Virginia Teacher, October 1926

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

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THE VIRGINIA TEACHER

October, 1926

COLLEGE ANNUALS
Thelma Eberhart

A PLEA FOR PHYSICS
Sadie Williams

COLLEGE LITERARY SOCIETIES
Katharyn Sebrell

EXTRA HOURS FOR ENGLISH TEACHERS
Mary McCaleb

BOOK REVIEWS
by
Edwin F. Shewmake    Walter J. Gifford
Katherine M. Anthony

Published at the
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of Harrisonburg, Va.

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CONTENTS

College Literary Societies in Virginia ..................Katharyn Sebrell Critzer 229
A Study of Annuals in Virginia Colleges for Women ......Thelma Eberhart 237
A Plea for Physics .......................................Sadie Williams 241
The Supervision of Extra-Curricular Activities by Teachers of
    English in the High Schools of Virginia ..........Mary L. McCaleh 247
Educational Comment .................................. 255
Books .................................................. 257
News of the College and Its Alumnae .................. 260

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In making this brief study of the college literary societies in Virginia my object has been to find out the fundamental working plan of each society and to compile the data so that anyone interested in literary societies could find at a glance the facts he wished.

Of the twenty-one colleges in Virginia four have no literary societies. These are Fredericksburg State Teachers College, Hollins College, Randolph-Macon Woman's College, and Westhampton College.

The societies that responded were:

- Bridgewater College
  - Victorian Literary Society
  - Virginia Lee Literary Society
- East Radford State Teachers College
  - Ingles Literary Society
  - Pocahontas Literary Society
- Emory and Henry College
  - Calliopean Literary Society
  - Hermesian Literary Society
- Farmville State Teachers College
  - Argus Literary Society
  - Athenian Literary Society
  - Cunningham Literary Society
  - Jefferson Literary Society
  - Pierian Literary Society
  - Ruffner Literary Society
- Hampden-Sidney College
  - Philanthropic Literary Society
  - Union Literary Society
- Harrisonburg State Teachers College
  - Alpha Literary Society
  - Lanier Literary Society
  - Lee Literary Society
  - Page Literary Society
- Lynchburg College
  - Platonian Literary Society
  - Urania Literary Society
  - Victorian Literary Society
  - Virginian Literary Society
- Randolph-Macon College
  - Washington Literary Society
- Roanoke College
  - Demosthenian Literary Society
- Sweet Briar College
  - Tau Phi
- University of Richmond
  - Mu Sigma Rho
  - Philologian Literary Society
- University of Virginia
  - Jefferson Literary Society
  - Washington Literary Society
- Virginia Intermont College
  - Eoline Literary Society
- Virginia Military Institute
  - Jackson Literary Society
- Virginia Polytechnic Institute
  - Lee Literary Society
  - Maury Literary Society
- Washington and Lee University
  - Graham-Lee Literary Society
- College of William and Mary
  - Philomathean Literary Society
  - Phoenix Literary Society

Answers were received from all except five of the forty-five questionnaires sent out. Every questionnaire did not have every question answered, but listed below are the questions asked and a summary of the various answers received.

I. How are members selected?

Twenty-three of the societies have the candidates apply for membership, eleven
select them by bids, while two use both methods.

2. How many votes defeat a candidate?

In six societies a majority vote defeats a candidate, in six other societies the vote must be unanimous for the candidate before he is elected to membership, while in six other societies there is no voting on the candidate. In four societies one-third of the members can keep out a candidate, in three societies one-fourth of the members, in one society three-fourths, in another any marked opposition, and in two societies each, one-third of the votes cast, two votes, and one-fifth of the members on roll.

In the Virginia Lee Society, Bridgewater College, one vote defeats an honorary application and two votes defeat an active membership application.

In the Graham-Lee Literary Society, Washington and Lee University, the candidate must be passed on by the judiciary board and then passed by a majority vote of the society.

In the Jackson Literary Society, Virginia Military Institute, the open forum method is used. The membership is not limited since the society is for the good of all interested men.

3. Why do you prefer this method?

A. Those that select members by bids.

Two societies consider it the best means of selecting the most capable and interested people. Two more claim that it upholds the standards of the society. One society thinks it fair, another thinks it keeps up interest and puts more life in the society, and another that it is a process of eliminating undesirables. In one society the bid method is used because it is the custom of the society.

B. Those that select members by application.

Seven societies claim it is the most democratic method of obtaining members, two that it keeps out uninterested people, one uses it because it is fair and simple, and two because the best results are obtained this way.

C. Those that select members by both bids and applications.

One society claims this to be the most democratic method, while another holds that the most satisfactory results are obtained by this means.

Hampden-Sidney College and Randolph-Macon College each requires of each applicant for a bachelor's degree at least one year's training in literary society work.

At Harrisonburg State Teachers College the Alpha Literary Society was established for the purpose of training girls who were sufficiently interested to make application for membership. At least one quarter's work in the Alpha Literary Society is required of a girl before she is eligible for membership in any of the other three literary societies on the campus.

4. What are other qualifications for membership?

In sixteen societies any student of good standing who is enrolled in college is eligible for membership, while two societies put only the limitation that the applicant must not have been a member of any other society on the campus.

A. Grades.

Three societies demand only college requirements, six require an average of C, two require an average of C with nothing below C on English, one asks that the student have nothing below C, and another will not accept a student who is on probation.

B. Previous training in college.

To one society only Juniors and Seniors are admitted. One society requires that the student be in college at least twenty-eight days and another society that he be in college one term.

The Lee, Lanier, and Page Literary Societies of Harrisonburg State Teachers College require at least one quarter's training in the Alpha Literary Society before a girl is eligible for membership.
C. Age.
The only requirement in age is the college requirement.

D. Social standing.
The only specific requirement along this line is at Sweet Briar College. Here they ask that a girl take some prominent part in college activities before she becomes a member of the literary society.

5. Is attendance at meetings compulsory?
Twenty-three societies compel the members to attend meetings. This is usually done with the reservation that the members may be excused by the president, when they offer a satisfactory excuse. Ten societies do not require regular attendance at meetings.

At Hampden-Sidney College two-thirds of the meetings must be attended for three years to receive credit on a degree.

In the Maury Literary Society at the Virginia Polytechnic Institute it is required that members attend fifty per cent of the meetings.

6. Is there a fine for non-attendance?
Twenty-two societies charge a fine and eleven do not.

7. How much is the fine?
The fines range from ten cents to fifty cents, but the average fine is around twenty-five cents. For variation in fines see Table I.

In the Hermesian Literary Society at Emory and Henry College the fine is twenty-five cents a roll call. The roll is called at the opening and close of each meeting.

### TABLE I—FINES AND DUES IN VIRGINIA COLLEGE LITERARY SOCIETIES

<table>
<thead>
<tr>
<th>Name of Society</th>
<th>Dues</th>
<th>Fine for Non-Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bridgewater</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victorian</td>
<td>No dues</td>
<td>25 cents (a)</td>
</tr>
<tr>
<td>Virginia Lee</td>
<td>$1 on membership</td>
<td>15 cents (b)</td>
</tr>
<tr>
<td><strong>East Radford</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingles</td>
<td>$1.50 a year</td>
<td>10 cents (a)</td>
</tr>
<tr>
<td>Pocahontas</td>
<td>$1.50 new members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1 old members</td>
<td></td>
</tr>
<tr>
<td><strong>Emory and Henry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calliopean</td>
<td>$5 initiation fee</td>
<td>25 cents</td>
</tr>
<tr>
<td></td>
<td>$2 every five months</td>
<td></td>
</tr>
<tr>
<td>Hermesian</td>
<td>$5 initiation fee</td>
<td>25 cents (c)</td>
</tr>
<tr>
<td></td>
<td>$3 each year</td>
<td></td>
</tr>
<tr>
<td><strong>Farmville</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argus</td>
<td>$1</td>
<td>25 cents</td>
</tr>
<tr>
<td>Athenian</td>
<td>$1 entrance</td>
<td>10 cents</td>
</tr>
<tr>
<td></td>
<td>10 cents a month</td>
<td>10 cents</td>
</tr>
<tr>
<td>Cunningham</td>
<td>90 cents a year</td>
<td>10 cents</td>
</tr>
<tr>
<td>Jefferson</td>
<td>90 cents nine months</td>
<td></td>
</tr>
<tr>
<td>Pierian</td>
<td>$1 initiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 cents a term</td>
<td></td>
</tr>
<tr>
<td>Ruffner</td>
<td>$1.25 new members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>75 cents old members</td>
<td>25 cents</td>
</tr>
<tr>
<td><strong>Hampden-Sidney</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropic</td>
<td>$3 initiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$3 a year</td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td>$3 initiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$3 a year</td>
<td></td>
</tr>
</tbody>
</table>
HARRISONBURG
Alpha .......................... 75 cents a year ............ 25 cents (a)
Lanier .......................... 75 cents a year ............ 25 cents (a)
Lee ................................ 75 cents a year ............ 25 cents (a)
Page ................................ 75 cents a year ............ 25 cents (a)

LYNCHBURG
Platonian ........................... $1.50 per nine months ... 10-50 cts. (usually 25 cts.)
Urania .............................. 20 cents a month .........
Victorian .......................... $1.35 a month ............
Virginian .......................... $2 initiation ............... 10 cents a month ............ 25 cts. (50 cts if on prog'm)

RANDOLPH-MACON
Washington ........................ $4 a year .................. 10-50 cents

RICHMOND
Mu Sigma Rho ...................... $2 a year ................
Philologian ......................... $2.75 a year ............ 50 cents

ROANOKE
Demosthenian ........................ 50 cents per semester ....

SWEET BRIAR
Tau Phi .............................. $1 initiation ..............

UNIVERSITY OF VIRGINIA
Jefferson ........................... $2 initiation ............... $1 for four meetings
Washington ........................ $2 initiation ............... $1 for four meetings

VIRGINIA INTERMONT
Eoline ................................ $1.50 ..................... 25 cents

V. P. L
Lee ................................ $2.50 a year ............. 25 cents
Maury ................................ 50 cents initiation .......

WASHINGTON AND LEE
Graham-Lee ......................... $2 a year ................. 25 cents

WILLIAM AND MARY
Philomathean ........................ $4 a year .................
Phoenix ................................ $1 a year .................

