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THE VIRGINIA TEACHER

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THE STUDY OF ENGLISH AT OXFORD

TO UNDERSTAND the study of English at Oxford it is necessary first of all to appreciate some of the fundamental differences that exist between Oxford and the average American college.

It is to be hoped that one need not apologize or give any explanation for taking Oxford as the ideal of academic attainment toward which the American college more or less imperfectly strives. There are many criticisms which we may legitimately make of Oxford, and I shall certainly spare you the "effusive Oxonolatry" which is sometimes heard from the lips of Anglo-Americans. But when all is said and done, we of this newer academic world must recognize in our elder contemporary (if it be not an offence to refer to one's grandmother as contemporary) a depth of scholarship, a breadth of intellectual interest, a solidity of learning, which are in no danger from our immediate rivalry, great as may be our hope ultimately to surpass them.

Indeed, between Oxford standards and those of any American university there is a great gulf fixed. In comparison with our first-year men, so many of whom are as innocent of spelling as they are indifferent to grammar, Oxford freshmen, with their literary tastes and their writing of Greek and Latin verse, seem a different order of being. The contrast at a later stage is equally striking. Perhaps there is no better way of suggesting to you this contrast than by quoting from The Education of Henry Adams the passage in which Adams, a brilliant Harvard graduate, tells of his meeting with A. C. Swinburne, a brilliant Oxford man. Adams and others sat, says the account, "till far into the night, listening to the rush of Swinburne's talk . . . They could not believe his incredible memory and knowledge of literature, classic, mediaeval, and modern; his faculty of reciting a play of Sophocles or a play of Shakespeare, forward or backward, from end to beginning; or Dante, or Villon, or Victor Hugo. They knew not what to make of his own unpublished ballads . . . which he declaimed as though they were books of the Iliad . . . Swinburne, though millions of ages far from them (his listeners) united them by his humor even more than by his poetry. The story of his first day as a member of Professor Stubbs's household was professionally clever farce if not high comedy, in a young man who could write a Greek ode or a provençal chanson as easily as an English quatrain . . . Then, at last, if never before, Adams acquired education . . . One felt the horrors of Longfellow and Emerson, the doubts of Lowell and the humor of Holmes, at the wild Walpurgis-night of Swinburne's talk."

And what Adams felt before Swinburne, many an American college graduate has felt, in somewhat milder form, before the brilliant and rounded Oxford graduate.

I have used, I confess, a somewhat striking illustration to suggest to you the superiority of Oxford academic standards—a superiority which is not altogether flattering to ourselves until it is accounted for, if even then. Oxford is, of course, an older university in an older civilization, while we have not long emerged from the pioneer stage. Again, the intellectual hierarchy of England is pretty well concentrated in two universities, Oxford and Cambridge; ours
is scattered all over the country, in fifty or more great universities. The English public schools (Eton, Harrow, Rugby, Winchester, Shrewsbury, etc.) give a broad and thorough training which our mass-production high schools, well as they may perform their different function, can never give to the thousands whom they each year graduate and who each year storm the walls of the colleges in such numbers that they are able to force an entrance almost on their own terms.

But the whole discrepancy between Oxford standards and our own may be explained by the fact that we entertain differing conceptions and differing ideals of university education. Our system is broadly democratic; Oxford's is thoroughly aristocratic, either socially or intellectually. Our system has to recommend it a certain breadth of humanity, a generosity of purpose, a nobility of conception; its danger is that we may be, indeed are being, subjected to the tyranny of mediocrity or even to the dictate of inferiority—swamped under a mass of material which forces down our standards to its own levels. Humanitarianism and democracy have their own places and their own uses. But if Woodrow Wilson was right in calling the true ideal of the university an intellectual one, where shall the profit be, though we gain the whole world, if we lose touch with that intellectual ideal which is a university's soul?

It is to be hoped that before long our American colleges will be indeed places of higher learning and that their standards will not be debased by the presence of the intellectually incurious and of high grade morons who have somehow or other amassed the number of units requisite for entrance. When that time comes we shall approach more nearly to the academic position of Oxford.

The first step, then, in attempting to visualize the work in English at Oxford is to dismiss from our minds all thoughts of the elementary training in composition, grammar, rhetoric, which still—alas!—plays so important a part in our freshman English course, and also of such a cursory and elementary survey of English literature as is sometimes attempted in this course. An English publisher would have no occasion to send to a university teacher such an advertisement as that which I recently received from a prominent American textbook house. It read as follows:

"As the college enrollments increase, the English departments find themselves more and more harassed by the problem of the unprepared freshman. For those students who can barely read and write the instruction has been made as simple as it can be without becoming downright imbecile, while for those above the grade of illiteracy various aids have been devised. But many colleges are now proving that all freshmen, good, fair, bad, and terrible, profit by a brief compulsory review of grammar along with theme-writing."

It would seem that even the commercial publisher is becoming aware of a situation which has long been disturbing our college officials. Such a gibe the friend of the American college, if he is honest, must endure in silence; the publishing firm that wrote so in England would but make itself ridiculous.

The English university student is presumed to write his own language with some facility and to have read a reasonable amount of his own literature. In fact, one of the first things that impresses the American at Oxford is the wide range of the English student's literary interests and accomplishments. It has long been an American observation that all Englishmen somehow acquire a style, and that even the English scientist, engineer, or economist reads his literature with zest.

It may surprise you to learn that, in spite of all this natural aptitude for literary pursuits, the English university has been slow in accepting English language and literature as a legitimate subject for university
study. Indeed, though Oxford has been a university since the latter part of the twelfth century, not till within the last twenty-five years has English been admitted to its curriculum as a proper subject for degree examination and credit.

This fact may seem strange, but the reasons for it are fairly obvious. First, the English university has never been troubled with the problem of mass illiteracy. Second, it has assumed that every man interested in acquiring an education will of course not neglect the pleasure and profit afforded by his own literature. Third, it has been distrustful of attempts to instil literary appreciation. Fourth, being committed to a somewhat stoic view of education as mental discipline, it has regarded the study of one's own literature and language as too easy and as unworthy of a serious place in a university curriculum. Fifth and last, since the time of the Revival of Learning English education, primary, secondary, and collegiate, has been built around the study of the classics, with mathematics and later the sciences and history as its satellites. In England tradition is strong; thus "the dominance of Latin for many a day made the study of English seem despicable and unworthy."1

The recognition of English as a subject for which the B. A. degree might be awarded is at Oxford an affair of the twentieth century. Just before this—in the latter part of the nineteenth century, that is—definite provision for the teaching of English literature and language (apart from Anglo-Saxon) began to be made in various British universities. The academic teaching of English seems to have begun in Scotland and Ireland. The Professor of Rhetoric at Edinburgh dealt with the formal side of English, as did also the Professors of Logic at Edinburgh and St. Andrews. A Chair of English Language and Literature was founded at Glasgow in 1861, at Aberdeen in 1893, and at St. Andrew's in 1897. When the three Queen's Colleges in Belfast, Cork, and Galway were founded in 1845, Chairs of "History and English Literature" were established. In 1908 separate chairs of English Language and Literature and of History were established. In the University of Dublin (Trinity College) a Chair of English Literature, of which Edward Dowden was the first holder, was founded in 1867.

The academic teaching of English, then, is a comparatively recent development in England. "It is true that a Chair of Poetry was founded at Oxford by Henry Birkenhead in 1708, but the lectures were delivered in Latin, and dealt with classical authors on the traditional lines of humanist criticism. Yet the chair was not without influence on the study of English literature. The seventh Professor (1757-67) was Thomas Warton, the younger, whose lectures dealt with classical subjects but who did memorable service to English scholarship in his Observations on The Faerie Queene (1754) and his History of English Poetry (1774-81). Keble's lectures for the Chair (1832-41), though concerned with Greek and Latin poets and dramatists, contained valuable incidental passages on Shakespeare and other English writers. Not long afterwards the regulation by which the lectures were given in Latin was rescinded, and since Matthew Arnold's tenure of the Chair (1857-67), when he delivered lectures On Translating Homer and The Study of Celtic Literature, it has been held by a succession of distinguished critics, who have largely influenced the study of the national literature."2

Similarly, one must mention the establishment at Oxford of various university prizes in the field of English—for instance, the Sir Roger Newdigate prize awarded annually for the best composition in English verse by an undergraduate. One finds

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1 Essays on a Liberal Education, 1868.
2 Essays on a Liberal Education, 1868.
among the winners of the Newdigate many names since conspicuous in English poetry. The Chancellor's Prize is given to the successful competitor in three fields of composition—Latin verse, English essay, Latin essay. The Matthew Arnold Memorial Prize and many others are given for the best English essay in a subject proposed each year. The various colleges, too, offer poetry and essay prizes, and thus stimulate excellence in literary expression.

But all this was indirect and sporadic. Comparatively little was done to promote the study of English at Oxford until, as a result of the Royal Commission of 1877, the Merton Professorship of English Language and Literature was founded there in 1885. "Owing to the choice of the first Professor the Chair became identified with the teaching of language, but in 1904 its linguistic side was transferred to the Rawlinson Chair of Anglo-Saxon, and the Merton Professorship of English Literature was instituted. In 1908 the Goldsmith's Company founded a Readership in English, and afterwards two University Lectureships in the subject were established. In 1920 an additional Chair of English Language and Literature was instituted. There are also about a dozen lectures and tutors, chiefly connected with the women's colleges."

The study of English at Oxford, as elsewhere, incurs the reproach, or enjoys the distinction, of attracting women more numerously than men. But even at Oxford it is rapidly advancing in masculine favor.

At all events, Oxford has now a full quota of eminent professors, lecturers, and tutors in the school of English. One remembers with especial gratitude the lectures of that most lovable scholar, the late Professor Sir Walter Raleigh, for many years the most popular lecturer in Oxford and the man who, as Merton Professor, has done most to establish the high standard of the English school. Around him clusters a distinguished company, including his successor, Professor Gordon, H. C. Wyld, the philologist, D. Nichol-Smith, W. P. Ker, W. A. Craigie, Percy Simpson, C. T. Onions, A. J. Carlyle, and other scholars whose names will have a familiar sound.

At this point, in order that you may understand how the study of English proceeds, I shall have to tell rapidly something of the Oxford system of education—how the twenty-odd colleges prepare their students under the tutorial system for examinations given by the university. The chief function of the University is that of an examining body. Its Convocation passes the Examination Statutes, which are then interpreted in the form of practical regulations by its various boards of the faculty; the University also appoints all examiners, generally three each year in each subject. Guided by the Statutes and the regulations, the college tutor undertakes to prepare his students for the examinations in their respective chosen fields. Specialization begins at an early stage and continues throughout the course—for the Oxford B. A. is given in a single subject rather than in all knowledge conveniently defined as sixty-odd session-hours chosen from certain air-tight compartments known as groups. There is no class instruction. Lectures are entirely optional, and except in the case of the most eminent professors they are generally very lightly regarded and slightly attended. The student depends upon the guidance of his tutor and upon his own reading to pass examinations, though he gets a great deal of intellectual inspiration from extra-curricular associations, group discussions among students, and his various contacts with the complex Oxford life. But I must take this background more or less for granted and deal more specifically with the curriculum and the place it gives to the study of English.

