plan, where instructors expressed their opinions of the fitness of students for certain positions, must be retained. How is it to be done?

With only one institutional appointment bureau in a state and that one usually conducted by the state university, the situation was relatively simple. But with the development of the systems of state teachers
colleges and the teacher training departments of Land Grant Colleges, all with the accompanying appointment services, it is not unusual to find, in our more populous states, from five to ten institutional bureaus. So long as normal schools and teachers colleges confined their work to the preparation of teachers for the elementary schools, the appointment bureaus of these institutions were not a complicating factor, as their graduates were placed locally, usually within the district in which the institution was located. But when teachers colleges enter upon the preparation of teachers of secondary schools, district lines tend to disappear, and positions become available potentially throughout the whole state. Thus, a half-dozen placement agents find themselves virtually competing with one another. Fortunately, this has occasioned but few adverse effects to date, due not to the plan or to the foresight of appointment secretaries, but to the rapid turnover of the teaching staff and to the shortage of trained teachers.

To further complicate the placement problem, state boundaries, as well as district boundaries, tend to disappear in placing teachers and educational leaders—particularly secondary teachers of special subjects (agriculture, home economics, arts, physical training) and supervisors of elementary schools and special subjects, superintendents of schools, research officials, etc. Many a city these days concludes that it will search the country for the best superintendent of schools that can be found, regardless of where he was trained and where he may be employed now. This long has been the custom in selecting presidents of universities and colleges, and college professors.

And this brings us to the present period, that of coördination among the appointment bureaus of a state and coöperation between the bureaus of the various states. So far as I know, there are no instances among the states of a plan (either official or unofficial) for the coördination of the appointment bureaus. I believe, further, that there are no plans of coöperation between the states. It must not be assumed that I am saying there is no coöperation at present among the bureaus in the states, or between the states. There is a great deal of coöperation; but of the informal sort, which is the result of a coöperative frame of mind and temperament, on the part of secretaries. Your president, in conversation the other day, cited a splendid instance of coöperation between California and Oregon. The Oregon Agricultural College long has been a source for high grade teachers of secondary agriculture. A representative of this institution, through coöperation with the appointment secretary of the University of California, placed a dozen or so teachers of agriculture in California. Many other similar illustrations could be cited.

But this informal coöperation is inadequate, and ultimately will give way to some form of organized effort, determined by the process of evolution. To attempt to start with a formal plan of coöperation probably would result in failure. But the plan which ultimately will formulate itself as a result of necessity and a coöperative frame of mind will be sound and workable. Social evolution, rather than creative or prescriptive legislation, is the safe process.

First individual effort on the part of instructors to place their graduates, then organized institutional service, then coöperative effort between institutional agencies; such is the general sweep of the placement service of institutions to date.

II.

Meanwhile agencies, aside from institutions, have entered upon the placement of teachers. It was inevitable that this should be so, for as yet institutions alone have not been able to render the required service. The commercial agency, in this country,
antedates in origin the institutional bureau. Ten years before the civil war there were at least three agencies of this type. The period of greatest growth was from 1875 to 1890. Since that time the developments have been characterized by specialization and consolidation. The latest development is the organization of the National Association of Teachers Agencies with a membership of over sixty agencies. Several agencies now confine their efforts to the collegiate field; others, to the so-called special subjects; a number operate upon a national basis with offices in the more important population areas. To the members of this Association, the national agencies are of special interest as they illustrate the feasibility of disregarding, to a large extent, the smaller and customary geographical boundaries. The pattern of these national organizations could be studied with profit.

It is certainly not within the province of this discussion to evaluate the commercial agencies or to attempt to predict that they will be either permanent or transitory. However, like the proprietary professional schools of two decades ago, these bureaus exist for monetary profit, and, in the last analysis, monetary considerations must be well to the fore. Some of them make money for their owners while rendering a very worthy professional service; others have the reputation of making money by capitalizing what some call the "exploitation of professional distress." No one of them is endowed, and none operates under direct state control; some, however, must conform in their practices to the statutes governing private employment agencies. But it would be unfair to make the sweeping generalization that the commercial agencies, under existing circumstances, have no legitimate place. It would be a great step forward if some of them could be endowed. We know dozens of capable teachers and executives who can make no claim upon institutional bureaus and who must look periodically to the commercial agencies for positions. We likewise know of school superintendents and boards of education that prefer the commercial agencies to the institutional bureaus.

In 1906, Massachusetts authorized the State Board of Education to conduct a registry for teachers. Since that time hundreds of teachers have been placed through this registry. The development of departments of registration in the state departments of education seems to me to have possibilities of great magnitude, where the departments are on a professional basis and where they are free from political influence. In my opinion, there are at least six state departments that well might seek the necessary legislation to establish a placement service.

One state teachers association (perhaps there is more than one) very recently has entered upon a plan looking toward placement service for its members. This state association has an elaborate organization, a large and representative membership, and a salaried staff of secretaries. Its mode of operation has not yet been standardized nor has its field of service been delineated. It is an interesting outgrowth of the current movement, on the part of teachers, for more effective concerted effort to improve their conditions and the school systems as a whole; a movement which is more far-reaching in its possibilities than almost any other development in education during the past two decades. There are some who believe that the functions of such associations should be primarily to foster necessary and desirable school legislation, increase the amount of financial support of school systems, and raise teachers salaries. These tasks are of sufficient magnitude to require the undivided efforts of the voluntary associations for a long time. There is danger that personal politics may hamper the most effective service in placing teachers. To say
The least, the experiment will be watched with interest.

Teachers Federations, also, are entering upon placement programs. To the speaker, it seems perfectly clear that such a placement service is not for the best interest of the schools or, ultimately, for the teachers themselves.

The Cooperative Bureau for Women Teachers, with headquarters in New York City, seeks to render, on a national basis, an educational service for schools and colleges by: (1) raising the standards of the teaching profession by making available information and criticism as to methods of training, conditions of employment, and standards of service; and (2) affording to schools an extensive registry of successful and prospective teachers; and (3) affording to teachers information regarding requirements, opportunities for training, vacancies, and characteristics of schools. Colleges, associations, schools, and teachers may become members and may receive the benefits of the Bureau upon the payment of the designated fees, varying according to the type of membership.

Another entrant in the registry and placement field is the American Council of Education, through its Division of College and University Personnel. Limiting its efforts to the colleges and universities, this organization is attempting to have all young men engaged in teaching in such institutions, or those qualified to enter such service, file in Washington complete personal and professional data. The Council, as I understand its plan, will not attempt to find a position for an individual; rather it hopes to develop such a complete and useful registry that Deans and Presidents may obtain from the files a list of promising men for the position they seek to fill. While the Council prefers that the university executives come to Washington and discover for themselves a list of eligible candidates, the Secretary will undertake to make a tentative list upon receipt of a set of specifications regarding the position to be filled. It is the nation’s most impersonal service now in existence. It operates upon a strictly professional basis, and neither personal nor institutional politics or prejudices are factors. It is certainly sound theoretically to assume that the United States of America is the most appropriate placement unit, and that Washington is the center thereof; but practically it will be a very long time before this is a reality. In my opinion, the natural population and institutional units will have to be considered if this placement enterprise is to net the maximum results. As the Council seems to have no inclination to regard its Personnel Division as the only one which should function in the collegiate field, in this discussion it may be listed as another enterprise to be added to those already enumerated: institutional bureaus, commercial agencies, and bureaus of state boards of education, teachers’ associations, teachers’ federations, and cooperative bureaus.

It is reasonable to assume that, of the seven types of agencies now engaged in placement service, some are better adapted to the ends in view than others; that some should be encouraged and some discouraged even to the point of elimination. By what process are we to determine which should be fostered and which eliminated? Obviously standards and criteria are needed. I propose for your consideration four criteria; certainly not with the hope or expectation that they will be adopted as presented, but in order that you may have something definite before you which, by the process of revision and substitution, may lead to a satisfactory formulation.

1. The non-profit or non-commercial agency should be regarded in a preferred group.
There is no need to argue this thesis. To permit a money-making agency to prosper because of the necessity of a professional worker to find a position, or the need of a school to find a trained worker, is a social waste and unjustifiable in the extreme. It is particularly inappropriate in the teaching service, which is a state service not to be exploited or arranged for by a money-making agency.

2. Only those placement agencies which can operate and do operate on a high professional plane should be fostered.

The placement service must advance the development of our schools and colleges. It must be conscious of and share in the larger ends of education. To do this, requires that positions be filled by persons who can render the most effective service. The interests of individuals, groups of individuals, and training institutions are of secondary importance. This thesis implies that those agencies are in a preferred class which are actuated by the highest professional motives, which are equipped to discover accurately the needs of our schools and colleges and the qualifications of available teachers, and which can operate on a confidential basis.

