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January, 1926

PRESIDENT ALDERMAN

ON

THE PRESENT STATE OF HIGHER EDUCATION
IN VIRGINIA

SOCIAL ENGLISH
S. A. Martensen

A PET HEN IN THE SCHOOLROOM
Edith R. Ward and Bertha M. McCollum

ENGLISH NOTES

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THE PRESENT STATE OF HIGHER EDUCATION IN VIRGINIA

TWENTY-ONE YEARS ago, when the responsibility of directing the affairs of the University of Virginia had just fallen upon my shoulders, I had the privilege and honor to speak in this great city, and to a group of men and women similar in purpose to this group. My theme then, as it is now, was the duty of the State to educate its people, and the duty of the educational institutions of a state to provide leadership and guidance for its advancing life.

Much water has gone over the dam since 1905. In this Commonwealth, in this nation, and in the world, vast changes have taken place which bewilder the imagination. Virginia has not stood still in this march of social progress. Its population has increased, its wealth has increased, its annual income has increased, its expenditures have increased, the social burdens and undertakings that fall upon modern states have increased. A finer appreciation of the needs of democratic society, a clearer understanding of the meaning of social unity and cooperation have come into the life of all American states.

I am here tonight to say to you again, and to the people of Virginia, briefly and simply, and without any attempt at eloquence, or any indulgence in philosophic generalities, that notwithstanding what we have done in the field of education, we need to do much more and to do it quickly. I feel somewhat the emotion of the man who fell off a high building, and as he fell said, “Lord, have mercy on me and have it quick.” I also feel like a wholesale dealer in platitudes when I declare to you that a democracy cannot exist unless it is based on skill and intelligence; that the education of all the people is the primary interest and not the secondary interest in any democratic state; that all civilization indeed is a race between education and catastrophe; that if the coming of the gasoline engine demands good roads, as it does, at immense cost, or if circumstances demand retrenchment, education is the last place and not the first place to begin that process. I am not here to plead for any one institution. As I have so often said, the training of free people is one single process. The common schools, the high schools, the farm life schools, the teachers’ colleges, the colleges, liberal and technical, the university, are one and indivisible, each necessary to the other. No intelligent state can be interested in one and not in the other. The distinction men draw between primary, secondary, and higher education is not an essential distinction, but one of convenience. It is just plain stupidity to speak of these interests as if they were separate and opposed institutions. Each of these interests should have what it needs in reason to discharge its functions—no more, no less. Democracy is a daring philosophy of society, and its most daring tenet is that it should undertake to train its members so that its leaders shall lead wisely and its followers judge justly. If democracy is to secure its authorities it must train leadership out of its own mass. “Human leadership,” to quote Herbert Hoover, “cannot be replenished by selection like queen bees, by divine right, or bureaucracies, but by the free rise of ability,
character, and intelligence. There is no way for a state to escape this burden, except the way of slavery to other communities, or the way of parasitism upon other communities. I am here to plead for increased help to all phases of popular education, elementary, secondary, and higher, but my particular job is to claim and prove that at this particular moment the State of Virginia is neglecting higher education and has been doing so as compared with other vital interests for some decades. There is this difference between the elementary education and the higher education. The elementary schools can do, and should in a greater degree than they now do, perhaps, appeal to the voters for local taxation to maintain the schools at their doors. All progressive American states raise ninety-five per cent of the cost of their elementary schools from local taxation, and from the State Treasury ask only for such sums as are necessary to protect poor communities from inadequate training for their children, and thus guarantee fair training to all. And this is the right policy. Any other policy is short-sighted and wrongly based, and in the end ruinous to all educational interests considered as one whole undertaking. The higher education cannot reach the people by popular vote, but must rely upon the State Treasury for adequate support. Only the veriest demagogues can claim, or at least prove, that one of these phases of education should be neglected and the other advanced. And now let me marshal a few facts for your reflection, for I have faith in the people when they know the facts.

Out of every dollar raised by taxation in this state only 6.2 cents is spent on higher education. This is the lowest allotment of any state in the Union, except the State of Georgia. Where Virginia spends 6.2 cents for higher education out of every tax dollar, other southern states spend an average of 9.3 cents, or fifty per cent more than Virginia. In other words, Virginia ought now to be spending $533,000 more to reach average in the South, or $1,428,000 to reach the maximum in the South. Where Virginia spends $1.00 for public schools, she spends 15 cents for higher education, while the other eleven states average 33.8 cents. I do not wish to deluge you with facts, but here are a few more essential facts that ought to be held in mind.

Virginia has the largest enrollment of regular college grade students of any of the eleven states (Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Maryland, Virginia, West Virginia), having 5,800 students, which is thirty-five per cent more students than any other state.

Virginia ranks second in the amount of state appropriations for maintenance of higher education; ninth in the amount of state appropriations for buildings, and fifth in the amount of total state appropriations.

Virginia ranks sixth in the amount of state appropriation per capita of white population.

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

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

On thirty-five per cent less money, Virginia cares for fifty-three per cent more students than North Carolina.

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

Eleven southern states, including Virginia, appropriated $14,498,114 of state money for higher education in 1923-24, of which Virginia appropriated $1,460,709, or 10.1 per cent.

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

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

State taxes in Virginia are comparatively high, but the proportion of state taxes expended for higher education is comparatively low, being thirty per cent less than the average of eleven states and being less than eight out of eleven states.

Virginia is spending a larger portion of its current revenues on highways than any of the eleven states considered. That is in accord with the much praised policy of “Pay as you go.” That phrase is a catching phrase, but as Al Smith recently said, in New York, it is a good thing for the individual householder, but as applied to a great modern state it sometimes doesn’t pay and nothing much goes. The proportion of its current revenues expended for public health, agriculture, and education is low as compared with other states.

Virginia has the largest enrollment of students in state supported institutions of higher education of eleven states, but in amount of state appropriations to these institutions, Virginia ranks third, appropriating less per capita of white population, less per $100 estimated wealth, and less per student enrolled, than the average, and much less than the maximum.

In Virginia the State bears eleven per cent less of the maintenance expense of its institutions of higher education than the average of eleven states.

**ADEQUACY OF PLANT AND CAPITAL APPROPRIATIONS**

Value of property of state supported institutions of higher education in Virginia is ten per cent less than the average of eleven states. The state ranks fifth in amount of appropriations to these institutions for capital purposes. Enrollment in these institutions has increased 120 per cent in ten years, but value of plant and property only 77 per cent. Less than one-half of the amount invested in property in these institutions has been provided by the state, and in some institutions, like the University of Virginia, in the past thirty-five years, out of a million dollars spent on buildings, the state has spent $200,000, and private gifts $800,000.00.

I do not wish to rub in the example of North Carolina too insistently, but that progressive state is simply the latest and most marvelous example of an American state which has determined to build a great Commonwealth on the triple foundation of public education—elementary, secondary, and higher—public highways and public health, and has decided that the way to do it is to borrow the money to do it with, in the belief that other generations should share in the burden of such fundamental undertakings for the benefit of posterity. Roughly speaking, the situation as between these two states as to higher education may be thus put—North Carolina in the course of the last five years has expended on the University of North Carolina more money than Virginia has expended on the University of Virginia since 1819. North Carolina, I am also informed, is now expending more money on an institution for the education of her colored youth than Virginia is expending on her State University.

In 1923-24, Virginia appropriated for ten higher institutions—capital outlay and expense of operation—$1,466,709; North Carolina appropriated for four institutions $4,180,000. In other words, North Carolina gave for maintenance and capital outlay to her University alone, $1,475,000, which is $15,000 a year more than Virginia gave to all ten of her higher institutions. Virginia gave five times as much to her public schools as to higher education. North Carolina gave the same amount to each. In
this particular, I deem Virginia wiser than North Carolina, but she has carried the dis-proportion entirely too far, for after all, the stronger you make the common schools, the greater burden you prepare for higher institutions.

Now my judgment is that these facts should be laid before the eyes of all the people of this great state and the question asked of them if they are willing to shut the door in the face of the youth of the state. Every two years, around six or seven hundred additional students knock at our doors. We are doing our best to keep out the unfit. We cannot shut our doors upon the fit unless you close your growing high schools and common men lose their faith in giving their sons and daughters the training of the colleges. Shall we refuse to admit them and give them a push toward North Carolina, or Maryland, or Tennessee?

I have faith in the public spirit, the political sagacity and the just pride of Virginians. Like all Anglo-Saxon peoples, they do not enjoy paying taxes, but at the same time, they recognize that taxation may be a blessing as well as a curse. The only untaxed people in the world are savages, and generally the highest taxed have the highest civilization. Virginia is not a heavily taxed state in proportion to its wealth. The State of Virginia is not poor. She has twenty per cent more of the total wealth; twenty-six per cent more of the farm property; twenty-seven more of the bank deposits than the average of the eleven Southern States, excluding Texas, and including West Virginia. It is not a bankrupt state. There is sorely needed a wiser system of taxation and a wiser fiscal policy in this state. There is needed a wiser and juster system, which would yield a sufficient sum to carry forward the educational agencies which the state demands. Bold and far-seeing statesmanship must effect this or confess failure. My personal experience before the Budget Commission convinces me that no men in the state are more desirous of doing justice to its educational needs than the Governor and his associates. They know what is at stake. No governor, in all my experience of governors, has been at greater pains to find out and hold in memory the details of the institutions' needs than Governor Trinkle. His mind is an encyclopedia of knowledge on this whole field, and if I had to prove my case for the needs of the higher institution, I would rather summon him as a witness than any man I know.