In proceeding to the B. A. degree, with or without honors, the candidate must pass successively three examinations: Respon-
sions or entrance examinations; an intermediate examination known as the First Public Examination (or its equivalent in the preliminary or previous examination to some final honor school); and lastly, the Second Public Examination, which is the final examination for the degree. Each of these so-called examinations is really a series of from four to a dozen examinations of three hours each taken at the rate of two a day for the requisite number of successive days. And at the final stage particularly, widely different examinations are set and widely different requirements are made for those who do and for those who do not seek honors.

In the earlier stages of the curriculum English makes a very humble appearance as an optional subject, generally as a possible substitute for either Greek or Latin (not for both). In this form English appears among the subjects which may be offered for Examinations, for the First Public Examination (without honors), and for the Second Public Examination (without honors). The examination consists in the writing of an English essay on one of several suggested subjects, together with questions on certain prescribed texts (among them generally some plays of Shakespeare). For instance, in the Second Public Examination (without honors) the following books are to be specially prepared: Chaucer, The Prologue to the Canterbury Tales and The Franklin's Tale; Shakespeare, Henry IV, Part 1 and Part 2, and Antony and Cleopatra; Milton, Paradise Lost, Books I-IV; Johnson, Lives of the Poets; in addition to this, a general acquaintance with the History of English Literature either from 1476 to 1660 or from 1660 to 1850 is required. But all of this amounts to very little, and my subject, "The Study of English at Oxford," would be a very piddling one indeed if this were the whole story. But it is not the whole story.

The triumph of English at Oxford is not that it has received this grudging recognition as a possible elective on these earlier "pass" examinations, but the fact that it has recently achieved the dignity of a final honor school, equal in rank with Literae Humaniores, or Classics, otherwise known as "Greats," the renowned school of Latin and Greek Languages, Literatures, and Philosophy.

The "pass" examinations just referred to serve a useful purpose in providing a goal which is within the reach of the less brilliant and in thus allowing the dull or idle sons of the nobility and others to remain in Oxford where they may contribute what they can to Oxford life and get what they can from it without dragging the University's standards in the dust. But otherwise "pass" work is negligible in its effect on Oxford—except perhaps to give ground for the remark about Oxford's "young barbarians all at play." The final honor schools are Oxford's crowning glory. They make her, and as much as any one thing they account for her position in the academic world.

Something of the jealousy with which these honor schools are guarded, something of the sanctity with which they are surrounded, may be gathered from the fact that no student, not though he have a Ph. D. from three American, five French, and all the German universities, may take these examinations until he shall have resided in Oxford as a member of the university for two full years. By such means is the high standard set for these schools maintained.

Final honors examinations at Oxford are much more august phenomena than any of the glorified tests with which the American college student is periodically confronted. Our little examinations are a sort of academic itch recurring every three months, to be met without anxiety by a little hasty scratching among books and lecture notes. Oxford final schools are a crisis of great moment, a period of intellectual child-birth, when in labor and prolonged effort the student must bring forth the fruits of his long
mating with Oxford life. This cluster of nine or a dozen examinations taken in six days is the far-off event, divine at least in its augustness, toward which his whole creation has been moving for at least two years. Little college tests ("collegas"), to be sure, there have been, to test whether or not he was prepared for the major ordeal of "schools." But they had counted for nothing, were, indeed, only private affairs between himself and his tutor. This is the be-all and the end-all here, when all the world is to be let into the secret of his academic standing.

So from the point of view of the student Oxford final schools are a much more serious business than our examinations. The Oxford student has no class grade to fall back upon in case of need. Nor has he experienced accommodating professors whose lectures have already given him in exact form the answers to his examination questions. Indeed, his papers are set by examiners who have had nothing to do with tutoring him or lecturing to him. All that he knows is the general subject in which he is to be examined and the university statute outlining the scope of the examination. With this information and with his tutor's assistance, he reads and works out his own salvation. He is not spoon-fed out of easy text-books; he is sent to the original documents and the most authoritative works to dig for himself. Final honors work at Oxford is strong meat, not meant for babes, or morons.

But what, you are asking, are these final honor schools of which you have heard so much? Final honors are now offered in ten schools, which are (in the order of their foundation) (1) Literae Humaniores; (2) Mathematics; (3) Natural Science, including separate honors examinations in Physics, Chemistry, Animal Physiology, Zoology, Botany, Geology, Astronomy, and Engineering Science; (4) Jurisprudence; (5) Modern History; (6) Theology; (7) Oriental Studies, including separate honors examinations in Sanskrit, Arabic, Hebrew, Persian, and Egyptian; (8) English Language and Literature; (9) Modern Languages, including separate honors examinations in French, German, Italian, Spanish, Russian, Medieval and Modern Greek; and (10) Philosophy, Politics, and Economics, a recent addition to the nine older schools. The Oxford B. A. degree with honors is awarded to the candidate who successfully passes the examinations in any one of these schools.

But we are concerned with only one of these schools—English Language and Literature. To indicate the content of this school I cannot do other than quote from the statutes the regulations outlining the scope of the examination required. It will be remembered that all candidates have passed Responsions and the First Public Examination (taken a year after entrance), and that they have devoted two full years to the study of English in preparation for this examination. The Statute reads as follows:

Every candidate shall be expected to have studied the authors or portions of authors which he offers (1) with reference to the forms of the Language, (2) as examples of literature, and (3) in their relation to the history and thought of the period to which they belong.

The Regulations of the Board of the Faculty interpret these statutes more explicitly, as follows:

I. Philology and History of the English Language
All candidates will be examined in the philology and history of the English language, including Old English (Anglo-Saxon), and (2) of the relation of English to the languages with which it is etymologically connected, and (3) of the history of English literature, and (4) of the history, especially the social history, of England during the period of English literature which he offers.

The Regulations of the Board of the Faculty interpret these statutes more explicitly, as follows:

I. Philology and History of the English Language
All candidates will be examined in the philology and history of the English language. They will also be expected to show a competent knowledge of the chief periods of the English language, including Old English (Anglo-Saxon), and (2) of the relation of English to the languages with which it is etymologically connected, and (3) of the history of English literature, and (4) of the history, especially the social history, of England during the period of English literature which he offers.

II. History of English Literature
This includes the history of English Literature, of criticism, and of style in prose and verse, together with prescribed authors or portions of authors. For the purposes of this examination English Literature is divided into eight periods, of
which every candidate will be required to offer six consecutive periods—

1. Old English Literature, with a special study of Beowulf and the Fight at Finnsburg.
2. Middle English Literature to 1370, with a special study of Havelock and Sir Gawayne and the Green Knight.
3. Chaucer to Surrey, with a special study of Chaucer, Langland, and Gower.
4. The Age of Shakespeare, with a special study of Othello, Henry IV (both parts), and Julius Caesar.
5. The Age of Milton, with a special study of Paradise Lost.
7. The Age of Johnson and Burke.
8. The Romantic Movement and the Nineteenth Century.

III. The History, Especially the Social History, of England

Questions on this subject will be set in each of the papers on the last six periods of English Literature.

IV. Special Subjects

One may be chosen from the following list:—
(1) Gothic and Old Saxon, (2) Old Icelandic, (3) Old French Philology, (4) Ballad Poetry, (5) Satire, (6) History of Periodical Literature, and (7) One of the periods of English Literature which a candidate does not offer as a stated subject.

It would be well to supplement this information from the Statutes by glancing over a typical examination paper. But space does not permit this.

But the mere reading of the Examination Statutes, together with the inspection of papers, will give a very inadequate idea of the standard of these examinations. Their severity consists rather in the type of answer judged satisfactory than in the amount of work outlined or in the type of question asked. The questions may be general, but they call for a very complete and detailed treatment; questions may seem definite enough to be briefly answered, but only a minute and thorough discussion will satisfy the examiners. A great deal of attention is given to the form of answers. Each question must be answered in the form of a finished essay. (This is true, by the way, in subjects other than English as well. It is one of the reasons why a separate school of English has not been so necessary at Oxford.) The candidate is always given an opportunity to display originality of thought and ability to handle problems arising out of the subject of his study—to show, in other words, what real mastery he has of his subject. The written examinations are always supplemented by viva voce or oral examinations before three examiners. It has been said that, in contrast to our American Phi Beta Kappa and other academic honors here, the highest honors at Oxford go not to the mediocre man who has worked hard, nor to the brilliant man who has not worked hard, but only to the brilliant man who has also worked hard.

Such is, then, as briefly as I can put it with any advantage to you, the character of the B. A. honors work in English. If you have thought me long-winded, I invite you to read instead that thousand pages of unintelligibility known as the Examination Statutes. I need scarcely dwell upon the excellence of Oxford as a place for graduate study and research in English. The Bodleian Library, with its adjoining Radcliffe Camera, constitutes easily the richest university library in the world. In manuscript collections and priceless early editions indispensable to research in English, the Bodleian is second only to the British Museum Library. For centuries scholars have been settling quietly at Oxford to do their work. More recently some attempt has been made to organize graduate study and to offer degrees for advanced work. The B. Litt. degree awarded upon completion of a piece of original research covering usually two years, has long been recognized as more than the equivalent of our Ph. D., and until about five years ago it was the only graduate degree offered in the field of English. Since the late war, largely in response to a demand from American students who found the possession of a doctorate valuable in securing teaching positions, Oxford has introduced its own Ph. D., or D. Phil., as it is called there. It differs from the B. Litt. nominally by requiring usually three years of work on a dissertation instead of two years. As a matter of fact, the
difference between the two degrees has not yet been made entirely clear, but either is a worthy goal for the graduate student of English.

But one who speaks on "The Study of English at Oxford" and limits his remarks to the curriculum is guilty of unpardonable stupidity. At Oxford, perhaps more than anywhere else, education proceeds outside of the academic routine in various discussion groups voluntarily formed by students. These discussion groups vary all the way from the formality of the Oxford Union, where undergraduates in speeches bristling with epigram pit their wits against such able debaters as Lloyd George, Asquith, Ramsay Macdonald, and Stanley Baldwin, to the informal group of friends who assemble in one another's rooms to read plays, to criticize each other's poetry, to discuss problems of literature or philosophy. Oxford is full of such groups, perhaps unknown to any save their members, but contributing richly to the stream of Oxford life.

Next after London, I should call Oxford the literary center of England. Few indeed of the eminent literary men of England fail to visit the university city about once a year to address some club or to take part in some discussion. Mr. John Masefield and the Poet Laureate, Sir Robert Bridges, live in Oxford, and frequently descend from Boar's Hill to talk before some group. Mr. William Butler Yeats has a house in Broad Street and lives there part of the year. Distinguished visitors are continually coming to Oxford, and usually they do not escape without appearing at some group meeting and joining in its discussion. A literary education under circumstances which permit the direct exchange of ideas with such men as Mr. Walter de la Mare, Mr. H. G. Wells, Mr. John Drinkwater, Lord Charnwood, Mr. E. V. Lucas, Sir Philip Gibbs, Mr. Bertrand Russell, Dean Inge, Mr. G. K. Chesterton, Sir Gilbert Murray, and Mr. Rudyard Kipling, is a literary education indeed.

In conclusion, it is interesting to note the report, published in 1921, of a committee headed by Sir Henry Newbolt appointed to investigate the position of English in the educational system of England. The report declares that "the time is past for holding, as the Renaissance teachers held, that the Classics alone can furnish a liberal education," and it asks that still greater prominence in the university curriculum be given to the study of English. So before long Oxford may look for further improvement in the status of English.

