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Virginia Teacher, July 1926

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

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THE ART OF EXAMINATION

President A. Lawrence Lowell

HIGH SCHOOL LIBRARIES .................Annie E. Snead
CHILDREN AND BOOKS .................Louisa H. Persinger
HOME ECONOMICS TESTS .................Adrienne Goodwin
FROM STRATFORD TO CLASSROOM ........Ruth F. Lewis

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THE ESTABLISHMENT OF HIGH SCHOOL LIBRARIES

The need of high school libraries has been felt because of a newer method of instruction and a broader view of education. Time was when all subjects were taught from a single textbook, but fortunately this custom is disappearing from the schools of Virginia. At present, for instance, all science classes are required to do a certain amount of work in the laboratory before credit is given for the course. Although the State Board of Education has for some time had definite standards for the equipment of science laboratories in the accredited high schools of Virginia, the idea of adequate equipment is only now being carried over into the intellectual laboratory, or library, of the average high school pupil.

It is true that the State Board of Education says, "Each high school shall provide and make accessible a school library for general reading matter and reference material sufficient to offer opportunities for individual reference work, and home reading for the pupils. A minimum of 350 suitable volumes is required." But the average high school library in our state is not properly provided for. In many cases the volumes are poorly selected. Then, usually, there is no method of telling who has the books out and when they are to be returned. The library can not fulfill its purpose under such conditions when books are stored in locked cases or in some other inaccessible place.

Feeling that the library is a vital part of the school, I shall try to show how the interested but inexperienced high school teacher may organize a working library to meet the needs of the average high school.

At first we may not think of the library as being worth the time and money spent on it, but its opportunities outweigh the cost. At the high school age, a period of physical and mental change, the pupil is willing and eager to learn. Good reading habits can and should be formed while the pupil is in high school. At this period the librarian, who is willing to give of herself as well as of her books, has a big opportunity to create a taste for good literature and direct the reading habits of her students.

For the newer and better methods of instruction one textbook does not contain sufficient material; here the library stands ready to supply every need for additional material. This research will enrich the daily experience of both pupil and teacher. The library provides environment where pupils may discover and develop their reading tastes. It teaches how to use reference books, catalogs, and other aids easily and effectively. It prepares for college work and makes the transition from school to college method of study much easier. In many cases the foundation is laid here for self-education after school days.

Since the purpose of the modern library is almost identical with that of regular class work, it should share equally with other rooms and laboratories in equipment and maintenance. In 1924, sections 724, 725, 726 of the Code of Virginia of 1919, which deals with library law, were repealed, and a similar bill was passed which says: "That whenever the patrons or friends of any

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lic free school shall raise by private subscription and tender to the clerk of the county or city school board for the establishment of a school library connected with said school, the sum of fifteen dollars, the school board shall appropriate the sum of fifteen dollars for this purpose, and the State Board of Education, out of a fund provided for public school libraries, shall appropriate ten dollars, thus making a minimum of forty dollars for a unit library; the said library or libraries shall be purchased and properly cared for under rules and regulations adopted by the State Board of Education, provided the county or city treasurer shall receive no commission for receiving and disbursing funds for said libraries. Libraries should in fact be established and maintained by an annual state appropriation just the same as any other phase of our school work. But until this more ideal situation can be brought about, our young people must not suffer for anything which we can do ourselves. Patrons or friends can co-operate with and help the state in this work in various ways. The Community League, Parent-Teachers Association, and other clubs are very helpful.

The use of the library will determine very largely the location of the room, but, as Miss Wilson has said, it should be located "neither in the basement nor in the attic, in some left-over room, nor in the principal's office to impart to it a dignified academic air, nor in the corner of the study room." It should be located where it will be accessible to the greatest number of pupils and teachers, but heat, light, and ventilation must also be considered.

The size of the library will be determined by the size of the student body. In a large school the library should seat comfortably from 6 to 10 per cent of the total daily attendance. In a small school the library should be the size of all average classroom. In all cases we should allow for growth and equip it for permanence.

The light should come from one side, preferably the north or east. The library should be equipped with artificial lights, and these should come from the ceiling. The direct-indirect method is approved. Shelving and other furnishings should be carefully placed so the light will not be shut off.

White or cream ceilings and buff or light grey walls have proved a very satisfactory finish for libraries. It will add to the attractiveness of the room if all the furniture and woodwork are of the same color and finish. All finishings should be of a light color because these will not absorb light. When the library is first established, there will usually be little money available for decoration. Nevertheless, the library should be the most attractive, most home-like, and least school-like room in the building. Its cordial, hospitable, and persistent appeal should be irresistible.

Again the room should be large enough to provide ample shelving space and allow for growth. Adjustable shelving of standard make is desirable, as it will save space and is really cheaper. Open wall shelving is best for the average high school. If the library is fortunate enough to own rare and expensive books, these should be in a case with glass doors. The ordinary books should be on open shelves, thus putting all books in view and within reach of the public. Shelving near the librarian's desk is very convenient for placing reserve books and others which are in the various stages of preparation for the shelves.

In our homes we provide each room with furniture suited to the particular needs of that room. The same should be true with the rooms of our school. The laboratories

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4House Bill No. 32.
have their special equipment, so the library should have furniture suited to its special needs. This furniture and all supplies should be ordered from a reliable library supply house.

Since it is impossible, in this limited space, to suggest equipment for each of the 372 high schools in Virginia, I have taken the typical high school with a daily attendance of 122 and selected equipment and supplies to meet its need. The basis was determined by finding the median of the total enrollment of high schools as found in the Annual Report for the school year 1924-25.

The size of the room should be approximately 25 feet by 35 feet; the location and general features have already been suggested. The equipment, source, and prices (subject to change) are as follows:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Amount</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Furniture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book shelving, 12 units. (Capacity 2,000 books)—steel</td>
<td></td>
<td>$203.50</td>
</tr>
<tr>
<td>Book shelving, 12 units. (Capacity 2,000 books)—wood</td>
<td></td>
<td>295.25</td>
</tr>
<tr>
<td>Tables, 5 (to seat 30 pupils) @ $45</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Chairs. 30 @ $9</td>
<td>270.00</td>
<td></td>
</tr>
<tr>
<td>U-shaped charging desk (preferred)</td>
<td>525.00</td>
<td></td>
</tr>
<tr>
<td>Sitting height charging desk</td>
<td>165.00</td>
<td></td>
</tr>
<tr>
<td>Swivel chair</td>
<td>14.00</td>
<td></td>
</tr>
<tr>
<td>Combined magazine case and file</td>
<td>175.00</td>
<td></td>
</tr>
<tr>
<td>Atlas case and dictionary stand</td>
<td>85.00</td>
<td></td>
</tr>
<tr>
<td>Vertical file (steel)</td>
<td>63.00</td>
<td></td>
</tr>
<tr>
<td>Card catalog case. 9 tray</td>
<td>32.65</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Supplies for Mechanical Preparation</strong></th>
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</thead>
<tbody>
<tr>
<td>Accessioning</td>
</tr>
<tr>
<td>Accession book, 2,000 lines</td>
</tr>
<tr>
<td>Steel ink eraser</td>
</tr>
<tr>
<td>Charging</td>
</tr>
<tr>
<td>Book pockets—open end, per 1,000</td>
</tr>
<tr>
<td>Book Cards, per 1,000</td>
</tr>
<tr>
<td>Date slips, per 1,000</td>
</tr>
<tr>
<td>Paste, 1 pt.</td>
</tr>
<tr>
<td>Brushes</td>
</tr>
<tr>
<td>Marking</td>
</tr>
<tr>
<td>White ink, 12 oz.</td>
</tr>
<tr>
<td>India ink, 1 3/4-oz. bottle</td>
</tr>
<tr>
<td>White shellac, 1/2 pt.</td>
</tr>
<tr>
<td>Pens, 1 gross</td>
</tr>
<tr>
<td>Mending</td>
</tr>
<tr>
<td>Mending cloth, 1 yd., 39 in. wide.</td>
</tr>
<tr>
<td>Art vellum for torn books, 1 doz. sheets, 19x5 in.</td>
</tr>
<tr>
<td>Onion skin paper, 1 doz. sheets, 17x22 in.</td>
</tr>
</tbody>
</table>

The above prices were taken from the Library Bureau catalog. Prices may be obtained by request from these reliable companies:

- Library Bureau, New York.
- Yawman & Erbe Mfg. Co., 1099 Jay Street, Rochester, N. Y.
- Gaylord Bros., Syracuse, N. Y.

The ideal size for a library reading table is 3 feet by 5 feet by thirty inches. Solid chairs with seats of the saddle type are more comfortable, last longer, and are

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10Ibid., p. 29.

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really cheaper in the end.\textsuperscript{12} If a floor covering is not used, all chairs should have rubber tips.

The U-shaped charging desk will meet the various needs of the librarian better than any other. The well-equipped desk will save time and facilitate work each day. A swivel chair suited to the desk selected should not be overlooked.

A bulletin board is very helpful for posting important clippings, posters, notices, and other things of interest to the public. It may be made of cork, or a soft wood neatly bound may be used very effectively.

A combination magazine case and file should be provided to care for all magazines. These or any other simple pieces of furniture may be made by the manual arts class. In this case, blue-prints should be used and all work should be carefully done.\textsuperscript{13} Any pieces made in class should match the other furniture and should be just as attractive. If this plan is followed, it will arouse in the class interest in the library and give a real incentive for working.

As soon as a shelf list and catalog cards are made, a card catalog case must be provided for them.

Pamphlets, bulletins, and unframed pictures have a very important place in the library. But if these are not classified and properly cared for, they lose their usefulness and become trash. They should be classified and placed in a vertical file.

Before selecting new books the librarian should collect all old books and take those of known value and prepare them for the shelves. After considering the books on hand and the need of the school, new books may be selected. The librarian, together with teachers of each department, should consult very thoroughly suitable books on book selection. The choice should represent books for each department. There should be at least ten volumes for each pu-

\textsuperscript{12}\textit{Ibid.}, p. 10
\textsuperscript{13}\textit{Ibid.}, p. 11.
ing steps for putting a library in order have been suggested by Miss Wilson. Preparation of shelving, collecting the books belonging to the library, ordering supplies, sorting the books into groups, discards, books to be rebound, books to be mended, books in good condition of known usefulness, mending books, removing old labels from backs, mechanical preparation of books, placing book pockets on inside front or back cover, classification, accessioning, writing book cards, marking books on back, arrangement of books on shelves, marking shelves, posting classification outline, checking school list, charging records, making the card records, shelf list, catalog.

And last, if the library has everything that is needed and has not a librarian, the heart has been left out. The whole intellectual phase of the school centers around the library, and the librarian is the heart of it all. It is she who has the opportunity to guide and direct the formation of ideals of the young lives with whom she comes in contact.

The librarian should have training for her work just as any other member of the faculty. But until Virginia can have trained librarians in all the schools, the teacher who is best prepared and who has a real love for her work should be selected for the place. The teacher-librarian might have as her ideal such a librarian as Miss Wilson describes:

“He believes in people and finds his greatest satisfaction in serving and helping them to greater opportunities and lasting pleasure through contact with books. . . He is a big social force working for others, finding his remuneration greatest in the benefits he sees others reap from his labors. He is approachable, gracious, industrious in effort, untiring in his search for the desired end, a fountain of knowledge, and a source of inspiration.”