Posterity will not be kind to the generation under whose direction the educational power and fame of Virginia recedes. But this Commission sits there shackled by deficit and insufficient income and constitutional provision. They are doing the best they can with the present income, so far as my knowledge goes. We who bear the responsibility of these institutions will get nowhere merely by cavilling at these gentlemen. Our job is to suggest a way out. This way may require boldness and courage and the far vision, but it is the way of greatness. It is the way that will rally to its leader in time all the higher forces of the state. It is the way that will give Virginia throughout the nation, a glorious publicity that will translate itself into untold wealth, just as a failure to stand by its educational institutions will give it an inglorious publicity, which will injure it for decades.

The Virginia statesman who carries their banner will find himself the elect of the people in the end. I saw an old college mate of mine, Charles Aycock, down in North Carolina, take this stand as Governor two decades ago. Today they have reared a monument of everlasting bronze to his memory in the capitol of his state, and he stands enrolled for all time among the popular heroes of a great community. The highway of civilization is strewn thick with the wrecks of parties, but it is yet to be recorded that any party or individual was ever wrecked on a program of progress in education.

The State of Virginia undertakes to main-
tain and develop within its borders the following institutions of higher education for the white race:

- University of Virginia.
- Virginia Military Institute.
- Virginia Polytechnic Institute.
- Medical College of Virginia.
- William and Mary College.
- State Teachers College at Farmville.
- State Teachers College at Fredericksburg.
- State Teachers College at Harrisonburg.
- State Teachers College at Radford, and the
- Virginia Normal & Industrial Institute for the Negro race.

The total enrollment in all these institutions, including the summer sessions, is 18,875. The total annual appropriation to build, keep in repair and maintain them all in 1924-25, was $1,233,565. This has been but a slight increase in the appropriations to these institutions in the past four years, and a very large increase in the burdens of increased attendance.

A total of at least $700,000 a year increase in proportion to their burdens, should be added to the income of all these institutions for expense of operations, and at least $5,000,000 for capital outlay, in order to provide them with the physical equipment that they immediately need. Looking forward five or ten years, the state must spend at least $15,000,000 for capital outlay in reconstructing and re-equipping all of its educational institutions. These institutions need dormitories to house their students. There are over 2,000 regular students at the University of Virginia, and I single it out because I know its condition, and room in its dormitories for only 250. The state has never built a dormitory there since Jefferson died. All of the institutions need room space for teaching, they need better heating and sewerage processes. They need more and better paid teachers unless it is the desire of the people to have their children taught by the second raters. It is getting increasingly difficult to retain a man of first order of ability in our colleges. In the field of capital outlay for our educational plants, I am disposed to end my statistical statement by quoting a summary set forth with great power in a recent address by a distinguished citizen of Norfolk, Mr. Robert Tunstall:

"The value of the property of all the colleges and normal schools owned by the state is $8,355,908, of which the state has contributed less than one-half. Taking the University alone, its plant investment is valued at $3,221,287, of which the state has given but $859,921, or a little more than a fourth. This amount, representing the appropriations of a century, is less than half of what the City of Norfolk has appropriated within five years for the plant and equipment of three high schools, of which one is for negroes. The state's annual contribution for plant has averaged $8,600 during the history of the University, less than $17,000 for the last ten years shown in the report, $31,000 for the biennium 1923-24, and $15,000 for the biennium 1925-26. "Including both plant and equipment, for the last year shown in the report, Virginia appropriated for its State University, $54,800, as against an average for the eleven states of $300,000, and an annual average maintained for four years by nine Middle and Far-Western states of $700,000—more than four-fifths of Virginia's appropriations for a century."

And now what is to be done, for something must be done. I am not here primarily to suggest ways and means, but to present facts and show needs. A new administration, headed by an able, patriotic, high-minded young Virginian, is about to take up the reins of affairs. I am aware of existing deficits in the State Treasury. I am aware of an inadequate tax system. I am aware of the unwisdom and injustice of any higher tax on real estate and farm lands, but I am also aware that this movement of educational neglect and decline must be halted. One
way to halt it in the field of expense of operation and to protect our educational institutions against stagnation is to transfer the $1,500,000 which now goes to roads from the General Treasury, to meet increased needs in higher education, hospitals, health, and welfare, and general expense of government, and to add two cents tax on gasoline, yielding about $2,250,000, and in addition to the present automobile license rate based on horse power, to add a flat $3.00 to each license, yielding about $750,000. The $3,000,000 thus raised will not only protect roads against any curtailment of its program, but will add materially to that program. The immediate operations of our educational institutions could thus be protected from deterioration. As to the larger field of capital outlay, involving much larger sums, I suggest that the example of Governor Smith, of New York, be followed. On November 6th he called a conference of educators, legislators, and school authorities, and urged them to “sit right down and frame a constructive program that can be presented and discussed at the 1926 session of the General Assembly.” I note, too, that a series of tax conferences, sponsored by the Virginia Chamber of Commerce, are being arranged touching farming, banking, and labor interests. I suggest that education be added to those interests. It is as fundamental as any of them, and is in as great need as any of them.

The people of Virginia must decide whether they are willing that their University and their great colleges and technical and teachers colleges shall, after a century of ascendancy, complaisantly play second fiddle in the educational concert of American states. Already, as my statistics prove, there are more boys and girls in the colleges of Virginia and the University of Virginia than in any Southern state. This means they want to come here. Shall we say them nay?

Virginia, by reason of her intellectual and moral background and heroic unselfish service to this Republic in peace and war, is entitled to leadership in the higher education. I sometimes doubt if Virginians realize what an asset resides in the very name Virginia. American civilization began on its water courses. Virginia built the Republic in a real sense. Romance, heroism, dignity, and beauty, unselfishness and devotion shine in her history. Future generations recalling the greatness of the fathers who founded these institutions, will never forgive the sons if they should let them descend to the second rate. In the light of the burden borne by the higher institutions of Virginia, their appropriations are the smallest of State Institutions. Virginia, I repeat, is not a poor state. The things we want we manage to get. I am very much mistaken in the quality of Virginia citizenship if the people do not arise and place their institutions on a proper basis for service in the twentieth century, and I am very much mistaken if a leader or leaders do not arise to seize this opportunity and carry forward to victory this enduring undertaking.

For nearly a half century, fellow teachers and fellow citizens of Virginia, I have been fighting for the education of the youth of the South. Whatever of romance or satisfaction or happiness or pride of achievement has touched my life gathers around that aim and that end. No other ambition—political or literary or forensic, has ever fretted or will ever fret my mind and heart. What I have here said I have said because I want to see the South pouring into the national life the riches of its manhood trained to lead, and Virginia, as is her historic right, in the forefront of that outpouring.

Edwin A. Alderman

Too small a proportion of college women marry. Twenty-five years ago the sort of women who went to college were not the most attractive physically, however they may have been mentally, but now all is changed—Charles W. Eliot.
HOW TO CARE FOR OUR PET HEN

Situation: One child told the class of a hen which he had at home and expressed a desire to have them see her. Another child suggested that he bring it to school. The question with the children then was: "We are going to have a visitor. What shall we do to make her happy while she is here?"

I. What the Children Will Do:
A. They will provide for the chicken a wire pen, a house, shady outside roost, bowl for water, and proper food.
B. They will observe the hen and also visit hens owned by members of the group.
C. They will set up these problems after their observations:
   1. What the hen eats
   2. How the hen secures her food
   3. How the hen eats
   4. What the hen wears
   5. How the hen cares for her clothes
   6. How the hen changes her clothes
   7. How the hen talks
   8. How the hen sleeps
   9. How the hen helps us
   10. How we can help the hen
D. They will enrich their first-hand observations of the hen through:
   1. Listening to stories and poems
   2. Reading stories and poems
   3. Composing stories and poems
   4. Dramatizing stories and poems
   5. Singing songs
   6. Learning to know good pictures
E. They will make a notebook for their class library consisting of:
   1. Copies of the group compositions
   2. Copies of their favorite poems
   3. Prints of the masterpieces studied
   4. Pictures made by the class

II. What the Children Will Learn About the Hen:
A. What the hen eats
   1. She eats corn, mash, insects, worms, seeds, greens, scraps, berries, and water as food.
   2. She eats gravel which will help grind the food in her gizzard.
B. How she secures her food
   1. She scratches and digs up her food with her feet and legs; the horny scales, claws, and webbed toes aid her in getting food.
   2. She stretches her long neck to reach food that is high up on bushes or low on the ground
C. How the hen eats
   1. Her beak serves for both teeth and lips in pecking and pulling food apart; it serves as a nose since she smells the food through the nostril holes in it
   2. She has no muscles in her throat, so she stretches her neck to allow the water and food to flow down
D. What the hen wears
   1. She wears feathers that aid in flight. These are her tail feathers which are long, narrow, powerful and overlapping and open and shut like a fan
   2. She wears feathers that give warmth. These soft, downy feathers keep the eggs warm; they are the hen's underclothes; they are covered with short, overlapping feathers for further protection
   3. She wears feathers that protect from rain. These are all the long, powerful, closely locked feathers such as the back and wing ones. They overlap like shingles and fit so closely together that rain will run off their oiled surface and leave the hen dry; they are her raincoat.
   4. She wears a red comb on her head for an ornament
E. How the hen cares for her clothes
1. She smooths her feathers out with her beak; she ruffles them up to shake the dust off; she droops her tail and oils her feathers to make them waterproof
2. She squeezes the oil gland at the base of her tail and oils the feathers by rubbing them through her beak

F. How the hen changes her clothes
Once every year the hen looks cross and sulky. This is when she is changing her clothes. New feathers grow in place of the old ones and then our pet hen acts very pleased over her new dress. This changing of clothes is called "moulting."

