Virginia Teacher, December 1926

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

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Recommended Citation
Virginia Teacher, December, 1926, VII, 10, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

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THE VIRGINIA TEACHER

December, 1926

THE LESSON PLAN
Katherine M. Anthony

A PUPPET SHOW
Ellen Warren Hopkins Lucile Hopkins

TRENDS IN CHILDREN’S BOOKS

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THAT EVER PRESENT HELP IN TIME OF TROUBLE—

THE LESSON PLAN

The lesson plans presented here were worked out in conference with students teaching in the upper grades of our Training School. But if there is any particular value in them, they will be equally suggestive to teachers in the field. For the real test of a lesson plan is whether or not it can actually be used in the classroom.

For the benefit of the reader the preliminary data and the explanation under each step in the procedure are made fuller than is required of student teachers. For instance, the student teacher would submit the set of pictures with the third plan; her statement under materials would likely be “See pictures and the table giving point and suggested titles for each.”

The steps in the lesson seem to us the main part of the teacher’s thinking in such plans as these. In a discussion plan a main question would replace each step; the explanation would consist of the minor questions to be used in the development of the major, and a statement as to proceedings. This explanatory material enables the supervisor to visualize the student’s intended procedure and thus make constructive suggestions. I find the thinking out of such procedure essential in my own teaching after many years of experience. I do not write it out fully; I jot down the “steps,” or the main questions, making notes under each with a private system of shorthand. We are hoping that this plan form will lead our student teachers to follow the same line of attack.

In order that each plan may have meaning to the reader there is a statement as to what large piece of work it is integrated with. Thus having the daily lessons meet a real need as revealed during the progress of the large unit is one of the most valuable habits the young teacher can acquire. For, once she does this, she and the children see a purpose in each lesson. It is then the natural thing to plan the lesson in terms of what the children will do: solve a problem, learn to state a point tersely, practice on their own errors in spelling, making a chart outlining the main causes of the American Revolution, illustrate a poem, work out a story play. This kind of planning makes it much easier for the teacher and the children to see that each step in the lesson counts, that they get something definite done.

Thus planning lessons in steps or stages in no way limits the teacher’s opportunity to adjust to the situation arising. For it is seldom that the major steps should be set aside; and the minor questions are prepared with the understanding that they are a guide; they are to be used in case the children do not suggest a better way. Of course, the skill with which the teacher can use the children’s suggestions and still get her major problems accomplished is a real measure of her teaching ability.

Because each of these plans is a part of a large unit, there is little subject matter given. Another type of lesson, a discussion or appreciation lesson, would require a fuller statement of subject matter. But even there the fact that the large unit of work contained careful outline of subject matter would greatly decrease the amount necessary in the small plan. It is at the outset of each unit of work that the teacher should
master her subject matter, and that the sup-
ervisor should check on her mastery.

PLAN NUMBER ONE
PRELIMINARY STATEMENT

Grade: Sixth.
Time Allowance: One thirty-minute period.
Large Unit: A campaign involving a series of related lessons aimed at the improve-
ment of the written page.
Small Unit: Correct form in letter writ-
ing. There was no attempt to improve content; this was done at a period preced-
ing the writing of the letter as a separate teaching unit.
Material Used: Each child had in his hand a draft of a letter which he was to send
to a friend. These letters had been care-
fully read by the teacher and the errors tabulated under the heads of penmanship,
spelling, arrangement of the letter on the page, and punctuation of the various parts of the letter. At the bottom of each letter the teacher had written comments concerning each of these four points, numbering them so that all comments for one thing, such as penmanship, could be read aloud easily. The tabulated results showed that the class as a whole need no immediate work in penmanship (two or three children showed need of better habits of using ink); that the spelling errors were also an individual matter (a total of ten errors in a class of fifteen); and that arrangement on the page was mastered (one child’s omission of his margin was the only error). But the punctuation was another story; only three children in the group showed 100% accuracy in an ability that demands mastery. This tabulation concerning errors was in the hands of the teacher on small slips of paper while the lesson progressed, thereby forming part of the material.

STEPS IN LESSON
I. Discussion of Penmanship.
(a) All who had favorable comments were asked to stand. Three children who had made marked progress recently were asked to read their comments aloud. Teacher praised class for submitting a set of papers so easy to read and so attractive in appearance.
(b) The children who needed help in using ink were asked how they would go about making improvement. The class shared in the discussion, various children giving advice as to how to avoid “smeary” paper.
(c) One child was cautioned about her confusion between “m” and “n.” She saw that her spelling errors were really in this case a penmanship problem. She was advised to practice letter forms in spare minutes.

II. Correction of the Spelling Errors.
(a) Children having no errors were asked to stand. Teacher commented on the fact that more than half of the class had perfect scores.
(b) Children having made errors were sent to the blackboard to write misspelled words correctly. They were led to see why they had made the error (faulty pronunciation in more than one case) and how to go about correcting it.
(c) Teacher suggested to pupils misspelling words that they enter them in their individual spelling lists for further study. They were told that later they would be given a second chance to spell these same words.

III. Discussion of Appearance of the Letters.
(a) All children with perfect arrange-
ment were asked to stand. Nothing was said to the one boy who had omitted his margin; the situation was pointed enough.
(b) The class was commended for this accuracy in correct form. They
were told that one absolutely correct performance would not insure mastery; that they would have to make sure that they had formed the habit.

IV. Teaching of Correct Punctuation for Letter Forms.

(a) The three children with perfect work were sent to the blackboard to copy it. They were cautioned that they must be very careful; this was in order to build up the idea that such a skill as correct letter-forms is acquired only by constant care.

(b) The other children were asked to copy the incorrect parts of their letters; the teacher passed among them, checking their work.

(c) The children discussed the work on the blackboard. Since the class errors had centered around the complimentary close, this was given special attention.

(d) The class wrote a heading, salutation, complimentary close, and signature from dictation. These were taken up to be checked as the basis for determining whether or not another teaching lesson was needed.

(e) The class was told that 100% accuracy was expected of every child in this ability before promotion. They were told that the job would occur frequently in their written tests throughout the semester.

PLAN NUMBER TWO

PRELIMINARY STATEMENT

Grade: Eighth.
Time Allowance: One forty-minute period.
Large Unit: The topic of paragraph unity.
Small Unit: To teach that a good title is narrow or specific; that it is short; and that it hints at the point sufficiently to arouse curiosity.
Material Used: Each child had in hand a paragraph story, these being selected, in the main, from Rader and Deffendall's "Doorway to English." The titles to these paragraph stories had been omitted, and a number given to them. The teacher had in hand a list of the numbers, and the title belonging to each story. She also had ready three sets of four titles as noted in Part IV.

STEPS IN LESSON

1. Assignment of the Problem.
The paragraph stories were given out to the children and they were given a few minutes to prepare (1) to read the story aloud clearly; (2) to write the number of the story with a succinct statement of its point, on the blackboard; (3) to give the story a good title.

II. Comparison of the Titles Given by the Children with Those in the Book.

(a) The class accepted or modified the point of the story as written on the board.

(b) The class decided whether the child's title or the one from the book was preferable. The teacher guided them by asking "Which is the shorter?" "Which is more clever?" "Which hints at the point?"

III. Summary of Standards Set Up so Far.
The teacher expected them to summarize under the heads: short, clever, suggestive. The first boy who answered said the title must be "snappy"; the teacher accepted this as one main head, and asked the class to give sub-heads explaining it. They decided on short and clever. The teacher then helped them find one word that would say "hints at the point," "suggestive" being finally accepted.

IV. Choosing the Most Specific From a Set of Related Titles.

(a) The teacher put on the board three sets of titles: Summer, Swimming, Diving, and A High Dive; Vacation, Fishing, A Fishing Trip, and
The Fish I Didn't Catch; A Trip Through the West, National Parks, Yellowstone Park, and Old Faithful.

(b) The class was asked to choose the poorest, and the best of the titles. They readily saw that a good title for a paragraph must be narrow; as they put it, "You could say too many things about Vacation to make a good paragraph."

V. Final Summary.
(a) The class added "narrow" to their standards.
(b) They copied these in their notebooks to be used in preparing a set of paragraph stories for their school paper.

PLAN NUMBER THREE

Because the first plans have been checked by actual teaching, they are written in the past tense. This third plan has not been taught, and is in the future tense. This is the form in which the student teachers prepare such plans.

PRELIMINARY STATEMENT

Grade: Sixth.
Time Allowance: Approximately sixty minutes distributed as follows: Fifteen minutes for the assignment of the problem, twenty-five minutes for the supervised study, and thirty minutes for the class conference to judge the work.

Large Unit: The making of a single phase paragraph story, preferably of the incident type.

Small Unit: To teach that a good title must not only be short and clever; it must also fit the point of the story.

Materials: Fifteen pictures cut from various popular magazines. These involved action, that is, they told a story. For instance, one of the pictures showed a small boy late for school stuffing his books down his pants by way of preparation. The pictures were approximately 8½ inches by 11 inches; they were mounted on dark cardboard.

STEPS IN THE LESSON

I. Developing the Problem.

A. Finding the point to one picture.
What is happening in the picture? What story does the picture suggest to you? What would be the main thing, the point, to your story?

As various statements of the point are suggested by the class, I shall write them on the blackboard. This will help them select the best one; it will be left in order that the titles may be written opposite it.

B. Finding a title for a story from one picture.
What will you name your story? Is this title short enough? Does it arouse the reader's curiosity? Do you think it gives enough hint of the point? Too much?

Since the class is fairly skillful at making short clever titles, these points will not need stress. All titles meeting these preliminary tests will be written on the blackboard, so that the class can study carefully how well they fit the point. All titles except the one chosen will be erased before work on another picture is begun.

C. Finding the point and a title to other pictures.

The same procedure as under B will be used. When the class seems able to do the work, I shall stop whether this is with two, three, or four pictures.

II. Individual Work in Finding the Point to a Picture and Making a Matching Title.

A. Making the pictures accessible to the class.
The pictures will be arranged about the room, on the blackboard ledges, on the window seat, in various places convenient to the children. The class will be expected to work on not less than three
and not more than ten pictures. Since they will be asked to try to use first those pictures nearest them, the necessary moving about will not disturb the other section reciting in the same room.

B. Guiding the class in orderly arrangement of their work.

Before the study period, the class will make a table form to use. I shall ask, "What will you put as the heading to the first column? for your second? for your third? What name will you give your table?"
The table form will depend somewhat upon the children's suggestions, but I shall expect something similar to the following:

<table>
<thead>
<tr>
<th>Number of Picture</th>
<th>Point Suggested</th>
<th>Title Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Directing the individual work.

Before this period I shall fill out the table for all the pictures, trying to think of more than one way of stating the points, and of several titles for each picture. As the class works, I shall pass among them making comments on penmanship, spelling, and spacing of the work. I shall give no child direct help; where the child seems unable to work independently I shall ask such questions as: "What do you think is happening in the picture? Could you state that in still fewer words without leaving anything important out? Is the title short enough? Do you think it would make you want to hear the story? Would the title do for a story with a different point?"

III. Judging the Individual Work.

A. Each child will be asked to report on certain pictures; in so far as possible, the child will be allowed to choose which part of his table he prefers submitting to the class.

B. The children will write the points and titles suggested on the blackboard. In order that this may move smoothly, I shall number the children in each group. Then the No. 1's for each picture will write at the same time, and so on. These No. 1's will be expected to put column headings up so that when all work for each picture is on the blackboard it will be in a table form.