Notes:
(a) If not excused by the president.
(b) When not on program.
(c) For each roll call. The roll is called at the opening and close of each meeting.

8. How much are dues?
The initiation fee runs from fifty cents to five dollars and the regular dues per year range from seventy-five cents to four dollars, while two societies have no dues at all. For specific dues see Table I.

9. What are the dues used for?
The dues are generally used for the general upkeep of the society. Other things for which they are used are support of college paper, support of college membership in Virginia Oratorical Association, to help send
delegates to Blue Ridge Conference, representation in college annual, and dues to Intercollegiate Debate Council.

10. Is there a course of study made out for the entire year?

Only seven societies have courses of study made out for the entire year and only three have them made out for one quarter.

11. Is there a general theme running through the programs for the entire year?

Eleven societies have their programs planned in this way. Two societies have general themes for one quarter. One society is striving for this, but as yet has not been able to establish it as a custom.

12. How do members respond to programs? (Check one.)

Enthusiastically—Twenty.
Indifferently—Seven.
Poorly—One.

Eight presidents added the note that their members responded half way between enthusiastically and indifferently.

13. How do visitors respond to programs? (Check one.)

Enthusiastically—Eighteen.
Indifferently—Seven.
Poorly—One.

No visitors are allowed to attend the meetings of four societies.

14. May I have a copy of a typical program?

See Table II, which follows:

TABLE II

**TYPICAL PROGRAMS OF THE LITERARY SOCIETIES OF THE COLLEGES OF VIRGINIA**

**BRIDGEWATER COLLEGE**

*Victorian*

I

Story
Current events
Essay
Reading
Music

II

(Musical Program)
Song by Society
Piano solo
Violin solo
Orchestra
Duet

III

A debate once a month on some present day question.

*Virginia Lee*
Orchestra—two selections
Origin of Valentine
Pantomime—"Annie Laurie"
Declamation
Vocal solo

**EAST RADFORD STATE TEACHERS COLLEGE**

*Pocahontas*

I

"Red Skin Maid"
Devotionals
"Indian Love Song"
Piano duet
"Hiawatha's Melody of Love"
(dramatization)
Pocahontas reviews work of society
Talk—"Our Vision"
War dance

II

Society song
Devotionals
Discussion of the work of the State Legislature
Duet
Reading
Piano solo
Debate
Dance—the minuet

**EMORY AND HENRY COLLEGE**

*Calliopean*

Extemporaneous speech
Declamation
First oration
Debate
Final oration

*Hermesian*

Reading
Declamation
Debate
Oration

**FARMVILLE STATE TEACHERS COLLEGE**

*Cunningham*

Pledge service
Valentine story
Valentine poem
“The Origin of St. Valentine’s Day”

**Hampden-Sidney College**
*Philanthropic*
Declamations
Essay
(Sometimes an open forum is held)

**Union**
Declamations
Essays
Debate

**Harrisonburg State Teachers College**
*Alpha*
Study of children’s literature
Brief summary of the high spots in the life of Joel Chandler Harris
Dramatization of:
“How Mr. Rabbit Was Too Sharp For Mr. Fox”
“Mr. Rabbit Nibbles Up The Butter”
“Mr. Rabbit Finds His Match at Last”

**Lanier**
Book review
Vocal solo
Play review
Piano solo
Book review
Open forum

**Lee**
Review of Mary Johnston’s Life
Piano solo
Characteristics of Mary Johnston’s works
Review of “To Have And To Hold”
Extemporaneous speech: “The Charm Of Mary Johnston As A Novelist”

**Page**
The humorous side of Thomas Nelson Page
Reading: “The Proposal”
Dramatization of “The 1926 Version Of Lochinvar”
Page Song

**Lynchburg College**
*Platonian*
Biography of Robert Frost
Selections from Robert Frost
Estimate of Frost
“The Mind In The Making”—James Harvey Robinson
Extemporaneous numbers

**Urania**
Scottish literature
A Scottish reading

**Randolph-Macon College**
*Washington*
Oration
Essay
Declamation
Debate

**Roanoke College**
*Demosthenian*
Reading
Declamation
Current events
Extemporaneous speech
Oration
Debate
Essay

**University of Richmond**
*Mu Sigma Rho*
Current events
Declamation
Reading
Debate

**University of Virginia**
*Jefferson*
(centennial celebration program)
Organ prelude
Invocation—Rev. W. K. Smith
The President of the society—Mr. Fred H. Quarles, Jr.
Organ selection
The President of the University—Dr. Edwin A. Alderman
Organ selection
The Guest of Honor—Senator Oscar W. Underwood
Organ postlude
Prof. Harry Rogers Pratt at the organ.

**Washington**
Cleopatra
“The Intimate Papers of Colonel House”
Debate
17. What is the big aim of the society?

Here the greatest variation in any answer was shown. I am quoting some of the outstanding aims.

"The big aim of our literary society is to train in efficient writing and public speaking." Philologian Society, University of Richmond.

"The big aim of the society is the end of personal improvement and mutual benefit through development of mental, moral, and social faculties." Virginia Lee Society, Bridgewater College.

"The big aim of the society is to develop leadership that will help our girls make successful leaders in whatever phase of life they undertake." Ingles Society, East Radford State Teachers College.

"The big aim of the society is to give its members an opportunity for training along literary lines. It tries to supply the needs in a college girl's life that are not met otherwise. It gives the members an opportunity to express themselves and encourages them in the development of originality." Pocahontas Society, East Radford State Teachers College.

"The chief aim of the society is to develop within the student the powers of thought, reason, or imagination he may possess; it is to develop within him the latent fires of oratory and eloquence, to give him free scope in debating, to develop within him the art of public speaking that he may be able to think and express himself clearly on his feet before an audience." Hermesian Society, Emory and Henry College.

"The big aim of the society is intellectual improvement, social enjoyment, and a knowledge of parliamentary usages." Ar- gus Society, Farmville State Teachers College.

"The aim of this society is to foster interest in current literary topics and to give each member an opportunity for self-expression." Athenian Society, Farmville State Teachers College.
“The aim of our society is to foster interest in and an appreciation of the best literature, to encourage initiative and leadership among the students.” Cunningham Society, Farmville State Teachers College.

“1. To prepare teachers to organize literary societies.

“2. To make a study of literary types.” Jefferson Society, Farmville State Teachers College.

“The big aim is to encourage and promote literary excellence among the members of this society.” Pierian Society, Farmville State Teachers College.

“The big aims are to develop leadership, a taste for literature, public speaking, and foster school spirit.” Ruffner Society, Farmville State Teachers College.

“For a B. S. or B. A. degree, the college requires each student to take an active part in at least one year's literary work. If working only for this credit the student may either declaim, debate, do essay work, or orate. If, however, he desires to work for two hours’ credit on his degree, he must take part in three year's work in the literary society. This means he must declaim, debate, and do essay work in his freshman, sophomore, and junior years, respectively. Or, if he starts work his sophomore year he may debate, do essay work, and orate.” Philanthropic Society, Hampden-Sidney College.

“The aim of the society is to train girls who will later become members of the other literary societies on the campus.” Alpha Society, Harrisonburg State Teachers College.

“The aim of the society is to further literary standards of the school.” Lanier Society, Harrisonburg State Teachers College.

“For the promotion of general interests in literary culture, and for our mutual advancement in practical literary work.” Lee Society, Harrisonburg State Teachers College.

“The big aim of the society is to train its members in public speaking and to create sportsmanship of a high standard.” Page Society, Harrisonburg State Teachers College.

“ . . . . believing that the future of our country depends largely upon her young men, and believing that the training afforded by a literary society can have much to do with equipping them for citizenship, we do band ourselves together . . . . . . ” Platonian Society, Lynchburg College.

“The aim of the society is to help cultivate our intellects, and improve our talents in such a manner that we may meet the requirements of society, grasp the opportunities of life, develop character and manhood, secure happiness, and promote the general welfare of man by becoming proficient in reading, debating, composing, declaiming, public speaking, and oratory.” Virginian Society, Lynchburg College.

“Individuality, originality, promptness, loyalty, and sincerity are the things which Victoria tries to give to each member.” Victoria Society, Lynchburg College.

“The aim is to promote interest in art, literature, and science and encourage achievement in each.” Tau Phi, Sweet Briar College.

“The aim of the society is to try to stimulate an intellectual curiosity among the students and give the men a chance to attain the necessary oblivation of ego—so requisite to the development of the real speaker.” Jacksonian Society, Virginia Military Institute.

“We . . . . . do declare ourselves an association for the mutual improvement in elocution, composition, and in debate, and for enlarging our general information, in the pursuit of which objects, we desire to maintain a due consideration for the opinion and feelings of others, to maintain a perfect command of temper in our intercourse, and to seek for truth in all our exercises.” Maury Society, Virginia Polytechnic Institute.

It is evident that the aims of the societies meet the needs of the special groups of stu-
A STUDY OF ANNUALS IN VIRGINIA COLLEGES FOR WOMEN

TO NINE Virginia colleges for women the following questionnaire regarding their 1925 annuals was sent:

QUESTIONNAIRE

1. Name of your annual ........................................
   Name of college ........................................

2. By what college organization is your annual published? ........................................
   (Class, society, fraternity, student body)

3. How many members in all are there on your annual staff? ........................................

4. Designate the division of the staff according to kind of editors and business managers ........................................

5. How is the staff elected? ........................................

6. Give the names of the various books or divisions of your annual ........................................

7. Which book is usually given the most space? ........................................

8. What did the engravings for last year's annual cost? ........................................

9. Who was your engraver? ........................................

10. What did the printing and binding cost? ........................................

11. Who was your printer? ........................................

12. What price did you charge an individual for an annual? ........................................

13. Did clubs and classes pay for representation? ........................................
   How much did they pay per page? ........................................

14. How many pages of advertisements did you have? ........................................

15. What price do you charge your advertisers? ........................................
   1 page ........................................
   ½ page ........................................
   ¼ page ........................................
   ⅛ page ........................................
   card ........................................

16. Do you present any programs during the year to raise money? ........................................
   If so, what? ........................................

17. Does the annual staff have regular meetings? ........................................
   If so, when? ........................................

