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

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TECHNIQUE IN ORGANIZING LARGE UNITS
Katherine M. Anthony

THE UNCOMMON COMMON TOAD
Berkeley G. Burch and others

BIBLIOGRAPHY IN TEACHING HIGH SCHOOL LITERATURE
Carolyn I. Wine and others

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Orra E. Smith

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CONTENTS

Technique in Organizing Large Units ........................... Katherine M. Anthony 223
The Uncommon Common Toad—
   Beverley G. Burch, Hattie W. White, Annie Tomko 227
Work of Home Economics Clubs in Virginia High Schools. Orra E. Smith 230
Bibliography in the Teaching of Literature in High School, Carolyn I. Wine, 234
Notes from the Training School .................................... 238
   Definite Objectives ........................................ Daisy H. West
   A Home-Made Library for First Grade, Pattie Holland, Ida Pinner
   An Added Interest in Mother Goose ........................ Lucille Allen
English Notes .......................................................... 241
Educational Comment .................................................. 243
Books ........................................................................ 246
News of the College and Its Alumnae ............................... 249

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In its emphasis on children's purposing, informal teaching rejects any ready-made organization, textbook or otherwise. But in the frequent misapplication of this principle lies one of the greatest pitfalls for beginners in the use of the project method. For thus barring the actual following of a preliminary teacher-made plan in no way means that the teacher should omit such preparation. On the contrary, it is only by carefully thinking the situation through in its various possibilities that the young teacher gains the freedom to guide children in the spontaneous organization of an activity.

Some authorities feel that once the teacher makes a preliminary plan for an activity it is killed, that she will force the class to follow her ideas. That depends. If she is so lacking in insight that she forces her plan on the class, the chances are that she would dominate them under any circumstances. But as a general rule the teacher who has planned several activities develops the ability to guide a class in joint purposing with her. Because she understands the process of organization she loses the fear that children's purposing must result in slipshod work. That is, much familiarity here breeds flexibility. For this reason you should put the best that is in you into organizing large units; this skill gained at the outset of your student teaching will serve as a foundation upon which you may later build until you are able to use the project method with ease.

The following directions for organizing large units are intended for first year students and for beginning student teachers. Once you feel sure of your skill in organizing according to this fundamental outline, you should modify it to suit the needs of your particular situation. In doing this you will get much help from studying outline forms in current educational magazines, especially the Elementary English Review, the Journal of Educational Method, and The Virginia Teacher.

In choosing the center for your activity you should first consult the state course of study. Your supervisor will help you check off the topics already covered by your class; in the upper grades the children can often do this with much profit to themselves as well as to you. Your supervisor will also help you at the most critical point in your work, that is, in selecting something so in line with the present interests of the class that they will readily accept the problem as their own. With a little more skill you can later lead a class to suggest problems outright, but your first aim will generally have to be that of having the class wholeheartedly accept a problem suggested by you.

Before attempting the actual organization of the unit you should do some wide preliminary reading. Thorough orientation in the problem is necessary, whether it is building a bird house in the kindergarten or determining the most efficient system of government for the town in which the eighth grade lives. Creative thinking is dependent upon a rich background of knowledge; you possibly lack this, but hours

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1 All rights reserved by the writer, who has prepared this statement for the help of students teaching in the Training School at Harrisonburg.
spent in the library at the very beginning will do wonders for you.

Your first problem is to think the activity through in terms of *What the Children Will Do*. If this procedure is new to you, there is danger of your slipping back to an emphasis on what they will *learn*. Guard against this carefully; thinking first in terms of facts to be acquired brings you quickly to the level of formal teaching, for it fosters an exclusive teacher-purposing. On the other hand, habitually considering the ordinary school routine in terms of children's jobs will go far toward developing a project atmosphere in your school.

When you have set down in sentence outline form the various things you think the children might do, there are several checks you should apply before turning the paper in to your supervisor. If you have had trouble thinking of interesting things, you should consult back numbers of *The Virginia Teacher*, beginning with March, 1925, to see what other classes have done in working out similar problems. Any good book on the project method will furnish suggestions, particularly Hosic and Chase's *Brief Guide to the Project Method*, and Collings's *An Experiment with a Project Curriculum*.

Next, you should carefully examine each step you have listed to determine whether it is a teacher-imposed task, or one that children really would propose. That is, is the job a natural one resulting in some useful outcome? Do not make the mistake here of thinking that children will not suggest difficult tasks; few things challenge a class more than wording a report so that another class can understand it, or deciding what parts of a discussion are important enough to be remembered. Yet both of these problems involve thinking of the most difficult order.

Checking the jobs as to their naturalness will in itself help you arrange them in good sequence, that is, in the order in which the children will probably take them up. In making this arrangement one or two big jobs—giving an illustrated lecture, building a bakeshop, or dramatizing a story, for instance—will emerge and incorporate any number of the smaller jobs. One or more of these larger jobs should now be analyzed most carefully to hand in to your supervisor. But before you discard the others stop to think each of them through hurriedly. By doing this you will gain such a firm hold on the activity that no unexpected turn of affairs due to the children's purposing can disconcert you; you will be able to shift with them to another line of attack without sacrificing the values of organization. In that case you have used the large unit as a stepping stone to a much higher level, an activity jointly purposed by teacher and children.

A last check should now be made to see that you have used parallel construction throughout your outline, to see that you have been consistent in your form. If you stated the first of your main heads in a sentence consisting of a subject, a verb, and an object, then all the main heads should be stated in sentences containing each this same grammatical structure. If you omitted the subject in the first case, beginning with the verb, then parallel construction demands that you omit the subject in all of the main heads. This does not mean that you may not vary the form with heads that are numbered differently, but if in one of your minor heads you use a participial or other phrase instead of a sentence, then all of that group of minors must use the same construction. Once you have mastered this idea of keeping your construction parallel, outlines are much easier; organization is no mystery, but a very tangible process.

When you have completed your statement of *What the Children Will Do*, you are ready to put into sentence outline the

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2See units in any recent number of *The Virginia Teacher* for system of numbering agreed upon by the Training School and the English Department of the College.
information gained, or *What the Children Will Learn*. In doing this, remember that there are two types of teachers. One finds any purposing by children "such a good chance to teach so and so." Needless to say what the effect on the children is! The other type of teacher so stimulates children that they are eager to acquire information because they need it in the solution of worthwhile problems. In case their interests do not lead them to learn all the things required in the course of study, this teacher would never drag unrelated facts into a piece of pupil activity. Rather she would take the class into confidence—even a first grade—and let them help decide how to master the required work. After all, it is largely a question of absolute honesty with the children.

Another principle to guide you in arrangement of the subject matter needed in the activity is that richness of content. No amount of information on a subject is too much for an active child mind, provided it is in at-all-suitable form. As one small boy once said to me, "Don't you know we don't mind big words when there is something we want to find out?" The article that he and his class considered it a privilege to wade through contained a great number of big words for that grade, but it was well written with plenty of interesting detail.

In outlining the subject matter remember to keep parallel construction in order to facilitate unity in the child's mind. A further economy in learning may be effected by limiting the number of major points; you know from your own experience that a talk or lesson built around an indefinite number of equally important points is most difficult to remember. Learning is made still more easy when this limited number of points is arranged in a series of related problems, each leading naturally into the next. Once you learn the art of guiding the children in setting up problems for investigation, it is an easy matter to use these as the main outline for the subject matter. Another way to secure a series of major points is to go through an accumulated series, gathering the similar ones into groups, and then supplying a major for each group of minors. The children can help you do this quite far down in the grades.

Once you have your work grouped under a few major points you should check to see that you have not repeated yourself, that is, that you have not made the same point in two places in a slightly different form. You should also notice carefully to see that all similar points are together, and that there is a clear distinction in importance between majors and minors. To turn your paper in without first checking it for each of these standards is very foolish. In doing this you will be helped by studying the units already published in the Teacher. You will find each of them organized around a limited number of points, with a distinction between majors and minors, and with little or no repetition of points. But they differ greatly in the degree to which their major points constitute a series of related problems that really move forward to a definite conclusion.

As a third part of your large unit you should list skills in fundamentals—*Skills Selected for Emphasis*. There must be no forcing of unrelated drill work upon a reluctant class in this; better to present the unrelated-but-necessary fundamental skills to the class, asking them frankly how they would prefer going about mastering them. But with a minimum of skill on your part you can help the class see natural opportunities for improvement during the progress of the activity. (The first step is for you to familiarize yourself and the class with the goals set for them by the state course of study and by standard tests.) The class—even a first grade—should then participate in checking off the goals already met. The remaining goals should be posted before the class so that they are constantly
aware of their progress. Once this is done they will naturally accept certain goals in connection with pieces of work growing out of the activity. For instance, the sixth grade in the 1925 summer school\(^3\) was writing of the toad's activities for the record they were leaving. With a little guidance from the student teacher, they decided that they needed to work definitely to narrow their paragraph topics. Nor did this inclusion of an aim in skills detract from the children's interest in the papers; rather it enhanced it. For children are always most interested when they are working definitely to raise themselves to a higher level. This procedure really brings fundamentals over into the purposing sphere. A first grade discovering that its penmanship is inadequate in marking its toys for a Christmas sale is ready for some diligent and joyful practice on f’s, b’s or whatever letters are troublesome. But a teacher stumbling blindly along will not be able to guide this practice intelligently; she will probably let them distribute their practice evenly with little regard for their difficulties. As a result they are apt to tire soon of the work and drop back to their previous level of effort.

In working up the list of abilities to emphasize in your class, remember that the state course of study and the standard test norms are only a guide; your real field for study is the children. Watch them carefully. You should find out some weakness that each has in the fundamentals during your observation period, so that you may from the very first adapt your teaching to their individual needs.