C. The class will select the best statement of the point for each picture and the best title.

D. I shall suggest to the class the preparation of stories based on these titles thus introducing the next unit, oral and then written incident stories.

Katharine M. Anthony

TRENDS IN CHILDREN’S BOOKS

IT IS the Century of the Child proclaimed by Ellen Key. Childhood has ceased to be a terra incognita taken for granted. Like the North Pole, it has become worth much adult attention. Along with devoted pioneering and conscientious study, as in all new fields, much of the hubbub about children, I suspect, is mere exploitation of their parents and of them. Many a reformer and politician, mindful of the Catholic Church, is out to catch the children. We are more often bred than born little conservatives and little liberals. Commerce has discovered the number of expensive things that parents can be made to desire and purchase for their offspring. Yet for all that, there is a hopefulness and a warmth—an illusory air of romantic escape, too, from the world of social castes, and machines and wars—in all enterprises that pertain to youth. The friendliest people I know are the international group experimenting in education. They are more humble than oth-
er theorists, for the practice of their theories seems often its own reward. And in the field of children's books, inhabited by teachers, librarians, and publishers, parents and children, there is an air of excitement and a lively exchange of ideas that makes one wish that Ruskin were alive.

His dream that somehow all youth should be a ward in chancery and inheritor of the culture of the ages is nearer than it was. But chancery is chancery, social machinery is cumbersome, and conflicting forces prevent youth from the spiritual gold. The gold itself is hid in matrix, and counterfeit glitter confuses three-quarters of our bookshelves.

Yet more and more children today have access to books, independent of family taste and income. City public libraries and state centres that deliver books by truck or rural parcel post multiply and flourish. A reading room with motley text and reference books, stories, histories, biographies, and poetry is a feature now of many private and public schools, and a necessity wherever the Dalton Plan is being tried. Normal and library training schools discuss the possibility of a tremendous increase in the calls for teachers with library training. Supplementary reading in many places means no longer forty copies of the same title for the pupil regiment to goose-read, but forty different titles, forty chances instead of one to invite permanent interest in books. And with this element of choice entering the school, we are discovering things that we should have known all along—that we need not have set Billy down as without a taste for reading. It was just because he had tastes and interests personal to himself that he rejected what we offered. Fairies were dull; Sohrab and Rustum bored him, but The Boys' Book of the U. S. Mails, by Irving Crump, was easily tied up with his collection of air mail stamps, and he was reconciled to reading. We discover new evaluations for books—what do children think of them, or need from them? Carleton Washburne's The Winnetka Graded Book List (a misleading title) published by the American Library Association, and Children's Interest in Reading, by Professor Jordan, of the University of North Carolina, which includes a study of magazine reading, are statistical beginnings in this field. The librarians have long been making observations on the subject. Lucy Sprague Mitchell, of the City and Country School, has been studying the reading interests of very young children, and the Pedagogical Technicum in Moscow is keeping similar records, using Mrs. Mitchell's Here and Now stories as the basis of their experiment.

The last eight years have seen not only a trebling of the numbers of children's books published annually, but the beginnings of a critical literature about them. Credit must be given the Bookman for opening its pages to Miss Annie Carroll Moore, of the New York Public Library. The publication of her critical comment on the writers and illustrators of children's books, her tireless work in bringing to the attention of publishers the need for new editions of old favorites, her respect for what children choose themselves, and her own positive taste in literature can be felt wherever two or three are gathered together to discuss her subject. Her Three Owls page in the Sunday New York Herald-Tribune, to which an increasing number of witty and observant writers contribute, is a thorn in the side of more than one publisher who used to put mediocre contents between bright jackets and profit by the rush of Christmas shopping, and a delight to many more whose beautiful and quiet offerings might have been lost in the Niagara of new titles were it not for this public heralding of good work. The Horn Book, published by the Bookshop for Boys Girls, under the auspices of The Women's Educational and Industrial Union in Boston, is the only magazine devoted entirely to children's reading, and its editor, Miss Bertha Mahoney, has a growing influence, notably because her interest in all educational
experiments is recorded as well as her interest in books, and the magazine can be depended on for carefully chosen bibliographies. A parent seriously interested in children’s reading will find these two streams of critical comment the most valuable in the country. Miss Moore’s Roads to Childhood, New Roads to Childhood, and Crossroads to Childhood (Doran), and The Three Owls (Macmillan), contain both her own opinions and little essays from her flock of reviewers, and the Horn Book, too, is available in bound copies. Children’s Reading, by Lewis M. Terman and Margaret Lima (Appleton) approaches the subject from a slightly different angle; and The Children’s Catalogue, published by the H. W. Wilson Company, makers of The Reader’s Guide, is invaluable in acquainting those who are not within reach of a good library or a modern bookstore, with 1,200 recommended titles on a variety of subjects, chosen from library lists the country over. Of shorter lists and guides there are a growing number, some good and some bad. The United States Bureau of Education makes lists of recommended books; so do department stores, parents’ associations, The Girl Scouts, The Boy Scouts Reading Council Committee. The public libraries prepare lists on a hundred different lines, for holidays, by age, by subject, for girls, for boys. It is interesting to note in passing that librarians report an appetite for so-called boys’ books by girls, but no corresponding eagerness by boys. The Child Study Association of America has an excellent pamphlet on The Child’s First Books, and many of the experimental schools have made suggestive reading lists. The world is teeming with advice on the subject. One adviser will plead for books about the real world. Excellent for little Chester, who interrupts every story with: “Is it really so?” and goes back to his hammering if one hesitates to back Cupid and Psyche. Another will be eloquent on the harm we do with Little Red Riding Hood to tender natures. Yet what about Bridget de Sélincourt, dancing in her English garden, who always greeted me, “Have you any tales of horror today?” and has grown up gently on shipwreck and murder and The Faerie Queen? Lists are not gospel. First, you must know your particular child; and a sceptic will take into account the probable motives of the list maker. Half those that circulate are mere advertisement, and even librarians anxious for grand totals in the annual report have made stupid ones.

There are more readers, and more books, and I think better books than there were ten years ago. The new editions of old favorites astonish and delight me. The Little Library edition of The King of the Golden River, quaintly illustrated by Mary Lott Seaman, is one of the most satisfactory of them all. Doran has brought out a cheaper edition of Margery Bianco's beloved The Velveteen Rabbit, with William Nicholson’s illustrations, which every poor aunt should buy for Christmas stockings, and Hansel and Gretel, quarto, boxed, with Kay Nielsen’s illustrations in black and white and color, is a proper purchase for rich uncles. The Riverside Bookshelf edition of Lavengro, Pilgrim’s Progress, and William J. Hopkin’s She Blows! and Sparm at That (Houghton, Mifflin); the Scribner edition of The Last Days of Pompeii; Adam Bede and Lorna Doone, in the International Classics series from Dodd, Mead—Lorna whole, not cut by a timid puritan editor as sometimes happens in editions for the young—all these seem to me beautifully made and satisfying editions. And this in spite of my personal preference for little pocket-size books printed on thin paper with no opulence about them at all. The most distinguished of the new editions is the Tales of Laughter for little children, by Kate Douglas Wiggins and Nora Archibald Smith, long out of print, and never available at all before with anything like Elizabeth MacKinstry’s illustrations of goats and geese and old women with pancake trays, drawings at once beautiful and truly comic.
The Story of Jesus, edited by Ethel Nathalie Dana, a collection in color of pictures by Giotto, Fra Angelico, and other Italian painters, with New Testament text first issued in 1920, comes again in a less expensive edition (Boston: Marshall Jones Company: $12) and is still unique among children's books. Skazki, tales and legends of old Russia, told by Ida Zeitlin and illustrated by Theodore Nadejen, should get the Pulitzer prize for color printing, if there were one, and Bubbloom, by Edith Keeley Stokely, is gaily illustrated, too, but a bit affected reading after Poor Cecco (Doran), or the timeless Pinocchio (Macmillan). Story books must live by the story. The pictures, however enticing, are, after all, "extra."

Certain general trends in children's books can be observed in the fall list. We are in for more and more anthologies. A new edition of Modern Biography, edited by Marietta Hyde (Harcourt), introduced as a school book last year, offers a rare chance to let children browse in biography. Chapters describing Mark Twain's life on a Missouri farm, Emily Dickinson's school days, Edison's first workshop, and Queen Victoria's marriage are among the eighteen. I am not at all helped by the editor's notions of "inborn greatness" as expressed in the introduction, but the chapters from Strachey and Sandburg are extraordinarily well chosen. Modern Great Americans, by Frederick Law (Century), The Story of the Williams, by Grace Humphrey (Penn), Little Stories of Famous Explorers, by Laura Large (W. A. Wilde Company), all offer variety in subject, but little distinction in style. Last year's Microbe Hunters and Rebel Saints still overshadow other studies in biography and should go hand in hand to make a balanced story of science and religion. Believing, as I do, with Mary Heaton Vorse, that it is the spirit of P. T. Barnum, and not Abe Lincoln's that broods over America, I welcome The Boy's Life of Barnum, by Harvey W. Root (Harper's), and I shall buy three copies of A Magician of Science (Century), though the title is rather Barnumish, because here is a record of Charles Steinmetz, "who never took statements on hearsay," a great mathematician, a courageous and wise man.

Children have their "Outlines" as well as their biographies, following the fashion of adult books. Mrs. Mitchell's book on horses is the best. Lady Erleigh's In the Beginning (Doubleday), a first history for little children, and The Adventure of Man, a brief history of the world by F. C. Happold, of the Perse School, Cambridge, supplement but do not supplant Von Loon's The Story of Mankind.

Mary Austin estimates elsewhere the new books from Indian life. The other native tales, formerly on adult lists, have quietly moved over and announced themselves as "juveniles." Paul Bunyan and His Great Blue Ox, retold by Wallace Wadsworth, with Will Crawford's illustrations (Doran), Paul Bunyan by James Stevens, with woodcuts by Allen Lewis (Knopf), and Tall Tales of the Kentucky Mountains by Percy Mackaye, with decorations by Miss Mackinsty. Language and tales are salt and native, North American Hercules and Munchausen. Reginald Wright Kauffman's Seventy-six (Penn), The American Twins of the Revolution by Lucy Fitch Perkins (Houghton Mifflin), Elsie Singmaster's Book of the United States (Doran), are notable additions to the history shelves. But I presume it will be years before the young get any taste of the history debunked that is now permitted to their elders.

The best of the fall "busy books" is Your Workshop (Macmillan) by Edna Plimpton, teacher of manual arts in the Brooklyn Ethical Culture School. It is a beautiful and practical little volume for child carpenters, and is a promise that from the new schools, where children "do" things in shops and laboratories, a whole wealth of books is yet to come helping the child to order its activities. The Complete Playcraft Book by Patten Beard (Stokes), will make for quiet in
the home and noise in the barn, but is not so interesting from a teacher's point of view, nor such an attractive example of book-making.

Children's Book Week, the evangelical week promoting better books for children in which the National Association of Book Publishers, the Girl Scouts, the Boy Scouts, The General Federation of Women's Clubs, schools, libraries, and other organizations collaborate, has proved under Marion Humble's executive lead, a clearing house of ideas. It was celebrated for the eighth time this year from November 7-13. The giving of the Newbery medal, the gift of Frederick Melcher, to the author of the most distinguished American book of the year for children, was for the fifth time a feature of the annual convention of the American Library Association last month when Arthur Bowie Chrisman's *Shen of the Sea* was added to *The Story of Mankind*, *The Story of Dr. Dolittle*, *The Dark Frigate*, and *Tales from Silver Lands*.