18. What part does the faculty take in your annual? ........................................

19. Do you have an adviser? ........................................

20. At what time did last year's annual go to press? ........................................

21. When did you distribute them to the students? ........................................

22. Does the editor receive academic credit for work on the annual? ........................................
   If so, what credit? ........................................

23. Do you consider the annual a worth-while activity? ........................................

The number was restricted in order that

KATHARYN SEBRELL

More than 1,500 students in the University of Wisconsin have taken work in journalism since the introduction in 1905 of the journalistic course.
ranged from $45 down to $5. The plan followed by Farmville seemed the best of those given. They charged $5 for a printed page, $11.75 for a page with one-half page picture, and $17 and $18.75 for a page with a whole page picture.

All of the annuals used advertisements as a source of income. The number of pages varied from 4 at Westhampton to 26 at Lynchburg and Fredericksburg. The prices varied to a large extent, some charging as much as $50 a page, while one charged as low as $15 a page. Table V gives all of this information.

### TABLE V—NUMBER OF PAGES OF ADVERTISEMENTS AND PRICES CHARGED

<table>
<thead>
<tr>
<th>Annual</th>
<th>I</th>
<th>1/2</th>
<th>1/4</th>
<th>1/8</th>
<th>Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argonaut</td>
<td>$45.00</td>
<td>$25.00</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Battlefield</td>
<td>$15.00</td>
<td>$10.00</td>
<td>$7.00</td>
<td>$5.00</td>
<td>$2.50</td>
</tr>
<tr>
<td>Beehive</td>
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<td>$15.00</td>
<td>$10.00</td>
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<td>$12.50</td>
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<td>Schoolma’am</td>
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<td>$15.00</td>
<td>$9.37</td>
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<td>$25.00</td>
<td>$18.00</td>
<td>$10.00</td>
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<tr>
<td>Tower</td>
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<td>$15.00</td>
<td>$7.50</td>
<td>$3.75</td>
<td>$1.87</td>
</tr>
</tbody>
</table>

a. One inch.  
b. One-third page.  
c. Space sold by Tower staff only.

Another means of raising funds is that of presenting programs which take various forms. Only three of the colleges give any such programs. The staff at Fredericksburg stages an elaborate musical comedy each year, usually in April. They call upon the students in the college to help: the art department to design the costumes, the physical education department to help with the choruses, and the dramatic club to aid with the play. Sweet Briar also gives a play.

The staff at Harrisonburg always gives a Christmas Bazaar. Each student in the college is requested to give a piece of handwork and an article for the grab-bag. Besides these, Japanese articles, candy, and other refreshments are sold. In 1924 calendars of the college were sold. The staff also presents one or two movies during the year.

### FACULTY ASSISTANCE

In each case except three the staff has a faculty adviser, but judging by the answers in the questionnaires, these advisers help only when asked; the annual is, therefore, a student publication. This has many advantages, since it places the responsibility on the students, gives them a greater pride in their work, and thus broadens their opportunities. Of course, it is to be understood that a friendly relation exists between the staff and the faculty and that help is forthcoming when it is needed.

### DISTRIBUTION

February 15 was the earliest date at which any of the annuals went to press. Others went as late as May 1. A point to be remembered is that the ones which were latest in going to press represented a larger part of the school year. The earlier ones left out events such as May Day festivities which would appear in the annual in the following year. The annuals were delivered and distributed in May in several colleges, but the majority were distributed the first of June. Thus the annuals became a big event in Commencement.

### CREDIT

No college gave academic credit to the editor-in-chief. This is a debatable question, since the editor spends so many hours on the work. Still it is believed by most of the editors that the benefits derived from
this responsibility will greatly overbalance the weary hours spent on it.

Values

The questionnaire included a question concerning the values of the annual. The content of the answers by the editors may be summarized by giving the points presented by the editor of The Virginian. It was as follows: "It leaves something worth while to the college"; it acts as a memory book to the students; it gives the members of the staff an opportunity to display their creative, artistic, literary, and business abilities; and it "makes school life more interesting."

Summary

This study of annuals has covered a narrow sphere, but I have tried through it to present a general view of annuals in regard to organization, division, finances, faculty assistance, distribution, academic credit, and values.

Thelma Eberhart

A PLEA FOR PHYSICS

It is the purpose of education to contribute as much as possible toward social progress, and in order to do this it must give a practical, as well as a theoretical, knowledge of the things which are vital in social life.

Among the many courses in the curriculum there is one which, to my mind, stands out as the immediate channel through which this purpose can be brought to a realization. This subject is science. Youth seeks an explanation of life in all of its phases; and as life is permeated with, and influenced by, science, we may let this explanation come through science and be a true one. Man, because of his grasp of science, has subdued the forces of nature, has freed the mind of superstition, and has furnished himself with methods which ultimately aid him in solving the more complex problems of life and society. But science must not only result in economic advantage; it must also create a broader knowledge and vision, and an appreciation of life's values, to be obtained in no other way.  

It is my purpose to treat a special subject in the field of science so as to bring out its practical value toward the advancement of social progress. This subject is physics. I have chosen it because I feel that in past years in the teaching of physics, the emphasis has been more on the theoretical side with little notice of its practical application to real life situations. I do not mean to imply that the theoretical is less important and should be neglected, because it should not. It is very important and essential, but the practical should not be crowded out by the theoretical. Interest is the basis of all thorough study, and this can better be gained through a study of the practical side of physics.

A study of physics is necessary to the well rounded education of both the boy and the girl, because it is not only an exceedingly valuable subject in itself, but it contributes to social progress by modifying the physical circumstances of one's environment, by revealing some of the conditions and processes to which life is subject, by helping to prepare individuals for living, and by training in the skillful use of objective materials.  

A practical study of the subject enriches the life of the boy in that it teaches him to understand the mechanics and operation of the vast amount of machinery common to him in everyday life, and thus makes him more independent in that field. It gives him an insight into the forces of nature and enables him to better understand the great phenomena about him. It stimulates him to do research work in the field of science—one thing that America needs to consider in the education of its youth. Can a boy, today, afford to go through life and not understand the underlying principles of the

1Rusk—How to Teach Physics, p. 34.
mechanics of his automobile; the wonders of his radio; the marvelous achievements of communication revealed in the telephone and telegraph; the structure and operation of the great steam locomotive, and the power of steam to operate this vast machinery; the far-reaching power of electricity as it is manifest in electric lighting systems, heating appliances, and numerous other forms; the great power and extensive use of water, and how it is supplied to the necessities and comforts of life; the phenomenon of heat and all that includes; moving picture machines; the underlying principles of our naval and air machinery; and all the common farm and home equipment which aids in making life more worth while? There is hardly a class in the curriculum which has a wider appeal to the youth of today than has an intelligent study of physics.

There seems to be a current idea among girls that physics was made for boys and that it has no place in the life of girls. This is an erroneous idea which has for some reason permeated their minds, and it must be eradicated, because girls cannot afford to miss the opportunities offered to them through a study of physics. It is almost, if not quite, as practical for the girl as for the boy, because it teaches her how to plan a home on a scientific basis, with due consideration for lighting, heating, and ventilation. In order to do this efficiently she must have a clear idea of reflection and refraction of light, the phenomena of heat, gases, and liquids. The intelligent use of the various appliances in and around the home also demands an intensive knowledge of physics. The principles of physics are applicable to the use of the camera, the radio set, the care and use of the piano, electric iron, toaster, and stove. Can a girl be educated and not have a sound understanding of these interesting problems?

Physics, which many years ago was only a theoretical science, has today come to be a necessary part of the mental equipment of every intelligent citizen. Because the study of physics is of great importance to all high school pupils, I have prepared a questionnaire relating to the subject and have sent copies of it to seventy-five representative high schools in Virginia. With the results of these at hand, I feel that I shall be able to show wherein and why the study of physics has been neglected, and to offer suggestions for improving the situation. The following represents a tabulation of the results of the questionnaires:

Number of high schools interviewed ..........75
Number of high schools returning questionnaires ..................40
Number of schools offering a course of physics....17
Number of schools not offering a course in physics ..................23
Number of schools offering physics every year ..10
Number of schools alternating ................. 7
Textbook used—Millikan and Gale .......... 17
Manual used in laboratory work ...yes 16—no 1
Physics a required subject ...............yes 3—no 14
Number enrolled in physics courses
    boys 234—girls 72
Number beginning physics and later discontinuing it ....boys 28—girls 33
Reasons for discontinuing it as given by the instructors
    (1) Lack of mathematics    boys 5, girls 1
    (2) Failed ...... boys 8, girls 0
    (3) Conflicts ... boys 2, girls 1
    (4) Too difficult    boys 5, girls 1
    (5) Left school, boys 8, girls 1
    (6) Disliked ...boys 0, girls 1
    (7) Overworked    boys 1, girls 1

Class worked out big problems in applied physics? ............yes 9, no 8

Samples (1) Making radio sets ..........number of schools 1
    (2) Studying local plants .... " " 4
    (3) Studying automobiles ... " " 3
    (4) Examining a heating system .... " " 4