3. Other things being equal, the organization should be preferred which, incident to discharging its placement function, will tend to make available to teacher training institutions and certifying bodies the data obtained about the educational needs of the schools in terms of personnel.

In other words, the agencies closely related to or a part of normal schools, or schools of education, or state boards of education, are to be preferred. The placement agencies stand in a potentially helpful relation to teacher-training institutions. Those agencies which can make the most of this relation should be fostered.

4. With the greatly increased need for specialists in all educational endeavor, the agencies which can operate with only incidental reference to the smaller district boundaries or zones will be most helpful. For example, in filling a college or university position, it is frequently necessary to canvass the entire country. Herein lies the great advantage of the Personnel Service of the American Council of Education and similar agencies.

While I have listed but four criteria, many more will come to the minds of the members of the organization. The definite evaluation of the seven types of bureaus certainly does not fall within the scope of this discussion. It would be indeed a rash individual who, alone and unaided, would attempt such a task.

IV.

Each association, to bring its purposes from aspiration to reality, must have an appropriate organization and mode of operation. I venture to suggest that the commission plan of organization might be suited to the needs of this group. There are many problems which will be of the utmost importance for a number of years. Each of the more important problems could be considered by a commission constituted by the officers of the association. Each commission could pursue its work throughout the year and submit a report at the annual meeting. At the start, the following commissions might be formed: research, state legislation, standardization, and coordination.

The association needs facts. The research commission could promote the gathering of data by its members and the writing of theses and dissertations by graduate students in schools of education. Certainly state legislation is needed, but it will take much thoughtful consideration to determine upon the proper form of legislation. A certain amount of standardization in procedure among the placement agencies probably would be desirable as would also a certain...
degree of coordination. These topics are well adapted to the commission plan of procedure.

Robert Josselyn Leonard

AN ATHENIAN BOY’S DAY FROM SUNRISE TO SUNSET
AN ACTIVITY IN ART, ENGLISH, AND HISTORY

I. What the Children Did
A. The children made a book to be used as reference by succeeding classes.
1. They decided on a table of contents.
   (a) They organized the table of contents into chapters, having each chapter a different phase of the Greek boy's day.
2. They wrote chapters on these topics, collecting materials from the following sources:
   (a) How the Athenian boy dressed
   (b) What the Athenian boy ate.
       Compton, Picture Encyclopedia, Volume III; Burnham, Our Beginnings in Europe and America, pp. 52-54; Hall, Our Ancestors in Europe, p. 36; Harding, Old World Background to American History, p. 26.
   (c) What kind of home the Athenian boy inhabited.
       Burnham, Our Beginnings in Europe and America, pp. 53-54; Hall, Our Ancestors in Europe, pp. 40-42.
   (d) How the Greek soldiers dressed.
       Burnham, Our Beginnings in Europe and America, p. 58; Southworth, American History with European Beginnings, p. 6.
   (e) Some important buildings in Greece at the time this boy lived.
       Atkinson, An Introduction to American History, pp. 45, 46, 48; Hall, Our Ancestors in Europe, pp. 30-32; Harding, Old World Background to American History pp. 41-42.
   (f) How the Athenian boy was educated.
   (g) How the Athenian boy amused himself.
       Atkinson, An Introduction to American History, pp. 32, 44, 67, 68; Burnham, Our Beginnings in Europe and America, p. 70; Hall, Our Ancestors in Europe, pp. 29-34.
   (h) A letter the Athenian boy wrote to a Roman boy.
3. They illustrated their book by:
   (a) Collecting pictures of
      (1) Greek soldiers.
      (2) Greek buildings.
      (3) Greek statues and copies of paintings.
   (b) Making from colored paper pictures of the following things:
      (1) Greek temples.
          Burnham, Our Beginnings in Europe and America, p. 67; Hall, Our Ancestors in Europe, p. 31.
      (2) Greek dresses.
          Hall, Our Ancestors in Europe, pp. 35 and 41.
      (3) Greek shields.
          Burnham, Our Beginnings in Europe and America, p. 58; Southworth, American History with European Beginnings, p. 6.
      (4) Greek helmets.
          Burnham, Our Beginnings in Europe and America, p. 58; Southworth, American History with European Beginnings, p. 6.
      (5) Greek lyres.
   (6) Greek weapons.
       Burnham, Our Beginnings in Europe and America, p. 53; Hall, Our Ancestors in Europe, p. 37.
   (7) Greek warships.
       Burnham, Our Beginnings in Europe and America, p. 60; Southworth, American History with European Beginnings, p. 3.
   (8) Greek Chariots.
       Hall, Our Ancestors in Europe, pp. 5.
   (c) Making line drawings of
       (1) A Greek sunshade.
       (2) A Greek fan.
       (3) A drinking bowl.
       (4) A spoon.
       (5) A Grecian urn.
       (6) The Doric column, the Ionic column, and the Corinthian column.
       (7) A wax tablet.
       (8) A Greek scroll.
       (9) A stylus.
       (10) A Greek lamp and stand.
4. They filled in the following outline maps:
   (a) Greece, showing how the population centered around the coasts.
       Hall, Our Ancestors in Europe, p. 7.
   (b) Europe, Asia, and Africa showing the colonies of Greece at 400 B. C.
       Hall, Our Ancestors in Europe, p. 15.
   (c) Outline map of Europe showing route of the Greek boys' travels to Rome.
5. They assembled their book.
   (a) They made a frontispiece, a title page, a dedication page, and compiled a bibliography for their book.
They made a cover.
(1) They printed with white ink on black paper the words "An Athenian Boy's Day From—To—."
(2) They cut out in colored paper a mountain with the sun rising over it and another mountain with the sun setting behind it.
(3) They pasted the first of these pictures below "From" and the second one below "To," making "The Athenian Boy's Day From Sunrise to Sunset."

They bound the book
(1) They fastened the cover and the pages together with clamps.

II. Information Gained
A. How the Athenian Boy Dressed.
1. The Athenian boy wore a straight, plain dress made of a fine wool.
   (a) The skirt was draped in folds about the body and the sleeves were pinned up at the shoulders.
2. The Athenian boy wore sandals, made of various shapes and sometimes covered with gold leaf.
3. The Athenian boy wore a bright colored band around his head.

B. What the Athenian Boy Ate:
1. The Athenian boy had two full meals a day, plus a light breakfast.
2. The staple food of the Greek boy consisted of grains, wine, grapes, and olives.
3. The only meat of the Greek boy was that of the sheep and the goat.
4. Sardines and anchovies were got from the Mediterranean Sea.
5. Honey was used instead of sugar.

C. The Kind of Home the Athenian Boy Inhabited.
1. His house was built of sun-dried bricks and was two stories high.
   (a) The house was built along a narrow, winding street.
   (b) The house had a flat roof and blank walls.
   (c) The first story had no windows; the second story had one or two windows.
   (d) The floor was made of small pebbles.
   (e) A porch ran around the house and was held up by columns.
   (f) The house was rather simple and inexpensive although made up of a wide hall, a main room, a court, a dining room, a kitchen, bedrooms, a servant's room, and a pantry.

D. How the Greek Soldiers Dressed.
1. The Greek soldiers were well prepared for battle.
   (a) They wore helmets, which were pulled down over the eyes for protection.
   (b) They wore sandals.
   (c) They carried javelins, swords and shields.
      (1) The javelins were thrown at the enemy.
      (2) The shields were held in front of the soldiers.

2. The Greek soldiers crossed the Mediterranean on warships.
   (a) The warship was built of wood, with about twelve oars and was rowed by the soldiers.

E. Some Important Buildings in Greece at this Time.
1. The Parthenon.
   (a) The Parthenon was a famous temple built on the Acropolis.
   (b) It was surrounded by a porch, held up by Doric columns.
   (c) In the Parthenon was a statue of Athena, made of ivory and gold.
2. The Gymnastum.
   (a) It had a large marble porch held up by columns.
   (b) All around were statues, vases, and marble seats.
   (c) It was surrounded by gardens with fountains and trees.
3. The Theater.
   (a) It was built on a hill without a roof and so that the floor would slope to the center.
   (b) The seats were made of stone.

F. How the Athenian Boy Was Educated:
1. The Athenian boy walked to school with a slave, called a pedagogue.
2. The school room was very bare.
3. The Athenian boy learned to play the lyre, to recite from a scroll, and to write on a wax tablet with a stylus.
4. The Athenian boy had much training in athletics.
   (a) He ran races, played games, and learned to throw the discus.

G. How the Athenian Boy Amused Himself.
1. The Greek boy went to a festival.
   (a) The main function of the festival was athletic contests, in honor of one of the Greek gods.
   (b) The victor of the contests was crowned with an olive wreath.

