Virginia Teacher, May 1926
State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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OBSERVATIONS ON THE TEACHING OF LITERATURE HERE AND ABROAD

A CONSIDERATION of the required reading lists in English, Scottish, and American schools shows what a general agreement there is in all three countries as to the literary works with which students should become familiar in the secondary phase of education. Obviously, Shakespeare is the most universally read of all the classics. No student seems to be able to pass through the schools in any country without reading at least two or three of Shakespeare's plays, and in many schools one or two plays are read in each year of the course. After Shakespeare there is general agreement on the novels of Scott, Dickens, Thackeray, and Eliot; the essays of Macaulay and Lamb; Milton's Minor Poems; Addison's de Coverley Papers; and selected poems from the greatest English poets, especially Tennyson, Browning, Shelley, Byron, Keats, and Wordsworth. As might be expected, certain American classics which are very widely read, do not appear on any of the English or Scotch lists: such are Parkman's Oregon Trail, Franklin's Autobiography, Hawthorne's House of the Seven Gables, etc. Hawthorne's Tanglewood Tales, Irving's Sketch Book, and selections from Longfellow's poems are quite widely used in England and Scotland, however. In fact, it may be that Longfellow is more used there than here. All the students in England seem to be familiar with Evangeline, King Robert of Sicily, etc. Certain books, as is to be expected, are quite commonly used there, which are rarely found in this country: such are the works of Borrow, the third chapter of Macaulay's history, and Ruskin's essays. But the similarity of the content of the literary courses is much more noticeable than is the variation.

There is little more variation in the amount of time given to the study of literary history as distinct from the study of classics; and there is probably more variation between schools in the same country than between the different countries. The study of literary history is, on the whole, perhaps less in favor in the United States than in either England or Scotland, because of the absence of "Advanced Courses." None is prescribed by the College Entrance Board, nor by any of the universities, although a knowledge of the lives of the authors whose books are studied, and some information about the social and literary background out of which the work grew, is usually expected. The place of literary history in the high school is an often discussed subject at conferences of English teachers in the United States. Those who oppose its inclusion in the high school course point out the danger of its becoming a discussion of books about books, a show of information based on second-hand material, and this is certainly an obvious danger. If literary history is to be merely the reading of a textbook, it is certainly less valuable than many other things. Nevertheless, when it is an attempt to make the student acquainted with those men and women whose thoughts have been important in the history of the development of the race, it seems a very much worth while project. Such is the opinion of Carpenter, Baker, and Scott, whose book, *The Teaching of English*, although now
twenty years old, is still more up-to-date in most ways than many more recent books!  

"But in its general outlines, its larger movements, it (literary history) presents a development of thought and feeling more or less evidently connected with the history of the people, and constituting an interesting and valuable chapter in the history of human thought. Such an outline should be more than a mere skeleton. It should be based on a well-written textbook, and should be accompanied with enough incursions into the principal authors to get some sense of what they are like. If such a course succeeds in making the pupil feel a little more at home in the great body of our literature, and leaves in him the feeling that there are good things to be read at his later leisure all along the line between Chaucer and Tennyson, it will have more than justified itself."

This statement would be subscribed to by those many teachers who do teach literary history, and who believe that it is a profitable and interesting subject for the secondary school; although it is, perhaps, unfortunate that Tennyson should be put at the end of the line of good things to be read, for certainly one of the finest movements in the American high school is the inclusion of much modern and current literature. One of the greatest dangers of the old style literary course was that the student got the idea that literature was something produced in the past, a sort of a mystical process that was lost to his contemporaries. But when literary history is made to include the process that is still going on, when it includes and is based on a generous collection of the works of the authors studied, when it means a questioning and not a blind acceptance of critical opinion, it is certainly a valuable contribution to education. Perhaps we have gone too far in belittling it so much in American education in recent years. But at any rate, it has no currency as a college entrance subject in this country.

In England and Scotland, literary history is found mainly in "Advanced Courses," which are offered during the last year or two in the secondary school, after the general school examinations have been passed. Up to that time, literary history is usually only incidental, as in the American school. After that, if the student is to take English in his Higher School Examination, which he takes at the age of 18 or 19, he usually studies a special period. In each period several books will be set for detailed study, and, according to the Oxford and Cambridge Board,

"Each candidate will be expected to have such knowledge of the general history of the period selected, as is required for the appreciation of its Literature."

The periods for study are similar to those prescribed by the University of London. But in spite of these advanced courses, literary history is taught, in most classes, only incidentally, so that the attitude towards this subject is almost identical in all three countries.

The body of material to be taught, which is called literature, is, then, similar in the three school systems, and a consideration of the methods by which this body of material is taught will show that the methods, too, agree in the main. The justification of the teaching of English, and the teacher of English, is thus expressed by a great teacher:  

"Most people, I imagine, can point to a definite day when the glory of literature was first revealed to them, and often the magician has been a teacher. One day a man read something to you. He didn't tell you anything, or teach you anything; he just read something, and you suddenly found that straight in front of you was a door that led to paradise, and the odd thing was that you had not noticed that door until he showed it to you. That is a fanciful way of putting what generally happens. A few, by natural instinct or happy chance, have found their way alone; but most people, I imagine, have owed their induction to literature directly to some person. The book is before you: but till some mysterious voice cries "Tolle, lege!" you do not read, and the con-

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2. Sampson, Geo.—*English for the English*; Cambridge, 1922, p. 93.
version does not happen. Without the teacher
most children would never so much as begin the
approach to literature."

If this is the ideal, if the true teaching of
literature is the process of leading the child
up to the happy door, how seldom is suc-
cess attained in any country. In too many
cases, alas, in a secondary school the visitor
sees a process more like this—

There are fifty lively boys, averaging
about twelve years of age. They are read-
ing "Guinevere" from Tennyson's Idyls of
the King.

... But when Sir Launcelot told
This matter to the Queen, at first she laughed
Lightly, to think of Modred's dusty fall,
Then shudder'd, as the village wife who cries,
"I shudder, someone steps across my grave;"
Then laugh'd again, but faintlier, for indeed
She half foresaw that he, the subtle beast,
Would track her guilt until he found, and hers
Would be for evermore a name of scorn.
Henceforward rarely could she front in hall,
Or elsewhere, Modred's narrow foxy face,
Heart-hiding smile, and gray persistent eye.

The teacher reads the first few lines in a
dry uninterested voice. They are then dis-
sected. The most important fact brought
out is that "dusty fall" is an inverted epi-
thet. The boys are very restless. The class
is then called upon to read. Each boy reads
three or four lines—very poorly, but better
than the teacher. They learn what sort of
a figure of speech "subtle beast" is, and that
"found" is used intransitively. Then fol-
lows ten minutes of guessing—enforced
guessing—as to the meaning of "persistent
eye." At this point, to the mutual relief of
the teacher and students the bell rings, and the
period is over. And that is the end of
the literature lesson for two weeks, when
twenty more lines may be taken up in this
same way. A child has to have a great love
of poetry to survive much of this sort of
"teaching," and this lesson differs from any
others only in degree, and not in kind. It
happens to have been observed in London,
but it may be seen any day in the United
States or in Scotland.

Sometimes it is Chaucer. Here is the
picture. A few pages of the Prologue have
been assigned and prepared by the students.
In class, each student reads a few lines, and
then paraphrases or translates them. The
teacher is a student of the classics, and this
is the typical, old-fashioned classical method
at its worst. There is some attempt made
to understand and appreciate what it is all
about, but the method is so piecemeal that
the whole is blurred. These boys of six-
ten and seventeen are just at the age when
they should delight in Chaucer's music and
humor and joy of living. But the teacher
stands in the way, and insists on unneces-
sary detail and exaggerated scholarship.

Or again, and this time in Scotland,
Christabel is the subject. Ten lines are read
very intelligently by a boy of thirteen. Ev-
ery student seems interested in the poem,
and seems to understand it; but the con-
scientious teacher takes ten minutes to ex-
plain the ten lines, making clear what all
feel and understand before she begins as
well as they ever will.

Even Scott may be abused, and in Scot-
land! Some Scotch girls about twelve or
thirteen years of age are reading Ivanhoe.
They read one chapter carefully, talk it
over with the teacher, and then write an
extended summary in their best copybook
penmanship. It is December, and starting
when school opened in the autumn, they
have now reached the nineteenth chapter.
The terrible thing is that it never seems to
occur to teacher or pupils that Ivanhoe is
anything more than material for retelling.
They show no interest in the story. They
never read in advance. They never skip.
They read one or two chapters a week and
rewrite them. If the school year is long
enough the book will be finished, but nobody
seems to care. In another year they will
leave the elementary school, and all schools,
for ever, and this is their introduction to
literature.

Fortunately, many times one finds real
teachers of literature, who seem to be really
leading their pupils up to the magic door. Their methods are more like this:

A class of boys and girls, about thirteen years of age, are discussing with their teacher *The Merchant of Venice*. They have just finished acting out the play in class with some old cloaks and hats, some scout staffs, etc., as properties. This discussion is their first taste of careful criticism. They attempt to decide who is the hero, and Antonio, Bassanio, Shylock, and Portia are suggested. This leads to the question of what is a hero? The character of Bassanio is then considered, and the students argue lustily, finding in their books actual lines from the play to support their opinions. The teacher keeps the students at work, but he does not intrude his own beliefs, even though he is sometimes appealed to. He assigns, as the next lesson, the making of a list of all the characters in the play, classified as:

1. very important;
2. less important, but necessary;
3. slightly important;
4. not important.

A boy volunteers to name a character or two of no importance. Some of the other students object to his ideas, and the teacher says that for years he has been trying to find somebody who would point out in *The Merchant of Venice* some characters of no importance. The period ends with the students eager to begin on their lists, and looking forward to another intelligent and enthusiastic discussion in their next "literature lesson."

Again, here is a class of a dozen boys about seventeen or eighteen, in a well known English "Public School." These boys have all passed their school examinations, and they are in the Military Side, which means that they will have no more external examinations in English. They have a lesson in literature once a week. The teacher reads them the Nun's Priest's Tale, and he reads it well and with evident enjoyment. When it is finished there are a few brief questions on difficult words or obscure passages, some of which are raised by the teacher and some by the boys. Everybody seems to understand and enjoy the narrative. Then the boys open their collections of poems at *Oenone*. Each boy reads several stanzas without pause or comment, and except in one or two cases the reading is extremely good, with understanding and appreciation. When the poem is finished, the lesson is over. There is no discussion, and none is needed. The poem has been vocalized and allowed to speak for itself. Most of the boys understand it completely and enjoy it, and no amount of dissecting will make those who do not like it come to do so—but it might make those who do enjoy it come to dislike it.