Science magazines available to the class
    (1) Popular Science Monthly number of schools 13
    (2) Science and Invention ... " " 4
    (3) Literary Digest .... " " 1
    (4) Scientific American. " " 7
    (5) National Geographic .... " " 1
    (6) Chicago Engineering ... " " 1
(7) Science " " " 1
(8) Popular Mechanics " " " 2
(9) Mathematics and Science Teacher " " " 1
Number of instructors assigning topics for study in these............. 1
Number not assigning topics for study ................................. 8
Number requiring reports on these topics ............................. 9
Number not requiring reports .............................................. 8
Hard to interest pupils in physics? ....... yes 3, no 14
Laboratory adequately equipped?
   fair 6, yes 7, no 4
Additional apparatus needed—
(1) $500 worth of apparatus
(2) Sound and light apparatus
(3) Radio receivers
(4) Old machinery
(5) Old telephone
(6) Old Ford
(7) Electrical apparatus
Do pupils think physics is of immediate value to them?
   Boys ....... yes 216, no 0
   Girls ....... yes 32, no 31
Some reasons offered by instructors:
(1) Practical applications to life
(2) For engineering
(3) College preparatory
(4) For information
(5) Interested in mechanics
(6) Household applications
(7) Educational satisfaction
Constructive suggestions as given by physics instructors
(1) Emphasize present day needs
(2) Demand better foundation in mathematics
(3) Provide well equipped laboratory
(4) Provide better informed teachers
(5) Associate class work with experience
(6) Tell students interesting facts not found in the text
(7) Make trips to plants and factories
(8) Interest students in the lives of great scientists
(9) Work out practical problems
(10) Make it a laboratory course
(11) Have frequent class demonstrations
(12) Watch for outside principles and apply physics laws to these
(13) State institutions should offer a summer course in the methods of teaching physics
It is a striking fact that so few of the high schools returning answers offer a course in physics. Why is this true? A subject so full of educational value should not be neglected. The child who has ade-
quate training in the physical principles makes a better equipped citizen both mentally, morally, and physically. The manipulation of delicate apparatus, careful and exact experimentation, accuracy of measurement, and all the scientific skills which the pupil develops tend to foster straight thinking and to strengthen the analytical and critical point of view. "No other subject surpasses physics in the scope offered for practice in systematic original thinking and true student-activity." Training in physics emphasizes the fact that truth, alone, counts toward the building up of science; that falsehood not only is valueless in this regard, but actually harmful, since it often requires the expenditure of more energy, which properly used at the beginning would have caused much more rapid advancement. A student of physics appreciates downright honesty.
Physics is also rich in vocational training. One who does not know the applications of the principles of physics is at the mercy of the mechanic, the garage man, or one who has acquired a knowledge of these principles. Not only is this true of the mechanics of physics, but also of other equally important problems—ventilation, lighting, heating, and so on. Physics teaches social co-operation in that it produces a feeling on the part of the pupil that he is dependent on his fellowmen, and they on him, for success in any work. Group work in the laboratory and through big jobs strengthens this feeling considerably. Here he is taught through practice the rudiments of efficient citizenship. This, if nothing else, should be sufficient proof that physics is of the utmost importance to the high school pupil.
It is observed from the questionnaire that considerably more than half of the schools reporting alternate in teaching physics, that is, they offer a course every other year. This is much better than not offering it at all.

2Millis and Millis—The Teaching of High School Subjects, p. 264.
3Millis and Millis—The Teaching of High School Subjects, p. 262.
all, but it is evident that some interest is lost when the subject is offered one year and excluded the next. It may lead one to think that physics is of little importance. There is a need for a course in physics every year in every high school if the subject is to accomplish its task.

Why is it—and I believe this is typical—that the boys taking physics outnumber the girls three to one? It is evident the girl does not realize that physics is of much importance to her. Is it possible to show her that there is a vital relation and immediate connection of the principles of physics to practical living in her case as well as in that of the boy? In order to do this it will be necessary that the relation of the study to the child's environment be emphasized sufficiently well that her interest and enthusiasm may be gained for it.

The majority of the replies reveal the fact that it is not hard to interest pupils in physics, but why do so many begin the course and later discontinue it? Physics is a subject which, when so presented as to arouse the interest of the pupil, attracts him and creates in him a desire to investigate, and to search for the truth in life. And only as this desire is created and developed does he become the broad-minded citizen that he should be. It should be the object of the instructor to create in the pupil a feeling for the need of a knowledge of the subject, because only as he is lead to realize this will he have a desire to pursue it. The most logical means of bringing this about is by the presentation of facts and principles through the consideration of real problems in the pupil's daily life. Investigation in the field of General Science has shown that pupils do not discontinue the course after they have begun it. Is it possible to make this true of physics? Since we have at hand some of the basic reasons why pupils drop out of the course, it seems that we could work toward the elimination of these.

I find that many of the physics classes do not carry out any big jobs or projects in connection with the course. The one definite way to interest a pupil in physics is to let him work out a big problem bearing directly on his daily experiences. Then he sees that physics is practical. There are numerous problems which can be handled in this way, and which will give the pupil a better understanding of physics within that field than he could possibly get in the classroom alone.

It is very encouraging to find that so many science magazines are available to the physics classes. If the pupils are encouraged to read these regularly, and if they become interested, it will certainly help to lead to an appreciation of physics as well as the other sciences.

One great handicap in the teaching of physics is the inadequate laboratory. However, much can be accomplished in the way of overcoming this by having the pupils construct simple apparatus. It is surprising how much they can construct. This not only provides apparatus, but also serves as a means of interesting the pupil in his work. It gives him something concrete and practical to do. A boy or girl appreciates and values something which he makes much more than something that is handed out to him "on a silver waiter," as it were. Science Clubs can often make money to buy some of the apparatus also.

I have learned from the answers to my questions that in a great many of our high schools excellent work is being done in the physics classes, but I have also learned that there is a very great need for improvement in the majority of these schools interviewed. Following the information already presented, I shall make some suggestions for a big unit in physics which may prove helpful to those teaching the subject, either as a suggestion or as a unit to be used.

The purpose of this unit is to reveal to the child his need of a knowledge of physics in connection with a very definite municipal
problem which affects the community as well as the individual.

The instructor may be able to make a direct appeal to the pupil—by asking the question, “What do you consider to be the most beneficial and universal use to which electricity has been put since the time of Franklin?” In all probability the answer will be, “Electric lighting.” Then the question, “Do you know anything about electric lighting?” A few answers will reveal the fact that perhaps the pupils know the general principles, but little beyond that. The instructor may venture farther, “Suppose the lights should suddenly go out in your home one dark night, what would you do?” The answer, most likely, would be, “I would send for someone to fix them.” Then “Wouldn’t you like to know just what made those lights go out? Probably you would be able to fix them yourself.” We trust that the answer would be something to this effect, “Why can’t we study it then?”

I. What the children do.

a. They decide to make a study of the electric lighting system by constructing a miniature system.
1. They make a collection of books and magazines pertaining to the subject, and after leafing through these, set up the following problems:
   a. What makes the light come on when the button is turned?
   b. Where does the electricity come from?
   c. What causes the electricity to flow through the wires?
   d. Why do we use copper wire?
   e. Why does the light sometimes fail to come on?
   f. Of what use is a fuse?
   g. Why is the wire insulated?
2. They determine and make a list of the apparatus necessary for erecting the system.

a. They list the following as necessary:
   Two ring stands and two clamps.
   Two crossbars of wood or glass, each 5 inches long.
   Two dry cells.
   Number 24 copper wire (insulated).
   Two three-volt lamps.
   Battery voltmeter.
   35-ampere battery ammeter.
   Push button.

b. They collect this material.

3. They decide to examine real electric lighting systems before constructing one.
   a. They divide the class into committees and visit different systems in the community.
   b. Each group makes notes and prepares to report to the class his findings.
   c. They visit the power house or a Delco system and report to the class.
   d. They keep a record of all findings which they intend to incorporate in book form and leave for the use of future classes in physics.

4. They set up a miniature electric lighting system.
   a. Using two ring stands as supports, they attach two wooden crossbars by means of clamps. From each end of these they lead two number 24 insulated wires about one yard long, fastening them in small holes at the ends of the bars. They then attach the other ends of these wires to two dry cells connected in series. At the two opposite points they remove, with a knife, the insulation and attach two lamps.
across. They put in a 35-ampere ammeter and a push button between one battery and the crossbar. They push the button and the lights come on.\(^5\) b. They make a diagram of the system to put in their books.

5. They decide to demonstrate and operate a certain number of bulbs.

11. How a short circuit can be remedied.

12. What is meant by a fuse.

13. The meaning of ampere, volt, and current.

14. How a current is produced and the direction in which it flows.

\[\text{Diagram of Lighting System}\]

explain this system to other classes in school especially the science science classes.

II. Information Gained.

a. They learn the essential principles of electric lighting.

1. How electricity is generated.

2. What kind of wire is used and its size.

3. What strength bulb is used and why.

4. How to measure an electric current.

5. How to wire a house.

6. How to connect lamps to the main line.

7. The method of connecting dry cells to obtain the best results.

8. The use of the ammeter.

9. The principle of the electric light bulb.

10. How much strength it takes to operate a certain number of bulbs.

\[\text{Diagram of Lighting System}\]

b. They learn to apply this to the home lighting system.

III. Skills Strengthened.

a. They strengthen the ability:

1. To do extensive research work on a topic, and to organize such material for immediate use.

2. To secure material from companies interested in their line of work.

3. To work efficiently in groups and in committees.

4. To make successful excursions.

5. To make interesting and instructive reports.

6. To secure material not found in the laboratory.

7. To make clear explanations to visitors.

8. To manipulate delicate apparatus.

9. To work out successfully a big problem.

\(^5\)Good—Laboratory Projects in Physics, p. 48.
IV. Ideals Strengthened.

a. They realize more the responsibility of each member in the group to every other member as they work together.

b. They develop a critical attitude toward their work; if the light does not come on they know that they have made a mistake somewhere.

c. They learn to realize that practical problems in life should be met and worked out by each individual; they apply their findings to the home lighting system.

d. They realize that knowledge is a step toward success; they cannot correct the fault in the light unless they know how to find it.

e. They develop an attitude of carefulness and attention in little things; one little mistake in the system may cause the whole thing not to work.

f. They are lead to feel that their knowledge in this field is not complete and to study other problems which branch out from this study; they find that electricity can be used for many other things besides electric lighting.

Practically every problem in physics can be worked out in this way, and by so doing the pupil will develop an interest in the subject and will see that it has an immediate value for him in everyday life. I believe the one hope for physics is through pupil activity in practical problems. In order to carry out this kind of work it is necessary that the teachers of physics be well trained and that they be enthusiastic for the success of the subject.

BIBLIOGRAPHY


Sadie Williams

THE SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES BY TEACHERS OF ENGLISH IN THE HIGH SCHOOL OF VIRGINIA

Within the last few years there has been considerable discussion concerning extra-curricular activities in the high schools. Teachers have been asked to aid and have volunteered their services in trying to encourage and foster certain activities, and English teachers have been given their share of this extra responsibility.

The problem of controlling student activities is a very perplexing one. In some schools the teachers handle these activities completely, “leaving nothing for the students to do. This method loses some of the biggest advantages of school life in that it deprives the students of the opportunity to acquire an actual, first-hand knowledge of the work of public governing bodies.”