When formal recitation of teacher-assigned textbook lessons gives place to investigation of self-imposed problems, children acquire a wealth of information. If they are guided in this by a teacher who can herself organize, and who has the ability to train them to do so, they also acquire invaluable habits of work. But these habits of outlining and other forms of thinking are only part of the story. In addition there are the ways of working together, and ways of looking at life, or attitudes and ideals. These patterns of conduct and emotion (what Kilpatrick calls concomitant learnings) are by far the most important outcomes of school life. Now these concomitant learnings, as you know from your psychology, are largely subject to control by the teacher-set situation. Once you get this view thoroughly, the school becomes a place where children grow not only in knowledge and in the ability to think, but in all phases of character. To further this outlook, you will be asked to list as part four of your large unit the Attitudes and Ideals Fostered. But a mere list of these is apt to be meaningless; many young teachers—not a few older ones, too—talk very glibly of leadership, initiative, and cooperation without really sensing their nature. To train you in this your supervisor will probably ask that you leave space after each attitude or ideal listed. Then as the activity develops, and you note instances where each of these is strengthened in an individual child or in the class, you can record them. An illustration makes knowledge specific; it is an enemy to vagueness and indefiniteness in thinking.

The last part of the unit is the Bibliography, and a most important part it is, too. It should be in two divisions, one for the children, and one for you. Each book that is listed for the children should be located so that you are sure it is available for them. Each should be carefully examined as to its fitness for the class. In addition to books and magazine articles, you should try to provide maps, charts, and pictures. The bibliography should be carefully arranged according to the form used in The Virginia Teacher.

Katherine M. Anthony

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\(^3\)See “The Uncommon Common Toad” in this issue of The Teacher.
THE UNCOMMON COMMON TOAD
A SIXTH GRADE UNIT IN SCIENCE AND ENGLISH

I. What the Children Did

A. After discussing topics already studied during the year they decided to study the toad.

B. They secured a toad for observation.

C. They set up the following problems:
   1. How to care for the toad in the schoolroom.
   2. How he cares for himself when in his own habitat.
      a. How he protects himself.
      b. How he sheds his skin.
      c. How he secures his food.
      d. How he spends his winters.
   3. How he is reproduced from the egg.
   4. How he is different from the frog.
   5. How he is of value to man.

D. They made excursions to the frog pond.

E. They reported on their excursions and their solutions of the various problems that had presented themselves.

F. They accepted invitations to make talks to other grades in the building.

G. They decided to leave a record for ensuing classes consisting of:
   1. Bibliography. This was organized under two heads; materials for information, and materials for enjoyment or appreciation.
   2. Questionnaire with answers. This dealt with the toad's activities.

H. They showed an interest in related problems by:
   1. Putting toads in water to see if they could swim.
   2. Keeping tadpoles and frogs in water for observation.
   3. Bringing a terrapin to school with suggestions for studying it.

II. Information Gained

A. How the toad is reproduced.
   1. The eggs are found in the shallow water of ponds from early spring until July.
   2. They are laid in a single row, eight to twelve thousand, in a transparent jelly-like rope, which is cylindrical in shape and which serves as protection and later as food. The individual eggs are no larger than a pin head, black on top and white underneath.
   3. They are hatched to tadpoles in about four days, and remain in that stage for two or three months.

B. How the tadpole takes care of itself.
   1. It feeds on green algae; when in captivity it will also eat cooked meal or bread crumbs.
   2. It secretes a poisonous fluid by which it is protected from its enemies.

C. How the toad cares for himself.
   1. He eats any small, live insects, cutworms, earthworms, slugs, beetles, and even small reptiles.
   2. He drinks by sitting in shallow water and soaking it up through his skin as a sponge would do.

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1 Mrs. Burch directed the sixth grade in its investigation of the toad. At the same time she with Misses White and Tomko made a preliminary outline of the activity as a committee project in Education 219. Then Mrs. Burch put the paper into final shape as modified by the children's purposing.
3. He secures his food by various methods:
   a. When a small insect comes within reach, he quickly throws out his tongue, which is two inches long and fastened in the front of the lower jaw; the insect adheres to the sticky substance on the tongue and is immediately thrown back into the throat.
   b. When capturing larger insects, such as flies or bees, he wraps his tongue around them before throwing them into the throat.
   c. When he comes upon an earthworm or caterpillar, he does not attempt to swallow them until he has them in position to swallow head first.

3. He comes out from his hiding place in the early evening, searching for food when there is least danger from his enemies.

4. He hibernates during cold weather, backing under the loose soil until he is protected from freezing.

5. He changes his skin (the older toad) four times a year, swallowing it after he pulls it off.

6. He protects himself from his enemies in various ways:
   a. By "playing dead."
   b. By puffing himself up with air until he is round and hard to hold.
   c. By secreting a poisonous fluid which is sickening and irritating to animals. [This does not produce warts.]
   d. By backing himself under loose earth, leaving only his "popped" eyes sticking out.
   e. By changing his color to suit his environment — turning green when on the grass, or brown when on the soil, thus making it difficult for his enemies to see him.

D. How the toad helps man.

1. He is of great value in the greenhouse, freeing it from slugs, snails, cutworms, earthworms, and injurious beetles.

2. He is valuable in the garden or on the farm.
   a. Each toad will eat approximately 10,000 injurious insects in three months.²
   b. A single toad is said to be worth $19.88 per year in destroying cutworms alone, estimating the damage done by a cutworm as low as one cent.³

E. How the toad is destroyed.

1. How he is overcome by his enemies.
   a. The sly old snake is always on the alert to grab the toad and swallow him whole.
   b. Ducks and hens pick the young toad to death and then eat him.
   c. Hawks and owls pounce down upon the toad and carry him off in their strong claws to eat him.
   d. Skunks roll him under their paws and then swallow him.

2. How he is killed accidentally by man.
   a. He is burned in brush heaps or dried grass.
   b. He is run over by lawnmowers, automobiles, and vehicles of all kinds.
   c. He is stepped upon by man on sidewalks or in country paths.

F. Miscellaneous information:

1. The young toad is four years old when she lays her first eggs.

²The Frog Book, p. 84.
³The Frog Book, p. 84.
2. The toad will live to be thirty-six years old, or older.

3. The toad possesses a homing instinct, returning to his native haunts if removed, and going to the same pond each year for the laying season.

4. The toad is second to the robin in destroying injurious insects. The farmers are showing their recognition of his value by asking legal protection for him.

5. The female toad is different from the male in that she is larger, her color is brighter and more variegated, her throat is white, and in that she never sings.

6. Water, or moisture, is the most essential thing for the health of the toad. He can go a long time without food, but dries up completely if he can not find moisture.

III. Abilities Selected for Emphasis

A. Ability to use books.
1. To find selections from table of contents.
2. To find topics from the index.
3. To choose from a selection the relevant parts necessary for special reports.

B. Ability to make outlines.
1. To make an outline for the course; the class set up the problems they wanted to investigate.
2. To make an outline for a special report.

C. Ability to narrow composition topics; they learned to distinguish between subjects for a book, for a chapter, for a short composition, and for a paragraph.

D. Ability to write a paragraph.
1. To write a beginning sentence which will give an insight into the paragraph and at the same time start the paragraph.
2. To write in natural order the particulars or details which will expand the beginning sentence into a paragraph.

E. Ability to make questions which are direct, definite and clear.

IV. Bibliography

A. Material for Information.
   Contains a wealth of well-chosen and interesting information which can be used to supplement the daily lessons in reading and nature study.

   Supplies detailed information about frogs and toads.

   Contains valuable information and also suggestions for the teaching of nature study.

4. Wood, Carolyne D.—Animals, Their Relation and Use to Man. Fosters appreciation of our most common animals.

B. Material for Enjoyment and Appreciation.


3. The Frog Prince, Grimm's Fairy
1—What is the name of your club? There were various answers to this question, as the clubs of the State are named for people who are prominent in the Home Economics field. The person for whom the club is named is sponsor for that club. The sponsor is ready to offer suggestions at any time for out-of-class work, for club programs, for solution of special problems. The club is encouraged to be proud of its sponsor, to learn what she has contributed to the progress of Home Economics education, and to make the sponsor proud of her club by originality of plans, perfection of work and accomplishment.

2—When was your club organized? Out of twenty-seven answers received to this question only one was organized as early as 1916; two in 1920; two in 1921; six in 1922; ten in 1923; and six in 1924. These replies show that the clubs increased in 1923 more than any other year; in that year nearly as many clubs were organized as had been organized in the eight years previous to this date.

3—Original membership; present membership? There were only twenty-one answers received to the first part of the question and all of the clubs answered the second part.

The original number of members enrolled in the clubs ranged from ten to fifty members. The present number enrolled in the various clubs ranged from twelve to fifty-five members.

4—How much is the membership fee? The number of answers received was fifteen. Eight required five cents each month; three required ten cents a month; one required twenty-five cents a term; one required twenty-five cents a year and two asked for voluntary offerings only. Some of the other clubs stated that they raised the necessary money for club expenses by selling lunches, etc., and did not require a membership fee.

5—How is this fee used? Fifteen replies were received. Two stated that money was
used for club expenses and the others used this sum in one or more of the following projects:

1. Socials,
2. Any needy case in the community,
3. Magazine subscriptions,
4. Pictures for the rooms,
5. Things needed in Home Economics department,
6. Refreshments,
7. Subscription to Peptomist,

In this way the club not only aids in furnishing funds for improvement of the Home Economics department but links up its work with outside interests by doing charity work. In only six cases out of the fifteen did the membership fee charged cover the expenses of the club.

6—Does the club meet weekly, monthly, or bi-monthly? Twenty-one out of the twenty-seven clubs heard from met monthly; one met weekly and one had work assigned weekly, but the regular club meeting was monthly; four met bi-monthly and one did not meet regularly.

7—How is club business transacted: at regular meetings, by committee, or in business meetings? Nineteen out of twenty-seven clubs heard from transact their business at each regular meeting. Others carried on their business by having regular business meetings and committee meetings.