*Christabel* may be taught by a very different method from the one described above. A class of twelve year old girls in a famous school in Birmingham has just finished a rehearsal of a dramatization of Dicken's *Christmas Carol*, which they are going to present to the rest of the school. Afterwards they turn to *Christabel*. None of them have ever read it before. The teacher begins, and reads a generous amount very well indeed. Then she asks a very few questions on what she has read to be certain that the meaning of the poem is clear, and to overcome any possible difficulties. Then the reading is continued. The period ends at a very crucial place, with everybody wondering what is coming next. The girls all promise reluctantly not to read ahead, but to leave the poem to be continued at the next meeting of the class.

In an Intermediate School in Edinburgh, a class of boys about fifteen years of age are reading *Evangeline*. The boys read sections, and then the master questions them, and explains difficult points. The emphasis is on the story, and the master tries to make the boys feel the story and see its beauty—and perhaps he tries a little too hard, a little too conscientiously—but he keeps the interest of the boys; he is pointing out to them the magic door.
In the same school a class of boys and girls about twelve are reading Marmion. The teacher reads, stopping only when she feels a need of some explanation. A good feature of the work is that the story is put into its setting. Scott always makes his stories fit into some real locality, and the teacher takes advantage of this. A map is used, the towns mentioned are located, the distances are worked out, and the historical facts are explained. A boy who knows one of the towns tells the others what it is like. The story of Marmion is made to live again in the minds of these Scotch children almost as vividly as it lived in the mind of Scott.

If Shakespeare is being read, the students are usually reading in parts, and treating the text as a play, which is highly to be desired. Sometimes they sit in their seats and read in a stiff and uninteresting manner. Sometimes the teacher stops them too often and talks too much himself. Sometimes the discussion clogs the story. Much less often is there so little questioning and explanation that the play is left hazy in the students' minds.

The same is true of the story or the poem that is being studied. Usually, in these days, it is vocalized by either the teacher or the student. Sometimes it is read with gusto and enthusiasm; occasionally it is read in a deadly manner. Very rarely is there too little discussion.

What can be concluded from these observations? Only that the teaching of literature, more than any other subject in the school curriculum, is a matter of the personality of the teacher. Two teachers may pursue almost identical methods, and one will succeed and one will fail. The good teacher need not be a specialist, in any narrow way. He may be all the better for not being so. In the case of the first good lesson described above, the teacher is a well-known specialist in geography. But he knew English, he liked to teach it, and he had the unexplainable knack of creating enthusiasm in the children he taught. He had the mysterious voice that cries, "Tolle, lege."

The teaching of literature will be good in the schools in the proportion that these qualified teachers exist. They do exist, and in considerable numbers, in England, Scotland, and the United States. At least half of the teaching observed is distinctly good, even where in many cases it is not incapable of great improvement. No rules and no method will make the rest of the so-called literature teachers successful. They do not have the enthusiasm that is necessary for the successful teacher of literature. They can never point out the magic door to anybody, for they do not know where or how to find it for themselves. They are the blind leading the blind. They are tone-deaf teachers of music, or color-blind teachers of painting. They must be weeded out of the schools. When we have universally teachers as good as the best that now exist, the teaching of literature will become a very potent force in education.

Milton M. Smith

EDUCATIONAL LINGO

PROBABLY every profession, especially in its formative period, develops a jargon, half technical, half stereotyped, before a standard terminology becomes accepted. Because departments and colleges of education were established more slowly than the training schools of the other professions, a recognized vocabulary has not as yet been developed by educators. There is little more than a jargon. To be sure, some of these technical terms seem to convey so accurately the ideas which they represent that they have gained currency even among the laity. An example of such a term is "I. Q." ("intelligence quotient").

Reprinted from American Speech for March, 1926, by permission of The Williams and Wilkins Company, publishers, Baltimore, Maryland.
The National Education Association has accepted certain definitions of terms commonly used in curriculum making, such as "majors," "minors," "constants," "units of credit," and the like. It is to be hoped that before long a glossary of terms accepted by the teaching profession will be worked out. Such terms as "concomitants," "stimulus-response bonds," "mind-set," "project," "socialize," express ideas peculiar to teaching and should be defined so that they may be intelligible to the laity. In this list should be included also the usage of "skill" in the plural which is now popular among educators. Witness sentences like: "These categories involve masses of knowledge, habits, skills, attitudes and appreciations"; and "Education is guided growth; not only the mastery of habits and skills, but the building of helpful attitudes."

In addition to such terms as those quoted above, educators seem to have a penchant for overworking certain words that have no more significance for the teacher than for the layman. They have a special liking for adjectives superlative in meaning. They have taken for their own the adjectives, "outstanding," "splendid," "magnificent," "tremendous." One reads in a recent number of a well-known journal of education that "an outstanding contribution to modern education is the recognition of individual differences among children," . . . "One of the outstanding characteristics of youth is a strong feeling of independence," . . . . "There are outstanding individual differences among pupils," . . . . "The most outstanding educational progress has been made during the past year," . . . . "Superintendent J. M. Beal's address was one of the outstanding contributions to the program." A high school principal writes in another periodical that "the pupils of the school have done an outstanding piece of work." The following examples are taken from teachers' journals: "The pupils showed splendid co-operation." . . . . "It is hoped that there will be a splendid response to the request of the state superintendent." . . . . "There was a splendid showing made by the pupils in the annual state musical contest." . . . . "It is due to the splendid co-operation of the teachers that this serious school problem has been worked out." . . . . "In view of the magnificent service rendered by Principal H. G. Walker through his outstanding contribution to the Centerville schools the board of education passed resolutions of regret for his resignation."

The foregoing examples show not only that the profession has a distinct predilection for a certain type of adjectives but also that it has a strong liking for certain nouns. An educator never "adds somewhat to the literature of the profession." He always makes a "contribution." He does not meet with "perplexities," nor with "difficulties" but with "problems." The work of the profession does not have a "purpose," but always an "aim" or "objective." This "aim" or "objective" is not an "element" in the solution of "problems"; it is a "factor." One reads in a recently published book on "method" that "method is a factor in character building." There are "important factors in developing a school building." . . . . "Since the discovery of food factors named vitamines there has been a progressive interest in these substances." "To these two factors must be added the further fact of a very large increase in attendance." . . . . "These are subjective and relative factors." . . . . "The enthusiasm of the faculty is one of the outstanding factors." Members of the teaching profession always have "reactions." A superintendent gets the "reactions of his teachers toward a change of program." We are told that the "reactions of the public toward a building policy are most important."

The profession also has special verbs for describing its way of doing things. Instead of working together or assisting or aiding one another, teachers "co-operate." "They co-operate on an educational policy." In-
stead of uniting on a new school program, they are “integrated along the line of a new school program.” Sometimes the noun “integration” is used instead of the verb, as when we read of “the integration of mankind in ever more numerous relationships.” School “programs” or “projects” are usually “rounded out.” If they are made over, they are “revamped.” “Problems” may be “solved” but more often they are “squared away.” Teachers “properly evaluate the contributions to method.” They do not merely estimate them. They are urged “to carefully evaluate” (the split infinitive also is part of the jargon) “the new pupil’s previous record.” The word “value” is likewise favored, both as noun and verb: “The ordinary observer is apt to value only the outstanding achievements of those who occupy the places of greatest importance.” “No contribution to American education could be made which would have greater immediate practical value than experimental proof by measurement that the project method has produced larger returns than compulsory, mechanical drill.”

The verb “function” also belongs to the teacher’s patois: “These objectives function tremendously in motivating the child’s impulses.” The verb “motivate” is another favorite: “Our volitions are all motivated by convictions.” “Power motivates one’s actions.” “Our dominant interests are motivated.” The teacher, moreover, does not see, or imagine; he “visualizes.” “One visualizes humanity as a pilgrim.” “Challenge” still retains the status it has had for some time. Speakers still proffer “a challenge to the youth of the land,” and writers publish articles entitled, “A Challenge to the Present Day Teacher.” Witness also: “Our lectures and discussions were little more than a whet and a challenge.” “America’s challenge to her teachers.” “A new and challenging call to serve the children of this generation.”

In addition to these adjectives, verbs, and nouns which belong to the jargon of the educator, there are numerous expressions and phrases which serve as a sort of trade mark, such as, “self-expression,” “creative impulse,” “educative process,” “in terms of,” “range of activities,” “actuated by ideals,” “in the last analysis,” “dynamic power,” “get this into the pupil’s thinking,” “worthwhileness,” “we are at a point where.” The following are examples of the use of these terms: “An opportunity for self-expression must be given to every child.” “The interest in self-expression as an element in whatever the pupils do will grow.” “The child finds a joy in the expression of these creative impulses.” “There is a problem in the study of enervating occupations to find what they may offer to utilize this creative impulse and give it both personal and social value.” “The school building is the most important physical agency in the educative process.” “A wide range of activities is necessary for developing broad training in leadership.” “Dynamic power of great leadership should always be actuated by the highest ideals.” “In the last analysis the creative work of the administrator will be measured by his devotion to the cause of public education.” “In the last analysis the most genuine satisfaction that comes to the administrator, etc.” “To realize one’s highest possibilities makes one feel the worthwhileness of the part that he is playing in the whole scheme.” “He must be able to make each of them feel the worthwhileness of the contribution he makes.” “Tremendously worthwhile things.” “To evaluate a contribution in terms of, etc.”

A number of elliptical expressions have developed in the educational lingo which are convenient and are generally accepted but which somewhat disconcert the layman. Reference is made to expressions like “pupil activities,” “teacher contacts,” “pa-
tron reactions,” “teacher training institutions.” One would expect these expressions to be hyphenated, like compounds, but they rarely are. The “teacher training institution” deserves special attention, for its designation is characteristic. One never hears of “lawyer” or “doctor” training institutions. In this connection may be mentioned also the annoying tendency of educators to use “vision” as a verb. Witness: “To make up one’s mind concerning this great problem ... one must vision the teaching profession of this country as a whole,” or “One must also vision the 20,000,000 children of America.”

From time to time a term which has belonged to the jargon becomes passé. The term “vitalize” that flourished a few years ago is now seldom heard. So also, “trends in education,” “inductive method,” “formal steps.” “Service” has become so Babbitized that it is disappearing from the educational lingo, though teachers still receive “calls to service.” It is to the credit of the profession that the realtor’s use of “sell,” as in “sell your school to the community,” “sell your personality to the school board,” is now meeting with disfavor. The best element in the profession resents borrowing expressions that belong to the stock of those who barter. This resentment is well expressed by the following gem from the pen of an eminent professor of philosophy:

HIGH SPOTS IN EVOLUTIVE EDUCATION
(Composed after reading current educational propaganda)

One hundred percent
Put it across
Get by with it
Punch
Pep
Personality
Project
Motivate
Supervize
Americanize
Vocationalize
Citizenize
Socialize

Individualize
—ize!