Meanwhile, the student of English at Oxford cannot be deprived of his participation in the spirit or atmosphere of the place, perhaps the most valuable part of study at Oxford, a spirit especially congenial and worth while to the man of literary instincts, a spirit still best interpreted in the familiar words of Matthew Arnold: "Steeped in sentiment as she lies, spreading her gardens to the moonlight, and whispering from her towers the last enchantments of the Middle Age, who will deny that Oxford, by her ineffable charm, keeps ever calling us nearer to the true goal of all of us, to the ideal, to perfection—to beauty, in a word, which is only truth seen from another side?"

Arthur Kyle Davis, Jr.

Physical education is a required subject in all public elementary and high schools of Virginia. To stimulate interest in the matter, especially in rural sections, the State board of education offers special financial aid to counties and cities employing physical directors conducting satisfactory courses in health education.

An increase of more than threefold in the appropriation for State-aided libraries, most of which are in rural schools, has been made by the Virginia General Assembly, according to announcement of the State department of education. This makes it possible to aid every year 1,000 rural schools in the purchase of library books.
EDUCATION AND CITIZENSHIP

ARE WE FULFILLING THE FUNDAMENTAL DEMANDS OF A DEMOCRACY?

HERE in America our educational methods are probably more nearly systematized and universally in practice than in any country in the world. Educational opportunities are less discriminating and educational facilities are open to a greater portion of our inhabitants than is the case elsewhere. We have no educated class in America in contradistinction to those to whom education is denied; nor have we ever subscribed to a belief that it is right or safe that a small part of our people should be highly educated and specially trained while the great majority remained in comparative ignorance. We have always insisted that all citizens should be highly educated and specially trained while the great majority remained in comparative ignorance. We have always insisted that all citizens should have equal opportunity and freedom for the training which we speak of as an education; and so far as it is possible these opportunities do exist for every child, no matter what may be the social standing or material resources of its family.

This freedom of opportunity to attend school which has always existed to a greater extent in America than elsewhere has a natural origin. I wonder how many persons stop to realize that the system of public education existing throughout America is an inevitable and necessary part of the form of government under which we live. We who are living now almost 150 years after the foundation of this country can realize very imperfectly the conditions surrounding the establishment of the American Republic. At the time when the colonies first became a free and independent nation, there was the beginning of the greatest experiment in government that has ever been known. Every other large nation on earth had a monarchy in form, ruled by a privileged class and in whose government the great mass of the inhabitants had little voice. The founders of this country undertook something new. Basing their belief on the declarations that “all men are created equal” and that governments “derive their just powers from the consent of the governed,” they undertook to establish a nation where the government should be created by all the people, and should be conducted by representatives chosen by them—a government of the people and by the people, instead of government by a class or a single individual. And by the medium of popular elections in which all citizens could participate they established the means whereby all of the inhabitants came together at regular periods and, each recording his individual views, the policy of the government and those who were to administer it were determined by the majority.

I repeat that this was then an experiment in government. In a government based upon the theory that all men were entitled to an equal voice in the making of the government, such as our forefathers established here, it was inevitable that public education should be one of the first matters of concern and attention.

This was not due solely to the effort to fulfill the declaration that “all men are created equal” and that “all are entitled to equal opportunities.” The establishment of public schools and colleges and the affording of their use to every one, had a more practical reason than the mere desire to carry out a noble theory. It was also because the founders of the Republic, in their wisdom, saw that some measure of universal education was necessary, if this nation, the creation of their devoted hearts and minds, was to live and fulfill their splendid purposes.

Remember that they had departed from all then existing forms of government and were starting on an adventurous journey along paths which were new and untried. They had committed themselves to the proposition that government should not exist through the will of a few who subject-
ed the wishes of the masses to their own, but that the only true and just government was that created and conducted by the people themselves. And being practical men they realized that the sort of government which the people would create and conduct would be an accurate reflection of the degree of intelligence and morality possessed by those who made it. Therefore the necessity that the people who were to make the American government should be an intelligent people; therefore the necessity that the means of education should be open to all.

The establishment of the American government was accompanied with considerable uneasiness on the part of many of those instrumental in its creation. And much of this uneasiness centered in the realization that a universal democracy such as our government was to be could not succeed with a low standard of public intelligence. It is surprising to find how often and how earnestly the early American statesmen took occasion to impress the necessity for public education. Washington was one who particularly sought to impress this necessity, and his letters and state papers make frequent reference to it. In his farewell message—that wonderful advice to succeeding generations—he says “Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened.”

This same idea has ever since been present in the minds of many of our wisest men; President Garfield said, “Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.” Another prominent American has voiced his views in the statement that “Universal suffrage, without universal education, would be a curse.” Since the introduction of democratic government in the world, men of every nation have held the view that the promotion of education is a vital necessity for a proper citizenship. Even the great Napoleon, whom we are apt to regard chiefly as a warrior, said: “Public instruction should be the first object of government.”

What I am seeking to impress is that in any form of government where the powers of the government and its policies originate with and are controlled by all of the people, the first concern must be that the people will have the intelligence and training which will enable them to comprehend the purposes of their government and to regulate it in an intelligent and honest manner. To this end it is necessary that opportunities for education be furnished to all who may become voters; and only by schools created and supported by the people, acting through their government, can this be accomplished.

And because public education has this definite purpose, we have standardized our educational system in order that, so far as possible, all our citizens may have equal opportunity of becoming intelligent citizens. But in all this serious and wise purpose which is the reason for public instruction, there seems to me one thing which is most unusual and unfortunate. While we all recognize the fact that the occasion for education is the creation of an intelligent citizenship, when we come to prescribe the subjects to be taught in our schools, we find one of the most neglected of all subjects is citizenship. We furnish public instruction with one of its primary objects as the placing of our people in position to conduct an efficient and honest government, and then fail to teach the practical details of the relation between them and the government which they are to conduct.

I do not mean that you can teach young men and women to be good citizens in the same manner and with the same certainty that you can teach them to spell or write, can teach them mathematics or geology or Latin. There are too many things involved in good citizenship, which are not to be found in any book. It involves the whole
sum of human relations; it comprises not
only the relation of the citizen to the gov-
ernment, but his relation to his fellow hu-
mans, his relation to his church and to
every other activity and relation of his exis-
tence. Not only his political life, but his
social and his spiritual life as well, are in-
volved in his standing as a citizen. A man
who has never been to school may yet be an
excellent citizen. And one who has attend-
ed the greatest of universities may be a
most vicious and unworthy citizen; the very
training that he has received may have given
him a mental alertness and knowledge that
make him a most dangerous and evil mem-
ber of society. So that citizenship is not a
matter of study or school attendance; it
comprises the senses of loyalty, courage,
honesty, and charity, and all other human
emotions.

But it is evidently and undoubtedly true,
that no person can truly fulfill the duties
which he owes to his government and to his
fellow men unless he has some knowledge
of the formation and purposes of his gov-
ernment and of its relations to himself and
to other men. Of all the human relations
that any citizen undergoes, this is the most
important—his relation, as an individual, to
that powerful authority which we call the
government and which he himself has helped
to constitute. Have you ever stopped to
think at how many points in your daily life
your actions are controlled by this authority
—whether it be the government of the na-
tion, of the state, or of the county or town?
The government says you shall not commit
the crimes of robbery or arson or a multi-
tude of other offenses. This probably does
not concern you or me greatly because we
have no desire to do these things. But the
government says you shall not contribute so
much money each year to maintain the gov-
ernment; or you shall not engage in this
profession or business until you have paid a
license tax; you shall not run your automo-
bile beyond a certain speed and when you
stop it you shall place it in a certain way;
if you live in a city, the government says
you shall build your residence or place of
business of certain material and according
to certain plans; the amounts you pay for
the conveniences of life—for water, lights,
telephones—are regulated by this same au-
thority. Many of these things are trivial.
But in the most important things of life, as
we live it today, the same is true. The gov-
ernment provides the means of education
and its authorities prescribe what shall be
studied; it tells you what activities you may
not lawfully engage in as a means of live-
lihood; it determines the manner in which
you may convey or devise your property to
another; you must conduct your business in
a certain way and must report your income,
and it determines how much of your income
you must surrender for governmental pur-
poses.

The government makes war and calls its
citizens to leave their homes and families, to
go upon the most dangerous of adventures
and to lay down their lives in far parts of
the world. It regulates the relations be-
tween our country and other countries of
the globe, it develops commerce and trade
with their consequent reflection in the pros-
perity and welfare of every humble citizen
in the land. All of these things—and thous-
ands more—the government does.

Why, then, is it not of first importance to
every citizen that he know something about
this government which he has created?
I realize that any true conception of a re-
lation so broad cannot be entirely from
books; that the experiences of life alone
can teach much of it. But I do believe that
much of it can be taught in schools, and I
do believe that teaching of the fundamental
principles of the relation of the citizen to
the government and of the makeup and pro-
cesses of our various units of government
is not only possible but of incalculable bene-
fit in training intelligent and useful citizens.

How can we know whether the govern-
ment, whether it be the national govern-
ment, the state government, or the county
government, is honestly and efficiently administered and fulfills the functions of government, unless we know something of how it should be administered and what it is supposed to do?

There will be some of you who will think that my presumption is wrong, and that the average young American citizen now has sufficient information about the processes of government. My observation is to the contrary, and I am constantly surprised by the limited knowledge of these things possessed by young men and women who are just starting out to live lives in which their relation to the government plays so large a part. I believe that this lack of knowledge is a great handicap to them, even though they may not realize it; I believe they would be more useful citizens with greater opportunity for successful lives, if these things had been taught them. It seems to me that the greatest deficiency in our school and college curricula is the failure to provide extensive courses in citizenship. We have, of course, in many schools, some teaching of civil government, political science, and so on; but these are not standardized and are incomplete. This teaching should be extensive and treated as the most important of all subjects. They should begin when the child is old enough to understand and continue until he becomes old enough to assume his duties as a citizen.

But what I have just spoken of is merely the foundation for something even more important. It would be of little benefit for every inhabitant of this country to receive a thorough training in the duties of citizenship, if he then failed to utilize his knowledge by an intelligent and active participation in the affairs of government.

I wish to make it clear that I am not urging every man and woman to seek public office or devote his whole attention to public life. But I do mean that it is of the utmost importance to the country that no man or woman should fail to have an intelligent interest in public affairs and should fail to exercise their powers as citizens in the conduct of the government, and should be taught this as a duty. Nothing is more true than that, in any democracy, the government is a true reflection of the attitude of its citizens toward public affairs. We are responsible for the government, we select those who administer it, we control its policies. If we are indifferent to the public interest, the government is neglectful of the public welfare. We make it whatever it is. Not individually, of course, but collectively, we can make it what we choose. If the authorities of government are selfish and corrupt it is because we have allowed them to become so, and in pursuit of our own self-interest have become forgetful of the public interest. If the government is efficient, honest, looking always to the betterment of the condition of its citizens, it is because it represents a watchful, earnest, and progressive people.

So long as we have a system of government in which all citizens participate, that participation should be intelligent and active. We devote enormous expenditures and the efforts of our country's best minds to upbuilding our system of public education, and then forget that the primary purpose of public education is that through an intelligent citizenship we may make this great democracy an example for all the world. Nothing could be more helpful than that our educational ideals be devoted to the political life of the country.