8—Indicate which type of program you present:

1. Demonstration by Home Economics instructor 5
2. Speakers on subjects pertaining to Home Economics work 14
3. Stunts by different classes 10
4. Musical programs 10
5. Moving pictures 1

9—If demonstrations are sometimes given in club programs, please list those you have had during the past year. Only five clubs stated that they had any demonstrations whatsoever. Two gave the names of the demonstrations, one on biscuits given by the instructor and one on child care given by the club. One other club stated that demonstrations had been given by means of moving pictures.

10—How is the program arranged? Out of the twenty-five replies received, fifteen credited the program committee; eight said the program committee and home economics teacher. In only one case did the advisory member assist in planning the program.

11—Is a program given at each regular meeting? Twenty-four replies were received and nineteen stated they had programs at the regular club meeting.

12—Are programs given to which all pupils are invited? To which patrons are invited? How often? Twenty-four answers were received. Fourteen gave programs to which all pupils were invited, usually in chapel exercise; twenty-one gave programs to which patrons were invited; and one club only invited the high school pupils. There were many different answers as to how often the patrons should be invited. Some were invited once or maybe twice a term, or once or twice a year. Other clubs said that the patrons were welcome at any time they wished to visit the club.

13—How often do you have socials? Eighteen replies were received to this question. One club has a fifteen-minute social period each meeting, others have it every two months and others two, three, or four times a year. One or two clubs stated they did not have socials.

14—Are special projects put on? The number of answers received to this question was thirteen. Of these twelve gave names of the projects and one stated that it had the cottage plan and all such work was done as a family affair.

15—If so, name some that have been worked out in the past. Those listed are as follows:

(1) Paid the expenses of a girl at Blue Ridge Sanitorium for one month.
(2) Made health charts and improved health conditions in the primary grades.
(3) Decorated and arranged booth at County Fair.
Put up curtains in sewing room.
Strove to make whole school as neat looking as possible.
(4) Served hot drinks for school children.
Improved Home Economics Department.
(5) Did some canning during the summer.
Each girl also made a dress or some article during the summer.
(6) Ran the lunch room.
Weighed and fed undernourished and poor children in school.
(7) Served numerous organizations.
Made costumes.
Gave a bazaar and supper.

16—What is your plan of work for this year? The number of answers received was twenty-two. Thirteen of these are planning to carry out health work in their programs.

Plan of work for year submitted by various clubs:

(1) Emphasizing health work.

2—To feed some underweight children (a hot drink each day).

3—Serve hot lunches.

4—Emphasize health work.

5—Serve hot lunches and use the money from these to improve the sewing room and buy a school medicine chest.

6—Health and nutrition.

7—Health talks and pageants.

8—Demonstrations by instructor and students.

9—Organize work on cottage plan.

10—Give a pageant.

During summer carry out a canning project.

11—Run the lunch room.

12—Complete cottage.

13—Raise money for new Home Economics department.

14— Beautify the school grounds.

Add to Home Economics Library.

15—October—Winter wardrobe.

November—School lunches.

December—Hostess and hospitality.

January—India.

February—Recreation.

March—Family garden.

April—Beauty and health.

May—Club reports.

17—Does the club work to further a knowledge of sanitation and health? In nearly every case the answer was "yes."

18—Who plans the work, student, Home Economics instructor, or advisory member?

Students 17, H. E. teacher 24, advisory member 3. The work in a good many of the clubs was planned by the Home Economics teacher alone, but in some instances it was planned by the Home Economics teacher and the students.

19—Tell briefly the work your club did last year. Sixteen replies were received to this question. These are listed below.

(1) Held nine meetings, with these programs: Business and election of officers, school grounds, health, sanitation, spring clothes, school lunches, social, general open program, commencement cares.

(2) The class was given a room and furnishings for a dining room. The club fixed up the room as attractively as possible. Also subscribed to magazines for the different departments.

(3) Charity work.

(4) Health play was given. Entertained high school and faculty twice.

(5) Raised $15 to obtain a State-aid Library. Ran a lunch room and studied underweight and undernourished children.

(6) Gave pageant, two parties, Valentine supper, served mothers of club members, gave a fashion show, made costumes for operetta.

(7) Gave programs on health, table manners, dress. Gave socials at Hallow’een, Christmas, and Easter. Helped at banquets, receptions, teachers meetings, etc.

(8) Had regular meetings with socials; had demonstrations; bought some necessary equipment for school.

(9) Served milk with graham cakes to the primary grades; made candy and fruit cakes at Christmas for the sick; served lunch to the school officials; raised money to buy curtains.

(10) Spent entire year in getting cottage in shape for work.

(11) Entertained patrons of school; served lunch to ministerial association; made Christmas gifts; made garments for destitute child; cleaned up school grounds; made health posters.

(12) Put on demonstration of millinery and clothing before Parent-Teachers Association; raised money for draperies and pictures for the department; planted beds of tulips and hyacinths on school grounds (over 1,000 bulbs).

(13) Entertained mothers, faculty, seniors, and board of trustees; made money for new equipment of cottage.

(14) Served hot soup and cocoa to pupils occasionally; laid basis for home nursing; gave programs in chapel; planted flowers on grounds.

(15) Sent trays to the sick; made posters; made Christmas gifts; made table linen for com-
munity building; gave talks on health; gave
an oyster supper.
(16) Made money by selling hot food and candy
to pay for curtained kitchen, subscription to
two magazines; prepared and served two
banquets at the State Sunday School Con-
vention.

SUMMARY

Having some well known leader in home
economics as a club sponsor has doubtless
meant much to the groups of girls, for the
girls thus come in contact with people who
represent progress, authority, ability, and
accomplishment. It has made the girls
familiar with books written by sponsors
that no amount of study would ever have
accomplished. The relationship between the
school club and its sponsor is meant to be a
source of great pleasure and profit to both.

Many clubs stated that they used the
membership fees or otherwise raised enough
money to subscribe to a good Home Econom-
ics paper or magazine. This is a splendid
idea, for no club can progress unless its
members keep up with the work being done
in the field. Every club should have access
to the Journal of Home Economics; if it is
not in the school library, this would be a
good magazine for the club to subscribe to.

Club meetings should be held regularly if
possible, for this helps to keep the girls in-
terested in their work. If the club meeting
takes part of the time from a recitation
period it should not meet weekly, for this
would cause them to lose too much time
from their other work. It would be better
in that case to meet bi-monthly or monthly
and have some assignment to cover that
length of time.

To keep the girls interested in the club
the programs must be varied and inter-
esting. The favorite type of program seems
to be the speaker on subjects pertaining to
Home Economics work. This affords an
opportunity of getting prominent Home
Economics speakers before the girls; it will
be beneficial to the club. The type of pro-
gram which seems to be neglected is the
demonstration type. These might be given
by the Home Economics instructor or by
the pupils themselves. Some of the simplest
demonstrations might be given by club mem-
ers and this practical experience would be
very valuable to them.

Several companies send out commercial
demonstrators and lecturers to demonstrate
and exhibit their products and these are
available for club programs. Some of these
are:

1. Miss Mary I. Barber,
   Home Economics Director,
   Kellog Company,
   Battle Creek, Michigan

2. Miss Eleanor Ahern,
   Director, Home Economics Dept.,
   Proctor and Gamble,
   Ivorydale, Ohio

3. Miss Helen W. Atwater,
   Editor, Journal of Home Economics,
   Grace Dodge Hotel
   Washington, D. C.

4. Miss Helen Louise Johnson,
   Writer and Adviser in Home Economics,
   Women's University Club,
   106 E. Fifty-second St.,
   New York, N. Y.

Open club programs should be given often
and patrons should be invited. This keeps
the patrons familiar with the work done by
the pupils and then anything that the club
undertakes will be backed by the patrons.
The social phase of the work should not be
neglected, as this is almost as important as
the other.

The important part of most club work is
devoted to health work. A special drive is
being made this year to accomplish definite
results in health work. Mrs. Ora Hart
Avery, State Supervisor of Home Econo-
mics Education, has outlined in the Sep-
tember, 1924, number of the Peptomist, six
problems on health that she wishes the clubs
to undertake all six problems in the very be-

ORRA E. SMITH
BIBLIOGRAPHY IN THE TEACHING OF LITERATURE IN HIGH SCHOOL

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Bobbit, Franklin: *The Curriculum* (Houghton Mifflin) Ch. XVIII, "Reading as a Leisure Occupation."
Readings should be selected according to child’s interest.

Form should be subordinated to human interest in story.

Specimen questions concerning books and their uses.

Leonard, Sterling Andrus: *Essential Principles of Teaching Reading and Literature* (Lippincott) Ch. I, "The Enrichment of Experience Through Genuine Literature"; Ch. III, "Beginning with Children’s Actual Experiences and Interests."
Children’s reading of literature should be always an achievement of realized, true, and significant experience.

Technic of supervision in the study of literature.

Potential values in the study of English.

Ruch, G. M.: *The Improvement of the Written Examination* (Scott, Foresman). New Forms of Examinations in English Literature, pp. 66-68, 71, 73-90, 154-162.

Simons, S. E.: *English Problems in the Solving* (Scott, Foresman) Ch. IV, "Interpretation of Literature."
Factors in the choice of books for junior and senior high school study and reading.

Snedden, David: *Problems of Secondary Education* (Houghton Mifflin) Ch. XV, "To a High School Teacher of English."
The separation of formal English and English literature.

The proper placing and selection of literary material.

Essays from teachers’ own knowledge of English problems.

II. SPECIFIC TEACHING SUGGESTIONS FOR REPRESENTATIVE TYPES OF HIGH SCHOOL CLASSICS

A. The Ballad: Robin Hood Ballads
Simon-Orr—*Dramatization* (First Year) pp. 47-57.

B. The Drama

Rostand, Edmond—"The Romancers" in M. M. Smith’s *Short Plays of Various Types* (Merrill.)
Goldsmith, Oliver—*She Stoops to Conquer*.