G. How the hen talks
She gives a little series of clucks to her chicks when there is danger or she has found food; she screams and squaks when badly frightened; she clucks low greetings to other hens.

H. How the hen sleeps
1. She perches on the roost, using her back toe as a prop
2. She tucks her head under her wing, closing her eyes by bringing up the lower lid, since she has no upper one
3. She sleeps lightly; the slightest noise easily disturbs her because her hearing is very acute

I. How the hen helps us
She lays eggs for us; she furnishes meat; she gives feathers for pillows; she eats weed seeds and harmful insects; she affords us pleasure by her actions

J. How we can help the hen

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We can provide a sanitary, comfortable home for her; we can provide food and water; we can help her protect herself against dogs, snakes, hawks, and other enemies

K. Other interesting facts about the hen
1. Her eyes are placed well back on the sides of her head, so that an object cannot be seen with both eyes at once
2. Her eyes are white, red, blue, green, gray, pink, brown, purple, or green; the pupils are always black
3. She breathes through her mouth because the nostril holes end in a blind sac and serve as the organ for smell
4. She has no outer ear; a little hole, covered with feathers on either side of her head, corresponds to our ears

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III. Skills Selected for Emphasis
A. In reading they will develop the ability to pick out the main point from the story; they will read to find specific answers to their questions.
B. In arithmetic they will measure the hen house, outdoor roost, and runway; they will also measure the hen's step and spread of wings. They will learn number combinations through keeping an account of the food eaten and its cost.
C. In preparing their book they will learn the proper spacing and placing of a story on a page. They will learn to write neatly because the book is to be saved in the school library. They will have to learn about the table of contents, fly leaf, and other outstanding features of a book before they can make their own.

IV. Bibliography for the Children
A. Stories:
*1. "Little Red Hen," Happy Home
January, 1926

THE VIRGINIA TEACHER

Reader, Book II. F. A. Owen
Pub. Co., Dansville, N. Y.


5. "Two Little Roosters," from Under the Story Tree, by La Rue. Macmillan, N. Y.


9. Chicken World, G. P. Putnam's Sons, N. Y.


11. "The Chicken Who Wouldn't Eat Gravel," Among the Farmyard People, Dutton, N. Y.

B. Poems:


C. Songs:


D. Pictures:

1. Feeding the Hens—Millet. No. 520. Perry Picture Co.


*Indicates best references.

IV. Bibliography for the teacher:


The book is in two divisions; the first is a guide to the teaching of nature study, the second is a source of valuable information in every phase of nature study. The book is well illustrated and has a bibliography at the end of each chapter.


Excellent source material on animals, insects, birds, flowers, trees, and seeds. Instructions which can easily be adapted for work in any grade. Complete bibliography at the end of each chapter.

EDITH ROWLAND WARD
BERTHA M. MCCOLLUM

During the past five years North Carolina has spent $35,537,403 in the construction of new school buildings or additions having five or more standard classrooms. Of these, 647 were for white and 77 for colored children. The average cost per city classroom was $8,274 for white and $4,381 for colored pupils. The average cost per rural schoolroom was $3,831 for whites, and $1,742 for colored pupils.—School Life.

Parent-teacher associations have more than trebled their membership in South Carolina in two years. An important undertaking of the State branch is the eradication of illiteracy in the State by 1930.
SOCIAL ENGLISH

English composition has been one of the least interesting subjects taught in the schools. This is largely because the pupil or student was provided with no initial enthusiasm for composing; speaking and writing in the classroom have been formal matters unrelated to his personal need to express or communicate his feelings or ideas. The pupil has been forced to observe the rules and niceties of the English language without being aware in any vital way of their uses to him. The result is that expression through language has been the most formal and artificial of all the school studies. Correct expression does not come as a matter of academic study; it is rather the result of correct daily speaking and writing. One's English is the expression of his language habit. This worth-while habit, a conscious acquirement, is the result of conscious inhibitions and conscious endeavors to master correct procedures. Some few years ago it was customary to assign topics for composition upon which the pupil had no real information. If knowledge was supplied, it was in the form of more words about words. The direct, personal, and vital experience of boys and girls were a resource seldom utilized by the teacher. Now, fortunately, we are asking our boys and girls to write or speak of the things they know in an intimate way.

But to have knowledge does not imply the desire to communicate it. There must be a motive, a stimulation, which creates the desire or the need for speech. The largest single problem with which the teacher has to deal today is that of getting adequate motivation into the composition period.

We have come to realize that the truth expressed by any one is seldom a purely intellectual matter. Ideas are colored by attitudes. This gives them their vivacity, force, or charm. Yet not until recently have we aimed at the development of feelings, as well as ideas, as part of the content required for speech or writing. The teacher realized that children were more readily enlisted in the recital of their personal experiences, which are always colored by personal attitude.

We must not make the mistake of assuming that training in composition is purely an individual matter. Most self-expression is for the purpose of social communication. We express ourselves in the presence of other people to gain appreciation or stimulation and to influence and control others. Our whole use of language has a social setting. This truth cannot be ignored in any effective accomplishment in the classroom. The futility of much of our past teaching has been due to our mental blindness to the social function of language. One has only to compare the situation of ordinary conversation with that of a class exercise in oral composition to realize how far we have forgotten the social genesis and purpose of speech. Ordinary human beings would not endure hearing the same item of discussion repeated by each person present. Nor would one care to say what every one else has already said. Yet these are some of the striking characteristics of a composition exercise. If we are to make our training real, we must socialize or naturalize our teaching of composition. Nothing is more important to the improvement of results than that we shall use the full psychology of linguistic intercourse in teaching people to talk and write.

Let us begin with children's eager desire to express what interests them. But though the child insists on your listening to his flood of remarks, he does not care enough about their effect to attempt forming any sort of judgment of it. The most absent-minded pretense of heed or assent quite suits him. For developing and socializing this crude activity of children, we find most valuable forces, first, in their curiosity in exploring their surroundings, and second, in their equally keen interest in the live account of other people's experiences, which
they get at second-hand through oral or written accounts. But what is more important, a child's absorption in accounts of others' experiences can be skillfully moulded into truly co-operative work among the children of a group with vigorous but good spirited criticism of one another's results.

In repeating nonsense rhymes, we do not have composition, the child's own presentation of his own ideas. Because we have not always realized that true and living experience is the best source of expressible ideas, we have too often got nothing better than acceptable repetition of phrases. The major interests for a child are happenings full either of action or of interest in "persons"—first in the child himself and next, in the animals and humans about him. Too often have we failed to view this matter from the point of view of the child himself; we have determined what ideas he should have and assigned him those, making our composition material hopelessly abstract and futile.

For example, a class in making a trip to a factory have taken down religiously all that the guide told them of the number of men employed, the length of working day, salaries paid, output of certain departments, and the like, and have copied it cheerfully into themes—to the neglect, in the space they could give to the subject, of what they themselves observed and realized and could express in their own way; how the wood pulp was brought in to the grinders, how the rags were mixed and the acid applied and how the material was rolled out into long sheets. Their usual restatement of quite lifeless facts is in no real sense composition work.

There may be many ideas which a child quite thoroughly realizes and in which he is deeply interested. Nevertheless, it may arouse no impulse toward verbal expression. Nothing should be called for in speech or in writing which naturally demands no expression, or which can better be expressed in some other way. In the early grades, certainly, subjects without action—description of things, places, people not doing something—can be best handled in drawing or modeling or else let alone; at least below the high school, subjects expressible in time order are probably always preferable. Mr. Chubb's idea was "that children should write about things seen, rather than felt." There are unquestionably many deep impressions, from pictures such as the "Sistine Madonna" or the "Song of the Lark," for instance, or from stories with an ideal not badly stated but illustrated well, which we had better not analyze and force to expression.

This is a suggested grouping about centers of typical interests: (1) hearing or reading stories; (2) plays and games; (3) construction or hand work; and (4) careful observation of human and other activities or their realization from other people's accounts.

From the child's acquaintance with stories, he has a great fund of imaginative material at his command. Thus is developed his fanciful self-nature. Stories are not handled to the best end if they do not also help make him see the common things all about him as more truly interesting than before—full of mysteries, and of people just as worth while, as prince or starveling of the fairy books. These stories are sources of many subjects and of motives of expression.

The second and third typical interests to be noted are children's zeal in games and in handiwork and construction of many sorts. If the school but gives occasion for these vivid and living interests to express themselves, we may here gain a starting-ground of free and vigorous expression upon which to develop composition power.

The fourth type of child-activity to be considered begins with observing the activities of home and community and such nature processes as the ways of birds and insects. Group and individual expeditions for the purpose to discuss and come to understand a thing are valuable, provided only, the child does not simply repeat what he is
told by workmen and others, but succeeds
in relating in his own way what he has un-
derstood.

There soon appears the problem of help-
ing children handle matters which they can-
not themselves observe, but which they
must come to know about if we would get
them beyond the circle of their small im-
mediate horizon.

We should vivify his ideas by illustrating,
showing pictures, constructing, studying
several accounts of any matter, making the
recitation or theme a composite report of
these sources.