An unfortunate idea pervades the minds of some people that participation in public affairs is something to be avoided. There is a tendency to turn over all matters of public concern to a class whom we term "politicians" and then to berate them very vigorously for everything we do not like; at the same time standing aloof as if our dignity or character would be injured by any participation on our part in public affairs. The state furnishes the means of education in order that its inhabitants may become better citizens. They furnish a
poor return when, in their selfishness, they refuse to devote any of the training thus received to the welfare of the state.

Is it not plain that men whose minds have been broadened by years of scholastic training, who have gained knowledge by study, are more likely to be fitted for positions of civic leadership? Is government not more likely to be honest, efficient, intelligent, when administered by trained and educated men, who bring to the public service the high ideals of years of school and college training? Education is built upon an ideal—the effort to "develop the best that is in the mind and soul." And we make little use of this idealism in the most important of all our activities—the government.

So accustomed did the American people become at one time to the idea that the administration of government was something to be left to the "practical politicians" and that it was an activity not to be engaged in by men of high ideals or special training, that whenever any one possessing these latter qualifications became active in political life, it was the occasion for great comment—frequently of a most sarcastic kind. He was derided as a "highbrow," as "an intellectual in politics," "an impractical idealist," and like expressions. It was quite an unusual event when those who should be leaders in public life undertook to do so.

This condition, happily, is now gradually passing. We are awakening to the fact that the public welfare is not such a lowly thing as to be unworthy of the talents of our best minds and characters. The greatest factor in this changed conditions is the fact that educational standards in America are becoming higher; our people as a whole are requiring a more intelligent outlook on public affairs; they are realizing that the affairs of government are their own concern. Ignorance is the basis of corrupt and inefficient government, and universal education is dispelling ignorance. The beliefs of the founders of our country are being justified.

The indifference that many citizens have to the affairs of government, has led many to feel that the government is a thing apart from them, something in which they have no interest and to which they often have a feeling of antagonism. Out of this feeling grows distrust of authority, disregard of the law. Forgetting that they, together with their fellow citizens, have created the government and, through their elected representatives, have made the laws, they appear to regard the government as some strange and hostile authority bent upon oppressing and annoying them. Therefore they have no hesitancy or reproach in evading or disobeying the law whenever they are inclined.

A better understanding of the purposes of government and a more active interest in it, would go very far toward lessening that disrespect for the law which is so prevalent in this country at this time.

Much of the distaste of the average busy citizen to taking part in public affairs grows from his feeling that what he calls "politics" is a business or vocation apart from his and that the men engaged in it are usually selfish and insincere and frequently dishonest. He regards the whole matter as a tricky and dubious activity. That such a feeling exists is the result solely of our own indifference. I grow quite resentful at the state of mind of those persons who, adopting an attitude of superiority, talk glibly of the dishonesty of politics, and suggest how much too good they are to take part in such affairs. "Politics" is defined in the dictionary as "the branch of civics that treats of the principles of civil government and the conduct of state affairs; the administration of public affairs in the interest of the peace, prosperity, and safety of the state." And I know of no man in America who is so superior that he lowers himself when he takes part in "the administration of public affairs, in the interest of the peace, prosperity, and safety of the state." The public service is not unworthy of any man; the difficulty is that too few men are worthy of it. It is the finest service of all because it is for the benefit of all our fellows.

Every day we see about us men who,
having the advantages of ability, energy, and educational training, pursue industriously throughout their lives the business or profession that they have chosen, but who give none of their talents to the common good. Fitted in every way to be leaders in every moment for the benefit of the community, they devote their lives solely to their own interests. They accumulate fortunes, perhaps; they die and are deemed successful men. By every standard of right thinking their lives are pitiable failures. For they have thrown away their opportunities and have passed through this world leaving it no better for their having lived in it. And that is the highest tribute, the great accomplishment—that every man should be able to say truly that he tried to make life better for those who are to follow him.

You may perhaps think that what I have said bears very remotely upon the subject of education, the subject in which you are interested and some phase of which is supposed to be the subject of this talk. I think not. The training which we call education must have some purpose, some object; and that purpose is that men and women shall be better fitted to play their parts in life. We must believe also that life has some aim, that we are going somewhere; that nations have ideals and destinies. We cannot believe that mankind is but a species of animal life which reproduces generation after generation, throughout the centuries, having no purpose and adding nothing to its spiritual or social good. Neither can we believe that the only purpose of mankind is, through scientific investigation, to seek out and apply the mysteries of the air and earth and other physical phenomena to the material needs of the race. Educational training having that as its only object would soon find these conducted in a world of anarchy.

Aside from that spiritual development which we associate with and attribute to religious training, the great aim of mankind and of every nation must be the growth of understanding and the betterment of man's relation to man—an understanding of the obligations and duties of the social relation—with the development and establishment, as primary principles of human conduct, of the attributes of charity and tolerance, and—above all—justice.

And progress and development, as it affects the social relation, comes through the orderly processes of established government; comes through the united effort of men acting through the only agency which can express their common purpose. Surely to interest oneself in such a thing should be the first pride of a citizen; and surely, those of you who are to train others can find no nobler purpose than to teach them this duty.

John Paul

THE JEFFERSON LITERARY SOCIETY BEGINS ITS WORK

AN EDUCATIONAL UNIT IN EIGHTH GRADE ENGLISH

EDITOR'S NOTE:—The student teacher felt the need of a literary society in the eighth grade, but did not wish to suggest its organization herself. At her request two of the College literary societies prepared programs of special interest to the children and invited them. Following the first meeting the children showed much interest, but made no positive request for a society of their own. But the second program brought their need to a consciously expressed stage; "Why can't we have a society in English class?" came spontaneously from all sides. So strong was their purpose that the ensuing steps in the organization of the society came naturally with only a minimum of guidance from the student teacher.

I. What the Children Did

A. They decided to organize a literary society.
B. They examined constitutions and books on parliamentary law to find out how to organize.
C. They organized the society by:
   1. Electing a temporary chairman and a temporary secretary.
2. Electing a committee to write a constitution and by-laws for the society.
3. Writing and adopting the constitution and by-laws.
4. Electing permanent officers: a president, a vice-president, a secretary, a treasurer, a chairman of the program committee, a critic, and a sergeant-at-arms.

D. The program committee recommended for the society's work:
1. Telling, reading aloud, and dramatizing stories
2. Having debates and declamations
3. Reciting and singing favorite poems
4. Making reports on interesting books on favorite authors
5. Reading original stories and poems prepared in English class
6. Reporting current events of interest in Virginia, in the United States, and in the world
7. Making a booklet of their programs to be left for the guidance of the next class

E. They gave their initial program, consisting of:
1. A short sketch of Thomas Jefferson's life
2. A Thanksgiving poem, "He Thanks Thee Best" (given from memory)
3. A reading, "The Origin of Thanksgiving"
4. A story, "Jeff's Thanksgiving Turkey"

F. They wrote an account of their society for the city newspaper, the Harrisonburg News-Record.

G. They gave similar programs twice a week for the remainder of the quarter.

II. What the Children Learned

A. They learned how to conduct their meetings according to parliamentary procedure.
B. They learned through examination that every constitution has a preamble, articles, sections, and amendments. They also learned that the constitution provides for the election of officers, their duties and term of office, the time of meeting, names, object, and membership of society, the dues, and fines.

C. They learned the standard form for debating.¹
1. The proposition must be debatable.
2. The proposition must be stated as clearly and as concisely as possible.
3. The debate must include an introduction which states, and, if necessary, explains the proposition; a body of proof which presents the arguments; and a conclusion which summarizes the proof.
4. The material in a debate must be well organized.
5. The various points must be proved one by one.

D. They learned current happenings from reading newspapers and magazines.

E. They became acquainted with many interesting stories from the synopses which were given at the society meetings; for instance, a synopsis of The Man Without a Country, which was given at the first meeting.

F. They became familiar with many interesting incidents in the lives of the authors studied; among these were Thomas Jefferson, Edward Everett Hale, Carl Sandburg, and Booker T. Washington.

III. Skills Developed

A. They acquired technic in parliamentary procedure such as addressing the presiding officer, making motions, and making and withdrawing nominations.

B. They had practice in judging their own oral work in the light of the following standards:
1. Did the speaker look at the audience?
2. Did he speak loud enough for everyone to hear?

3. Did he speak distinctly and pronounce all words correctly?
4. Did he use too many ands, buts, or sos?
5. Did he use good diction throughout?

C. They developed independence in evaluating their written work, using the following standards:
1. The title must suit the story; it must be narrowed.
2. The beginning sentence must hint back at the subject, arouse interest, and make one wish to hear more.
3. Every sentence in a paragraph must help in its development; there must be no unrelated sentences.
4. The use of connectives must be limited; they must be selected carefully to make the meaning clear.
5. The structure of the sentences must be correct throughout.

IV. Appreciations and Attitudes

Encouraged

A. They developed such interest in compositions that they wrote them to read at their society meetings because they really wanted to write; the “outer urge” became an “inner urge,” and they worked for the pleasure they derived from it.

B. They had opportunity to develop a taste for good books and poems.

C. They experienced the value of co-operation. They realized that the officers of the society could not make it a success by themselves and that each child must do his part.

D. They grew in independence.
1. They contributed original compositions for dramatization at the society meetings.
2. They corrected each other’s compositions. Several times during the quarter they corrected each other’s papers and tabulated the errors, recording them on a class chart on the board.
3. They arranged the programs for the meetings.

V. Bibliography

A. Materials used in organizing the society.

B. Sources of materials for programs.

Books
4. J. C. Harris, *Nights with Uncle Remus*.

Magazines

LOUISE LOVING
BERTHA MCCOLLUM
TYPES OF NEWSPAPER PUBLICITY USED BY AMERICAN CITY SCHOOLS

The majority of city superintendents are making conscious efforts to keep their public informed concerning school developments and activities. Fifteen or twenty years ago it was the exceptional superintendent who considered publicity one of his duties.

The newspaper world has also recognized the possibilities of school news. Fred Charles, a newspaper man, says:

"Fifteen years ago the schools were not "covered," not only because the papers saw no news in anything so commonplace as going to school, but also because the school people never went to the trouble of pointing out to the newspaper folk that there really was news in the classroom. Today there is no city of any consequence so far as my knowledge goes in which school affairs are not recognized as news possibilities, but the school headquarters is today the part of some reporter's regular "beat" just as much as the police station and the City Hall.

In the inquiry sent out to the superintendents some time ago, the question was asked, "What types of publicity do you use?" From the returns it is evident that the newspaper is the largest and best source of publicity for city schools. In the opinions of superintendents the value of newspaper publicity, and the co-operation received from newspapers is indicated by the following quotations from superintendents' letters.

Minnesota.—The local papers co-operate with us in every way, and only once in the seven years I have been here has any paper failed to support a proposition that I was pushing.

New Jersey.—Scarcely a day passes when our local paper does not have something about the schools. We keep in close touch with them, and they are very generous in giving us all the opportunity we desire.

Iowa.—Most of our publicity is gained through local newspapers. They are willing and anxious to print anything about the schools except extended reports.

Missouri.—The columns of local papers are used as fully as possible in the program of public information concerning school matters.

Iowa.—Our publicity consists largely of articles in the daily newspapers concerning school activities. Reporters call at the superintendent's office daily for this information.

