WHEN SPRING COMES TO THE TRAINING SCHOOL

OUR GARDEN (First Grade) ................. Maysville Gammon
WORKING FOR THE BIRDS (Second Grade) .......... Virginia Buchanan
SOME OF OUR BIRD FRIENDS (Sixth Grade) .......... Rose W. Lyle

INTERJECTIONS
Elizabeth P. Cleveland

COLLEGE DRAMATICS ................. Mary K. Warren
GIRLS' SUMMER CAMPS ................. Edith R. Ward

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INTERJECTIONS

With no language but a cry.
—Tennyson.

The early grammarians, wiser perhaps than we, did not rank the interjection as a part of speech.
—Leonard.

GRAMMARLESS, meaningless, inarticulate in sound and chaotic in spelling, this "primary, undifferentiated language material, word protoplasm"—the interjection—can hardly claim a place with the law-abiding parts of speech. And yet the Joint Committee on Grammatical Nomenclature includes it among these—without remark, however.

Typical interjections are oh! bravo! alas! psah! humph! lo (= look)! meow!—words expressive of sudden emotion, and also such half-words and no-words as broken imperatives and the cries of animals.

Nouns, verbs, and other parts of speech used in exclamation are sometimes called interjections; but since they retain their identity, it is better to refer them to the class to which they properly belong. Even whoa! gee! haw! and other signals to beasts are really imperatives of verbs.

The question then arises: What is the case of the substantives in such ejaculations as "Mercy!" "Oh, the wretch!" "O unhappy me!" "Oh happy thou!" "My!" Is is customary to refer these to the hospitable nominative, under the very questionable title of "nominative of exclamation."

The Joint Committee says: "Both the nominative and the accusative of the pronoun are found in exclamations. The same is true of nouns in the languages which distinguish the nominative and accusative by difference of form; but since the English does not do this, it seems best to class the inde-terminate noun-form as nominative."

Hence this committee includes in its list of case-uses the "nominative of exclamation" and also adds an "accusative of exclamation" for pronouns only.

But to give currency to either of these names seems very undesirable, since they create the impression that there is a case relationship which, somehow, grows out of the fact that the substantive happens to be used in exclamation. The point is that there is little or no relationship. Would it not be better to say simply "noun in exclamation" or "pronoun in exclamation"? To the latter we might add "nominative here" or "here accusative." Of course the case really depends on the words originally omitted in excitement. If one must needs parse everything, the ellipsis most natural might be supplied and the case assigned accordingly.

All ejaculations, from emotion and haste, tend to break and blur the original word. The habit of oaths to hide their shame in muttered confusion is very marked: as, sounds (God's wounds), 'sdeath (God's death), 'sblood (God's blood), marry (Mary). The Irish bejabbers is said to be "by Jesus," and O dear the French "O dieu." Even the unimpassioned, immobile Latin loses all sense of structure in such a mix-up of "Hercules and me" as meherecle.

Although a single interjection "fitly spok-en" is often more effective than a whole sentence, these emotional words have no place in books devoted to thought; and if too frequently used, even in mild forms and in familiar conversation, they give an impression of cheapness. Mary Hall Leonard cites Horne Tooke's characterization of them as "the miserable refuge of the speech-
less”; but she quotes also Dean Alford’s gracious defence that “in conversation they serve to help the timid, to give time to the unready, to keep up a pleasant semblance of familiarity and, in a word, to grease the wheels of talk.”

However small the space accorded them in grammar, exclamatory expressions count for much and need to be handled with care in literature, as in life. These explosives are powerful. They are also dangerous. They produce rapid and sweeping changes of atmosphere and reveal character in swift flashes. As a speaker’s prepositions inevitably show his sense of idiom, so his ejaculations most quickly register his degree of refinement, if not of reverence.

Elizabeth P. Cleveland

COLLEGE DRAMATIC CLUBS IN VIRGINIA

Eight college dramatic clubs of Virginia have for their goal the erection of new buildings for the campus, such as a college theatre or student building or gymnasium. This information was obtained by sending questionnaires to twenty-eight Virginia colleges. Nineteen replies were received, of which thirteen gave sufficiently complete information.

In several colleges dramatic clubs formerly active have been through a period of disorganization; in other colleges dramatic clubs are only now being developed. The Roanoke College Dramatic Club and the University of Virginia Dramatic Club were both organized in the fall of 1924.

The Little Theatre Movement, which has made such notable progress in the last few years, seems to be having its effect on college dramatics. Although Hollins College is the only Virginia school in which a little theatre has been definitely established, the Little Theatre idea has taken root in various institutions.

Below is presented a list of the colleges and the dramatic clubs on the basis of which this report is made. The questions submitted are offered in italics, and after each is an analysis of the replies received.

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>CLUB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Averett</td>
<td>Averett Dramatic Club</td>
</tr>
<tr>
<td>2. Farmville Teachers College</td>
<td>Farmville Dramatic Club</td>
</tr>
<tr>
<td>3. Hampton Institute</td>
<td>Shakespearean</td>
</tr>
<tr>
<td>4. Harrisonburg Teachers College</td>
<td>Stratford Dramatic Club</td>
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<td>5. Hollins College</td>
<td>Dramatic Association</td>
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<td>6. Lynchburg College</td>
<td>Lynchburg Dramatic Club</td>
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<tr>
<td>7. Roanoke College</td>
<td>Roanoke College Dramatic Club</td>
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<td>8. Randolph-Macon Woman’s College</td>
<td>Sock and Buskin Club</td>
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<tr>
<td>9. Sweet Briar College</td>
<td>Paint and Patches</td>
</tr>
<tr>
<td>10. University of Richmond</td>
<td>University of Richmond Dramatic Club</td>
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<tr>
<td>11. Virginia Normal and Industrial School</td>
<td>Tongue and Pen Society</td>
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<tr>
<td>12. Virginia College</td>
<td>The Studio Players</td>
</tr>
<tr>
<td>13. Washington and Lee University</td>
<td>The Troubadours</td>
</tr>
</tbody>
</table>

In some colleges—Shenandoah Collegiate Institute and Bridgewater College, for example—there is no organized club, but the presentation of plays is carried on by the Expression or English department.

What are the officers of your club? In most cases, the officers of the club are practically the same, consisting of a president, vice-president, secretary, treasurer, and business manager. However, a property man, costumer, and scene artist have been added to the executive staff of several of the organizations.

Is there a business staff? In eight of the college clubs, there is a business staff separate and distinct from the general officers, though the Business Manager is often the chief executive of the staff. The business staff of the Washington and Lee Troubadours consists of:

The Vice-President of the Dramatic Club
The Vice-President of the Glee Club
The Vice-President of the Mandolin Club
The Vice-President of the Orchestra

In other clubs the committee is ap-
pointed or elected among the members of
the organizations.

What is the method of obtaining mem-
ers? There are various methods of sup-
porting dramatic clubs. At Hollins College
the entire student body joins the Dramatic
Association and in turn the Little Thea-
tre; the dues and fees are then cared for
in the budget.

For admittance to the Washington and
Lee Dramatic Club, participation and suc-
cess in the various departments of the Trou-
badours is essential. This department in-
cludes

1. The Mandolin Club
2. The Glee Club.
3. The Orchestra.

"Open" or trial membership is most
popular in obtaining members. That is, the
total student body is privileged to try out
and the most competent are selected.

There are some few colleges, Harrison-
bury, Hampton Institute, and Virginia Nor-
mal and Industrial School, that still hold to
the invitation method, but even in these
cases several tests proving ability are re-
quired before a student may become a mem-
ber.

Is the club membership limited? If so,
to how many? From the thirteen replies
received eight stated that there was no limit
to the membership. The others hold to the
following limits:

Farmville 30
Hampton 50
Harrisonburg 25
Randolph-Macon 75

Lynchburg College and Virginia College
limit their membership to those interested
enough in the drama to take advantage of
the Expression course offered in the college.

Are there regular meetings? How often?
Eleven college clubs out of the thirteen
which replied hold regular meetings.

Weekly 2
Bi-weekly 6
Monthly 2
Semi-annually 1

The Washington and Lee Dramatic Club
only holds meetings for the purpose of re-
hearing plays.

Is attendance at the meetings compul-
sory? In only seven clubs of the eleven
which have regular meetings is the attend-
ance compulsory. In some colleges in order
to insure attendance a fine is exacted for an
unexcused absence, and in others two suc-
cessive unexcused absences mean exclusion
from the club.

Are there regular programs at the regular
meetings? Only six dramatic clubs have a
definite program for each meeting. They
are: Averett, Farmville, Harrisonburg,
Lynchburg, Randolph-Macon, and Virginia
Normal and Industrial School. The Uni-
versity of Richmond Club has a program
for every other meeting, while the club at
Virginia College holds strictly business
meetings. At Farmville the special study
this year has been Make-up, surely worth
definite attention of every club.

Who plans programs? To this question
ten replied that a committee plans the pro-
grams. There are three clubs in which
the programs are planned by the director,
sometimes assisted by a student committee.

How are the plays chosen? A committee,
with the aid of the coach or director, reads
a number of plays and makes a choice of
the one best suited to club and audience in
nine of the college organizations. In the
other colleges plays are chosen by the coach
or director alone.

In order to secure the best plays, the
University of Virginia Club, only recently
organized, is divided, according to the Rich-
mond Times Dispatch, into groups which
read two or three well-known and well-
written plays at each meeting. From these,
the plays to be presented are selected by the
club.

By whom is the club trained? In eleven
of the college clubs there is a coach or di-
rector from the Expression department, by
whom the club is trained. At Hollins Col-
lege there are student coaches who not only
lighten the work of the dramatic instructor, but also receive the training and experience themselves. The English faculty of the Virginia Normal and Industrial School has charge of the dramatic training.

What is the average length of time spent in training for each play? There is a great variation of time spent in training for each play, ranging from two weeks to three months, depending upon the length of the play.

What plays have been presented in the last three years?