Learning by doing
Hand, not head
Cash value brains
Motive
Motor
Motion
Moron

Speed up
Forward steps
Evolutionary Education
Uplift
God processes
Spiritual planes

High spots
School high spots
Specific high spots

Sell the idea
Sell your education
Sell your institution
Sell your man—
Sell your soul!
Do you get me?

OLIVIA POUND

CHOOSING A LIFE VOCATION

THE ninth grade had just finished a semester’s work based on the topic Choosing a Life Vocation. They wished to share their knowledge by the presentation of a pageant program portraying phases of the various vocations they had studied.

I. What the Students Did
A. Clubs organized to prepare their parts for program, membership being based on pupil’s choice of vocation.
B. Clubs prepared their episodes by:
   1. Going on excursions to find:
      a. Incident to portray
      b. Illustrative material to show
   2. Rehearsing incident chosen
   3. Writing an introduction
   4. Collecting their properties
   5. Costuming their characters
C. Clubs decided to leave a record by:
   1. Making a bibliography by vocations
   2. Preserving collected materials
   3. Presenting costumes to school costume box

II. Information Used to Prepare Episodes

A. Vocations
   1. Principal types of vocations were considered as a basis for selection:
      a. Professional—doctor, lawyer, statesman, musician, minister, professor
      b. Commercial—merchant, salesman, bookkeeper, banker, broker, farmer
      c. Technical—engineer, machinist, electrician, designer, architect, contractor
   2. Self analysis was used as a means of choice:
      a. Do I like drawing, planning, or calculating?
      b. Do I like buying, selling, or bargaining?
      c. Do I like working with machinery?
      d. Do I like taking the lead in matters?
      e. Do I like organizing work?
      f. Do I wish to be of service to others?
   3. Economic factors were discussed as a foundation for selection:
      a. Is it a growing or a contracting field?
      b. Is it a seasonal or study job?
      c. If it conducive to a high standard of living?
      d. Is special preparation required?

B. Pageants and Pageantry
   1. Characteristics of a pageant were noted:
      a. Portray natural activities
   b. Are acted in a formal, impressionistic manner
   c. Are staged less formally than drama
   d. Are held together by continuity of action or emotion

2. Organization for effective presentation was learned.
   a. Pageant chairman to co-ordinate the efforts of all other officers
   b. Pageant master to take charge of the actual production
   c. Episode director to work out the individual unit
   d. Costumer to plan color and kinds of garments

BIBLIOGRAPHY

For the Teacher

For the Pupil

Gladys Hopkins

Thirty per cent of the elementary school children in Indiana are taught in one-room schools. Last year 352 one-room schools were abandoned, but there are still 3,029 in the state. Only one county, Marion, has entirely discontinued one-room schools, but three other counties have only one one-room school each.
### Chart Showing Type of Information on One Broad Occupation in Each Field

#### Professional (Doctor)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Preparation</th>
<th>Opportunities</th>
<th>Duties</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient</td>
<td>General Education</td>
<td>General Practitioner</td>
<td>Serve Public</td>
<td>Wide Field</td>
</tr>
<tr>
<td>Courageous</td>
<td>Medical College</td>
<td>a. allopath</td>
<td>Aid Health Dept.</td>
<td>Adequate Compensation</td>
</tr>
<tr>
<td>Intelligent</td>
<td>Intern Work</td>
<td>b. homeopath</td>
<td>Aid Charitable Cases</td>
<td>Great Service</td>
</tr>
<tr>
<td>Tactful</td>
<td>Special Training</td>
<td>c. osteopath</td>
<td>Discover New Treatments</td>
<td></td>
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<tr>
<td>Resourceful</td>
<td></td>
<td>Surgeon</td>
<td>Put Profession before self</td>
<td></td>
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<tr>
<td>Observant</td>
<td></td>
<td>Research</td>
<td></td>
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<tr>
<td>Studious</td>
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<tr>
<td>Healthy</td>
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<tr>
<td>Unselfish</td>
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#### Commercial (Merchant)

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<tr>
<th>Characteristics</th>
<th>Preparation</th>
<th>Opportunities</th>
<th>Duties</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic</td>
<td>General Education</td>
<td>General</td>
<td>Serve Public</td>
<td>Public Service</td>
</tr>
<tr>
<td>Diligent</td>
<td>Commercial Course</td>
<td>Grocer</td>
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<td></td>
</tr>
<tr>
<td>Pleasant</td>
<td>Salesmanship Course</td>
<td>Salesman</td>
<td></td>
<td>Adequate Compensation</td>
</tr>
<tr>
<td>Healthy</td>
<td></td>
<td>Clerk</td>
<td></td>
<td></td>
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<tr>
<td>Thorough</td>
<td></td>
<td>Manager</td>
<td></td>
<td></td>
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<tr>
<td>Honest</td>
<td></td>
<td>Bookkeeper</td>
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<tr>
<td>Cheerful</td>
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<tr>
<td>Persevering</td>
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<tr>
<td>Progressive</td>
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#### Technical (Engineer)

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<tr>
<th>Characteristics</th>
<th>Preparation</th>
<th>Opportunities</th>
<th>Duties</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginative</td>
<td>General Education</td>
<td>Civil</td>
<td>Design and construct</td>
<td>Broad Life</td>
</tr>
<tr>
<td>Judicious</td>
<td>Technical Work</td>
<td>Mechanical</td>
<td>Invent machinery</td>
<td>Travel Opportunities</td>
</tr>
<tr>
<td>Creative</td>
<td>Trade School Training</td>
<td>Electrical</td>
<td>Develop electricity</td>
<td>Growing Field</td>
</tr>
<tr>
<td>Executive</td>
<td></td>
<td>Mining</td>
<td>Utilize resources</td>
<td></td>
</tr>
<tr>
<td>Resourceful</td>
<td></td>
<td>Industrial</td>
<td>Benefit mankind</td>
<td></td>
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<tr>
<td>Practical</td>
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<tr>
<td>Healthy</td>
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<tr>
<td>Intelligent</td>
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</table>
EXPLORING THE ARCTIC
A GEOGRAPHY UNIT FOR THE FOURTH GRADE

THIS unit was planned for the purpose of interesting the children in an outside activity that correlated with the geography work of the grade. It is the kind that calls for work almost entirely outside of textbooks; holds the interest because there is something new to look forward to every day; emphasises the fact that newspapers and magazines are a supplement to our textbooks. The unit was planned by the teacher, but the children and teacher are sharing equally in the work and the pleasure of it.

I. What the Children are Doing
A. They are collecting pictures of Eskimos, icebergs, ships, airplanes, dirigibles, snow-motors, dog-teams, and pictures of the members of the 1926 expeditions.
B. They are collecting newspaper items about the 1926 expeditions.
C. They are making up problems in addition, subtraction, multiplication, and division from statements they find in the newspaper items.
D. They are making hectographed maps, tracing the routes that the Wilkins, Byrd, American University, and Amundsen and Ellsworth expeditions are taking.
E. They are writing group compositions and individual compositions.
F. They are making booklets in which to keep pictures and newspaper items collected, original problems, maps, compositions, and drawings.
G. They are illustrating Eskimo life by making an Eskimo sand-table. The materials for the sand-table work are salt and flour for the snow, lumps of rock salt for the icebergs, and the Milton Bradley Eskimo Village for the “cut-outs.”
H. They are reading stories as indicated in the bibliography.

I. They are summarizing the unit by organizing pictures, maps, and drawings into a moving picture.

II. What the Children Are Learning
A. They are learning that explorers do the following things:
   - They try to locate and map mountains and rivers as a party of government employees is now doing in Alaska.
   - They examine caves to find out the size of the cave, the rock formations, and whether or not there are lakes or rivers in the caves.
   - They explore oceans seeking undiscovered land; they search for wild animals in jungles to get them for the zoos, or as specimens for museums of natural history; they explore countries to find out who lived there long ago.
B. They are learning about the early explorers—the Vikings.
C. They are learning about the 1925 Arctic Expeditions of Amundsen and Ellsworth and MacMillan and Byrd.
D. They are learning the following things about the 1926 Arctic Expeditions.
   - That the principal countries in the race are the United States, Norway, England, France, Russia, and Germany.
   - That the principal expeditions so far are the three American expeditions—Wilkins, Byrd, and the American University, and the Norwegian expedition under the command of Amundsen and Ellsworth.
E. They are learning that these explorers hope to find land in the unexplored territory between Alaska and the North Pole.
F. They are learning that the 1926 Arctic explorations are to be made by airplane and dirigible; that each expedition must establish an air base; that the Wilkin’s air base is at Point Barrow, Alaska; that the Byrd air base is to be at Cape Morris Jessup, Greenland; that the Amundsen and Ellsworth air base is to be at...
King’s Bay, Spitsbergen; and that the plans of the American University Expedition are as yet unknown.

G. They are learning that the Arctic explorers are taking with them food, clothing, guns, ammunition, first aid supplies, tents, gasoline, oil, airplane repairs, and radio outfits.

H. They are learning that these Arctic explorers are using the latest method of communication—the radio, and that this is the only way they can communicate with civilization; that the commanders of the three expeditions now on the way have agreed to aid each other if help is needed, thus showing the fine spirit of the rivals in the race.

I. They are learning the following things about the climate: That the summers are short and the sun shines all night. That the winters are long and cold and there are some days when the sun does not rise at all. That there are blinding snow storms, heavy fogs, and that the cold is intense.

J. They are learning that the Arctic abounds in animal and bird-life. Some of the most commonly found animals are as follows: polar bear, walrus, seal, musk-ox, reindeer, Arctic fox, Arctic wolf, Arctic rabbit, caribou, and lemming. Among the game birds are the snow-bunting, the eider duck, and the little auk.

K. They are learning about the life of the Eskimos.

L. They are learning to use the newspaper.

III. Abilities Selected for Emphasis

A. In oral work—
   1. Sticking to the point in telling an event.
   2. Telling the events in their proper order.

B. In written work—
   1. Indenting the paragraph, keeping a margin, correct uses of capital letters, the use of the comma in a series of words, correct spelling, choice of words.
   C. In original arithmetic problems—the use of clear, concise English.
   D. In map-making—applying the colors to get a pleasing result, accuracy in locating places, tracing the routes of the expeditions neatly.
   E. In manual arts—good arrangement on the sand-table, good page arrangement in mounting animals and birds, and newspaper pictures and items.
   F. In reading—adding new words to the vocabulary and reading rapidly to get the main points from a selection.

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WINONA MILLER

Every white high school teacher in South Carolina, with the exception of 24, holds at least the bachelor’s degree, according to the state high school supervisor.