Annie E. Snead

CHILDREN AND BOOKS

What we make children love and desire is more important than what we make them learn.

We all give books to children, but do we ever stop to think why we do it? Or why the children want the books? The first books are given more for their pictures than for anything else. These pictures for the young child should have a central idea and not too many details. The young child gets confused when there is a jumble of things in a picture, and doesn’t know what it is all about.

Very soon after, or rather along with the picture-book stage, comes the story stage. The child desires to be read to or to read to himself. The baby’s reading is just memorizing what mother has read aloud many, many times and then reciting this by looking at the pictures. I knew a little boy once who learned all of “The Night Before Christmas” within a month or two. He was only three years old, but by just looking at the pictures he could very glibly “read it,” and he could correct anyone else who made a mistake in repeating it.

But why do children read books? The child who learned “The Night Before Christmas” evidently did it for himself, because he wanted to find out for himself what the pictures were about. He wanted to find out. Every child wants to know; he wants to find out the how and why of whatever it is he is interested in. The first and most natural way for a child to find out is to ask mother or father. The next method by which he learns is by reading. Therefore he needs books to find out from.

Most books will teach something, either


an ideal or something more concrete. When a boy wants to find out how to make a new model kite or a submarine, or any of the numerous things he is always making, where does he find out how to do it? Does he ask mother or father? Sometimes, but most often he finds out from a book or a magazine.

Do all children consciously read to find out? Or for any particular reason at all? Christopher Morley says, "Is there anything on earth more touching than a child reading? The innocence and completeness with which the child's spirit is rendered up to the book, its utter absorption and forgetfulness, makes this a sight which always moves me strongly. A child does not read to criticize or compare, but just in the unsullied joy of finding itself in a new world."

Finding himself in a new world once, and enjoying it, leads to wanting more. A Northern child, reading her first story of Southern plantation life, will usually ask for another story like it. What child, whether Northern or Southern, is satisfied with just one of Page's or Harris's stories? They must have more and more, and then they must go out and see the goose standing on one leg!

Their experiences aren't enriched by realistic stories only; the fairy tales help them in imagination, and to some children these seem to be as real as any other. When Barrie's play, "Peter Pan," appeared, children in New York, they say, tried to fly from the hotel windows! If a child read only about things which happened to him and around him, and never anything else, either real or fanciful, what would there be to extend his experiences or to encourage him to want to do better things?

We may help a child realize his need and desire for books by helping him have books or have access to them. It has been said and we know it to be true, that the two ways a child becomes acquainted with books is through being read to and through reading for himself. Sometimes a child has his books read to him for so long that he thinks there is no use learning to read; or he will read at school, but still demands to be read to at home. This should not be allowed. It is the mother in most cases who starts the good or bad habits in reading and in the choice of books. After the child starts to school, there are others to help him. Here also he may become familiar with books. The home, the school, and the city library, if there is one, should work together to improve his reading. The mother, the teacher, and the librarian must co-operate to bring about the very best results.

Some parents do not have books, either for themselves or their children. Either they cannot afford the books or they have not learned to appreciate them. Extra care has to be shown children from this kind of home. They need special encouragement. When a teacher discovers a child from such a home, she may get him interested by encouraging the others in reading, and by talking about what they have read. Then there should be, wherever possible, a greater number of books available; either borrowed books or books belonging to the school or to the room. One of the greatest helps in getting the child started in reading is to have books with pretty bindings. Pretty bindings act as a lure, saying, "Here I am in my pretty dress. Come and play with me. There are many interesting things between these covers."

Not only should the bindings be pretty, but there should also be, for most children's books, many interesting pictures. The child who is not used to having books will have to start at the picture-reading stage of the more fortunate pre-school child. Anyway, it isn't only the children who love picture books—what grown-up doesn't like a book better when it is well illustrated?

If possible, the schoolroom should be amply supplied with the best stories the teacher can bring the child to care for, and the choice among these should be left to him. A wise teacher will give him every en-
couragement for their enjoyment and reading. Some one has said, “We need more beautifully illustrated editions, a larger range of subjects, and more catholicity of enjoyment. Probably our teaching of literature has more often failed because of niggardly lack of fine materials than for any other reason.”

Besides placing pretty books—and plenty of them—within easy reach of the child, there are other ways of getting his attention and interest. I once heard a fourth grade teacher read the first chapter from *The Wizard of Oz* to her children. If you have ever read this book, you know what interesting possibilities this first chapter is likely to conjure up in the minds of ten-year-olds. During the reading the children were as quiet as the proverbial “mice,” but when the teacher stopped and said that she couldn’t read any more, but that she would put the book on the shelf for them to finish some time if they wanted to, the room was in an uproar.

“Oh—let me have it!”
“Let me read it now!”
“No, I’ve finished my lesson. I want to read it now!”
“Please let me!”

I’ve seen this method of reading a part of a story used many times, and it has never failed to work.

Children’s Book Week may give excellent results when managed by a wise teacher or supervisor. A good way to start it off is to have those children who read a great deal at home tell the others about an interesting book or story which they liked very much. If the child could bring his book to school for a while so that the others may read it, he should be led to tell only a part of his story. This is not hard when the teacher sets the example. Children soon learn where the most interesting part is and how to tell just enough to arouse interest. They will not only tell stories, but they will also tell why they did or did not like certain ones, different children taking opposite sides about the same book. After talking among themselves for a while, they will most likely decide to have a program for the benefit of some other room. The children whom they choose as having the best and most interesting reports will be on the program. Quite often the child, who up to that week has had little or no interest in books, will develop such a great interest that he is one to be chosen.

A trip to the city library may well follow after Book Week, while the children have a desire to see and learn more about books. All children enjoy this, if for no other reason than to get out of class! It is true, though, that most children want to go for the book’s sake. A trip to the library must be prepared for by dividing the class into groups and giving each group something special to look for and report on. Once when I accompanied a group of primary children to a library, they enjoyed the trip so much and learned so much from it that when they got back they decided to have a library of their own.

While preparing their library there will be many occasions for considering the care of books. When a new book is received, the child should be taught how to open it, as the first rule in its care. The book is held with the pages up, one cover at a time being pressed down and firmly smoothed. Then the pages, a few at a time, first at the front and then at the back, are treated the same way as the covers. Unless this is done the book may become broken-backed.

Rev. Henry D. Maxson has collected some rules for the care of books which are very useful for children because of their form. They are printed on a book-mark and represent a library book as speaking:

“Please don’t handle me with dirty hands;
Or leave me out in the rain (books can catch cold as well as children);
Or make marks on me with your pen or pencil;
Or lean on me with your elbows (it hurts);
Or open and lay me face down on the table (you wouldn’t like to be treated so).

Whenever you are through reading me don’t turn down the corner of one of my leaves, but put in a neat little book-mark where you stop.

Help to keep me fresh and clean. Remember that I want to visit a great many others after you are through enjoying me.”

In the Lincoln School at Teachers College, New York, a fourth grade class was assigned the topic, “The Care of Books,” to be reported on at assembly. Here are three of the talks made. They repeat some of the above rules, but in a different way. They give the child’s idea of why books should be cared for:

Billy: The way to keep a place in a book is to put a piece of paper or a bookmark in it. Do not put thick things like pencils or rulers in it because it breaks the binding of a book. Don’t turn down the corners, because they get creased and liable to break off. Another thing that is very bad is to slam a book down on a desk face downward. It breaks the back and the binding. If I wanted to lend a book to a friend, I wouldn’t want to give a book that the back was broken and the pages torn. It would give them a bad impression of me and they would think I was very careless in the use of books and they would never want to lend any of their books to me.

Natalie: About one of the worst things you can do to a book is to let it get wet. When I was little I left a book out on the veranda and as it was a very nice day and as I wasn’t thinking at all about the book, I just left it there. The next morning it was all dripping with dew and rain and it was all sort-of lumpy in certain places and had lots of brown lines on it. I read that book last year, but I did not enjoy it half so much, because it was not so attractive.

Clarence: After you eat or when you are playing you should always wash your hands before reading a book. For when you get a fresh book from the library and you get it all soiled with your sticky fingers, no one else will care to read such a book. . . . . for instance, once when I was eating my breakfast and I was looking at the book I was going to read to the class, I got it all soiled with my sticky fingers, and when I brought it back to Miss—she said that no one else would like to read such a soiled book, and so, after that I never got my hands sticky and before reading a book I always wash my hands if I have been eating or playing.

Just as we help a child to care for his books, so must we help him in the choice of what he is to read. We should guide his reading, but this guiding should be in seeing what kind of books he chooses, rather than in saying which particular one he shall read. Kate Douglas Wiggins says, “I would not choose too absolutely for a child save in his earliest years, but would rather surround him with the best and worthiest books and let him choose for himself; for there are elective affinities and antipathies here that need not be disregarded—that are, indeed, certain indications of latent powers, and trustworthy guides to the child’s unfolding possibilities.”

Whatever we give a child to read, let us see that it is good of its kind and that there is variety. “A discriminating taste in literature is not to be gained without effort, and a constant reading of the little books spoils our appetite for the great ones.” A child, just because he is a child, should not be held always to reading the so-called “child’s book.” If he wants to and can understand them, let him read the grown books. To some people it seems to be “perfectly obvious that all intelligent adult books should be read by children,” comments the Literary Digest. If it is intelligent, it certainly can’t hurt him.

There are many lists of books which have been compiled with the special interests of the child in mind. Some lists are the results of questionnaires; others are the result of finding out which books are asked for most frequently; and others are just lists published by a particular company. I will give here a short list of these compilations, with a few comments on each.


There is a Children’s Section in this book. The books are arranged alphabetically by subject—giving the name of the book, the author, the date, price, publisher, and place of publication. There is also a sentence or two telling what the book is about.


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1 Maxson, Rev. H. D. Bookmark No. 35. Published by A. L. A., Chicago.
This is a dictionary catalog of 4100 books for children, based on a children’s catalog of 3500 books compiled by Corinne Bacon, supplemented by selected library lists of books. The same information about each book is given as in the A. L. A. Catalog.


This book is prepared by the Elementary School Library Committee of the N. E. A. The books listed are for general reading for these grades—1-3; 4-6; 7-9. There are 60 reference books for the convenience of the teachers.


This bulletin also tells how rural school libraries may be exchanged, one with another.


“This book is designed to meet the needs of the public school teacher—the one to whose lot, whether from choice or otherwise, falls the care of pleasure reading for the children.”


This book is a result of statistical investigation as to the books read and enjoyed by children of various ages and measured degrees of reading ability. The grades 1-10 are provided with lists of books, by grades. There are also lists given according to the age of the child, 8-13.

Not books alone bring enjoyment to children. They frequently are just as fond of certain magazines as they are of many books that they may have. I know a little girl, and she is not yet four years old, who thinks more of Child Life than of any of her many books. This is probably because there is more of it—where there is only one copy of a book, there are many copies of Child Life. I remember myself how alluring the Youth’s Companion was every week. There was no getting any work done until this paper had been finished. These two and Saint Nicholas are mostly for younger children. The American Boy, Scientific American, The Radio, and many others are for the older boy, who must always be making something or doing something to make some money.