H. Current Events in Greece as Told in the Athenian Boy's Letter:
1. The Persians and the Greeks fought in three battles.
   (a) The Greeks won in the battle of Marathon.
   (b) The Persians won in the battle of Thermopylae.
   (c) The Greeks won in the battle of Salamis.

III. Skills Selected for Emphasis
A. English:
1. I emphasized clearness and distinctness in speaking.
2. I emphasized arranging facts to secure unity.
3. I emphasized correct form in writing a page:
   (a) Write name and date in upper right hand corner.

1Selected in the light of the present needs of my class.
THE HOME ECONOMICS
TEACHER IN VIRGINIA

HER TRAINING AND EXPERIENCE

WHAT TRAINING and experience have the present home economics teachers in Virginia had? What is the average salary of these teachers? What should be the required training for home economics teachers of the accredited high schools?

The purpose of this paper is to answer such questions as these. To obtain accurate information of present conditions in Virginia, a questionnaire was sent to each of the 234 home economics teachers in Virginia; the names were secured from the office of the State Board of Education at Richmond. Further information concerning the training and experience of the teachers in the state-aided and Federally-aided high schools was secured from Mrs. Ora Hart Avery, Supervisor of Home Economics in Virginia.

The questionnaire sent out was as follows:

I. 1. Name of your school.
    2. Address of your school.
    3. Is it an accredited high school?
    4. Please check the grades in which home economics is taught:
       a. Elementary Grades
       b. Junior High School
       7th grade
       8th grade
       9th grade
    c. Senior High School
       1st year
       2nd year
       3rd year
       4th year
    5. How is your home economics department supported?
       a. Federal aid
       b. State aid
       c. Local School Board
       d. Parent Teachers Association
       e. Fees from students taking work
       f. Other ways—What?

II. 1. What Virginia certificate do you hold?
    2. How many years' experience have you had:
       a. In teaching home economics?
       b. In teaching other subjects before
III. 1. What colleges, normal school or schools have you attended since you completed your high school course?
2. How long did you attend each? (Answer in number of years, months or weeks, indicating which.)
3. What years did you attend?
4. When did you attend:
   a. Academic session?
   b. Summer session?
5. Did you complete the two year course? When?
6. Did you receive a degree? When?
7. In what subjects did you do your practice teaching? Please check:
   a. Foods
   b. Clothing
   c. Manual Arts
   d. Home Management
   e. Interior Decoration
   f. Home Nursing
   g. Costume Design
   h. Millinery
   i. Chemistry
   j. General Science
   k. Any other subject
8. What classes are you now teaching? Please check:
   a. Foods
   b. Clothing
   c. Home Management
   d. Manual Arts
   e. Interior Decoration
   f. Home Nursing
   g. Costume Designing
   h. Millinery
   i. Chemistry
   j. General Science
   k. English
   l. History
   m. Agriculture
   n. Please add any other H. S. subject

IV. 1. What is the salary scale in your county or city for home economics teachers with:

<table>
<thead>
<tr>
<th>Special certificate</th>
<th>Min.</th>
<th>Yr. Inc.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nor. Prof. certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. S. Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of the 213 questionnaires sent to the white teachers, 84 or 39.5 per cent. were returned. Five or 23.8 per cent. of the 21 colored teachers responded. It is upon the basis of returns for the session of 1923-24 that this report is made.

The returned questionnaires were classified as follows:
A. State aided and *Federally aided schools:
   Apple Grove
   Floris
   Atlee
   John Randolph (Farmville)

Brownsville
Burkeville
Charity
Chase City
Christiansburg
Claremont
Climax
Critz
Driver
Elk Creek
Emporia
*John Marshall (Richmond)
Ewing
*Winchester

B. City high schools—not included in A.
   Alexandria
   Fredericksburg
   Lynchburg
   Newport News
   Norfolk (Maury)
   Portsmouth
   Suffolk

C. Rural and small high schools—not included in
   A.
   School
   County
   Covington
   Alleghany
   Weyers Cave
   Augusta
   Warm Springs
   Bath
   Bowling Green
   Caroline
   Ford
   Dinwiddie
   Sunny Side
   Dinwiddie
   Midway
   Dinwiddie
   Tappahannock
   Essex
   Columbia
   Fluvanna
   Palmyra
   Fluvanna
   Cardwell
   Goochland
   Fries
   Grayson
   Montpelier
   Hanover
   Highland Springs
   Henrico
   Martinsville
   Henry
   Blue Grass
   Highland
   Clarksville
   Mecklenburg
   La Crosse
   Mecklenburg
   Shavsville
   Montgomery
   Cypress
   Nansemond
   Chuckatuck
   Nansemond
   Portlock
   Norfolk
   Exmore-Willis
   Northampton
   Shenandoah
   Page
   Dan River
   Pittsylvania
   Rice
   Prince Edward
   Bellevue
   Pulaski
   Dante
   Russell
   Castlewood
   Russell
   Rye Cove
   Scott
   Fairview
   Scott
   Chancellor
   Spotsylvania
   Richlands
   Tazewell
   Abingdon
   Washington

D. Elementary and Junior High Schools:
   5 schools with one teacher
   Arlington
   Beulah Jr.
   Chesterfield
   Charles City Jr.
   Charles City
   Fremont Jr.
   Dickenson
   Lynchburg
   City
   Norfolk
   City
   James Blair Jr.
   James Monroe
For the last six years the State Teachers College at Harrisonburg and William and Mary College at Williamsburg have offered four year courses to prepare teachers of home economics for city high schools, for Smith-Hughes high schools, and for positions as supervisors. To graduates of these courses a "collegiate professional certificate" is awarded by the State Board of Education which entitles the holder to teach in any year of any high school and in any elementary grade.

For this paper tabulations were made to show the number of teachers holding the normal professional certificate, indicating the completion of two year courses at a state teachers college; the special certificate, indicating the completion of the requirements for special certificate; and the collegiate professional certificate, indicating the completion of four year courses in home economics.

### TABLE I. CERTIFICATES HELD BY TEACHERS OF VARIOUS GROUPS.

<table>
<thead>
<tr>
<th>Group</th>
<th>Special Certificate</th>
<th>Normal Professional Certificate</th>
<th>Collegiate Professional Certificate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-aided</td>
<td>6</td>
<td>14</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>City high schools</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Rural high schools</td>
<td>8</td>
<td>25</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Elementary and Jr. high schools</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Colored</td>
<td>*5</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total holding each certificate</td>
<td>29</td>
<td>48</td>
<td>11</td>
<td>88</td>
</tr>
</tbody>
</table>

*3 special of elementary grade.

Of the 88 home economics teachers who returned the questionnaire, 29 teachers or 33 per cent. hold special certificates, 48 teachers, or 54 per cent. normal professional certificates, and 11 teachers or 12.5 per cent. hold collegiate professional certificates. About 50 per cent. of the teachers in the state-aided schools hold normal professional certificates, while even a greater number, 73.5 per cent., of the rural high school teachers of home economics hold this certificate.

Eighty-three white teachers answered the question concerning the number of years of preparation beyond high school graduation.

For graduates of the two-year courses in home economics which are given in all the state teachers colleges, the State Board of Education has issued "normal professional certificates" which entitle the holders to teach in the elementary grades and in the first two years of high school, and a special certificate for the teaching of home economics in all four years of high school.

This special certificate can also be procured by those persons taking summer school work who meet the following requirements:

A. Prerequisites for course.
1. Graduation from accredited high school.
2. Two high school units in home economics, or sufficient evidence of skill in cooking and sewing.
3. Two session hours of college chemistry.

B. Clothing.
1. Plain sewing; 2. Elementary dressmaking;
3. Advanced dressmaking; 4. Design; 5. Textiles, each 1 session hour

C. Foods.

D. Home Nursing 1 session hour
E. Care and feeding of children 1 session hour
F. Elective 1 session hour
G. Methods and practice teaching 3 session hour
Seven had had no preparation for home economics teaching except in summer school courses for special certificates, three had completed one year's work beyond high school, and two others had completed one year's work in regular academic session and had done some additional work in summer school.

The majority of the teachers had done two or more years' work beyond high school; thirty-five had completed the two years course and nineteen others had not only graduated from this course but had done special work in summer schools; six teachers had done three years' work; and ten received the B. S. degree upon completion of a four year course.

The State Teachers Colleges at Radford, Fredericksburg, Harrisonburg, and Farmville have been offering two year courses for home economics teachers and the State Teachers College at Harrisonburg and the College of William and Mary offer the four year course leading to the Bachelor of Science degree. All of the State Teachers Colleges of Virginia and the College of William and Mary report that regular four year college courses with home economics as a major subject were offered from September, 1924.