1. Averett
   1. Golden Days
   2. The Day of Dupes
   3. The White Christmas
   4. Her Christmas
   5. Albu, Son of Old Japan
   6. Nativity
   7. The Revolt

2. Farmville Teachers College
   1. Captain Letter-Blair
   2. Why the Chimes Rang Out
   3. Come Out of the Kitchen
   4. Friend Hannah
   5. The Yellow Jacket

3. Hampton Institute
   A. Shakespeare Club
      1. Julius Caesar
      2. Le Bourgeois Gentilhomme
      3. The Scarlet Cocoanut
      4. The Taming of the Shrew
      5. Two Tanks
   B. Sophoclean Club
      1. Ulysses
      2. The House of Rimini
      3. The Lost Silk Hat
      4. Nevertheless
      5. The Slave with Two Faces
      6. Oedipus Rex
      7. The Knave of Hearts

4. Harrisonburg Teachers College
   1. The Man Who Married a Dumb Wife
   2. Monsieur Beaucaire
   3. The Rehearsal
   4. Little Women
   5. The Florist Shop
   6. Six Who Pass While the Lentils Boil
   7. Indian Summer
   8. The Bluffers, or Dust in the Eyes

5. Hollins College
   1. You Never Can Tell
   2. The Importance of Being Earnest
   3. Major Barbara
   4. The Doll's House
   5. Prunella
   6. Mrs. Bumpstead-Leigh
   7. Cousin Kate
   8. The Tragedy of Nan
   9. The Dover Road
   10. All of a Sudden Peggy
   11. If
   12. You and I

6. Randolph-Macon Woman's College
   1. Clarence
   2. Belinda
   3. Mrs. Bumpstead-Leigh
   4. Dulcy
   5. Mr. Pit Passes By

7. Shenandoah Collegiate Institute
   1. The Charm School
   2. The Hottentot
   3. Come Out of the Kitchen
   4. Sunshine
   5. Esmeralda

8. Sweet Briar College
   1. Daddy Long Legs
   2. The Charm School
   3. Lady Windermere's Fan
   4. The Man Who Married a Dumb Wife
   5. Pomander Walk
   6. The Frederick Girl
   7. The Sweetmeat Game
   8. The Amazons
   9. Polly With a Past

9. University of Richmond
   1. The Importance of Being Earnest
   2. Alice Sit-by-the-Fire
   3. Twelfth Night

10. Virginia Normal and Industrial School.
    1. Morality Play—Quest for Happiness

11. Virginia College
    1. Prunella
    2. The Foresters
    3. The Tempest
    4. Enter, Madame
    5. A Scrap of Paper
    6. The Shadowy Waters

12. Washington and Lee University
    1. Officer 666
    2. The Bad Man
    3. Mlle. Gaby
    4. Eyes Up
    5. The Lady in Green
    6. Seven Keys to Baldpate
    7. The Sailor Made Man

What plays written by your members have been produced? There is only one college, from among those which replied to the questionnaire, whose members have written and produced plays. The Washington and Lee "Troubadours" have produced three original plays:
   1. Mlle. Gaby
   2. Eyes Up
   3. The Lady in Green

The Virginia College Club has written and produced only burlesque, pantomime, and pageants.

The dramatic club recently organized at the University of Virginia has for its purpose the writing and production of original plays. For the present, plays by well-known dramatists are to be presented in order to keep the club at work. Dr. A. L.
Hench, the instructor in advanced composition, has included a course in play writing. They hope to be able to present several good original one-act plays in the near future.

In your club's experience, what type of play has been most popular with audiences? With the rise of the one-act play, some critics thought the longer play would be almost entirely replaced in college dramatics, but there is no evidence to indicate this result. In all but two of the college dramatic clubs replying, the three-act modern comedy or farce still enjoys the greatest popularity. Virginia College leans to the one and two-act modern or fantastic comedy and Hampton Institute holds to the three-act period play.

Do you present your plays elsewhere than at your own college? If so, where? Six of the colleges from which replies have been received have presented their plays in nearby towns and in other colleges.

- Farmville—Crewe, Blackstone
- Hollins—Lynchburg, Norfolk, Richmond
- Sweet Briar—University of Virginia, V. M. I., Washington and Lee
- Virginia College—Roanoke, Salem
- Washington and Lee—Lynchburg, Roanoke, Staunton

The other colleges have only presented their plays in the city in which they are located.

Has your club ever sponsored outside lectures on dramatics or any kind of play? The college dramatic clubs have taken little interest in sponsoring lectures. Hollins College has sponsored college glee clubs, professional readers, actors, and artists.

The Washington and Lee "Troubadours," the Virginia Military Institute Dramatic Club, and the Haverford College Players have given performances at Sweet Briar under the auspices of the dramatic club. The Ben Greet Players and readers have been sponsored by the Virginia College Dramatic Club.

Is there a theatre on your campus? If not, where are your plays presented? Farmville, Hampton, Hollins, Randolph-Macon, and Virginia College are among those having a college theatre. The other colleges use the college auditorium, gymnasium, or chapel, the town hall, or the municipal theatre.

What are the stage dimensions? Answers to this question were received from only seven clubs. Hollins College has the best equipped stage, being 40x50 feet, Hampton Institute has a stage 40x30 feet. The other colleges' stages vary greatly as follows:

- Averett .................................. 13x24 feet
- Hampton .................................. 40x30 "
- Hollins ..................................... 40x50 "
- Randolph-Macon .......................... 30x20 "
- Shenandoah Collegiate Institute ....... 18x24 "
- Sweet Briar ................................. 24x16x14 "
- University of Richmond .................. 18x12 "

How many drops are there? There were only five answers to this question. Farmville has two sets of drops, an indoor scene and an outdoor scene; Hampton Institute has three. Hollins College is better equipped for dramatic work, having a valance, working curtain, draperies, three flies, and a cyclorama. Randolph-Macon has only one set, while Sweet Briar has three.

University of Richmond, Harrisonburg, and several others have only curtains.

What are the lighting effects? The colleges which have a campus theatre are naturally better equipped than those which have only temporary theatres. The lighting effects in some cases are excellent. The various colleges are equipped with the following lighting effects:

- Farmville—footlights, spotlights; Hampton—footlights, four borders, two spotlights; Harrisonburg—footlights, spotlight, overhead lights; Hollins—red, white, and blue footlights, red, white, and blue borders, olivets, two baby-spots, gallery spot, color screens for olivets, dimmers for all; Randolph-Macon—footlights, four overhead lights; Shenandoah Collegiate Institute—headlights, footlights; Sweet Briar—spotlights, footlights, overhead lights, trough lights; University of Richmond—footlights, overhead lights, spotlight, wing light.
What is seating capacity? Replies to this question have been tabulated as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Averett College</td>
<td>350</td>
</tr>
<tr>
<td>Farmville</td>
<td>800</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>500</td>
</tr>
<tr>
<td>Hampton</td>
<td>2000</td>
</tr>
<tr>
<td>Hollins</td>
<td>850</td>
</tr>
<tr>
<td>Randolph-Macon</td>
<td>1100</td>
</tr>
<tr>
<td>Shenandoah Collegiate Institute</td>
<td>250</td>
</tr>
<tr>
<td>Sweet Briar</td>
<td>400</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>400</td>
</tr>
<tr>
<td>Virginia Normal and Industrial School</td>
<td>800</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>800</td>
</tr>
</tbody>
</table>

What admission price is your community accustomed to pay? Is it flat or scale price? There is a great variance in admission prices to college theatricals ranging from 15 cents to $2.00. Eight of the thirteen replies state that there is a scale price, that the prices vary according to the location of the seats. The other colleges have a flat rate ranging from 50 to 75 cents for all seats in the theatre.

Do your proceeds go to your club treasury? Twelve clubs replied in the affirmative to this question, though only part of the proceeds go to the treasury at Randolph-Macon; at the Virginia Normal and Industrial School all proceeds are used for some special benefit.

Are you collecting a fund toward the erection of a college theatre or for some other purposes? Three colleges are collecting a fund directly for a college theatre. They are Averett, University of Richmond, and Virginia College.

Hollins College is paying off the debts incurred by the erection and equipment of her theatre. A new Student Building which includes a plan for a theatre is the goal Sweet Briar is striving for.

Farmville is working for a new Student Building, while Shenandoah Collegiate Institute and Virginia Normal and Industrial School are collecting funds for a new gymnasium.

The information gained from the foregoing questions lead to these conclusions:

1. Hollins has the best equipped stage for dramatic work among all Virginia colleges.
2. There has been a great variety of plays presented by college dramatic clubs in the past three years.
3. The idea of a campus theatre is taking deep root in the minds of members of the dramatic clubs.
4. The value of a dramatic club has been recognized by most of the colleges of Virginia.

Mary K. Warren

WHEN SPRING COMES TO THE TRAINING SCHOOL

I. OUR GARDEN

A NATURE STUDY UNIT FOR THE FIRST GRADE

This year the first grade children in the Harrisonburg Training School seemed to take notice of every sign of approaching spring. Every day they would come in bubbling over with something new to tell the class. When the question of planting a garden arose, I encouraged the children to talk about it, and finally led them to want a garden of their own. An account of the garden is given below.

I. What the children did.

A. They planned to have one large plot belonging to the entire class.
B. They raked and hoed the garden, made the rows, and a border.
C. They arranged the garden with vegetables on the inside and flowers on the outside.
D. They planted the following seeds:
   - Vegetables:
     - Radishes
     - Beets
     - Carrots
     - Turnips
     - Butter beans
     - Lettuce
   - Flowers:
     - Zinnias
     - Portulaca
     - Candytuft
     - Larkspur
     - Nasturtiums
E. They discussed how plants grow.
   1. The wind, sun, and rain help
   2. We can help by:
      a. Keeping soil loose.
      b. Keeping the weeds out.
F. They studied seeds.
   1. The seeds were planted in sand.
   2. The sprouting process and the growth of the plants were observed.
G. They dramatized the story, The Little Old Woman and Mrs. Rabbit.1

1Lewis and Rowland, The Silent Readers, Book I, p. 70.
I. The story was read to the children.
2. They discussed the story.
3. They elected the manager, chose the characters, and played the story.
4. They wrote an original story and illustrated it.

II. Information gained
A. How to prepare soil for planting
   1. By breaking the big lumps
   2. By raking out all roots and weeds
   3. By making the ground level and the rows even
B. How to select seeds
   1. They chose to plant seed that would give harvest before school closed.
   2. They arranged the garden so that the highest plants were at the back.
C. How a garden grows
   1. We help by raking and weeding, and by thinning plants to provide space.
   2. Nature helps in the following ways:
      a. The rain gives moisture.
      b. The sun gives warmth.
      c. The soil supplies plant food.
      d. The air furnishes plant food.
D. How flowers add to the value of a garden
   1. They make the garden much more attractive.
   2. They invite butterflies and bees, who come for nectar.
   3. They invite birds, who come for food.

III. Skills selected for emphasis
A. In group composition, I stressed:
   1. Well chosen words
   2. Sequence of thought—getting things we did, told in the right order.
B. In art, I stressed:
   1. Putting on color smoothly
   2. Good spacing in illustrations, and in mounting pictures

IV. Altitudes and ideals developed
A. To appreciate and love what nature provides for us.
B. To realize the value of a home garden.
C. To feel individual responsibility—each child had his part.
D. To overcome selfishness—all shared in the products of the garden.