Along with magazine reading comes that of the newspaper. Most children race to get the paper to read the “funnies” before Daddy comes and starts reading. Sometimes this is as far as they get, but usually even this will lead to reading more and really getting something useful from the paper.

There are ways of getting the interest centered on papers and magazines just as there are in the case of books. Some of the same methods may be used. There are other ways, too; one of the most interesting is to take them to the printer’s office where they may see how the actual work is done.

LOUISA H. PERSINGER

AN EXPERIMENT IN THE USE OF HOME ECONOMICS TESTS

WE CAN no longer depend upon personal opinion to determine the efficiency of a school system. Various investigations have been made which show that the teacher’s judgment in grading, classifying, and promoting children is not reliable, even with the best trained and experienced teachers.

It is only recently that the scientific method has been applied to home economics education. It involves an objective rather than a subjective method of approach. The objective tests in home economics have not so generally been recognized and used as in other subjects, because scientific measurement was first applied in the primary grades, while home economics was seldom included in the curriculum below the sixth grade. With the gradual application of scientific method in the high school and most recently in the college, home economics tests and measurements have taken their
place along with the objective tests in other high school subjects. Furthermore, the choice of subjects to be taught in home economics depends a great deal upon the circumstances under which the girls live in a particular community; therefore it is difficult to standardize the work.

Home economics educators, realizing the need for an accurate means of measuring the results of teaching, have made great progress in establishing standards of attainment. There are now available standardized tests in all the home economics subjects. These tests any teacher of home economics should recognize and use. They require no specific training and but very little time to apply.

Objective tests provide a means of measuring the results of teaching which rules out the subjective element of the teacher's personal opinion. They measure with more accuracy both what the children know in general and what their information is on a specific subject. Tests enable principals, superintendents, supervisors, and teachers to check up the degree to which instruction has emphasized thought processes, as well as information and technique. They develop a critical attitude toward the curriculum; thus a sound course of study may be provided to meet the needs of the class both individually and collectively. They also contribute to the improvement of teaching methods and their close connection with the problems of learning. They indicate which projects are most difficult, and the amount of work the class should accomplish in a given length of time.

In developing tests and measurements in home economics the subject matter has been analyzed in terms of the mental processes involved. As a result we have four types of standardized tests, those measuring the acquisition of information, and the development of manual and mental skill; and those measuring powers of judgment, and abilities of enjoyment and appreciation. It is well worth while that every teacher of home economics familiarize herself with these tests.

WILLIAMS AND KNAPP MACHINE SEWING MACHINE SALE

The Williams and Knapp Scale measures skill in machine sewing. It consists of photographic reproductions of samples which show varying degrees of excellence of five factors of machine sewing, namely, spacing, constructive elements, tension, length of stitch, and neatness. Two scales are furnished, one for judging the use of machine stitching in the construction of a hem on a straight edge and the other for the use of machine stitching in a French seam. It is not necessary to have a sample made to be judged, but machine-made hems and French seams as used in garments can be judged.

CHART FOR DIAGNOSING DEFECTS IN BUTTONHOLES

A chart by Hazel K. Stiebeling and Dean A. Worcester, published by the Bureau of Educational Measurements and Standards, Kansas State Teachers College, shows the importance of each of eight qualities by illustrating the effect upon the finished work of the buttonhole if either of these qualities is lacking. The chart may be used in teaching as a device for presenting to pupils the essential elements of buttonhole-making, and as an objective standard by which they may discover the good and poor qualities of their work.

TRILLING AND BOWMAN INFORMATIONAL AND REASONING TESTS IN TEXTILES AND CLOTHING

The Trilling and Bowman Informational and Reasoning Tests in Textiles and Clothing were constructed by Mabel B. Trilling and Leona F. Bowman at the University of Chicago. These tests are designed to test the information acquired and the ability to reason during a course in textiles and clothing. They were made in 1920 and have not been revised. They are published in the form of

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1Home Economics in American Schools, Chap. VII. University of Chicago.
a monograph called *Home Economics in American Schools*, which contains also the Williams and Knapp Sewing Scale.

Miss Mabel B. Trilling in co-operation with Miss Stevenson has recently published a test on comprehension of patterns, which can be obtained by writing the publishers, Public School Publishing Company, Bloomington, Illinois. This test, no doubt, will soon be in wide use, for it fills a much-felt need.

**Preliminary Judgment Test in Home-Making**

The Preliminary Judgment Test in Home-making was prepared by Helen C. Goodspeed, State Department of Public Instruction, Madison, Wisconsin, and Bernice Dodge, Assistant Professor in the Department of Home Economics, University of Wisconsin. This is a reasoning test consisting of sixteen statements. For each statement three reasons are given, all of which are true, but one of which is the essential reasons.

**Madam Test**

Miss Grace P. McAdam, supervisor of Domestic Science, Detroit, Michigan, has devised a series of foods tests, two knowledge or information tests, and three organization or reasoning tests. The "knowledge" tests measure the student's ability to classify foods as to their constitution and function. The "organization" tests measure the ability to organize the procedure in the preparation of a meal. A menu is given, together with the necessary steps for its preparation, but these steps in procedure are not given in the proper sequence. The student re-arranges the steps in the best order so that the meal is properly assembled. Thus this test measures knowledge, skill in cooking, and power of organizing and applying knowledge systematically.

**An Information Test on Foods**

An Information Test on Foods, prepared by a Test Committee of the Illinois Home Economics Association, is a reasoning test to find out what the girls know about foods. This test is divided into fourteen parts. The time limit for giving the test is thirty-five minutes, and it is very easy to score by the key furnished.

**Foods Tests for Grades Six through Twelve**

Foods Test for Grades 6 through 12 was prepared by Florence B. King and Harold F. Clark, under the direction of the Bureau of Co-operative Research, School of Education, Indiana University.

This test is recommended chiefly for classification purposes and will be found to be of especial advantage in the following cases:

a. Pupils entering junior high school from elementary grades.

b. Pupils entering senior high school from junior high schools.

c. Pupils entering either junior or senior high schools from other schools.

**The Gates-Strang Health Knowledge Test**


This test is to measure the individual's knowledge of many phases of healthful living in grades 3 to 12. It comprises 520 test exercises, which are published in monograph form together with directions for using and scoring.

Up to the time of the publication of this test (1925) there have been no tests covering the field of health education as a whole, except that occasionally questions relating to health have been included in some of the home economics tests already mentioned. This test will be of great value to teachers in determining the health information of pupils, the progress made, and the effectiveness of the methods used in instruction.

**The Murdoch Sewing Scale**

The Murdoch Sewing Scale, the first home economics test published, was devised
by Katharine Murdoch in 1919, at Teachers College, Columbia University. It is an objective scale for measuring general ability in hand sewing. It consists of photographic reproductions of fifteen sewing samplers, showing six stitches in hand sewing. Each sheet contains three views of the same sewing samples. One view gives the full-sized picture, showing a hem, a seam, hemming, basting, running, backstitch, overcasting, and combination stitch. The second view shows the reverse side of the seam, and of the overcasting, basting, and backstitch. The third view shows the reverse side of the hem, of the hemming stitch, basting, running, and combination stitch. These samplers vary in quality from extremely poor sewing to extremely good; each sampler is assigned a numerical value ranging from zero to 16.4. The scale may be used in grades 2 to 12 finding the ability of an individual or of a group in hand sewing.

**The Use of Tests at Harrisonburg**

The following investigation was carried out in the senior classes of the Harrisonburg State Teachers College training schools in order to find out the ranking of the girls, both individually and as a group, in their abilities to do hand sewing according to the standard of attainment of the Murdoch Sewing Scale. One group of girls had only one semester in clothing during their senior year in high school; and a few members of the class had had some sewing in junior high school. The other group of girls had had clothing in both the junior and senior years of high school, which amounted to two semesters in sewing.

No special emphasis had been put upon the making of the stitches except as they were taught and applied on the different garments made in class. To make sure that each pupil had been taught these stitches before the day on which the test was given, the pupils were asked if they knew how to make the different stitches. Upon finding that some had not been taught the back stitch and the combination stitch, these stitches were explained and the girls were shown how to make them.

**Preparing the Samplers to be Measured**

Each girl was given two pieces of white material and red thread No. 60. Each was then asked to make a sampler according to the directions furnished with the scale. The directions were put on the board. The time required to make the sampler was noted and recorded.

**Scoring**

When the samplers made by the girls were judged by the Murdoch Sewing Scale, we found such a wide variation in the qualities of the different stitches (some being very good and some very poor) that it was necessary to measure each stitch separately using the Murdoch Analytic Sewing Scale.

The Murdoch Analytic Sewing Scale was also devised by Dr. Katharine Murdoch to supplant the original scale. It gives both the front and back view of five different sewing stitches: running, combination, back stitch, overcasting, and hemming. It is in a convenient form to be used by both teacher and pupils. The scale values correspond to those of the Murdoch Sewing Scale, but are given so that the children can easily understand them. For psychological reasons the illustrations of values less than six are not given.

To obtain the score of the group, each individual was scored by comparing the different stitches with the quality of the samplers in the scale. To each stitch on the sampler was assigned the numerical value of that stitch which equaled it in quality. To obtain the general merit of the sampler the average quality of work was found for each sampler. Then to find the middle score of the group, these averages were arranged in order from the highest to the lowest score. The norm was found to be 10.5. Table I shows these scores.
The Home Economics Information Tests for Girls Completing the Eighth Grade, prepared by Groups of Graduate Students under the auspices of the Household Arts Education Department, Teachers College, Columbia University, are perhaps the most complete tests published. The set consists of three test booklets of twelve pages each. The tests are all arranged in the alternate choice form.

Set I is divided into four parts covering all the studies which pertain to clothing; Test 1, Textiles; Test 2, Construction of Clothing; Test 3, Care and Repair of Clothing; and Test 4, Selection of Clothing.

Set II, dealing with the study of foods, consists of six tests: Test 1, Sources of Our Common Foods; Test 2, Food Selection; Test 3, Food Preservation and Storage; Test 4, Laboratory Practice; Test 5, Food Values and Health in Meal Selection; and Test 6, Food Preparation.

Set III consists of eight tests covering “Other Problems of the Home” in the field of household activities: Test 1, The Girl’s Bedroom; Test 2, Dining Room; Test 3, Dishwashing; Test 4, Care of the Kitchen; Test 5, Labor Saving Devices; Test 6, Home Enjoyment; Test 7, Care of Children; and Test 8, The Budget.

The Home Economics Information Tests were given to the eighth grade girls in the College training school as a means of determining what part of the instruction given in the home economics course in the junior high school had functioned and to find how well they were prepared for promotion to the senior high school.