These colleges report their graduates during the last eight years as indicated in Table II.

The questionnaire returns show that the distribution among the teachers colleges and other Virginia institutions are as indicated in Table III.

Among the institutions out of Virginia that have trained teachers who are now teaching in the state are:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concord State Normal</td>
<td>1</td>
</tr>
<tr>
<td>Drexel Institute</td>
<td>2</td>
</tr>
<tr>
<td>Peabody College for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Peace Institute</td>
<td>1</td>
</tr>
<tr>
<td>National School of Domestic Science</td>
<td>1</td>
</tr>
<tr>
<td>Kansas University</td>
<td>1</td>
</tr>
<tr>
<td>Maryland College</td>
<td>1</td>
</tr>
<tr>
<td>Bradley Polytechnical Institute</td>
<td>1</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Willimatic, Conn.</td>
<td>1</td>
</tr>
<tr>
<td>Teachers College, Columbia</td>
<td>7</td>
</tr>
</tbody>
</table>

With the development of home economics have come many changes in the content of the courses with which the home economics teacher must be familiar. It will be seen from the course of study of the two-year home economics courses in the state-aided high schools (Table IV) that more than a knowledge of cooking and sewing is necessary.

Teacher training institutions now have arranged for student teaching in one or more related subjects as well as in foods and clothing. Chemistry, textiles, home management, home nursing, interior decoration, and costume design are examples of these related subjects. Table V shows that the majority of the teachers who did any student teaching at all, did it in foods and clothing or one of these and a related subject.

1 (Summer session)
TABLE III. STUDY OF PLACE AND LENGTH OF TRAINING FOR PRESENT HOME ECONOMICS TEACHERS IN VIRGINIA

<table>
<thead>
<tr>
<th>Institution</th>
<th>Summer School Only</th>
<th>1 year only</th>
<th>2 year only</th>
<th>B. S. degrees (4 yr. graduates)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrisonburg</td>
<td>4</td>
<td>1</td>
<td>23</td>
<td>8</td>
<td>37</td>
</tr>
<tr>
<td>Farmville</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Radford</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>16</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>William and Mary</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Other Virginia institutions</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Teachers College, Columbia Univ</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Other institutions out-of-state</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

TABLE IV. COURSE OF STUDY FOR STATE-AIDED DEPARTMENTS OF HOME ECONOMICS

First year
- English: 5-40 minute periods per week 1 Unit
- Math or History: 5-40 minute periods per week 1 Unit
- General Science: 5-7-40 minute periods per week 1 Unit
- Home Economics: 5-80 minute periods per week 1 Unit
  - Food and Cookery (2 periods)
  - Textiles and Sewing (2 periods)
  - Applied Design (1 period)
  4 Units

Second year
- English: 5-40 minute periods per week 1 Unit
- Math or History: 5-40 minute periods per week 1 Unit
- Human Biology, Chemistry or Physics: 5-7-40 minute periods per week 1 Unit
- Home Economics: 5-80 minute periods per week 1 Unit
  - Home Management (4 periods)
  - Home Nursing, Sanitation, etc. (1 period)
  4 Units

TABLE V. SHOWING SUBJECTS IN WHICH PRESENT HOME ECONOMICS TEACHERS DID PRACTICE TEACHING

Number who have done no practice teaching: 13
Number who have done practice teaching in Foods, Clothing, or both: 39
Number who have done practice teaching in Foods, Clothing, and related subjects: 17
Number who have done practice teaching in Foods, Clothing and elementary grades: 8
Number who have done practice teaching in other subjects: 5

Experience

The average experience of the home economics teacher in Virginia on the basis of my returns is 2.3 years in teaching home economics; the number of years experience ranging from one to fifteen years. Twenty-four teachers have only one year's experience; twenty-one have two years. However, twenty-four teachers of the eighty-four answering this question have had experience in teaching other subjects before they started teaching home economics. The length of this experience varies from one to eighteen years.

How Home Economics Departments are Supported

Most of the home economics teachers receive their salary from the local school board. In the state-aided and Smith-Hughes schools the local board is reimbursed one-half the home economics teachers' salary provided this half does not exceed $600 annually. One teacher reports that her salary from the school board is supplemented by the lumber company that operates the mills in her community.

In the state-aided schools the equipment and maintenance for the department is provided for as follows:

Three. The school board agrees to provide at least one suitable school room, with appropriate lighting, and to furnish not less than 600 sq. ft. of floor space. Equipment specifically designed for home economics instruction, costing not less
than $500.00, will be provided, with a minimum for maintenance of not less than $5.00 per pupil per session.

In the other schools throughout the state the methods of obtaining money for equipment and supplies vary. Twenty-five schools report that they are supported entirely by the school board. One states that one-third of the money for supplies is returned to the board by sales of articles made by students. Twelve schools are maintained by fees from students taking home economics, eight are assisted by Parent-Teacher associations or school leagues, and seven use supplies brought by the students from home. A number of teachers report that they obtain money for additional equipment through profits on plays, bazaars, sales, and school lunches.

Salaries of Home Economics Teachers

In the report of the committee on a uniform salary scale for teachers made to the State Teachers Association at the conference in Richmond, November, 1923, it was shown that the salaries in Virginia counties and cities for the holders of the certificates designated are as follows:

**TABLE VI. SALARIES IN VIRGINIA COUNTIES AND CITIES**

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Range</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Professional</td>
<td>$70—$115</td>
<td>$ 85</td>
</tr>
<tr>
<td>Special</td>
<td>70—100</td>
<td>90</td>
</tr>
<tr>
<td>Collegiate</td>
<td>80—125</td>
<td>100</td>
</tr>
<tr>
<td>Collegiate Professional</td>
<td>90—125</td>
<td>100</td>
</tr>
</tbody>
</table>

**Virginia cities**

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Range</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Professional</td>
<td>$90—$133</td>
<td>$100—$111</td>
</tr>
<tr>
<td>Special</td>
<td>90—135</td>
<td>100—112</td>
</tr>
<tr>
<td>Collegiate</td>
<td>100—122</td>
<td>125—133</td>
</tr>
<tr>
<td>Collegiate Professional</td>
<td>110—122</td>
<td>125—127</td>
</tr>
</tbody>
</table>

*Virginia Journal of Education—January 1924.*

The committee recommended the schedule shown in Table VII.

**TABLE VII. STATE-WIDE TEACHERS SALARY SCHEDULE**

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Initial salary</th>
<th>Increment per yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiate Professional</td>
<td>$115</td>
<td>$125</td>
</tr>
<tr>
<td>Collegiate</td>
<td>110</td>
<td>100</td>
</tr>
<tr>
<td>Normal Professional</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Special</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

(Carrying privilege to teach 3 or more subjects)

How do the salaries received by the home economics teachers of the various groups— as previously classified in this paper—compare with the proposed state-wide salary schedule? The regulations governing vocational departments of home economics issued by the State Board of Education state:

1. The teacher of home economics must be a graduate of a standard high school, or its equivalent, and in addition must be a graduate of the four year course of teacher training in home economics as outlined in the Virginia Plan for Vocational Education, or a two year normal school graduate with two years of successful teaching experience.

2. The salary for home economics instruction must not be less than $100.00 per month, on a basis of a nine months term.

For the following table—Table VIII—showing the salaries now received by home economics teachers, the salaries are on a nine months basis—i.e., when annual salary was given at $1000 the monthly salary was recorded here as $111. The mini-

*This scale represents a nine-month term.*

**TABLE VIII. RANGE AND MEDIANS OF MONTHLY SALARY OF HOME ECONOMICS TEACHERS IN VIRGINIA, 1923-1924**

<table>
<thead>
<tr>
<th>Group</th>
<th>Special Certificate</th>
<th>Normal Professional Certificate</th>
<th>Collegiate Professional Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State-aided and Federally-aided high schools</td>
<td>$89—$122 $ 95</td>
<td>$95—$111 $100</td>
<td>$100—$135 $111</td>
</tr>
<tr>
<td>2. Rural high schools</td>
<td>80—110 90</td>
<td>75—110 90</td>
<td>122—125 122</td>
</tr>
<tr>
<td>3. Elementary and junior high schools</td>
<td>80—111 100</td>
<td>80—122 110 50</td>
<td></td>
</tr>
<tr>
<td>4. Summary 1, 2, and 3. Ranges for Virginia home economics teachers</td>
<td>80—122 90</td>
<td>75—122 100</td>
<td>100—135 115</td>
</tr>
</tbody>
</table>
TABLE IX. SALARY SCALE OF TYPICAL VIRGINIA CITIES

<table>
<thead>
<tr>
<th>City</th>
<th>Normal Professional</th>
<th>Collegiate Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial salary</td>
<td>Maximum salary</td>
</tr>
<tr>
<td></td>
<td>$1200</td>
<td>$1600</td>
</tr>
<tr>
<td>Alexandria</td>
<td>$1000</td>
<td>$1600</td>
</tr>
<tr>
<td>Newport News</td>
<td>1000</td>
<td>1800</td>
</tr>
<tr>
<td>Norfolk</td>
<td>1000</td>
<td>1600</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>1000</td>
<td>1800</td>
</tr>
<tr>
<td>Winchester</td>
<td>1000</td>
<td>1600</td>
</tr>
</tbody>
</table>

$1250 with experience. 2All annual increases—$100 superior teachers; $50 average teachers.

mum salary was used when given; if not, the present salary was used. Line 4 of Table VIII is a summary of 1, 2, and 3 or a statement of the range and median of the salaries received by all the home economics teachers holding the specified certificate.