V. Bibliography
A. To help the teacher plan the garden
   1. A Garden Setting for a School Garden, p. 20 The Delineator—June, 1925
B. To read to the children*

II. WORKING FOR THE BIRDS
A NATURE STUDY UNIT FOR THE SECOND GRADE

I. Things the Children Did:
A. Observed birds to learn colors, sizes, and nesting habits.
B. Read stories about birds as found in the following list:
   1. Buddy and Billy—Silent Reading Hour, Book II.
   3. Notes from Birdland—From September to June with Nature.
   4. The Bird’s Convention—Studies in Reading, Book II.
   5. The Bluebird—Haliburton First Reader.
   6. The Maggie’s Lesson—Elson Reader, Book II.
   8. The Robin.
   9. The Woodpecker—Learn to Study Readers Book I.
C. Made a bird booklet.
   1. Decided to study the following birds: robin, bluebird, goldfinch, cardinal, blackbird, owl, swallow, and red-headed woodpecker.
   2. Discussed each bird, afterwards making a summary in sentence outline.
   3. Drew pictures of each bird, colorizing them with crayons, and pasting them in the booklets.
   4. Make booklet covers of construction paper. Decorated these with bird pictures.
   5. Read bird poems as in the following list:
      a. A Strange Little Bird—Studies in Reading, Book II
      b. Little Bird Blue. Robin’s Secret.
      d. Who Killed Cock Robin. Singing—Reading-Literature, Book II.
7. Copied a few poems in the booklets. Each child copied the ones he liked best.

D. Cut out and colored pictures of birds from a pattern. Arranged pictures on a large poster according to the following classification:
   1. Birds most useful to the farmer
   2. Birds most beautifully colored
   3. Birds singing best

E. Made a bird house:
   1. Observed real bird houses and pictures of them.
   2. Decided on the kind to make.
   3. Brought material suited for the kind of house wanted.
   4. Worked out their own ideas, accepting helpful suggestions when necessary.

F. Made a drinking trough for the birds.
   1. Planned to make this like a chicken trough.
   2. Brought materials: wood, tin, putty, and nails.
   3. Worked on the trough, accepting suggestions when necessary.

G. Made bird sticks.
   1. Chose kind of bird to put on the sticks.
   2. Brought sticks and pasteboard.
   3. Decided that sandpapering would be the best way to make sticks smooth.
   4. Drew birds, then colored them and the sticks.

H. Made a pool for a bird bath.
   1. Read a story about how two boys made a bath for birds. (Silent Reading Hour, Book I.)
   2. Made suggestions about how we could make a similar one in our school yard.
   4. Dug a shallow round hole in the yard. Put in a layer of rocks and sand and then one of cement and sand (two parts sand to one of cement). Planted flowers around edge of pool.

II. Information Gained:

A. How to know the birds.
   1. The coloring of the more common birds, as indicated in the following tabulation, was used as reference material by the children.

   Name of Bird | Coloring
   ------------ | ----------
   Robin       | Father—brownish body, reddish-orange breast, black head. Mother—same as father, only colors not so bright, brown head.
   Red-headed Woodpecker | Father and mother the same—red head, black body, black and white wings, black and white tail.
   Cardinal   | Father—bright red body, black around bill and on throat, a few black feathers on wings, crest and head. Mother—same as father, only colors look faded, body brownish yellow.
   Bluebird   | Father—bright blue body, wings, and head, orange breast. Mother—same, only colors are not so bright.
   Goldfinch  | Father—yellow body, black wings, and black cap. Mother—brownish olive back, yellowish breast, black wings and tail.
   Blackbird  | Father—entirely black, with yellow bill. Mother—like father, only more rusty looking.
   Chimney Swift | Father and mother the same—entirely ashy gray.
   Screech Owl | Father and mother alike. Two different types—one has grayish head and body, lighter breast spotted with darker marks; the other is russet with darker brown markings on breast, wings, and head.

B. How the birds help themselves
   1. They build nests.
      a. Some build in hollow trees or stumps, e.g., woodpeckers, flickers, blue jays, owls, and bluebirds.
      b. Some build on the ground or near the ground in low vines, e.g., larks, thrushes, and bob-whites.
      c. Some build on branches of trees, e.g., robins, cardinals, orioles, goldfinches.
   2. They find their own food in the following ways:
      a. Listen for worms or insects in the ground and dig them out, e.g., robins, sparrows, bluebirds, cardinals, woodpeckers, bob-white.
      b. Find wild fruits, e.g., robins, goldfinches, cardinals, woodpeckers.
      c. Find seeds of weeds, e.g., goldfinches, cardinals, sparrows, and larks.
      d. Find small nuts and berries, e.g., blackbirds, woodpeckers, and blue jay.
   3. They help each other in danger.
      a. Give warnings of approaching danger.
      b. Help each other fight their enemies.
   4. They teach their young to fly and to bathe by coaxing and persuading, and not by driving.
      a. Parents will hold worm just out of reach of the baby bird so he will fly toward it.
      b. Parents stand in pool or bird bath with a worm so the baby bird will try to get it by coming into the water.

C. How the birds help us
   1. By singing pretty songs, e.g., cardinals, robins, blackbirds, and larks.
   2. By making the world more beautiful with color, e.g., bluebirds, goldfinches, and cardinals.
   3. By ridding us of insects and weeds, e.g., woodpeckers, goldfinches, robins, cardinals, and sparrows.
   4. By ridding us of mice and moles, e.g., owls and hawks.

D. How we can help the birds
   1. Provide bathing and drinking places.
   2. Provide straw and string for nest building.
   3. Throw out crumbs and green vegetables for them in spring, summer, and fall—suet and crumbs in the winter.
   4. Build comfortable and attractive houses for them.
III. Some of Our Bird Friends

A Nature Study Unit for the Sixth Grade

I. What the Children Will Do

A. They will undertake to keep close watch of the nesting habits of some pair of birds by observing the following things:

1. Location of nest
2. Building of nest
3. Number and description of the eggs.
4. Incubation period
   a. Length of period
   b. Duty of female bird
5. The young birds
   a. Appearance
   b. Care from parents

B. They will read bird stories and tell them in class

C. They will collect pictures of and poems about birds and discuss these in class

D. They will make a bird book containing among other things:

1. Poems about birds
2. Descriptions of birds
3. Stories about birds
4. Pictures of birds

E. They will collect data regarding the amount of weed seed and the number of insects eaten by birds and tabulate this as follows:

<table>
<thead>
<tr>
<th>Name of Bird</th>
<th>Kind of Food Eaten</th>
<th>Amount Eaten</th>
<th>Authority for Data</th>
</tr>
</thead>
</table>

F. They will discuss ways in which they may help the birds overcome their enemies, such as:

1. Interesting people in bird protection by making posters showing the value of birds.
2. Killing rats, weasels, and hawks
3. Protecting the birds from cats

G. They will make bird baths and drinking fountains to put up at home

H. They will read and study the following poems:

1. The Birds of Killingworth, Henry W. Longfellow. Easy Road to Reading, Sixth Grade
2. The Brown Thrush, Lucy Larcom. Children's Literature
3. Who Stole the Birdie's Nest? Lydia Maria Child. Children's Literature
4. To a Waterfowl, William C. Bryant. Children's Literature

If possible, they will use opera glasses to aid them.

III. Skills Selected for Emphasis

A. Reading carefully for a purpose, e.g., help in making the bird bath.

B. Writing on the line.

C. Keeping handwork neat by careful pasting, and by avoiding erasures.

D. Keeping to a point in a discussion.

E. Making a summary in sentence outline—organization.

IV. Attitudes and Appreciations Developed

A. Politeness in conversation especially considering the rights of others:

1. Waiting for turn to talk.
2. Giving interesting information.

B. Perseverance:

1. Staying on the job till finished.

V. Bibliography

A. For the Teacher:


B. For the Children:


Virginia Buchanan

1Selected in the light of the needs of my class.
II. Information Gained

They will learn that birds are as different in their appearance and habits as are people.

A. They will find out that the different locations for bird nests are:
   1. The ground
   2. Trees
   3. The eaves of houses
   4. Chimneys
   5. Bird houses
   6. Shrubbery

B. They will learn that among the materials used for bird nests are:
   1. Twigs, grasses, and dead leaves.
   2. Clay
   3. Rootlets
   4. Plant down
   5. Hair

C. They will learn the call or song of the more common birds such as:
   1. Robin—sweet song at early dawn that seems to say, “Cheer up!”
   2. Chickadee—chatty conversational notes of “fee-bee.”
   3. Song sparrow—sweet “Teakettle” song and “T’chink, t’chink” of alarm
   4. Mocking bird—an imitator of other birds, but sings its own beautiful song at night.
   5. Crow—a harsh “Caw! Caw!”

D. They will learn that nature protects birds by:
   1. Differentiating them as to size and shape of body, bill, wings, tail, and feet
   2. Using protective coloring
   3. Changing weight as well as color of plumage to meet changes in seasons
   4. Providing instincts. They care for themselves by:
      a. Building their nest properly as to location, size, and form
      b. Using calls as signals and warnings
      c. Using cries of anger, fear, pain, and protest
      d. Oiling their feathers
      e. Laying up fat
      f. Strengthening their wings by exercise

E. They will find out that birds are of value to man in the following ways:
   1. As worm destroyers
   2. As insect destroyers
   3. As weed seed destroyers
   4. As scatterers of plant seed
   5. As looseners of soil around plants
   6. As food for man—pigeon, quail, wild geese, and wild ducks

F. They will learn that the chief ways of attracting birds are by providing:
   1. Baths
   2. Drinking fountains
   3. Nest boxes and nesting material
   4. Food
   5. Protection from enemies, such as people, rats, weasels, and hawks

III. Abilities Selected for Emphasis

A. In the observations I shall stress methods of identification of our more common birds by use of books and pictures

B. In oral work I shall stress:
   1. Sticking to the point in a discussion
   2. Telling events in their proper order

C. In silent reading I shall stress extensive reading. The class will read rapidly to select material bearing on topics they are studying.

IV. Bibliography

A. For the teacher.


B. For the pupils.

TEACHING BY CORRESPONDENCE

Never was there an age in the history of the world when it was so true as it is now that "Knowledge is Power." There is no single thing so essential to success, in whatever calling, as education. No matter what a man's work, he can do it better if he is well informed, for it means accumulated power behind the task. With the progress of civilization, both national and personal, problems are becoming more and more complete, so that keener and more alert minds are required to solve them.

The lessons that America learned from the war were many, but one of the shortcomings which most strongly impressed us was the need of a broader education in solving all our problems. And the chief value in educating the adult is to broaden his intelligence so as to make him a better citizen. The result is that our educational institutions are unable to cope with the demands made upon them in recent years. Our normal schools, colleges, and universities are overcrowded; classes are too large for efficient work; individual attention to the student is out of the question; and many of those in actual attendance for a certain number of terms or years are allowed to graduate and receive degrees with but little real knowledge of the subjects or personal contact with the instructors.

Then, too, there are multitudinous factors at the present time militating against the continued attendance at school; many individuals are forced to conclude their formal education at either a very immature age or before they have secured sufficient knowledge to make them proficient in their various occupations. Professor Hazelton E. Simmons, and President Kolbe of the Municipal University of Akron, Ohio, concur in the prediction that the university of the future, as indicated by present educational trends, will be an extension school carried on largely by correspondence. There are thousands of students now enrolled in the correspondence courses offered by recognized schools, particularly by the state universities of Ohio, Minnesota, Wisconsin, Colorado, Florida, and the University of Chicago, and Columbia University in New York City. The state universities are particularly interested in extension work, because it is their duty to serve all people of their state in an educational way.