Yet in spite of the facts that since the machines squeezed the world to the size of any free, or rich man's hand, we have Japanese children's books on Boston counters, that enterprising young editors comb the earth in an imperial search for tales to translate, that writers from Ireland and Africa, artists from Italy and Russia come to live and trade in New York, and that the salutary process of criticism is building up sales resistance to bad and futile "juveniles," and everywhere there is interest, we are really only a step along Ruskin's road. All books, and especially children's books, are much too expensive. Real distribution can hardly be said to have started at all. In Vienna Helene Scheu-Riesz dreams of a little paper covered library of a thousand titles, beautifully illustrated and well printed, riches from Goethe, Tolstoy, Lewis, Swift, and Gautier, at less than ten cents the copy; and a day when we shall not only teach children to read, but graduate them from school each with a hundred little books as private property. She has already chosen many of her titles. They have been printed in many languages, including English, for it is to be a world library for all children everywhere. Perhaps she, perhaps the National Committee for Juvenile Reading in Madison Square Tower which for many months has been studying children's books and magazines quietly and mysteriously, perhaps some Junior Golden Book possessed of second serial rights, perhaps Geneva where more than one official of the League of Nations can be heard murmuring, "Something must be done about books for children," perhaps Russia, where paper-covered works for young readers about newspapers and wireless and economics and country life, with imaginative illustrations by the best artists are reproduced by a color printing technique far superior to our own, will give the lead in cheaper editions of both old tales and modern ones.

The recent discovery of a horn book, under the floor of Anne Hathaway's cottage, with initials carved W. S., that may be William Shakespeare's, gives me pause. There was a boy who had no *Book of Knowledge*, no *Child's Garden of Verses*, no *Alice*: a fact which has nothing to do with the case, and leaves undiminished my wish for a Machine Age horn of plenty spilling the treasures of the past and the creations of the present, beautifully, variously, and widely.

**Ernestine Evans**

Presentation of a play, including the writing, costuming, and advertising, as well as production, is an annual art project of the Bloomsburg State Normal School of Pennsylvania. This year's play, Cinderella, proved exceptionally good, and the performance was filmed, funds realized from proceeds of former art club plays financing the project. The work had to be done outside school hours, and occupied two months, required 6,000 feet of film, and cost about $2,000. The film is to be loaned free to educational institutions.
A PUPPET SHOW

SITUATION: The third grade saw a puppet show presented by the fifth grade based on the story of the “Discovery of America.” They immediately wanted to work out one for themselves.

I. What the Children Did.

A. They planned the puppet show.
   1. They selected the story.
      a. They discussed the stories that had been read and told in their Story Hour Club; this included original stories written by the class.
      b. They chose “Dolly’s Rescue,” a class story based on the early life of Harrisonburg.
   2. They worked the story into play form.
      a. They wrote the lines for each rôle.
      b. They divided the story into scenes.
   3. They organized committees to make the stage, stage properties, and the puppets.

B. They made the puppets and the stage.
   1. The puppet committee gathered material, especially directions, diagrams, and pictures.
   2. The stage and property committees made an excursion to a local theatre.
   3. The class modified and accepted the plans of each committee.

C. They advertised the show.
   1. They gave talks and reports.
   2. They wrote invitations and announcements.
   3. They made posters illustrating the various scenes.

D. They presented the puppet show.
   1. They selected pupils to work the puppets.
   2. They selected pupils to read the lines of the characters.
   3. They selected pupils to give a musical number between acts.
   4. They selected ushers to receive the guests.

II. Information the Children Gained.

A. Some interesting facts about the early history of Harrisonburg.
   1. Harrisonburg was originally called Rocktown.
   2. German street, now Liberty street, was the main street; the present main street was called Irish Alley.
   3. There was a big spring in the center of the town.
      a. It was situated in the southwestern part of the court square, near the Denton store.
      b. Cliffs and rocks surrounded the spring.
      c. Women did their washing by the spring, hanging the clothes on the grape vines.
      d. The spring was covered over in 1902.

B. How to work a story into a puppet play.
   1. There must be a limited number of scenes.
   2. The play must have only a few characters.
   3. The conversation must be concise.
   4. The play must be alive with action.
   5. The setting must be very simple.

C. What a puppet show is.
   1. It is a play acted by marionettes, with persons to manipulate the marionettes and speak for them.
   2. A miniature stage is constructed to scale in proportion to the size of the puppets.
   3. There are three kinds of puppets:
      a. String puppets which work by strings.
      b. Rail puppets which slide along rails.
      c. The puppets used for “Punch and Judy” shows which are worked with the fingers.
D. How to make a puppet show.

1. How string puppets are made.
   a. The patterns for the puppets have the seam down the middle of the front and back; this makes a life-like profile possible.
   b. The puppets are constructed in sections: the torso, the upper arm, the forearm, the thigh, and the leg below the knee.
   c. The feet and the hands should be weighted with shot, sand, marbles, or ball bearings, to give the balance necessary for natural movements.
   d. The sections should be jointed with tape, which prevents bending in the wrong direction.
   e. The sections of the puppets are sewed, turned, and then stuffed with cotton or sawdust.

2. How string puppets are worked.

   a. Black linen thread is used for manipulating the puppets because it is strong and less visible.
   b. A wooden T is needed for attaching the strings in order that they may be worked (see Figures I and II).
   c. On the long edge of A are attached seven small screw-eyes. On top of the handle B there are attached six small screw-eyes, through which the strings from A are pulled. Small harness rings are tied to the ends of these strings, as shown in the diagram.
   d. Two strings (X) and X') are attached to the head just above the ears to keep the puppet in balance and prevent constant twisting. (See Figure II).
   e. One string (Y) is attached to the center of the back to prevent the puppet from slumping when he bows.
   f. Strings (K and K') are attached to each leg just above the knee, and strings (A and A') to each arm at the wrist (see Figure II).
   g. The puppets appear most natural if the operator manipulates the strings slowly and tries one movement at a time.
   h. The puppets must be held so that their feet touch the floor.

3. How a miniature theatre is constructed.
   a. The stage must be in correct proportion to the puppets.
b. The framework of the stage is best made of wood.
c. For the string puppets, the side of the stage must be left open to allow the puppets to be taken on and off the stage.
d. Curtains should be hung above, below, and at the sides of the stage in order that the operator may be concealed.

E. Some interesting history of marionettes.
1. The first puppets of which we know were used in the Orient.
2. The first string puppets were found in India and China.
3. The story of Mary and the Christ Child was often played by puppets in Europe.
4. These figures were called “Little Marys,” and later marionettes, Marion being a variant of Mary and ette meaning small.
5. The people who took charge of the puppets were called puppeteers.
6. At that time families of puppeteers traveled from city to city like circus families of today.
7. Tony Sarg is one of the greatest puppeteers of today.

III. Skills and Abilities the Children Strengthened.
A. They secured actual skill in writing a story into play form:
1. In writing the plot.
2. In arranging the scenes.
3. In making the conversation.
B. They gained skill in accurately using the ruler and the tape measure in adjusting things to scale:
1. In making the puppets.
2. In making the patterns and costumes for the puppets.
3. In making the stage.
C. They acquired facility in using denominate numbers.
D. They gained definite skill in the manipulation of materials.

1. In cutting and sewing the puppets.
2. In stringing and working the puppets.

E. They learned to color evenly.
1. In making scenery.
2. In tinting the puppets.

F. They improved their handwriting.
1. In writing invitations.
2. In writing reports.
3. In making posters.

G. They strengthened their reading habits.
1. Oral reading habits; clear enunciation, correct pronunciation, and good voice control.
2. Silent reading habits; better speed and comprehension.

IV. Ideals and Appreciations the Children Strengthened.
A. They developed a love and appreciation for all puppet shows.
B. They increased their literary appreciation; their study of plots made them sensitive to literary structure.
C. They acquired growth in citizenship through the group work.
1. Leadership was necessary; the committees were unified under the chairman's direction.
2. Team work was necessary; each committee was dependent on the work of the others.
D. They developed a clearer understanding of art principles in the choice of harmonious color combinations.

V. Bibliography.
Ellen Warren Hopkins
Lucile Hopkins

OYSTER CULTURE

OYSTERS are the world’s most valuable water crop. They are more extensively eaten than any of the shellfish; economically, they are the most important of all cultivated water products. One hundred and fifty thousand men and women are engaged in the oyster industry. The oyster crop of the world amounts to forty-two million bushels, and is valued at nearly twenty-five million dollars. That of the United States amounts to thirty-seven million bushels, and is valued at seventeen million dollars. (3, p. 257 and 261.)

“As a food the oyster is one of the greatest delicacies obtained from the sea.” It is easily digested, nutritious, and wholesome, and is rich in elements of importance in our diet. “Its composition is of such character as to make it more nearly than most foods self-sufficient as a diet. In this respect it resembles milk and needs but the ordinary ingredients used in cooking—starches and fats—to make it a complete food. One pound of oysters will furnish seven per cent of the energy one needs daily, twenty-eight per cent of the protein, thirty-five per cent of the calcium, fifty-three per cent of the phosphorus, and one hundred and thirty-six per cent of the iron. Recent investigators have shown that raw oysters contain an abundance of vitamin C, an essential element in our food for preventing scurvy.” (4, p. 1.)

Oyster cultivation is made necessary by the exhaustion of the natural beds. It is made possible by private ownership of oyster-producing bottoms. Of the oysters marketed in 1912, fifty per cent came from private or cultivated grounds. They are improved in quality and shape by cultivation. Reduced to its simplest terms, oyster culture in the United States consists in (1) acquiring suitable submerged bottom, (2) clearing and preparing that bottom for the growth of oysters, (3) sowing thereon shells, or other material for the attachment and growth of the young oysters, (4) insuring the production of larval oysters by the proximity of natural or planted beds of adult oysters, (5) protecting the oyster beds from enemies, (6) transplanting as occasion requires to prevent overcrowding and to facilitate growth and fattening, and (7) culling and sorting for market. (3, p. 263.)

“Oysters produce an immense number of young in order to compensate for the heavy mortality that occurs in all stages of growth, but particularly in the early months.” The scientists say that hardly more than one oyster out of eight to thirty million born reach maturity. “For it is estimated that annually a single oyster spawns between 16,000,000 and 60,000,000 oyster larvae, and that out of this enormous number not more than two reach full maturity.” (3, p. 1; 1, p. 604.)

“Oysters may spawn when the water reaches a temperature of 68° F., but spawning proceeds at normal speed only when the
water is 70° or above. For this reason the spawning period varies in different regions, depending on the temperature of the water, which is regulated by the depth of the water and the general meteorological conditions. In the north, where the season is shorter, the spawning period is relatively short, often lasting only two or three weeks, while in the south oysters may be found in a spawning condition from early spring until fall.” In the Chesapeake Bay, which is the greatest oyster producing body of water in the world, spawning extends from May until September. (6, p. 12 and 8.)