Taxation of real estate in Delaware provides for only one-fourth of the cost of public school education. Taxes upon incomes, corporations, corporation franchises, and polls are other important sources of school revenue.
THE AEOLIAN MUSIC CLUB

THE value of extra-curricular activi-
ties on the college campus depends
largely upon the work which the
organization in question is able to ac-
complish. If the following questions can be
answered in a satisfactory manner, the or-
ganization is worthy of its existence:
1. Does it aid in the proper develop-
ment of the student?
2. Can the student, and does the student,
contribute anything worthwhile to the or-
ganization?
3. Can the organization render a definite
service to the campus? Is it rendering this
service to the best of its ability?

The college organization which will be
considered is the Aeolian Music Club in
the State Teachers College at Harrisonburg.
It was organized March 3, 1924. The need
for such an organization had been felt for
some time. Although there was a great
deal of interest manifested on the part of
both teachers and students in the work be-
ing done by the music department, yet there
were a comparatively few students in ap-
plied music at that time. This condition
was probably due to the fact that no credit
was given for work of this character to-
wars the degree conferred by the college.
With an already overloaded schedule, it re-
quired extra effort on the part of the stu-
dent to study music.

Even though this situation was undesir-
able, it probably fostered the rapid develop-
ment of the organization. The students
studying music did so because of the love
they had for it and because they were in-
terested in it. For them the practice period
was often a happy escape from the work
demanded by the daily routine. Their en-
thusiasm was only natural under these cir-
cumstances.

The idea of a musical organization on
our campus was not a new one, for when
the Aeolian Club was established the Glee
Club, Choral Club and Orchestra were al-
ready doing commendable work. Each of
these organizations was working for one
phase of music, but none of them was as
broad as we wished the Aeolian Club to be.
Training, scholarship, and talent in music
were the three characteristics which we
considered essential to membership.

The question as to how we should obtain
our members was a hard one, for in a school
of six hundred girls we found that we did
not know the girls well enough to judge
their ability. We also felt that even though
we might know the girl in question, we did
not have the ability and the knowledge nec-
essary to act in the capacity of critic. It
was only natural that we looked to the
music faculty for such aid as we might need
in this direction. The result of this is
that the names of prospective members are
handed to the president of the Club. She
then arranges for a meeting of the Club and
the music faculty, and the applicant must
pass her examination before this group.
The examination has to be prepared before-
hand, and a great deal more work has to
be done than one would think, for each girl
is expected to prepare much more than she
actually plays.

These examinations may be taken for
piano, pipe-organ, voice, or violin. Each
instructor selects the material which she
considers necessary for her applicant to
work upon. Following are the forms for
the examinations:

PIANO

I. Scales

A. Major
   1. Different rhythms
      a. Two to one
      b. Three to one
      c. Four to one
      d. Three to two
   2. Thirds, sixths, and tenths

B. Minor
   1. Natural
   2. Harmonic
   3. Melodic
It has been understood from the first that as the music department grows there will be more girls who may meet the requirements. When it is possible these requirements shall be raised, the idea being always to keep the club on as high a plane as is possible.

There are certain requirements which have to be met before application is made for membership in the Club. The applicant must be taking applied music at the time of her entrance. Naturally there are girls in school whose talent and previous training would warrant their admittance, but we take into consideration the fact that becoming a member of the Aeolian Club means that we must work harder than ever in order that we may accomplish more, and our best work comes only under the intelligent supervision of an instructor. In other words, Aeolians have achieved a certain degree of technique and enough insight into interpretation to take the study of music seriously. The Club serves as a stepping stone to something higher and better, but is not an end in itself.

We consider that it is necessary for a girl to have had experience in playing in public recitals before she becomes an Aeolian. Should we allow her to come into the Club without this, she would find it almost, if not wholly, impossible to meet the demands made upon her.

Since her instructor has a better opportunity to judge her ability under varying conditions than has any one else, the applicant must be recommended by the teacher with whom she is studying. The fact that the teacher is judged by the results which she obtains from her pupils would serve as a check upon the teacher's recommendation, should such a check ever be needed.

A certain amount of theory is required of each prospective Aeolian, and this work must be completed before she can be admitted into the Club.

C is the average grade at Harrisonburg, and we want the Aeolians to rank at least
among the average students in their academic work. Of course their work in music must rank high.

A good attitude, enthusiasm and a willingness to take part in any activity which will further the interests of the Club are characteristic of the Aeolians. Should a member fall below these standards, she may be asked to withdraw from the Club and give up all the privileges which she has gained.

Before the Club became a reality, the members of the music faculty proposed the names of seventeen girls as charter members. They demanded high standards from the first, and as anxious as they all were to belong to this organization, many of the girls voted for standards which they hardly dared hope they could attain while in college. They also insisted that each girl who had been recommended take the examination in the proposed way before she could become a charter member. It is rather unusual to note that the last of these seventeen girls passed her examination just before school closed in June!

The co-operation, enthusiasm, and advice of the music faculty was invaluable to us, and without their help we could have accomplished little.

Perhaps the hardest work which we have done was that of organizing and determining the standards of the Club. Our regular meetings are held once every week. At this time we have interesting programs dealing with some phase of music or discuss any business matters which may have arisen. Twilight Hour is the name we have given to the short music hours we have on Sunday afternoons for the benefit of anyone who may care to attend them.

We have had several concerts, some given by Aeolian members and some by outside talent. These, as well as the programs which we have given in chapel, have been a part of our plan to make ours a more musical campus.

Since we have no membership fees, the problem of financing the Club is great. This year we have been able to give one three months scholarship in music, and we hope that by next year we will be able to make the scholarship a permanent one. A movement is being made by the Alumnae Aeolians to provide for this fund.

The results of our work on this campus have already been described. We hope that our influence has been felt in other ways than in those mentioned. The extension work up to this time has gone only as far as Radford, where the Beta chapter of Aeolians was established in December, 1925.

Entrance into the Aeolian Club requires much more than the mere desire to join a musical organization for social purposes. In the future we hope to have a wide-spread organization which will help raise the standards of the college musical clubs. If we can accomplish this, our field will indeed be great, and a permanent place will be assured us on the college campus.

Marion Travis

ENGLISH NOTES

SIMPLER COURSES IN ENGLISH URGED

Declaring that King Arthur himself would have found a modern examination in Anglo-Saxon a harder task than defeating the Danes, Professor W. A. Craigie, editor of the Oxford Dictionary, who is now at the University of Chicago, recently made an appeal for simplified courses in the history of the English language. In addressing the Modern Language Association at its forty-second annual session in Chicago, Dr. Craigie said, "To imbue all students of English with some idea of how their language has come to have its present form and to inspire them with an appreciation of the respect and care with which it deserves to be treated should be the purpose of courses in the history of the language."
A NEW DAISY ASHFORD

The English Bulletin of the New York State Association of Teachers of English has a new department under the title, "In Risibilious Mood," in which it offers the following example of childhood's sweet reasonableness—a tale written by a little girl and published in the London Spectator.

LOUISA'S HUSBAND, OR LEW ROBERTS' WIFE

Lew Roberts went out of his house for a nice walk one afternoon. The wind was blowing quite gently and it was a nice fine day. Turning the corner, he met a man, and the man killed him.

Meanwhile Louisa Roberts, the wife of Lew, was thinking that she would like a nice walk, too. Why should Lew, she thought, have a nice walk, and not me, too? So she put on her things, and taking her umbrella from the stand, she stepped out.

The way to the nicest walk, she said to herself, is just around the corner; and so she went round it, and there was Lew, lying killed. It did surprise her. She poked him with her umbrella a bit, but he did not come to; so she went back into their house.

"I say!" she said to Lydia, who was the servant they had, "there's Lew, my husband, lying killed just round the corner! Did you ever!" Lydia was sorry, because Lew was a nice-mannered man, though a Welshman by nature, and accent, rather.

So it came about that Louisa married again, another husband, of a different kind from the first, he being an Irishman, who went off with Lydia, who liked him.

So Louisa, this being so, gave up marrying husbands, as it seemed not much use, somehow. And she lived happy after that.

The name of her second husband was Jones.

ENGLISH IN AMERICAN LIFE

The English Journal for February, 1926, contained a "Report of the Committee on Place and Function of English in American Life" with comments by Professor Fred N. Scott of the University of Michigan and Orton Lowe, specialist in English for the State of Pennsylvania.

Members of the committee preparing this report were John M. Clapp, Chairman, Rewey Belle Inglis, Edwin L. Miller, Charles S. Pendleton, and Mary Doane Spaulding.

Copies of the complete report may be obtained from the Secretary of the National Council of Teachers of English, 506 West 69th St., Chicago, Illinois.

LITERARY AWARDS IN HIGH SCHOOL CONTESTS

To a pupil of the E. C. Glass High School at Lynchburg, Ben Bullett, the short story prize of the Virginia High School Literary and Athletic League has been awarded. The second prize went to Miss Frances Snyder of the Jefferson High School, Roanoke; the third prize to Miss Irma Brooks of the Westhampton School, Richmond.

Maury High School students of Norfolk were awarded both first and second prizes in the poetry contest: Miss Frances Stoakley, Norfolk, first; Miss Elizabeth Hope, Norfolk, second; Miss Alicia Lee Giles, John Marshall High School, Richmond, third.

In debating also Maury High School was victorious; their representatives were Miss Atwood Graves and Arthur Grinalds.

The public speaking award for boys went to H. B. Harvey, of St. Christopher's School, Richmond; for girls to Miss Elizabeth Kaminsky, of Maury High School, Norfolk.

The Danville High School won both prizes in public reading, Stanley Baker receiving the award in the boys' contest, Miss Anne Garrett in the girls'.

VIRGINIA SCHOOL JOURNALISM

Two of the five Virginia schools represented at the Columbia University Press Association convention held in New York City, March 12 and 13, took prizes in journalism. The awards were classified according to the number of pupils in the school. The Missile, a magazine published by the high school of Petersburg, Virginia, won second place among the high schools of from 501 to 1,000 pupils. The Danville High School Chatterbox ranked second among the newspapers of the same group.

The other Virginia high school delegates were from John Marshall High School, Richmond, Jefferson High School, Roa-
The Association encourages teachers colleges to attend the conferences not only to improve the journalistic projects within the colleges themselves, but to give future teachers some idea of where and how to help high school publications. This year one Virginia teachers' college was represented. Harrisonburg sent three representatives.


Prominent men in journalistic work spoke in the sectional meetings held for specialized discussion. The delegation was divided into four groups, the first visiting the New York Times plant, the second the Herald-Tribune, and the other two taking town-seeing buses. The trips were reversed that each group might see a newspaper in the making.