The home study courses have been established to furnish instruction to that great number of young men and women who desire to pursue systematic courses of study at home. It is intended to help those whose actual attendance at school or college is impossible, or to supplement the work of those taking courses in different institutions of learning throughout the country.

It has been said that the great fault of personal attempts at an education is that the learner is a blind leader of the blind, and therefore runs a great risk of never getting anywhere in particular; but experience has shown that satisfactory instruction can be given in a very wide range of subjects by the correspondence method. The benefits derived, however, depend to a large degree on the seriousness with which the student pursues the work.

The motive for pursuing a course of study by correspondence arises solely out of the desire to become better educated. As the Hon. J. A. O. Preus, Governor of Minnesota, said: "When we stop learning, our intellectual growth stops. A man who does his work without learning something new each day will be doing the same kind of work next year and ten years from now." There is a reason for every condition existing among men; but when the problem is carefully scrutinized it leads to the conclusion that one has either been his own friend or his own enemy. The individual has either settled down, satisfied to become a mere cog in the wheel—a little specialized piece of machinery to do a certain task—or has realized that "Knowledge is Power"
and has sought it. The main things which prevent persons from acquiring useful knowledge are laziness, weakness, self-indulgence, or procrastination.

The correspondence student, although he does not come in contact with the personality of the professor, may offset this disadvantage in several ways. He is the entire class—studies all the text himself and does all the reciting, which obviously is not the case in resident study. The subjects taught during attendance in school, the information gained, and the association enjoyed are valuable, but they are far less important than the mental training and the habits of thought which are developed through systematic study. Many people go through school or college as though enduring an unpleasant task. They are mentally sluggish or retarded and become easily discouraged when the class advances faster than they are capable of doing. In correspondence courses they advance just as fast as their personal qualification warrants, thus obviating the discouragement due to a too rapidly advancing class. Furthermore, correspondence schools require each student to perform every bit of work and answer every question in his course. In the classroom a student gets the opportunity to answer perhaps not more than a question or two a week. If he is lucky in answering that many and can "cram" for his final examinations, he is apt to "get by"—to his own detriment.

By its very nature home study must be thorough. The student prepares and submits for inspection every lesson in the course, whereas a classroom lecture is addressed to a large group. The instructor reviews the work, directs criticism, and gives extra instruction as the occasion demands. In this way, the student covers more work, for in reality all the questions are answered instead of only a few. It is actually true that in most cases the home student receives more personal attention than does the campus student. Precision and definiteness are vital elements in the lesson. The student must answer the questions so clearly that there will be no doubt left in the mind of the person reviewing the recitations. This is a very valuable factor, for the writing out of problems cultivates exactness and impresses the memory as no other means can do. Business men complain of the inability of young people to express themselves clearly. There is no more valuable training in this regard than the experience gained in writing the answers to questions.

A great advantage of a course by correspondence is that a judicious use of spare hours can be made. There are many studies that the student could pursue, while employed at work which prevents his attending college. Even among those students who pursued resident courses at a college or university, there are many who would have wished to continue their studies beyond the time they could spend in undergraduate or graduate work. The proper use of leisure time is an important factor in every life. The person who makes up his mind "that he who hustles while he waits will get what he wants," is usually the person who gets things.

The late President Harper, of the University of Chicago, endorsed the work done by correspondence as shown by his statement: "The work done by correspondence is even better than that done in the classroom. The correspondent student does all the work himself; he does it in writing. He does twenty times as much reciting as he would in a class of twenty people. He works out the difficulties himself and the results stay by him." Such a statement from an educator having the reputation of President Harper should be ample evidence to establish the validity and position of legitimate correspondence schools.

It is only continued study that makes it possible for an individual to get ahead and achieve things worth while. When education ceases, then intellectual growth stops.
The man who learns new facts as he goes along will each year be found doing something more interesting and more worth while and in most cases more remunerative. A very large proportion of the world’s successful men have grown through definitely planned courses of study. Reading may be the method used by some; evening or correspondence course by others. The method must be chosen according to the individual’s needs; but study of some sort is imperative to success. There is no excuse for failure when every gate to advancement is wide open. Those who fall back have no one to blame except themselves. Their obstacles are not in front of them, but in the nature of their own thought and action.

John J. Birch

THE ESTABLISHED CHURCH OF TENNESSEE

The hand that writes the pay-check rules the school.—W. J. Bryan.

As the exponent of a lofty idealism, Mr. Bryan seems to have missed fire rather more lamentably and completely than usual in coining the above aphorism with reference to the Tennessee law prohibiting the teaching of evolution in the public schools. A brief syllabus of our criticism of this utterance is as follows: First, it is a vicious and ridiculous program of social action. Second, he does not mean it. Third, the thing that he does mean is nearly as bad.

Time was when Mr. Bryan did not so complacently entrust the policies of government to the check-writers. It sets us wondering how far he would carry the application of the principle. Undoubtedly the hand that writes the pay-check rules the chautauqua, though we have not seen it so succintly stated. It is currently believed that the hand that writes the pay-check rules the candidates and dictates the platform. This may be slander, but why should it not be a welcome truth?

If money is to decide what shall be taught in the schools, why should it not also decide the much less important matter of what shall be promised in a party platform? It is usually accounted a criticism of the church when the assertion is made that the hand that writes the pay-check rules the preacher. Doubtless it often does, and if Mr. Bryan’s principle is the true one we may yet hear it boasted as one of the hitherto unrecognized merits of the church that it responds so promptly to economic influence and articulates so distinctly the sentiments of its financial constituency. Up to the present time, the heavy contributor who operates a sweat-shop or exploits child-labor and tries to control his preacher as he does his other employees has not been a popular figure in fiction, but he now has a serviceable slogan with which to start a campaign of vindication: “The hand that writes the pay-check rules the church.”

And how about the press? Perhaps it is, or should be, ruled by the hands that write the checks for advertising and subscriptions. We know some papers of which this seems to be true, but they have not been generally regarded as exponents of the highest journalistic ethics, nor has their purchased advocacy been most valuable to the causes which they have espoused. The majority of newspapers, we are confident, have so far been free from the control of editor by counting-room, and we do Mr. Bryan the credit of believing that the same statement could have been made of the Commoner in the days of his editorship.

The natural and unstrained meaning of the dictum which we have taken as our text is that school policies and curricula should be determined by the people who pay the taxes and, if that principle is to be applied fairly, that each tax-payer’s vote should be given weight in proportion to the amount of tax that he pays. To see the principle in all its sordid ugliness, it should be realized that it logically involves the disfranchisement, for this purpose, of those who do not pay taxes and plural voting by those who do.
If the relation of a state to its schools and other constructive enterprises is analogous to that of a corporation to its business, then voting power should be in proportion to the amount of taxes paid, as in a stock-holders' meeting voting power is in proportion to the amount of stock owned.

We know very well that this is not what Mr. Bryan means. It is the logical implication of the slogan in which he has chosen to sum up his argument for purposes of rhetorical effect, but it has no such meaning for him. Richly endowed as he is with gifts of popular oratory, he has never been either blessed or hampered by a sense of logical coherence. What he doubtless means is that, since the people considered as a whole provide the funds for the support of the public schools, to the people as a whole belongs the right of determining how their money shall be spent. Stated in this way the proposition has at least the merit of sounding like democracy rather than plutocracy, and we suggest—without charge, and without even the hope of thanks—that the argument will be strengthened by substituting some such statement for the "hand-that-writes-the-pay-check" dictum.

Yet even this amended program is fatally defective. There are some things which even the majority, whether as citizens or as tax-payers, have no right to do with their own money, and there are some things which they cheat and injure themselves by attempting to do.

In a country where church is separated from state, where the rights of minorities are supposed to be guarded, and where some measure of freedom of thought is guaranteed by the constitution, the majority has no right to establish and maintain at the common expense an institution to promulgate a set of religious doctrines. If the fundamentalist majority in the Tennessee legislature can prohibit the teaching of a scientific theory which it believes to be contrary to the dogma that the writer of the book of Genesis was inspired to give an infallible account of the method of creation, a Catholic majority in some other state might with equal right prohibit the teaching of historical facts tending to weaken faith in the perfection of the papacy, a Mormon majority in another state might forbid the teaching of anything contrary to the weird fancies of the book of Mormon, and an atheist majority might forbid the teaching of anything reflecting credit upon the Christian religion. It is not a question as to which of these systems of doctrines is right. The whole scheme of using the power of a local majority to enforce the promulgation of a sectarian doctrine through a governmental agency is un-American to the last degree.

To say that the Tennessee law does not require the teaching of the Genesis narratives as authentic history and biology but only prohibits teaching anything contrary to them, is a mere quibble. What the law does is to establish Genesis as an infallible criterion of scientific truth. You can't teach geology, biology, and anthropology at all without teaching something about the process of world formation, the relations of species, and the early history of man. Wherever Genesis touches these topics, as it does at many points, the law in intent and effect requires that the content of the teaching be determined by the Genesis narratives rather than by scientific research. This in effect requires the teaching that the Bible as interpreted by the fundamentalists is the final authority in these fields. If fundamentalism were a sect—as it is, in some important respects—it would be at once obvious that the purport of the law is to make it the established church of Tennessee with every teacher its priest and an altar in every schoolhouse.

For a voting majority to attempt to enforce its religious and scientific opinions by law is not only an infringement of the rights of minorities but an injury to the majority itself. It means the end of progress, the paralysis of thought, the negation of free inquiry. It is as nearly suicidal as
any act of a self-governing people can be. No republican state, so far as we know, has been stupid enough to pass a law forbidding a professor in its state university to argue in favor of free trade, and no democratic state has enacted a prohibition against teaching the merits of protection. Doubtless there is a good deal of erroneous teaching in economics, political science, sociology, and history, as well as in biology and geology. How can a state protect itself? There is no way in which it can do so with absolute certainty. Human knowledge is always mixed with error, and even the wisest of us probably know some things that are not so. Probably the best way of promoting sound learning is to secure teachers and educational executives who have had the advantages of the best available training and give them freedom. Certainly the worst is to attempt to establish scientific truth by act of the state legislature.

—The Christian Century.

GIRLS' SUMMER CAMPS IN VIRGINIA

To the city person there comes a time when one grows tired of the great town; when visions of green fields, rolling hills, shady trees and swift-running streams take the place of crowded streets and the rush of the day, and one feels the need of free life in the open. Comes then the picture of a camp nestled at the foot of the hills or hidden under the shady trees near a clear stream. And then the heart quickens just with the thoughts of a week or perhaps more in the great outdoors.