“In spite of the fact that the sex of the oyster cannot be distinguished by the external appearance of the shell, of the body, or of the reproductive organs, the sexes are separate. It is estimated that a female oyster will produce over sixteen million eggs.” After fertilization the single cell of the egg begins to divide into many cells and to change its form, and in the course of from five to ten hours develops into small oyster larva, which swims by means of five hairs or cilia on the outside of its body. A shell then begins to develop and soon covers the entire body, so that the larva resembles a tiny hard clam. “A definite organ of locomotion also appears, consisting of a disk, known as the velum, borne on the end of a thick stalk which is protruded from between the valves of the shell in front. The disk bears cilia which by their movement enables the larva to swim about rapidly. When the velum is retracted the larva settles to the bottom.” (5, p. 12 and 13).

“The period passed through by the oyster larva from the development of the cilia, a few hours after fertilization, until it "strikes," is known as the free-swimming stage. Although the larva swims about freely in the water, being so small, its movements and location at any particular time are largely subject to the tides and currents.” They are carried to and fro and when large enough to strike are often some distance from where they were spawned. “The free-swimming period lasts from about fourteen to eighteen days in the more northern waters and a somewhat shorter time in the southern. The warmer the water the more rapidly development occurs, and consequently the shorter the free-swimming period.” At the close of the free-swimming period, when the oyster is about one seventy-fifth of an inch long, it strikes or attaches itself to anything affording a foothold, a rock, shell, or some other object. The first essential is a clean surface and one which will remain so a sufficient length of time to enable the young oyster to firmly attach itself. So long as this condition is obtained, the nature of the material seems to matter little. In most bodies of water the spat, as the small creature is called, fixes itself at all levels from the surface to the bottom, but in certain parts of the coast its place of attachment is the zone between the high and low water, the midtide mark being the place of maximum fixation. They attach themselves by means of the lime substance which forms its shell. With incredible rapidity they expand, becoming small fingernail oysters, already housed in walls of lime. “Once secured, the swimming organ disappears and the oyster never wanders again from its own volition.” This attachment to some surface is necessary to the life of the spawn. Those falling on mud bottom are smothered and die. (5, p. 13 and 14: 5, p. 688.)

These baby oysters reproduced by nature on the natural beds are transferred to private beds, where they grow to maturity. Where they are produced in such numbers, they would not develop as well if left where they are attached. They would become crowded and grow in clusters. “When crowded together the shape becomes modified, even greatly distorted at times.” Often numerous small oysters fasten upon a relatively small object, and as growth proceeds a crowded cluster of oysters will result. If they are broken apart by pressure of growth or by some other
means, their shape will improve. “The crowding of oysters reaches its climax upon the ‘raccoon’ oyster beds.” They are usually found where the bottom is soft and the only firm place of attachment is upon the shells of the ancestors. If temperature and other conditions are favorable, growth is rapid, the young oysters are crowded into the most irregular shapes, the shells become long, thin, and sharp-edged. Eventually the mass of young is so dense that it crowds out and smotherers the preceding generation which offered means of attachment. “Oysters crowded in this excessive manner are poor-flavored, as well as ill-shaped, but both defects are corrected if they be broken apart, as may be readily done, and planted elsewhere.” (5, p. 14.)

Seed oysters may be planted at various times of the year, depending on the local conditions. In some places they are planted in the fall, in others in the spring. In nearly all states it is illegal to use boats which are run by steam or machinery of any kind, the sail boat being the lawful means of procuring seed. This is done to protect the natural grounds for future use. In most instances the dredge must be lifted by hand or by a hand windlass, but in some cases it is lawful to lift it with an engine. In most states the natural growth may not be taken from the natural beds during spawning and setting time, which occurs during the summer months. (6, p. 34.)

Seed oysters vary in size, the majority being about one and a half inches long. They should be planted, as nearly as possible, in water of the same temperature as their natural beds. If they are planted in excessively colder waters, their growth will be retarded and a certain percentage will die. Care must be taken not to plant more oysters on the ground than can be supported by the supply of food present. On the average about 500 bushels of seed are sowed per acre. If the bottom is firm enough to support the oysters, no further preparation is needed. If it is soft, the surface may be hardened by putting down shells, sand, or gravel evenly over the surface, leaving no holes. When the beds are ready for planting, the seed are procured from oystermen who make a business of conveying seed oysters from the natural grounds to the planters. (6, p. 34, 35, 36.)

“Now comes the oysterman, he of the schooner with its two iron dredges, and he in the skiff with his tongs. They fetch up tons of baby oysters, pitch back tons and tons of rock or broken shells for the foothold of oysters yet to be, and sailing away to their staked out farms, scatter all this ‘seed’ beneath the waves.” (3, p. 688.)

When the seed reach their destination, they are scattered evenly over the oyster beds, where they remain until they reach maturity, their rate of growth depending on the temperature, density, and food content of the water, season of the year, and other factors. The growth is more rapid in the warmer waters than in the colder waters. In Long Island about four years are required for an oyster to reach a length of four or five inches, or of marketable size. In southern waters that size is reached in two years. Oysters, if left undisturbed, may obtain a length of eight to ten inches or more. “In general, oysters seem to thrive best in densities between 1.011 and 1.022. They are not usually found out in the main body of seawater, but are found where the influence of the fresh water from streams is felt.” It will thus be apparent that oysters have become adapted to a certain range of densities, and natural beds have grown up at points fairly close to shore or in inclosed bays where the salinity of the seawater is modified by the inflowing of fresh water.” Oysters will grow more rapidly in silt-laden waters on muddy bottom than elsewhere. There is more dissolved material available for the sustenance of the minute plants which constitute a considerable part of the oyster’s food. These plants are known as diatoms, which derive their substance from the various organic ma-
materials washed down from the land and held in solution in the water. They consist of decayed and decaying vegetable and animal matter gathered from the land by rains and carried down streams and rivers to the sea. The food supply of the oyster is thus affected by the character of the soil, by the kind and amount of forest or other vegetation and animal life on that soil, by the industries carried on near the beds, and by the rainfall. By Dr. T. C. Nelson's experiment it was found that, during the summer months at least, the oysters remained open, and consequently feeding, for nineteen to twenty hours out of twenty-four. Feeding is thus evidently a fairly continuous process during the warmer months. (5, p. 14, 15, 16, 20).

The beds are generally left untouched after planting except for combating enemies in some cases and shifting certain oysters to other grounds for final preparation for market. The oysters to be shifted are taken up by tongs or dredges. The beds are then cleaned, by dredging or tonging all scattered oysters, and prepared for replanting. (5, p. 36.)

The more important enemies are the starfish, which opens the oyster by inclosing it with his sucker-like feet and exerting a constant outward pull on the valves of the shell, until the oyster is exhausted and the valves are allowed to gape at the ends, thus allowing the starfish to suck in and digest the meat of the oyster; the drills, which bore holes through the shell of the oyster and suck out the contents; the drumfish, which crushes the oysters with its strong teeth; the conch, which opens an oyster by inserting the edges of its own shell between the valves of the oyster when it gapes, then introducing its flexible snout and eating the meat; the mussels, which attach themselves to the oyster and in such numbers that they smother the oyster, and since they feed on the same material they exhaust the food material, causing the oysters to become poor; the boring sponge, which bore in the shell of the oyster and form small tunnels in which they live, causing the oyster to become weak and thin; the leech, which enters the oyster between the valves and feeds upon the meat, eventually killing the oyster. The only method of combating the starfish is by dredging the bed and dropping the fish in hot water. The drills are dredged and scattered on dry land where they die, the material taken up with them is used again for clutch. Efforts are made to frighten off the drumfish by dynamite explosions. No definite means of combating the leech, conch, or boring sponge are employed. The oyster beds are “harrowed” or dragged to kill mussels. (5, p. 36-40.)

Oysters are sometimes transferred for fattening, purifying, or storage purposes. They are at times placed in fresh water as a final preparation for market, but oysters do not fatten in such circumstances. They merely become enlarged by absorbing the water which the consumer pays for at oyster prices. This practice is suppressed by health authorities. They are often transferred to salt water beds where the food supply is more abundant, due to more streams from the land or other conditions, and fattened for market. When oysters are transferred for purification from sand or impurities, they are placed in water of a certain saltiness designated by the health authorities until any possible impurities are thrown off. A writer in Coethen-Aubalt states that in order to free the mollusks from disease germs, it is only necessary to keep them a few days in running filtered sea-water. “Bodin and Chevral have demonstrated that under these conditions oysters infected with typhus germs are sterilized in from three to five days.” This being so, there should be no danger from oysters grown in deep salt water. (5, p. 43; 5, p. 28.)

When the oysters have reached marketable size and are in good condition, they are tonged as needed and prepared for market. Thus the oyster, the most important of all
sea products, starts from the spawn, not visible to the naked eye, a free-swimming creature at birth; is fertilized in the water; grows to the size of grains of pepper; encloses itself in a house of lime; attaches itself to some object; develops rapidly to the size of thumb-nail oysters; is tonged or dredged by man; scattered or planted on private beds; remains undisturbed from two to four years till it comes to our tables. Moreover, they may be bought for Lynn Haven Bays, Blue Points, Saddle Rocks, or any brand and yet they may have come from the same natural ground or oyster bed.

BIBLIOGRAPHY

JENNIE CLARKSON

TO DEVELOP LIFELONG READING HABITS

A professorship of books has been established in Rollins College, Winter Park, Fla., and an author, editor, and publisher was appointed to the chair. A fireplace and comfortable chairs will replace the usual classroom furnishings, and lectures on books and book making, with informal discussions in class, will take the place of formal lectures. The course is intended to develop reading habits in college students that will be lifelong. The course was inaugurated this fall.

A TENTATIVE OUTLINE FOR THE STUDY OF MODERN METHODS OF TEACHING SECONDARY MATHEMATICS

THE social conception of education is gradually serving to emphasize the idea that the subject matter of arithmetic should be based on the quantitative problems of everyday affairs. Moreover, the social need of mathematics increases with the complexity of civilization. As the foundation of government lies in taxing power, many of the problems with which every citizen is supposed to have more or less familiarity, are largely mathematical.1

This quotation seems to express the thoughts of present mathematicians in regard to the real social problems that must be solved by the teacher and her pupils.

According to the conclusions reached by the National Committee on Mathematical Requirements, teachers of mathematics find that their primary purpose of teaching mathematics should be to develop in the minds of their pupils an understanding of number relations as well as of space relations, which it is necessary for them to know if they expect to solve many of the problems that appear from time to time in their life work.

Such problems as are given by Raymond Weeks in his Boy's Own Arithmetic help to give the teacher a different outlook on his purpose. The following is a typical one:

Moving Power of a Hornet

If 1 hornet can move 1 fourteen-year-old boy 18 rods in 10 seconds (his best speed), what is the smallest number of hornets that could move the same boy from

In the preparation of this paper the writer has enjoyed the advice and criticism of Dr. H. A. Converse, head of the mathematics department in the State Teachers College at Harrisonburg.

1General Objectives. State Course of Study High Schools of Virginia, Vol. 7 No. 1, p. 5 (1924).
Mud Turtle Bend to Slabtown, a distance of $\frac{3}{4}$ miles, in 9 minutes?

Before the teacher can hope for his pupils to have interest in mathematics, he must himself be interested and know how to arouse the interest of his pupils. Dr. H. H. Horne, in his Philosophy of Education, says that the teacher who has solved the present problem of interesting his class in the subject matter has solved the large problem of instruction. For many years girls have declared that they do not like mathematics. Educators have agreed that a number of these girls who dread mathematics can be led to enjoy it if they have teachers who are themselves interested in the subject. Psychologists have proved that girls have mathematical ability as well as boys, but because of individual differences and other influences, many of them are not led to realize it. Paul Ligda, instructor in mathematics, McClymonds High School, Oakland, California, has written The Teaching of Elementary Algebra with an introduction by John W. Young. Young says: "Above all, the author’s method of problem analysis constitutes a real contribution to mathematical methods. He has had many years’ experience in shops and industrial practice as well as a teacher in public high schools. He has thought deeply both on the need of the general citizen for mathematical training and on how to impart such training effectively."