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**Table I. Scores on Separate Stitches Made by Individual Pupils With Their Rate**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Basting</th>
<th>Back</th>
<th>Overcasting</th>
<th>Hemming</th>
<th>Running</th>
<th>Combination</th>
<th>Average Rate in min.</th>
<th>Age</th>
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**Table II. Comparison of the senior high school group norms with the established norms:**

<table>
<thead>
<tr>
<th>Established norm</th>
<th>10.8</th>
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<tr>
<td>Harrisonburg norm</td>
<td>10.5</td>
<td>49</td>
<td>17</td>
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The results of this test compare favorably with that of the established norms. It has been interesting as well as valuable to compare the two groups of seniors. It reveals the fact that the entire group ranks low in making the combination and back stitch, which after all is not so important as some of the other stitches in practical sewing. By using the rate-scores, greater speed as well as quality should be emphasized. This will aid the teacher in giving the girls special help where it is most needed in the remaining weeks of the school term. The norm of one group was above the established norm, but rated low in speed, while the other group norm was below the established norm, but rated higher in speed. This shows the necessity of developing both speed and accuracy in sewing. This will serve as a means of checking on both speed and accuracy in making stitches, especially the basting, running, and hemming stitches which are used most often in the construction of garments.

**Brown, Clara M. Investigations Concerning the Murdoch Sewing Scale, Teachers College Record, November, 1922.**
The class was divided into two groups. One group on account of laboratory facilities had been given more work in foods than in clothing. The first group had also progressed more rapidly in their clothing requirements and had given some time to the study of a few specific problems of the home. Even though the course was not organized expressly for the study of the problems of the home, the items included in Test III, such as the dining room, dishwashing, care of the kitchen, labor saving devices, home enjoyment, care of children, and the budget, were given some attention in both the clothing and foods classes. Some of the items included in Set II had been given less consideration than those of Set III.

The tests were given according to the instructions furnished. Set II was given at one class period and Sets I and III were given a few days later. The results are recorded in Table III.

Table III. Scores of the Eighth Grade on Each Set of the Home Economics Information Tests With the Total Percentage Scores

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Clothing</th>
<th>Foods</th>
<th>Home Problems</th>
<th>Percentage Total</th>
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</table>

Mode—79.5

The three broken line curves, as shown in the graph, represent the percentage scores for each of the three sets, while the straight black line represents the median of the group on the three sets of tests. The curves show that the class scored higher in the tests on clothing and household activities than on the foods test. The foods test has been found to be the most difficult.3

3Cooley, Anna M. and Reeves, Grace—Some Investigations Concerning the Use of Certain Home Economics Information Tests.
A separate analysis of each set shows that certain specific subject matter was not familiar to the majority of the group. The questions presenting the most difficulty in the clothing tests were those involving knowledge about fibers, the use of the sewing machine, and especially the statements on laundering and the removal of stains. This indicates that more attention should be given to textile facts, especially those that will help girls in choosing their own clothing. Most of the pupils were confused by the statement, "The line of machine stitching on a hem should be (1) as near the edge as possible, (2) one-eighth inch from the edge (3) in the center of the hem." This error is probably due to the fact that they did not visualize their arithmetic along with their caution not to stitch on the edge of the hem. It was evident, too, that more instruction should be given to the removal of stains, as most girls will find it necessary to know how to remove fruit stains, grass stains, rust, and grease stains.

In the foods test the greatest difficulty was found in the statements involving knowledge concerning the purchase of food, and the routine in the preparation of a meal. The last six statements on routine were exceedingly difficult. The statements are very long and require a great deal of thought, which makes them appear more difficult to the eighth grade girl. With a large group, a small laboratory, and limited fees it has been impossible to give each girl experience in the preparation of the entire meal. But this can in a measure be received by the organization and follow-up of home projects.

Set III indicated less difficulty than either Set I or II, as all of the items included had been given some study in connection with the clothing and foods work. The group which had made some special study of the furnishing of the girl's bedroom scored higher in test 1 than the other group which had studied color selection only in relation to dress.

This set of tests has proved valuable as a check on what part of the instruction given in home economics has functioned, as well as to find what the girls actually know about the numerous home activities. It will enable the teacher to emphasize and make clear the points most confusing as found by giving the test. In order to make the improvement needed, a careful study will have to be made of the teaching methods used, and an effort made to clinch ideas more forcibly.

The test may be used as a basis for grading the class. The instructions are simple, which makes the test very easy to give and to score. If the teacher does not wish to give the entire set, the tests may be used separately as a means of checking on the instruction given in a particular course. It will not be necessary to translate the scores to percentage; however, it gives a better means of classifying the pupils. For general information on the standing in the separate tests it would not be necessary to translate the scores to percentages correct as has been done in the accompanying graph, but it is necessary in computing the standing on the set.

Standardized tests and scales may be used to make our courses in home economics more effective. The teacher should think of tests and scales not only as a measure, but also as an instrument which will enable her to make her instruction more effective. Tests are valuable in that they help the teacher to measure with more accuracy the specific results of instruction; to discover the class weaknesses; to set up standards of attainment; to make comparisons within the group, as well as with other groups; and they serve as a guide in organizing courses in clothing, foods, and home activities.

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THE VIRGINIA TEACHER

THE ART OF EXAMINATION

W

E HAVE met here not only to participate in the inauguration of Mr. Burton as the new President of the University of Michigan, and to express our hope and confidence in the future of that great institution; but also to take an account of stock in the educational progress of the nation. Everyone will admit that the present condition of education in this country has its merits and its defects. The product of our schools and colleges shows a remarkable degree of resourcefulness and adaptability. This may not be wholly due to our educational system, but in part to the environment, which tends to develop these qualities in our people; for they are shown also by men whose systematic education has been exceedingly limited. Nevertheless, it is easy to underrate the effects of schooling. Men often attribute far too little to their instruction, and too much to their own inherent qualities. It is not only certain that our education has not tended to diminish natural resourcefulness and adaptability, but those very traits have been shown most markedly among college-bred men, as was seen among our college graduates in the late war. The two qualities of resourcefulness and adaptability have been, indeed, those that we have most needed in the past. They have been absolutely essential for the great American achievement, unparalleled in so short a period, of bringing under cultivation a vast wilderness, of developing the mines and other natural resources of a continent, and of developing varied industries for a hundred millions of people. But all this has now been in large part done; the cream has been skimmed; and the great need of the hour is a better conservation, a

Although this address was delivered at the inauguration of President Burton of the University of Michigan so long ago as the fall of 1920, its timeliness is still to be noted, as well as its stimulation to an improved status for standards.
more complete and scientific use, of our re-
sources. In short, the time for superficial
treatment on a vast scale has largely passed,
and the time has come for the greater
thoroughness of an older civilization.

Wisdom consists, not in glorying in one's
merits, but in curing one's defects; and the
great defect in American education has been
the lack of thoroughness. The European
professional man is apt to have a wider
knowledge and a broader foundation than
the American. Professor Caullery, in his
recent book on the universities and scientific
life in the United States, in speaking of en-
gineering education says, "The conditions of
the training of the American engineer and
his French colleague are very different. The
latter has certainly a very marked superior-
ity in theoretical scientific instruction. I am
told, indeed, that since the war has brought
into the American industries a rather large
number of our engineers, this fact is well
recognized. There is in the United States
nothing to compare with the preparation for
our competitive examinations for the Ecole
Polytechnique and the Ecole Centrale. The
first-year students—the freshmen—in the
engineering schools are very feebly equip-
ped." On the other hand, he says, "It is not
less true that the American engineer gives
abundant proof of the combination of quali-
ties which he needs." He then goes on to
give an example from Mann's Bulletin on
Engineering Education to show that of the
freshmen in 22 engineering schools only
about one-third could solve a simple alge-
braic equation. We are told also that the
English physiologists have a great advantage
over ours in a more comprehensive knowl-
dge of physics and chemistry; and prob-
ably anyone familiar with learned profes-
sions in the two countries could give other
examples.

As usual, a number of causes no doubt
contribute to the lack of thoroughness in
American education. One obviously is the
briefness of time spent in study from birth
through graduation from college. This is
especially true in the younger years. Our
children begin late and go slowly, apparent-
ly on the theory that the less conscious ef-
fort a boy puts into the process of education
the more rapidly will he proceed. Another
cause is the constant insertion of new sub-
jects which are either not of a very severe
nature or ought to be extra curriculum ac-
tivities, subjects which are inserted to the
displacement of more serious ones. If some-
one suggests that rural walks and the ob-
servation of nature are good, the school, in-
stead of providing them outside of school
hours, inserts them in the school time in the
place of language, history, or mathematics.

A third cause is the absence of rigorous
standards which, until a few years ago, per-
vaded most college work more than it does
today, and which I fear is still too largely
present in the schools. Last year a boy from
a high school not far from the central part
of the country offered himself for the Col-
lege Entrance Board examinations. He was
the valedictorian of his class, and yet in five
subjects—in all of which he had obtained a
double A at school—his marks were as fol-
lows: English Literature 50; Latin 41;
American History 37; Ancient History 30;
Plane Geometry 33. In Physics, in which
he had B at school—which is, I suppose, an
honor mark—his mark was only 28. The
papers of the College Entrance Examination
board are not made out, nor are the books
marked, by any one college, but by a body
representing the colleges and schools. A
difference in preparation might very well
affect to some extent an examination in Lit-
erature and History, possibly even in Latin;
but surely a boy who obtains an unusually
high mark at school in Plane Geometry
ought not to fail any entrance examination
with so low a grade as 33 per cent.

The failure to maintain rigorous stand-
ards may well be connected with the Ameri-
can system of measurement by credits in-
stead of by attainment. Courses, whether
in school, in college, or in any kind of edu-
cation, instead of being treated as an end,
should be regarded as a means; and a test in them should be, not a final award, but a mere measure of progress. At present the credit for a course is treated like a deposit in a savings bank, without a suspicion that the deposit is not of gold that can be drawn upon at its face value, but of a perishable article. To change the metaphor, we treat it like wheat poured into a grain elevator, whereas it is often more like the contents of a cold storage plant without the means of refrigeration. Indeed, it is sometimes more like the contents of an incinerator.

There is an old saying in England that an educated man should have forgotten Greek. If the adage is true, it is not because the man had forgotten Greek, but because he retained something worth while from having learned it. Even if the material put into the mind be not perishable, we ought to distinguish between information and education. Let me quote again Professor Caulkery. He says, “One must not confound education and information. There is in the American system, from the intellectual point of view, too much of the second and too little of the first.” Storing of the mind is not enough; we must also train the student to use the store, and accumulating credits for things done is not the way to attain the result. When a man's life ends, we ask what has he done; but a diploma from a school or a degree from a college or university is not an obituary, and when a student’s education ends we should ask, not what he has done, but what he is or has become.

Can we measure what the boy or man is or has become; can we measure him as he stands? It does not seem impossible. Yet most of our examinations are adapted to ascertain little except knowledge, which tends to promote mere cramming; whereas the tests in the great school of active life depend rather upon the ability to use information. Surely examinations can be framed to measure not only knowledge but the ability to comprehend and correlate what is known. In short, to test the grasp of a subject as a whole. Such a grasp requires a more rigorous training in fundamentals than we are in the habit of exacting. An examination of this kind would be not only a measure of that which we desire to ascertain, but it would tend also to direct attention to a field of thought instead of to small isolated fragments of it. In short, it must not be forgotten that examinations essentially control of the content of education. If examinations demand a thorough knowledge of fundamental principles, the teachers will provide it and the students will attempt to acquire it. If they require merely a certain amount of miscellaneous knowledge, that will be the aim of instruction; and if, as in many schools, there is no examination at all, there is naturally less inducement to attain a very high standard of any kind.