We are beginning to feel more and more this vital need of places where people can spend their vacations, away from the crowds; and as a result we find dotted here and there—in the mountain, by the seashore, or back in a shady grove of trees—numerous summer camps. There are permanent camps for the year round, tourist camps, athletic camps, camps run on a strictly commercial basis, and camps that give opportunities for an enjoyable vacation at the lowest possible price. Some of the camps are directed by individuals and some by public organizations. The Young Woman's Christian Association is perhaps doing more for girl campers of Virginia than any other one organization.

With the purpose of finding out just what opportunities are given Virginia girls to experience camp life, a complete questionnaire was prepared. A copy was to be sent to each Camp Director.

Lacking a central agency in Virginia where such a list might be obtained, I undertook to locate existing camps by inquiring of a student body drawn from all parts of Virginia. I obtained the addresses of twelve camps. Eight of these were fostered by the Y. W. C. A.'s of the following cities: Danville, Newport News, Norfolk, Portsmouth, Petersburg, Lynchburg, Richmond, and Roanoke. A questionnaire was sent with a letter to the General Secretary of each Y. W. C. A. and every Secretary replied. The Petersburg Association, however, reported that it has been closed for over a year and has no camp now. And two Associations, Newport News and Portsmouth, have a camp together. That reduces the Y. W. C. A. camps to six. Questionnaires were sent for information concerning Camp Shenandoah of the Rotary Club of Harrisonburg and Camp Alkulana at Millboro Springs and satisfactory replies were received from both. Camp Alkulana is supported by the Baptist Settlement and is mainly for the girls of the Settlement House, House of Happiness, Richmond, Virginia. But as other girls are accommodated at a low fee and the same general plan of operation is carried on as in other camps, it should be included. Questionnaires were sent to Silver Maple Camp at Goshen and Camp Harrison, near Richmond, but no replies were received. That
leaves only a total of eight camps to base my results on. These tabulated results show the work done by those eight camps.

Every camp is located within easy reach of the city. There is also inexpensive bus or train service directly to the camping grounds.

Camp Oziya is about five miles from Danville. The camp site is in a lovely grove of beech trees on a well-drained hillside, at the foot of which a little brook ripples. The word Oziya is the Indian name for Place of Rest.

Camp Shenandoah is on the Shenandoah River, fourteen miles from Harrisonburg. There are beautiful woods all around the camp and the river gives splendid opportunities for swimming, rowing, and all water sports.

Camp Ruthers is located in Forest, Virginia, eleven miles from Lynchburg. Twelve acres of lovely woods and open fields are included in the camp property. This camp is not located on the water, but a large swimming pool has recently been constructed. From the folder sent out by the Lynchburg Y. W. C. A. comes this quotation which will explain the name of the camp: “If I had my ruthers, I’d ruther live in the woods.”

Camp Lingernook is enjoyed by the campers from both Newport News and Portsmouth. It is on Chesapeake Bay, near Buckroe Beach, about twelve miles from Newport News. The Bay affords such pleasures as swimming, rowing, fishing, and crabbing, and a nearby lake is continually used for boating.

Camp Owaisa is located about ten miles from Norfolk on the beautiful sand dunes of Chesapeake Beach. A sentence or two from the attractive little folder they send out will best describe it: “With Chesapeake Bay at its front door and large lakes on either side, Owaisa offers the girl just the kind of water sports her heart desires. Fringing the lakes and the beach are woodlands where girls may become acquainted with the friendly folk of the forest.” Owaisa is the Indian name for Blue Bird or Happiness.

Camp Alkulana is in the Alleghany Mountains at Millboro. The mountains alone would be a drawing-card, but there are also cool, inviting woods and a creek nearby. Alkulana means “Bright Eyes.”

Hedge Lawn Camp, which is twelve miles from Richmond at Centralia, Virginia, consists of two hundred thirty-five acres, mostly woodland. There is a spring and a creek convenient for bathing.

Tree Top Camp is on the Roanoke River, fourteen miles from Roanoke. With the recent building of a new and larger “shack” much was added to the comfort and convenience of the campers.

It is interesting to compare the number on each camp staff. The number ranges from two to twelve with an average of six. The two extremes are Hedge Lawn Camp of Richmond with only two and Camp Shenandoah of Harrisonburg with a staff of twelve. The duties of the staff of all the camps are about the same. Staff members act as either tent leaders or group leaders and in all camps they teach the Nature Study and Hand Craft classes. In four cases there is a nurse and in six cases a regular dietitian. Camp Shenandoah’s staff of twelve includes, besides the regular councillors, a nurse, a doctor, and a dietitian. Such members included on a camp staff help a great deal in securing patronage.

In five cases out of the eight, tents are used. In every case a lodge or building of some kind is used as a dining hall and for indoor recreation.

The number of campers accommodated varies greatly. It ranges from twenty-two at Camp Oziya, Danville, to seventy-two at Camp Shenandoah, Harrisonburg. In every case except that of Camp Shenandoah there is no age limit. The first part of the summer is given over to younger girls, ages ranging from ten to eighteen. Later the
<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Name of Camp</th>
<th>No. on Staff</th>
<th>Type of Buildings</th>
<th>No. of Campers Committed</th>
<th>Age Limit</th>
<th>Days规定</th>
<th>Length of Camp in Weeks</th>
<th>Camp Lose</th>
<th>Camp Paper</th>
<th>Religion</th>
<th>Competition with Rewards</th>
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<tr>
<td>YWCA Danville</td>
<td>Camp Osprey Place of Rest</td>
<td>4</td>
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<td>22</td>
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<td>3-6 wks</td>
<td>1-2 wks</td>
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<td>No paper</td>
<td>Daily Morning and Evening Devotions and Weekly Rewards</td>
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<td>Camp Senecadah</td>
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<td>Tent, House</td>
<td>72</td>
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<td></td>
<td>2 wks</td>
<td>Nature Study Hand Craft Swimming Bible Saving and Canoeing</td>
<td>No paper</td>
<td>No paper</td>
<td>Daily Morning and Evening Devotions and Camp Fishing</td>
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<td>YWCA Lynchburg</td>
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<td>57</td>
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<td></td>
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<td>Morning Devotions and Sunday School</td>
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<td>YWCA Newport News</td>
<td>Camp Lingermook</td>
<td>6</td>
<td>House</td>
<td>40</td>
<td>12-18</td>
<td></td>
<td>10 days</td>
<td>Nature Story Hand Craft Swimming Bible</td>
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<td>No paper</td>
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<td>50</td>
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<td>1 wk or more</td>
<td>Nature Study Hand Craft Swimming Bible</td>
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<td>No paper</td>
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<td>10-18</td>
<td></td>
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<td>No paper</td>
<td>No paper</td>
<td>In Recreation and Weekly Rewards</td>
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Table: Giving Data on Girls’ Summer Camps in Virginia
age limit is lifted, and business women are given opportunities to camp. Because Camp Shenandoah is a boys' camp and is used by the girls only a small part of each summer, business women are not accommodated there.

At four camps the average length of one camp period is one week; three camps have two weeks for a camp period and one has ten days. The prices per day are comparatively the same, $1.00 being the average. The prices per week average around $7.00 or $7.50—Richmond being lowest $6.00 and Harrisonburg highest with $9.00. Camp Alkulana has a graded board rate for the convenience of club members. It ranges from $1.50 to $5.00 per week.

At every camp an attempt is made to acquaint the girls with the natural surroundings of the camp. Hikes into the woods, through the mountains, or on the beaches; discussions of what has been seen, and regular Nature Study classes are held. Hand Craft classes are taught, using the things they find in the woods, weaving baskets and mats, making butterfly trays, bird charts, and other interesting things

ATHLETICS

Swimming, of course, has its important place in each camp's program. Regular instruction in life-saving is offered at only four camps and rowing and canoeing at only three. Original stunts have a prominent place every evening around the camp fire or in the recreation hall. Dramatics and group games are also included in the day's program. Camp Ruthers boasts of a tennis court and a garden and Camp Oziya has a baseball team. In most cases track meets and swimming meets are held at some time during each camp period. With no exception, all possible phases of athletics are greatly stressed.

At every camp except Hedge Lawn the girls are divided into groups and group competition is carried on in their recreation. Individuals are given honor points for winning various events and their points go towards group honors. At the end of each week honors are counted up and the rewards are given. Camp Oziya girls win some special insignia for individual honors and the winning group for the week has charge of the flag exercises for the next week. The winning group of Camp Shenandoah proudly floats the camp banner over its tent for one week. At Camp Ruthers, special insignia are given campers who lead in honor points. Letters are awarded each member of the winning group at Camp Lingernook and at Camp Owaisa individuals win letters while the group has the camp banner for a week. Camp Alkulana also awards letters to the individual campers and the camp banner to the winning group. At Tree Top Camp the group having the most 100% campers gets ribbons.

LITERATURE PUBLISHED

From every camp attractive folders are sent out at the beginning of the summer. These are published by the Y. W. C. A., and are full of information about the camp, telling location, price, summer schedule, daily schedule, camp personnel, what to take and where to apply for further information.

Only three of the camps publish a paper, written and organized by the girls. Camp Shenandoah has a little paper called Giggles and Wiggles. It is published once every two weeks and contains jokes, little stories, rhymes, news of interest about the girls, and many other items that delight the campers.

The Newport News newspaper prints a Camp Department called Shells and Pebbles, edited by the girls of Camp Lingernook. It is full of camp fun, gives the names of the campers and all about their work and play at camp each week.

Camp Owaisa publishes weekly a mimeographed paper of three or four sheets—the Sand Fiddler. A very attractive cover design of a big sand fiddler was drawn by one of the girls and adds to the appearance of the paper.
RELIGION

The religious side of life is not neglected. Every camp has some time for thought of things other than just the pleasures of life. The most popular time seems to be in the morning when an assembly is held, sometimes led by the girls and sometimes by the councillors. Most of the camps also have an evening vesper service. At seven camps two services are held on Sunday. Some form of Bible instruction or Bible study is given at every camp except one. This is usually included at the assembly hour for morning devotions and on Sunday.

From the above tabulations I think it is safe to say that Virginia girls and young women are given just what they want and need in camp life, under the most wholesome surroundings and careful supervision. And every advantage should be taken of such an opportunity.

To breathe deeply of fresh air, to sleep under the stars, probably to wake up with the rain beating down on your face and have to hustle to shelter, to ramble through the woods, to know birds by their songs and calls, to work hard and sing a song while working, to feel that you are a part of a wonderful creation—that is to live and to grow.

Edith R. Ward

ENGLISH NOTES

LITERARY BOOTLEGGING

There lie before us two remarkable postal cards. They are advertisements, with signature and address, of two Illinois firms. The wares are offered to members of senior classes and to teachers of English, and are itemized as follows:

- Address by Class President .............. 25c
- Class Prophecy .......................... 25c
- Class History ............................ 25c
- Class Will ............................... 25c
- Class Grumbler .......................... 25c
- A Valedictory ............................ 25c
- A Salutatory ............................. 25c
- Poem of Friendship ..................... 25c

The entire inspirational outfit may be had for one dollar. Think of a ready-to-deliver valedictory for just twenty-five cents, plus the insignificant item of a boy’s honor, and of a poem on Friendship for a girl’s integrity and a quarter of a dollar—the sure effect upon their notions of self-expression and honesty being thrown in free of charge.