TIME'S PIGEONHOLES

In all our vast college curricula, no attempt is made to study any subject but literature (and history itself) by chopping it up into small historical periods. There are, of course, introductory survey courses: the history of music, the history of mathematics, the history of education. But after this child's play, nobody goes on with Victorian mathematics, the puritan tradition in mathematics, and the mathematics of the early seventeenth century. Nobody learns to paint pictures by walking through rooms of chronologically arranged paintings. Nobody learns to play the piano or to appreciate such music by listening to the world's masterpieces in chronological order. Literature is not history, and history is not literature.


One of the eighth-grade graduates from the schools of Colfax County, Neb., in 1925, 7 were 11 years old, 28 were 12, 50 were 13, 37 were 14, 18 were 15, and 4 were 16. The average age of the 144 was 13.3 years. Pupils are promoted in Colfax County by subjects and not by grades.

JULIUS AND ROSA SACHS PRIZE AWARDED

The Committee on the award of the Julius and Rosa Sachs prize of $1,000 established at Teachers College, Columbia University, for the purpose of promoting the progress of secondary education in the United States has announced as the winner for the prize for 1926, Dr. Edward Augustus Fitzpatrick, Dean of the Graduate School, and Professor of Education, Marquette University, Milwaukee, Wisconsin. The subject of the essay is: "The Promotion of Scholarship in the Teachers of the Secondary Schools of the United States.

The prize is made from a fund known as the Julius and Rosa Sachs Endowment Fund. This fund of $20,000 was a gift made to Professor and Mrs. Sachs on the occasion of their golden anniversary and turned over by them to Teachers College for the purpose of promoting by a series of prizes—the progress of secondary education in the United States. Dr. Sachs' interest in this particular field comes from many years of service as Professor of Education at Teachers College. He now holds the rank of Emeritus Professor in that institution.

The award of the prize was made by the following committee: Dr. David Eugene Smith, Professor of Education, Teachers College, and well known as an authority on the history of mathematics and author of many textbooks in that field; Dr. Edward E. Slosson, Director of Science Service, Washington, D. C., and nationally known in the field of science; Dr. William C. Bagley, Professor of Education in Teachers College and a leader in the field of Normal School Education; Dr. Henry Osborn Taylor of New York City, eminent author; and Dr. Julius Sachs, Emeritus Professor, Teachers College, and donor of the prize.
Dr. Fitzpatrick, the winner of the prize, graduated from the DeWitt Clinton High School, New York City, and received the degrees of Bachelor of Science, Master of Arts, and Doctor of Philosophy from Teachers College, Columbia University. He served for twelve years as teacher in the public school system of New York City; served for two years during the war with rank of Major; was secretary of the State Board of Education, Wisconsin, and at present is Dean of the Graduate School at Marquette University, Milwaukee, Wisconsin.

The second annual competition for the Sachs' prize of $1,000 has already been announced. The topic of the essay or treatise for the second prize is: "The Aims and Methods of Science Teaching in the Successive Stages of the Secondary School, and the Intellectual Equipment of the Teacher That Will Enable Him to Put These Aims into Practice." All manuscripts must be in the hands of the Dean of Teachers College, on or before December 1, 1926. The rules governing the competition for the Sachs' prize may be secured from the Secretary of Teachers College, 525 West 120th Street, New York City.

TENTATIVE FINDINGS OF THE A. L. A. COMMITTEE ON LIBRARY EXTENSION

Existing Library Facilities and Use in the United States and Canada

6,516 public libraries.
63,244,970 people in their service areas.
$36,614,483 expended for public libraries in a year 32 cents per capita for entire population.
67,919,081 volumes in public libraries, 6 per capita for entire population.
234,492,759 volumes issued from them in a year, 2 plus per capita for entire population.
222 counties spending public funds for public library service (out of 3,065).

58 public libraries in the South serve 1,077,251 negroes.
38 state library commissions or other state library extension agencies in operation, 3 more authorized (out of 48).
2 provinces of Canada have regular state library extension agencies, 4 more have provincial book service from some agency (out of 9).
598,925 individual volumes issued in a year by state agencies, by direct mail service or book automobile.
31,174 collections or traveling libraries sent out.

Without Public Library Service

51,254,133 people in the United States and Canada, 45 per cent of the total population, without access to local public libraries.
47,655,688 live in the open country or in places of less than 2,500 population.
83 per cent of the rural folk of the United States without local public library service.
1,160 counties without any public libraries in their boundaries.
652 places of 2,500—10,000 population without public libraries.
60 places of 10,000-100,000 population without public libraries.
7,718,300 Southern Negroes without public library facilities.
7 states and 7 Canadian provinces without organized state library extension work.

Of all adult fiction lent by the main library of Newark, N. J., 25 per cent is taken out by high-school students for recreational reading. In the branches in foreign sections of the city, 50 to 60 per cent of the recreational reading is done by these young people.

Students at Pennsylvania State College convicted of keeping or operating an automobile without getting special permit from college officers will be expelled for the remainder of the college year.
GIFTS TO ELEVEN UNIVERSITIES EXCEED MILLION DOLLARS

Benefactions amounting to $81,722,887 were made to universities and colleges in the United States during the year 1923-24, according to figures compiled by the Interior Department, Bureau of Education. This amount includes only gifts and bequests, and does not include grants made by municipalities, States, or the Government.

Donations to the amount of $100,000 or more were reported by 147 universities, colleges, and professional schools. The largest amount, $7,780,745, was received by Harvard University. Northwestern University and Yale University each received more than $5,000,000. Gifts to the University of Chicago and Western Reserve University exceeded $2,000,000 each. Johns Hopkins University, the University of California, Leland Stanford Junior University, Columbia University, Cornell University, and Carnegie Institute of Technology were recipients of more than a million dollars each during 1923-24. Benefactions of slightly less than a million dollars were reported by the University of Pittsburgh, Vassar College, Hamilton College, and Princeton University.

Among colleges exclusively for women which reported gifts exceeding $100,000 during this period Varrar leads with $961,373, followed by Wellesley, Smith, Radcliffe, Agnes Scott, in Georgia, and Salem College, in North Carolina.

THREE THOUSAND BUILDINGS AIDED BY ROSENWALD FUND

Special dedication exercises marked the completion recently at Riverside, Walker County, Texas, of the three thousandth Rosenwald building. The Rosenwald Fund, established in 1917 to promote Negro education by aiding in the erection of school buildings and teachers' homes, is now in operation in 14 Southern States. During this time 2,889 school buildings and 111 teachers' homes have thus been built. In the number of teachers' homes, Mississippi stands first, with 34. North Carolina, with 500 leads in schoolhouses, and also in the total number of Rosenwald buildings erected, 514.

HIGH SCHOOL BOYS ASSOCIATED IN MEDICAL WORK

A medical society composed of fourth-term boys who intend to become doctors has been organized in Thomas Jefferson High School, New York City. A condition of membership is a grade of not less than 80 per cent in first-year biology. At their own request, the boys have received special instruction in personal hygiene and first aid. Members of the club have been assigned to assist the medical office of the school in first-aid cases, and the club has assumed responsibility for first-aid at athletic meets. In recognition of their serious efforts, several talks by well-known specialists have been given the club, and some of the boys have been invited to attend heart clinics in the neighborhood.

NEW EQUALIZATION LAWS IN TWO STATES

Legislation to promote equality of educational opportunity in every part of the State has been enacted recently in Georgia and in Tennessee. Georgia will provide a fund to supplement county school funds in counties not able to support adequate schools by a 5-mill local, or county, tax. This is in addition to the regular State school appropriation which is apportioned on school enrollment to the several counties of the State.

Fifty-three counties in Tennessee levied as much as 50 cents on the hundred dollars for elementary schools in order to share in the State equalization fund, so that their school term may be eight months. Seventy-three counties out of the 95 will have the advantage of an eight-month school term.—School Life.
At Hollins College a new music building has just been dedicated. Construction work is going forward immediately; the building will cost about $60,000. Called Presser Hall, the building will memorialize the late Theodore Presser, a music publisher who was at one time a professor of music at Hollins College. This is the first of a series of conservatory buildings which the Presser Foundation of Philadelphia will establish at various parts of the country.

PUTTING VISION INTO AUDITION

At present, the radio is almost exclusively a musical instrument. While it provides an astonishing amount of serious music by good orchestras and soloists, it offers an even more astonishing quantity of jazz. The vast potentialities in the field of information, news transmission, and non-musical entertainment are still almost untouched. The position held by the station director ought to be one comparable to that of newspaper editor or college president; but it is at present usually regarded as needing only a sort of vaudeville impresario. When it is filled by men of higher calibre, some of the dead radios may come to life again.—The New Republic.

HOAX?

There were those who accepted in earnest the following letter in a recent issue of the Richmond Times-Dispatch, for, they said, there are Virginians who have held this pose so constantly and so long that they actually believe what this letter implies. But others insisted that the letter on its face was a clever bit of satire written by one who had frequently seen Virginia's present governor hammering tops on apple barrels. The letter follows:

To Editor of The Times-Dispatch:

Sir:—Permit me to reply to some points in the several letters which have recently been printed in your valuable paper in opposition to my formerly expressed views relative to our public schools.

It is so much to be regretted that there are so many people who know nothing about what education is and still are allowed to express themselves and their foolish notions to the public and thereby insult the intelligence of truly educated people. One of these signs himself "Progressive Virginia," and claims Covington as his habitat. I cannot believe that this person was born in this grand and glorious State of Virginia. The idea of teaching physical culture and physiology to young people in our schools is to me, as well as to any refined lady or gentleman of the old school, perfectly revolting—especially is it so as applied to teaching about the human body to our girls. I fail absolutely to follow his meaning when he raves about osteopaths and chiropractors.

And a word in reply to "E. M. S." Of all the "tom-foolishness," as he says, I never read the equal. His description of the kindergarten as he saw it is enough to cause every mother to take her child out of the schools. When I first started to school I began with reading, writing, and arithmetic the very first day I entered, and I was taught these subjects most thoroughly. There was no time for "stretching" and marching to music and playing games, and it did not make any difference if we did get tired, for that's what schools are for. And the foolishness of trying to teach children to read before they have learned to spell beats all. He calls me an "old fogy," and I thank my stars I am if to be otherwise means that I would have to think as he does.

I want to say that "A Country Schoolmaster" from Buckner, Va., has the right idea. He is what I would call an educated Virginia gentleman of the old school who refuses to be influenced by all these frills and fads of these days and which have been imposed upon us by foreigners. He agrees with me that we should only teach reading, writing, and arithmetic in our schools, and so does Hon. Harry Flood Byrd, Governor of Virginia. These gentlemen are good examples of the...
aristocratic cavalier stock of Virginia who know full well what real gentlemen and real ladies should be taught. They know the danger of training our girls to be cooks and seamstresses and of making the flower of our youth common mechanics and farm laborers. Where, I ask in deep earnestness, can we in the future look for the culture and finish which were for so long the pride of Virginia? Do you imagine for an instant that the Governor could drive a nail or saw a board or that his accomplished wife could bake bread or wash dishes? Let us pray that the youth of our State may be protected from such drudgery.