In other schools the pupils have almost complete control of these organizations, but this has not proven satisfactory, “as dishonesty, irresponsibility, and lack of training of the pupil” caused the activities which should bring about good results to function otherwise. It has been shown that the co-operation of faculty and students is necessary for


2Reed—“Extra-Curricular Activities in High School.” Virginia Teacher, November 1922, p. 258.
extra-curricular activities to function as they should, and this means teacher sponsorship.

The English course of study for Virginia high schools suggests certain extra-classroom activities which should be encouraged and fostered in the English classes. Among these are included literary societies, debating clubs, student publications, class plays and entertainments, chapel exercises on special days, “Better English” campaigns, contests in reading, speaking, debating, etc.\(^3\)

It is the purpose of this paper to show from replies to a questionnaire sent to English teachers in Virginia what extra-curricular activities are fostered in Virginia high schools, how many of these activities are sponsored by English teachers, and the amount of time required of teachers for this extra work. English teachers should realize their responsibility and should encourage and support extra-curricular activities, but they should not be burdened with too many extra duties if they are to perform their work efficiently.

The information which was obtained from forty replies to the questionnaire which the author sent to teachers of English in Virginia high schools comprises a large part of this thesis.

Literary societies, inter-scholastic contests in reading, debating, speaking, etc., and various forms of entertainments, such as class plays or some similar activity, are in most of the high schools from which replies were received. Among the activities not directly connected with English the most predominant are: class organizations, athletic associations, glee clubs, and orchestras.

Debating and dramatic clubs are sponsored in some of the larger and in a few of the smaller high schools. Three schools reported student publications, but did not indicate what type of publication they were. One of these reported that the student publication was printed in the town newspaper. However, quite a few schools reported that they had certain student publications which include magazines, newspapers, annuals, and advertising of special activities. One teacher reported that they had a weekly page in the local paper in place of having a regular newspaper in school.

Four schools reported chapel exercises, regular but did not indicate whether they were held during a regular assembly period or only on special occasions. Most schools do have a regular assembly period. “Better English” campaigns are conducted in a number of schools.

Table I shows the numerous activities existing in the high schools of Virginia and the number of schools which reported these activities.

<table>
<thead>
<tr>
<th>TABLE I</th>
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<tbody>
<tr>
<td>ACTIVITIES IN FORTY VIRGINIA HIGH SCHOOLS</td>
</tr>
<tr>
<td>Name of Activity</td>
</tr>
<tr>
<td>Literary societies</td>
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<tr>
<td>Debating clubs</td>
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<tr>
<td>Dramatic clubs</td>
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<td>Student publications</td>
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<td>a. Magazines</td>
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<td>b. Newspapers</td>
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<tr>
<td>c. Annual</td>
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<tr>
<td>d. Advertising special activities</td>
</tr>
<tr>
<td>Chapel exercises</td>
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<tr>
<td>a. Regular assembly period</td>
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<td>b. Special occasions</td>
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<tr>
<td>“Better English” campaigns</td>
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<tr>
<td>Inter-scholastic contests in reading, debating, speaking, etc.</td>
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<tr>
<td>Entertainments: class plays, or any other activity directly connected with English</td>
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<tr>
<td>English club</td>
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<tr>
<td>Class organizations</td>
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<td>Athletic associations</td>
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<tr>
<td>Scouts</td>
</tr>
<tr>
<td>a. Boy Scouts</td>
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<tr>
<td>b. Girl Scouts</td>
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<tr>
<td>Musical organizations</td>
</tr>
<tr>
<td>a. Glee club</td>
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<tr>
<td>b. Orchestra</td>
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<tr>
<td>c. Music club</td>
</tr>
<tr>
<td>d. Chapel singing</td>
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<tr>
<td>Student government (partial 1)</td>
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<tr>
<td>Departmental clubs</td>
</tr>
<tr>
<td>a. Reading club (English)</td>
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<td>b. French</td>
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<tr>
<td>c. Latin</td>
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<tr>
<td>d. Civics</td>
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<tr>
<td>e. Science</td>
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<td>f. Commercial</td>
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<td>g. Spanish</td>
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<td>h. Home Economic</td>
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<td>i. Agricultural</td>
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\(^3\)High School Course of Study in English. State Board of Education, Richmond, Virginia. p. 29.
English teachers certainly have a large share in the sponsorship of these various activities. James F. Hosic says: "Probably no other department of a high school faculty is so often called upon to assist in all branches of school activities, save only athletics, as the English department, and although such work often lays an extra burden on shoulders already heavily laden, there is justification for it in the fact that no other work of the school may be so benefited by them." He believes that the school library, literary societies, dramatic clubs, and the school paper, when they are properly developed, are of unquestionable value to teachers of literature.

From the data at hand, it is seen that English teachers also sponsor class organizations, athletic associations, glee clubs, and other clubs and organizations, in addition to the numerous activities directly connected with English.

Different activities which are sponsored by several English teachers are here listed, in order to show what a burden some of the teachers have. One teacher said that she taught Latin in addition to English and sponsored the literary society, debating club, annual, the advertising of special activities, interscholastic contests in reading, debating, speaking, etc., entertainments, class organizations, and 4H agricultural club, and in addition had charge of the regular assembly period. A second teacher supervises literary societies, the newspaper, class organizations, athletic association, glee club, orchestra, student government, certain contests and entertainments, has charge of regular assembly period each Wednesday, and holds a "Better English" campaign during "Better English" week. Another teacher sponsors dramatic clubs, debating club, the newspaper, chapel exercise of special occasions, contests in reading, debating, etc., entertainments, class organizations, the athletic association, Boy Scouts, glee club, orchestra, Girls' Reserve, Girls' Junior Reserves,
agricultural club, and home economic club.

It is not necessary to cite further illustrations in order to show that the English teacher in many instances has an especially heavy load.

From studying these questionnaires, one finds that usually the English teacher in the smaller high schools has the greater responsibility, because if extra-curricular activities exist at all it somehow falls to the lot of the English teacher to sponsor them. In the larger school system the activities are generally distributed among the teachers of the department; thus the extra load of each teacher is lightened.

Table IV shows a variety of activities which are sponsored by English teachers and the number of teachers who reported that they were sponsoring this particular activity.

**TABLE IV**

**ACTIVITIES SPONSORED BY ENGLISH TEACHERS IN FORTY VIRGINIA HIGH SCHOOLS**

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary societies</td>
<td>19</td>
</tr>
<tr>
<td>Debating clubs</td>
<td>7</td>
</tr>
<tr>
<td>Dramatic clubs</td>
<td>4</td>
</tr>
<tr>
<td>Student publication</td>
<td>2</td>
</tr>
<tr>
<td>a. Magazines</td>
<td>5</td>
</tr>
<tr>
<td>b. Newspaper</td>
<td>9</td>
</tr>
<tr>
<td>c. Annual</td>
<td>7</td>
</tr>
<tr>
<td>d. Advertising special activities</td>
<td>2</td>
</tr>
<tr>
<td>a. Regular assembly period</td>
<td>8*</td>
</tr>
<tr>
<td>b. Special occasions</td>
<td>7</td>
</tr>
<tr>
<td>&quot;Better English&quot; campaigns</td>
<td>11</td>
</tr>
<tr>
<td>Contests in reading, debating, etc</td>
<td>18</td>
</tr>
<tr>
<td>Entertainments: class plays, etc</td>
<td>26</td>
</tr>
<tr>
<td>Class organizations</td>
<td>16</td>
</tr>
<tr>
<td>Athletic organizations</td>
<td>6</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>1</td>
</tr>
<tr>
<td>Music organizations</td>
<td></td>
</tr>
<tr>
<td>a. Glee club</td>
<td>5</td>
</tr>
<tr>
<td>b. Orchestra</td>
<td>3</td>
</tr>
<tr>
<td>c. Chapel singing</td>
<td>1</td>
</tr>
<tr>
<td>Student government</td>
<td>2</td>
</tr>
<tr>
<td>Junior League</td>
<td>3</td>
</tr>
<tr>
<td>English club</td>
<td>1</td>
</tr>
<tr>
<td>Reading club (English)</td>
<td>1</td>
</tr>
<tr>
<td>4H Agricultural club</td>
<td>2</td>
</tr>
<tr>
<td>Librarian</td>
<td>2</td>
</tr>
<tr>
<td>Library organization</td>
<td>1</td>
</tr>
<tr>
<td>Social activities</td>
<td>1</td>
</tr>
<tr>
<td>Community League</td>
<td>2</td>
</tr>
<tr>
<td>Junior Red Cross</td>
<td>1</td>
</tr>
<tr>
<td>Parent-Teachers Assoc.</td>
<td>1</td>
</tr>
<tr>
<td>Civic League</td>
<td>1</td>
</tr>
<tr>
<td>Home Economic club</td>
<td>1</td>
</tr>
<tr>
<td>Girls' Reserve</td>
<td>1</td>
</tr>
<tr>
<td>Girls' Junior Reserves</td>
<td>1</td>
</tr>
</tbody>
</table>

From the collected data it is shown that the principal in the majority of cases selects the sponsor. Some replies indicated that teachers were selected for a certain activity both by students and principal, others that they were sponsoring an activity because they had volunteered their services and had been chosen by the principal to do so. There is still a third combination in which the sponsor has been selected by the students and by volunteering her services.

Table V indicates how sponsors were selected and the number of teachers selected in each way.

**TABLE V**

**METHOD OF SELECTION OF SPONSORS FROM AMONG ENGLISH TEACHERS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Selected by Students</th>
<th>Selected by Principal</th>
<th>Volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary societies</td>
<td>6</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Debating clubs</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Dramatic clubs</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Student publication</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Magazine</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Newspaper</td>
<td></td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>c. Annual</td>
<td>3*</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>d. Advertising special activities</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Chapel exercises</td>
<td>8*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Better English&quot; campaigns</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Contests in reading, debating, etc.</td>
<td>3</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Entertainments: class plays, etc.</td>
<td>7</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Junior League</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class organizations</td>
<td>6</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Athletics</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glee club</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Orchestra</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapel singing</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student government</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading club (English)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English club</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-H Agricultural club</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>Library organization</td>
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<td>1</td>
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</tr>
<tr>
<td>Social activities</td>
<td>1†</td>
<td></td>
<td>1</td>
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<tr>
<td>Community League</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Junior Red Cross</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Parent-Teachers association</td>
<td>*†</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics club</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Girls' Reserve</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Girls' Junior Reserves</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Recommended by publication board, 1.
†Same teacher.
*†Members of organization, 1.
Mr. Paul W. Terry makes this analysis of reasons for selection of teachers for outside activities:

1. Special fitness
   a. Training
   b. Previous experience
   c. Liking for work
2. Accidental reasons
   a. Some teacher had to do it
   b. Request of principal
   c. Do not know

In order that the situation may be improved and that teachers may not be given work for which they are not fitted, Mr. Terry makes several suggestions: "First, before making assignments for the year (or better, before the new teachers have been selected), the principal should study from adequate records and in other ways the aptitudes, training, and experience of the members of the teaching staff in reference to extra-curricular activities work with the same care which he uses in regard to their relation to the subjects of study. Every effort should then be made to find for each activity the teacher who is best prepared to sponsor it and, as far as possible, not to assign teachers to activities which they are not prepared to direct. Second, teachers themselves should be encouraged to study their interests and abilities with a view to discovering and taking charge of the extra-curricular work which they are best fitted to manage."