The child’s expression may be helped to
remain always his own—his story an out-
growth of his individual experience. We
may test the value of any composition by
the question: Does the child express his
idea in a way to show the action of his own
sense and mind upon it? Children naturally
use the wording of their source of infor-
mation. Is the healthy crudity of his blunt
and inexact child-mind—his raw expression
and the stale phrases borrowed here and
there—often incongruously mixed with the
finer and more precise wording he has just
adopted? If so, the chance is that he has
recast and fused what he has newly learned
with previous experience, and so made it
quite his own.

It is essential always, both in oral and
written themes, that the pupils credit as ac-
curately as they can the source of their
statements. A child may say, “This is what
old Mr. Jones told me about when there
were Indians around here,” or “I found this
in Montgomery’s History.” By thus making
quite unmistakable the sources of facts or
opinions he cites, a child can make possible
for himself and for his readers a fair rating
of new ideas. Thus children can establish
the basis for habits of accuracy and honesty
in thinking. Pupils may come to under-
stand and develop the scientific doubt which
is essential to real training in thought. They
will be spurred by other pupils’ challenge
to examine more carefully the bases of fact
statements they have heard or read; par-
ticularly they will be assured of the differ-
ence between observed facts and mere
opinions which are not backed with so
much specific statement of concrete in-
stances as makes conclusion from it safe.

As a third point, we must lead the class
to demand always that each child adapt
what he presents specifically to their under-
standing; that is, to test one’s own expres-
sion for its actual clearness and force to
those he intends it for. He may not be per-
mitted to use technical terms without mak-
ing clear to his audience just what they are.
Not nearly enough is made of this, the crux
and central principle of a social teaching of
composition.

There seems to be no justification for as-
signing as composition subjects—whatever
their importance in other school work—
sterile, dry matter that does not represent to
the child realized and vital experience. Re-
alization is the fundamental test for both
selection and presentation of material. Thus
we can hope to develop in children first,
power of distinguishing, in what they hear
and read, between statements of fact and
statements of opinion; and second, some
true sense of their respective values.

We may classify the vital motives and
projects for composition into these three
classes: (1) “The Story Teller or Entertainer
Motive” which apparently grows
from the child’s desire to rehearse his own
exploits and real or fanciful adventures. A
child finds that his effective telling of a
story gives him standing in his small com-

munity. This genuine pleasure in holding
the attention of others and gaining their
commendation has tremendous potentiality
in the composition class. Their demand
that the speaker make his picture and other
sense-appeals clear and real experiences,
once this is developed under skillful direc-
tion, stirs up an eager desire to transfer his
experiences and his fancies into just as real
ideas for his classmates.

The story types should be real and fanci-
ful adventures. The sort of stories whose basis is actual happenings may, under the urge of social demand, stimulate the children to note in some detail interesting sights and sounds and odors in picnics and walks to and from school, and so on, to see more color and form and movement, and to gather the most possible of characteristic human detail. This may lead children to avoid meaningless conventional assumptions based on face or dress merely and establish the value of careful observation of what people do and say.

(2) The Teacher Motive. The child's interest in telling about what he can do or make is at first no different from the story motive. But give him as audience someone who really wants to know about the process, and we may transform his conception completely. He must now serve a practical purpose; a new element has entered into his calculations. For instance, one sixth grade boy explained the process of making a kite—in a vigorous, straightforward manner, but without helpful and definite detail. The boy was asked to repeat certain parts of his directions more slowly so Ellen could try them out. The boy was a little contemptuous of Ellen's failure, but the other boys saw the point and were eager to clear up the confusion. The teacher rightly gave the boy the chance to make his own adjustments, and he succeeded in doing it. It is through such experiment and betterment with the help of real and practical criticism that the significant interest in expression comes. Just so far as the child has done or observed interesting things that he thinks he can make practically clear to his classmates, these themes have a very solid hold on his interest.

(3) "The Community-Worker" Motive. The project readily initiated in a social class which demands the common action of the group for carrying them out is socially more valuable than the others. These require of the child the utmost in effective expression to make clear the details of a plan which he has worked on because he considers it important to the group and which he presents to them for judgment. To be successful, it must command the sympathetic understanding of his "age-fellows" and enlist co-operation. These "community workers" topics grow out of the observations, discussions, and activities that center around group or neighborhood needs. All this should be of the greatest value. To get the co-operation of his class group and of other people in solving the problems he attempts, a child must explain very clearly the facts he has noted which have led him to desire something done, and he must present them so vividly as to win assent and action. He must also be able to work with others and value their contributions, thus use the thinking of the children and their power of expression to meet actual social problems.

We may have differentiated a fourth type of motive of expression if it did not overlap and include much of the last two mentioned. A great deal of what the child has to explain or discuss from his interests both as teacher and as community worker is not statement of observed facts, but presentation of his original opinions or of opinions he has seen reason to adopt. We as teachers need to help him and his friends toward seeing just where opinions enter. They need to know that these are not facts, but their individual conclusions. A child's presentation of opinions is often merely explanation of his position—making it quite clear. When he meets differences of opinion, explanation automatically becomes argument. Formal and thorough study of what constitutes effective argument must come in more adult classes designed to teach these things, but children can certainly gain very practical hints on the subject in the sturdy give-and-take of a fairly umpired social classroom.

All of these motives may lead to delightful possibilities of talking and writing for other audiences than the social class group, and thus are found still more new and fas-
cinating motives. The possibilities of this work, real and imaginary, are so numerous that there should be little reason for working over much in one type, with resultant narrowed interests and limited expressional development.

And there seems less excuse for themes arbitrarily demanded, or for ill-tasting assignments of assumed motives.

S. A. Martensen,

THE VETERAN FROM VIRGINIA

In the November issue of the Journal of the National Education Association appeared the following article from the pen of Cornelius J. Heatwole, Secretary of the Virginia State Teachers Association. Mr. Glass was later honored at the recent educational conference in Norfolk by a testimonial dinner.

E. C. GLASS, superintendent of schools of Lynchburg, Virginia, has served the longest term of any school superintendent in the United States, having held that position in his home town for forty-seven years. He has been connected with the school system of the city of his birth for fifty-four years. He was teaching in a two-room wooden building in 1871, the second year of the life of Virginia's State public school system and has, therefore, served under every State superintendent of public instruction in the State. There is no other person now living in Virginia who enjoys such a purview of our educational progress, and we doubt that there is another instance in the United States where a man can point to a highly efficient school system and say, "Here is the work of my hands."

Mr. Glass received his early training in the private schools of Lynchburg. He later attended the Norwood School for Boys, a private secondary school. This is the extent of his formal academic training. However, he has been a diligent student of education throughout his long experience as teacher and school administrator, keeping pace with the advancing educational thought during his long years of service. In this country he has visited and studied the schools of Boston, Quincy, Brookline, New York, Philadelphia, Washington, Baltimore, and Chicago; in England the schools of London, Liverpool, and Chester; and in Scotland, Glasgow and Edinburg. He made the first arrangement for an international exchange of teachers, and the Lynchburg High School was for three years benefited by the teaching of Miss M. G. Rottray, of the English schools. Mr. Glass carved out his own educational philosophy. No person or institution had a part in determining his educational thought and practice.

Mr. Glass was intimately connected with all the progressive movements in Virginia as well as those of the country at large. He was a member of the first State Board of Education in Virginia. He enjoyed a wide acquaintance with the leading men and women of this country, many of whom he was instrumental in bringing to Virginia as members of the faculty of the notable summer school of methods conducted by him and his associate, Willis A. Jenkins, from 1889 to 1904. This school of methods was one of Mr. Glass's outstanding contributions to the progress of education in the State. It was the pioneer agency in Virginia in disseminating scientific pedagogy. Here was begun the work of professionalizing education in the State. It was during the session of this school that a Virginia State Teachers Association was inaugurated. Thus began the work of an organized teaching force in Virginia which has developed into such a powerful educational factor. The growth in attendance of the school of methods measures its popularity. From 425 in 1889, it increased to 710 in 1904. At this time, it will be remembered, it was an unusual occurrence for more than a few hundred educators to assemble voluntarily for the discussion of educational problems. State normal schools
were few and poorly attended. Teachers colleges and departments of education in our State universities were rare and even these not recognized by the older academic faculties.

Mr. Glass's reputation as an educator will rest on his work as superintendent of schools of the city of Lynchburg. During his forty-seven years in this office, he maintained the confidence of the city authorities, his official board, the teachers, pupils, and patrons of his schools. Such a service requires all the consummate wisdom, patience, sympathy, and intellectual vision that is rarely combined in a single personality.

He is not a man who is blindly carried away with fads and innovations, nor has he wasted any of his powers of body, mind, and heart in fighting educational windmills or playing to the galleries. His schools have always been regarded as among the best in his own State and in the Nation whenever comparisons have been made. In 1907, the Lynchburg schools won the "gold banner" and every gold medal offered to Virginia schools.

Mr. Glass has introduced into his school consistently all the innovations in modern education as they have been proved and tested. In 1895 he provided for systematic instruction in music, dancing, and physical training, and a few years later manual training and domestic science—all organized under expert supervision. Recently a junior high school was erected at a cost of $350,000.

Outside of his professional life Mr. Glass finds time and inclination for active participation in religious and civic affairs in his community. For twenty years he conducted a Wednesday night class for Sunday school teachers and taught a class of college girls every Sunday morning at Court Street Methodist Church until a recent illness prevented. He has served on important welfare committees in his community and on various educational boards of the State, including the Board of Trustees of the College of William and Mary. At its last convocation exercises he was honored with the degree LL.D., and the same degree was conferred upon him last June by Washington and Lee University.