Our well-trained instructors are the chief promoters of secondary mathematical improvements, and the result of these tendencies on our youth will largely depend upon the training that our teachers of mathematics receive. These teachers can best learn of present tendencies if they have a collection of up-to-date mathematical literature at their command.

After making a careful study of the mathematical needs of both the secondary teachers and pupils, and many mathematics books other than those listed in the State Course of Study for High Schools of Virginia—Mathematics. Bulletin, 1924, No. 1 I have been able to list books, periodicals, etc., which will, in my opinion, be of value to the present-day teacher of mathematics. This list follows:

**GENERAL MATHEMATICS**


National Committee on Mathematical Requirement (1923).

*The Reorganization of Mathematics in Secondary Education*. It is distributed through The Dartmouth Press, Hanover, N. H., at a nominal charge of twenty cents a copy.


**Periodicals**

*Mathematics Teacher*. Published by National Council of Mathematics Teacher, 41 North Queen St., Lancaster, Pa.


*Tests—General Mathematical Ability*²


**ARITHMETIC AND HIGH SCHOOL MATHEMATICS**


²Material for standard tests and measurements may be secured from Public School Publishing Co., Bloomington, Ill.; Bureau of Publications, Teachers College, Columbia University, New York; Scott Foresman & Co., and other textbook publishing houses.
As a result of this reorganization of secondary mathematics there is developing in this country a new mathematical instruction for the junior high school. This in turn made it necessary to change the senior high school textbooks. Junior high school mathematics thus has an important rôle in the process of linking together the elementary school and the senior high school, because the gap between the mathematical courses of these schools has been great. The pupil was usually taken right from the seventh grade arithmetic to the abstract idea of algebra. This gap can be successfully filled only if the pupils acquire in the seventh, eighth, and ninth grades certain correct mathematical ideas and habits, and an interest in the subject. This gives rise to junior high school mathematical textbooks containing a simple but interesting introduction to algebra, geometry, and trigonometry. Likewise many proposals for reorganization have been advanced and have been embodied in the new text and methods books. Then through the instrumentalities of psychologists and mathematicians, new secondary textbooks of mathematics have been made to differ from the old ones somewhat in organization of material, in point of view, and in the purpose and aim of the subject. That has been especially true of algebras.

In order to make these changes more nearly realized I shall contract Well's Essentials of Algebra published in the year 1897 and Smith and Reeve's Essentials of Algebra published in the year 1924 in regard to the above suggested changes. In the former algebra one finds that the author simply followed the arrangement of the arithmetics, putting in nothing more or nothing
less than was given in the arithmetics at that time. In studying the subject the pupils’ minds are overloaded with abstract ideas that seem to have no real value attached. The pupil is faced with definitions and problems at the very outset. Then he turns a few pages and comes to positive and negative numbers, and next to the seven cases of factoring. The pupil meets problems, many of which are of the puzzle type, such as: A woman sells half an egg more than half her eggs; a tank can be filled by two pipes in three hours, etc. These problems are valuable and could be profitably solved had the pupils an abundance of spare time. Such problems can be understood, but are not real situations to the average citizen. In fact, eggs are never sold in such a manner.

In modern algebra textbooks the pupils are first introduced to the subject through simple formulae with applications that are real and tangible. Arithmetic and algebra are compared so as to show them the connecting link. Next, familiar graphs are studied, and after interest has been kindled, the positive and negative numbers are cautiously introduced. Among the special features that add to a greater usefulness of this modern algebra in the classroom may be mentioned the improvement in print by which the eye strain is greatly lessened; the introduction of carefully devised tests; the simple steps of approach to algebraic theory; and the motive for the pupils’ progress established in connection with each new topic. This newer textbook provides for two special needs. Chapters one to five include the fundamental topics with which every well educated citizen should be familiar, and chapters six to eighteen present to the student phases of the science which are necessary for understanding more advanced work. And so the real aim of the best mathematicians now is to make algebra, as well as other secondary mathematics, seem more real to the pupils by eliminating non-essentials, and in meeting more successfully the needs of people in all walks of life. It aims to prepare the pupils for college entrance as well as for community life.

One is also well aware of the fact that very few changes have been made in the organization and content of our geometries. However, the number of proved theorems has been reduced and the number of exercises has been increased.

To contrast the old and the new methods of teaching mathematics I shall give the following fable which Harry C. Barber, supervisor of mathematics in the public schools of Newton, Massachusetts, uses in his book — Teaching Junior High School Mathematics:

**Hammers**

Once three men undertook to teach three boys how to use a hammer. The first man was an old time teacher who used the definition method. After writing his definitions and descriptions of the hammer on the board, he called the boy, who set diligently to work learning about the hammer.

The second man was a carpenter. He gave the boy a hammer and told him to go to work.

The third man was a friend of boys. He discovered that his pupil wanted to build a boat. A hammer was among the things needed. When all was ready they set to work, the pupil being allowed to do most of the work while his teacher acted as the guide, leading his pupil on to do the new tricks that had to be done to complete the job.

At the end of the lesson the examiner came. When the first boy was summoned, he repeated fluently all the definitions of hammers and the rules for using hammers, while his teacher smiled his approval. The examiner, pointing to a broken table, said, “Fix that.” The boy looked at the table, shook his head, and replied, “I did not study that.”

When the second boy came, the thumb and finger of his left hand were wrapped in bandages. In answer to the questions about
the hammer, he had little to say beyond pointing to a hammer and saying, "That is one." "Fix the table," said the examiner. The boy tried to do so, but his blows fell so awkwardly that the table was soon in worse condition than before.

The third boy came. The first question was, as before, "What is a hammer?" "A hammer is what you use to drive nails with, and you can pull nails with it, too. And you can set nails in places that are hard to reach." Before he was through telling all that could be done with hammers, the examiner smiled and said, "Fix the table." The boy did so with ease.

If we had just those teachers of mathematics who understand their pupils and provide for them as the latter teacher did in the fable, they would gain the real values from their mathematical study. Teachers must realize that "An ounce of practice is worth a ton of theory."

Why the methods of teaching secondary mathematics have changed and the real basis for their revision have been questions widely discussed. The importance of this movement was so realized that the National Committee on Mathematical Requirements under the auspices of the Mathematical Association of America was organized. As a result of this committee's study and experiments, there was published a report on "The Reorganization of Mathematics in Secondary Education." Following this movement, many proposals for reorganization have been advanced, some of which have been embodied in new textbooks as Smith and Reeve's Essentials of Algebra and Schorling-Clark's Modern Mathematics for Eighth School Year. The result of the unpreparedness of teachers to meet the current demands has been another big factor that has shown the need for a revision of the methods to be used in presenting mathematics to our high school and boys and girls. Even though our best modern textbooks give suggestions for effective lessons with the real purposes in mind, the real needs of pupils are teachers who can correctly interpret the different branches of mathematics. Pupils will be much more likely to want to master their lessons of mathematics if they have set before them good reasons why these special topics must be mastered at that time. William Asper, in his article on Mathematics and Efficiency in Secondary School Work, illustrates this point when he tells how a teacher was coaching a boy in trigonometry, a subject that he thought was of no value to him. "The teacher learned that his student's ambition was to become an artillery officer. He gave him a few problems relating to military science and that changed his mind. Then he saw that trigonometry was indispensable to his future profession, and in spite of his poor ability in mathematics he spared no effort in struggling through his course."

College teachers have found that high school graduates are poorly prepared for college mathematics and the students have little or no increase of practical ability. Likewise the increase in enrolment in the secondary schools has partly been responsible for the unsatisfying status of mathematics. Furthermore, this is an age of science and now mathematics is the handmaiden of science. As a result of these changes mathematics comes to be a tool that is used to solve problems in all subjects. However, the revision of the course of study in mathematics, according to Harry C. Barber, may have its basis in a study of the country's use of mathematics, or in a study of the child. Even though the algebra textbooks of twenty years ago are convenient for the teacher, a revision based upon this alone would surely be inadequate.

The problems of citizens of our country point to a more practical mathematics. The psychologists have reached the conclusion that we learn most readily the things we feel the need of knowing.

Both of these contribute to the new pro-

gram, but the principal basis for the reform lies in the study of the pupil. The teacher, therefore, must regard the subject matter as ideas which he can use to get his pupils to think; to develop his mental power; and to help give him mastery over his life problems. This more human point of view gives the teacher more fun, some of which will be imparted to his pupils. Furthermore, the various topics are being arranged, and the spirit of the presentation of mathematics is made more real to both the teacher and pupils.

Today, teachers of mathematics, more than ever before, need to know when to use their mathematical tools and how to use them at the right time. Even though some of our teachers of mathematics have an understanding of mathematics, and can make it real for their pupils, there comes a challenge to the rest to secure and to make useful these modern mathematical facts and methods that exist about us; these that will keep one informed about modern methods of teaching secondary mathematics.

Annie K. Moomaw

WHAT IS THE MATTER WITH TEACHING?

LAST fall the Delineator offered prizes to the amount of $2,000 for the best articles on "What Is the Matter With the Teaching Profession and How May Its Evils Be Cured?" The prizes offered to teachers were $500, $300, and $200; to other persons who are interested in education prizes of the same amount were given. The following persons were appointed as judges: Dr. David Starr Jordan, president-emeritus of Leland Stanford University; Ada Comstock, president of Radcliffe College; Livingstone Farrand, president of Cornell University; Superintendent William McAndrew, Chicago; Katherine Lee Bates, professor of English literature, Wellesley College, and author of "America the Beautiful"; Angelo Patri, principal of a public school, New York City; Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers; Mary McSkimmon, president of the National Education Association; Dr. John J. Tigert, U. S. Commissioner of Education; Edwin Lee Hulett, dean of St. Lawrence University; Mrs. William Brown Meloney, editor of the Delineator. Dr. John Dewey prepared an article which served as an introduction to the contest. His article on "What Is the Matter With Teaching?" was published last October in the American Educational Digest concurrently with its publication in the Delineator. The article was noteworthy and attracted wide attention. Thousands of letters were received by the Delineator, in which Mr. Dewey's statements were attacked and defended. Announcement is now made that the judges of this contest have prepared a report which shows that 3,283 answers in the form of articles were submitted. These articles were analyzed by the judges, and interesting tabulations were given out by Mrs. Meloney, the editor of the Delineator, who says that "these opinions, given by teachers, parents, and others interested in the development of education in America, constitute one of the most complete and valuable critical summaries yet applied on this important subject." The tabulations in part follow:

STATISTICAL SUMMARY
ANswers FROM TEACHERS AS TO Why Teachers LEAVE THE PROFESSION

The System—
"Mass" teaching bad; no individuality possible ........................................ 391
Too large and too mixed classes ........................................ 221
Too much supervision ........................................ 166
Too many subjects taught by one teacher ........................................ 53
Too much bookkeeping, too many drives, etc. ........................................ 372
Total ........................................ 1,203