Do Mr. Terry's suggestions apply to the selection of English teachers in Virginia? The information which the author has seems to indicate that because they are English teachers certain activities naturally come under their supervision. Some say that they have been selected because of experience, training, and interest. These are some of the replies which were received to this question.

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7Ibid., p. 104.
the most available persons. A few did not answer the question.

And from these replies, my material naturally divides itself into two divisions similar to the divisions mentioned by Mr. Terry, namely, because of special fitness and because it just happened.

The amount of time spent by English teachers on extra-curricular activities varies so much that the number of hours which they really devote to this work cannot definitely be stated. A number of teachers reported that they spent at least five hours per week supervising activities. From the statements of the teachers it is shown that they themselves are not able to tell just how much time they do spend on extra-curricular activities. A few statements of English teachers in regard to this matter are here quoted.

The English teacher of Halifax says, "It is hard to estimate the time required for each activity. Most of my so-called rest periods are devoted to some extra-curricular activity and many hours after school as well."

Miss Price, of Williamsburg, estimates that she spends six and a half hours per week, besides two additional hours for each of four weeks on entertainments; then she adds "these 'Hours per Week' may not be accurate, but I estimated as closely as I could. So much of this work I do at odd minutes during my school day from 8:45 to 5:30."

Miss Wagstaff, of Floris Vocational High Schools, spends fifteen minutes daily for regular assembly period, six hours each week during the two months they are practicing the Senior play, five hours per week during fall and spring on athletics, besides other work. In a letter which she inclosed with the questionnaire, she made this explanation: "The five hours a week I entered under athletic associations are spent in supervision of athletics and not meetings; probably not more than thirty minutes a month is used in the meetings themselves. It is almost impossible to estimate the time spent working on committees for the athletic association. Most of the supervision of athletics is done at noon and recess, though some is done during vacant periods." She also sponsors the Community League; this work, she says, "is usually done at recess periods and during any vacant periods which both the children and I have vacant. This work takes a considerable part of my time."

Miss Deisher, of Scottsville, reports that she spends three and a half hours per week on literary societies and student publications, and often as much as twelve hours per week on class plays.

The English teacher of Norton High School states that she cannot give any very definite idea of the amount of time spent on activities, and she is not sure that her estimates are correct. According to her report she averages two hours a week on the school magazine, three hours weekly for ten weeks on the annual, and two hours per week for four weeks on inter-scholastic contests.

The number of meetings held in these various organizations and the time at which they are conducted vary. Most of the schools report two meetings per month for literary societies and during a regular school period, although there are some schools which hold weekly meetings, which are sometimes conducted outside of the regular school period. The debating clubs are weekly, bi-monthly, and monthly; and some are conducted during the school period while others are after school hours. Dramatic clubs are monthly affairs and the interscholastic contests vary, some being weekly, others monthly, while one school reported that they held a contest once a year in which all schools of the county compete. The number of entertainments during the year is very irregular. Most of these are given outside of school hours.

Class organizations have daily, bi-monthly, and monthly meetings, and about half of the schools reported these meetings in a
school period, while the others indicated that they were not at this time. The frequency of the other activities and the time of their meetings differ just as has been the case of these which have been mentioned.

Thus far we have noted the extra duties which the English teachers of Virginia high schools have placed upon them. What rewards does the teacher receive for these extra-curricular activities?

Belting says that teachers "should be given a sufficient amount of time to supervise the extra-class organizations, and receive part of their salary and promotion because of successful performance in this sphere of activity." Is this true of our English teachers?

Terry suggests rewarding sponsors of extra-curricular activities, and also lists the activities for which teachers are given reduction in teaching load or additional salary. How are Virginia teachers awarded? Here are some of the answers that English teachers gave to this question. One says that the teachers in her school who sponsor activities have the same number of classes as those who are not connected with extra-curricular activities, and the salary is the same for both.

A teacher of one of our larger high schools made this comment: "I am given neither reduction in teaching load nor additional salary. I teach five classes per day and supervise the entire English department. We had regular meetings when necessary for the good of the department. I receive $100 per year for supervision of the English department."

"I'm sorry not to be able to use either (a) or (b). I think this is a reflection on 'somebody' in our school system." By (a) and (b) this teacher means that she is given neither a reduction in teaching load nor additional salary. She is sponsoring nine activities.

This is the reply of another teacher: "I am teaching four classes of English in high school, also the first year of Latin in high school, and sponsoring literary society work, interscholastic contests, senior play, and other literary work for commencement. No reduction is made in my teaching load, nor is my salary increased."

All activities are "additional to teaching load. Must cut classes or make some subterfuge in order to carry on both classes and extra-curricular activities." This is the remark made by another English teacher.

Four teachers reported a reduction in teaching load for literary societies, one for newspaper, two for annual, and two for plays or entertainments. Ten said that they received neither a reduction in teaching load nor additional salary, and eighteen teachers did not answer the question. From this, one naturally draws the conclusion that they receive no extra compensation for their work.

Terry says that "teachers are not different from other people in that the work which they do is determined in large part by the compensations which they receive. Teachers do the work of the classroom with a view of obtaining superior standing in the principal's annual rating or with the hope of winning promotion to department headships, assistant principalships, etc., or with the expectation of earning increases in salary. These and other rewards are made available to teachers because administrative officers feel that thereby better work will be encouraged. The extra-curricular side of the teacher's work needs special attention from this standpoint." From the remarks that the English teachers have made, it seems that they thoroughly agree with Mr. Terry's opinion.

In studying these questionnaires, it is clearly seen that the English teachers' load...
is unusually a heavy one, and especially is this true in the smaller high schools in which there are a great number of extra-curricular activities. Principals and students have the idea that because she is the English teacher she should be able to help with almost any type of activity that may be fostered in the school.

A teacher who is supervising six different activities which include literary society, debating club, magazine, interscholastic contests, athletic association, and chapel singing, adds: “My experience has been that English teachers are automatically assigned such positions. The general trend of thought is that teachers of English can do anything.”

One of the teachers of John Marshall High School says: “I have been here only three years, so naturally I have not had so much outside work to do. While I was in a small high school I had charge of every activity there with the exception of boys’ athletics. It is certainly true that the average English teacher has all of the outside work thrust upon her with no extra pay. . . .”

These are the statements of another teacher: “I am teaching in a very small high school. This is my first year teaching English. I was not sponsor of the literary society, but I have been helping and directing debates, contests, and numbers for programs. Students come to me for advice because it is more the duty of the English teacher. Here is where you can actually see the practical application of your teaching. It is the laboratory work of the English teacher. I find that the English teacher has almost more than she can do efficiently. I have done quite a bit of League work . . . The English teacher must be an example of leadership to have good results. . . .”

Replies indicate that English teachers wish to share the responsibility which is added by extra-curricular activities, but they do not think that they should be given more than their share.

A large number of Virginia English teachers are overburdened with the regular classroom work and extra-curricular activities. They do not wish activities to suffer; they want them encouraged and fostered. But the school should reward sponsors for this extra work and thus show that their services are really appreciated.

Mary L. McCaleb

THE IDEAL TEACHER OF COMPOSITION

The teacher of composition who will identify himself with his class so completely that he will write as frequently as possible when his pupils write, will be in a fair way to become the ideal teacher of composition. To share the experiences of the class is the best way I can think of for becoming not only the commander but also the real leader of the class. In all great enterprises the real leaders have been the sharers of human experience. No way yet has been found whereby one can attain to real leadership except by coming into direct and immediate and friendly contact with those whose minds he seeks to influence.

We teachers, likewise, need to come down from our high places and to identify ourselves with the pupils in our classes. The sharing of experience does not involve any loss of dignity or of real authority. On the contrary, it puts our authority where it belongs—upon the basis of merit and of worth.—Supt. Thomas Warrington Gosling, former President of the National Council of Teachers of English.

Five demonstration schools are maintained in Santa Barbara County, Calif., where best methods under trained teachers are in actual practice. Each elementary teacher is allowed this year two days to visit these schools and to observe the work, and the time is counted as part of the five days given teachers by law for institute work.
OREGON STUDENTS MAKE REPORT

On their own initiative a group of students at the University of Oregon have completed a report on the status of intellectual life on the campus, reports the New Student. The committee was headed by Edward Miller, editor of the Daily Emerald, which sponsored the work. A student questionnaire and discussion with the faculty and leading students elicited the data upon which it is based.

Much attention was paid to admission requirements in the report. This is a sore point in state higher education, obliged as the university is to accept almost indiscriminately those who knock at its doors.

The following description of conditions on the Oregon campus is a part of the report:

"Turning now to conditions as we find them at Oregon, the committee believes that the University of Oregon is today a good, average, commonplace, unobtrusive member of the family of state universities in the efficiency with which it educates its students, neither particularly good, nor particularly bad. We believe that the University of Oregon is suffering from ailments characteristic of the large mass of American colleges, but while misery loves company, the defects of any one educational institution are not the less serious by virtue of their widespread prevalence.

"We believe, quite frankly, that the university atmosphere is not intellectually vitalizing; that scholarship, the essence of education, is not the coveted goal of the mass of students.

"We believe that the widespread diffusion of interest which prevails among a majority of the students is a factor which tends to lower the scholastic achievements of the average student. We are convinced that far too much time and energy is spent in the distractions of student activities and in the whirl of collegiate social life, and that as a result there is insufficient opportunity for constant concentration on genuine intellectual activity.