The mechanical practice of credit for courses is, I believe, the gravest defect in the American educational system, and we ought to strive for some method of general examinations testing the real grasp of a subject as a whole. But if such examinations are possible, it is nevertheless certain that they demand a skill which can be acquired only by practice. The art of examination is a difficult one, and in America it is still in its infancy, particularly in the matter of measuring the ability to use one’s knowledge. The new psychological tests are interesting as an attempt to do this, to measure the capacity of the boy or man as he stands. They are crude, and for our purpose they suffer under the defects of assuming only the most elementary information. We need tests that will measure ability to use scholarly and specific knowledge. Anyone who attempts to introduce examinations of this kind will be disappointed at first, because the art has not yet been sufficiently developed. To use them effectively, we need to learn that the conduct of examinations is as important and worthy a part of the educational process as giving lectures, and quite as stimulating to the teacher. Ascertaining
what the pupil knows, measuring his progress and deficiencies, is, indeed, a part of teaching, and quite as essential a portion of it as the imparting of information. The true teacher should be constantly both developing the mind of his pupil, and ascertaining how rapidly and beneficially the process is going on. One of the defects of much of our teaching—and especially of the lecture system—is that this second part of the function of education is to a great degree lost from sight. An improvement in our examination system which will measure the grasp of a whole subject is, I believe, the most serious advance that can be made in American education today.

A. Lawrence Lowell

FROM STRATFORD TO CLASSROOM

After the class had read the Merchant of Venice, I asked, "Who is the main character, Shylock or Antonio?" In answering, the class divided itself into two groups, more than half favoring Shylock.

"Let us settle it," said one boy, and both factions went to work to search for proof. As an outgrowth of this character study, we decided to make a Shakespearean Book to contain a sketch of the main characters in the Merchant of Venice and in Julius Caesar. (They had already asked to study the latter.)

In reviewing the plays to make this book, they grasped the importance of scenes they had read hurriedly before.

"Would you like to dramatize these scenes?" I asked.

"Yes, at the next meeting of our Literary Society," a girl replied.

While we were working on these scenes the question of the type of stage that Shakespeare knew came up. This caused the children to want to study the Shakespearean theatre.

The following is an account of how the work developed:

I. Activities the Children Engaged In

A. They made a Shakespearean Book containing the following:

1. A "Who's Who" in the Shakespearean World. This included sketches of the main characters in the Merchant of Venice and in Julius Caesar. The pupils gave their opinions of the characters and supported them by facts grouped around the following outline:
   a. What the character did.
   b. What the character said.
   c. What others said of the character.
   d. How others treated the character.

2. Quotations bearing on each character.
   a. Quotations that are familiar.
   b. Quotations that show brilliant wit, common sense, humor or pathos, observation of nature, intense feeling, beauty of thought, or customs of the day.

3. A Shakespearean Dictionary. This included the few obsolete expressions found most frequently in both plays: anon, marry, in sooth, and methinks.


B. They dramatized the court scene in the Merchant of Venice.

1. They elected a manager who selected the characters, and appointed a committee who was responsible for the costuming and stage directing.

2. In order to better understand the customs of the day, they read the following:
   a. Noyes—Tales of the Mermaid Tavern.
   b. Jenks—In Days of Shakespeare.
   c. Bennett—Master Skylark.
   d. Rolfe—The Boy Shakespeare.
   e. Black—Judith Shakespeare.

3. They met for rehearsals.
4. They presented the dramatization.
C. They made a miniature Elizabethan theatre.
1. They divided into two groups. One group did research work, while the other did the mechanical drawing and construction. The two groups had joint meetings to discuss problems arising, such as shape and size of the theatre.
2. They used very light oak tag for construction, and grass for the thatched roof.

D. They discussed the following problem questions which arose as the work progressed:
1. Do you think Portia knew which casket contained her picture?
2. Bassanio had promised Portia never to part with the ring. The doctor had rendered a great service to Bassanio and would accept nothing else in compensation. Was Bassanio justified in breaking his promise?
3. Did your attitude toward Shylock change as you neared the end of the play?
4. Did Shylock grieve more over the loss of his daughter or over the loss of his ducats?
5. Do you feel more sympathy for Brutus or for Caesar?
6. What ideals are fostered in Julius Caesar?

II. Information Gained
A. They learned the following facts about the theatre:
1. There were three great theatres in Shakespeare's time; namely, the Rose, the Swan, and the Globe.
2. The theatres of this period were round or octagonal. The stage was elevated several feet above the pit. There were three parts to the stage: an inner stage, a middle stage, and an outer stage.
3. The pit was the space before the stage where the common people stood. This part of the theatre had no roof.
4. Wealthier people sat in the galleries. Dudes sat on the corner of the stage to show off their new suits; a possible similarity exists in the present-day theatre box.

B. They learned that the plays were usually given in the afternoon or morning because they had poor means of lighting the stage. They also learned that we get our word matinée from the custom of giving the plays in the morning.
C. They learned the following facts about the Shakespearean actors:
1. Players formed themselves into companies.
2. Men and boys took the rôles of women.

D. They learned the following facts about Shakespeare:
1. His home was at Stratford on the Avon river.
2. He was an actor before he became a playwright.
3. His plays are translated into the languages of all civilized nations.

E. They learned the following facts about the Merchant of Venice:
1. The Merchant of Venice, which had as its historical basis the hatred of the Jew, contained four plots: namely, the bond plot, the casket plot, the love affair of Jessica and Lorenzo, and the ring episode.
2. The outstanding characters of the Merchant of Venice were: Shylock, Antonio, Portia, and Bassanio.

F. They learned the following facts about mob psychology:
1. A crowd usually waits for a leader.
2. The attention of a crowd is easily diverted, it being more inclined to act on impulse than after deliberate thinking.

G. They learned that Shakespeare had superior ability in portraying human emotions.

III. Other Values Derived From the Unit
A. Principles the children decided that Julius Caesar illustrated.
1. Civil responsibility rests upon us all.
2. Our allegiances often seem to conflict, but in settling such problems we become stronger in character.
3. There is danger in associating below one's level.
B. Skills strengthened.
1. They developed the following abilities in note taking:
   a. Condensing material.
   b. Organizing subject-matter in a logical order.
2. They improved in the mechanics of writing by rewriting their character sketches until they were satisfied with:
   a. the form of manuscript
   b. the structure of the sentences
   c. the use of punctuation marks and capitals.
3. They improved in oral English by:
   a. reading and interpreting roles of different characters
   b. reading aloud portions from reference books
   c. speaking freely in class discussion.

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RUTH FRETWELL LEWIS

HIGH SCHOOL EDUCATION AS A LAYMAN SEES IT

SOME of you will want to know who I am, and why I came over here to talk to you this afternoon. I am a member of the Business and Professional Women's Club, a working woman, and I was sent here with a message from other women of Norfolk who work down town in offices and stores. This Business and Professional Women's Club has nearly a hundred members, stenographers, secretaries, doctors, a lawyer, trained nurses, owners of tea rooms, and even an undertaker. The women in this club have worked, studied, and struggled to obtain whatever position they have in the business and professional world today, and it is because they believe they have a most helpful message for the girl who is still in the school room that I am before you now.

Their message is, stay in your school rooms as long as you can. It does not matter what sacrifice you or your parents have to make, finish your grammar school work, and then go on to high school, and college, if possible. Do not try to enter Life's battle badly equipped and poorly trained.

Today there are thousands of boys and girls right here in Norfolk, who, with more wonderful opportunities and privileges than the youth of any age or any country have ever known, stand and calmly debate as to whether it would not be better to throw them all way and go out into the world and seek a "job."

At a time when it is handed to them on a silver platter, they weigh an education against a job—a job that will bring them so much money each week, new dresses, hats, shoes, and a moving picture show now and then—and I don't blame any girl for thinking about these things and wanting them, because she will if she is normal and human. At times she will positively ache for

This address was made to pupils of the Ruffner Junior High School, Norfolk, by a member of the Education Committee of the Norfolk Business and Professional Women's Club.
pretty new things and little luxuries, but I say to you from the bottom of my heart—forget them or push them to the back of your head, and resolve to remain at school as long as possible, if you have to come to school in the cheapest cotton dress and the meanest shoes and are the poorest dressed girl in the schoolroom.

Because an education will repay you in dollars and cents all your life, and there is nothing on earth that can take the place of an education in your future life. Often a man or woman substitutes experience for an education and obtains a measure of success, but education plus experience is the world’s unbeatable combination.

If fifty girls write letters of application for a position, saying they graduated from grammar schools, no matter how much experience they have had after leaving school, the business man is going to pass them up and send for the girl who writes that she has graduated from the high school, even though she has only worked a few months.

I have seen this happen time and again. Sometimes I have read the letters and told the man that I know such and such a girl—that she is clever, and would fit in the office well, but the invariable comment is—we’ll try the girl who has been to high school first.

Some years ago in New York, I found myself applying for work at an employment agency. The man at the desk asked me if I was a college graduate. I said, “No, but I graduated from high school.” He said that wouldn’t do, and added: “Here’s a firm that will pay $35 to $45 a week for a college graduate, even without much experience, or $25 to $30 to an experienced stenographer with only a high school education.” I told the man that I felt as if my experience in the business world was worth any college education, that I knew I could hold my own alongside of any college woman, but the man said, “Sorry, these people will take a dumbbell if she’s got a college diploma in preference to the best stenographer in New York without a college education.”

And so the world moves today. Everywhere there is a respect for education that nothing else commands. On every side one sees the necessity for trained workers to carry on the world’s tasks. The day of the self-made man or woman, who with very little education or training forged ahead of their fellows because of their great natural gifts of grit and perseverance, has passed.

I have dwelt only on the practical side of an education—the dollars and cents side—but there is a side that is richer and more beautiful. Life for the educated man or woman is sweeter and more satisfying, because education brings appreciation—appreciation of religion, of literature, of music, of paintings and statuary—in short, for the finer things of life—and above all, a power to understand our fellowman.

You who are at school now are getting your training under the best conditions. Your schools are close to your homes, they are warm and comfortable and well ventilated, the best books to be had are supplied you, your classes are held in the day time. (Ask your teachers to tell you about the moonlight schools in North Carolina, Kentucky, Tennessee, and the mountains of Virginia. Where grown men and women and sometimes very old people trudge across the mountains, five, ten, and twenty miles on moonlight nights to tiny school houses to learn their a-b-c’s and how to figure in simple arithmetic and to write their names.)

If every man and woman down town were to send you a message today, I know it would be the same as the one I bring:

To you who are trying to follow in our footsteps—do not come until you are properly prepared. We beg of you, take advantage of every opportunity while you can, for the path of the uneducated and the untrained in the marts of trade is very hard and beset with many difficulties. Your days and months in the schoolroom may often
seem dull and uninspiring but for every year that you spend fitting yourself for life's battles, there is a reward in happiness and success that will be beyond your dreams.