Mr. Glass is a striking example of how some people preserve their youthful vigor of body and mind. He never became interested in, or associated himself with, any business or financial concern that would divide his time and energy, but he gave his undivided attention to the schools and the children of Lynchburg. He now goes about his daily duties with the same sympathetic interest and energy that he did years ago.

FORTY AMERICAN BOOKS FOR THE WORLD LIST

At the request of the Committee on Intellectual Co-operation of the League of Nations the American Library Association has selected the forty American books of the year 1924 which it judges the most important for inclusion in the world list of six hundred titles to be published under the auspices of the League.

The best books ordinarily become known abroad very slowly, and it is thought that the annual publication of a list limited to six hundred titles will be effective in drawing nations together into closer intellectual contact, by keeping them in touch with the works each nation believes to be its best.

Countries publishing ten thousand or more new books annually are entitled to name forty—the British Empire, France, Italy, Japan, Germany, and the United States are the only nations in this class. Countries publishing from five to ten thousand new works annually are entitled to name twenty; those of from twenty-five hundred to five thousand, ten; below twenty-five hundred, five.

BELLES LETTRES AND ART


THE VIRGINIA TEACHER

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THE advances made by our libraries during the past half century have been almost entirely in the direction of making their contents more accessible, and this direction has been determined by the spread of the opinion that books are not for the few but for the many. The result has been the rise and development of the form of public library now common throughout a large part of the country. This is so different an institution from any that was known in earlier times that it almost merits a distinctive name, the former connotations of the word “library” being largely foreign to its present functions. This transformation, however, has been very largely limited to the field of libraries organized and supported by municipalities. Its fundamental points have come to be free access and home use. In other words, the extension of accessibility has been first in the direction of letting readers see and handle the books themselves instead of being restricted to a catalog, and second, in that of allowing readers to use books at home instead of confining such use to the library building. Obviously, this kind of extension could not well apply to large special libraries, such as that of an historical society or a library of science, like the John Crerar in Chicago. In such cases there has undoubtedly been great increase in accessibility, but this has taken the direction of more convenient buildings, better catalogs, and an improvement in book stock, both in quantity and quality. All these points, of course,

Boyd, Ernest. Portraits, Real and Imaginary. Doran.
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THE AMERICAN LIBRARY SINCE 1876

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have been considered by the public library also. As regards the university library, accessibility here has been increased by extending use to the whole student body. Formerly university libraries were regarded as intended for the use of members of the faculty and of graduate students; use by undergraduates was rather discouraged than otherwise, except occasionally and in some special directions. The present opinion, which regards the university library as a source of instructional material available directly to the student and treats courses of instruction very largely as directions and opportunities offered to the student for the use of this material, indicates a revolution in our methods of education which is almost as great as that experienced by China when she discarded her old classical system some twenty years ago. It is right for me to point this out, although I am not the one to dwell on the details of its methods and results. I shall confine myself to my own field—that of the public library.

Some may not agree with me in my conclusion that the foundation stones on which this at present rests are free access and home use. This conclusion forced itself upon my mind somewhat against my own inclination during my recent trip to China, where I found that these were the two things about our free library system that were not understood and the only two that were in use to some extent throughout that country. There are many Chinese libraries today which require for their conversion into public libraries of the American type simply the thorough introduction of these two features, and, unfortunately, they seem to be the features that there is least likelihood of introducing at the present time. Home use was the one first introduced among us. Like all innovations, it came into being under a cloud of suspicion and dislike, and even today there is a widespread impression that if a book is read at home, it must be in some degree inferior to a book read in the library. This impression also appears in the idea that a reference library, meaning one where use is confined to a library building, must necessarily be of a higher class than a circulating library, meaning one where the books may be used at home. Evidently this is an absolutely unreal distinction. The present tendency, where use is not hampered in some way by unfortunate rules, or the provisions of bequests, is to regard the book stock of a large library as a unit. Any particular volumes may be used either in the building or at home, and although there are obviously reasons for restricting the general use of a very large number to the library building, such restriction is based on convenience of use rather than on any judgment connected with superiority.

In fact, we all know that a very large part of the use of books in the building of a public library is trivial and that, conversely, a very large part of home use is of the most serious character. Works of light fiction are very commonly read in the library, and books on the higher mathematics, on philosophy, economics, and the physical sciences are taken home. That the general introduction of home use has been accompanied by a much larger use of fiction in our libraries is due to the fact that the older libraries either did not include fiction at all or did so to a very small degree. I regard the introduction of home use as one of the most important steps in the process by which the modern public library has been able to further popular education.

As regards free access to shelves, which came much later, it has been able to live down to a much greater extent the stigma with which it also began its career. Almost half the period that we are considering had passed before it began to be even discussed, and then only one or two librarians of reputation would venture to approve it unreservedly. It has made its way to practically universal use in the face of the opposition of some and the very cautious advocacy of others solely because the users of the library
wanted it and would not be denied—a noteworthy demonstration of the fact that the public is now enjoying in its large libraries an institution in which its own desires have taken a great part in the direction of its development. The objections to free access, unlike those to home use, are based on no fanciful considerations. They are most substantial, being first that free access involves greater opportunity for theft, of which advantage has been taken to an astounding degree by the dishonest, and that it offers an equally great opportunity for the confusion of the books on the shelves. Its advantages, which are obvious to every user of the library, have been so great that neither of these objections has been given weight in comparison with them. The thousands of books which large libraries lose yearly by theft may be considered as part of the price that they are paying for the privileges that their readers demand.

It is surprising to how great a degree all the other instruments of accessibility have been influenced by the two that I have just been discussing. A building in which there are to be free access and home use can not properly be the same in its arrangements as one in which these features are absent. Free access means arrangements by which the public may easily stand at the shelves, without being too far removed from supervision while doing so, and the immediate location of reading space with chairs and tables for the use of the volumes. Home use involves machinery for charging and discharging the books and for recovering those that are not brought back at the assigned limit of use.

The latest public library building, that of the Cleveland Public Library, may serve as an illustration of some of the things to which I have just called attention. In it the book stock is treated as a unit, the matter of the place of use—whether in the library or at home—being considered as incidental. Practically every volume is on open shelves and so located as to be available for this kind of use, and the machinery for charging and discharging has been much developed and located in the most convenient manner. This building is expensive to operate, but it is also efficient; and it is probable that efficiency and increased expense are in future going hand in hand in large libraries, the increased expenditure being put into more efficient operation and this in its turn giving greater satisfaction to our masters—the public—to such an extent that they willingly grant the necessary income.

The other handmaids of accessibility will in turn be found to stand on the two foundation stones already mentioned. For instance, group service, beginning with the children's room, ending for the present with the business library, and doubtless to go on into further ramifications, could hardly be carried out without both of them. The Traveling Library, or deposit, which has been developed to such a degree largely in connection with this form of service, involves indeed a kind of double circulation, the books being removed from the library shelves to go to the headquarters of the group by which they are to be used and then being taken out again by the individuals forming the group.

I will leave the interested reader to follow out this line of thought for himself. He will find, I think, that every advance in the service rendered by popular libraries has been due to an increase in accessibility and that this is closely connected with free access and home use. This is true of physical extension, such as the provision of books in greater number and variety, the establishment of branch library systems, of county libraries, etc., the different kinds of publicity work, community center service, visual service such as the display of prints, fabrics, or other objects, greater care and volume in cataloging, indexing, and the preparation of lists, advisory service to readers, inter-library loans, house to house delivery by parcel post or otherwise, the issue of printed or duplicated material, co-operation with other agencies for the distribution of ideas,
such as lecture, courses, the theatre, radio, and the moving picture, municipal reference service to the city government, the story hour, and the improvement of public service by attention to staff welfare. All these things, which are stones used to build up that fabric of accessibility which is the characteristic of the present American public library, are founded on or closely connected with the ability of the individual reader to select his book and to take it where it will be most convenient for him to use it.

We are frequently reminded that it will not do for us to assume that more than a very small proportion of reading is done through the agency of a public library. This, of course, is true. The fact that our institution constitutes an important agency for the distribution of ideas should not blind us to the existence of many other agencies which are also doing satisfactory work. The existence of these agencies is a good reason for cooperation among them all, but it is no reason why any of them should give up its efforts or should weary in the labor of trying to improve and extend its influence.—Arthur E. Bostwick, in The Library Journal.

Buffalo, N. Y., is in the midst of a great school-building campaign. Twelve new buildings are under construction, including a $2,000,000 high school; and plans are in preparation for two other buildings. This has become necessary because of failure for years to provide accommodations to meet the needs of this rapidly growing city.

Co-education has been re-established in the high schools of Paterson, N. J. In 1923 the segregation plan was adopted, but after a trial of two years the board of education decided to return to co-education. The superintendent of schools is of the opinion that since men and women live together they should grow up together.

ENGLISH NOTES

MINUTES OF THE MEETING OF THE ENGLISH TEACHERS ASSOCIATION

THE English Teachers Section of the Virginia State Teachers Association convened at 9 o'clock, November 25, 1925, in the Art Building, Norfolk, Va., with President H. A. Miller presiding. The minutes of the last annual meeting were read by the Secretary, Anna S. Johnston; her report as Treasurer showed a balance of $32.58.

Mr. H. A. Miller then gave a résumé of his two years' administration, showing that the following objectives had been accomplished:

(a) A list of the English teachers of Virginia was compiled and published in The Virginia Teacher.