And look into the future prospect: second-hand college themes and exercises; answers to examination questions tucked with foresight into the shoe instead of into the traditional bootleg; and, in the end, should the instructors be open-eyed and firm enough to see to it that graduation does not reward such practices, there is a chance that a bogus diploma may be bought.

We once knew a man who held such a diploma stamped with the seal of the University of Virginia, bought for twenty-five dollars in Chicago. The purchase price ought, for the sake of fitness, to have been paid in counterfeit money.

The only redeeming facts about his iniquitous history are that he was finally sent to the Texas penitentiary and that he did once show grace of shame at mention of the name Virginia.

EXCORIATING THE PEDDLER

To a sermon peddler who sells his wares by flooding the profession with circulars just as literary bootleggers send broadcast their advertisements, a minister in Louisville, Kentucky, reports that he sent the following letter: “I shall appreciate it if you will remove my name from your mailing list. I have not yet reached the state of imbecility or the disposition to plagiarize that would lead me to respond to your appeals to buy sermons. A company that caters to the needs of preachers should remember that there is a commandment still in the Bible which says, ‘Thou shalt not steal.’”
ANOTHER HIGH SCHOOL MAGAZINE

Training secondary-school students to read magazine literature of quality is the avowed purpose back of the establishment of The Magazine World, the first number of which will appear next October from the office of The Atlantic Monthly in Boston.

It is announced that The Magazine World will collect from all of the high-grade literary monthlies the features suitable for use in the English class, and will assemble them in an alert up-to-minute magazine which will bring to the classroom the flavor of genuine adult literature.

Donald B. Snyder, of the Moses Brown School, Providence, Rhode Island, will edit the monthly and announces five departments: short stories; current events; travel, and biography; dramatic literature; verse; and a contributors' club similar to that of The Atlantic Monthly. The Magazine World will be published monthly from October to May. It will be sold at 25c a copy or $2.00 a year, the rates decreasing gradually with larger orders.

(Continued from last month)

TEACHERS OF ENGLISH IN VIRGINIA COLLEGES AND UNIVERSITIES

SESSION OF 1924-1925

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<th>Institution</th>
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<td>Bridgewater College</td>
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<td>John S. Flory</td>
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<td>Emory and Henry College</td>
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<td>W. B. Varner</td>
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<td>Hampden-Sidney College</td>
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CHARACTER EDUCATION

FOSTERED

A CHARACTER Education Committee, composed of representatives from all departments of public education, has been organized in the Detroit schools. Resolutions regarding Character Education in Elementary Schools have been adopted by the committee, as follows:

I

RESOLVED, That there are three objectives of public school education in a Republic, each of equal importance with the others:

1. The transmission of knowledge from generation to generation. The entire personnel of a nation changes in seventy years. Civilization is accumulative.

2. The development of abilities and skills, including health. The brain must grow strong to observe, to think, to exercise good judgment, to invent ways and means; the hands and body must learn to do things well under direction of the brain.

3. The maturing of character, according to wise standards based on human experience. The purposes of a citizen must be true if knowledge, ability and skill are to serve the general welfare.
II

RESOLVED, That the use of public money for public school education entitles the general public to a good citizenship product from the public schools. The school curriculum should be adjusted to recognize the importance of character education as equal to that of other types of education.

III

RESOLVED, That the sanctions for character education in public school be the human sanctions, that is, the Constitution of the Nation and those of the States, federal and state laws, police and health regulations, and especially the common standards of good conduct which are sanctioned by human experience;

That the religious sanctions for conduct and character be taught the children and made effective by the churches, under the leadership of their clergymen and religious workers; and,

That there be nothing introduced into the character education in the schools which will be out of sympathy with or disrespectful toward religious education in the churches.

IV

RESOLVED, That character education be considered as permeating all subjects and appropriate at any time.

V

RESOLVED, That in planning character education as an important element in the public schools regard be had for two phases of the school situation:

(a) The ability of the teachers. Avoid complicated plans.

(b) The capacity of the children for interest in, understanding and fulfillment of, moral ideals. Avoid requirements beyond the possibility of achievement.

VI

RESOLVED, That teacher training should include preparation for character education work, so that graduates, on taking positions as classroom teachers, will have as clear and positive ideas as to the work they will do in this field as they now have in other fields of education, and will have skill for successful encouragement and guidance of pupils in good conduct and character.

A PLATFORM OF SERVICE

A PLATFORM of service which every teacher can understand and work for has been adopted by the National Education Association. That it expresses in dynamic form the ideals that the Association has been developing throughout its sixty-six years of growth is evident:

1. A competent, well-trained teacher in every public-school position.

2. Increased facilities for the training of teachers, and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.

3. Such an awakening of the people to a realization of the importance and value of education as will elevate the profession of teaching to a higher plane in the public esteem and insure just compensation, social recognition, and permanent tenure on the basis of efficient service.

4. Continued and thorough investigation of educational problems as the basis for revised educational standards and methods.

5. The establishment of a Department of Education with Secretary in the President's Cabinet, and Federal aid to encourage and assist the States in the promotion of education.

6. The unification and federation of the educational forces of the country in one
great professional organization devoted to the advancement of the teaching profession, and through education, the promotion of the highest welfare of the Nation.

7. Active assistance to State and local affiliated associations in securing needed legislation and in promoting the interests of such associations and the welfare of their members.

8. Equal salaries for equal service to all teachers of equivalent training, experience, and success, and the promotion of sympathetic co-operation between school authorities and teachers by utilizing under recognized authority and responsible leadership suggestions and advice based upon classroom experience.

9. Co-operation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.

10. The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.

NEW SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS

To provide the entire student body with broad training and preparation for the duties and practice of citizenship is the chief object in the specially endowed school of citizenship and public affairs opened at Syracuse University this year as an integral part of the liberal arts college. It is the purpose of the founder of the school to impress upon university men and women the responsibility of becoming and producing well-informed and competent leaders in public affairs, to assist in training teachers for the high schools and colleges in modern methods and materials of instruction in government, and to prepare selected men and women for careers in civic administration and research, and for an intelligent official relation to the general public and modern public organizations, local, State, and National.

Provision has been made for graduate study leading to the degree of master of science. Official surveys in local, State, and National Government will furnish the basis for these. In graduate work the school at Syracuse will be affiliated with the National Institute of Public Administration of New York City. A fellowship fund has been provided for graduate students of marked ability.

—School Life.

A FAIR START

If we believe that the American ideal which suggests that every individual should have an opportunity for making the most of himself is more important than amassing wealth, more important than any other governmental enterprise, then we shall certainly support our schools. It is the obligation of our profession to hold before the people of the United States this ideal of the founders of our republic. We must seek to develop that standard of values which places opportunity for individual growth and development above any other good which can be secured. We must help our public to stand fast and to work, yes, even to sacrifice, in order that the day may come in America when there shall be guaranteed to all "a fair start and an equal chance in the race of life"—George D. Strayer

I believe in play as the child's normal effort to understand himself through free self expression, and I believe too in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

—Randall J. Condon
EDUCATIONAL COMMENT

ATTRACTIVE GRADUATE FELLOWSHIPS

The National Bureau of Casualty and Surety Underwriters offers for the academic year 1925-1926 three graduate fellowships of $1,000 each for the study of special problems in the field of safety education. The subjects are:

1. The grading of subject matter for safety instruction in the elementary schools.
2. The preparation of a course of study in safety education for the use of normal schools, and
3. A study of the relative importance of positive vs. negative methods of instruction.

These fellowships are offered in order to secure expert solutions of problems which confront the education section of the National Safety Council in its work, a work which is also financed by the national bureau. The first problem is that of adapting the subject matter of safety instruction in detail to the needs of the elementary schools; the second is the general problem of organizing methods of teaching safety; and the third is a psychological research into the question of how far there is danger of developing a fear-complex in the child and into the more general question of the relative desirability of positive and negative methods of approach in this field.

For those who are uninformed it may be stated that the work of introducing safety education into the schools is now so well under way that it is safe to predict that the subject will eventually, or even shortly, find a place in the curriculum of every progressive school, and this research has been undertaken, and other researches will be undertaken in the future. In order to make sure that the work is done along fundamentally right lines.

Applications should be sent to Albert W. Whitney, associate general manager and actuary, National Bureau of Casualty and Surety Underwriters, 120 West 42d Street, New York City, and should be accompanied by pertinent information with regard to the experience and purposes of the applicant, references and, what is particularly important, a detailed plan of how he would propose to go to work to solve that one of the three problems listed in which he is particularly interested. The applicant should also state at what university he would prefer to carry on his studies. Mature students who have had some years of teaching experience are desired and it is presumed that students will wish to offer the result of the research as a thesis for the degree of Doctor of Philosophy.

PUBLIC RECREATION—A TWENTIETH CENTURY PRODUCT

The cities of America which provide space and leadership for the play of their people have grown from fourteen or less, at the beginning of 1900, to 711, at the beginning of 1925. This quarter century has marked the acceptance of public play as a department of municipal government and a new civic science. Cities first opened children's playgrounds as a philanthropic experiment. Today a community's provision for the recreation of its citizens, young
and old, is an important index of its progress and its livableness, says the 1924 Year Book of the Playground and Recreation Association of America.

**EXPENDITURE TELLS THE STORY**

The annual increases in the funds spent by cities for public recreation are an effective record of the progress of the movement. This record goes back to 1907, the year after the national Association was organized. Slightly less than one million dollars was reported spent in 1907. Expenditures have thereafter shown a definite upward curve, though during a few years, they have fallen below the mark of the previous year. The greatest fluctuations were during the war period, from 1913 to 1918, when there was a drop of about three-quarters of a million dollars. In 1918, steady annual increase began. The 1924 expenditure was reported at $20,052,558. The gain from 1922 through 1924, a matter of nearly eleven millions, is more than the gain from the beginning of the play movement up to 1922, when $9,317,048 was reported.

Eight thousand, one hundred and fifteen refreshing centers of public play are now scattered through America, according to the 1924 reports. These recreation areas include outdoor playgrounds, indoor recreation centers and athletic fields of various types. Six hundred and thirty-five of them were opened for the first time in 1924.

Especially encouraging is the increase in leadership, the factor all-important to the success of a public recreation program. During 1924, 15,871 workers were employed, 2,783 of them the year round. This is an increase of 3,589 over the workers reported for 1923.