Texas.—The best publicity which the schools obtain is through the medium of the local daily papers. We not only try to see that the news items appear properly written in the papers, but also prepare stories and feature articles as frequently as they seem acceptable.

New York.—We depend almost entirely upon newspaper publicity. A reporter comes to the office practically every day and takes down what facts and information we have to give.

Maine.—We are great believers in school publicity and have splendid co-operation of our daily and Sunday papers. Every day reporters from both papers come to the office of the superintendent of schools and also interview the principals of the junior and senior high schools. Editorials appear from time to time often on subjects suggested by the superintendent. The Sunday paper gives splendid feature articles which are profusely illustrated. Occasionally two entire pages are devoted to the schools. At the beginning of the year the superintendent is asked to give a list of subjects which he would like to have featured in the Sunday papers during the school year.

Illinois.—Monthly summaries of the superintendent's report is published in the newspapers. If anything new is to be inaugurated in the schools, the public is prepared for it by appropriate articles in the daily papers. These articles are generally written by the superintendent.

New Jersey.—Our newspapers publish special articles by the superintendent, principals, and supervisors covering various phases of the school work. Interesting items of work accomplished, projects, etc., taken from the reports of supervisors and principals are prepared in a form acceptable to the press. These include results of state efficiency tests, college-entrance examinations, and local data. Stories and poems written by children of the lower grades are published occasionally.

Connecticut.—We depend almost entirely upon newspaper publicity. The newspapers reprint a large number of articles from our staff paper which does not reach the general public.

California.—We keep in touch with the public through the generous space allotted to us by our three city papers. The most important school news is transmitted to these papers through the English department.

Utah.—Most of our publicity is done through newspapers in interviews and articles prepared by the superintendent of schools. The newspapers always give very full publicity on courses of study, changes of policy, etc., and are fair in their handling of subject-matter.

Oregon.—We make use of the local daily papers and keep in close touch with reporters.

Kentucky.—Our local papers are liberal in giving notices of all kinds of school events, and there is scarcely a day but both papers have something in them concerning the schools.

Indiana.—Practically every day reporters from

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2 Third report on publicity data received from city superintendents throughout the country.
the two papers call at our office and get news concerning the schools. They are glad to publish any type of news that we feel to be of value.

_Virginia._—Newspaper items are given to each of our three daily papers. Special articles on different subjects are prepared either by some school authority or by the school-news reporter.

_Pennsylvania._—Both city newspapers send their reporters daily to my office and to other members of the school organization. They use a large amount of material which we furnish and generally put it into the published form themselves. We receive generous space from the news columns and also from editorials. Our special reports and addresses are either printed in full or in abstract form.

_Wisconsin._—We carry a regular campaign of education through the local press. The news gatherers are eager to publish things about the schools and to give them almost daily items of interest relative to physical equipment, courses of study, special exercises, personnel of teachers, school costs, etc.

_Massachusetts._—Reporters from the local papers and the nearby metropolitan dailies call every day at the superintendent's office for news items. Proceedings of the school committee are always written up in full by the local papers.

_Michigan._—We make use of the city daily which publishes all news and write-ups sent it. Probably the newspaper is our best publicity medium. A reporter calls at least once a week, and we are careful to have good publicity materials ready for him.

_Nebraska._—Most of our publicity from time to time has been obtained through the daily newspapers. Newspapers have been very generous in giving full publicity to everything we have to offer them.

_Tennessee._—Our daily newspapers carry considerable publicity as often as three or four times a week. Our Sunday papers generally contain feature stories concerning schools. Each month the report of the superintendent is printed with all that is included in the board of education meetings.

_North Dakota._—In the past year the newspapers of our city have published from time to time material which is issued by the Better School League and sent to them through the superintendent's office.

The statements of the superintendents from a large number of states as indicated by the preceding letters show that newspaper publicity is a vital factor throughout the country and that the newspapers are willing and anxious to co-operate with the school authorities in bringing the schools to the attention of the public.

Some of the kinds of materials which appear in the newspapers have been indicated in the foregoing letters. The commonest types of school news are: (1) general and personal news, (2) feature stories, (3) reports, and (4) editorials. In some papers we find reproductions of photographs showing various school activities. Not a few cartoons are published which tell in a striking way some specific thing about the schools or the teaching staff. It is interesting to remark that few cartoons are published today which depict the school teacher in an undesirable light. This could not have been said five years ago.

There are three types of newspaper publicity which deserve special mention: (1) school pages, (2) columns, and (3) educational supplements or special school editions.

_School Pages_

One of the most recent innovations in school publicity is the school page, which appears daily, weekly, or at irregular intervals in several newspapers throughout the country. Some suggestions concerning school pages may be obtained from the following quotations from letters written by city superintendents:

_Ottumwa, Iowa._—At intervals of two or three years we have taken a page in the local daily papers to be edited by one of the schools, going through the list in turn.

_Pine Bluffs, Arkansas._—The best newspaper publicity which we are using is the school page; one is published on Saturday afternoon and the other on Sunday morning.

_Ottawa, Illinois._—This year one of the local papers has asked each school to fill one side of the paper with school news.

_Owensboro, Kentucky._—Our local paper publishes each Sunday what they call "The School Inquirer." It includes news from the public schools.

_Erie, Pennsylvania._—One of our daily papers through the principals of our schools is conducting a full-page daily in the interests of schools and school children. The items about school activities are written by the pupils. We find that a great many people read these articles and learn more about the activities in the various buildings than could be found in any other way.

_New York City._—Several of the newspapers daily give a page to school news gathered in the main by reporters who make daily visits to the administrative offices of the board of education and to the schools.

_Rye, New York._—We have an entire page in our local weekly newspaper known as the "School Page," edited and managed by a staff of students.
To meet local needs, I believe the school page is satisfactory and adequate.

**Mason City, Iowa.**—A reporter writes up features of the school for the page called "The City Welfare Number." This usually appears on Saturday. The articles are written from the standpoint of a news writer and not from that of the school administrator. Much of it is rather inaccurate, but it serves to keep the schools before the public.

**Newton, Massachusetts.**—Our weekly paper carries a page of school news each week giving write-ups to different occasions of importance which are occurring in the different schools.

Some of the other cities in which the newspapers publish a school page are: Oconto Falls, Wisconsin; Columbus, Ohio; Racine, Wisconsin; Bloomington, Illinois; and Cleveland, Ohio.

The author's opinion is that the school page stands foremost in importance because of its possibilities of bringing the schools to the attention of the public from day to day or from week to week. This is particularly true if the news contained on the school page is of a diversified nature. In many cases it also offers a splendid outlet for the work of English and journalism classes in the junior and senior high school.

The possibilities of a school page are shown by an issue of the Columbus Dispatch. The variety of contents is indicated by the following:

1. One important item is a column of general news sent out by a news syndicate containing general education news. The heading of this column is "What the World is Doing to Advance Learning."
2. Three cartoons drawn by pupils give the page variety and tend to attract attention.
3. Two feature stories illustrated by four photographs appear on the upper part of the page. One of these stories concerns two students who were born in Russia and before coming to Columbus had lived in Palestine and Egypt. The other story deals with stage properties made by junior high school pupils. With this story appear illustrations of the unique stage settings and photographs of the principals in the play.
4. A description of part-time courses for next year is given.
5. A section is devoted to the news of the Boy Scouts.
6. Almost a column is devoted to commencement announcements and graduates' names.
7. An announcement is made of the new metal shops of the junior high school to be opened at the beginning of the new term.
8. A radio address given by a university professor is reproduced.
9. A description of art work and materials written by the art supervisor is included.
10. The other items on the page pertain to student activities, student government, plays to be given, and athletic news.

On such a page it is possible to place before the public each week the present and future needs of the school system, student activities, world news pertaining to education, and local news from the various schools. In other words, it is entirely possible to keep the public informed in respect to their schools by means of a well-balanced school page.

### School News Column

A large number of schools obtain publicity through special columns or departments in daily or weekly newspapers. The departments appear under many captions, a few of which are: "What the School Children Are Doing," "High School News," "Doings in the City Schools," and "School Notes." In common practice these columns are entirely devoted to pupil activities; most of them could be improved by items of general school news.

Another type of department carried by a limited number of papers deals with specific phases of school work. For example, Miss Ida Odell Rudy, of the Dayton public schools, conducts a column in the newspaper entitled "Snap-Shots of a Modern Primary School." By means of this column, parents are able to get some idea of what is done in the primary grades. Some of the topics which have appeared are: "Early Impressions," "Arithmetic Experiences in Primary Grades," "Do Children Play Too Much in School Today?" and "Ways to Travel by Land and Sea."

A limited number of quotations from superintendents' letters are given to show the value and use of the columns:

**Missouri.**—We have kept a careful file of our school notes. The information that it gives us on how things were done five or ten years ago is helpful.

**Idaho.**—In each Sunday issue of the daily paper we have from one and a half to three columns for school notes. These notes are of general school happenings throughout the whole system and are such as we think might be of interest to the pub-
lic. There are also write-ups for special occasions.

New Jersey.—Students have two columns a week in the local papers for reporting high school and grammar school activities, class events, etc.

California.—One daily paper runs a special column for the best productions of our high school English Department. The teachers select from the best materials those which will be of greatest interest to the reading public.

Massachusetts.—One of our daily newspapers contains a column or more of school notes. The notes are sent from each school to the superintendent's office on Friday where corrections and additions are made. They are then sent to the high school where they are typed and finally delivered to the newspaper office. Certain pupils have definite responsibilities for seeing that this work is done; we feel that this form of publicity is satisfactory.

Educational Supplements

During Education Week it has become a custom in many cities for the newspapers to publish an educational supplement or a special issue of the paper. These supplements generally contain the program of the week's educational activities and a large amount of pictorial and descriptive materials dealing with the history and accomplishments of the local school system. At other times during the year such as commencement and the beginning of school in February, special sections of the paper are devoted to school activities.

On the occasion of the dedication of a new school building, papers frequently publish a supplement dealing with the program of the schools and showing the details concerning the improvement.

An analysis of a special issue of the Granville Times (Ohio) will illustrate what materials might well be used when a new building is to be dedicated. Some of the more important and interesting items in this special issue are:

1. Exterior and interior views of the new building including brief description.
2. Interesting news items such as, A Large Collection of Valuable Books Given to the Library, Enviable Record Made in Athletics, School Patrons Celebrate Red-Letter Day as New Building Is Officially Dedicated, Period of Progress Open for Schools, Parent-Teacher Association Is A Vital School Aid, A Reminiscence of an Alumna.
3. Photographs of prominent teachers.
4. An editorial entitled "Our Children."
5. A number of articles dealing with the curricula as: Music An Important Training Feature in Public Schools, History Vitalized in High School, A Complete Science Department Is An Aid, Commercial Course Teaches Business Methods to Pupils, Good Home-Keepers Trained at School, and Handwork Teaches Occupations and Art to Pupils of the High School.

Publicity Committees

A limited number of cities have an individual whose special work is to furnish news to the papers. In the majority of cities the burden of collecting the news is placed upon the newspapers themselves.

Publicity committees whose purpose it is to collect and distribute news to the press are being appointed in some cities. The number of such committees is increasing from year to year. An example of such a committee is the one appointed by the Chicago Principals' Club.