By comparing Table VII and Table VIII it will be noticed that the median for teachers holding special certificates is $90 or $10 lower than the proposed initial salary.

The medians for the teachers holding normal professional and collegiate professional certificates are the same as the proposed initial salaries of $100 and $115.

Few of the rural schools reported the use of a definite salary scale in their county. The annual increases ranged from $36 to $100 and the maximum salaries from $720 to $1800.

Five city high schools reported salary scales which are shown in Table IX.

Home Economics in Colored Schools

There are now twenty-one colored home economics teachers in the Virginia public schools. From the five returned questionnaires there were some outstanding facts worthy of notice.

Three of the five colored teachers were trained at the Hampton Normal School; two completed six years' work and one slightly over one year. One was trained at the Virginia Normal and Industrial School at Petersburg, where she completed three years' work.

All of these teachers hold elementary certificates and have done practice teaching in foods, clothing, and one or more related

TABLE X. COMPARISON OF TEACHERS IN STATE AIDED SCHOOLS, 1920-1924

<table>
<thead>
<tr>
<th>Institution trained</th>
<th>1920-1921</th>
<th>1921-1922</th>
<th>1922-1923</th>
<th>1923-1924</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmville</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Fredericksburg</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Radford</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>William and Mary</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other institutions</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Special certificates</td>
<td>32</td>
<td>37</td>
<td>33</td>
<td>47</td>
</tr>
<tr>
<td>Collegiate Professional</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Years of teaching experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexperienced</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1 year</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>2 years</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3 years</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4 years</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>5 years</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1Special certificate in this table includes all certificates except collegiate professional four year graduates.
subjects. The years of home economics teaching experience range from three to fifteen years.

Two colored home economics departments are partially supported by state funds. These are the Gloucester County Training School at Roanes, and the York County Training School at Yorktown.

Three departments report that they receive most of their support from the sale of school lunches. The monthly salaries vary: the minimum ranging from $57.75 to $80, the annual increment from $1 to $35, and the maximum salaries from $100 to $115.

Study of State-Aided Teachers

A special study was made of the development of the state-aided home economics departments since 1920 when there were only 33 home economics teachers under state supervision. In 1924 there were fifty-nine white teachers and two colored teachers who were teaching in state-aided schools.

A summary of the training, certificates, and years of experience of the white teachers in the state-aided and Federally-aided schools will be found in Table X.

It will be noticed from Table X that the number of teachers with B. S. degrees has increased from one in 1920-21 to thirteen in 1923-24. However the comparative number of inexperienced teachers this year, 1923-24, is greater than for the other three years. In 1920-1921 ten, or thirty-three and one-third per cent. were inexperienced; during the next two years about twenty-five per cent. were inexperienced, but this year thirty-nine per cent. are teaching home economics for the first time.

Summary

The average home economics teacher in Virginia:

(1) Has attended a state teachers college or other institutions of higher learning for two years beyond high school graduation.
(2) Has done her practice teaching in foods, or clothing, or both.
(3) Holds a normal professional certificate.
(4) Has had 2.3 years experience in home economics teaching.
(5) Receives a salary of $98.75 monthly for a nine months term.

Anna S. Cameron

ENGLISH NOTES

FROM the office of the National Council of Teachers of English Secretary W. W. Hatfield has issued a bulletin of special interest to all professionally minded teachers of English. Of the national organization it is said:

Many teachers of English do not know that there is a national organization for them. Very few realize fully what it has accomplished. Present conditions make it seem hardly credible that so recently as 1911 the teachers of English of the United States were practically unorganized. At that time the powerful New England Association of Teachers of English was already active, and the Illinois Association was doing significant work; but such local groups were few and pitifully isolated. The large majority of English teachers had no opportunity to join with others for professional fellowship or the advancement of the craft. The only national body was the very informal English Round Table of the N. E. A.

Out of this latter, however, developed in November, 1911, the National Council of Teachers of English, which has ever since then exerted a strong helpful influence upon the teaching of English throughout the country. It has served as a clearing house for the existing local associations and stimulated the formation of a great many more. Through its programs, publications, and committees it has supplied inspiration and guidance to thousands of individuals. The important reports produced by its committees have been too numerous for mention here. One of them—that on the "Reorgan-
The parallel reading in connection with the English work has been more carefully planned than ever before at the E. C. Glass High School in Lynchburg. A new notebook, suited to the needs of the pupils and giving lists of required and suggested reading, has been prepared by Miss Wiggins, head of the English Department, with the advice of Miss Campbell, chief librarian of the city library. Miss Campbell has had made and posted lists of the parallel reading for each grade, and she and her assistants are ready at all times to help high school pupils in the choice of books or in getting any necessary information. All books on the school lists have been added to the city library shelves, and in some cases as many as eight copies of each have been provided. Pupils are encouraged to use the city library as much as possible as an auxiliary to our own library—Evelyn L. Moore

Movies with a Literary Flavor

Movies taken from novels are sometimes taken a long way from them. And yet they are frequently serviceable to the teacher of English. The following titles from a list in The Library Journal are offered because, as compared with the average motion picture, they will more likely turn the spectator toward real literature.


TEACHERS OF ENGLISH IN SUPPLEMENTARY LIST OF ACCREDITED HIGH SCHOOLS, SESSION OF 1924-25

Co-Educational Schools

| Academy of Virginia Theological Seminary and College (Col.) | Lynchburg | Frances E. Hesser |
| Blue Ridge Mission School | Buffalo Ridge | Margaret E. Michie |
| Bridgewater Academy | Bridgewater | E. A. Floyd, Paul Workman Jr. |
| Buchanan Mountain School | Stuart | W. F. Coley, Sr. Genevieve, Sr. Elizabeth |
| Central Academy | Cambria | L. C. Bland, Florence Jones, Gertrude Long |
| Christiansburg Normal and Industrial Institute (Col.) | Cambria | Lemuel C. Bland, Florence Jones, Gertrude Long |
| Daleville Academy | Daleville | Flora Nininger |
| Eastern Mennonite School | Harrisonburg | Elizabeth Gish, Ira S. Franck |
| Ferrum Training School | Ferrum | Bessie M. Davis |
| Grundy Presbyterian School | Grundy | Louise Ash |
| Hampton Normal and Agricultural Institute (Col.) (H. S. Dept.) | Hampton | J. C. Simpson, R. W. Garner, B. W. Partlow |
| Holy Cross Academy | Lynchburg | Rev. Matthew Gratz, Rev. Benedict Rettger, Rev. Florian Checkhart |
| Lee Baptist Institute | Pennington Gap | E. A. Floyd, S. P. G. Spratt |
| Manassas Industrial School (Col.) | Manassas | R. C. Rives, Paul Workman, Jr. |
| Miller Manual Training School | Miller School | W. F. Coley, Robert L. Wall |
| St. Joseph's School | Petersburg | Sr. Genevieve, Sr. Elizabeth |
| St. Paul Normal and Industrial School (Col.) (H. S. Dept.) | Lawrenceville | Rachel Pratt, M. McNeal |
| Shenandoah Collegiate Institute | Dayton | Mrs. J. K. Ruebush |
| Thye Institute (Col.) | Chase City | Rosalie Wilson |
| Bluestone Harmony (Col.) | Chase City | LeRoy Gilmour |
| Oak Hill | Chase City | G. A. Hash, Louise Fletcher |