**AMATEURS IN THE GAME**

America got into the game during 1924 with 33,051 teams of amateur athletes and 17,492,751 spectators at public sports, the Year Book shows. These statistics cover ten sports—baseball, football, soccer, basketball, volley ball, dodge ball, kitten ball, playground ball, quoits and bowling, as promoted under leadership by public recreation agencies. The ratio of players to onlookers indicates that public recreation is dealing a telling blow to that national menace which has been dubbed “spectatoritis.” More and more Americans are getting their recreation at first hand instead of watching others play.

Municipal golf was provided by ninety-five cities, which maintained 131 public courses. California leads in the number of cities that have put the ancient Scotch game within the reach of all their citizens. Following California’s record of nine such cities are Illinois, Michigan and Ohio, each of which report seven such cities.

The municipal vacation is a new development. Eighty-three cities now maintain 123 summer camps, some for boys and girls, some where entire families may enjoy healthful diversion at a nominal charge. Bathing beaches and other places for water sports were reported by 215 cities and totaled 458. In addition, 272 cities reported 626 public swimming pools.

Cities are regarding their expenditures for public recreation as an investment, says the Year Book. They are finding that municipal play reduces street accidents to children, improves health, lessens crime and delinquency, and both attracts and holds residents and industries. Though the public recreation movement has gathered considerable momentum, the need for pioneer work with towns and cities is still urgent and wide-spread. Behind the movement is the Playground and Recreation Association of America. Last year the Association, through the visits of its field workers, gave significant aid to 318 cities and, through its correspondence service, answered 19,000 inquiries.
FEWER AND BETTER HIGH SCHOOLS

Three hundred and fifty-nine public accredited four-year high schools in the counties and cities of Virginia are shown in the tabulations of M. L. Combs, State Supervisor of Secondary Schools, as submitted to State Superintendent Harris Hart today. Altogether there are a few less accredited four-year high schools this session than last year, due in part to a change in the system of accrediting such schools.

Under the present plan of administering high school standards no school can qualify for accredited rating until it has maintained proper standards for at least two successive years. The purpose of this policy, it is pointed out, is to serve to safeguard turning out graduates from accredited schools of less than the usual standard training. On that account this session only three schools were added to the accredited list, whereas last year many schools were added to the list of accredited high schools. The schools added this year were Manchester district high school in Chesterfield county, Tappahannock high school in Essex county, and the Harrison high school for colored pupils in the city of Roanoke. The schools in both Chesterfield and Essex counties represent consolidations of previously accredited schools.

Altogether sixteen schools failing to meet the present standards were dropped from the list this year. These are distributed among twelve counties of the State, Accomac, Augusta, Charles City, Chesterfield, Essex, Fauquier, Matthews, Middlesex, Northampton, Prince William, Rockbridge, York.

Next year a considerable number of high schools will be added to the accredited list after having met the prescribed standards for at least two years.

It is explained at the State Department of Education that schools are accredited for but one year at a time, it being necessary that each school maintain minimum standards year by year in order to appear on the official list of accredited schools.

The colleges of the State, and of the country generally, are insisting that applicants for admission be graduates of accredited schools meeting the full requirements for this rating. On that account it is significant both to the pupils and to the colleges concerned that the standards be maintained on as high a level as conditions at the present time will permit.

It is evident from prevailing tendencies in secondary education, according to State officials, that the general insistence upon a higher quality of instruction in the high schools of the country will necessitate better prepared teachers, better equipment, and larger enrollments in the individual schools. It is said to be less expensive and eminently more satisfactory to maintain fewer and better high schools. Whereas consolidation of elementary schools will secure better educational results, there is often little financial saving through consolidation. This, however, is not true of high schools. With them consolidation usually results in striking financial economies as well as decidedly better educational returns.

BOOKS

THE JOB SHEET METHOD INVADES THE TEACHER TRAINING FIELD


This syllabus on the teaching of arithmetic is destined to a wide use in teacher training institutions, for it is in line with a number of present-day tendencies. Consisting as it does of a series of "job sheets," it savors of the project method. These sheets stimulate the student to investigation; they enable him to check on his own results; and they offer a core for group or class discussion.

We are hearing much today of the pro-
fessionalized subject matter course. Such a course must be so rich in subject matter that it may be termed "scholarly." Moreover, it must not only organize its material according to the learner's needs; it must go even further and use laws of learning in its own method of procedure. This syllabus qualifies at each of these points.

Each lesson in the syllabus is divided into four parts: an assignment, class notes, preparation, and notes on the lesson. The assignment is simply a list of selected readings. These are somewhat limited, but an inclusive bibliography is given for the student who is more adventuresome. The class notes are the stimulus—there the problems are raised for investigation. The preparation is what one would usually speak of as assignment. Here definite jobs are outlined, often with optional ones for extra credit. The notes consist of blank sheets of paper inserted at the close of each lesson, where the student is supposed to summarize the results of his work.

I have always felt that children are compelled to do a great deal of drudgery in arithmetic because of the inefficient methods of learning used. This syllabus is a step toward economy in learning in arithmetic. It should mean much time saved for both teacher and pupils.

Katharine M. Anthony

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FOOD


The organization of subject matter in this book is rather unique. Each of the fourteen chapters is a project broken up into units. Food work is based on the meal plan. In addition to the preparation of food and a study of food values, the book includes table manners and serving, use of left-overs, care of food in the home, suggestions for work, and many other problems.

Especially interesting is the project on marketing which deals with calories, pounds, and dollars. Posters, charts and graphs add to the usefulness of the book. Helpful suggestions are given to teacher and student, so that the book may be used to the best advantage. Questions at the end of each chapter serve to stimulate thought and to review subject matter. I consider the book quite good, both in subject matter and organization. In my opinion, it is best adapted to students of junior high school.

P. P. Moody.

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FUN WITH ARITHMETIC


"Boys' Own Arithmetic" is a story book of humorous stories. Each story requires a certain amount of arithmetical calculations to be complete. The book is intended to be put into the hands of a boy or girl, who, upon observing its numerous illustrations, may be inveigled into reading it. What girl, for example, could resist reading the story of "Lafayette's Dancing Partner," or what boy would miss one on "Revenue Charlie." Perhaps even mothers and fathers might be interested in the story of "Time Lost in Punishing Children." The idea of the book apparently is that if boys or girls read one of these story problems they will perhaps take the trouble to figure out the problem concealed in the story, and thereby unwittingly practice arithmetic with interest.

To quote from the preface, "What is arithmetic? It is the most vital thing in the universe. In fact, without it the universe would not exist. Yet as taught, this the most substantial of sciences, long since became false and dead. No boy worthy of the name feels an interest in it nor can a girl do more than pretend to . . . . There is another and even more radical defect in all books of arithmetic. They require the exact answer to every question. How could
anything be more absurd, more unsettling, more immoral? Does not observation show that exact answers are the exception rather than the rule in life? And is it not for life that we train boys?"

Whether we believe these statements of the author’s or not, the writer feels sure that even a grown person, if he picks up this book by accident, will turn the pages and read one or two of the stories and, probably before he has finished, will take out a pencil and begin to figure on the results.

**Henry A. Converse.**

**INSTEAD OF BANTING**


"Designed as a textbook for students in high schools and universities," the beginning chapters of this book are especially enlightening; they introduce the reader to fabrics by displaying the numerous varieties of textiles in use both now and in earlier times. The relation of these many fabrics to the conditions of life at different periods furnishes a splendid foundation for the detailed study of textile materials.

The construction of cloth by weaving and knitting is followed by a study of fibers. Instead of extremely detailed and technical information, this author gives such information about the processes of production as any consumer should know to understand their effects on the quality of the finished fabric.

One of the most valuable features of the book is the interest it arouses by its challenging questions. Any teacher of the subject would find it a helpful textbook for herself as well as for her students.

**Gertrude Greenawalt**


Mr. Wells sees education as the only hope of the world. But this education must be of the informal type, and it must neglect the competitive instinct in favor of the creative. Moreover, a goodly part of the creative work must be cooperative; world leaders need practice in living together in their formative years.

The Great Schoolmaster, F. W. Sanderson, had for a number of years built his school at Oundle on this philosophy. The book is an account of his life, but more especially of the school and of his philosophy of education.


The die-hards among the educational formalists are in danger of losing their battle cry! For here is an account of a school where children working informally at their own problems, made an unusual gain in facts and skills! To measure this gain Mr. Collings used a "control" group, giving both groups a series of standard tests. So the advantages of the project method to these children in not opinion but a proven fact.


These essays on education are of greater value because they are written by a layman. Mr. Yeomans, who is a Chicago pump manufacturer, sees the school as a rich opportunity, provided the teacher is artist enough to inspire as well as instruct. The book is charmingly written and offers a constructive criticism of the teacher’s work.


This book is intended for those who are just entering training schools for teachers or who have gone into the field with little or no training. The material is limited to the knowledge that has been determined as essential to young teachers. Written in a simple and non-technical manner, the book should prove a valuable aid to teachers, pre-
sent and prospective, who have not yet "found themselves."


After a brief discussion of the function of the high school, educational values, and the teaching process, the authors consider most of the subject matter taught at the present time in the high school. Such a variety of discussion was based on the belief that at least half of the high school teachers are called upon at some time in their teaching experience to teach in two or more departments. It is also urged that the departmental teacher needs a certain command of the whole field of the secondary school in order rightly to comprehend and relate her own particular field.


Interesting stories of forty-two operas, written in a pleasing style free from too many technical terms, make this book serve a two-fold purpose. It is equally valuable as an aid to interpretation and appreciation of opera to those who have had this experience and to that vast majority who would be opera-goers if given an incentive. This book would encourage the real thing, which is to inspire the people to demand that artistic and entertaining form of diversion known as opera.

E. T. S.


Teachers and students will find in Dr. Gifford's syllabus a valuable contribution to the history of education. This syllabus is packed with thought-provoking questions and exercises. The method of approach is entirely modern. On the basis of stimulating questions and terse historical sketches the educational development of the race is traced. This syllabus can be used to supplement a text and where no text is used it will prove an invaluable guide. It is especially good in suggesting topics for class discussions.


This is a manual for the fourth grade student's work in English. Material prepared for use with the manual includes a set of alternate chapters in a story. The children have as their project the writing of the missing chapters. Directions for writing and illustrating these chapters are to be found in the manual, which consistently guides children in effective language control. Psychologically, the whole method employed is sound.


Five French plays for classroom use, or still better for staging in the school auditorium by the "Cercle Francais": Maurey's Royale; Forest's *Par un jour de pluie*; France's *La comédie de ce lui qui épousa une femme muette*; Bernard's *L'anglais tel qu'on le parle*; and one of uncertain authorship, *La farce de maître Pathelin*.


Eleven of the most popular stories of Mérimée, Maupassant, and Daudet, with abundant notes, exercises, irregular verb tables, and vocabulary.


A text and shop manual which states simply the principles of electricity that are of special value to the student of automobile repair and upkeep.

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**NEWS OF THE COLLEGE AND ITS ALUMNÆ**

Oh, a busy month was May, was May! May Day, celebrated on Saturday afternoon, will be remembered as one of the most effective entertainments of its kind ever held here. Edith Ward was in general charge of the occasion, and devised a festival called "The Dances of the Months" in which twelve dance numbers—one for each month—were presented before the court of the May Queen.