Superintendent William McAndrew in a report to his board of education concerning the work of this committee said:

By well-devised publicity interpreting the schools adequately and truthfully without exaggeration or distortion, to the community progress, the effective co-operation of many parents of school children and other interested citizens should be won. Results of such co-operation should be lastingly beneficial to all the city's legitimate interests and should afford inspiration to all its constructive forces. Your principals are working out results which deserve your commendation.

Conclusion

To any student of educational trends, it is evident that there is a conscious effort on the part of the schools to keep their public informed and that the press is one of the important means of keeping the schools before its clientèle. From the large amount of school news appearing in American newspapers and from direct information received through school administrators and editors of newspapers, we are justified in concluding that there is a hearty co-operation between the schools and the press.—P. R. Stevenson, in the Educational Research Bulletin.
Four years ago I happened to spend a week near Vincennes, Indiana, and took the occasion to read Maurice Thompson's famous book, *Alice of Old Vincennes*. Last night when I came to Vincennes in a snowstorm, I was hoping for a clear day of this date; for I was anxious to see where it all happened. This morning it was still snowing, and tonight it is raining; the weather of the day was a sort of guess between snow, rain, sunshine, and shadow; but I went out anyhow and located the site of Fort Sackville, the old church of Father Beret, and perhaps the very spot where the wonderful cherry tree grew in the days of Alice and hunchback Jean.

Enroute I stopped at the beautiful city library of Vincennes to be certain that it was Thompson who wrote this book, and that it was Winston Churchill, a native of St. Louis, who wrote *The Crossing*, another great novel that has much of its setting in and around this same old French town. In the library, very appropriately, I found something about both Churchill and Thompson, and also, just as fittingly, a good deal about the city of Vincennes itself. One book of 220 pages, by H. S. Cauthorn, presents an interesting order of topics and events dating from 1702 to 1901; another, of 290 pages, by Dr. Hubbard M. Smith, is perhaps less scholarly, but is no less readable.

The most attractive thing I found was an artistic "Tourist's Guide to Historic Vincennes," compiled and published by the Vincennes Fortnightly Club, and now in the second edition. In this I learned that Vincennes was the first capital of Indiana Territory; that it is the oldest town (of white men) in the Northwest Territory, with the possible exception of Detroit, Michigan, and Kaskaskia, Illinois; the home of the first newspaper in Indiana; and the home of the first college as well as the first public school in Indiana.

Of course, I knew that Vincennes was the strategic British post of all this region during the Revolutionary War; that it had been taken by a handful of Virginians under George Rogers Clark and Joseph Bowman; that thereby it became a part of the United States by the treaty of peace, instead of a part of Canada; and that out of this vast territory, once a possession of Virginia, five or six great states had been made; but the thing that pleased me most was to observe that Vincennes historians know these things too, and have written them in their books. In the words of one of these writers: "Vincennes is one of the most cosmopolitan cities in the United States. She has lived under three flags, the flags of what are now the greatest powers on earth. Born under France, matured under England, she became the parent of the Northwest Territory and the mother of the great states of Michigan, Wisconsin, Ohio, Illinois, and Indiana. She was the cradle of American world power. Because of the revolutionary battle fought on her soil, the Mississippi, instead of the Alleghanies, became our first western boundary."

The fact that all the rich territory northwest of the Ohio River was a Virginia possession from 1779 to 1784 is unequivocally stated by these Vincennes historians, as well as the fact that Virginia gave all this vast empire to the general government in 1784. This endowed the federal government and did perhaps more than anything else to make the Union possible and permanent. Herein, therefore, is one of the patent reasons why Virginia has so often been most properly termed the "Mother of States." When she surrendered this territory in 1784 she stipulated, among other things, that slavery should be barred and that states should be erected therefrom.

Whoever wrote the inscription for the stone that marks the site of old Fort Sackville, known after 1779 as Fort Patrick Henry, perhaps went a little too far by including all of Minnesota within the Clark.
SITE
OF
FORT SACKVILLE
CAPTURED BY
COL. GEO. ROGERS CLARK
FROM THE BRITISH
FEB. 25, 1779;
RESULTING IN THE U. S.
ACQUIRING THE GREAT
NORTHWEST TERRITORY
EMBRACING THE STATES OF
INDIANA, OHIO, ILLINOIS,
MICHIGAN, WISCONSIN,
AND MINNESOTA

I came to Vincennes to study American history where a lot of it was made. I was not disappointed. Years of reading from books and maps were vitalized by the snow-covered plain, the encircling arcs of low hills, by the broken tombstones of the old graveyard, and by the rushing flood of the broad muddy river. Very much like they are today were most of the great natural factors of the situation in February, 1779, when Clark and his little band, wet, frozen, and starved, came toiling across the flooded country from Kaskaskia.

The Wabash River, on whose bank Fort Sackville stood, is 240 yards wide. Today it was muddy and turbulent, filled with cakes of snow and ice, carried rapidly down. I could almost imagine a forlorn band of young Virginians, shivering and faint, but with the light of empire in their eyes, on the farther bank.

And yet, the first school histories of the United States that I read and studied did not even mention Clark’s name, so far as I can recall.

Here in Vincennes, Francis Vigo, who with Father Gibault, gave Clark’s enterprise invaluable support, died in poverty. Forty years after he was dead the Congress of the United States paid him notable though tardy honor.

Clark is now being recognized as one of the great builders of the United States. Joseph Bowman, his right-hand man, also under 30, who died here in the captured fort and lies somewhere hereabout in an unmarked grave, will also in time be recognized nationally, as he well deserves. The purchase of Louisiana by President Jefferson in 1803 was perhaps the greatest achievement of its kind in American history; the conquest of the Northwest Territory by Clark, Bowman, Gibault, Vigo, and men from the Shenandoah Valley, from Fauquier, and neighboring regions, will easily rank next.

I wish that every teacher in our schools would read Churchill’s The Crossing and Thompson’s Alice of Old Vincennes, two of the very best American historical novels. They clothe a wonderful period of our history in flesh and blood.

By the merest accident, while tarrying in the Vincennes library this morning, I learned that the man who inspired Thompson’s great story is still living here in the city. I was given his name and address. From two o’clock till three this afternoon I watched his face and listened to the story from his own lips. He is an Alsatian, aged 75, but still well preserved, perfect in sight and hearing. He is a man of education and a writer of no mean ability. He left Alsace-Lorraine 54 years ago to avoid service in the Prussian army; he came to Vincennes because so many French people were already here. He learned the traditions of old Vincennes; and he still speaks the French language today, after nearly all the families who have been here since colonial days have forgotten it. He lives on the border of the old French quarter of Vincennes, not far from the site of the old fort, the abandoned cemetery, and the church of Father Beret.

Thompson came to Vincennes from New Orleans—discouraged and at a loss what next to do. For several years he had been working on a story of Louisiana, only to have it brought out ahead of him by Rosstand and Sarah Bernhardt. He came to Dr.
Valcour, for so he calls him in dedicating *Alice of Old Vincennes* to him, asking him to translate certain French manuscripts. From these manuscripts, and from certain productive suggestions of Valcour, the masterpiece was produced.

This man’s real name, of course, is not Alcide Valcour. It is Benjamin Fritsch. This name sounds German, and so perhaps it is; but Fritsch classes himself as French, and speaks French as his mother tongue. As may be imagined, he takes a keen pride in *Alice of Old Vincennes*. In my opinion, he has ample justification therefor.

John W. Wayland

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**ENGLISH NOTES**

**NORTH CAROLINA ACTIVE**

The annual meeting of the North Carolina Council of English Teachers is to be held on April 16 and 17 in Charlotte. Miss Marguerite Herr, President of the Council, is arranging for an exhibit of English textbooks by various publishers and also an exhibit of newspapers and magazines. Some of the topics which will receive discussion are the following: The Conference Period; Précis Writing; Oral Instruction That Meets Life Needs; Creative Writing; Preparing the Teacher; Teaching a Superior Group; How Much Grammar?; How to Make Grammar Effective; Measurements; A Dramatic Director or Not in the High School.

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**DISTRICT ORGANIZATIONS**

The organization of teachers of English at the various district meetings of the Virginia Education Association, according to the plan instituted by H. Augustus Miller, Jr., of Petersburg, during his two years as president of the English section of the association, is still progressing. Professor Conrad T. Logan, of the Harrisonburg Teachers College, new president of the English section, has requested Mr. Miller to continue his efforts to organize English teachers in each of the ten districts.

Garland Quarles, of the Handley High School, Winchester, was selected as chairman of the group in District G, and at the District H meeting in Manassas it is expected that a chairman for that region may be chosen. In Southwest Virginia both Districts I and K will be organized by Professor J. R. L. Johnson of the Radford Teachers College.

Thus only Districts E and J have not taken the initial step in bringing together their English teachers. Much of course remains to be done in all districts, but first there must be responsible chairmen in the ten districts if a state organization is to be effected that will be permanent.

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**ENGLISH WORK AT LINCOLN SCHOOL**

Believing that subject matter is not an end in itself but a means of growth for each individual child, and that ample provision must be made for individual instruction, Miss Caroline B. Zachry has offered interesting evidence of the value of the project in English teaching. It is all to be found in a recent publication of the Lincoln School of Teachers College, entitled “Illustrations of English Work in the Junior High School.”

In the foreword Professor William H. Kilpatrick, of Columbia University, questions our satisfaction with such procedure as to make first the curriculum, then teach it. He points out that this may be just as wrong as it would be to say that a tennis player must fix in advance the order of his strokes. Perhaps, he says—for no one can yet speak with certainty in this field—a curriculum can no more be contrived in advance than can the succession of strokes in a tennis match. Still, “thinking should look as far into the future as it can, and prepare as adequately as feasible for what is foreseen; but the teacher’s thinking can never
take the place of what the children can supply."

The booklet contains an account of the origin of the classroom work, showing how the children came to feel the need of a publication of their own, how they organized such a magazine, how the work of preparing material for the magazine was carried on in the classroom. Numerous examples of both prose and verse contributions to the Lorette are offered, as also a series of brief studies of improvement made in mechanics of writing.

CO-ORDINATING CHARITABLE WORK WITH ENGLISH COMPOSITION

School children had a large share in the success of the last community chest campaign for the support of charity in Toledo, Ohio. Thirty-five pupils from the fourth, fifth, and sixth grades of the public and parochial schools were invited to visit some of the institutions maintained, and, as a regular part of their English work in school, to write up their observations. No attempt was made to force an adult viewpoint upon the children. The result was a 40-page booklet of illustrated stories and problems, all the work of the children. This booklet was used for a week as regular reading material in the schools. The schools in this way not only assisted in advertising the social and benevolent needs of the community, but actually gave 40 per cent more in the campaign than the budget assigned them.—School Life.

A PROFESSIONAL ENGLISH FRATERNITY

With undergraduate chapters in nineteen colleges and graduate units in forty-two colleges and universities, Sigma Tau Delta, recently organized professional English fraternity, is making rapid strides in its development. In two Virginia institutions graduate units have been established: at Randolph-Macon College and at Washington and Lee University, according to the February issue of The Rectangle, official publication of the fraternity.

This magazine contains a statement by Professor J. Q. Owen, executive secretary, setting forth the objective of Sigma Tau Delta: to promote the mastery of written expression, to encourage worthwhile reading and to foster a spirit of fellowship among those specializing in the English language and literature. There are also twenty pages of verse by members of the fraternity.

Sigma Tau Delta seems to have originated in the Middle West; most of its chapters are there, and its executive secretary is at the University of Minnesota.