DOROTHY W. FERRIER

LIBRARIES ON WHEELS BRING BOOKS TO HOME

"What will you have today," politely inquires the man at the door as he displays his wares, "some nice fresh novels, a good thick biography, a few flavory short stories, or a tender piece of verse?"

For this, according to the American Library Association, is the latest household convenience—the public library on wheels bringing its service to your door. To the ranks of milkmen, icemen, etc., has been added in many places the book man, and now householders in those parts may have their mental food as regularly as their groceries.

The book man drives a special truck that is virtually a sectional bookcase on wheels. In it he carries a selection of books which he has made after learning his "route" and the desires of the people he meets. If he doesn't have a volume wanted he takes his patron's order and mails the book at once or brings it to him on the next trip.

Although originated in 1905 in Washington County, Maryland, book trucks have not been employed to any extent until recent years. Now, with a survey of library service conducted by the library association which reveals that forty-five per cent of the population of the United States and Canada is without access to libraries—the figure running up to eighty-three per cent for rural residents—librarians are turning to the book truck as one of the chief means by which the country's store of books may be mobilized and placed within the convenience of all.

The service rendered varies with conditions in the communities where the book truck travels. In Greenville, S. C., it goes mostly to workers in the cotton mills on the edge of the city. From Hibbing, Minn., a truck travels out to small mining towns, while St. Louis, Mo., maintains a truck which visits the playgrounds of the city with books for school children.

The widest use for the "motorized library," however, is in the rural districts. Logansport, Elkhart, and Rochester are three Indiana towns which send books into the country. Similar work is done by Portland, Ore., Durham, N. C., Clarksdale, Miss., and several other cities. Birmingham, Ala., Harrisburg, Pa., Detroit, Mich., and other large centers have individual problems in county library extension which they have worked out by means of the book truck. The public libraries of Evanston, Ill., and Dayton, Ohio, also employ book trucks to make more convenient the resources of their shelves. Where a community is sparsely populated, as in the rural districts, book deposits are left at country stores or other centrally located points.

Recently the Iowa Library Association has equipped a book truck and started it on a tour of the state to demonstrate the service. It is hoped eventually to have such a truck in every county. Country-wide appreciation of the need is indicated by a group of representative farm women who recently met in Chicago to define the greatest needs of farm women. Of thirty-nine wants, "more libraries" headed the list.

The latest model in trucks will be shown at the American Library Association's exhibition at the sesqui-centennial exposition in Philadelphia, which has been assembled in connection with the association's celebration of its fiftieth anniversary. The jubilee will be held October 4-9 in Atlantic City and Philadelphia. Librarians from the forty-eight states and the Canadian provinces and many foreign visitors will meet to discuss ways and means for the extension and development of library service.
pretty new things and little luxuries, but I say to you from the bottom of my heart—forget them or push them to the back of your head, and resolve to remain at school as long as possible, if you have to come to school in the cheapest cotton dress and the meanest shoes and are the poorest dressed girl in the schoolroom.

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I have dwelt only on the practical side of an education—the dollars and cents side—but there is a side that is richer and more beautiful. Life for the educated man or woman is sweeter and more satisfying, because education brings appreciation—appreciation of religion, of literature, of music, of paintings and statuary—in short, for the finer things of life—and above all, a power to understand our fellowman.

You who are at school now are getting your training under the best conditions. Your schools are close to your homes, they are warm and comfortable and well ventilated, the best books to be had are supplied you, your classes are held in the day time. (Ask your teachers to tell you about the moonlight schools in North Carolina, Kentucky, Tennessee, and the mountains of Virginia. Where grown men and women and sometimes very old people trudge across the mountains, five, ten, and twenty miles on moonlight nights to tiny school houses to learn their a-b-c’s and how to figure in simple arithmetic and to write their names.)

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Dorothy W. Ferrier

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“What will you have today,” politely inquires the man at the door as he displays his wares, “some nice fresh novels, a good thick biography, a few flavorful short stories, or a tender piece of verse?”

For this, according to the American Library Association, is the latest household convenience—the public library on wheels bringing its service to your door. To the ranks of milkmen, icemen, etc., has been added in many places the book man, and now householders in those parts may have their mental food as regularly as their groceries.

The book man drives a special truck that is virtually a sectional bookcase on wheels. In it he carries a selection of books which he has made after learning his “route” and the desires of the people he meets. If he doesn’t have a volume wanted he takes his patron’s order and mails the book at once or brings it to him on the next trip.

Although originated in 1905 in Washington County, Maryland, book trucks have not been employed to any extent until recent years. Now, with a survey of library service conducted by the library association which reveals that forty-five per cent of the population of the United States and Canada is without access to libraries—the figure running up to eighty-three per cent for rural residents—librarians are turning to the book truck as one of the chief means by which the country’s store of books may be mobilized and placed within the convenience of all.

The service rendered varies with conditions in the communities where the book truck travels. In Greenville, S. C., it goes mostly to workers in the cotton mills on the edge of the city. From Hibbing, Minn., a truck travels out to small mining towns, while St. Louis, Mo., maintains a truck which visits the playgrounds of the city with books for school children.

The widest use for the “motorized library,” however, is in the rural districts. Logansport, Elkhart, and Rochester are three Indiana towns which send books into the country. Similar work is done by Portland, Ore., Durham, N. C., Clarksdale, Miss., and several other cities. Birmingham, Ala., Harrisburg, Pa., Detroit, Mich., and other large centers have individual problems in county library extension which they have worked out by means of the book truck. The public libraries of Evanston, Ill., and Dayton, Ohio, also employ book trucks to make more convenient the resources of their shelves. Where a community is sparsely populated, as in the rural districts, book deposits are left at country stores or other centrally located points.

Recently the Iowa Library Association has equipped a book truck and started it on a tour of the state to demonstrate the service. It is hoped eventually to have such a truck in every county. Country-wide appreciation of the need is indicated by a group of representative farm women who recently met in Chicago to define the greatest needs of farm women. Of thirty-nine wants, “more libraries” headed the list.

The latest model in trucks will be shown at the American Library Association’s exhibition at the sesqui-centennial exposition in Philadelphia, which has been assembled in connection with the association’s celebration of its fiftieth anniversary. The jubilee will be held October 4-9 in Atlantic City and Philadelphia. Librarians from the forty-eight states and the Canadian provinces and many foreign visitors will meet to discuss ways and means for the extension and development of library service.
EDUCATIONAL COMMENT

ARE RURAL SCHOOLS IMPORTANT?

The United States Bureau of Education estimates that there were in 1924 approximately 12,000,000 children enrolled in strictly rural schools; that is, schools in which the majority of the children come from farmhouses or live in villages or towns of fewer than 1,000 population. For the education of these children the one-teacher school is still the prevailing type. It enrolls more children than any other kind of school in rural communities, probably about 4,750,000, or about forty per cent of the total 12,000,000. Consolidated schools enroll about 2,730,000, or twenty-three per cent of the total number. Small villages account for 2,250,000, or nineteen per cent. The two, three, and four-teacher schools in the open country follow with 1,500,000, or twelve per cent. The 750,000 which remain unaccounted for in the above estimate are enrolled in certain types of schools—union, county, etc.—not reported as consolidated, and in larger towns where they board or to which they commute or travel in other ways.
THE SPECTACULAR CHARACTER OF REALITY

The mother who seeks to soothe her child preaches him no sermon. She holds up some bright object and it fixes his attention. So it is the artist acts: he makes us see. He brings the world before us, not on the plane of covetousness and fears and commandments, but on the plane of representation; the world becomes a spectacle. Instead of imitating those philosophers who with analyses and syntheses worry over the goal of life, and the justification of the world, and the meaning of the strange and painful phenomenon called Existence, the artist takes up some fragment of that existence, transfigures it, shows it: There! And therewith the spectator is filled with enthusiastic joy, and the transcendent Adventurer of Existence is justified. Every great artist, a Dante or a Shakespeare, a Dostoievsky or a Proust thus furnishes the metaphysical justification of existence by the beauty of vision he presents of the cruelty and the horror of existence. All the pain and madness, even the ugliness and the commonplace of the world, he converts into shining jewels. By revealing the spectacular character of reality he restores the serenity of its innocence. We see the face of the world as of a lovely woman smiling through her tears.

HAVELOCK ELLIS

INVESTIGATOR STUDIES THE WORK OF CITY MANAGERS

Dr. Leonard D. White, professor of political science in the University of Chicago, is making a tour of twenty-eight cities in the United States for the purpose of studying the achievements of city managers. How city managers in various municipalities handle typical problems of administration, their relation to the commission and budget-making, the part they play in local politics, and how far they lead the community, are among the things to be considered in the inquiry.

The city manager, Professor White points out, has become one of the most important technical and professional positions in the country, and efficient city managers are making notable contributions to scientific administration. The office has proved to be well adapted to smaller cities. Whether it can be put into practical use in the largest centers of population will be one of the purposes of Dr. White's survey, which is the first of its kind attempted by an educational institution.

Since 1910, the city manager system has been found successful in 258 towns having populations of 40,000 or more, including great urban centers like Cleveland, Cincinnati, and Kansas City.

Professor White's first itinerary of study includes Wichita, Kansas; Ft. Worth, Waco, and Houston, Texas; Phoenix, Arizona; Pasadena, Long Beach, Stockton, Alameda, and Berkeley, California; Colorado Springs, Colorado; and Dubuque, Iowa. Larger cities will be studied later.

THE TEACHER'S OBJECTIVE

Have I taught them the joy of clean living?
That honor is better than Fame?
That good friends are the greatest of treasures?
Wealth less than an untarnished name?
Have I taught them respect to the aged?
Protection to those who are weak?
That Silence always is golden
When gossip bids them to speak?
Have I taught them that fear is a coward?
Who is beaten when they say, "I can"?
That courtesy ranks with Courage
In the heart of the true gentleman?
Have I taught them these things and the others
That will make them brave, kind, and true?
If I have, I care not if they tell me
That Irkutsk is a town in Peru.

—R. C. Gale
ONE OF LIFE'S DARKEST MOMENTS

A short, dismal gong sounds over the bowed heads of the worshippers of learning. There is the rustle of the tearing of question-envelopes. There is a sigh. Then silence.

John Student shakes his question-paper from its envelope, unfolds it, glances at the first question. Panic seizes him. He looks at the heading of the sheet to see if he has the right paper. Unfortunately, he has. Panic leaves him; despair takes its place. He has to stay, has to go through three hours of bluffing.

Back and forth, back and forth, walk the proctors in their black capes. With measured tread, and immobile faces, back and forth, up and down the aisles, they wander. Their mechanical movements fascinate John Student. His mind wanders. Their black capes, for some reason, remind him of fraternity meeting. . . .

He grits his teeth, begins the second question. In the back of the room there is an ironic stamping of feet. He raises his head. A grinning genius is just handing in his paper at the door. The clock says ten-fifteen. And John has eight more questions to answer, “Oh Lord, how long . . . ?”

High up, among the rafters, some sparrows begin to chatter. Foolish little birds . . . could be outdoors, and they prefer this musty gymnasium! He remembers a joke emanating from the Apollo Burlesk . . . smiles . . . starts writing again, watching the proctors, and the row of heads in front of him. Some fellows have their coats off, and their shirt-sleeves rolled, and look industrious. What’s the matter with him, anyway? . . . If he could smoke, maybe he could work . . . .