C. The Epic: Homer’s Iliad

D. The Essay: Lamb’s *Dissertation on Roast Pig*. 

Greenlaw, Elson, and Keck—Literature and Life, Book I.


E. Lyric: Shelley's To a Skylark
Bolenius, Emma—Teaching of English in the Grammar Grades and High School, pp. 70-78.


Pictures—Perry Picture Company.

F. The Narrative Poem: Scott's The Lady of the Lake.
Bolenius, Emma—Teaching of English in the Grammar Grades and High School, pp. 126-133.


McGregor, Laura—Supervised Study in English, pp. 81-84.

Tisdel, Frederick—Studies in Literature, pp. 138-145.


Motion Pictures—Atlas Educational Film Co., Chicago.

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G. The Narrative Poem: Lowell's The Vision of Sir Launfal.


Haliburton and Smith—Literature Interpretations, pp. 17-41.


B. Short Stories
Howells, William Dean—Great Modern American Short Stories (Boni and Liveright).
Jessup, Alexander—American Short Stories (Allyn and Bacon).
Ashmun, Margaret—Modern Short Stories (Macmillan)
Sherman, Stuart—A Book of Short Stories (Henry Holt)
Ramsay, R. L.—Short Stories of America (Houghton Mifflin).

C. Essays
Morley, Christopher—Modern Essays for Schools (Harcourt Brace)
Pence, Raymond W.—Essays by Present-Day Writers (Macmillan)

D. Drama
Cohen, Helen Louise—One-Act Plays by Modern Authors (Harcourt, Brace)
Lewis, Benjamin R.—Contemporary One-Act Plays (Scribners)
Shay and Loving—Treasury of Plays for Women (Little, Brown)

E. Histories
Garnett and Gosse—Illustrated History of English Literature (Macmillan)
Ward and Waller—The Cambridge History of English Literature (Putnam).
Trent and others—The Cambridge History of American Literature (Putnam).

F. Handbooks
Reynolds and Greever—The Facts and Background of Literature (Century)
Becker, May L.—A Reader's Guide Book (Henry Holt)
Manly and Rickert—Contemporary American Literature (Harcourt, Brace)

Manly and Rickert—Contemporary British Literature (Harcourt, Brace).

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Sperlin, Otis B.—Studies in English World Literature (Century)
Rich, Mabel Irene—A Study of the Types of Literature (Century)
Certain, C. C.—Social Studies in American Literature (Century)
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Smith, C. Alphonso—What Literature Can Do For Me (Doubleday, Page)

I. Source Books
Alderman and Harris—Library of Southern Literature (Martin Hoyt Co., Atlanta, Ga.)

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Hills, H. Noel—The Shakespearean Stage (Oxford University Press)
Rich, Mabel Irene—“Some Famous Characters from Literature,” “Some Well-Known Titles of Pieces of Literature,” A Study of the Types of Literature (Century)

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October, 1925]

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37

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Magazine Articles

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II. April 1917—Stevenson.

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Detroit Publishing Company, Detroit Drama League of America, 59 E. Van Buren St., Chicago, Ill.
Elson Art Company, School St., Belmont, Mass.

Raphael Tuck and Sons, 122 Fifth Ave., New York, N. Y.
The Mentor, Crowell Publishing Company, New York, N. Y.

Stereopticons

Chicago Transparency Company, 143 N. Dearborn St., Chicago, Ill.

D. Music

Columbia Graphophone Company, New York, N. Y.
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E. Reading Report Blanks

Heydrick, B. A.—Reading Reports (Scott, Foresman) Synopsis required; no questions.
Royster, J. F.—Reading Report Blanks (Scott, Foresman) 20c. Reading divided according to types; questions.
Wiggins, Evalina—Parallel Reading.
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F. Slides—Companies

Chicago Transparency Company, 143 N. Dearborn St., Chicago, Ill. Plain slides—40c; colored slides—75c; rental—8c a slide.
Halliday Historic Photograph Company, 8 Beacon St., Boston, Mass. Lantern slides—60c each; $6.00 a dozen.
W. H. Rau Art Studios, 238 S. Canal St., Philadelphia, Pa. Slides—60c each; 10 per cent discount on fifty or more.
T. H. McAllister, 170 Fulton St., New York, N. Y. Plain lantern slides—50c; colored slides—85c; rental—5c each.

G. Motion Pictures

Cooper's The Last of the Mohicans (Associated Producers) 6 reels.
Dickens's A Tale of Two Cities (Fox Film Company) 7 reels.
Eliot's *Silas Marner* (University of Wisconsin) 7 reels.
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Tennyson's *Idylls of the King*, "A Connecticut Yankee in King Arthur's Court" (Fox Film Company) 8 reels.
Irving's *Rip Van Winkle* and *Sleepy Hollow* (University of Wisconsin) 5 reels. (W. W. Hodkinson Film Company) 7 reels.
Longfellow's *Courtship of Miles Standish* (Argonaut Film Company) 5 reels.
Shakespeare's *Julius Caesar* (New Era Film Company) 6 reels.

**Companies**

National Board of Review of Motion Pictures, 70 Fifth Ave., New York, will furnish information regarding any educational motion pictures. See especially the list of "Selected Book Films" published each fall in collaboration with the National Association of Book Publishers.


Daylight screens for classroom motion pictures, may be obtained from the Trans-Lux Daylight Screen Company, 36 W. 44th St., New York, N. Y. $25 to $150.

**Carolyn I. Wine,**
Chairman.

**Note:** Those participating in the collection of the material in this outline were members of English 307, *The Teaching of English in High Schools*, during the summer session of 1925. Miss Wine was chairman of the group, but acknowledgement is also due the others: Misses Nancy D. Funkhouser, Sara J. Greene, M. Lucile Harrison, Gladys Hopkins, Ruth K. Paul, Bessie Sibley Smith, Sarah Elizabeth Thompson, Ruth Tomko, Mrs. Drusilla D. Voorhees, Katie Wilson and Messrs. Ernest F. Bowman, Franklin G. Senger, and Hiram W. Showalter.

**NOTES FROM THE TRAINING SCHOOL**

**DEFINITE OBJECTIVES**

*If my* class and I were going on a picnic some time and I should say to one of the boys, "John, will you please look in my purse, get some money, and get us something to eat on our picnic," John would be justified in taking any amount from a penny to every penny in the purse, going anywhere from Timbuktu to Kamchatka, staying a day or a year, and bringing back a neighbor's ox or a bag of peanuts for the lunch. *If* I should say instead, "John, we leave for our picnic in half an hour. *Will* you please take this five-dollar bill, go to Mr. Crack's store, and bring us two dollars and fifty cents' worth of crackers and the rest in cheese? Please come back in fifteen minutes," the lunch would be ready for the picnic.

If John knows he must just "learn fractions," he works along in an aimless fashion. If he knows that other boys of his age and intelligence can add five examples in fractions like \(2\frac{1}{2} + 3 + 12\frac{3}{4}\) in ten minutes, he has a definite goal. He now knows what he must do, learns the why, and soon gets the how. He soon drills himself when and where he pleases as much as he pleases. He can then take out his watch and test himself, and say when he has accomplished the feat, "Eureka," and proceed with a feeling of satisfaction to the next goal. If John knows instead of really reading (orally) he is just "saying off words"; that his "saying off words" is dull, monotonous; that he does not accentuate important words; that he does not indicate phrases and clauses, and that other boys of his age and intelligence do these things, he has a job that he can get to work on. He knows what he must do, why he must do it, and by effort how to do it. He can work on his job when, where, and as long as he pleases. He can practice on his schoolmates, members of his family and friends, and when it has been decided
by his class or in some other way, that he has succeeded, he can proceed to another task with the satisfaction that comes from knowing of his success in the last. In thus working on his goals John develops initiative, stick-to-it-ive-ness, inquisitiveness, acquisitiveness, courage, and self-confidence.

Daisy H. West

A HOME-MADE LIBRARY FOR FIRST GRADE

No schoolroom is complete without a library; every teacher should establish one in her room. "But where do you get the material?" the teacher will ask. This is always a particularly difficult problem in the first grade; books suitable for these children to read are apt to be expensive.

When the first grade in the Harrisonburg Training School had exhausted the supply of books available for them the following scheme was used to supply inexpensive materials. The best stories in the Free and Treadwell Primer, Free and Treadwell First Reader, the Story Hour Primer, the Story Hour First Reader, Happy Hour Stories, and Elson Primary School Reader, Book One, were taken out of the books, sewed together, fastened in a piece of construction paper, and bound each with the name printed on the front.

The method used in exchanging books is important. In this case exchange of books was done during the fifteen minutes before school opened and during the half-hour library period on Friday. The children went to the library table where the books were laid out so that they could select the one they wanted. The book selected and the one being returned were taken to the librarian who marked the cards. Two sets of cards were used. Upon one card containing the name of the book was recorded the name of the child taking it out and the date; this was kept on file. On the child's individual card, kept in an envelope in the back of the book being read, was recorded the name, number, and date of each book taken out. This device kept the number of books each child read before his mother as well as the teacher; it stimulated great interest among the children.

Two kinds of library periods were given each week. A half hour was given every Friday when the children read the books they had or the ones on the table that were not to be taken out. During the reading club period, given twice a week in place of the regular reading lesson, the teacher checked the reading as explained later.

Like all other libraries, this one had rules that were to be observed. During library periods a card with "Silence" printed on it was posted in a conspicuous place in the room to help the children remember that they were in a library. During the period the "library atmosphere of quiet, dignity, and orderliness" prevailed over the room, for it was turned into a miniature library; conversation was restricted so that quiet for reading was preserved. As in a real library, the children were fined for every book lost, five cents being the amount. This eliminated much carelessness, and very few books were lost. The children were allowed to keep a book a week, but they were urged to read a new one every day.