"We believe that the standard of excellence established within the student body has been set too low, and that it tends to emphasize qualities in the individual which are intrinsically of secondary importance. We believe an 'intellectual boycott' which would make the student who merely gets by both uncomfortable and unpopular is decidedly lacking at the university.

"We believe on the other hand that there exists on the campus a distinct tendency to overemphasize grades. The grade sheet and indeed the entire mechanical measurement of intellectual accomplishment has thrown the emphasis upon the means rather than upon the result. We believe that any changes in policy which will focus attention upon the accomplishment rather than the measurement will be well justified."

Following is an outline summary of the content of the student report:

I. Base Premises of Report
   1. Not every student should attend an institution of higher learning.
   2. All capable persons with honest intent should be permitted to attend.
3. Education should build up vigorous mental habits in students.

II. Present Situation
1. Student awakening comes too late.
2. Unworthy student allowed to remain in University.
3. Too much emphasis placed on grades.
4. High school training unsatisfactory.
5. Scholastic condition non-existent.
6. University curricula not correlated.
7. Widespread use of stereotyped methods of instruction.

III. Proposed Changes in Entrance and Grading
1. Prevent unfit from entering University.
   a. Permit student to enter upon recommendation of principal and on grade average.
   b. Permit unrecommended students to take entrance examination.
2. Methods of removing unfit who have entered.
   a. Require definite measure of accomplishment under point system.

IV. Proposal for Freshman College
1. Secure instructors who have wide range of interests.
2. Offer required parallel survey courses in world history and literature, and the sciences.
4. Provide for personal contact between advisers and students.

V. Installation of Honor Group for Upperclassmen
1. Division into two groups.
   a. Grade group with present system of instruction.
   b. Honor group with privileges.
2. No grade system.
3. Optional class and conference attendance.

VI. Faculty Reforms
1. Less inbreeding.
2. Division of teaching and research.
3. Payment of adequate salaries and granting of privileges.
4. Secure tenure of office.
5. More attention to conferences.
6. Admission of students to faculty meetings.

The University of Oregon has published the student report in pamphlet form.

GEORGIA IN LINE

The policy of owning and publishing its own state journal has just been adopted by the Georgia Education Association. The Georgia Education Journal is the name of the new magazine, which will be published at Macon. Its predecessor was called Home, School, and Community and was issued from Atlanta. The executive secretary of the Georgia Association is Kyle T. Alfriend.

ON CANOE-PADDLING BY PROXY

You can give a child nothing that he can keep. All that is truly his is a part of him. Such power as he possesses grows out of himself and the growth of that power is purely his own affair. You can inspire it, you can guide it, but you cannot give it to him. As he is to stand out a man, so must he be born again, and under his own power.

We who have suffered our own growing grieve to see a child agonizing to emerge into life, and often we make the mistake of trying to save him the cost of his soul. We do the hard lessons; we step in between him and the consequence of his conduct; we give him the money he should have earned; we pity him openly when we should have called on his courage and faith. When he fails, we blame him—this child we cheated of his strength.

"What can I do with him? I have given everything to that child and he gives nothing. He is lazy and wasteful. If I try to get him to work, he falls ill. If I try to teach him how to be well, he is rebellious and ill-tempered; if I try to talk to him he
closes his ears. And I did everything for that child."

Everything but stand by and let him have the training life demanded. You can start your acorn in the hot-house, but you must plant the young oak on the hillside so that the mother of us all may weather it into experience and strength.”—Angel Patri, in *McCall’s Magazine*.

A PROGRAM OF EDUCATION WHICH IS SCIENTIFICALLY SOUND

A six-year elementary school should be organized to take care of all the fundamental training of pupils. Following this should be a secondary school six years in length covering what is now covered in the ordinary high school and in the first two years of college. At the end of these twelve years the pupil’s general education should be measurably completed and he should be equipped with the mathematics and languages and elementary science necessary to prepare him for specialized study. At eighteen years of age instead of twenty, he ought to be ready for the advanced professional training which must now wait until he is twenty-two. The six-year secondary school which is thus proposed should not only train its pupils in general lines; it should also select its pupils for various types of advanced work. Thus it should deliver to the professional schools a group of students especially equipped for advanced study.

CHARLES H. JUDD

BOOKS

ONE APPROACH TO LITERATURE


The modern writer of fiction usually invents his plots, but the theme of any story is very, very old. If literature is to reflect life, its numbers must often flow

For old, unhappy, far-off things,
And battles long ago:

And still oftener must it deal with

|some more humble lay, |
|Familiar matter of today, |
|Some natural sorrow, loss, or pain, |
|That has been, and may be again. |

And since

|Most men eddy about |
|Here and there—eat and drink, |
|Chatter and love and hate, |
|Gather and squander, are raised |
|Aloft, are hurled in the dust, |
|Striving blindly, achieving |
|Nothing ........ |

it follows that the number of themes of human life is decidedly small, though an infinite number of special plots and situations may be devised to illustrate them.

In attempting to guide the modern student of literature, authors and teachers divide the great writings of the world according to nations, periods, and literary types. We have, then, the literature of Greece, of Rome, of France, of England, of America, for examples; and in the literature of England alone there are twelve or fifteen periods or ages. Moreover, in the writings of a given nation are found numerous examples of such well-defined poetic types as the epic, the lyric, and the drama, and such familiar prose forms as the essay, the short story, the novel, and others. But these ways of classifying selections leave out of account a very vital principle of relationship, namely, similarity of theme. Works of a particular period may be very unlike in subject matter and spirit, and even two sonnets, or odes, or elegies, or essays, or stories may resemble each other only in certain more or less technical aspects; but identity or even fairly close similarity of theme suggests very near kinship.

Ample recognition of this principle of classification is given in a recently published book, *Literary Contrasts*, by the late Professor C. Alphonso Smith, who until his death in 1924 was head of the Department of English of the United States Naval
Academy. This volume contains twenty-two poems by British and American authors, and twenty-seven prose selections by British, American, and Continental writers.

In the section devoted to poetry, Poe's "The Haunted Palace" is paired with Longfellow's "The Beleaguered City," and Poe's "The Raven" with Rossetti's "The Blessed Damozel." Then follow two treatments of the Greek story of Rhoecus and the hamadryad. Disappointed lovers speak in "Locksley Hall" and "The Last Ride Together." Tennyson's "Rizpah" and Amy Lowell's "Dried Marjoram" appear together; Browning, Emerson, and Arnold give their respective views of old age, and the section closes with a group of poems on the nightingale and the mockingbird.

In the prose part of the book are short stories, essays, and orations grouped under such heads as Habit, Education and Leadership, Translating Homer, Substitutes for War, The New History, The New Biography, The New Poetry, and others.

So dear and pertinent is the editorial comment with which each group of selections is introduced that the volume can not fail to be helpful to the general reader. Its special appeal, however, is to students and teachers of literature, for the unusually fresh and stimulating approach which it provides will doubtless prove highly successful in the classroom.

Though many of the authors represented in the volume have merely happened to treat the same themes, some have made deliberate contributions to contemporary problems of government, of history, and of literature. Indeed, the timeliness of many of the essays is one of the strongest features of the book.

EDWIN F. SHEWMAKE

CHUCKLES IN NATURE STUDY


Most children are full of questions about the plants and animals in their own neighborhood, but it is the fortunate child who has parent or teacher prepared to guide his interest into a permanent love for nature. Even these fortunate ones will enjoy reading Miss Patch's delightful explanations; to the great majority of children the book will open a new world.

Miss Patch has organized her book around a few major principles, or "guide lines" treated in so many varying ways that the child masters them. For instance, all mammals are studied as a class of animals whose mothers have milk for their babies. The resulting unity should do much to clarify the child's thinking.

This organization around a few large topics is in accord with psychological principles; the topics themselves are particularly well chosen, for instance, Fur Coats and Animals that Wear Them; the illustrations really illustrate. But to me the book is appealing because of its subtle humor; it is such a "chuckly" book. As when, in telling that the whale is not a fish, she remarks, "The whale certainly has a fishy look," and "Of course there are plenty of mammals besides whales that can swim. Perhaps you can swim, yourself!" Or when, in dispelling the old superstition about the crawfish biting our toes, she says, "I do not think that a crawfish very often makes this sort of mistake; but it adds to the excitement of wading to expect some such adventure."

KATHERINE M. ANTHONY

FRESH, CONSTRUCTIVE, TIMELY


In the annual grist of professional books, one finds so many disappointments that coming upon Junior-High-School Procedure puts new life into the jaded reviewer. In mechanical get-up, organization of materials, and content, publishers and authors have made a real contribution to the year's
professional literature and to the library of the secondary school staff.

* Junior - High - School Procedure is anything but another theoretic treatment of this new phase of our public school system, because its background is to be found in the fine junior-high-school system of Los Angeles, with which both authors are well acquainted. While the title suggests that the treatise might be largely devoted to methods of teaching, the authors make clear in the preface that its aim is to treat "the best procedure in school organization, administration, supervision, and instruction for the attainment of proposed junior high school objectives."

After defining the junior high school and indicating its general place in the education scheme of a democracy, the author set forth ten definite objectives of junior-high-school education, based on the commonly accepted aims of the bulletin entitled "Cardinal Principles of Education." These objectives are kept constantly in mind not only in discussion of the studies but in admirable chapters on staff organization, guidance, schedule-making, attendance, school exhibits, and so forth.

Two outstanding chapters of the volume deal with the measurement and recording of progress and with the social program. The former sets forth concretely with a wide range of illustrations the newer objective tests, the concept of multiple curricula, self-measurement by pupils, and grading systems. The discussion of the social program—perhaps the best feature of the book—describes plans for the development of citizenship through curricular and extra-curricular activities, and gives nearly thirty pages to illustrations and plans tested out in the laboratory of practice, including citizenship score cards and citizenship creeds.

That third of the book devoted to the different studies includes among the more commonly recognized ones, physical education, commercial branches, and the arts. The attention is directed not so much to special methods as to the listing of subject objectives, suitable tests of achievement, and bibliographies of materials and texts.