O-U-G-H!

I'm taught p-l-o-u-g-h
Shall be pronounced "Plow."
"Zat's easy when you know," I say,
"Mon Anglais I'll get through."
My teacher say zat in zat case
O-u-g-h is "oo."
And zen I laugh and say to him,
"Zees Anglais make me cough."
He say, "Not coo, but in zat word
O-u-g-h is 'off.'"
O sacre bleu! Such varied sound
Of words make me hiccough.
He say, "Again, my friend ees wrong;
O-u-g-h is 'up,'
In hiccough." Zen I cry, "No more,
You make my throat feel rough."
"Non, non," he cry, "you are not right,
O-u-g-h is 'uff.'"
I say, "I try to spik your words,
I can't pronounce them, though."
"In time you'll learn, but now you're wrong
O-u-g-h is 'owe!'"
"I'll try no more, I shall go mad,
"I'll drown me in ze lough."
"But ere you drown yourself," said he,
"O-u-g-h is 'ock.'"
He taught no more! I held him fast
And killed him wiz a rough.
—From Our Accursed Spelling.
EDUCATIONAL COMMENT

A MASTER TEACHER

Seldom does a teacher have such recognition from his own profession as has been given Dr. Edward Lee Thorndike, who, just past 50, has finished twenty-five years of incessant service in the cause of education and has a sure place in its history, which cannot be written “without giving prominence to his name.” One of his fellow-psychologists and teachers, now a dean in a mid-western university, said of him that no school is uninfluenced and no humanistic science is unaffected by his labor. A celebration beginning at high noon and extending through the rest of the day into the night was held in his honor on Friday at Teachers College. Messages came by telegraph and letter from near and distant parts of the world. A volume of tributes from those best able to appraise his varied activity and incredible productivity, together with a bibliography of “some thirty books and three hundred articles,” has been published to mark the end of a quarter century which finds him going on with tireless energy in researches which his “prodigious intellect” is ever projecting for itself. Thousands of graduate students who have studied under him are scattered over the world and hundreds of thousands of school teachers, principals, and superintendents, college professors, and even laymen, who have never seen him or heard his voice, have, as President Suzzalo of the University of Washington says, modified their thought and practice in education under the influencing currents of his mind. Some one writing of “Thorndike in China” testifies that his is one of the four or five best known foreign names in educational circles in that land, and adds that to write an account of his influence in that country would be writing the history of the new educational movement in China during the last six years, for many of the leaders in that movement are “Thorndike disciples.”

Dr. Thorndike began to develop his “laws of learning” through his researches in the field of animal intelligence—studying not only their sagacity but their stupidity. “Never,” said he early in this period, “will you get a better psychological subject than a hungry cat.” Years later he announced the conclusion, in terms of the human mind, that the work of education is “to make desirable activities pleasurable and to inhibit their opposites by discomfort,” which quite contravenes the philosophy of those who seek perfection of character and fruitful achievement through doing what they most dislike to do. But as another of Thorndike’s pupils, now a professor of education in a Canadian university, remarks: “Practice does not make perfect if the resultants of the practice are painful”; and he adds that nobody achieves perfection in sitting on a pin or poking a fire with his finger.

But the Thorndike thesis which challenged the tradition of the ages and provoked most contemporaneous discussion and conservative alarm was that “improvement in any single mental function rarely brings about equal improvement in any other function.” Following this psychological bombshell fell another menacing even wider demolition to long-cherished theories. It
was that the difference between studies having greatest influence upon the gain in the power to think, ranging from arithmetic to sewing and stenography, was “almost negligible.” If it is true that languages and mathematics have only slightly greater power to improve the mind, as a whole, than forestry, nursing or agricultural science, it is well that the world should know it—and the best wish that the world can offer this humanistic scientist is that he may have another twenty-five years in order to complete his demonstration. It appears that what a man can do, says Dr. Cattell, who was once Dr. Thorndike’s teacher, “is prescribed at birth,” but that “what he does is dependent on circumstances.” Dr. Thorndike had a most generous prescription at birth. Untold thousands hope that “circumstance” will continue to be propitious.—Editorial in The New York Times.

DO EDUCATIONAL MEASUREMENTS PAY?

Does Johnny Jones read as well as a nine-year old boy in the fourth grade should read? Is he having the kind of reading teaching that his individual needs require? Does Mary Smith know as much in arithmetic as a girl in the eighth grade and of her age should know? If she is weak, just what facts are needed to round out her knowledge of arithmetic? Teachers once guessed at the answers to questions like these. The best teachers now use fairly accurate measuring scales which have been developed for the purpose. But many teachers are still guessing—expecting too much or too little from the children and never quite knowing where the real trouble lies. Why guess when accurate measures are available and the children’s happiness and success are at stake?

Speculation or Knowledge?

Is the Longfellow school doing better in spelling than the Whittier school? In arithmetic? In reading? How does the achievement of pupils in Lincoln, Nebraska, compare with what they are able to do in Denver, Colorado? Are the schools of Clay county doing better work than the schools in Webster county? What results should the superintendent expect of various schools? What shall the principal expect of various teachers? These are vital questions in the wise management of schools. A generation ago school officers would have guessed at the answers. Now measures are available which enable them to compare results with other schools, cities, counties, and states.

Put to the Test

Does it pay to employ supervisors to aid the county superintendent in the improvement of schools? In an attempt to answer this question two supervisors were put in each of two counties. The work done in basic subjects in the schools was carefully compared with that in two similar counties without supervisors. The schools with skilled supervisors did more and better work than those without. Those with supervisors covered as much ground in eight months as the others covered in ten. In other words, they increased the efficiency of the schools twenty-five per cent. The service they rendered measured by the most careful tests saved four times its cost. Can facts like these be gathered for other counties and in relation to other important points in school management?

A million school children in America fail to make their grade each year. It means that teachers, seats, and supplies must be given a million children for another school year. It means that these children will enter the next grade or the work of life a year later than their more fortunate classmates. Most important of all, it means that at a tender age they have been given the deadening sense of failure just when they should be learning the joy of work and achievement. Much of this terrible loss can
be avoided by an intelligent use of what is now known about child life and teaching.

Investigations bearing on problems like these are being made in many states, cities, counties, and individual schools. The results are so little known that many teachers do not profit by them. One of the duties of a Department of Education would be to collect and distribute such information.

Joy Elmer Morgan

ECONOMIC PRIZES

In order to arouse an interest in the study of topics relating to commerce and industry, to stimulate those who have a college training to consider the problems of a business career, and to aid in constructive economic thinking, a committee composed of Professor J. Laurence Laughlin, University of Chicago, chairman; Professor J. B. Clark, Columbia University; Professor Edwin F. Gay, Harvard University; Hon. Theodore E. Burton, Washington; and Professor Wesley C. Mitchell, Columbia University, has been enabled, through the generosity of Hart Schaffner and Marx of Chicago, to offer in 1927 prizes for the best studies in the economic field to certain classes of contestants.

Classes A and B

Class A includes any resident of the United States or Canada, without restriction; the possession of a degree is not required of any contestant in this class, nor is any age limit set. Class B includes only those who, at the time the papers are sent in, are undergraduates of any American college. Attention is expressly called to the rule that a competitor is not confined to topics proposed in the announcements of this committee, but any other subject chosen must first be approved by it. As suggestions, a few questions are here given:

1. The German Monetary Experiences, 1914-1925.
2. Extent and Effects of Installment Selling.
3. The Present Position of, and the Problems arising from, the Modern Development of Water Power Resources.
4. Have the Federal Reserve Notes aided in undue Expansion of Credit?
5. The Facts and Consequences of Foreign Investments by Americans.
6. The Actual and Theoretical Differentiation of Commercial Banking in the United States from Investment and Land Banking.

A First Prize of one thousand dollars, and a Second Prize of five hundred dollars are offered to contestants in Class A; a First Prize of three hundred dollars, and a Second Prize of two hundred dollars are offered to contestants in Class B. No prizes will be awarded if, in the judgment of the committee, essays of sufficient merit are not submitted. The committee reserves to itself the right to award the two prizes of $1,000 and $500 of Class A to undergraduates in Class B, if the merits of the papers demand it. The winner of a prize shall not receive the amount designated until he has prepared his manuscript for the printer to the satisfaction of the committee.

The ownership of the copyright of studies to which the right to print has been awarded will vest in the donors, and it is expected that, without precluding the use of these papers as theses for higher degrees, they will cause them to be issued in some permanent form.

Competitors are advised that the studies should be thorough, expressed in good English, and, although not limited as to length, they should not be needlessly expanded. They should be inscribed with an assumed name, the class in which they are presented, and accompanied by a sealed envelope giving the real name and address of the competitor, together with any degrees or distinctions already obtained. No paper is eligible which shall have been printed or published in a form to disclose the identity of the author before the award shall have been made. Contestants are warned that in
submitting essays in more than one contest they may disqualify themselves by disclosing their identity. If the competitor is in Class B, the sealed envelope should contain the name of the institution in which he is studying. The papers should be sent on or before June 1, 1927, to J. Laurence Laughlin, Esq., University of Chicago, Chicago, Ill.

A MISSION FOR TEACHERS

The steady, if slow, interpenetration of peoples and nations and their several cultures by the interchange of teachers and students is the surest single means to advance the cause of international understanding, international sympathy, and therefore international peace. Governments will doubtless continue to go their blind and blundering way, but peoples, who are now everywhere superior to their governments and often most inadequately represented by them, can and will find ways and means of their own to establish those human contacts and to bring about those interdependencies which are implicit in any state of society which calls itself either civilized or Christian—President Nicholas Murray Butler, of Columbia University

BOOKS

NOTA BENE, PLAY PRODUCERS


This is an excellent book for teachers, historians, costume designers, and play producers. One is at once convinced of the absolute accuracy of the facts presented therein, based upon much foreign and American travel and detailed study of designs, paintings, sculptures, documents, and descriptive and poetical literature of ancient and modern times. The author discusses the ancient desire for costume which arose from body decorations; the scant dress of the ancient Egyptians; the full dress of the ancient Asians (Phrygians, Persians, Medes, Syrians, Parthians, and Amazons); the rhythm and beauty of Grecian and Roman costume; the costume of France in the Middle Ages, Renaissance and modern times, and her early extensive influence upon other countries in these ages and all ages following; the interesting development of Colonial American costume, with its various foreign influences, and American costume up to 1920. In each of the above mentioned discussions we are shown in a clear, definite, and attractive way how the mode of dress, head gear, and accessories of the different peoples developed simply and grew out of the natural needs, climatic conditions, historical atmosphere, and influence of others.

The binding is substantial, the print clear, and the illustrations artistic and well executed. Color notations are given. But how much more attractive and useful the plates would be in color and slightly larger, although this would involve much expense and other difficulties for author and publisher. College, university, and senior high school students will find the book interesting.

The subject matter, presentation, illustrations, good print, and adaptability to various demands should make Historic Costumes a useful book and a good text.

Mary Alice Aiken

APPLIED ART


In this volume the authors have enabled the layman as well as the student of art to appreciate the artistic beauty about him every day and to help him solve the problem of making more beautiful his personal appearance and surroundings.

One of the strongest features of the book is its great number of fine pictures illustrating the principles of design and how
they may apply to the person, the costume, the home, business advertising, etc. It is lacking, however, in color plates, which would greatly increase the value of the study of color and its use.