It is very important to check the library reading. When a child knows he will be checked, he learns to read more thoroughly. A variety of methods in checking stimulate interest in the reading. The following checks were used:

1. The stories were told by the children during the reading club period, at opening exercises, or to another class.
2. Favorite parts of the stories were chosen by a child and read aloud during the reading club period.
3. Questions on the books prepared by the teacher were answered. Sometimes these were written on paper and then put to others in the class who had read the same story.
4. True and false statements about the
story (which had been prepared by the teacher) were answered.

5. The stories were illustrated with crayon or with colored paper.

6. The stories were dramatized by the children, groups co-operating in this.

7. Sentences that best explained the illustration in the story were chosen by the children and read aloud.

The children gained much from their library. First, they learned how to use a library. Second, they had the practice necessary for efficient silent reading. Third, in the reading club they learned to read effectively to an audience which, after all, is the main object of oral reading. Fourth, they learned how to select books. Perhaps if we adults had learned this when we were beginning to read, much of our time might have been spent more advantageously. Last and most important of all, there was created in practically every child a desire to read.

Pattie Holland
Ida Pinner

AN ADDED INTEREST IN MOTHER GOOSE RHYMES

The lesson described below was a review of all the Mother Goose rhymes that the lower first grade children had read, using the Child's World Primer as basal. This included: Little Boy Blue, Little Bo-Peep, Baa, Baa, Black Sheep, Lucy Locket, I See the Moon, Star Light, Star Bright, Little Betty Blue, Humpty Dumpty, To Market, To Market, Sleepy-Head, and Jack and Jill.

Using a small hand printing-set, each of these rhymes was printed on a sheet of white art paper 9x12 inches. A picture illustrating the rhyme was drawn and colored at the top of each sheet. If the teacher does not possess this skill, she can find suitable pictures in old primers or magazines.

Direction sentences, giving the children a definite rhyme to look for, were printed on strips of white paper 12x4. The rhymes were placed along the base of the blackboard and a direction sentence given to each child. He read this silently, then found the rhyme called for, and read it aloud to the class.

This can be varied by flashing the direction to the entire group and allowing them to judge whether the rhyme chosen by a child is correct or not.

This lesson was of especial value because it was oral and silent reading combined. The rhymes were used not only for reading material but as a decoration for the room.

The direction sentences used were:

1. Read about the little boy under the haystack.
2. Read about the little girl who lost her sheep.
3. Read about the sheep who had three bags of wool.
4. Read about the little girl who lost a pocket.
5. Read about when the little girl saw the moon.
6. Read about the little girl who made a wish.
7. Read about the little girl who lost her pretty shoe.
8. Read about the egg that could not be put together again.
9. Read about the man who went to market.
10. Read about the little girl who put a night cap on her head.
11. Read about where Jack and Jill were going.

Lucille Allen

Scholarship and scholars are slowly but steadily coming to their own, and there is no possible reason why either scholarship or scholars should be starved while those whose occupation is with far less valuable and far less important instruments of civilization, are deemed worthy of every comfort and luxury—Nicholas Murray Butler.
ENGLISH NOTES

THE NEWBERY MEDAL

The Newbery Medal for the best children's book of the year has been awarded to Charles J. Finger for his Tales from Silver Lands.

Miss Marguerite Wilkinson, chairman of the A. L. A. Children's Librarian's Section in presenting the medal at the Seattle meeting of that group said:

"Our program this morning shows us that children become book-readers and book-lovers instead of merely book borrowers through contact with 'real' books, instead of imitations in that shape. Whenever, therefore, a 'real' book for children of whatever age falls into our hands we salute it instinctively, rejoicing in the fine tale that is told, reveling in the rich imagination, and savoring the perfect phrase. Finding such a book is a rare enough event to produce a genuine happiness that must be expressed somehow. To express this happiness and to recognize the most distinguished contribution to American literature for children, the Children's Librarians' Section, this year awards the John Newbery Medal to Tales from Silver Lands. It is with enormous pleasure and great pride that I present this medal to you, Mr. Finger, the highest honor it is in our power to bestow."

Mr. Finger in accepting said: "Experience with all kinds of people, savage and civilized, leads me to believe that the chief thing to be achieved by the story teller is a sense of reality; without that it is not possible to interest boys and girls. A story teller who tries to talk either up or down to children will fail. The juvenile mind is active, alert, critical and everything set before it is subject to swift, critical analysis. Lacking sincerity the story will be rejected."

This is the fifth year of the award. The medal which is the gift of Frederic G. Melcher, editor of the Publishers' Weekly, is awarded annually by a committee of the Children's Librarians' Section.—The Library Journal.

POETRY AT THE E. C. GLASS HIGH SCHOOL, LYNCHBURG

We try to make our pupils at the E. C. Glass High School love and appreciate poetry. This is not a natural tendency on the part of the 90%, and even the 10% need a good deal of interpretation and explanation, especially in the early years. "I don't understand what it's telling about when I read it, but when you read it, it's fine!" says the lower grade pupil in Idyls of the King or Lady of the Lake. It is gratifying to see the interested attention on the days when poetry is assigned for reading or recitation. Our pupils like best, of course, poems that have a story. A little lyric poetry goes a long way. One senior girl declares that "Drink to me only with thine eyes" is all foolishness. Yet the class sat still and impressed when an earnest-minded boy recited "Crossing the Bar."

E. C. Glass High School can boast two real poets of fairly recent graduation, brothers, Abe and Murrell Edmunds, each of whom has published a volume of poems that has received favorable comment. Every year we ask these young men to come to the high school and discuss with the upper classes poetry and their own experiences in poetry. We feel that this has an inspirational influence. Last year we developed a school of budding poets, led by four senior boys. They made a study of the technique of free verse, entirely on their own initiative, and the first thing we know, they were turning out quite creditable poems, which found ready publication in the Critic, our literary magazine. One of these young men, George Leckie, now at the University of Virginia, won the state prize in poetry last year on his "Purple Hyacinth," and another poem, "The Harp," was printed in The Gleam, a magazine of verse for young people. He intends to make journalism his profession, as a result,
he says, of our encouragement; and we feel confident that he has chance for success in the field of poetry.

This year it seems to be our girls that are writing most of the poetry. One of them has found that free verse is the easiest kind of poetry to write, she says, after one discovers the method.

Thus we do all we can to stimulate a love of poetry through class lessons, parallel reading, and composition. When a composition subject is announced as "Write me a poem," there is usually a terrific groan, but the result is often quite readable and well-constructed poems on the part of a few, and a worth-while effort, perhaps, on the part of a good many. In the third year we take a little scanning in order that our pupils may have training in rhythm. In the upper grades, we teach the history of literature mainly through the reading of the masterpieces themselves. We have our pupils memorize many poems and selections from poems. In short, we try earnestly, in our English work, to give our boys and girls a love of poetry and to train them in appreciation of this form of art.—Mattie H. C. Nicholas.

VIRGINIA LIBRARY ASSOCIATION MEETS AT WINCHESTER

The annual meeting of the Virginia Library Association will be held October 14, 15, and 16 at Winchester, in the Valley of Virginia. Mr. C. Vernon Eddy, librarian of the Handley Library at Winchester, will be the official host, and has taken pains to arrange a program that will offer librarians an opportunity for sightseeing as well as papers and round tables.

Library cataloguers of Maryland, Virginia, and the District of Columbia will meet with the Virginia Association, and teachers of English, whose professional objectives lie so nearly parallel to those of librarians, are of course invited to attend these meetings.

MAKING BOOK WEEK COUNT

Values attaching to the observance of National Book Week as a project of the English department are effectively presented by Miss Evelyn L. Moore, an English teacher in the E. C. Glass High School, Lynchburg, Virginia, in the English Journal for September, 1925. With this issue, by the way, a new cover design serves to enhance the appeal that the magazine's contents can always be counted on to make to teachers of English.

The State department of education of South Carolina, through its official journal for the year 1924-25, is promoting school consolidation, according to School Life, a periodical of the Interior Department, Bureau of Education. The State rural school supervisor reports, for 1922-23, 1,256 consolidated schools and only 782 one-teacher schools. Reports from 22 county superintendents state that nearly all of these counties are carrying on programs of consolidation, building better schoolhouses, extending the term length, and transporting pupils. Already in this school year Union County has consolidated five districts and has eliminated four one-teacher and two-two-teacher schools. Spartanburg County is improving its schools and enlarging many buildings as new families are attracted by the opportunities for their children.

To present new ideas on some of the everyday but difficult problems of grade teachers is the purpose of the Teachers' Association of the State Normal Schools of New Jersey in their plan to issue a series of 10 leaflets in 1924-25. These leaflets, for the most part, are prepared by the faculty of the Montclair State Normal School. Each number covers one topic and gives a complete outline of suggestions for carrying out the project.
EDUCATIONAL COMMENT

RELIGIOUS EDUCATION

ABOUT once every decade there is opened up for discussion the question of "religious instruction" in the schools. Such a period of discussion is now generally indulged in throughout the country. It is contended by many that the undesirable tendencies and customs of our "excitable" age are brought about because of lack of religious teaching in our schools. The jazz craze, reckless driving, and sensational movies, are all pointed to as proof of the contention that the rising generation is drifting into moral bankruptcy. These conditions are to be checked, say some, through the introduction into the public school of Bible reading and religious instruction. Some advocate a plan under which classes may be dismissed once or twice each week, at such hour that those pupils whose parents so desire, may attend the church of their choice, there to receive the moral and religious instruction it is claimed that the schools do not impart.