For the secondary school teacher, supervisor, and principal, *Junior-High-School-Procedure* will prove a mine of information of tried and psychologically-grounded plans. An abundance of charts, plans, schedules, graphs, and other illustrative materials get over the theory to the reader and suggest unique, common sense ways of directing the development of individual schools. Carefully constructed bibliographies and index add no mean value to the usability of this text, a fresh, constructive, helpful and timely volume.

W. J. Gifford

**OTHER BOOKS OF INTEREST TO TEACHERS**


The typical geographical reader emphasizes the social and economic side of geography. But after all, geography is an earth science, and this set of readers with the emphasis on the geological side should be used widely in order to give the child a well-rounded viewpoint. They are scientifically sound, yet delightfully written.


A basal text for junior high school geography. Because of its freshness of material it is apt to intrigue the interest of the pupil. And because of its emphasis on social content, it is apt to develop in him the beginnings of that wider sympathy which is essential for world peace. Good maps, diagrams, and pictures.


A blank form for a specifically prepared double-entry table. Facilitates study of mental and chronological age of each child in relation to the class.


Sometimes Mr. Taylor is quite formal in his educational theory, but he knows handwriting problems both from practical experience and from thorough study of current experimental literature.

This second book of the Barrows-Parker series "presents only those items in the geography of each part of the country which, because of their outstanding importance, should be known by its young citizens everywhere." Furthermore, the facts used are "chosen with a view especially to developing and illustrating principles." Thus the book achieves the organization around large topics demanded by the educator of today.


A report of a year's work in a school—the Lincoln School of Teachers College—where the curriculum emphasizes first-hand experiences. Particularly valuable because of its clear explanation of how the formal drill subjects were integrated with the program of activities.


While this series considers the various aspects of the reading problem in the intermediate grades, "the emphasis is upon training exercises in study." The books possess the usual merits of the up-to-date silent readers; in addition to this, the work in making questions and outlines is quite distinctive. The Manual offers a brief survey of the psychology of reading as an introduction to the more specific lesson helps.


A series of twenty health lessons for grade children with some supplementary discussion for the teacher.


Since its inception the Francis W. Parker School has attempted to supply an atmosphere in which children's creative powers are released. This—the eighth volume in their Studies in Education—offers a descriptive account of the various creative activities in which their children engage. The pamphlet is well illustrated.


This is a book of special demonstrations given at the American Physical Education Convention, May 12-15, 1926. It deals with the handling of large groups for exhibition purposes, therefore. The materials included reflect both the old and the new ideas in physical education. Some of the best are the dances, pyramids, and tumbling.


Twelve swimming pageants prepared in such form as may be included by the publishers in their loose-leaf plan Physical Education Handbook. They offer new, interesting, and worthwhile material. They broaden the scope of the swimming pool and challenge a wider use of talent. Effective use is also made of the dance. The pageant fills a need and opens an avenue of rich ideas in the swimming world which the instructor will be quick to sense.


If one is interested in marching drills, this pamphlet has a great deal of material.


A challenging discussion of the undergraduates' religion by a man who has taught them both in the pulpit and in the professor's chair.


A syllabus for a first course in principles of education based directly on educational psychology.


A thorough survey of the psychology of reading in non-technical language.


The story of a squirrel family intended for supplementary reading in the first grade. The formal teacher will welcome the introduction of the politeness motif as an opportunity to teach morals and manners; the normal child is apt to react somewhat differently toward it.

News of the College and Its Alumnae

Campus News

Summer school opened with an enrollment of some seven hundred students and a faculty larger than usual. The increased number of students made class organizations possible. Mary McCaleb was elected president of the senior class and Mozelle Powell, secretary and treasurer. The soph-
omore executives were Virginia Jackson, president; Mildred Williamson, vice-president; Nancy Horne, secretary and treasurer.

Caroline Weems directed student government, followed in her absence the latter part of the summer by Ruby Crawford, elected to take her place. Mary Stevenson, vice-president, and Elizabeth Everett, secretary, served the eleven weeks.

Mrs. Sarah Milnes acted as Dean of Women. Mrs. Varner paid the school a visit and started an exclamatory riot with her recently bobbed hair. Leaving the University of Virginia for a short vacation, Miss Cleveland came on a flying visit.

Some of the faculty members have been seeing the world. Miss Clara Turner, Miss Virginia Harnsberger, and Miss Vada Whitesel went abroad for some weeks during the summer. Miss Myrtle Wilson was a member of a tourist party on a trip to California. She was welcomed back as a faculty member the second term. Mrs. Ber nice Varner also visited California, going the Canadian route and stopping at interesting places.

Vacationing suggests its opposite. Some of the faculty went to Columbia University with working in mind, but the big city suggested other things too. Mrs. Althea Johnston, Mrs. Pearl Moody, and Miss Gertrude Greenawalt were the lucky ones.

Play goes with work at H. T. C. too. Mr. Raymond C. Dingledine, chairman of the excursion committee, planned and saw realized the Massanutten Mountain climb, a trip to Natural Bridge, to Shenandoah Caverns, to Grottoes, and an all-day trip to Washington.

Faculty and students co-operated to form the cast and put on an operetta August 4. "King of the Castles" with Betty Everett, Virginia Jackson, and Evelyn Coffman playing leading roles attracted a large audience to the open-air auditorium.

A pageant portraying the settlement of America was given by the physical education department August 12. The story was told in dance, the Negro clog and Spanish dance being features.

Speaking of physical education causes one to remember Miss Kreiner's activity during the warm days. The pool was of course a popular place, and Miss Kreiner successfully put on a swimming meet.

Home talent was often called into use for chapel exercises. Miss Evelyn Coffman, a former student, sang several times. Misses Lucille and Ellen Hopkins repeated a puppet show given first in the training school. Visiting speakers included Dr. Alexander Bondurant, of the University of Mississippi, and the Reverend Mr. Fulton, a missionary to Japan.

A successful summer ended with the commencement exercises in the open-air auditorium Friday, August 27. Six Bachelor of Science degrees were conferred and twenty-nine normal professional certificates delivered. Edna Bonney, Eloise Bowers, Ethel Davis, Nancy Funkhouser, Katherine Powell, and Ruth Tomko received degrees. Dr. J. N. Hillman, President of Emory and Henry College, made the commencement address.

Fall finds a few changes in the faculty. Mrs. Clara Whipple Couryn, Miss Mary J. Holmes, Miss Nancy Collins Powell, Miss Mary G. Venable, and Miss Gladys Michael come as new instructors.

Mrs. Couryn takes Miss Furlow's place as teacher of voice. Mrs. Couryn's home is in Boston; she is a graduate of the New England Conservatory of Music.

Miss Holmes is student assistant in the physical education department. She is a graduate of Chicago School of Physical Education.

Miss Powell also teaches physical education. She has received the B. S. degree from North Carolina College for Women and the M. A. degree from Columbia.

Miss Michael comes from Chambersburg, Pennsylvania, to teach music. She is a graduate of the New England Conservatory.
Miss Venable has Miss Aiken's place in the art department. She has received her M. A. degree from Teachers College, Columbia University.

There have also been changes in the training school faculty. Miss Sallie Blosser, who has been studying at Peabody this summer, is to take Miss Florence Shelton's place as supervisor of science in the junior high school. Miss Bertha McCollum takes Miss Spitzer's place as supervisor in the 2A.

ALUMNAE NOTES

Helen Baber is on the program of the September teachers institute for Loudoun County to make a report on "Teaching Equipment." Her record as a speaker at institutes is well established.

Sadie Williams goes to a good position in the Washington-Lee High School in Arlington County. Under date of August 29 she writes from her old home at Afton, expressing regret that she will not be coming back to Blue-Stone Hill on September 20. She says: "My sister and I have just been on a visit with Clarice Coleman down near Richmond. We had a grand time. We went to Colonial Beach one day and into the Potomac swimming."

Madeline Willis is teaching history and other subjects in the high school at Newcastle, Craig County, Va.

Under date of August 31 Pauline and Elizabeth Callender sent home a line from Philadelphia, saying, "We are viewing the sights and wonders of the "Sesqui"—and enjoying every minute of it."

Lola Felty has been making a fine record since her sojourn here several years ago. Two of her latest achievements were taking the B. S. degree from Columbia University in 1925 and the M. A. degree in 1926.

Elizabeth Harper is teaching again this year at Salem, Va. Lucile Harrison, who also taught at Salem last session, has accepted a position this year at Barium Springs, N. C.

Evelyn Coffman recently returned to her work in the city of Danville. She is only one of a large number of our girls who are teaching in that city.

Under date of August 8 Miss Cleveland wrote from Charlottesville as follows:

"One thing we are very much interested in today is that Sallie Brown is leaving at five o'clock for her mission work in Manchuria. . . . She sails August 14 by the steamship General Grant, Admiral Line, leaving from Seattle, Washington. She expects to be in port two days before the sailing date. . . . She goes through Japan and Korea. After September 1 her address will be 83 Tostovia, Harbine, Manchuria, China."

Miss Cleveland also reports that Annie Lee Jones and Mildred Jones have been making a fine record as students at the University of Virginia—as we should have expected.

And wedding bells will ring. On the evening of September 3 Gladys Hopkins became Mrs. Robert Burtner Strickler; and on the 7th Margaret Switzer and Mr. Hayes Ayres Richardson were married.

OUR CONTRIBUTORS

KATHARYN SERRELL, since her graduation from the State Teachers College at Harrisonburg last June, has become Mrs. C. C. Critzer. She is now living in Washington, D. C., where Mr. Critzer is a teacher.

THELMA EBERHART also received the B. S. degree from the Harrisonburg college last June. She is this fall beginning her teaching experience in the handsome J. E. B. Stuart School, Norfolk.

SADIE WILLIAMS received the bachelor's degree last June and is now teaching at Cherry Dale, Arlington County.

MARY L. MCCALEB is now a senior in the College. She made the study of English teachers' extra-curricular activities under the direction of Dr. C. H. Huffman. Miss McCaleb has had valuable experience as a teacher between her sophomore and junior years.

EDWIN F. SHEWMAKE is professor of English in Davidson College, North Carolina. During the past summer Dr. Shewmake delivered a most entertaining illustrated lecture on Literary Landmarks in England before the students of the summer session.
The recognition of Gregg Shorthand by the public schools of the country is striking evidence of the merits of the system.

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