(b) A section of The Virginia Teacher was devoted to the publication of articles interesting to teachers of English during the months of January-June, 1925.

(c) Several districts (A, B, D, I, and K) have organized English Associations auxiliary to the State Association. Activities of District A were reported by Miss Lula Daniel of the Fredericksburg State Teachers College; of District B, organized as "The Tidewater Association of Teachers of English," by Anna S. Johnston; and of District D, by Mrs. L. G. Diehl. All these reports showed active interest by the local associations and really valuable results of the meetings held in these districts.

(d) An attempt was made to get a speaker of note to address the English teachers at the annual meeting, but this attempt failed.

Suggested aims for the future were:

(a) We should try to complete the organization of the districts and if possible organize the counties separately.

(b) The Virginia Teacher was chosen
as the organ of publication of the Association for the year of 1926.

(c) We should try to devise means of raising more funds; we need an organ of publication; we need money to pay the traveling expenses of officers; we need money to bring notable speakers to the annual meetings.

(d) Mr. C. T. Logan should be reimbursed for the publication of lists of English teachers. Then a free list may be secured by any English teacher upon application to Mr. Logan. A motion was made and carried that the new treasurer send the cost of the publication of the roster of English teachers to Mr. Logan.

(e) We should try to safeguard the preparation of students for college entrance, so that our weak students and those who do not graduate, if induced to enter college for participation in athletics, may not be regarded as typical products of our high schools.

(f) Colleges, teachers colleges, and high schools should get together on curriculum to prevent over-lapping courses.

(g) The English Association should work on some problem each year, such as, for instance, "The Library in a Small Town."

Mr. C. T. Logan was not present, but his report of the publications devoted to English appearing in The Virginia Teacher from January to June, 1925, was presented and is enclosed herein.

A letter from Mr. J. L. McMannaway asking that each department of the Virginia State Teachers Association hold a summer meeting at one of the state institutions was read, but no action was taken on it.

A nominating committee was appointed which at the afternoon session brought in the following nominations; for president, C. T. Logan, of the State Teachers College, Harrisonburg; for vice-president, Dr. A. A. Kern, of Randolph-Macon Woman's College, Lynchburg; secretary-treasurer, J. R. L. Johnson, of the State Teachers College, Radford. These nominees were duly elected.

The Executive Committee to be appointed will consist of high school teachers.

A fifty-cent fee for the year beginning November, 1925, was collected from each of the following persons by the retiring secretary:

Mr. H. A. Miller, Petersburg
Mrs. L. G. Diehl, Dinwiddie Co.
Miss L. C. Daniel, Fredericksburg
Miss Lucy Brickhouse, Norfolk
Miss M. C. Stahr, Norfolk
Mr. J. R. L. Johnson, Radford
Miss Virginia Old, Norfolk
Miss Garland Stranghan, Hampton
Miss Virginia Amos, Hampton
Miss Louise Berryman, Norfolk
Miss Amy Vandegrift, Norfolk (Blair)
Miss S. B. Graham, Norfolk (Blair)
Miss Velma Biedler, Burke's Garden
Miss Margaret Sayre, Newport News
Mrs. Paul F. Daruci, Portsmouth
Mr. T. G. Pullen, Newport News
Mrs. Nellie P. Smith
Mr. A. Kyle Davis, University of Virginia
Mr. Asa D. Watkins, Hampden-Sidney College
Mrs. Elizabeth K. Peck, Norfolk
Miss Anna S. Johnson, Portsmouth

The afternoon session was very enjoyable both from a literary and a social point of view, the papers and addresses being especially fine; and upon adjournment the Tidewater Association served tea and cake.

Dr. A. D. Watkins, of Hampden-Sidney College, made a witty and forcible plea for more good old-fashioned grammar. He characterized the noun as "Ma," the verb as "Pa," the pronoun as working for "Ma," the adverb as hanging around "Pa," the participle as a gay deceiver dressing up like Mrs. Noun and Mr. Verb.

Mr. A. S. Martensen, of Petersburg, talked interestingly on expression and the interests of children.

Professor Arthur Kyle Davis, of the University of Virginia, read a scholarly paper on Oxford University, England, calling it our "contemporary grandmother" and giving us a most enlightening account of the methods of Oxford and the great differences between Oxford and American universities.
Mr. T. G. Pullen, of the Newport News High School, described the methods used in that school for teaching English VIII.

ANNA S. JOHNSTON, Secretary-Treasurer.

NATIONAL DRAMA WEEK

The week of February 14 to 20, inclusive, has been designated National Drama Week by the Drama League of America, and will be celebrated throughout the United States. The plan is supported by the American Library Association, various Church Federations, representatives of the Professional Actors' and Managers' Associations, and the National Federation of Women's Clubs.

Eager to quicken the public's interest in the theatre as a social force and as a great educational movement, these various associations are attempting to educate the public to appreciate and demand good drama.

Programs and suggestions for each day of the week may be had free by applying to the office of the Drama League of America, 59 East Van Buren street, Chicago.

Q. E. D.

In the January issue of American Speech one finds quoted the following letter to the school authorities:

High School Principle, Dear Teacher, I wish to drop my English II and to take up Zoology. My reason for dropping is that I don't knead no more English.

EDUCATIONAL PUBLICITY

Organized effort as urged by the National Education Association to secure greater publicity for teachers meetings, may well be exerted by the National Council of Teachers of English, which held its annual meeting in Chicago November 26 to 28.

Such, at any rate, is the impression produced by following one Chicago newspaper—and that a relatively superior news organ

—the Chicago Daily News. In spite of the fact that the National Council had a three-day program in the Auditorium Hotel with an attendance of four or five hundred people and speakers from thirteen states and England, the following is the only comment on the whole meeting, as found in the Daily News. This clipping is from the issue of Saturday, November 28, and is headed “Explains Dictionary Plans.”

DR. W. A. CRAIGIE OF OXFORD TO LIST AMERICAN EXPRESSIONS

Dr. W. A. Craigie of Oxford University, who is compiling a new dictionary of the American language at the University of Chicago, explained his project yesterday afternoon at the fifth annual meeting of the National Council of Teachers of English in the Auditorium hotel. Dr. Craigie pointed out that only through the gathering of a vast amount of American words and phrases from books can his object be achieved. He asked the help of all teachers interested in creating a genuine record of the American language.

English as it is taught in the classroom has very little effect on the everyday conversation of the American people, according to Prof. John H. Clapp of New York university, who recommended far-reaching changes in methods of teaching.

“We should find out what the people of the country are using to express themselves and try to help them talk and write clearly and precisely,” he declared. “Instead, we teach an old-style of purist English and our teachings are immediately forgotten.”

Zona Gale, novelist, will address the convention today at its closing session.

One should suppose that newspapers would find abundant material worthy of attention in the more than thirty-five speeches made at Council meetings, particularly when the large space devoted to crimes, court trials, and scandals is taken into account.

The ant-hills of civilization are always crowded; its beehives are often empty. It is the function of a university to help populate the beehives—NICHOLAS MURRAY BUTLER

The statement (in the Declaration of Independence) that all men are created equal is manifestly not true in every sense. . . . Neither have all men any “unalienable rights” to life, liberty and the pursuit of happiness—CHARLES W. ELIOT.
MUSIC AND YOUTH

A direct appeal to the youth of America is made in the newly established magazine, Music and Youth, published by Evans Bros., 16 Arlington street, Boston. The magazine is $2.00 a year. Volume one, Number one appeared last October.

One finds presented in a form quite within the grasp of the young student a variety of topics, rich in information and attractive in arrangement. Advertised as the "first music magazine for young people in America," Music and Youth bids fair to realize the dream of Lowell Mason, whose vision it was nearly one hundred years ago to make America a musical nation by teaching music to every child in the public schools.

VIRGINIA LIBRARY ACTIVITIES

Two outstanding events in library work in Virginia are these: Plans for a handsome and well equipped home for Richmond’s young library are now being worked out by the Board, as the result of the $500,000 bequest of the late Mrs. James H. Dooley; and Elizabeth City County, the smallest county in Virginia, will have the first county library in the State. The building, which is the gift of Mrs. Matthew C. Armstrong of Hampton, will be opened in the early spring. It will be known as the Charles H. Taylor Memorial Library. The county board of supervisors, the county school board, and the city council of Hampton pledged $3,600 for support for the first year, and Mrs. Armstrong will give yearly $500 for the purchase of books. The building and equipment cost about $25,000.

—The Library Journal.
evidences of the life of prehistoric man. These passed into the hands of tourists. In his comment later he pointed to a discovery of a Neanderthal man in a cave overlooking the Sea of Galilee as indicating the vast possibilities of the Nile region.

RECENT SALARY SCHEDULE

A recent salary schedule that has attracted attention is the one adopted by Congress for the District of Columbia. After one year of satisfactory probationary service teachers serve on tenure. Teachers with experience elsewhere may be placed in the fifth year of the elementary schedule and in the sixth year of the high-school and normal-school schedules. The schedule provides for Group A and Group B teachers. The Group B schedule provides for those teachers whose superior teaching, advanced study, and higher professional qualifications justify larger salaries than those paid teachers in Group A. The schedule for elementary and high school teachers is as follows:

The State superintendent of public instruction states that for the first time the supply of well-trained teachers is approximately equal to the demand.