In a recent communication to the school superintendents of his state, Ernest W. Butlerfield, Commissioner of Education for New Hampshire, has this to say in objection to the proposed plan for weekday religious instruction on public school time:

"We Americans after centuries of experience, both in Europe and America, have decreed that for us forever there must be separation of state and church. Our own troubled experiences, and the experiences of other peoples, have shown us that in a republic there is no other path of safety. Our constitutions and our laws have declared this position in no uncertain terms.

"The plan proposed is contrary to this principle and in New Hampshire is illegal. Neither public money nor public administrative time and energy may be applied for the schools of any religious sect or denomination. School authorities may shorten any school day they wish, provided that they shorten it for all pupils similarly situated, but for them to supervise and hold themselves responsible for the schools of sectarian religion and for them to enforce attendance at religious instruction or to make this desirable by presenting at the school the choice of two hours of nondescript work is plainly a prohibited use of public administration.

"Except in small villages where the population has religious homogeneity, there is not a shadow of a chance that worth-while schools will be furnished to all children. Parents will not approve the plan long if it means the traditional Sunday school transferred to a week day, and the denominational cost of trained teachers and standardized equipment would put the plan in reach only of the most wealthy churches.

"This would leave two groups of children unjustly treated. There would be those who would substitute for two hours of public school instruction a similar period in such schools as the smaller sects could furnish. There would be a large group of those whose parents do not choose instruction in dogma in any of the forms available. These children would remain in school and mark time until the others returned. In this period the teachers are but partly employed and the expenditure for school maintenance would go on without adequate return."

It will be remembered that during the recent session of the California Legislature, there was tabled, after prolonged and heated discussion, an assembly bill (A. B. 128) providing that school children, with the consent of their parents, might be released from school earlier than usual, up to three hours per week, to receive instruction by the various churches and ecclesiastical organizations.

It was contended for the bill that it would bring moral training to children who are not now being reached by the churches and Sunday schools. Opponents maintained that the measure might lead to an invasion of the schools by sectarianism.
THE SCHOOL LEADS

There is need enough, all thinking people admit, of sound moral instruction for boys and girls in their upcoming through the schools. Home conditions are not as they were in the earlier days. There is, however, much loose thinking on this question. There should be keen discrimination between general moral instruction on the one hand and denominational exploitation of “religious instruction,” on the other. There is today not one of our human institutions, the home included, where, considering the few short hours spent there each day, so much real moral training is secured through precept, through practice, and through example, as in the public school.

No one has as yet devised a workable plan for the dismissal of pupils on school time for “religious” instruction in the many denominations. Admitting the contention that the hours of church and Sunday school do not offer sufficient opportunity for necessary instruction, why break into the ordinary school day? Most children today have all too few duties to occupy their attention before and after school, on Saturdays, and on Sunday afternoons. There are ample hours outside the regular school day for this instruction. Parents find abundant time for music lessons, dancing lessons, and athletics, for their children. If time, outside of school hours, is used for week day religious instruction, there is not raised for discussion those religious or sectarian issues that must have no place in the public school. Berkeley, for example, uses this plan with notable success. There would then be no distinctions drawn, as school instruction would not have to be provided for those pupils who remain in school while their fellows are at the many churches.

The public press, for the most part, as well as most of the leading educators the country over, who have expressed themselves, seem opposed to the plans proposed for week day sectarian instruction on school time. The Los Angeles Express says editorially in a recent issue, under the caption, Liberty in Education:

“You claim for yourself the privilege of believing as you must, and the further privilege of writing it or communicating it to others. How about the other fellow?
“You want your own beliefs taught your children. But do you want them taught the beliefs of the other fellow? There’s the rub in mixing church and state. Is it not safer all around to leave the schools free?”

SENSATIONALISM

We admit to a decided conviction that things are not as bad morally, as many people suppose them to be. In many instances the worst is on the outside. It is to be regretted that crime and wrongdoing are so prevalent and that the sensational is given such prominent place in our daily papers. In former days much of the vicious and abominable went on without coming to the attention of the general public. Today omnipresent news-service luridly capitalizes every swerve from the conventional.

Contrary to an oft expressed view, there are more persons today, on a population basis, attending church and Sunday school and meetings of a nature to elevate and instruct, than ever before in our country’s history.—Sierra Educational News, official organ of the California Teachers Association.

SCULPTURE 99.44/100 PER CENT PURE

The Art Center of New York announces a national small sculpture competition among professional sculptors and students of sculpture, using white soap as a medium. This is the second competition held by the Art Center, Mrs. Ripley Hitchcock president, with the prizes presented by Proctor and Gamble. A jury of award consisting of nationally known sculptors will present the prizes on December 1st at a private view and reception at the Art Center, 65-7 East 56th Street, New York.

Two groups of prizes will be awarded by
the Art Center, in order to advance the interest of art students throughout the country and to inspire professionals to further the art of sculpture. The professional prizes consist of $300 for the first prize, $200 for the second prize, $100 for the third prize. There will also be two Honorable Mentions.

The prizes for students are divided into two groups: senior prizes, for students over fifteen and under twenty-one years of age, $75 for the first prize, $50 for the second prize, $25 for the third prize, and two Honorable Mentions. For students under fifteen years of age, first prize, $25; second prize, $15; third prize, $10, and two Honorable Mentions.

Complete information can be obtained on application to the executive secretary, Miss Blanche A. Byerley. All work to be submitted in the contest must be received in New York between October 15 and November 2, 1925, all charges prepaid, addressed to W. S. Budworth & Son, 424 West 52nd Street, New York. It is suggested that each piece shall be wrapped separately in soft tissue paper, then in cotton, then in shredded paper or excelsior, and then packed in a wooden box and marked "Soap Sculpture Competition."

Professional sculptors and students are cautioned to mark their work with care, attaching to each piece submitted a title and description of the sculpture and the name of the artist, with full address. This will ensure identification of the sculptures and will prevent the possibility of loss by misplacement or lack of identification.

STANDARDS FOR LIBRARY SCHOOLS

Minimum standards for library schools, as prepared by the Board of Education for Librarianship of the American Library Association and adopted by the A. L. A. Council at the Association's Seattle meeting in July, conform to the action of the Association of American Universities in regard to the degrees to be conferred on the completion of library curricula.

The Association of American Universities recommends that four years of academic work, with a major in any humanistic or scientific subject, represented by the degree of Bachelor of Arts or Bachelor of Science be a prerequisite for admission to a professional library curriculum and be followed by two years of professional study. The first year library curriculum should include professional courses in library science or an equivalent experience for which a certificate should be granted; the second year should be organized on a strictly graduate basis, for which the degree of Master of Arts or Master of Science should be granted.

The Association of American Universities provisionally approves the degree of Bachelor of Arts or Bachelor of Science (with or without the qualifying phrase "in library science") for four years of undergraduate work including a major (approximately one year) in library science, provided this major is organized and conducted on a par with academic or professional advanced work usually constituting a major.

The Association of American Universities disapproves the degrees of Bachelor of Library Science and Master of Library Science.

The above decisions have made possible the preparation of minimum standards for all types of library schools with full knowledge of the extent to which they conform to acceptable collegiate practice. Part of the future work of the Board of Education for Librarianship will be to prepare a list of accredited library schools as judged by the standards adopted.

Columbia University Library has added the millionth volume to its steadily growing collection. The education section is on four floors of the new building of Teachers College.
BOOKS

THE NEW TREND IN HOME ECONOMICS EDUCATION


No field of education is being investigated more closely than that of home economics. Hence in no field is there a greater incentive for making good. Dr. David Snedden, no doubt, has done more than any other one person in questioning the methods used as well as the subject matter given in home economics. He has at times aroused the ire of teachers who come from the best colleges and universities, and also from small normal schools and high schools all over the United States, to attend his classes in Columbia University. They have heard of him, and not a few come in a critical attitude prepared to tell him how perfectly home economics functions in their school or in their state. This book will tell you some of the important conclusions drawn from such classes.

Home Economics Education is divided into five parts. Part I—Problems of Objectives and Courses: Problems of terminology are treated; the much discussed term "homemaking" is defined. Desirable courses of study are proposed—Personal Regimen, Cultural, and Vocational Courses. Differences of aims are made clear. Suggestions are given as to how the "project method" may be adapted to each of these courses. In this part we also find a digest of certain findings and hypotheses growing out of several years' interest in home economics as a division of vocational education. Current popular criticisms, more basic criticisms, problems needing investigation, and proposals for early study and research are forcefully presented.

Part II—Non-Vocational Cultural Courses in Home Economics: Proposed units for the various courses are given. Case Groups are suggested, problems set up, model instruction sheets given in full for both teacher and pupil, and ample reference material is appended.

Part III—Non-Vocational Personal Regimen Courses Derived from Home Economics and Allied Subjects: Three types of courses are here proposed to meet the needs of the girls who do not enter high school, or, if they do, enter the commercial department. They are of necessity primarily interested in wage earning. The Personal Regimen, or Self-Service Course, aims to develop an appreciation for higher standards of living by a consideration of the value of health, the wise expenditure of money, the wise use of leisure time, and the relationships to the home, business, associates, and community.

Part IV—Proposed Vocational Homemaking Courses: The teachers of vocational home economics would find it exceedingly interesting to compare these proposals with the instructions sent out by the Federal Board for Vocational Education. This is a most valuable section of the book, since it deals in an able and practical way with the education of the masses of our people. One cannot read this part without feeling the stupendous task that confronts the present day teacher in her effort to teach her people to be helpful, healthful, and happy.

Part V—Suggested Courses for the Teachers of Home Economics Courses: This proposes a teacher-training curriculum, a course in special methods as a part of the curriculum for the training of teachers of vocational home economics, and a course in special methods as a part of the curriculum for the training of teachers for home economics. It is interesting to note that Dr. Snedden would require practical summer work between the junior and senior years in order to gain skill in whatever one has elected as her major. This summer work is to be carefully supervised by the university—by a member of the faculty, or one approved by the faculty, preferably a
former graduate who has had both teaching and homemaking experience. A list of vacation projects is suggested.