This book is unusual in the breadth of its scope. For that reason it would be an effective textbook for students of art and home economics, an excellent reference for salespersons and decorators, and a valuable addition to the home library.

GERTRUDE GREENAWALT

A SUMMARY BY EXPERTS


This, the fifth bulletin of a series on the work of the land-grant colleges, is a survey of Home Economics Education. The work accomplished in the various fields of home economics has been studied by experts, and is here reported. Especially interesting are the changes in emphasis and the development of research.

Every student of home economics will find this bulletin valuable in showing developments of the past and vision of the future.

PEARL POWERS MOODY

OTHER BOOKS OF INTEREST TO TEACHERS


Are you by any chance a teacher of biology who at some time has been in dire need of some animal to illustrate mammalian anatomy and physiology? Did a bird-hunting cat appear as providentially as the ram to Abraham? If so, this little book was all that you needed to write finis to the last chapter of the narrative of that particular avian expedition of Felis Domestica. All rights except those of the cat are reserved by the publishers.


This is an excellent manual in which the anatomy of the rat is studied by systems. The directions are clear and thorough. Because of the similarity of organs in the mammalia, this is a very suitable study to make in conjunction with courses in human physiology.


Henri Fabre is so well known in the world of science that no words of commendation are necessary as to any book that he wrote. This is a book for the entertainment and instruction of children and should have wide use as a grade reader. One doubts the wisdom of using myths in readers when there is such a wealth of truths such as this book contains that are just as readable and interesting.


A complete edition of all three parts, save only The Saga of King Olaf, which is here abridged. A score of photographs picture the Inn, which has recently been purchased by Henry Ford.


Shakespeare's play, 88 pages; editors' appendix, 96 pages; editors' notes, etc., 56 pages. One wonders—but then the edition is addressed to students who "are not inclined... to search out references to other books." There is a good list of composition subjects drawn from the play.


First published in 1890 as the Grammar of the English Sentence, this book has gone through various revisions of content as well as title.


It is fortunate that the author is a writer as well as a reader, for many a reader has read these and sighed and read more theses. This Reeder heaved a final sigh and wrote a manual of style on the preparation of theses, reports, and other scientific papers. All the problems are treated: telling the truth in a thesis, defining the problem, preparing the bibliography, collecting material, handling properly footnotes, statistical tables, illustrations.


Here is an annotated list of 208 long plays and 160 short plays, written, most of them, within the last thirty years. For teachers of dramatics, for producers, for little theatre groups, and for the reader of drama, the lists will be most serviceable, for they are arranged in special groupings to show more than a score of special themes. Some of these are Gossip, Politics, Husband and Wife, Social Conditions, Feminism, and Racial Characteristics. For each play listed the comment points out the significance, and notes are given as to acts, parts, sets, and costumes. There is also a
second division of the book in which are tabulated the various books on modern drama, on staging, on acting, etc.


This test is for the measurement not only of Latin composition but also of grammar as applied to composition. It not only gives the measure of accomplishment, but also enables the teacher to find the weaknesses in his classes with a view to giving corrective exercises. There are two forms of the test, both having been thoroughly tested, revised, and standardized. The Hemmon Latin Tests and the White Latin Test may be used with the Goosely Latin Test or a well-rounded measure of students' knowledge and ability in Latin.


All the world loves a dog story. Although well bound, this anthology of best dog stories will be used out before a year passes in any grammar grade or junior high school library. No live boy can resist it!


This new series of readers for the primary grades is based on the latest investigation of children's interests in reading, as well as of the psychological processes underlying learning to read. As a consequence the books are carefully graded, with a well chosen vocabulary; they contain everyday experiences of children as well as selections from our literary heritage. The manuals give definite help, yet provide for the teacher's use of initiative.

NEWS OF THE COLLEGE AND ITS ALUMNAE

NEWS OF THE CAMPUS

The long-anticipated dance of the year was given Saturday night, February 20. The Blue Stone Dining Hall was the scene of the festivities and the participants were girls attending the college, girls who had attended, and their guests. George Washington decorations added to the gaiety; during an intermission a stunt was given by the new Cotillion Club members. Chaperones for the dance, which was sponsored by the Cotillion Club, were President and Mrs. S. P. Duke, Dr. and Mrs. W. J. Gifford, Dr. and Mrs. H. A. Converse, Mr. and Mrs. John McIlwraith, Mr. and Mrs. W. B. Varner, Mr. and Mrs. C. T. Logan, Mr. and Mrs. R. C. Dingledine, Miss Mary Louise Seeger, and Miss Katherine Anthony.—Another dance given on the campus recently but of a different nature was the Y. W.'s Valentine Dance in the gym Friday night, February 12. The admission fee was one tiny, red heart. Costumes were in order and a masculine photograph contest was "indulged in by all present." Thursday night, February 18, the Y. W. showed a movie entitled "The Life and Time of Martin Luther." Sunday, February 14, the Harrisonburg Kiwanis quartet sang several numbers. The members of this quartet are Rev. J. J. Rives, Mr. Harry Garber, Mr. Sheff Devier, and Mr. A. K. Fletcher. Doris Persinger and Nancy Mosher represented Harrisonburg at the Y. W. Conference held in Roanoke February 13 and 14.

Furthermore, there were other little excursions made from the campus by members of the faculty to attend the February meeting of the N. E. A.: President S. P. Duke, Dean W. J. Gifford, Mrs. W. B. Varner, Miss Mary Louise Seeger, Miss Katherine M. Anthony, Miss Ethel Spilman, Miss Vada Whitesel, and Miss Mary Morgan. The following went to Nashville February 17.

There have been interesting programs at assembly during the past month. Dr. Gifford had charge during the week of February 1 to 5 and himself gave several pleasing talks. The Rev. W. W. Hamilton talked Wednesday, February 10, on the real meaning of the word "Bible." February 8 the High School Club had charge of the program and took up the life and works of Henry W. Longfellow.
Besides these programs there have been some very entertaining programs of music. New Aeolian Club members gave a sample of what they have to do when they are tried out for admittance to the club. It has been announced that the Aeolian Club has succeeded in perfecting a similar organization at Radford State Teachers College. The Glee Club gave a formal program at the Methodist church service Sunday night, February 7.

We have often heard of National Music Week, but last week was National Drama Week in more ways than one. It was really College Drama Week. Beginning with chapel Monday, February 15, Mr. James C. Johnston talked on the story of Job and coupled it in its own individual way with the subject of human drama. The night of the same day in the hall the student body saw three plays by the Carolina Playmakers from Chapel Hill. The plays, “Fixin’s,” “Quare Medicine,” and “Gaius and Gaius, Jr.,” were directed by Professor Frederick H. Koch. After the plays the Stratford Dramatic Club gave an informal reception in the reception room of Alumnae Hall. Wednesday, February 17, several members of the Expression department gave a one-act play, “The Rose,” in chapel. On Friday the Stratford Dramatic Club gave a chapel program at which Emma Dold talked on the “Little Theatre Movement” and Elizabeth Ralston read a paper on the “One-Act Play.” That night in the New Virginia Theatre the student body was given the opportunity of seeing the opera, “The Bohemian Girl.” This was certainly an unusual treat, not only in the exquisite music but in the costuming and the stage effects as well.

Speaking of play-days the freshmen proved the slogan, “Every dog has his day,” and they carried it out well. February 12 they celebrated, first, by not coming to breakfast, but later, all dressed in white and red, they attended classes. Appearing late at dinner, they found the upper classmen in evening dress waiting in a receiving line to greet them.

Another day of interest was the day set apart for the election of student body officers. The outcome was the selection of Elizabeth Elmore as president, Nora Hoss-ley as vice-president, and Sarah Elizabeth Thompson as secretary and treasurer.—Emma Pettit, the new president of the Alpha Literary Society, is planning progressive work for the society.

All activity does not cease with these organizations, however. The varsity season has been rushed spiritedly along by frequent games. February 6, the home team defeated Fredericksburg in the college gym by a score 41-18. The Roanoke Y. W. C. A. team played at H. T. C. Saturday night, January 30, and fought a hard fight, but the score 37-9 showed a decisive victory for Harrisonburg. Saturday night, February 13, the team went to Radford to play. Although the score proved to be 34-16 in favor of Radford, the team and rooters were undaunted and greeted with enthusiasm the Radford team which played here Friday night, February 19. Again the tide of victory turned toward Radford, and they won by a score of 21-19.

The Pi Kappa Omega Society has admitted to membership Hilda Blue of University, Va., and Sarah Elizabeth Thompson, of Fauquier.

Dr. Gifford has been having conferences with both sophomores and seniors as to their teaching plans for next year. Much speculation is manifested on the part of the students.

An abundance of snow has called for much sledding and ice-cream making. Now that both are becoming a little worn, many of the girls are rearranging their spring ward-robos preparatory to the first appearance of spring blossoms.

OUR CONTRIBUTORS

ARTHUR KYLE DAVIS, JR., is an assistant professor of English in the University of Virginia. His entertaining and instructive account
of the study of English at Oxford grows out of a residence of three years at Balliol College, Oxford, which he entered in 1919 as a Rhodes scholar from Virginia. Dr. Davis is now editing the collection of English and Scottish ballads of the Virginia Folk Lore Society.

JOHN PAUL is a former member of Congress from the Seventh Congressional District of Virginia. He has also represented the County of Rockingham in the Senate of Virginia. The paper here published was read before students of the State Teachers College at Harrisonburg during the observance of National Education Week.

LOUISE LOVING is a two-year graduate of the State Teachers College at Harrisonburg. She sponsored the Jefferson Literary Society while teaching the eighth grade in the Harrisonburg Training School.

BERTHA McCOLLUM is a B. S. graduate of the State Teachers College at Harrisonburg, now teaching at Winston-Salem, N. C.

JOHN W. WAYLAND is professor of history in the State Teachers College at Harrisonburg and writes here out of his experiences in a trip as far west as Colorado, from which he has only just returned.

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The unit lessons which have been appearing in The Virginia Teacher for the past year are steadily increasing in popularity. Demands for copies of the magazine have made it necessary to reprint a few articles, but there are still available back copies of most numbers. In order not to miss the units that will appear in coming issues, renew your subscription for the next year. Back copies are 15 cents each; the year's subscription is $1.50. Send in your order now to Clyde P. Shorts, Circulation Manager.

More educational units, edited by Katherine M. Anthony, Director of Training in the State Teachers College at Harrisonburg, are now awaiting publication. The elementary school teacher who would put Virginia's new course of study to the best use is the teacher who exercises her own skill in the organization of subject matter or who utilizes ready-made educational units such as are offered in The Virginia Teacher.

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A Spring Poem Program, Frances Hanbury
An Athenian Boy's Day, Theila Woodcock
Our Garden, Maysville Gammon
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Some of our Bird Friends, Rose W. Lyle
Making a Story Book, Margaret A. Borden
Publishing the Sixth-Grade Monthly, Mildred Reynolds—
The Junior High Prints Its Yearbook, Ruth Hoggard Lewis
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From Book to Screen, Mary B. Duncanson
Trade and Commerce in Virginia, Elizabeth Cox and Pamela Ish
A Pet Hen in the Schoolroom, Bertha McCollum and Edith R. Ward
Building Stones, Ethel R. Jones and Marie Alexander—
The Jefferson Literary Society Begins Its Work, Louise Loving and Bertha McCollum

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