FREEDOM OF THOUGHT AND TEACHING

Of more than passing interest is a resolution looking to the guidance of officers of the United Chapters of Phi Beta Kappa in preparing for the organization of new chapters. It reads as follows:

In view of the present tendency to suppress freedom of thought and speech in our colleges, the Fifteenth National Council of the United Chapters of Phi Beta Kappa desires to put itself on record as insisting on the academic freedom that is essential to the pursuit of truth. It is also the sense of the Council that no college that gives evidence of denying this freedom shall be considered worthy of a charter of Phi Beta Kappa.

"An educated man always listens to the man who knows."

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<th>Classification</th>
<th>Minimum salary</th>
<th>Annual increase</th>
<th>Period of years after which increase is granted</th>
<th>Maximum salary</th>
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VIRGINIA'S SUPPLY OF TEACHERS

The number of adult illiterates in Virginia has been reduced one-half within five years. In the same time the number of college and normal school graduates teaching in the schools of the State has greatly increased.

MARYLAND'S SUPERVISORS

Forty-five rural supervisors are at work in Maryland—at least one in each of the State's 23 counties. Their work has proved an important factor in the solution of the problems of the rural school.
BOOKS

THE KING IS DEAD! LONG LIVE THE KING!
Teaching High School Latin (Revised Edition)

Today when teachers of Latin are confronted by all sorts of controversies in regard to the retention of classical languages in the high schools and colleges, young teachers will find infinite help in this little book that will encourage the beginner and will enable him to combat the foes of the ancient languages and do much to counteract the temporary effect of such foes.

In the first four chapters is taken up the service of Latin in education and in life. There are statements by men such as Professor Foster of the Stuyvesant High School in New York City, Professor Kelsey of the University of Michigan, and Professor Laurie of the University of Edinburgh. These statements are too long to be given verbatim, but the outstanding reasons for retaining Latin are as follows:

(1) The classical languages enrich the English vocabulary by adding new words, since Latin is two-thirds our own tongue.

(2) They develop an appreciation of word, phrase, and clause relations.

(3) The formal and grammatical study develops habits of industry and application.

(4) The study of Latin gives one possession of the key of the Romance languages.

(5) They enable one to read some of the great Latin and Greek masterpieces.

(6) They give a wider view of life through familiarity with a great civilization remote from the present.

In chapter five is outlined the training of the Latin teacher who must have a knowledge of the language and literature, and must have had all the courses in Latin that he could take, and as much Greek as he could find time for. The young teacher should early get the habit of searching new ways of teaching, and new devices for drill work.

There is an interesting chapter on English derivatives and the mythological element in English poetry by Spencer, Byron, Shelley, Browning, Tennyson, and others. This mythology can better be gained by direct contact with the classics.

The chapters outlining the work for four years of high school Latin are probably the most beneficial to beginning teachers. One simply must be thorough in all drill work after reading the chapter on the first year's work.

The concluding chapters give some valuable suggestions on how to handle Latin Hymns, the Latin Bible, Songs, and on classroom equipment and translations.

Every one who reads this book and follows its suggestions will be amply repaid, for he will enter his work with the zeal that is necessary for every successful Latin teacher.

Louise Boje

ANOTHER PIONEER IN HOME ECONOMICS

"Sixty-seven problems designed to supplement the textbooks on methods used in training home economics teachers" serves as a bridge between theory and practice in home economics.

The problems presented are real, not hypothetical. They have been carefully gleaned as the most worth-while of the many with which the author has had first-hand contact during her wide experience in teaching the teacher how to teach.

In assembling this material the author has first presented a group of problems which should give a broad conception of the extent of the home economics field and of home economics courses in high school. This series is followed by an introduction to the aims in teaching home economics and then by groups on subject-matter as evidenced by textbook analysis, suggestive problems in using the project, problems in the various phases of subject-matter, suggestive aids in teaching, time organization, development of
a course of study, the laboratory, the teacher, administrative problems, and home economics and the community.

The following are illustrative problems that are developed in varied and interesting ways: Skill as an Aim, Objectives Set Up by University High School, Home Project: Budgeting, Dictation Versus Problem Solving Method, Common Mistakes in Garment Construction, Standards for Selection of Subject Matter, Ability to Surmount Obstacles, Effect of Voice and Temperament.

The references given with each problem are “up to the minute.” In fact, they furnish a good bibliography of the very latest and best helps for the new teacher. While this text serves a very definite need of the teacher in training, it should make just as strong an appeal to the one already in the field.

Mary E. Morgan

AQUATIC ADVICE


The book deals with all the phases of swimming which make it a worthwhile and interesting sport. Not only is the description of the strokes well stated, but the illustrations have been worked out in detail, so that they can be readily understood by an amateur. This is one of the strong features of the book. Life Saving, a subject which the Red Cross stresses so strongly, is exhaustively dealt with.

Through diving, stunts, and fancy swimming, an added interest is given to the water. Any instructor will find helpful the special division given to each of these. The suggestion for a swimming meet and how to conduct a meet will be of value to the beginner.

Since the book deals with the very beginnings of how to teach swimming (information well stated and illustrations well drawn) through to the training of the expert, the experienced as well as the inexperienced instructor will find it a book most worth-while and helpful.

Augusta Kriener

THE BODY AND ITS PROCESSES


Dr. Williams has written an interesting text for schools and colleges. Starting with the biologic development of the body, the various systems are discussed in an orderly sequence; on completing the book one has a clear understanding of the body and its processes.

This book is a great improvement over other similar texts in that Dr. Williams has considered the anatomy and physiology of the child as well as that of the adult and the differences in development are clearly explained. At the end of each chapter are a list of suggestions for exercises and questions and list of references.

The teacher of anatomy and physiology will find this an excellent book for a classroom text or for the reference shelf. It contains many illustrations of value.

Rachael F. Weems

OTHER BOOKS OF INTEREST


A stimulating discussion of the present day young woman, with some definite constructive suggestions. Every reformer with tendencies to rail at the young of today should be required to read this book.


By narrowing its field to one definite phase of supervision, the improvement of classroom instruction, this book is able to give some specific help. Supervisors and principals will find the stenographic reports of lessons with the supervisory follow-up work particularly suggestive.


This score card is significant in that it has broken with tradition and attempts to measure in terms of modern educational aims. The manual of directions makes it feasible for self-rating.
26 THE VIRGINIA TEACHER


Russia, China, Japan, India, and the Near East are told about in a simple style that suits the living conditions, the practical economies, and the social customs of people whose lives are directly affected by the geographic controls of their countries.


This book of accompaniments will be a valuable supplement to the One-Book Course, a very practical collection of song material, designed to meet the needs of ungraded schools. The accompaniments reflect good musicianship and at the same time are not too difficult for teachers with limited experience in music.

The One-Book Course is in four parts. Part 1 gives special directions to the teachers of rural schools, Part 2 gives a syllabus for primary grades, Part 3 for intermediate grades, and Part 4 for upper grades.


A valuable book. Clear, up-to-date, sane. Though sufficiently ample, this grammar is noticeable for its wise omissions. There is just enough diagraming to be suggestive, without danger of obsession under the spell of linear representation. With discriminating reservations, the terminology follows that of the Joint Committee on Grammatical Nomenclature. The author seems to have found, happily, what he sought, "the middle ground between the old-time formal grammar and the language lessons of today."


This is a short treatise on plant and animal heredity. It includes a study of the mechanism of heredity, the application of the principles involved to the improvement of the forms of life, and a history of the development of many of our domesticated plants and animals. The subject matter can readily be followed by the high school student of biology or layman. It is an excellent reference for the former as well as for students of agriculture while anyone who is willing to trade a few hours of time to learn what makes living things, including man himself, what they are will find it profitable and as interesting and easy to read as any popular novel.


As its title indicates, this book treats all phases of work with domestic animals and is well adapted to agricultural high school classes. At the same time many farm club members, live stock raisers, and poultry raisers will find it very helpful and practical. The chapters on poultry raising alone make it an invaluable book.


A fresh and charming book for laying the foundation of French study. Explanations are in English; instructions as to the devoirs, in French. The work is woven around three stories of life in France, one an old chanson de geste. Of especial value are the simple and clear descriptions of the position of the speech-organs in pronunciation, the lips being pictured in the act of pronouncing the more important sounds.


Grammar taught one point at a time, with abundant drill. Every fifth lesson a review. Old Spain and Spanish America both featured in exercises, in maps, and in many half-tone engravings. Vocabulary small, but vital and oft-repeated.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

ALUMNÆ NOTES

Clyde Deisher is teaching at Eagle Rock and is developing some interesting projects in local history.

Dorothy Lacy (Mrs. Earle W. Paylor) writes from Mathews, Va., where her husband is school principal.

Nancy Hufford (Mrs. Captain Furrow), who spent some time at the college last summer, is at home at Bristol, Va.-Tenn.

Carolyn Wine paid us a visit during the Christmas holidays. She and Elizabeth Harley are teaching again at Bassetts.

Nan Wiley gets back to her old home at Crozet now and then, and remembers her friends at Blue-Stone Hill with an occasional message.

Anna and Helen Ward sent Christmas messages from Centralia. They have our best wishes.

At Christmas, Zelma Wagstaff Stanley was at home at Herndon, in Loudoun County, and joined with Helen Wagstaff in sending greeting to Alma Mater.

Hester Thomas writes from her old home at Culpeper. Her box number is 147, and she will be pleased to hear from her former classmates and other friends.

Sarah Lanier Tabb came back last sum-
mer to renew acquaintances, and also sent us a Christmas message. Sarah says that Portsmouth is a fine old town to live in—and we believe it.