This book should make an unusually strong appeal to the beginning teacher of home economics on account of its practical suggestions—model lesson plans, model projects, points to consider in choice of subject matter, thoughtful questions, etc. It should make a direct appeal to the older teachers because it is “brim full” of new ideas in home economics education. It will appeal to the makers of modern curricula because they know that home economics education is not a thing unto itself, but a part of the general scheme of education.

MARY E. MORGAN

WILL ENGLISH TEACHERS EAT CROW?


This study is based on the judgment of 2000 senior pupils of seven states in regard to seventy-four books, stories, and poems widely used in high schools. It seeks to evaluate this literature in terms of the following ends: leisure time value, moral value, aesthetic value, and permanent value. These criteria were, for the pupils, labeled less abstractly, as, for instance, “Interesting, entertaining—excellent book for my leisure time,” or on the contrary, “Tiresome, irksome for me.” Dr. Crow added a fifth question in regard to ease or difficulty of mastery.

The tabulated results of the pupils’ judgments must arrest and hold the attention of any teacher of literature. Daddy Long Legs and Freckles are the “classics” that head the list for interest and also, with Little Women, for lack of difficulty. The Story of the Other Wise Man and Helen Keller’s The Story of My Life are not far behind them in either of these scales, and in the scales of inspiration and permanent value far outstrip all competitors. The Story of the Other Wise Man decidedly wins out as the masterpiece, for it holds the first place in a third list also—that of artistic worth—while Evangeline is ranked by the youthful critics as the second-best work of art. Chaucer with his Prologue stands humiliated at the foot, or close to the foot, in every scale, where Rip Van Winkle, Emerson’s Essays, or the De Coverley Papers are apt to bear him company.

Among many other things, Dr. Crow infers from his research that the seventy-four classics seem much better adapted to the interests of the girls than of the boys, especially the poetry; that some of the selections are probably over-taught, and need to be read only; that the popular books are those dealing with the life of young people of today, written in so easy a style and so filled with action that the reader is carried along without effort.

Nothing is more noticeable in this study than the fact that boys and girls seem to find more moral inspiration in books that represent rather definitely and directly the standards and ideals needed while the struggle for character is at its height. Even the beauty that appeals to youth involves, apparently, an evident moral quality not so fully dissolved in artistry as to reach the point of invisibility.

The findings of Dr. Crow in regard to high school literature indeed support those of the Illinois Association of Teachers of English, which he quotes with hearty endorsement: “The popular books are uniformly those containing vivid and dramatic presentations of human life, with strong ethical import; while the books that are distinctly disliked are those in which the primary appeal is aesthetic, stylistic—which convey their message indirectly through their beauty or humor, or which present human life, not with bold plainness but delicately, lightly, subtly.”

ELIZABETH P. CLEVELAND
DRESS


This is not only "the blue book of personal attire"; it is almost an encyclopedia. There is not a phase of the subject of clothing that has been omitted. It is the author's purpose to "inspire a feeling for dress and instill a deep regard for individual expression through the medium of clothes."

Beside the general problems of costume design, the book discusses the individual's everyday problems and offers practical solutions of them. The result is more intelligent selection, more economic buying, more appropriate expression generally.

Not only women of limited incomes but those of wealth as well will value the information concerning the proper selection, care, and manner of wearing clothes, for such advice enables women to obtain the greatest final satisfaction from their wardrobes.

Recognizing that this knowledge is as necessary for men as for women, the author has companion chapters on "The Seven Ages of Woman" and "The Seven Ages of Man." The entertaining manner in which the book is written will make it appeal to all who happen to scan its pages.

Gertrude Greenawalt

OTHER BOOKS OF INTEREST


This book will most likely find its way to the "five-foot shelf" of every live superintendent in the country. For it fills a gap in the job literature for superintendents—guidance in handling the teaching staff. Moreover, because Mr. Lewis attacks the problem both as a theorist and as a practical administrator, it fills the gap well.


A bound pamphlet containing preliminary instructions, progress curve, and thirty leaves offering practical drill in thirty language essentials. While similar in general plan to the preliminary edition issued last fall, there have been a number of minor changes made; and Form A offers an entirely different set of sentences.

The leaves in loose leaf form offer a syllabus of such language essentials as high school graduates theoretically have mastered, but which many colleges must in fact drill their freshman in. This material is therefore designed especially for high school students in their fourth year and for inadequately prepared college freshmen.


This survey of the public schools in Mount Vernon, N. Y., is distinctive in that it is a cooperative self survey. For although the work was directed by the Institute for Public Service, it was sought by the Mount Vernon Board of Education, and it was participated in by patrons, by teachers, and by pupils.

Throughout the report emphasis is placed on an enriched curriculum; there are numerous illustrations of children in the Mount Vernon schools engaged in purposeful activity.


Part I of this guide book in the project method shows that the idea is not another scheme or way of teaching, but an underlying principle that unifies the entire educative process. There is some timely counsel to the teacher as to her own part in the initiation and development of projects.

Part II consists of descriptions of actual projects and Part III of some general hints to the project teacher.


A vocational reader best fitted to the eighth and ninth grades. The author treats inspirationally the matter of vocational and life guidance.


Here is a new convenience, an educational atlas. It contains 47 maps, all cross-indexed, and all the basic facts about the 958 colleges and universities in the United States. The book is indispensable to high school and college officers who have need to know the comparative rating of institutions, their entrance requirements, their graduation requirements, their fees, resources, etc. Information here assembled has hitherto been accessible only through collecting and examining 958 college catalogs.


An introduction to modern Spanish thought and life by way of conversational sketches. There are thirty-six sketches in Spanish which are to be translated into English, then thirty-six exercises
in English to be written in Spanish. There are
the usual appendix and vocabularies.

El Ingenuo Hidalgo Don Quijote De La
Mancha, by Miguel de Cervantes Saavedra.
Edited by Daniel Da Cruz and J. W. Kuhne.
Interpolated stories unessential to the main plot
of Don Quixote have been omitted entirely. This
volume thus offers to high school and college stu-
dents a world masterpiece, with the classic illus-
trations of Gustave Dore.

Webster's Self-Pronouncing Dictionary, com-
bined with Roget's Treasury of Words. Ed-
ited by C. M. Stevens, C. O. S. Mawson and
Katharine A. Whiting. New York: Thomas
Y. Crowell Company. 1924. Pp. 1245. $1.75.
The combination of dictionary and thesaurus
provides a very convenient desk volume. It offers
not only word definition, but also extensive lists
of synonyms, antonyms, and parallel words and
phrases. This "two-in-one word book," as it is
called, is a real book bargain.

The Cross-Word-Puzzle Speller. Prepared by
Edwin A. Turner and Chester F. Miller.
Bloomington, Illinois: The Public School Pub-
When the magazines and newspapers began
omitting cross-word puzzles, subscribers protest-
ed in such numbers that they were reinstated. The
"fad" may be dying, but some inherent interest
still holds large numbers of people.
Perhaps it is not surprising, then, that the cross-
word puzzle should have been hit upon by two
teachers, one a director of practice teaching, the
other a superintendent of schools, as an effective
device for mastering more than a hundred of the
most commonly misspelled words in the English
language.

How to Study Modern Languages in High
School, by Peter Hagboldt. Chicago: The
25 cents.
A companion to the same author's How to
Study Modern Languages in College, this little
paper-bound booklet will serve well in providing
a definite aim to those who are struggling with
an unfamiliar tongue. There are sections on
Fundamental Principles of Learning; Extensive
Reading. Its Nature, Technique and Effect; Vo-
cabulary; Translation; Grammar; and Speaking.
The entertaining and provocative style of the
author is indicated by this passage: "A rule with-
out several illustrations is nonsense. A rule in
itself is an empty concept; it ought to be founded
upon an example, or forgotten."

Human Geography by Grades, by James Fair-
grieve and Ernest Young. Book One: Chil-
dren of Many Lands. Book Two: Homes Far
D. Appleton and Co. 1923; 1925.
The aim of this series is to furnish interesting
reading material for children in the grades, and
at the same time to fill their minds with ideas of
the relation of man to his environment. The
books do both admirably. Book Three fascinates
the reader with its choice of details from the
lives of those whose environment is strange and
unique, who must live strangely to conform with
it.

Selections from Browning's Poems, edited by J.
Charles Hazzard, New York: Allyn and
Bacon. Pp. 93. 50 cents.
A simple collection for high school students.

NEWS OF THE COLLEGE
AND ITS ALUMNÆ

CAMPUS NOTES

In a number of ways the August com-
 mencement marked a new era in the growth
of the College. To begin with, the two-
year graduating class was so large that a
baccalaureate sermon seemed in order. This
was in the nature of a vesper service on
Sunday evening, August 23, in the open air
auditorium. Rev. J. J. Rives, pastor of the
Harrisonburg Methodist Church, spoke to
the class on the advantages of difficulties;
he led the graduating class to see in the
overcoming of hardships a means of char-
acter growth.

The sophomore dinner was held in the
College dining hall on Wednesday evening,
August 25. In addition to the two-year
graduates special guests included Miss
Anthony, Dr. Converse, Dr. and Mrs. Gif-
ford, and President and Mrs. Duke. Flo-
rence Fray, president of the two year class,
presided in a most gracious way; Nancy
Bracey read the class prophecy; and Pres-
ident Duke made a short farewell talk to
the class.

When Eunice Lambert came up for her
B. S. at the August commencement last year,
the College graduated a fourth year student
in the summer school for the first time.
This summer three candidates for the de-
gree presented themselves: Hester Van
Meter, who completed the home economics
course; Edith Ward, who completed the
course in elementary teaching and supervis-
ion; and Gladys Hopkins, graduating from
the course in high school teaching and sup-
ervision.