Attitude of Community—
Loneliness ........................................ 318
Living conditions ........................................ 209
No place to entertain men ........................................ 30
Interior social position ........................................ 241
Personal criticism and lack of freedom in private life ........................................ 175
Less chance to marry ........................................ 52
Destructive, instead of constructive criticism .................................. 83
Religious discrimination ......................................................... 71
Total ................................................................. 1,079

Low Standards—
Competition with undertrained teachers .................................. 117
Illiterate, narrow-minded school boards ................................... 160
Low standards in school administration ................................... 118
Politics in the schools .......................................................... 160
Lack of co-operation between officials and teachers .................. 143
Lack of professional spirit among teachers ................................. 157
Those who left not suited to teaching ...................................... 35
Total ................................................................. 890

Low Salaries—
Unequal pay; increase not in proportion to experience and ability; high cost of training in proportion to salaries ............... 798
Breakdown of the Home—
Lack of co-operation from parents ........................................ 175
Discipline difficult because of badly trained children .............. 106
Total ................................................................. 281

General Objections—
Nervous strain of teaching .................................................... 310
Uncertain tenure ................................................................. 193
Teaching is a “Stepping-stone” job ......................................... 138
Monotony and association with immature minds ....................... 140
Poor school equipment; janitor work in rural school ................. 101
Summer school and institutes a burden .................................... 93
Too few men in the profession ............................................... 57
Total ................................................................. 1,032

Remedies Suggested by Teachers
Community Altitude—
Give teachers a professional standing; leadership in the community ......................................................... 278
Better co-operation between home and school ......................... 168
Allow teachers freedom of thought and action ......................... 303
Make living conditions pleasant for teachers (no great enthusiasm among teachers for teacherges) ......................................................... 166
Revise respect for culture and learning .................................... 105
P. T. A. or mothers' clubs should function more widely .......... 173
Educate the public by a publicity campaign and heads of the schools ......................................................... 284
More social life for teachers .................................................. 76
Total ................................................................. 1,553

Improve School Administration—"The System"—
Special classes for backward children .................................... 82
Simplify curricula ............................................................... 135
Departmental, rather than grade teaching .................................. 81
Equalize grade and secondary teachers' salaries ...................... 174
Smaller classes ..................................................................... 163
Reduced clerical work (Hire clerks to do it) .............................. 81
Take schools out of politics ................................................... 153
Frequent inspection by experts .............................................. 33
Total ................................................................. 902

Raise Standards—
Raise normal school standards; choose carefully those to be admitted to normal schools and teacher training courses .... 274
More intelligent school boards and other administrators; teachers on school boards ......................................................... 281
Civil service or professional efficiency test for teachers .......... 89
National Secretary of Education, with National standardization of teaching requirements and certificates ...... 148
Put the better teachers in elementary schools ......................... 15
Total ................................................................. 807

Salaries—
Equal and adequate pay for men and women, pay for 12 months ............................................................................. 525
Let Home Accept Responsibility—
Cultural and moral foundation needed .................................. 156

General Suggestions—
Eliminate janitor work and exposure to cold in rural schools; better equipment .................................................. 169
Establish tenure by law .......................................................... 151
Teaching is “Missionary work.” Let only those teach who love it ........................................................................... 143
Let married women teach ...................................................... 138
Adequate pensions .................................................................. 125
Periodic leave for travel and study ........................................... 89
Consolidate rural schools ........................................................ 87
Teachers ought to dress better ................................................ 126
Strengthen teachers’ unions ...................................................... 19
Let school teachers get a hobby to keep them amused ........... 27
Don’t be ashamed of your profession ...................................... 26
Transfer teachers periodically to keep them from growing stale ........................................................................... 25
Total ................................................................. 1,167

EXPERIMENTS PROVE VALUE OF PROPER FOOD

Albino rats were employed in a series of experiments in food values carried out by students in public schools of Lockhart and Tyler, Tex., under supervision of an extension instructor of the University of Texas, as part of a month’s program in nutrition and health. Much interest was aroused, and the experiments abundantly proved to the children and their parents the necessity of proper food for growing children and the value of home economic instruction in schools.
EDUCATIONAL COMMENT

THE DRAMA BOOKSHELF

A sudden appearance in the past quarter-century of many able American playwrights and a quick appreciation of their works, as evidenced by public demand for the plays in book form, is revealed in the new catalog of the American Library Association. The catalog, which is to be the first published since 1904, lists 10,000 books best suited for the needs of all libraries. It was first distributed at the A. L. A.'s fiftieth anniversary conference and celebration in Atlantic City and Philadelphia, Oct. 4-9.

Comparing the new edition with that of 1904, Miss Isabella M. Cooper, compiler, points out that in the section of American drama thirty-two professional playwrights are represented, whereas W. D. Howells is the only name listed in the former catalog.

"The pulse of the nation's cultural life can be accurately felt in the circulations of its public libraries," says Miss Cooper. "In the first years of the century there was practically no circulation of plays written by American authors. That this was due to lack of material and not to indifference has been proved by the attention given good dramatic art in the past few years.

"Today there are many American dramatists whose works not only are given high rating by literary critics, but which enjoy popular favor also. There is a demand for the plays in book form, and their stage productions are very successful.

"Eugene O'Neill is outstanding, receiving the greatest recognition abroad as well as at home. Among the others whose plays are in demand at the counters of our libraries are:

"Zona Gale, author of Miss Lulu Bett; Hatcher Hughes, Hell-bent for Heaven; Elmer L. Rice, The Adding Machine; Booth Tarkington, Clarence; Lulu Vollmer, Sun-up; Rachel Crothers, Mary the Third; and George S. Kaufman and Marc Connelly, who collaborated in writing Beggar on Horseback."

THE LIBRARY OF THE NEGRO COLLEGE

The chief reason for the existence of a poor and inadequate library in nearly every Negro college is the fact that the library is not a separate department with a budget which would provide for salaries, books, periodicals, and binding. The lack of adequately prepared librarians is also a most important factor, though it is noticeable that where money for books have built up good collections in their special subjects.

It is impossible to estimate the advance in general culture which would follow if every college library had an assistant who knew and loved books and whose time was spent in guiding the reading of students. The lack of good recreational reading is a serious matter in all of these college libraries; each one could use to advantage from five hundred to a thousand dollars for such books.

In comparison with other members of a community the Negro, who has often not had books in his home, or available in pub-
lic libraries, is rated according to his poor cultural background, rather than by his ability and character. He must have books if he is to overcome this handicap.

The Negro colleges compare favorably with the small white colleges of the North in respect to their buildings and equipment; they are building up a personnel of well-educated teachers who have the genuine spirit of service to their group. Their great lack is in adequate libraries and in provision for maintaining them when they have been acquired.

—Southern Workman.

TEACHERS’ SALARIES

Data furnished by the Research Bureau of the National Education Association are the basis of this list of cities and salaries published in The School Index of Cincinnati.

HIGH SCHOOL SALARIES

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ELEMENTARY SCHOOL SALARIES

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COLLEGE GIRLS RECEIVE BOARD FOR HOUSEWORK

Hundreds of college girls are earning their way through school by doing housework in the private homes of local residents. The duties vary from kitchen work to care of the children, and the usual requirement is four hours of work per day in return for board and room. Overtime is generally paid at a rate of about 35 cents per hour.

If a girl is experienced in domestic work and is physically strong, housework of this sort will pay the largest item of her college expense, and at the same time lend a feeling of security for her college career. Some college men do the same kind of work, including cleaning; they usually receive about 40 cents an hour.
Freshmen of about 40 colleges and universities report a week in advance of the formal opening in order to receive preliminary instruction intended to acquaint them with the life they are to lead in the institution.—School Life.

"Chicago principals secure 100 per cent in arithmetic computation from every child," is the statement in a letter to the United States Commissioner of Education from the superintendent, Dr. William McAndrew. The annual report of the Chicago public schools relates how it is done, he says.

BOOKS

THE TEACHING OF GENERAL SCIENCE


While the teaching of general science has met with occasional discouragement in some quarters, there is abundance of evidence that its position is becoming daily better assured as a suitable foundation upon which to build the differentiated sciences. The usual difficulties in handling the subject will, I feel sure, be completely removed by a better understanding of the problem involved.

To this end, three recent books will make a large contribution. Frank's How to Teach General Science is full of notes and suggestions of practical aid to every general science teacher. Recognizing that the major difficulty which teachers face in the presentation of this science is the point of view of the course, the author sets forth very carefully what the attitude of the general science teacher should be, particularly as distinguished from the viewpoint of the science specialist. The introductory chapters on the history of education and of science teaching are intended to reveal the background for the reorganization that has made a place for general science in the program of studies. The chapters on content, method, and materials of instruction are all directly applicable to classroom conditions. The special teaching aids have the merit of presenting material that is easily accessible. The book keeps close to the practical work of teaching and will be found useful alike to the inexperienced teacher of the subject as well as to the seasoned veteran; and, above all, its views are sane and modern.

A text intended primarily for use in teacher-training institutions, but which will be found to fill a need felt by teachers already in service is The Teaching of Science and The Science Teacher, by Brownell and Wade. It is the evident desire of the authors of this text to be of service to beginners in science teaching and to all who are making a study of science teaching. They believe that any selections and adaptations of subject matter, and all methods of presentation for teaching purposes, are distinctively means rather than ends in an educational process. The book covers thoroughly the science teacher and his work in so far as it relates to secondary schools and the upper elementary grades and is a credit to the splendid work of its authors in the general field of science.

The third work in this field to be mentioned here is the digest of Investigations in the Teaching of Science, by Francis D. Curtis. This work also deals with the elementary and secondary schools. It consists of a report of a search of the pedagogical literature of the past twenty years in an endeavor to make available for convenient reference and ready comparison two types of studies and investigations in elementary and secondary school science, those placing major emphasis upon learning and those placing major emphasis on the curriculum. These studies involve the determination of the relative effectiveness of different meth-
ods, the determination of the strong and weak points of particular methods, and the evaluation of certain teaching devices and practices. Digests of seventy different learning and curricular studies compose the body of the book. Such a work is obviously of large value to any one who is concerned with the teaching or the supervision of science.

JAMES C. JOHNSTON

POETRY FOR TOMORROW'S AVERAGE MAN


Elias Lieberman's collection of poetry for junior high school children is a rare and much-needed thing. It includes both narrative and lyric verse and ranges from the Psalms to Sandburg. It varies in theme, but is constant in excellence of choice. It is also well suited to the comprehension and appreciation of the developing adolescent. Evangeline, Snow-Bound, The Lady of The Lake, and The Courtship of Miles Standish are included, of course, for they have always belonged to these years, but a new heritage has come to children now from Emily Dickinson, Carl Sandburg, Walt Whitman, Alfred Noyes, Edna St. Vincent Millay, Joyce Kilmer, Rupert Brooke, John Masefield, Walter de la Mare, and other such disciples of beauty, intensity, and compression. The best and most appropriate of this new poetry happily balances off and complements the established classics in these two little volumes.

The introduction, although directed primarily at the teacher rather than the child, has both charm and value, for it sets forth briefly and yet explicitly the philosophy as well as the mechanics of poetry. A general outline is also suggested to help the teacher in developing an appreciation of poetry in the children. It is said that to the average man today poetry is still something strange—just a bit beyond his powers. These little books well used should make a poetry lover of the average man of tomorrow.

MAMIE WILSON OMOHUNDRO

OTHER BOOKS OF INTEREST TO TEACHERS


This volume is presented as an effort to meet the demand for comprehensive information concerning the scope, organization, and administration of state systems of public welfare in the United States. After historical and functional surveys, typical state systems are outlined and the plans now followed in Pennsylvania and North Carolina are submitted. The book is supplied with 15 charts.