Time passes. . . . More students leave. They make him nervous. He looks up at the clock. Eleven-fifteen. Six more questions. . . . He forgets the sparrows, the proctors, smoking, the heads bowed all about him. All he thinks of is . . . six more questions . . . forty-five minutes.

The short, dismal gong sounds through the room again. It is all over. He has just finished. He stretches the fingers of his right hand, gives a groan of relief, joins the line going past the proctors, hands one of them his answer book . . . is free.—Columbia Spectator.

WHAT CAN WE AFFORD?

At this particular time, when everyone is demanding that taxes be lowered and complaining about the excessive cost of government, which, they say, the people can no longer afford to pay, it is well to investigate the state of affairs.

From the following table, taken from a graph in the American Educational Digest, we can see how our entire income is actually spent for each of the several items involved, personal, state, and national, by the rates per cent.

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Cent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church</td>
<td>3%</td>
</tr>
<tr>
<td>Schools</td>
<td>1½%</td>
</tr>
<tr>
<td>Government</td>
<td>4½%</td>
</tr>
<tr>
<td>Crime</td>
<td>8½%</td>
</tr>
<tr>
<td>Investment</td>
<td>11%</td>
</tr>
<tr>
<td>Waste</td>
<td>14%</td>
</tr>
<tr>
<td>Luxuries</td>
<td>22%</td>
</tr>
<tr>
<td>Living costs</td>
<td>24½%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>13½%</td>
</tr>
</tbody>
</table>

Excluding the personal item of actual living costs, it is rather upsetting to find that three of the most social items are found at the bottom of the scale.

That portion of our income which crime costs set aside—14 per cent of waste as compared with that used—is more than the church, the schools, and the government combined. The suppression of crime is necessary. It is also wise to provide adequately for old age. However, the comparatively large percentage lost through waste cannot be lightly set aside—4 per cent of waste as compared with 6½ per cent for
government, schools, and church should not be accepted calmly.—The Tennessee Educational Bulletin.

STAMPS CONVEY KNOWLEDGE OF HISTORIC OCCASIONS

"Postal stamps are an effective means of stimulating loyalty and patriotism. Everybody who posts or receives a communication through the United States mail receives, nolens volens, a transitory lesson in the history of the nation," says Harry S. New, Postmaster General, in an article in School Life, a publication of the Interior Department, Bureau of Education.

"In general the designs upon the regular issues have included the representation of the head of one of the Presidents, but in the past 50 years the custom has grown of commemorating important historical events by special issues," states the Postmaster General. "The novel appearance of the new stamp immediately arrests the attention of the user, and inquiry into its meaning naturally follows. The result is a valuable lesson in history which few escape, even those of limited education.

"Thirteen special series of adhesive stamps have been employed to impress historical occasions upon the popular mind," Postmaster General New continues. "They have carried to thousands their first knowledge of some of the events which were thus celebrated, and they have led millions of our people to a wider and more intelligent understanding of the circumstances that have contributed to our national existence."

GRADUATE STUDY OF LIBRARY PROBLEMS

An advanced graduate school of librarianship will be established by the University of Chicago. The new school was made possible by a gift of $1,385,000 from the Carnegie Foundation. It is expected that courses will be offered in library architecture and building problems, filing methods, library administration, relation of library to city or town, book acquisition, advanced classification, advanced cataloguing, advanced reference work, and copyright legislation.

WOMEN MAY BE INTELLECTUAL THOUGH MARRIED!

How may an educated woman live a normal life as wife and mother and at the same time maintain her intellectual activity, professional or otherwise? To aid in the solution of this question, Smith College, Northampton, Mass., has established an institute for the co-ordination of women's interests, to be financed for three years by the Laura Spelman Rockefeller Foundation. The study will be approached from two directions: How women may, by the elimination of wasteful occupations in the home, reduce to essentials the duties of home-keeping; and to discover methods of so modifying technical training for the professions that new subdivisions of professional work may be made which will be adapted to part-time employment of women or carried into the home without interference with normal home life.

COMMERCIAL GEOGRAPHY TAUGHT BY INDIVIDUAL PROJECTS

Projects in commercial geography have opened a broad field for study in Northern High School, Detroit, Mich. Members of the class select for special study a project or industry of international importance, and results of their work are entered in a "prospectus." Reading matter is typewritten or lettered, and each prospectus contains a table of contents, bibliography, list of acknowledgments, and at least one graph and one map. The book is attractively bound, and covers of some are appropriately decorated. In addition to the information gained the project gives training in research work, develops initiative and skill, and often indicates special interests and aptitudes of
Business houses solicited for information were not only courteous to students, but in several cases offered them employment.

BOOKS
FIRST AID FOR THE ARITHMETIC TEACHER

Principles worked out in the psychological laboratory are fast being applied to the teaching of arithmetic. The newer texts are built to meet this situation: they analyze subject matter into teaching units; they provide much graded practice material; they plan for individual diagnosis followed by remedial work; they have schemes for checking and recording progress. But schools suffering from state or city adoptions of archaic texts cannot wait patiently to put these newer tendencies into practice. Neither can they ask overburdened teachers to prepare special materials. Sensing this condition, our enterprising friends, the book companies, are offering supplementary practice materials. These fall into two main classes, pads or pamphlets to be owned by the individual child, and permanent sets of cards to be owned by the school, both kinds being represented in the following comments.

INDIVIDUAL NUMBER DRILLS. By James E. McDade. Chicago: The Plymouth Press. Set AR5. Class Cabinet containing complete equipment for fifty pupils working at one time, including Teacher's Manual. $8.00. Specimen Set, in Envelope. 75 cents.

A highly ingenious scheme for individual learning of the addition combinations. Like the majority of the newer practice material in its analysis of the subject matter into units and in its carefully worked out system of checking and recording results. Distinctive in its practice device—a holder which slides to reveal first the example and then the answer—and in its insistence that only correct practice be allowed. Un economical, according to some authorities, in that the addition is taught entirely separate from the subtraction.


Usual type of practice material in the four fundamental processes put up in a paper-bound pamphlet. Answers are given on separate pages to which the child is referred, but there are no arrangements for teacher-directed tests at the close of units, and no special system of diagnosis is provided.


A separate booklet for each year enables this series to offer practice material not only in the four fundamental processes, but also in fractions, in decimals, and in thought problems. Norms are set up and answers are provided on separate pages. The Teacher's Manual guides in the division of the tests into those for measurement and diagnosis, and those for remedial work.


Each book provides approximately 30 standardized examples on the essentials in arithmetic for that grade, these essentials having been arrived at through careful research. The special difficulties for each grade have been determined, and each is introduced by a study lesson, then followed by sufficient well-distributed practice to ensure mastery. Standards are given the child for each drill and a form for recording his progress on a graph is provided.

The Teacher's Edition for each book supplies the answers to the drills, makes valuable suggestions for diagnosing individual difficulties, and provides blank tables and graphs for recording the progress of the class.

KATHERINE M. ANTHONY
Q. E. D.


This latest text in geometry by the authors of the Wells and Hart series of textbooks has several distinctive features. The text is divided as usual into five books, containing to a large extent the stock theorems which appear in all plane geometries. At the end of each book, however, as a part of it, certain optional topics are separated from the main text in such a way that their omission in any course will not affect the logical development of the subject. This makes it possible to give a brief course containing the essentials of plane geometry if such is desirable.

Definite instructions in the method of undertaking the solution of a problem or the proof of an unproved theorem given on pages 59 are of great value if the student studies them carefully before attempting advanced work. In some instances the proofs offered are simpler and more direct than those formerly given in many geometries, for example, that of "The median of a trapezoid is equal to half the sum of its bases," given on page 89.

An improvement in drawing figures is noticeable in such theorems as those in which it is desired to prove that three or more lines are concurrent, the third line not being drawn through the intersection of the other two until it is proved that it must pass through that point.

The book contains in the main text over a thousand original exercises, which fact may or may not be considered an advantage, and, after an appendix which takes up incommensurable cases and a few theorems on symmetry, are added something over 400 additional exercises. The book concludes with illustrations of the solution of various algebraic and arithmetic problems which are frequently necessary in solution of geometric exercises.

The book is almost an encyclopedia of the plane geometry of the old type. But it is rather unfortunate that the title might lead one to believe that it was a treatise on modern geometry bringing in Ceva's theorem, the circle of Appollonius, the Simpson line, and such like.

One could also wish that certain well-known simplifications in proofs and construction of figures had been included.

HENRY A. CONVERSE

MODERN EXAMINATION CONSTRUCTION


The problem of grading students has always been one of the most difficult problems of the teaching profession. Improvement in examination methods have lagged behind other phases of educational procedure. Recent scientific investigations have shown that school marks based on the written examination are imperfect and unreliable. What we now seek is greater accuracy, reliability, and objectivity in testing.

Classroom Tests is an expression of the modern tendency for the improvement of examination technique. Teachers, supervisors, and students of education who desire to acquaint themselves with the newer tendencies of examination construction will find this volume of special merit. The advantages and disadvantages of the written examination, the standardized test, and the newer objective tests are considered.

One of the strong points of the book will be found in the practical and concrete examples of the newer objective tests. The discussion of the uses of tests and testing, the distribution of scores, the meaning of curves, the use of tests for educational diagnosis and remedial teaching will be found helpful and interesting. I consider the volume a valuable contribution to scientific educational procedure.

W. B. VARNER
OTHER BOOKS OF INTEREST TO TEACHERS


The visiting teacher movement attempts a coordination of the work of the school, the home, and existing social agencies. It is especially concerned with the misfit child, believing that much delinquency can be avoided by guidance at an early period. Oppenheimer's study of the movement offers not only a comprehensive survey of its present status, but also sets up standards for its future development.


Difers from the usual manual for study in its wider use of psychological principles. Teaching with practical workable suggestions for improving methods of living as well as methods of work.


A simple, non-technical treatment of the A. B. C.'s of statistical procedure. The sort of help the classroom teacher must have if she makes any use whatever of educational measurement.


In this series of arithmetics for the grammar grades Dr. Thorndike has attempted to give form to his clearly defined theories on the teaching of arithmetic. The 1924 edition "alters the problem material to fit present price conditions," this being necessary since the first edition used war-time figures.


For a number of years the University of Iowa has been a center for research in arithmetic. The results as published in the "Arithmetic Work-Books" and in "Problems in the Teaching of Arithmetic" have attracted wide attention. Now we are to have a series of texts based on this research and experimentation; Book Two being for the fifth and the sixth grades.


A summary of the recent research in reading, especially that centering around the University of Chicago. But because the book is carefully organized around a few related points it really goes much further and interprets the current psychology of reading. The chapter on the reading of foreign languages should be pondered by every foreign language teacher in the country; the one on characteristics of arithmetic reading should be on the required list of readings in courses in elementary education.


A course of study for the elementary schools in Indiana prepared under the direction of the State Board of Education to accompany the Thorndike Arithmetics, being in effect a Teacher's Manual.