Costumes and themes were appropriate: January, the month of snow-men; February, valentines; March, wind and rain; April, fools and jesters; May, the winding of the May-pole; June, wedding bells, brides and grooms; July, soldiers and the Red, White, and Blue; August, harvest time with flowers and bees and butterflies; September, school children; October, autumn colors and a solo dance; November, month of the Puritan's Thanksgiving; December, Christmas.

Alene Alphin was a pleasing May Queen; Matilda Roane was Maid of Honor; and the attendants were Bertha McCollum, Evelyn Coffman, Nancy Peach Roane, Virginia Ransone, Electa Stomback, and Virginia Griffith. Really, a galaxy.

Besides the celebration of National Music Week, May 2 to 9, the Music department provided numerous other entertainments. There was a recital on May 23, another on
May 29. Frances Hanbury and Rebecca Kilby gave a joint recital, as did also Katherine Williamson and Christine Maria. The Philadelphia Festival Orchestra, giving a concert in Winchester on the evening of May 4, was heard by twenty-two students from the college, who made the trip to Winchester under the chaperonage of Miss Elizabeth Trappe. On May 22 the College Glee Club gave a concert in the Handley School auditorium in Winchester.

During Music Week the Glee Club sang at assembly on May 4; members of the Aeolian Club gave the following Wednesday a program of music drawn from the Romantic period; on Friday Miss Sarah Fulkow's voice pupils entertained at assembly with a program of modern American music.

Pupils of Miss Hudson in expression entertained at a recital the evening of May 15. There were readings by Dorothy Clark, Dorothy Ridings, Thelma Dunn, Alene Alphin, Marian Kelly, and Thelma Taylor; an added feature of the program was two piano numbers by Ruth Kirkpatrick and Nancy Mosher.

Then there was another Week—Better Homes Week, which was observed by the Frances Sale Club. Three assembly programs included a talk by Mr. Chappelear on Financing and Building a Home; three talks by members of the Spottswood Garden Club of Harrisonburg; Mrs. Harry Lee Dechert, Mrs. William Dean, and Mrs. John T. Harris; and a playlet written by Dorothy Clark, president of the Frances Sale Club.

Two other projects of the Frances Sale Club during Better Homes Week were a contest for the best-kept room on the campus and the arranging and furnishing of a model five-room apartment. Prizes were awarded to Thelma Eberhart and Virginia Wiley for having the most attractive room. Ten members of the club, under the guidance of Mrs. Pearl P. Moody, selected furniture for a living room, bed room, dining room, a breakfast room, and kitchen. This complete apartment was set up on the first floor of the show rooms of the J. S. Denton Company of Harrisonburg, where it attracted much attention.

Carrying out the idea of Better Homes Week, Miss Margaret Macadory, of the Art department, spoke in assembly May 20 on Pictures in the Home. Miss Macadory's talk was illustrated by copies of some lovely old paintings.

President S. P. Duke was called on May 7 to Ashland, where he was made a member of the Phi Beta Kappa Fraternity at his alma mater, Randolph-Macon College.

On the local campus, May is the time of numerous elections. Carolyn Weems was elected president of the Athletic Association for the coming year; Doris Kelly was chosen captain of the 1925-'26 basket ball team; Lorraine Gentis was made captain of the 1925-'26 hockey team; Thelma Eberhart was re-elected editor of the college annual, The Schoolma'am, while Lorraine Gentis, assistant business manager of the 1925 annual, was elected business manager for next year; Doris Persinger was elected editor of the 1925-'26 Breeze, with Kathryn Sebrell as business manager.

The Reverend Warren Grafton, of New York City, was an effective speaker at the Y. W. services on May 17. Following an active year of the Y. W. C. A., four representatives of the local association left prior to commencement to attend the annual student conference at Blue Ridge, N. C. In the party were Thelma Taylor, Y. W. president; Janie Harrison, undergraduate representative; Virginia Wiley and Marian Travis, both members of the new cabinet.

Dr. Converse, Mr. Logan, and Mr. A. K. Hopkins, the latter in charge of manual training work in the Harrisonburg schools, created a surprise when they appeared at assembly May 18 garbed as country rubes, and undertook to present a program of old favorite airs including "After the Ball,"
"Flow Gently, Sweet Alton," and "Turkey in the Straw."

Dr. William Brown, professor of education at Washington and Lee University, was the speaker at the annual open meeting of Pi Kappa Omega, held in Sheldon Hall May 23. Defining education as "an appreciation of life's responsibilities, its goals, and its values," Dr. Brown said that education is chiefly the result of contact with people and contact with books. Preceding the meeting, the members of the society celebrated the second birthday of Beta Chapter in the college dining room.

One of the requirement of the society is that each member shall engage herself in some useful undertaking each year. As announced at the open meeting, the projects of the various members during the past session were as follows:

Revision of the card catalogue for the Dean of Women's office—Virginia Campbell.
Table of scholarship indexes for the office of the Dean—Louise Elliott.
May Day Festival—Edith Ward and Ruth Wright.
Arrangement of program of the Pi Kappa Omega annual open meeting—Helen Yates.
Editor-in-chief of the 1925 Schoolma'am—Thelma Eberhart.
President of the Student Body 1924-25—Elizabeth Rolston.
Codification of rules governing the award of athletic honors—Elizabeth Ellmore.
Draft of a National Constitution as a step toward nationalization—Elizabeth Sparrow, Nora Hossley, Bertha McCollum.
Compilation of important facts in the history of the Y. W. C. A. at Harrisonburg Teachers College—Emma Dold.

These projects are worked out each year with a view toward furthering the interests of the school or of the society. When a member of the society is holding a position of special responsibility in the school, such as president of the student body, she may work out her project through her work in this position.

Harrisonburg's first "prom" was a thrilling event the evening of May 29, just before the beginning of examinations. Members of the Freshman class, attired as men, having made "dates" with their sisters of the graduating classes, sent them flowers, called for them, arranged their dance cards, "rushed" them, took them home. It was a gay evening, with an orchestra that did one-steps, two-steps, three-steps.

A balsam fir was planted in front of Spottswood Hall with appropriate ceremonies by the Sophomore class the evening of May 27. There was a procession, with Sophomores in white, other classmen in bright colors, faculty in academic garb. Dr. Gifford, honorary member of the class, spoke on The Meaning of Tree Planting; the assembled group sang a song composed for the occasion by Christine Maria, with words by Frances Grove and Kathryn Griffin.

Just ahead lies June, perhaps a busier month than May because of commencement and the immediate opening of the summer school. Of that, more later.

ALUMNAE NOTES

Ollie Lee Hogshead writes from Stuarts Draft, Augusta County, where she and several other of our girls taught last session. She says: "The seventh grade of Stuarts Draft school won a medal for the essay written on Jackson's Valley Campaign."

Haynie S. Allen sends a message from Guinea Mills, Cumberland County. We have good reports of her work.

Elizabeth Powell taught last session at Richlands, in Tazewell County. Her pupils took part in the essay contest relating to highway development.

Mrs. H. B. Ellis writes from Cherrydale, Va., where she taught last year.

Louise Fuqua sends a word of greeting from Waverly. She expresses a warm interest in Alma Mater and says, "I want to drop in for a week-end this summer, if possible."

Mrs. Florence Watkins taught last session at Bell's Cross Roads, in Louisa County.
Sina Kite's address on May 18 was Front Royal. She gave interesting glimpses of her work in a busy school.

Mrs. Elmer Ritchie wrote recently from Broadway, and gave evidence of a successful year's work.

Helen Heyl has recently become the worthy recipient of double honors. About May 1 she was appointed Tileston Scholar in Teachers College, Columbia University, and was awarded a position on the Journal of Rural Education for the session of 1925-26. About the same time she was elected superintendent of Albemarle County schools for next session, to act in the absence of Mr. Bennett at Harvard. We hope that arrangements can be made at Columbia to enable Miss Heyl to discharge the duties appropriate to both of these honors.

We have had very complimentary reports of the excellent projects in state history and literature which were carried out this spring by pupils of the Charlottesville schools. A number of our girls teach in the Charlottesville system.

Sydney Artz, Miss Koontz, and Clara Dellinger were on the teaching staff at Conicville last year. They had a most successful session.

Dorothy Williams came up recently from Winchester to spend a week-end in Harrisonburg. She reports enough Harrisonburg girls in Winchester for an alumna chapter, and spoke in most cordial terms of the concert given at the Handley School not long ago by the College Glee Club.

Mrs. Julia D. Smith wrote not long ago from Front Royal, and told of the interesting work her pupils were doing in preparation for a county commencement.

Ruth Swartz, who taught last year in Wise County, paid us a visit on her way home. She is planning to return for commencement.

Mary Garden (Mrs. Martin) came up from her home at Toano, in Tidewater, to visit Virginia and to get new vigor from the breadth of the mountains. She is quite at home here, and we are all delighted to welcome her back to Alma Mater. We regret that her sojourn is to be so brief. We must recall, in this connection, that Mary Garden, G. Farrar, Grace Darling, and Clara Barton were all here together. May they all come again.
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<tr>
<td>&quot;THE HOME OF THINGS ELECTRICAL&quot;</td>
</tr>
<tr>
<td>Curling Irons, Boudoir and Bed Lamps, Irons, Percolators, Etc.</td>
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<tr>
<td>Masonic Building S. Main St.</td>
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<td>Expert Printing and Developing</td>
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CROSS WORD PUZZLE
IN LATIN

Prepared by Addie Lee Jones.

ACROSS
1. A full consideration, a deliberation (Genitive.)
11. I forbid.
12. God (Ablative.)
17. Possessive adjective.
18. Adverb meaning thence.
21. Feminine of a carnivorous animal.
24. Stem of a word meaning a kind of fish.
25. Abbreviation for after Christ 1,000.
27. Possessive adjective.
28. Synonym for taciturnitates (nomina-
tive plural).
29. A number.

DOWN
1. Valley enclosed on all sides.
2. Conjunction expressing contrast.
3. Infinitive of a verb which governs the ablative case.
4. Verb meaning adjust (imperative).
5. Abbreviation for Titus.
6. Same (a demonstrative adjective).
7. A town of Africa, now Tripoli.
8. One of the principal parts of the verb mark.
9. Verb go (imperative).
10. Jewish day of rest.
15. Any member of the group of living beings typically endowed with voluntary motion.
16. Part of the verb meaning to restrain or check.
19. Watercraft, or vessel not propelled by oars.
20. Short word for deinde.
21. Mother of Apollo and Diana.
22. Lead out (imperative).
23. Part of the present tense of the ordinary model verb of the first conjugation.

To the first two readers, not resident in Harrisonburg, who send correct solutions to the above cross word puzzle, a free six-months subscription to The Virginia Teacher is offered.

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