This is an attractive volume, written in easy style, and suitable for grammar grades or high school pupils. It is well supplied with maps and interesting pictures, eight of the latter being in colors.


In 24 readable chapters the author has presented agriculture as a world industry, the consumer as a factor in rural economics, the factors of production, taxation, the tariff, rural credits, the economics of good roads, and many other topics of interest not only to farmers but also to all who buy, sell, eat, or travel. The book is illustrated with pictures and diagrams, and is suitable for use in high schools.


A text adapted to high school use. The first part deals with clearness in both oral and written English, with exercises well adapted to the pupils' immediate needs. In addition to the practical exercises, the author has stated his principles in such clever and exact terminology that the book cannot fail to make an appeal to the pupils' interest.

The second part deals with correctness, with a very thorough discussion and drill in mechanics of writing, diction, and grammar.

The vitalized treatment of the essentials of good English and its adaptability to the pupils' immediate need make this book of inestimable value to both high school pupils and teachers.


This is a work in sociology for secondary schools. The nature of sociology, the influence of
geographic environment, heredity, problems of the family, problems of industry, poverty, crime, and defectiveness are some of the phases of the social complex that are discussed. The style is easy and interesting, and numerous illustrations aid the exposition of facts.


This book, for classroom use in grammar grades, contains seven typical plays: "Lantern Light," on New England witchcraft; "Evangeline," based on Longfellow's poem; "Hiawatha," based on the well-known poem by the same author; "Little Lady Dresden," an incident at Mt. Vernon; "Around the Blue Wigwam," featuring Pocahontas and John Smith; "White Asters," an Americanization playlet; and "Memories," a commencement pageant. There are notes on staging, costumes, etc.


The usual satisfactory editorial helps that always accompany a Scott Foresman English textbook are here used to introduce modern plays to the high school student or to the college freshman. Plays included are Robertson's Caste, Bennett and Knoblock's Milestones, Synge's Riders to the Sea, Lady Gregory's Workhouse Ward, O'Neill's Where the Cross Is Made, Ibsen's An Enemy of the People, and Rostand's The Romancers.


Believing that the chief value of the study of literature by types is the cultivation of the student's ability to recognize and discriminate different forms, and that a systematic classification of modern literature on any single principle is impossible, and that the study of literature exclusively by types and forms is narrow and misleading, Professor Manly has not followed the vogue of numerous other anthologists, preferring to issue his revised collection in its original form save for the addition of old English prose and verse and some recent literature.


Shop teachers in the upper grammar grades and junior high schools, who wish to introduce some general shop work, will find this book admirably adapted to their needs.


A revision of a standard textbook for junior and senior high school. Each lesson consists of a "story" or an anecdote.


For the pre-vocational study of shorthand in junior high schools.


**NEWS OF THE CAMPUS AND ITS ALUMNAE**

**CAMPUS NEWS**

The fall days with their variance of clear coolness and rain have not been long enough for the college activities. The hustle and bustle is at its height. The literary societies are on the road to learning, the Lees and Laniers studying fiction, the Pages taking up magazines, and the Alphas giving varied programs. The Lee challenge of a program in chapel on Eugene Field was answered by the Laniers at Hallowe'en with a seasonable form of literary entertainment in assembly. The Breeze likewise blew in the public eye from the platform when the staff was formally introduced and some of the secrets of college newspaper work were disclosed. Not to be outdone, the Grammar Grade Club put on a clever playlet during Children's Book Week, November 8 to 13, and all the beloved story book children made their appearance on the stage.

The High School Club began work with a boom when Mr. Sidney Hall, State Supervisor of Secondary Education, spoke to the society October 15.

There have been many things to keep the college "thrills" thrilling. The intensive drive for the swimming pool fund is still on. The local business men have raised nearly $4,000, the board of control has given Mr. Duke encouragement in the personal appearance of Colonel McIntyre, Warrenton, and Mr. George N. Conrad, Harrisonburg, who gave their hearty congratulations to the student body on the progress made. Initiating the new building to its formal uses, Ollin Rogers, well known tenor from Petersburg,
sang in Walter Reed Hall, October 22, as the first of the series of this year's concerts and entertainments given through the college.

The juniors captured the first class-game of hockey from the sophs with a 1-0 score. The sister classes appeared together on the field and great was the cheering thereof. To help along athletics and create a general good time the Athletic Association put on a peppy Hallowe'en party with plenty of dancing and some cider. Which brings to mind that the Kampus Kittens are a newly organized and jazzy little orchestra that certainly makes folks want to dance. They made their initial appearance at the Kiwanis Club Ladies' Night, November 4.

Music and professional men's clubs—the Rotary Club for a third year brought the Scotch Highlanders Band, of St. Augustine, Florida, to the city, October 26. The College girls had an opportunity to hear not only the “sample” at school but the matinee or evening performance downtown. The Rhondda Welsh Male Singers were brought to Harrisonburg November 8 by the local Kiwanis Club.

To enjoy such good times there must be privileges. The long-looked-for were awarded to the junior class, October 13, and to the sophomores October 20.

Saturday, October 30, the Harrisonburg hockey team met defeat with a 7-3 score in favor of Sweet Briar. The game, played on Sweet Briar territory, was reported to abound in wide-awake playing on both sides. November 5, the Purple and Gold downed Westhampton in hockey by 4-1 count on the H. T. C. field; the game was not so fast. Closing the hockey season with two games out of three to her credit, the College won in a game with Fredericksburg, November 13th, this time 3-1.

The College took part in the city celebration of Armistice Day by participating in the parade the afternoon of the eleventh. The girls wore red, white, or blue caps, marching three abreast and forming a long line of the flag colors.

With the election of the freshman officers all four classes are organized. Mina Thomas, of Richmond, is president; Peggy Sexton, of Norfolk, vice-president; Helen Lineweaver, Harrisonburg, business manager; Evelyn Bowers, of Falls Church, secretary; Keith Whittaker, of Charleston, West Virginia, treasurer; and Margaret Birsch, Norfolk, cheer leader. The freshman reporters are elected to The Breeze staff: Ida Morgan from Portsmouth, and Elizabeth Kaminsky from Norfolk.

The day students are forming a club, through which they hope to keep in closer touch with campus activities than hitherto.

ALUMNAE NOTES

Hazel Davis, who will be remembered as editor-in-chief of The Schoolma'am and an all-round A-student, paid Alma Mater a visit the middle of November. She has been located in Washington City for several years, engaged in various kinds of educational work; and at present she has charge of a bureau of the N. E. A., which is devoted especially to securing and supplying information on all sorts of educational matters to superintendents and other school executives over the country.

Lucy Reynolds is teaching at Naruna, Campbell County. She sent us a line recently telling something of her work.

Richie Colvin writes from Waterloo, Culpeper County. We have good evidence of her progressive spirit.

Lillian Millner (Mrs. David Garrison), who was Senior Class president in 1915, is living in Norfolk. Her address is 1480 Ashland Circle, Winona. Her little daughter is making fine progress in school, and her young son is looking ahead to similar achievements. Under recent date Lillian writes:

"I spent this morning with Kathleen Harless Beasley. She has a beautiful new home very near my father's home, so I see her often. She has one child, a boy, five and a half years old."
Minnie Dodd is teaching again at Rose-land, Nelson County. She enjoys surroundings that are both scenic and historic.

Mary Lippard, Clotilde Rodes, and Florence Shelton spent a recent week-end at Blue-Stone Hill and in Harrisonburg. They always feel at home here, and all their friends are pleased to see them. They seem to belong here rather than somewhere else.

Una Lewis was one of the “old girls” who called up the Harrisonburg delegation by telephone on the night of November 4 while they were at the broadcasting station in Richmond. She said that she could hear the program very well, and it made her feel as if she were back at Harrisonburg again.

Nellie Binford came to the radio station in Richmond to shake hands with old friends. With her was a handsome young man who seemed to exercise some degree of proprietorship; and she had no little difficulty in convincing some of our party that the said young man was really her brother.

Among other alumnae who acted the part of hospitable hostesses at Richmond on November 4 were Marion Nesbitt and Margaret Herd. They, with many others, whose names have not been secured, made the Glee Club and their associates feel at home in the “City of Seven Hills.”

Not so long ago Mrs. Moody had an interesting letter from Eva Rooshup (Mrs. E. J. Kohl), whose address is Richmond, Va., Route 5. She recommends Gertrude Drinker to our new student body; mentions her own two small daughters, Alberta and Phyllis (who, we hope, will be enrolling in due time), and says: “We have Miss Rid-dell here at Varina High School this year. I think we should feel very fortunate.”

Penny Morgan writes: “You don’t know how much I do want to come back to Har-risonburg to see you all. It will always seem like home to me.”

This sounds good to us, and we are ready to face the world with the declaration that “you all” is both grammatical and musical in this case. It sounds like Penny, who declares that she is “sitting on top of the world”—she is so happy because she is going to Columbia shortly, and to how many other houses of dreams we know not.

Inez Lowance is now Mrs. B. B. Thawley, Crisfield, Md. Alice Schofield is also married, but we have not learned her present name and address.

Annie Bullington is teaching at Axton, Henry County. We have a brief note from her dated October 23.

Adrienne Goodwin is teaching at Friendsville, Md. In a recent letter to Mrs. Moody she states that she has 18 girls in the second-year class (Home Economics) and 17 in the first-year class. “I like the place fine,” she says.

Mrs. Alice C. Carter’s address is Roanoke, Va., R. F. D. No. 4. She is teaching intermediate grades.

On November 9 Hazel Haun was married at her home in Woodstock to Mr. Charles H. Zigler, of Rockingham County.

Kerah Carter is teaching history and English in the Buckingham high school. She likes the people and enjoys her work.

ACTIVITIES OF OUR RECENT GRADUATES

As in 1925 our graduates of the spring and summer classes of 1926 are widely scattered and engaged in a variety of interesting tasks. The placement of teachers for this session was unusually difficult because apparently a larger number are entering the teaching profession continually in Virginia and because there is a tendency of teachers in the field to stay on the job. Improved salaries and teaching conditions, particularly in the cities, are no doubt responsible. The report below will of course be inaccurate in a few instances because changes are made after school opens, but in the main it is believed that it is free from error.

An unusually large number of two-year graduates returned to Alma Mater to con-
continue to work for the degree in elementary education: Virginia Brumbaugh, Ellen Warren Hopkins, Page Johnson, Adelia Kreiger, Thelma Lewis, Martha Minton, Carrie Moore, Cameron Phillips, Alice Pollard, Eila Watts, Dorothy White, and Ber-nice Wilkins.

The only members of these classes who are attending school elsewhere are Frances Reaves at William and Mary, and Josephine Harrison at Lynchburg College. This would seem to show the appreciation of our graduates of the new courses we are offering here.

Graduates of the two-year courses who are staying at home for a part or whole of the session are as follows: Bernice Aylor, Louise Crawford, Annie Devlin, Evelyn Holland, Bernice Jenkins, Virginia Prillaman, Cordelia Broddus, Ella Mae Griffin, Lelia Prillaman, and Bettie Simmons. Of the four-year girls all are placed but Miss Annie Moomaw, who found it necessary to stay at home. Carolyn Weems is studying at the Virginia Medical College.