Then the teaching of music and art in schools should be immediately stopped. It is fatal to any boy and girl to get them interested in music or art, for it is well known that such people are very peculiar, to say the least. I think it is nice for parents to give their girls private lessons on the piano to keep them home so that they can entertain friends, but to give all children music at the expense of the State is another thing and should be stopped.

The enviable record made by Virginia is entirely due to the fact that her boys and girls were taught reading, writing, and arithmetic, and nothing more. Leave hygiene and physiology to the doctors; physical culture to the prize-fighter; art and music to the Bohemian; cooking and sewing to the drudge; carpentry and agriculture, etc., to the common laborer, but give to the young gentleman and lady of Virginia a thorough training in reading, writing, and arithmetic—and nothing more.

OLD VIRGINIA

I can conjugate Latin verbs, but I cannot write legibly.

I can recite hundreds of lines of Shakespeare, but I do not know the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-third Psalm.—BERNADINE FREEMAN, in The Journal of the National Education Association.

MENTAL STIMULATION

Just now there are five factors outside of the schoolroom which seem most to influence the mental growth of young people. First, things and nature. Nothing can be better for a child's growth than a kit of tools or a garden with which he can work and learn for himself the fine art of observation and sense the joy of creation. Second, companions and people. Children teach each other more than we realize, and companionships between childhood and maturity are among those priceless things that have developed the best intellects the race has known. Third, reading—not haphazard and accidental, but planned for by parents, teachers, and librarians, so that the child may be familiar with that common background of pictures and ideas that enable us to live and work together. Fourth, motion pictures, the development of which has been so largely guided by commercial motives that their vast educational possibilities are only beginning to be understood. What wonders of science and history and life cannot be brought vividly to us all by this magic creation of inventive genius? In such films as the Chronicles of America our history comes to children with a vividness that makes our nation a reality—something to be loved and served. Finally, radio, bringing the whole world into our living room, where we may have contacts with great musicians and orators, and men and women of affairs.

Truly the danger now is not too great poverty of ideas, not too little of mental stimulation, but too much. The children of
this generation, who are to be the leaders of
the next, will be those who early learn the
value of time, the need to select the im-
pressions that they put into their minds as
carefully as they select the food that they
put into their stomachs.—Joy Elmer Morgan in The Journal of the National Educa-
tion Association.

SUMMERING IN SWITZERLAND

Opportunity is offered to teachers this
summer at Geneva to study the workings
of the League of Nations, International
relations, and efforts that are made for
peace. The Woman's International League
is giving a six weeks' course for peace
workers, beginning July 26, and there will
be shorter courses for those who cannot
take the full course. The price for the
short two weeks course is only six dollars.

The lecturer of this school will be Jane
Addams and Emily G. Balch of America,
Marcelle Capy of France, Gertrude Baer of
Germany, Professor Barany of Sweden,
Professor Langevin of France, and others
to be announced later. This school will be
held in the Fellowship School at Gland, a
suburb of Geneva, beautifully situated on
the shores of the lake, with a glorious view
of Mont-Blanc.

Here a number of students can be ac-
commodated with room and board ranging
in price from one dollar to two dollars per
day, according to the accommodations. The
rate of one dollar is for those who wish to
camp out in tents and bathe in the lake.
The meals are vegetarian, but they have a
fine cook, and, if the dinner that I had there
is any sample, one could not wish for more.
Those who want to pay more and stay at a
hotel can find almost any accommodations
in the city of Geneva. A boat will be run
each day from Geneva to Gland to take
people to and from the lectures, or perhaps
a char-a-banc will be engaged to do this.

Those who desire to include the Summer
School in their vacation will be wise to
apply at once, as the number to be enrolled
is limited to one hundred from America.

Excursions to the beauty spots of Swit-
zerland will be arranged for the afternoons
and the week-ends. This school offers a
unique chance to see Switzerland and at the
same time meet the leaders of thought in the
countries of Europe, and of Asia also.

Those who wish to make a special study
of French can take either an elementary
course or an advanced course at the Uni-
versity of Geneva. The charge for two
weeks is ten dollars; an additional two
weeks can be had at a slight reduction.

Many teachers will wish to write for
further information to Katherine D. Blake,
12 Rue du Vieux-College, Geneva, Switzer-
land.

READING WITH A PURPOSE

Seventeen new subjects for reading
courses in the "Reading with a Purpose"
series are approved for publication by the
Editorial Committee of the American Li-
brary Association meeting December 30-
January 2 at the Drake Hotel, Chicago.
The new subjects are: Citizenship, Recent
U. S. History, Architecture (appreciation),
the World's Religions, Contemporary Euro-
pean History, the Modern Drama, Modern
Trends in Education, Geography, the
Human Body and Its Care, History in Fic-
tion, Mental Hygiene, Modern Essays,
Painting (appreciation), Recent English
and American Poetry, Sculpture (apprecia-
tion), Six Immigrants, International Rela-
tions.

The "Reading with a Purpose" series of
courses have been appearing one a month
since last June. Each is by an authority
who knows how to present his subject at-
tractively, e. g., Vernon Kellogg on biology,
William Allen White on politics, Daniel
Gregory Mason on music appreciation.
Each is a booklet including a brief intro-
introduction to the subject and a list of about six or eight books for the average reader. Many libraries are using the courses in their adult education service.

**BOOKS OF UNIVERSAL INTEREST**


*The Foods We Eat* is an industrial reader on food, designed for supplementary use in the lower grades of the elementary schools.

In the "Journey Club Travels," the children as a self-organized club take trips to all parts of their own country and to many far-away lands. The stories of the production of the various foods are told in the form of personal observations made by the club. Each subject is presented as an adventure rather than as a lesson.

The book is developed through a series of industrial projects in which the personal element is brought out in every conceivable way. The children adopt the motto, "to find out"; and in the course of their journeys they themselves learn the basic facts about the foods we eat.

Suggestions are also given as to how any class of pupils may be organized as a club for studying the different journeys, for forming a museum in the schoolroom to which may be brought all available illustrative material. Actual class excursions should be made when possible; pictures may be substituted when necessary.

Those who are familiar with Carpenter's geographical readers will appreciate this new volume. The illustrative pictures are very good, the print is large, and the movement of the story rapid, to the point, and interesting. The teacher of home economics will find this reader helpful as a supplement to her beginning foods work.

M. E. M.

**CONSTITUTIONAL**


The past few years have witnessed a distinct development in the study of government, and a determined effort has been made by educators to arouse interest in the study of our government, and not merely to impart knowledge. The study of the constitution of the United States has been formal, and little effort had been made, either by teachers or authors, to recognize our constitution as a vital, living, growing, and interpreted document on which rested the complex machinery of our modern state.

The purpose of these three books is to make possible an intelligent study of our national constitution. The treatment is concise and intelligible. *The Common Sense of the Constitution,* after a short historical introduction, considers each article of the constitution, section by section, giving an explanation of the meaning of the section. Each explanation is followed by one or more suggestive questions.

*The Constitution of Our Country* is slightly more elementary in its treatment and describes the machinery and powers of our government as they are outlined in the constitution. The latter document is printed in full in the appendix, and references to the appropriate sections are made throughout the body of the text. Illustrations and questions are included in each chapter.

*The Constitution of the United States* is rather a short and concise historical and constitutional analysis of the government of the United States. The treatment is more mature and more comprehensive. A list of additional readings is included with...
each chapter, as well as a list of questions on the text and a number of topics for outside study and research. An excellent list of review questions is given at the close of the book, and in the appendix are found The Mayflower Compact, The Declaration of Independence, and the full text of the Constitution of the United States. The book furnishes an admirable basis for a study of our national constitutional government, wide opportunity being given to enlarge the study as time and library facilities may allow.

Each of the books is suitable either as a basic text for a short course in government, or as an additional text to be used in connection with a study of American history. They are valuable for the layman, to whom they will give a clearer understanding and more sympathetic comprehension of this truly great state document, which has been able to adjust itself through amendment and interpretation to the changes in American life of nearly a century and a half.

Raymond C. Dingledine

GUIDANCE


Vocational guidance has become an established part of our city educational systems, and the leaders in this movement have long realized that this is only one phase of the guidance problem. This book shows how guidance has to do with the whole field of Education, hence is concerned with all of the major activities of life. The author states that "guidance, properly administered, will help the child to find himself and to become a real factor in shaping his own destiny." This objective involves social, aesthetic, moral, educational, and vocational guidance.

In discussing these objectives he takes up the organization of different types of school programs, provisions necessary for individual differences, selections of subjects, courses and curricula. He also discusses the social-civic aim of education, health education, use of leisure, character building activities, and vocational choices, including vocational information and placement.

The organization of guidance is discussed at length.

M. L. Wilson

FOR PARENTS AND STATESMEN


Both these books are published in the new series of paper-bound dollar books sponsored by the New Republic.

Dr. Van Waters writes from out a full experience with juvenile courts. She sees the great majority of delinquents as cases of maladjustment, maladjustment due largely to the home and the school. She outlines a careful program for a community wishing to avoid delinquency instead of punishing it afterwards.

Mrs. deLima has no faith in putting new wine in old bottles. She has small patience with those of us who hope to better the educational system by reform in either technic or curriculum; nothing short of the child's natural growth in a natural situation will suffice.

The author's careful survey of such progressive schools as the Winnetka Schools, the Gary Schools, the Lincoln School of Teachers College, The Walden School, and the City and Country School makes the book a valuable reference in current experimentation. A tentative list of all such experimental schools is given in the Appendix.

A good book for parents, and for statesmen. Also a very good book for educators who find themselves growing conservative!

Katherine M. Anthony
OTHER BOOKS OF INTEREST


Adequate vocabulary and practical exercises. Notes discriminating rather than exhaustive. Fourteen half-tone illustrations. The Introduction gives in considerable detail the actual facts of Daudet’s early life, a precaution most needful in a thinly veiled autobiography, such as this book or David Copperfield, where the reminiscent author is minute historian and free fictionist by turns.


A new selection of models in the woodworking class. Each project is accompanied by a page of notes that cover the main points in construction.


A picture of a vast industrial community of the East, a glimpse of the corn fields of the West, a view of the cotton fields of the South, and a scene from our great metropolitan center of the East introduce the student to a study of his country, its political, social, and economic life. The aim throughout the book is to emphasize the personal relation existing between a citizen and the institutions of his country. The governmental machinery is described and explained, the various types of community life are presented, and an account of the United States and other countries in their diplomatic and commercial intercourse is given. At the end of each chapter is an excellent collection of problems and exercises, which afford abundant opportunity for reference work. The illustrations, while not numerous, are well chosen. The appendix includes a copy of the Constitution of the United States.