Celia Swecker is teaching in Arlington County, living in Washington City, and visiting now and then in Highland and Harrisonburg.

Bessie Swartz sends a message from her old home at Mt. Clifton. Her address is Mt. Jackson, Box 30, Route 2.

Mary Sale is now Mrs. Stennett. She lives in Mississippi, but often thinks of Harrisonburg.

Alberta Rodes, one of the famous Rodes trio, and sometime president of the student association, lets us hear from her now and then. We should like to see Ruth, Alberta, and Clotilde all here together again.

Sue Raine writes from Danville. We hope she is planning a visit to Alma Mater at commencement.

Margaret Proctor also teaches in Danville. She made a flying trip through Harrisonburg recently.

Mary Lee Perry has been getting acquainted with many parts of this big country of ours. The last we heard of her she was in Nokomis, Florida.

Mearle Pearce still thinks of us now and then. As proof positive we have ready for inspection a beautiful Christmas card, bearing her signature, and mailed at Marietta, Ga.

Bertha Nuckolls will be remembered by many former students. She is now in Roanoke City. Her address is Box 262.

Little Ethel Blanche Oast of Portsmouth is just longing for the time when she can come to Blue-Stone Hill. She is named for her mother, who was Ethel Kaufman; and we hope that Ethel Blanche can be domiciled in due time in her mother’s old room here on the Hill.

Ella O’Neal is teaching at Pequon, Frederick County. Of course, she spent the Christmas holidays at her old home, near Woodstock.

Byrd Nelson is teaching in Richmond. She sent us a post card recently. Wouldn’t you like to hear Byrd’s sweet, soft voice again?

Elizabeth Nicol is now Mrs. Metcalf, but her address is Rockville, Md., again. She spent several years in Washington City just preceding her marriage.

Frances Mackey sends a beautiful Christmas greeting from Richmond. Her address there is 303 South Third Street.

Fay Morgan, Mrs. Joseph Hawley Neale, does not get around to see us very often, but she often thought of Alma Mater while she lived at Appalachia, Va., and we have evidence that she does not forget now that her home is at Upper Lehigh, Pa.

Shirley McKinney sent a Christmas message from her old home at Hinton, W. Va., at Christmas; and then January 4 her parents announced her marriage to Mr. Warner T. Harding. She will live at Tipers, Va.

On November 1 Lillian Chalkley was married in North Carolina to Mr. Norwood G. Greene.

Helena Marsh (Mrs. Ward McCourt) sends a message from New York City, but does not give her street address. We know that she has a warm spot in her heart for Harrisonburg, just the same as if she sent three addresses.

**NEWS OF THE CAMPUS**

The great interest of students all over the country concerning the Intercollegiate World Court Conference was locally evidenced in our own college, which sent one delegate, Laura Lambert, and four other girls to attend this meeting held at Princeton, N. J., December 11 and 12. The four girls who attended the conference were Claire Lay, Sarah Elizabeth Thompson, Louise Elliott, and Nancy Mosher. They brought back detailed reports of the real
purpose and meaning of the conference and the student interest in the World Court. They believe, and made us believe, that the conference will serve as a mile-stone in the progress of student leadership.

One of the entertainment numbers materialized December 11 in the person of Maud Huntington-Benjamin, who read "The Fool," that stirring play written by Channing Pollock. The student body fully realized they had had a rare treat. November 28 local talent was pleasingly displayed in "Folly and Her Troupe," which was given by the Frances Sales Club.

The college Glee Club gave a dinner program for the Rotary Club of Staunton December 1. The Choral Club offered as their quarter's work a Christmas vespers service in the Virginia Theatre December 20. The first recital of the year was given December 4 by Music and Expression students. Several chapel programs were taken up with music: November 27, the Aeolian Club told stories through music; December 2 Mr. J. H. Ruebush directed the Dayton Orchestra in an entertaining program; December 8 the Glee Club and the Blue Stone Orchestra of the college had charge of the program; November 30 Mr. P. H. Baugher gave several vocal numbers.

There were bargains and fun for everyone who got to the Scholma'am's annual bazaar on time December 12. The bazaar proved very successful and entertaining as well. The Lanier Literary Society, with a parody on Hamlet, won the prize for having the cleverest stunt; Jennie Deitrick, a freshman, was rewarded for making the best poster advertising the bazaar. Scholma'am staff members recently chosen are as follows: Senior Class, Annie Councill; Junior Class, Edna Bonney; Sophomore Class, Mary Fray; Stratford Dramatic Club, Marion Kelly; Lee Literary Society, Hortense Eanes; Lanier Literary Society, Virginia Taylor; Page Literary Society, Mary Drewry; Y. W. C. A., Virginia Wiley; Athletic Council, Emma Bell. Four others will be selected in February.

Many of the H. T. C. faculty attended the annual Virginia Education Conference held in Norfolk during the week of November 21 to 28—President S. P. Duke, Dr. W. J. Gifford, Dr. H. A. Converse, Mrs. P. P. Moody, Mrs. H. E. Garber, C. P. Shorts, and Miss Edna Shaeffer attending the conference held at Teachers College, Columbia University, November 27 and 28, C. T. Logan represented the English department and J. C. Johnston represented the Science department of the college.

The last hockey game of the season was played with Fredericksburg on the home field Saturday, December 5. The game was an overwhelming victory for the home team, the score being 15-1. The Varsity basketball team has been chosen and consists of Frances Clark, Lorraine Gentis, Virginia Turpin, Jessie Rosen, Sarah Ellen Bowers, Edythe Hiserman, Ruth Nickell, Doris Kelly (captain), Reva Banks, Alice Lohr, Sarah Hartman, Virginia Jackson, Elizabeth Miller, Edwina Lambert, Louise Mothershead, Loula Boisseau, Carolyn Weems, Elise Taylor, Virginia Harvey, and Irene Rodgers.—The hockey team elected Ruth Nickell as captain for 1926-27.

Besides the musical numbers the assembly programs were taken up with talks. The Reverend J. J. Rives of the Methodist Church spoke December 2 on "The Golden Rule"; Mr. H. W. Miles of the Southern Presbyterian Church spoke, December 4, on the subject of "Leadership."

The literary societies continued the outlined programs through December. At the last meeting the officers were elected for the winter quarter. Lee Literary Society elected Sarah Elizabeth Thompson president; Lorraine Gentis, vice-president; Janie McGehee, secretary; Annie Younger, treasurer; Thelma Dunn, chairman of the program committee; Elizabeth Ellmore, sergeant-at-arms; Marion Kelly, critic.
Lanier Literary Society elected Ida Pinner president; Emma Bell, vice-president; Doris Kelly, secretary; Bernice Jenkins, treasurer; Mary Mapp, chairman of the program committee; Laura Lambert, critic; Helen Bargamin, sergeant-at-arms. Page Literary Society elected Jean Broaddus, president; Mildred Reynolds, vice-president; Helen Sadler, secretary; Virginia Brumbaugh, treasurer; Katharyn Sebrell, critic; Gladys Netherland, chairman of the program committee; Marion Trevillian, sergeant-at-arms. Debating seems to be uppermost in the minds of all literary society members at present.

The Y. M. C. A. has had many interesting speakers. Mr. Miles, secretary of the Southern Presbyterian Church, spoke on "Witnesses"; Mr. Fred Thompson, state secretary of the Y. M. C. A., talked about the work the Y. W. C. A. is doing in affiliation with the Y. M. C. A. "Queer People" was given by the Y. W. at a weekly service and "The Gifts of Christ" was given as the Christmas program.

The Journalism Class of the College journeyed to the newspaper office of the Harrisonburg Daily News-Record Thursday night, December 10. The fascinating process of newspaper-making was marveled at and partly absorbed.

One member of our student body, Charlotte Lacy, has won a prize for room improvement. Charlotte's contribution to the Room Improvement Contest won first prize at the Madison County Contest and also at the Virginia State Fair; it later received third prize at the National Club exhibit in Chicago.

Miss Gertrude Lovell, a former member of the H. T. C. faculty, underwent an operation during December at the Johnston-Willis Hospital. She has since visited the campus and is now sufficiently improved to be back in her position at Foxcroft School, Loudoun County.

The local Rotary Club entertained a group of proud daughters and sisters of fellow Rotarians at a dinner given at the Kavanaugh Hotel December 8. A unique program, including a take-off on a college faculty meeting, was given during the course of the dinner. The guests included Mrs. Varner, Miss Hoffman, and Miss Hudson, Lucille Jackson, Dorothy Ridings, Mary Louise Dunn, Charlotte Wilson, Marjorie Ober, Anna Johnston, Kathryn Pace, Hortense Eanes, Kathleen Slusser, Virginia Buchanan, Nancy Funkhouser, Elsie Wine, Mary Rhodes Lineweaver, and Wellington Miller.

OUR CONTRIBUTORS

EDWIN A. ALDERMAN is president of the University of Virginia. Dr. Alderman made the address here printed before the Virginia Educational Conference at Norfolk on November 25 last.

EDITH R. WARD and BERTHA M. MCCOLLM are both recent graduates of the State Teachers College at Harrisonburg. Miss Ward is now teaching in the city schools of Norfolk, Miss McCollum in Winston-Salem, North Carolina.

S. A. MARTENSEN is supervisor of elementary education in the city schools of Petersburg, Virginia. Mr. Martensen's paper was presented before the English section of the State Teachers Association meeting in Norfolk, November 25.

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