In the matter of salaries the range is perhaps wider than in the previous years, but people with experience were placed at better salaries than formerly. The range for two-year graduates is from $490 to $1,700, with the median salary at $790, and for four-year graduates from $595 to $1,600 with a median at $1,100. An interesting thing to note in this connection is that the median salary of four-year graduates was as high for those working in the elementary grades as for those working in the junior and senior high schools, even though a number of the strongest graduates in Course III accepted a standard salary schedule in their home communities, giving them no advantage over two-year graduates.

Bachelor of Science Graduates

Bowers, Eloise—Latin, Carrollton, Mo.
Buchanan, Virginia—Kindergarten supervisor, Harrisonburg, Va.
Campbell, Virginia—Home economics, Whitmell, Va.
Clark, Frances Lee—English and mathematics, Forestville, Va.
Clarkson, Jennie—Home economics, Charleston, W. Va.
Councill, Annie—Hemmington High School, W.Va.
Davis, Ethel—Biology, Danville, Va.
Dold, Emma—English, social science, and Latin, Buena Vista, Va.
Drewry, Mary—English, Boykins, Va.
Dunlop, Eva—Fourth, fifth, and sixth grades, Savedge, Va.
Eberhart, Thelma—Primary grades, Norfolk, Va.
Elliott, Louise—Supervisor of fifth and sixth grades, Fredericksburg, Va.
Estes, Kate—Home economics and science, Rural Retreat, Va.
Funkhouser, Nancy—History, Charlotte, N. C.
Goodman, Mary Belle—Science, South Norfolk, Va.
Goodwin, Adrienne—Vocational home economics, Friendsville, Md.
Hinebaugh, Ethel—Chemistry, biology, and home economics, Leesburg, Va.
Johnson, Mary Elizabeth—History, civics, and Bible, Winchester, Va.
Kirkpatrick, Ruth—Home economics, Wil-
Lambert, Laura—Fifth and sixth grades, Syosset, N. Y.
McCollum, Bertha—Second grade super-
Mills, Pearl—English and history, Mineral, Va.
Mosher, Anne—Home economics, Great Bridge, Va.
Paul, Ruth—Botany and zoology, Rich-
Persinger, Doris—Elementary grades, Char-
Persinger, Louisa—Primary grades, Inter-

Powell, Mozelle—Mathematics, Ballston, Va.
Rolston, Elizabeth—Mathematics and science, Amherst, Va.
Rosen, Jessie—Physical education, State Normal School, Boone, N. C.
Sellers, Frances—Latin and French, Danville, Va.
Smith, Marian—Home economics, Wicomico Church, Va.
Smith, Kathleen—Home economics, Morrison, Va.
Snapp, Evelyn—Home economics, Louisa, Va.
Snead, Annie—Fifth, sixth, and seventh grades, Crottopaxi, Va.
Spear, Bernice—Mathematics and history, St. Paul's, N. C.
Tomko, Ruth—Seventh grade, McLean, Va.
Travis, Marian—Home economics, Bristol, Va.
Upchurch, Vena—Home economics, Emporia, Va.
Walker, Helen—Grammar grades, Norfolk, Va.
Walton, Ruby—Home economics, chemistry, and science, Driver, Va.
Williams, Sadie—Science, Clarendon, Va.
Wilson, Charlotte—Social science, Hampton, Va.
Wilson, Katie—History and science, Clayton Forge, Va.
Woodward, Doris—Home economics, Madison Heights, Va.

Normal Professional Graduates

Course I—Primary Grades

Argabright, Dorothy—Third and fourth grades, Rochelle, Va.
Barker, Velna—Third and fourth grades, Danville, Va.
Branch, Hazel—Rural school, Hutton, Md.
Brooking, Lou—First, second, and third grades, Mine Run, Va.
Broyles, Frances—Rural school, Wicomico, Md.
Buckley, Elizabeth—Elementary grades, Alexandria, Va.
Cockerill, Frances—Primary grades, Philomont, Va.
Coplan, Mary—Fourth grade, Norfolk Co.
Davis, Eliza—Primary grade, McMullen, Va.
Davis, Velma—Grammar grades, Grove Hill, Va.
Doughty, Lillian—First and second grades, Wachapreague, Va.
Duncanson, Mary—First grade, Waverley, Va.
Dyche, Nancy—Primary grades, Elkton, Va.
Edward, Katharine—Third grade, Isle of Wight, Va.
Evans, Sara—Third grade, Roanoke, Va.
Everett, Elizabeth—Primary grades, Portsmouth, Va.
Fagge, Marion—Third grade, Leakesville, N. C.
Garland, Courtney—Fourth grade, Amherst, Va.
Glendye, Julia—Primary grades, Craigsville, Va.
Grey, Charlotte—Primary grades, Fort Humphreys, Va.
Hodges, Mary—Primary grades, Hickory, Va.
Holland, Pattie—First grade, Portsmouth, Va.
Hopkins, Frances—Primary grades, Norfolk, Va.
Hopkins, Mary—Primary grades, Norfolk, Va.
Huff, Louise—Primary grades, Roanoke, Va.
Jackson, Virginia—Third grade, Lynchburg, Va.
Kadel, Ruth—Primary grades, Chesterbrook, Va.
Kelly, Doris—Fourth and fifth grades, New Church, Va.
Kendrick, Roberta—Primary grades, Browntown, Va.
King, Elizabeth—First and second grades, Iron Gate, Va.
Kirkpatrick, Lorena—Rural school, Beaver Dam, Va.
McGehee, Janie—Primary grades, Disputanta, Va.
Matheny, Virginia—First grade, West Hampton, Va.
Matthews, Pattie—Primary grades, Dolphin, Va.
Musgrave, Trixie—Primary grades, Norfolk, Va.
Netherland, Gladys—First, second, and third grades, Wilson, Va.
Patterson, Jerrine—Assistant principal, Schoolfield, Va.
Phillips, Mary—Rural school, Waynesboro, Va.
Quigg, Helen—Primary grades, Clifton, Va.
Ralston, Kathryn—Primary grades, Harrisonburg, Va.
Ransome, Virginia—Primary grades, Norfolk, Va.
Rector, Pearle—Asst. kindergarten director, Asheville, Va.
Ridings, Dorothy—Primary grades, Buena Vista, Va.
Shinberger, Margaret—Primary grades, Norfolk, Va.
Siler, Anne—First grade, Lewisville, N. C.
Stultz, Sara—Third grade, Bassett, Va.
Sutherland, Goode—First grade, Dinwiddie, Va.
Sutherland, Virginia—Primary grades, Lee, Va.
Taliaferro, Dorothy—Primary grades, Fredericksburg, Va.
Taylor, Thelma—First grade, Amherst, Va.
Walker, Alice—Primary grades, Stuart Hall, Staunton, Va.
Willard, Ethel—Third grade, Rural Retreat, Va.
Wine, Elsie—First grade, McLean, Va.
Woodward, Elsie—Primary grades, Whitmell, Va.
Wynne, Eunice—Primary grades, Drewryville, Va.
Yowell, Jessie—First and second grades, Etlan, Va.

Course II—Grammar Grades

Allison, Anna—Sixth and seventh grades, Pulaski, Va.
Baker, Mary Louise—Grammar grades, Lahore, Va.
Blocker, Myrtle—Fifth and sixth grades, Round Hill, Va.
Bolton, Margaret—Fifth and sixth grades, Pleasant, Valley, Va.
Brunk, Marie—Fifth grade, McGaheysville, Va.
Clark, Mary—Seventh grade, Renan, Va.
Clevenger, Grace—Grammar grades, Schoolfield, Va.
Coiner, Mildred—Grammar grades, Craigsville, Va.
Cupp, Marguerite—Grammar grades, Blauenburg, N. Y.
Dickson, Helen—Grammar grades, Birmingham, Ala.
Doyle, Mabel—Rural school, Hightown, Va.
Duncan, Margaret—Third grade, So. Norfolk, Va.
Felts, Erma—Second grade, Isle of Wight, Va.
Fishpaw, Eleanor—Grammar grades, Berryville, Va.
Garbee, Martha—Sixth grade, Kernersville, N. C.
Green, Gibson—Fifth grade, Brandy, Va.
Harris, Helen—Grammar grades, Black Ridge, Va.
Harrison, Janie—Grammar grades, Seven Pines, Va.
Howard, Agnes—Grammar grades, Norfolk, Va.
Jenkins, Elizabeth—Fourth and fifth grades, Radiant, Va.
Jessee, Fannie Kate—Fifth grade, Cleveland, Va.
Kibler, Pearlie—Rural school, Maurertown, Va.
Kidwell, Gertrude—First and second grades, Aurora Hills, Va.
Lacy, Charlotte—Grammar grades, Oak Park, Va.
Lamberth, Mildred—Fifth and sixth grades, Cobbs Creek, Va.
Lloyd, Irma—Fourth and fifth grades, Berryville, Va.
Loving, Louise—Fourth and fifth grades, West View, Va.
Lundy, Olive—Grammar grades, Chase City, Va.
Mapp, Mary—Fifth grade, Fredericksburg, Va.
Martin, Gwen—Grammar grades, Chilesburg, Va.
Mathews, Jessie—Fifth and sixth grades, Bentonville, Va.
Meadows, Mrs. Blanche—Substitute work, Clifton Forge, Va.
Mitchell, Pearl—Sixth grade, Amherst, Va.
Osborne, Lorayne—Grammar grades, Charlottesville, Va.
Reynolds, Virginia—Grammar grades, Spout Spring, Va.
Rolston, Evelyn—Sixth and seventh grades, McDowell, Va.
Sadler, Helen—Grammar grades, Charlottesville, Va.
Smith, Ora Mae—Fifth and sixth grades, Kings Fork, Va.
Taylor, Elise—Fifth and sixth grades, Mt. Crawford, Va.
Taylor, Virginia—Fifth and sixth grades, East Falls Church, Va.
Young, Virginia—Blue Ridge Industrial School, Dyke, Va.
Younger, Annie—Fifth and sixth grades, Amherst, Va.

Practically all the schools of Denmark are in session 246 days every year. The average loss per pupil on account of illness is 8.6 days per year.

Nearly twice as many women students as men took advantage last year of extension and correspondence courses for college credit offered by land-grant colleges in the United States. In 27 of the 52 colleges offering college credit extension courses, 11,901 women and 6,093 men students were enrolled. In the 20 institutions giving correspondence courses for college credit, 13,389 women and 8,695 men students were enrolled.—School Life.

OUR CONTRIBUTORS
KATHERINE M. ANTHONY, the director of the training school at Harrisonburg, is well known to readers of The Virginia Teacher as editor of the series of teaching units which have been appearing month by month for almost two years past. Miss Anthony is here concerned with the "re-vamping" of the lesson plan, making it short enough to be usable and definite enough to be practical.

ERNESTINE EVANS was formerly on the editorial staff of the Christian Science Monitor, and contributed this paper originally to the New Republic, from which it is here reprinted.

ELLEN WARREN HOPKINS is a native of Harrisonburg, now in her senior year's work at the College. The study of puppets was originally made in the summer school of 1926, and was later the basis of an assembly program before the summer school student-body.

LUCILE HOPKINS is one of the McGaheysville Hopkinss, and is now a senior in college. She also acted as a puppeteer in the summer school program.

JENNIE CLARKSON is a B. S. graduate of the class of 1926. She is now teaching home economics in Charleston, W. Va.

ANNIE K. MOOMAW also received the bachelor's degree in June, 1926. Her present address is Rocky Point, Virginia.
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