R. C. D.


This book presents a connected series of "at-home travels," covering each state in the United States and the larger and more important cities. In company with a group of four children the reader is invited on the journey. Natural wonders, as well as material resources, are described and explained. Exceedingly helpful maps and illustrations add much to the value of the book. The importance of connecting history and geography has not been overlooked by the author. This book is commended for its ability to arouse and maintain the interest of children, while at the same time it furnishes valuable and accurate information about "our own United States."

R. C. D.


An excellent treatise on the practical applications of electricity in the modern home. Suitable for use in the school, both grades and high school, as well as in the home. At the end of each chapter is a summary and a list of questions, and in addition a number of suggestions, which can be made the basis of experimental work for the purpose of illustrating the principles presented in the accompanying chapter.


For beginners. Particular attention is given to the explanation of ordinary physical phenomena, the effects of which are known to everyone. Commended to those who desire a simple text for beginners and who do not have elaborate laboratory equipment.


Most books on health consider the subject from the standpoint either of personal or of community health, seldom combining the two. In this book the author has linked the two together in an entertaining and not too technical style, and as a result has a text that meets the needs of the student at the university, college, or professional school.

Personal hygiene is first considered and the various systems of the body are well discussed, the chapter on mouth hygiene being unusually complete and well illustrated. Other subjects treated include communicable diseases, their control and prevention, sanitation especially with regard to food, water, and disposal of sewage, public health administration, and school hygiene. The school is considered first as a whole and then the individual child is discussed—especially in regard to physical inspection and its importance.

Rachel F. Weems


Especially intended for the educated parent and for teachers, this book discusses the problems of the adolescent girl in a clear and common-sense manner. It considers the change in attitude toward the problems of adolescence and points out the direction in which progress should continue to be made, in order to completely overcome the several superstitions with which the development and adolescence of the young girl are still surrounded.

Dr. Richmond has had much experience with all types of girls and treats the subject in a most sympathetic manner. The problem of the normal girl is reached only after a thorough discussion of the abnormal and the delinquent girl. By carefully perusing this book, parents will be enabled to understand and to help their daughters through this, the most bewildering adjustment of their lives.

Rachel E. Weems


This three-book series aims to begin in the seventh grade the application of the fundamentals to the solution of the problems of life. The work of the seventh grade is for the most part induct-
The Normal Diet. By W. D. Sansum. St. Louis:

The work of the eighth grade begins with a chapter on how to solve problems, leading to the introduction of equations; easy steps then lead the learner through geometry of a more difficult type to the beginnings of trigonometry. The other topics for this year are a bit of the theory of numbers and such topics as interest, thrift, insurance and the like.

In the ninth grade it has seemed wise to the authors to give about one-fourth of the book to elementary trigonometry and the other three-fourths to elementary algebra of the less difficult type. An important departure is a chapter on the use of the slide rule.

H. A. C.


This booklet gives an account of a clever attempt to solve one of the most pertinent problems in American education, the establishment of common aims between the school authorities and the people they serve. In waging a systematic campaign to thus align the purposes of Holmes County people with their own, the school officials called in as witnesses a number of prominent men well known to their district. The testimony given by these men makes good reading, especially for the taxpayers concerned.


Miss Seegmiller shows a keen insight into the child's world; she writes about circus animals, about wind and rain, and about cookies and other things good to eat.

She shows flashes of real poetic ability, sometimes in form, sometimes in content, and sometimes in both. This is especially true of the section entitled "Little Songs for Little Singers," which is presented with music.


Miss McFadden is alive to the current reform in the teaching of language. Her books excel in their direct appeal to the pupil, in their emphasis on oral work, in their specific training in self correction, and especially in their concrete presentation of composition skills.

Throughout the series the problem of correct usage is kept in mind, and a definite attempt made to enlist the child's interest. Books One and Two each have a supplementary set of practice exercises in the Appendix with suggestions for their use.


This new series of junior high school mathematics texts by the world's foremost authority on the learning process will be given wide recognition. The organization is around life activities, especially in the first two books. As a result the content is meaningful and reasonable, one might almost say tempting. The practice exercises provide amply for the speed and accuracy demanded by the modern world. The diagrams, graphs, and other illustrations add much to the appeal of the series.


Reminiscent of Mother Goose, and of A. A. Milne—although Peter Patter appeared several years before When We Were Very Young—this book of verses for young children has a flavor all its own. The rollicking sense of humor will appeal to the parents and teachers as well as to the children. The illustrations are charming.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

Again the girls have returned from a holiday and have begun what many of them consider the best quarter of the year—the spring quarter. Twenty-seven new students have enrolled for this quarter, as this binds up all the loose bits of classwork of any previous days.

While a great many students were enjoying a holiday, those who remained here had a charming lecture Friday night, March 19 by Lew Sarett, modern American poet. Friday night, April 9, the Stratford Dramatic Club presented "The First Lady of the Land" by Charles F. Nirdlinger. The Town Hall was filled with an appreciative audience and all the players portrayed the life of Jefferson's day with real genius. The Choral Club’s "Music Feast" was an unu-
April 1. This consisted of a variety of costumes, songs and dances. April 14 Sarah Evans, a voice student of Miss Sarah Furlow, gave a recital in Sheldon Hall. April 17 the Randolph-Macon College Glee Club and Orchestra from Ashland, Virginia, gave a variety program, the chief feature of which was the selections rendered by the sixteen male voices. Mr. Alfred A. Farland, world-famous banjoist, gave a musical program in chapel April 5.

There have been other visitors on the campus lately. Dr. William Brown, head of the Department of Education at Washington and Lee University, spoke at Convocation exercises March 24. The much thought of subject, "Work," was presented in an entirely new light by Dr. Brown. A prominent temperance worker, Miss Roberta Carnes, spoke to the students and mingled with them from April 18 to April 21. Miss Stella Scurlock, National Secretary of the Y. W. C. A., talked at the Y. W. installation of officers April 1. The Annual Conference of the Community Leagues in District "G" met in Sheldon Hall March 25 and many out-of-town people attended this meeting.

Some of our faculty members and students have been visitors at other places. Miss Myrtle Wilson attended a Home Economics Conference in Pinehurst, North Carolina, April 5 to 11. Miss Edna Shaeffer, Miss Mary Rush, and Sarah Evans attended the meeting of the Virginia State Federation of Music Clubs in Bristol April 6 to 10. Mrs. Pearl Powers Moody attended a conference of practice house directors at Teachers College, Columbia University, at the end of the winter quarter. Emma Pettit and Sherwood Jones went to Farmville April 9 to 11 for the annual Y. W. C. A. conference. Louise Elliott and Elizabeth Ellmore went as representatives to the Student Government Conference of the Southern Collegiate Student Government Association at Wesleyan College, Macon, Georgia April 13 to 18.

Besides entertainments there have been interesting services in Sheldon Hall. The installation of the Student Government officers was an impressive ceremony and closely following this came the installation of the new Y. W. C. A. officers.

In the latter part of March the Kiwanis Club of Harrisonburg gave a luncheon at the Kavanaugh for twelve of our number who are daughters or sisters of Kiwanians. Several girls from the College gave a program at the Rotary luncheon March 30. The Welfare Committee of the campus gave a tea at the beginning of the spring quarter for the girls entering at that time. Doris Kelly gave a dinner at the Blue Cupboard tea-room Saturday night, April 3, for the Varsity squad. The old and new Y. W. cabinets had an informal party in Alumnae Hall March 31 for Miss Scurlock. April 10 the Aeolian Club had a bridge party in Alumnae Hall. The Lutheran Sunday School Class was taken through Massanutten Caverns Saturday afternoon, April 10, by members of the Lutheran Church. The long-planned-for trip to Massanutten Mountain has, after repeated postponements, been made on two successive Saturdays during the past month. Everyone agreed that the trip and the view were worth waiting for.

Trips and visitors are not all that is interesting; among important campus happenings was the honor roll for the past quarter: Seniors—Sallie Hopkins Blosser, Virginia Buchanan, Emma Dold, Laura Lee Lambert, Bernice Spear, Helen McHardy Walker, Katie Wilson; Juniors—Mary Edna Bonney, Mary Elizabeth Ellmore, Nora Elizabeth Hossley, Mary Louise McCaleb, Isabel Sparrow, Sarah Elizabeth Thompson, Ruth Kershaw Wright, Helen Bernice Yates, Emma Winn, a Junior, made the only all "A" report. The Sophomore list was Annie Lorayne Osborne, Annie Younger, Mary Travers Armentrout, Hilda Page Blue, Annie Elizabeth Buck, Ernestine Lorraine Gentis, Ruth Virginia
Lineweaver, Mary Gordon Phillips, Virginia Mae Turpin; Freshmen—Madeline Winfred Whitlock, Gertrude Lula Younger, Grace F. Clevenger, Charlotte Elizabeth De Hart, Elizabeth Lee Mason, Kathryn Theresa Pace, Florence Ellen Reese.

 Officers for the Alpha Literary Society have been elected and are Mary A. Smith, president; Emma Bell, vice-president; Marian Lee, treasurer. The Aeolians have also elected their officers: Madeline Whitlock, president; Katherine Mosby, vice-president; Charlotte De Hart, secretary and treasurer; Eugenia Eley, business manager; and Zelia Wisman, chairman of the program committee.

 Fire drills seem to be playing an important part in our campus life at present. We have frequent drills in our dormitories and now the fire marshalls or "hose men" have started drills from the dining room.

 But there has been other music besides that of trampling feet. The Glee Club has had programs at churches and for the Elks and the Nurse's Home. Miss Margaret Miller gave an organ recital April 13 at the United Brethren Church.

 Music and gaiety go hand in hand and there have been both here lately. The May Queen and her court have been chosen, as have the girls who seem to be most representative of the student body. These latter girls have been chosen that their pictures may go in the Annual as such. Speaking of festivities, the College is to be represented at the Apple Blossom Festival in Winchester May 4 and 5.

 Last in our list but probably first in our minds is the fact that Alma Mater is to have a new building. Preparations for this are now under way and the building will likely be completed by next year. More anon.

 ALUMNÆ NEWS

 Lucile Early (Mrs. Albert Fray) is teaching at Earlysville. Her postoffice is Advance Mills.

 Annie Troth writes from the ancient and historic town of Alexandria. She is planning an interesting commencement program.

 Mary Cook (Mrs. Edward Lane) is a missionary in South America. Her address is Paradise, Brazil.

 Elsie Shickel, president of the first graduating class, is a missionary in India. We do not have her present address.