MY FARM BOOK. By Laura Zirbes. New York: Lincoln School of Teachers College. 1925. $1.10.

This book contains stories about a trip to a farm ready to be illustrated and bound or stapled. The stories are such as the first grade in the Lincoln School write for themselves, but the vocabulary is most carefully selected from the most common words in the language.


This teacher's edition of "My Farm Book" contains the actual pages from the children's edition. In addition there is a chapter of suggestions that really constitutes a manual on the teaching of beginning reading.


A preprimer based on everyday happenings of interest to little children. The vocabulary is that common to the standard primers; the book contains only 87 words, 68 of these coming from the first 500 of Thorndike's list and 78 coming from the first thousand. While especially adapted for use as an introduction to the Everyday Classics Primer, this little book will be useful as a supplementary reader during the preliminary work for any primer.


The child uses words in making a picture book, thereby coming to recognize a vocabulary of considerable size. Useful as preprimer work or for seat work that is really educative during the primer period.


A guide book for students in training following the outline of the S. C. Parker books on elementary education somewhat closely. Somewhat theoretical, but contains many "jobs" that are practical and suggestive.


Coming from the San Francisco Teachers Col-
lege with an introduction by the late Frederic Burk, this book is an outgrowth of the movement to organize subject matter into definite units adapted to self-instruction. It reduces action drawings both of people and animals to a few basal lines somewhat after the manner of Augsburg's work of a generation ago. The country is full of primary teachers who are untrained in drawing; this book should be a real aid to them.

The material in this geographical reader is recent enough to be valuable and interesting enough to challenge the child's attention. The writer knows geographical principles, although the book is not organized around them. Useful for parallel reading, but rather too discursive for a text.

NEWS OF THE COLLEGE AND ITS ALUMNAE

CAMPUSS NEWS

Commencement exercises and entertainments formed the center of college life during the latter part of May and the first part of June. The formal exercises began Sunday, June 6, with the baccalaureate sermon, which was delivered by Rev. Sparkes W. Melton, of the Freemason Street Baptist Church, Norfolk, Virginia. The school procession included about seven hundred faculty members and students. June 8 the final graduation exercises were given and degrees granted to over forty students. Dr. William C. Bagley, of Columbia University, made the commencement address. There were over two hundred two-year and four-year graduates who received their degrees or diplomas at these exercises.

During the commencement season the seniors and sophomores were variously entertained. Most important of these entertainments were: faculty supper at Hillcrest, the home of President Duke; supper at Edgelawn given for the seniors by Miss Mary Louise Seeger and Mr. James C. Johnston; breakfast given the seniors by Dr. and Mrs. Gifford; senior bridge party in Alumnae Hall; picnic supper given the seniors by the Frances Sales Club; senior dinner in Blue Stone Dining Hall. The classes attended the Alumnae Banquet given by the school June 5 in Harrison Hall.

Arriving alumnae were joyfully received and the students attending the College were delighted to see so many returning. Officers of the Alumnae Association elected at the regular meeting June 5 were: Mrs. Dorothy Spooner, president; Miss Virginia Buchanan, vice-president; and Mrs. T. O. Brock, secretary.

The 1926 graduating classes held their class day exercises June 8. Besides the regular program the senior hope-chest was filled and left in the hands of Miss Seeger. "The Good-Natured Man," by Oliver Goldsmith, was presented by the graduating classes June 5.

June 2 and 5 the Music and Expression departments gave their final recitals in Sheldon Hall. June 7 the popular Devereux Players presented "The Merrie Monarch" and "Rosmersholm" in Sheldon Hall auditorium.

Nine alumnae have been elected to honorary membership in the Pi Kappa Omega Society of this college. They are Mrs. R. C. Dingledine, of Harrisonburg; Miss Vada Whitesel, of Harrisonburg; Miss Freida Johnson, now attending Peabody College; Miss Sallie Browne, a recent graduate of Scarritt Bible School, who will this summer sail for China; Miss Sallie Blosser, now studying at Peabody; Miss Gertrude Bowler, English supervisor in the State Teachers College at Fredericksburg; Miss Helen Heyl of Albemarle County, now studying at Columbia University; Miss M'Ledge Moffett, dean of women in the State Teachers College at East Radford; and Mrs. Edward Lane, a missionary now in Brazil.

The Stratford Dramatic Club has elected officers for the next year: Margaret Knott, president; Lucille Hopkins, vice-president; Martha Hubbard, business manager; Elizabeth Tally, secretary. The new Page Literary Society officers are Virginia Harvey, president; Sherwood Jones, vice-president; Mary Will Chandler, secretary; Sarah Ellen...
Bowers, treasurer; Mildred Kling, critic; Julia Reynolds, sergeant-at-arms; Nina Frey, chairman of the program committee.

The honor roll for the spring quarter is as follows: *Magna cum laude*: Seniors: Virginia Buchanan, Emma Dold, and Laura Lambert; Juniors: Mary McCaleb, Isabel Sparrow, Sarah Elizabeth Thompson, and Emma Winn; Sophomore: Virginia Turpin. *Cum laude*: Seniors: Edna Bonney, Annie Council, Thelma Eberhart, Helen Walker, Sadie Williams, and Adrienne Goodwin; Juniors: Nora Hossley, Stella Pitts, and Ruth Wright; Sophomores: Elizabeth Everett, Hortense Eanes, Virginia Harvey, Annie Younger, Elizabeth Buck, Lorraine Gentis, and Helen Goodson; Freshmen: Ruth Cary, Virginia Tisdale, Gertrude Younger, Dorothy Gibson, Frances Hughes, and Florence Reese.

Honors for the graduating classes, announced at the same time, included the names of four seniors and two sophomores, as follows: Seniors: Emma Graham Dold, of Buena Vista; Louise Westervelt Elliott, of Norfolk; Thelma Louise Eberhart, of Norfolk; and Bertha May McCollum, of Danville; Sophomores: Hylda Louise Loving, of Fluvanna county; and Annie Brown Younger, of Lynchburg.

At Commencement the Dingledine Prize for the best essay was awarded to Virginia Buchanan, and the Snyder Prize given for the best article in the *Breeze* during the year was awarded to Bertha McCollum.

Students left the campus with their interest divided between the annual and the new buildings. The former they took with them, but the latter they can only dream about and hope to see when they return next year as students or as alumnae.

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**ALUMNÆ NOTES**

On July 29 Margaret Bulloch and Lena Wolfe paid us a short visit. Margaret is teaching in Richmond, and is planning to send her sister to college in September.

Lena is spending a year at her home in Mt. Jackson.

In the July issue of the *American Poetry Magazine* are some exquisite lines by Verlie Story (Mrs. G. C. Giles), of Lynchburg.

Lillian Gilbert, after ten years of successful service in one field of work as a rural supervisor, is planning to spend a year in George Peabody College for Teachers at Nashville. She sends her best wishes to all her old friends at Blue-Stone Hill. She writes from Manassas, which has been her headquarters for some years past.

Eunice Lipscomb writes from Chester, N. Y., "I am spending a most enjoyable vacation in New York State."

Stella Burns (Mrs. Lindeman) and her small son stopped in Harrisonburg for a few hours recently. It was quite natural and proper to see Mabel Kiracofe and Ann Smith here at the same time. Mrs. Lindeman was passing through enroute to her old home in Southwest Virginia; Mabel and Ann were here for some work in the summer school.

Under date of June 23 Evelyne Alexander writes from Muhlenberg School, Philadelphia. Her address is 1449 N. 55th Street; and she is always pleased to receive a message from Alma Mater. She is doing fine work with restoration classes.

Nora Hossley sends her best vacation wishes from her home at Unionville, Va. She speaks in glowing terms of summer on a farm, of wax cherries, golden sheaves of wheat, plenty of work, and lots to eat.

Elizabeth Rolston and Louise Elliott have been developing further skill in charge of the college library this summer while Miss Harnsberger is “doing Europe.” And Louise has bobbed her hair!

Mary Cook (Mrs. Edward Lane) does not forget to send us interesting messages from Paradise—otherwise, "Sao Sebastiao do Paraíso, Estado de Minas, Brazil." A part of her sentiment regarding the folks in the home-land she expresses in these lines:
"I cannot tell why there should come to me
A thought of you friends, miles or years away,
In swift insistence on the memory
Unless, for you, it needs be that I pray."

On July 21 Annie E. H. Moore was united in marriage with Mr. Charles B. Wor- nom, at the Moore home near New Market. The newlyweds are now at home in York County, Va.

Cards have been received announcing the approaching marriage on August 21 of Mary Esther Blakey to Mr. John Ryland Gwathmey, in St. John's Church, Tappahannock.

After a successful year's teaching at Churchville, Augusta County, Mattie Fitzhugh returned for more work at college this summer.

Bernardine Knee and Pauline Hudson taught last session at Middletown. Bernardine is planning to re-enter college this fall.

Lucile Harrison and Elizabeth Harper have been teaching at Salem, Roanoke County. We have heard good reports of their work.

DR. RANDOLPH
Miss Bessie Randolph, remembered by former summer school students as dean of women in the summers of 1921 to 1925, has recently received the Ph. D. degree from Harvard University. Miss Randolph specialized in International Law. Formerly in the history department of the State Teachers College at Farmville, Miss Randolph later taught in Randolph-Macon Woman's College at Lynchburg, and is this summer teaching at the University of Virginia. Next year she will hold the chair of Political Science in the Florida State College for Women at Tallahassee.

ALUMNÆ CHAPTER ACTIVITIES
Two local chapters of Harrisonburg alumnae have recently elected new officers. At Richmond the chapter will be guided through the next year by Coralease Bottom Jennings, president; Vergie Hinegartner, vice-president; Virginia Drew, secretary; and Nellie Binford, treasurer.

The alumnae resident in Harrisonburg have reorganized about 40 strong with the following officers: Eunice Rohr, president; Lennis Shoemaker, vice-president; Mary Stuart Hutcheson, secretary-treasurer. The local chapter has had two successful affairs within the past month: a bridge party at Friddle's Grill Room and a cake-and-candy sale in the window of the J. C. Penney store.

A teacher was trying to break the new boy from Tennessee from saying, "I ain't gwine thar."

"You must not say that. Listen: I am not going there; you are not going there; he is not going there; we are not going there; you are not going there; they are not going there. Do you get the idea?"

"Yassur. They ain't nobody gwine."

Teacher: "Now, Willie, give me a sentence containing the word chagrin."

Willie: "Aw, why don't chagrin once in a while?"

OUR CONTRIBUTORS
ANNIE SNEAD is a 1926 graduate of the State Teachers College at Harrisonburg. She has had experience as an assistant in the college library.

LOUISA H. PERSINGER also received her bachelor's degree from the State Teachers College in June, 1926. She too has had experience as a library assistant.

ADRIENNE GOODWIN, another June graduate, has had experience as a teacher of home economics both in the field and in the local training school, where she was assistant to the home economics supervisor.

A. LAWRENCE LOWELL is president of Harvard University.

RUTH FRETWELL LEWIS is supervising principal of the Pleasant Hill Junior High School, which is affiliated with the State Teachers College at Harrisonburg.

DOROTHY W. FERRIER is engaged in secretarial work in Norfolk.
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