Boys' Schools

| Augusta Military Academy | Fort Defiance | Rev. Matthew Gratz, Rev. Benedict Rettger, Rev. Florian Checkhart |
| Benedictine College | Richmond | Jno. C. Moore, Dean H. Russell |
| Blackstone Military Academy | Blackstone | Jno. C. Moore, Dean H. Russell |
| Chatham Training School | Chatham | E. A. Floyd, S. P. G. Spratt |
| Danville Military Institute | Danville | R. C. Rives, Paul Workman, Jr. |
| Episcopal High School | Alexandria | W. Reade, Robert B. Campbell |
| Fishburne Military School | Waynesboro | Richard Lee, Chas. Ellison |
| Fork Union Military Academy | Fork Union | J. R. Wildman, J. P. Snead |
| Massanutten Academy | Woodstock | H. J. Benchoff, Thos. C. Prince |
| Randolph-Macon Academy | Bedford | John C. Simpson, R. W. Garner, B. W. Partlow |
| Randolph-Macon Academy | Front Royal | G. S. Tarry |
| St. Christopher's School | Richmond, R. 2 | C. G. Chamberlayne, W. D. Smith, Jr. |
| St. Mary's Male Academy | Norfolk | W. B. Loving, Jr., D. C. MacBryde, J. DeW. Hankins, H. C. Breneman |
| Shenandoah Valley Academy | Winchester | E. H. Durrell, Wm. L. Coursen, F. R. Washington |
| Staunton Military Academy | Staunton | Marshall Brice, John Benson, Chas. W. Keefer, Rufus Sprott, Francis Waters, S. A. McCorkle |
| Virginia Episcopal School | Lynchburg | Mrs. A. L. Lipscomb, Emma S. Gilbert |
| Virginia Union University (Col.) | Richmond | J. Carter Walker, Leonard Dick, Morton Pritchett, Frederick Rainey |

(continued in next issue)

It is obvious that standardization has become a dangerous adversary of progress in both education and industry—President Eliot, of Harvard.

We are on the brink of a vast ocean of undiscovered truth. We have just had a striking example of this in wireless telegraphy—Dr. Charles W. Eliot.
"A GREATER VIRGINIA THROUGH EDUCATION"

The objectives of the "May Campaign of 1925" should receive not only a careful reading and consideration, but should have the active support of every citizen who believes in and loves his State. It is therefore not sufficient to assent to these objectives, but it behooves every one who has a realization of the bearing of education upon the future of this Commonwealth to spread abroad the real significance of the slogan: "A Greater Virginia through Education." The objectives, as set forth by the campaign committee, are:

1. To interpret to the citizens of Virginia the educational development and needs of the Commonwealth.

2. To promote the fundamental considerations necessary for the future progress of the State—its economic welfare through a proper form of taxation and more adequate means of transportation, the furtherance of the public health program, and all other activities of the body politic that have a fundamental relation to schools from the first grade through the university.

3. To secure the reasonable consolidation of schools, equal educational opportunity for all the children, longer school terms, full and regular attendance, and a more adequate corps of professionally trained teachers with commensurate compensation.

4. To inform all citizens as to Virginia's assets in economic resources, in agricultural and industrial development, in her commercial and recreational possibilities and in the personnel of her citizenship.

5. The ultimate objective of the Campaign is to create among the people an intelligent public opinion which will demand progressive legislation leading to a greater Virginia and resulting in a Pan-Virginia patriotic leadership.

HIGHER EDUCATION IN VIRGINIA

R. EDWIN A. ALDERMAN, before the joint meeting of Committees of the General Assembly of Virginia, 1924, stated:

"Higher education simply means more education, and the more a man or woman gets, the better for the advancing life of the State, and for the quality of its leadership. At this particular moment in the life of Virginia the State is neglecting the higher education. Only 6-2/10 cents of the tax dollar is spent on higher education in this Commonwealth. This is the lowest allotment to higher education of any state in the Union except Georgia.

I beg leave to submit these primary fundamental facts about the situation in higher education to the people of this Commonwealth.

Virginia has the largest enrollment of regular college grade students of any of the eleven States (Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Maryland, Virginia, West Virginia), having 35% more students than any other State.
Virginia ranks second in the amount of State appropriations for maintenance; ninth in the amount of State appropriations for buildings, and fifth in the amount of total State appropriations.

Virginia ranks sixth in the amount of State appropriations per capita of white population.

Virginia ranks eighth in the amount of State appropriations per $100 assessed valuation of property.

Virginia ranks tenth in the proportion of its maintenance income received from State appropriations.

On 35% less money Virginia cares for 35% more students than North Carolina.

Virginia is tenth lowest in proportion of State taxes expended for higher education—North Carolina 14.5, South Carolina 13.2, Virginia 6.2.

Eleven southern States, including Virginia, appropriated $14,498,114 of State money for higher education in 1923-24, of which Virginia appropriated $1,460,709 or 10.1%.

This represents an average of 95 cents per capita of white population; in Virginia it was 90 cents, being sixth in rank.

Maintenance appropriations made up 60.1% of the total and capital appropriations 39.9%; in Virginia, maintenance represented 76.6% and capital 23.4%.

A brief survey of material resources of Virginia as compared with those of Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee and West Virginia, indicates that, size and population considered, Virginia should be able to give adequate support to its State institutions of higher education in accordance with their needs, and should be able to support such institutions at least as well, comparatively, as any of the other States named.

State taxes in Virginia are comparatively high, but the proportion of State taxes expended for higher education is comparatively low, being 30% less than the average of eleven States and being less than eight out of eleven States.

Virginia is spending a larger portion of its current revenues on highways than any of the eleven States considered. The proportion of its current revenues expended for public health, agriculture and education is low compared with other States.

State indebtedness in Virginia is moderate as compared with other States.

Virginia has one-third more students enrolled in State supported institutions of higher education per one hundred enrolled in public schools than eleven southern States considered, but expends 40% less for higher education per dollar expended for public schools than the average of eleven States.

Virginia has the largest enrollment of students in State supported institutions of higher education of eleven States, having 40% more students per 10,000 of white population than the average; but in amount of State appropriations to these institutions, Virginia appropriates less per capita of white population, less per $100 estimated wealth, and less per student enrolled, than the average, and much less than the maximum.

In Virginia the State bears 11% less of the maintenance expense of its institutions of higher education than the average of eleven States. The State ranks fifth in the amount of appropriation to these institutions for capital purposes. Enrollment in these institutions has increased 120% in ten years, but value of plant and property only 77%. Less than one-half of the amount invested in property in these institutions has been provided by the State.

Total taxes of all kinds in Virginia are moderate as compared with other States, comparative size, population and resources considered. State taxes, however, are high, the State tax burden in Virginia being higher than in any other of the eleven southern States considered.
Virginia spends more of its fiscal tax revenues for State expense and for highways than other States, but less for public health, agriculture and education."

At this time there is urgent need for more money for operating expenses.

Appropriations to the ten higher institutions of learning for the last four years has been as shown in Table I.

<table>
<thead>
<tr>
<th>Institution</th>
<th>1922-23</th>
<th>1923-24</th>
<th>1924-25</th>
<th>1925-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Virginia</td>
<td>$304,880.00</td>
<td>$276,700</td>
<td>$296,595</td>
<td>$350,705</td>
</tr>
<tr>
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In the biennium 1922-1924 the General Assembly appropriated for the higher institutions of learning for all purposes $2,852,856.80 and for the biennium 1924-1926 $2,906,725, an increase of $53,868.20. When we consider that in 1922 the higher institutions were very poorly equipped and did not have professors enough to meet all the classes, and that since then the increase in enrollment has been most rapid, we can see that this increase of a little less than $27,000 a year does not provide for the increased demands upon the institutions of higher learning. It will also be noted that the appropriation for 1924-1925 was less than for the two previous years, so that for the past session the institutions of higher learning have been barely able to live.

The total enrollment in all of these institutions last year regular session was 9,089. The total enrollment in summer schools was 8,066.

For operating expense there is need for an increase of at least 50% if the type of work done in the Virginia institutions is to be kept up to the standards of other southern States.

In capital outlay the needs are disclosed in Table II.

The above estimates for capital outlay relate to the nine institutions of higher learning conducted in the State for the benefit of our white population. The Virginia Normal and Industrial Institute at Petersburg is a State institution conducted for the benefit of the colored population of the State. The board of visitors and those in

<table>
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<th>Institution</th>
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<td>Total</td>
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authority at this institution report that it is absolutely inadequate for the purposes for which it has been established because of lack of accommodations and equipment. They claim that a conservative estimate of the needs of the institution within the next five years is $1,121,500.00.

DOES THE PUBLIC KNOW ITS SCHOOLS?

It is a far cry from the ox cart to modern transportation, from the tallow dip to the electric light, from the sickle to the mower and binder. The public at large knows this progress intimately and knows, too, the multitudinous changes that have taken place in the whole field of invention and material progress. It may be fair to say, furthermore, that the public is conversant with many of the changes that have come to all of our modern social institutions. It can be said, however, that the general public knows all too little about the one great institution of society which daily touches one-quarter of the total population either as students, teachers, or school executives.