 Flossie Winborne writes from Sebrell and says: "Please mail me a copy of the school song book. I am planning to spend my summer at Harrisonburg, and am looking forward to it with great pleasure."

 This shows the real Harrisonburg spirit, a part of which is the spirit of song.

 Elsie Proffit and Loudelle Potts are two of our girls who are teaching in Winchester. They took part in the historical pageant which was staged so splendidly as part of the Apple Blossom Festival.

 Bernardine Knee and Pauline Hudson are teaching in the Middletown high school. Bernardine is planning to come back to college next fall to continue her work towards a degree.

 Minnie Jones writes one of her good letters from her old home at Carysbrook, Fluvanna County. We are hoping that she will pay Alma Mater a visit in the near future.

 Louise Greenawalt is teaching the Miller School in the city of Winchester. In the recent apple Blossom Festival her children were awarded a fifty-dollar prize.

 Etna Hardaway is not teaching now—she is making a good record in office work; but her interest in Alma Mater is as keen as ever. Her address is Lock Box 26, Roanoke, Va.

 Maude Shapleigh is on the summer faculty of Roanoke College. We recall that she made a fine record for scholarship while a student here, and her success as a teacher has been outstanding.

 Grace Showalter is teaching in a high-grade school at Princeton, N. J. Some of
the work in which she has been engaged has received wide and favorable notice.

Virginia Driver is one of the teachers in Beidler’s School, near Tenth Legion. She is near enough to New Market to spend most of the week-ends at home.

Helen Heyl, according to all reports, is still keeping up her excellent standing at Columbia University. She is being missed from her accustomed place of work in Albemarle County. This summer she will teach at the University of Virginia.

On March 12 Louise Holmes was married to Mr. William Arthur Foltz, in Frederick, Md.

Helen Luck is teaching near Bedford. She wishes to be remembered by friends at the college.

Marie Tyler also writes from Bedford. Her address is Bedford, Va., Route 5.

Mattie Worster is one of our most loyal alumnae. And it is hard to imagine how the Portsmouth schools could get along without her. Her address is 806 Court Street, Hopkins apartment, No. 2.

Neville Dogan (Mrs. Chas. C. Lynn) has a country home not far from the historic battlefield of Manassas. She has a warm spot in her heart for Blue-Stone Hill. She writes, “I have two girls and a boy of school age, and they are going to school at home to my mother, who taught in private and public schools thirty years or more.” This sounds like real education. We recall that a very famous man once had his mother and his grandmother for teachers.

Mary Lee Bishop writes from her home at Proffitt, in her own breezy, wholesome way. She gives her sister Carrie’s address as 202 Court Street, Portsmouth.

A RECORD OF LOYALTY

The Alumnae Association of the State Teachers College at Harrisonburg was organized in the spring of 1911 by the first graduating class, every member of the class becoming a charter member of the Association; and for a number of years every member of every graduating class at once joined the Alumnae Association. In more recent years, as the students of the college, both graduates and non-graduates, have become more numerous over the state, many local chapters have been formed here and there. The record of the Association, both in its general body and in its local chapters, has been one of splendid loyalty and constructive helpfulness to the school.

The annual banquet provided by the Association at the college has always been one of the outstanding features of commencement week. The Thanksgiving banquet at Richmond or wherever the annual educational conferences of Virginia are held has for many years given a charm to reunion of teachers and old students and supplied sweet memories for the year to come. Alumnae Hall, on Blue-Stone Hill, is a visible and tangible monument to loyalty and good will. Although the entire cost of this building was not met by alumnae, yet their fine spirit of co-operation and interest gave the project vitality from first to last.

Without the hearty good will and continued interest of old students no school can do its best; with such affection and interest no school can utterly fail. Our school is especially fortunate in its alumnae.

JOHN W. WAYLAND

A MESSAGE FROM THE ALUMNAE

It is a mystery to know why so many of our graduates fail to keep up their membership in the Alumnae Association after the first year. By keeping up their membership I mean paying their dues. We can hardly think that it is because of lack of interest or indifference, for not one of them will admit a lack of affection for her Alma Mater or interest in her welfare. You just have not taken the time or considered seriously that we need the “everlasting team work of every blooming soul.”

The dues are only one dollar a year and yet how many have sent us that small amount? If you have not been informed
about the affairs here it is because you have failed to support your association. We have many ideas as to ways of helping the organization as a whole, but unless you cooperate with us these ideas are fruitless.

This year we have undertaken to:
1. Pay our secretary a scholarship of $100.
2. Supply alumnae material for one number of The Virginia Teacher.
3. Publish one issue of The Breeze.
4. Co-operate with other college alumnae associations.

If you have taken time to consider, you will realize that the local chapter and the few who return for commencement have shouldered the financial burden of commencement and it is not fair that they should.

So we conclude that it is a matter of thoughtlessness on your part that you haven't written us about yourself, or that you haven't sent us that little old dollar, and we feel sure we know you well enough to know that you will check up on yourself concerning your own organization. If you have at heart the best interests of your Alma Mater, you will not refuse her support and co-operation.

**Dorothy Spooner Garber,**
President of Alumnae Association.

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**BULLETINS FROM THE ALUMNAE ASSOCIATION**

Alumnae banquet June 5, which is Saturday. 7 to 9 or from 8:30 o'clock on. We'll explain when you come the why of the hour.

Which Alumnae chapter of the State has 100% membership?
Which will send in $1.00 from every member? Pay up, girls!

Don't forget your membership dues.

We'd like to publish some news from you in the Alumnae number of The Breeze. You start blowing your news this way, and The Breeze will carry it all over the state.

The local chapter has had the following events:
1. Tea in Alumnae Hall
2. Reorganization of local chapter
3. Moving picture
4. Card party
5. Cake and candy sale.

What are you doing?

We just dare you to come up to commencement, and we double dare you to come up for the Alumnae Banquet on Saturday night, June 5.

Send all communication to the President of Alumnae Association, Box 47, S. T. C., Harrisonburg.

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**GREEN AND WHITE**

Across a campus all of green
The apple blossoms whirled in showers,
Like snowflakes in an April sheen
When winter romps in springtime bower;
And underneath the apple trees,
With garlands in their supple hands,
Were maidens fair; and on the breeze
A music sweet of many lands.

Another day, in morning hours,
When bells from hallways clanged aloud,
I saw a field burst into flowers—
Was't magic? 'Twas a witching crowd!

Thus often on those hills of green
I watched them come, I watched them go,
Though winters swiftly came between,
And cast weird shadows on the snow.

I thought of age, I thought of death,
And many cherished tasks undone,
And how our words are but a breath,
Forgotten ere the set of sun.
But as I thought, sweet music came
From singing workers near and far,
And, with the music, face and name
That lift the soul up like a star.

And so again I dreamed of spring
And all the strength of hope and youth;
Whate’er the changing seasons bring,
I’ve tasted love, and life, and truth.

Ah! springtime lingers all the year
When flowers and music bless each day;
When youth and beauty lend their cheer
To sweeten life the whole long way.

They are not gone, those wondrous years,
They pass anew in golden light;
I see again, in spite of tears,
The hills of green, the girls in white.

JOHN W. WAYLAND
(From Whispers of the Hills, a small volume in preparation. All rights reserved.)

PREPARATOR Y LATIN TAUGHT IN UNIVERSITY

To place the study of Latin on a parity with the study of modern languages, the University of North Carolina has reduced the amount of Latin required for admission to the College of Liberal Arts. A sliding scale has been adopted, and students will be admitted on a minimum of two units work. It is not the intention to minimize importance of the study of Latin, but to make it possible for students having less than four years of high-school Latin to continue at the university their study of language.

Of the 879 teachers, principals, and supervisors of Dayton (Ohio) public schools, 764 received credit last year for extension work, summer courses, or educational travel. Twenty-seven visited foreign countries. Dayton was represented during the year in 63 different educational institutions.—School Life.

OUR CONTRIBUTORS

MILTON M. SMITH is head of the English department in the Horace Mann School for Boys, Teachers College, New York. His most recent volume, not yet off the press, is a book on play production in high schools. The comments offered here are a result of a recent visit to England and Scotland.


GLADYS HOPKINS is supervisor in English in the junior high school department of the Harrisonburg Training School. She is a four-year graduate of Harrisonburg.

WINONA MILLER is a graduate of the Harrisonburg State Teachers College. Mrs. Miller is teaching the fourth grade in the Bridgewater (Virginia) schools, where she has worked out this unit under the guidance of her principal, Miss Lina E. Sanger. The Bridgewater schools present rather a unique record; every grade teacher in the system is organizing her materials in large educational units.

MARION TRAVIS is a candidate for the bachelor’s degree at the June commencement at Harrisonburg. Not only her musical talent, but her responsibility as president of the Aeolian Music Club during the past year are evidence of her qualification to speak of this interesting venture.

SKILL AND POWER IN TYPING

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Available Harrisonburg Unit Plans

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.

Knights of the Golden Horseshoe, Nancy V. Smith
A Spring Poem Program, Frances Hanbury
An Athenian Boy's Day, Thelma Woodcock
Our Garden, Maysville Gammon
Working for the Birds, Virginia Buchanan
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
Our Uncommon Common Toad, Berkeley G. Burch
From Book to Screen, Mary B. Duncanson
Trade and Commerce in Virginia, Elizabeth Cox and Pamela Ish
A Pet Hen in the Schoolroom, Bertha McCallum and Edith R. Ward
Building Stones, Ethel R. Jones and Marie Alexander
The Jefferson Literary Society Begins its Work, Louise Loving and Bertha McCallum
Our Model Playground, Gladys Goodman

History-Geography, 4th Grade March, 1925
English-Art, 5th Grade April, 1925
History-Art, 6th Grade May, 1925
Nature Study, 1st Grade June, 1925
Nature Study, 2nd Grade June, 1925
Nature Study, 6th Grade June, 1925
English, 1st Grade July, 1925
English, 6th Grade July, 1925
English, 8th Grade July, 1925
English-Science, 6th Grade October, 1925
English-Art, 1st Grade November, 1925
Geography-History, 4th Grade December, 1925
Nature Study, 3d Grade January, 1926
Geography-Science, 5th Grade February, 1926
English, 8th Grade March, 1926
Civics-Art, 3d Grade April, 1926

Choosing a Life Vocation, Gladys Hopkins
Our Wild Flower Show, Louisa Persinger and Marie Alexander
From Stratford to Classroom, Ruth Fretwell Lewis
Reporting for a Real Newspaper, Mamie Omohundro
The Lee Highway, Katie Lee Rolston

English-Civics, 9th Grade
Nature Study, 4th Grade
English, 8th Grade
English, 8th Grade
Geography, 5th Grade
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