Two year graduates in August were:
Professional Courses—Mrs. Roberta Crew

The commencement address was delivered by Dr. Hugh C. Pryor, dean of the State Teachers College at Aberdeen, South Dakota. Dr. Pryor took for his theme fitness in teaching. He outlined in a clear, forceful manner a series of questions which he puts to his own graduates in order to help them determine whether or not they are really qualified to enter the field of public education.

A new name in the faculty doesn't always mean a new face. During the month of September our Miss Spooner changed her name to Mrs. Harry E. Garber. Mr. and Mrs. Garber are at home on South Mason Street. Mrs. Garber is a graduate of the home economics department with so much proficiency that she can keep house for two and still find time to teach, so the College has not had to lose her.

This has been an open season for faculty marriages. In July Miss Anne Hundley, who has taught for the last two years in the junior high school, was married to Mr. Lawrence Dovel, Harrisonburg. Mr. and Mrs. Dovel are at home on South Main Street. During the same month Miss Brenda Elliott, who has supervised the second grade at the W. H. Keister School for the last two years, was married to Mr. J. C. Gaither, of Staunton. In August Miss Lois Campbell, a sister of Mrs. Duke, and former supervisor of the first grade in the W. H. Keister School, was married at her home in Georgetown, Texas, to Mr. Fred Hartmann, of San Antonio.

Mr. W. B. Varner taught in the education department at Peabody College this summer. At the same time Mrs. Varner was instructor in home economics at Peabody. Other Harrisonburgers on the Peabody campus included Miss Sallie H. Blosser, principal of the Pleasant Hill School; Miss Frieda Johnson, former supervisor of English in the junior high school, who came up for her B. S. degree at the August Convocation; Miss Katie Lee Rolston, of the Harrisonburg City Schools; Miss Marie Alexander, former supervisor of the third grade; and Miss Pamela Ish, supervisor of the fourth grade.

The faculty for the fall quarter shows three additions made necessary by the increased enrolment. Miss Louise Boje, of Cleveland, a graduate of Western Reserve University and of Columbia University, and a former teacher in Horace Mann School, Cleveland, and the State Teachers College at Fredericksburg, Virginia, is a new member of the English department. Miss Augusta Kreiner, a graduate of the State Teachers College at Ypsilanti, Michigan, and of Columbia University, becomes an instructor in physical education; her experience includes teaching in the schools of Hawaii, New Mexico, Michigan, Washington, Arizona, and Wyoming. Dr. Rachel Weems, of Ashland, Virginia, comes to Harrisonburg as school physician after service in a hospital in Worcester, Massachusetts; and Miss Mary R. Waples, who has for some years been school nurse during the summer sessions at Harrisonburg, takes up the same duties in the winter session, following Miss Gertrude Lovell, who has accepted a position at Foxcroft School in Fauquier County.
Miss Myrtle L. Wilson has returned to Harrisonburg after a year's leave of absence during which she did graduate work in Teachers College, Columbia University. Miss Alimea Aiken, of Texas, also returns this fall after a six-months leave of absence spent studying art in New York City.

**ALUMNÆ NOTES**

Lucille Keeton writes from Alberta, Brunswick County, and is sending one of her last year pupils up to enter college.

Pauline Callender has entered upon her duties as dean of girls in Greenbrier College, Lewisburg, W. Va.

A few days ago we had a glimpse of M'Ledge Moffett and her mother in Harrisonburg. They were visiting Florence Keezell, now Mrs. Sims, who now lives not far from Massanetta Springs. M'Ledge is dean of women at Radford State Teachers College.

Mary Proctor (Mrs. J. B. Roberts) lives at Colfax, Louisiana. She is teaching again, and remembers her friends at Blue-Stone Hill.

Sarah Shields, on her way back to her mission field in India, wrote on August 19 a good letter from the S. S. Homeric, White Star Liner, which was mailed in London August 25. She probably will be stationed at Lucknow. Incidentally, she is carrying back to India an M. A. degree.

Bessie Hogan is doing government work in Washington City and studying law at George Washington University.

Joe Warren sent us a card on August 22 from Dayton, Ohio.

Mary Lancaster Smith (Mrs. E. E. Garrison) spent part of the summer visiting old friends in Richmond, Norfolk, and Roanoke. Her home is now in St. Petersburg, Florida.

Gertrude Bowler wrote on July 25 from 1602 Park Avenue, Lynchburg, to Miss Cleveland, in her usual breezy and wholesome style. Gertrude is one of the critic teachers this year in the training school at Fredericksburg, in connection with the State Teachers College.

Rosa Hopkins teaches in Central Academy, Patrick County. During the past summer she was a student in the Presbyterian Assembly Training School in Richmond. On August 24 she visited Harrisonburg, in company with Anna Carpenter (Mrs. Weaver), who brought along her husband and little son. Anna still lives in Madison county.

Gaylord Gibson sent us several messages during the summer from Delaplane, Fauquier County. She was planning for her sister Dorothy to enter college this fall.

On August 21 Clarice Coleman wrote: "I have just gotten into Richmond from a wonderful trip through historic Virginia." She has a warm place in her heart for H. T. C.

Mary Acree's address on August 21 was Minor, Va. She was getting ready for her autumn work as teacher.

Mrs. Florence Carson's address is Appomattox. She is keeping up her good record in the school room.

On August 18 we were favored with a visit by Mary McDonald, Mattie Worster, and Bess Phlegar (Mrs. McDonald). Bess was introducing her young daughter, Margaret Elizabeth, to the charms of Blue-Stone Hill.

Ida Gordon taught penmanship last summer in New York State. On August 27 she sent us a card from Rochester.

Pearl Ball sent us a line on August 14 from 2700 West N Avenue, Baltimore. She was then getting ready for the school room.

Among our esteemed summer visitors at the college were Vergilia Sadler and Celia Swecker. Vergilia and her brother were making a patriotic pilgrimage to various historic places in Virginia and adjacent states. Celia reported favorably on the people and activities in Highland.
During the latter part of the summer school Euphemia Lawrence was in charge of the college dining room, giving Miss Turner a few weeks of vacation.

Margaret Deacon recently sent us a good word from Murat, Rockbridge County. She has our best wishes.

Dixie Robertson writes from Cumberland, Va., where she is making a good record.

Anna Brunk, who has been teaching in Des Moines, Iowa, for several years, paid her alma mater a visit recently.

Anna Forsberg was one of our welcome visitors of the summer. Anna is as fine as ever, and as good to look at.

Charlotte Lawson spent a week or two of the summer at Massanetta Springs. Her address is 1102 Clay Street, Lynchburg.

Louise Gibboney (Mrs. Chas. D. Lewis) is one of the progressive community leaders at Pearisburg, Va. Recently she sent us an interesting letter.

On July 20 Anne Gilliam and Grace Heyl paid us a short visit. We are mighty glad to have Anne back from China again.

Margaret Heffin (Mrs. Roy Jones) lives at Driver, Va., but still loves the Valley and her old friends here. Moreover, she is seeing to it that her son Billy (three years old) is learning the proper geography. Billy’s little sister Frances is also being guided into the right paths of loyalty.

On July 20 Zelma Wagstaff (Mrs. Stanley) and her mother passed through Harrisonburg enroute to Zelma’s home at Bassett.

Carrie Knupp and her husband, Mr. Roy M. Cleek, of Warm Springs, announced on June 25 the arrival of Helen Grey Cleek. We have no doubt that Helen will, in due time of years, be as loyal to H. T. C. as her mother is.

We take pleasure in chronicling the following marriages:

July 20, Dick Bowman to Mr. H. Vernon Young, at Mobile, Ala.; August 12, Inez Britt to Mr. L. H. Shepherd, at Boykins, Va.; August —, Alice Dickey to Mr. R. S. McChesney, of Waterloo, S. C.; September 1, Mary Pratt to Mr. William B. Folks, at Waynesboro, Va.; September 1, Dorothy Spooner to Mr. Harry E. Garber, at Bedford, Va.; September 5, Frances Henderson to Mr. Oscar M. Carr, at Bowling Green, Va.; September 11, Nell Critzer to Mr. Joseph H. Miller, at Greenwood, Va.

At some time during the spring or summer Elizabeth Primrose was married. In August she and her husband paid a visit to the college, but, owing to an inexcusable oversight on the part of our reporter, neither the date of her wedding nor her husband’s name was secured.

OUR CONTRIBUTORS

KATHERINE M. ANTHONY, director of the Training School in the State Teachers College at Harrisonburg, is a frequent contributor to The Virginia Teacher.

MRS. BERKELEY G. BURCH is a two-year graduate of the Farmville State Teachers College. She has done student teaching at Harrisonburg in the summer terms. The activity here presented was worked out under the supervision of Miss Vada Whitesel.

HATTIE W. WHITE is a graduate of the Harrisonburg State Teachers College, August, 1925. Miss White is a teacher in Lunenburg County.

ANNE TONKO, who is a recent two-year graduate of Harrisonburg, was in residence during the first term of the 1925 summer session.

ORRA E. SMITH received the bachelor’s degree from Harrisonburg in June, 1925, and is now teaching home economics in the Climax High School.

CAROLYN I. WINE is a teacher of English in the Bassett High School. She was a student during the 1925 summer session at Harrisonburg.

DAISY H. WEST is a teacher in the schools of Arlington County; she has studied at Harrisonburg during recent summer sessions.

PATTIE HOLLAND is a primary teacher in the Norfolk schools. She is a graduate of the Woodrow Wilson High School, Portsmouth, and of the State Teachers College, Harrisonburg.

IDA PINNER is a graduate of the Suffolk High School and now a junior in the State Teachers College at Harrisonburg.

LUCILLE ALLEN is a teacher of primary grades in the schools of Gertie, Virginia. She is a graduate of Woodrow Wilson High School, Portsmouth, and of the two year primary course at Harrisonburg.
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