The reason for this state of affairs is at hand. The average individual can readily keep up with the changes that have come to transportation, to invention, and the like because these changes are paraded before the public through their advertisement on a commercial basis, and through their daily use. Likewise, the changes in many of our social institutions are well known because the routine activities of our citizenship takes them to these institutions or brings them in contact with them. In the case of the schools, on the other hand, the adults are seldom present to learn of their operation. Instead, their children represent them in the schools, and as long as affairs are administered without the development of local antagonism, the schools are more or less ignored or forgotten.

It must be said that the up-to-date school executive makes a serious attempt to inform the public with regard to the conduct of the schools, but this information is to such a large degree incomplete or second-hand that the public at large does not really know its schools. The average individual, for example, when he hears or reads of any school activity, thinks of it naturally in terms of his experience with the same activity of those days when he was in attendance upon the schools.

Some school folks have begun to believe that the public knows in reality less about its schools than any other social institution. For this the school folk are partly responsible and the public is partly responsible.

If transportation and communication, if methods of farming, of merchandising, banking, and processes of manufacture have changed across the years, it is quite as natural that changes should have come to the teaching process and to the administration of schools. In fact, were the schools of today but repetitions of the schools of yesterday, no more serious indictment could be brought against them. Inevitably when the public thinks soberly upon this consideration it will understand the numerous changes that have come to the teaching process, to the course of study, to the qualifications of teachers insisted upon, to the type of school architecture employed, etc.

All the changes that have come to education in the last generation cannot be successfully defended, nor do the experts in every instance agree as to the next steps, but this is not a condition that prevails alone in the field of education. It is characteristic of every field of activity.

The public ought to know its schools and know them intimately, because the next generation will be just about as good as the home, schools, and churches of the present generation. To acquaint the public with its schools, superintendents, principals, and teachers all have their part. The public, too,
has its responsibility and should meet the school folks half way in an effort to understand and contribute to the advancement of education.

—Campaign Handbook.

BOOKS

SCIENCE TEXTS FOR JUNIOR HIGH SCHOOLS


The General Science Movement has taken a strong hold upon the minds of educators, not only because of its intrinsic values, but also because it furnishes one of the best means of satisfying the popular demand for a type of training that is of the highest practical value to the boy or girl after he leaves school, whether or not he or she enters a higher institution for more advanced cultural or professional work. It has been only a few years since physics was grudgingly granted as one of the subjects that could satisfy entrance requirements offered to the colleges by the high school. In rapid succession, however, chemistry, biology, and several of the other specialized sciences have come to be looked upon as wholly proper offerings for the secondary school; and now general science is considered very generally the best training the preparatory schools can furnish as a single unit of credit in science.

But this is only part of the present science situation in the schools. Not only has a year's work in introductory science of a non-differentiated nature become an established feature of the best secondary school curricula, but the needs and opportunities for an elementary treatment of general science have become so patent in the grades, that now admirable texts specially designed for the elementary schools are appearing without the slightest suggestion of apology or any need of establishing their right among the younger children's textbooks.

Early Steps in Science, by Webb and Didcoct, which appeared a few months ago, and the revision of Buskirk and Smith's The Science of Everyday Life are two of the more recent texts that furnish evidence of the trend of the science movement of our schools. These texts are intended for students in the seventh, eighth, and ninth grades, but could be advantageously used in either a year above or a year below these grades. Both these texts use the psychological rather than the logical method of handling the material of science, and are typical of the best in the field of science for the junior high school.

The Webb and Didcoct text is thoroughly fresh and virile. Its essential features may be stated as follows:

1. Early steps in science are to be taken in the home and community.
2. The experiments are of a type which the student can readily arrange, and which therefore will be done.
3. The topics, both for study and experiment, are presented at the proper season of the year.
4. Hygiene is an intimate, inseparable part of every topic.
5. The human mind is a topic of study and experiment.
7. It has the fundamental purpose of creating a widespread interest in science as a thing of personal importance.

Buskirk and Smith's The Science of Everyday Life is a thoroughly socialized text book, which has had every effort expended upon it to make it teachable. It is well organized and presents the generally accepted material for such a course. It is built upon definite principles, which may
be broadly grouped under these heads:

1. Courses in general science should afford culture.
2. They should train the pupils to do, with intelligent understanding and economy, such tasks as are most likely to be theirs in life.
3. They should explore both the field of science and the pupil himself.
4. And, finally, such courses should prepare pupils for the higher study of such science as they may afterwards elect.

James C. Johnston

STIMULUS—RESPONSE BONDS IN ARITHMETIC


Dr. Myers thinks of errors in the fundamentals of arithmetic not as mere failures to know the correct result of a given combination, but rather as an evidence that the child has formed a bond which gives regularly the same wrong result for a given combination. He states the results of a set of experiments which seem to prove his assertion. Postulating this, he asserts that not only must the correct bond be formed but the wrong bond must be obliterated.

As a second potent cause for error, the necessity imposed on the pupil of giving some answer leads to guessing, with the result that the guess tends toward the forming of new wrong bonds.

In the solution of problems, error appears to be due to inability of the pupil to determine from the statement of the problem what operation is to be performed.

The book contains many suggestions for overcoming these tendencies toward error and for correcting errors once made.

The writer has seldom seen in so small a volume so many suggestions worthy of careful consideration, and feels that every teacher of arithmetic should be conversant with the ideas suggested here.

Henry A. Converse

BRIEF REVIEWS


Believing that a play must be approached from the viewpoint of production if it is to be considered as a play, Mr. Smith has prepared notes and comments on twelve one-act plays which admirably fit this volume for use in high school. Devices suggested for reporting on plays read are writing reviews, making advertising posters, writing "blurbs," and preparing a card catalog.

As exercises in amateur play-writing, these suggestions are offered: (1) Arrange a short play from Shakespeare by combining scenes of one thread of plot, (2) Dramatize a story or poem, (3) Take some situation from a story or poem and consider it from a point of view different from that of the original author, (4) Develop a plot around some theme suggested by one of the plays in this volume, (5) Work out in class some original theme (e.g., a trick often recoils and injures the trickster), and incorporate it in a play, (6) Take some historical character or some historic situation and develop a plot from it, (7) Try to write a fanciful play, building up an imaginary or unreal atmosphere, and (8) Dramatize some real incident that you know about.

Most of the plays have been proved by frequent performance, and are illustrated by photographs made of the productions of the Dramatic Club of the Horace Mann School for Boys, New York. The book contains incidental music needed for Lady Gregory's "The Rising of the Moon"; the notes bear chiefly on production problems.

C. T. L.


One hundred exercises, most of them concerned with rhetorical principles. There are six leaves dealing with common errors and nine directly testing on punctuation, but the emphasis of the series is on style. Some excellent assignments for composition work are included. The pad is designed for use in the two upper years of high school and for college freshmen, and follows upon the same author's Practical Exercises in English.


It is pleasant to reflect that this scholarly piece of work has grown out of the labors of two Virginia men, Professor Goode of the University of Richmond and Professor Shannon of Washington and Lee University. For its almost certain use in survey courses all over the land will give evidence that productive scholarship is not unknown in the South.

This atlas—first of its kind—contains nine maps, five representing the England of different periods, one showing London with satisfying detail, and three presenting Scotland, Ireland, and Italy as visited by English writers. For each map there is an alphabetical list of authors and the places associated with their lives. There are
also an index of authors and an index of places, making cross reference easy. The book represents wide and careful research, that is sure.


One hundred and eighty-six time tests in the fundamental operations, arranged especially to look after difficulties that arise in these operations. For instance, one step of the tests is headed Subtraction Without Borrowing; another, Subtraction With One or Two Borrowings; another, Zeros in Quotient; another, Trial Quotient Difficulty. These few should be mentioned to give the teacher an idea how the tests may be used to correct errors resulting from such difficulties. A set of such booklets for use with the individuals of a class would give a teacher a sufficient number of trial lessons and at the same time obviate the necessity of having pupils waste time in copying exercises from the board. The combination of drill in fundamentals with a speed test is quite advantageous.

H. A. C.


This little volume of twelve chapters and introduction gives the reader a chance to see through thirteen pairs of English eyes what our English cousins are thinking about as many vital topics in modern education. There are helpful chapters for the high school teacher on the teaching of modern language, Latin, commercial branches, mathematics and domestic science, and also a number of other chapters of general interest including those on the Dalton Plan and Montessori system of teaching. But if you are not especially interested in these problems, by all means read Professor Adams' satisfying and common-sense philosophy in his introduction.

W. J. G.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NOTES

The honor list for the second quarter, ending March 19, was announced early in April; it included seventeen names. The highest rank (magna cum laude) was made by Edith H. Ward, of Norfolk; Emma Graham Bold, of Buena Vista; and Hilda Page Blue, of Charlottesville. The next highest rank (cum laude) went to the following:

Seniors: Clara F. Lambert, McGaheysville; Louise W. Elliott, Norfolk; Bertha May McCollum, Ringgold; Ruth Tomko, Disputanta; Sophomores: Margaret Elizabeth Clark, Hampton; Stella Crisp Pitts, Scottsville; Sarah Elizabeth Thompson, Warrenton; Ruth Kershaw Wright, Willoughby Beach; Helen Bernice Yates, Harrisonburg; Freshmen: Mary Travers Armentrout, McGaheysville; Hilda Louise Loving, Stearnes; Hattie Lenore Osborne, Galax; Virginia Mae Turpin, Norfolk; Annie Brown Younger, Lynchburg.

Louise W. Elliott was inducted into office as the new president of Student Government Thursday evening, April 2, and with her Emma Dold, vice-president, and Elizabeth Ellmore, secretary. President Duke was the principal speaker, and urged that the chief duty of the school is to build character in its students. Elizabeth Ralston, retiring president, expressed gratitude at the loyalty which the student body had always displayed; and Louise Elliott appealed for cooperation, tolerance, and fair-play as guiding principles in campus life.

Carolyn Weems, of Ashland, was elected president of the Athletic Association on Friday, April 9. Miss Weems was one of the “Star-Daughters,” and played in all of the 1925 basketball games. She received her monogram along with other members of the varsity team at assembly Friday morning, she and Doris Kelly, of Eastville, both having played at guard. Others who received the monogram for the second year in succession were: Sadie Harrison, guard and captain, of Herndon; Blanche Clore, jumping center, of Madison; Wilmot Doan, forward, of South Boston; Ruth Nickell, side center, of Herndon; and Jessie Rosen, forward, of Staunton.

Thelma Taylor, of Lynchburg, new president of the Young Women's Christian Association, was installed in office the evening of Thursday, April 16, succeeding Emma Graham Dold. The beautiful symbolism of this installation service gave it an unusual dignity. Dr. John W. Wayland was the speaker of the occasion; he paid high tribute
to the work of the Y. W. C. A. in the college community.

In addition to elections and installations there have been lighter activities, too. The Sophomore class presented a charming operetta, Japanese in motif, Saturday night, April 18, and the Freshmen offered "The Scrapbook" the following Friday night. Both entertainments were thoroughly successful. In "Princess Chrysanthemum" Ruth Nickell played the princess, beset by Prince So-Tru (Francis Rhoades) and Prince So-Sli (Helen Bradley). Her father, the Emperor What-for-Whi (Evelyn Coffman), bulldozed his subjects with a relish, but finally, through the contrivings of Top-Not (Ida Pinner), Fairy Moonbeam (Matilda Roane), and Saucer-Eyes (Mary Pettus), the deep-dyed villain was uncovered, and amor vincit omnia.

Heralded by a circus act on the campus in front of Harrison, "The Scrapbook" attracted a large crowd to Sheldon Hall on April 24. There were four parts: a series of family portraits, done "to the life"; a spectacular song, "Will She Come From the East?"; a gay scene in a hat shop; and last a series of numbers showing the evolution of dancing through the ages. There were bright costumes, joyous voices, melodious tunes, and smiling faces.

Other musical numbers during the month included an enjoyable program offered by the orchestra of the Shenandoah Junior College at Dayton for the benefit of the Athletic Association on April 3. A most pleasing male quartet sang negro spirituals as part of the same program. The Glee Club gave an April recital, too, not for the campus music lovers, but for an audience that filled the high school auditorium at Crozet.

And, not to be outdone, the Stratford Dramatic Club journeyed to Waynesboro, where "Seventeen" was presented before an audience which included most of the students of Fairfax Hall and most of the cadets of Fishburne Military School. Returning after the performance to Harrisonburg, the thespians arrived in the early hours of April 30. All reports indicate that their success in Harrisonburg was repeated in Waynesboro.

Another attractive entertainment was the expression recital by Mary Warren on Wednesday evening, April 22. Miss Warren's careful training was evident; she was ably assisted by Marian Travis who offered several piano solos.

But there was still another red-letter evening, April 17, when the Bluestone Cotillion Club waxed merry in the dining hall. They offered a cabaret, with jazz orchestra and special divertissements. Members who entertained wore Russian and French names to go with their make-ups, and were quite old-worldly in their artistic interpretations.

Travellers during April were Elizabeth Ralston and Louise Elliott, who, as retiring and incoming presidents of the Student Government Association, were sent to Florida to attend the meetings of the Southern Intercollegiate Association of Student Governments, in session at the Florida State College for Women at Tallahassee; Mrs. P. P. Moody and Miss Gertrude Greenawalt, who attended a meeting of vocational home economics teachers held in Richmond April 14 and 15; James C. Johnston and Conrad T. Logan, who were in New York from April 22 to 25, attending conferences looking to the formulation of courses of study with more professionalized subject matter for teacher training institutions. The New York meeting was called by Dean James E. Russell, of Teachers College, and concerned itself not only with general science and English, in which the Harrisonburg professors were concerned, but also with geography and mathematics.

Special assembly programs included talks by Morris Spiro, Rev. Stokes Lott, Rev. W. F. Gruver, Rev. Minor C. Miller, Rev. W.
May, 1925

THE VIRGINIA TEACHER

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H. Causey. There was special Easter music on April 13, and on Good Friday there were Easter services. The Page Literary Society commemorated the birthday of Thomas Nelson Page by a program on April 22, the day preceding Page’s birthday. P. H. Baugher entertained with vocal solos, the Freshman class produced a circus after adjournment to the campus, and Miss Ish’s pupils in the training school presented a little play called “Pandora’s Box.” Miss Elliott and Miss Ralston reported on their trip to Florida, exciting the envy of everyone by the description of the trip down the coast by boat; Mr. Johnston and Mr. Logan likewise offered an accounting after their return from New York.

ALUMNÆ NOTES

Louise Fuqua is teaching at Waverly, in Sussex County. A recent letter from her tells of some interesting plans she has for commencement.

Mary C. Fenner writes from Prince George, Va. She is teaching in Tar Bay School.

V. E. Hull should be addressed at Manakin, Goochland County. She is completing plans for the close of her school session there.

Jane Nickell, who is teaching in Arlington county, paid us a visit recently at Blue Stone Hall.

Annabel Dodson, who is a student in Johns Hopkins University, was also a recent visitor here.

Helen M. Ford is teaching in Tidewater. Her address is 225 S. Curry Street, Phoebus, Va.

Carrie Bishop is still enjoying her work at Churchland, near Portsmouth. Her friends here acknowledge with pleasure her Easter messages.

Hilda Temple, who resigned from a hospital position in Staunton, is now doing cafeteria management work with the Y. W. C. A. in Richmond.

Elizabeth Harley, Carolyn Wine, and Nora Crickenberger have been making a fine record at Bassett, in Henry county. Elizabeth recently sent her Alma Mater a cheering message.

The Elkton school is fortunate, we think, in having so many of our girls in its faculty. Lucile Harrison, Elzie Gochenour, Elizabeth Harper, Hannah Via, Irene Brock, and Ruth Taliaferro are some of the grade teachers; and Catherine Bauserman teaches history and literature in the high school. It is possible that there are one or two more Harrisonburg girls in the same school. From all accounts, they are all doing well.

On March 28 Norma Spiers married Mr. J. Ernest Fisher, Jr., at Newport News. The bride and groom are now at home at 214 West 14th Street, Norfolk.

Mamie McMillan married some years ago, but did not change her name. It is Mamie McMillan still, and her letters sound just as good as they used to do. Writing under date of March 31 she says:

“I've been house-keeping and have a son six years old and a daughter three. The son wants me to teach in the grades where he is to attend school next year.”—And she is planning to do so.

Mamie McMillan should be addressed as Mrs. W. J. McMillan, Mouth of Wilson, Va.

Mary W. Ferguson married Dr. James R. Gorman at Clifton, Va., April 14. After May 1 she will be at home in Courtland Apartments, Lynchburg.

Hazel Bellerley is now Mrs. John Burke, and her home is historic Braynefield, near Woodford, in Caroline county.

Lillian Rankin (Mrs. Strader) is teaching in Charlottesville. We hear good reports of her work. A number of other Harrisonburg girls are teaching in the same city.
The first efforts of any community toward the great improvement of their schools which the war has taught the American public to desire must be directed simultaneously to the secondary schools and the normal schools—Former President Charles Eliot, of Harvard.

Female teachers can never expect to be as highly rewarded as men teachers, since few women enter the profession of teaching with the idea of making it a life's work—Charles W. Eliot.

HISTORY HELPS
By John W. Wayland

A Manual for Use with Wayland's History of Virginia for Boys and Girls

Postpaid, 25c

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