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THE VIRGINIA TEACHER

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IN THE progress of the years, institutions need to be revaluated, often redirected. Times change, and the conditions that bring an institution into existence soften, or pass away. Generations of men come and go, and new leaders miss something of the challenge that prompted their predecessors. Other forces become organized, institutionalized, assume responsibility for the task in hand. The older institution becomes a form, loses some of its vitality, coasts on the laurels of an earlier period. Thus, it behooves each generation to stop and revaluate the institutions of its inheritance, and when occasion demands to redirect their energies.

The Teachers' Conference as used in New York state is a case in point. One needs but to attend a dozen conferences to realize that they have their roots in the older teachers' institutes. Many an ancient meaning lies hidden under modern terminology. Of course, as will be pointed out, the conference is a varied thing. Being primarily a local institution it takes on the color of the local leadership. But to understand it, one must see its origins, make the acquaintance of its ancestry.

It is generally conceded that County Superintendent Jacob Smith Denman held the first teachers' institute in this state at Ithaca beginning April 4, 1843. It lasted two weeks, and had three instructors beside the superintendent. Four years later, institutes were placed under state control, and state aid, “not exceeding sixty dollars annually,” was granted to each county holding an institute. Ten years later, 1857, this state aid was increased to one hundred twenty dollars a county.¹

If one may judge from the documents left us by the leaders of this earlier day, there was little doubt as to the purpose or function of these institutes. Under the stimulus of Horace Mann, Henry Barnard, and other leaders of less enduring fame, the need was keenly felt for teachers with special preparation for their work. The fact was generally recognized that most teachers could not secure professional preparation for their work before entering teaching; the institutes were designed to meet the needs of those who were obliged to begin teaching without preparation. Needless to say that in most communities this latter group constituted all or nearly all of the entire staff.

That teachers felt the need for the help given by the institute is evinced in the following from Finegan's report: “Twenty-eight teachers attended the Ithaca institute for the full two weeks. The cost was about ten dollars a teacher, and this at a time when the average salary paid teachers was fifteen dollars a month for men and seven dollars for women. Such earnestness and self-sacrifice in developing a great profession ought not to be forgotten.”

"Such earnestness and self-sacrifice" on the part of teachers is not to be wondered at when we find that Superintendent Denman walked nearly two thousand miles the following year in visiting schools and addressing groups of people in the interest of

¹For excellent historical account of Teacher Institutes in New York see Thomas E. Finegan, Teacher Training Agencies, Ch. 6, pp. 285-311, University of the State of New York, Education Department, Annual Report. Vol. 2, 1915.
education. Evidently the institute, potent as it was, was but a cog in his machine for promoting better common school education in his country.

These quotations from older documents throw into relief the purposes of the earlier institutes:

An institute, in the sense now used, is a voluntary association of common school teachers, assembled for mutual improvement in a knowledge of the sciences and the art of teaching them with greater ability.

The normal school furnishes the best possible opportunity to those who can enjoy its advantages, but the great body of teachers, if improved, must resort to other means. The institute is, therefore, designed to meet this very case and give every teacher an opportunity to enjoy such advantages as it affords.

By these means pedagogical jealousies are removed, a community of interests formed, the qualifications of teachers more and more improved, popular sentiment enlisted on the side of primary schools, uniformity of governing and instructing children, according to the most successful methods, adopted; the experience of each, becoming common stock for the benefit of all, the enlargement of acquaintance and the contracting of friendships, mind, coming in contact with mind, in the various exercises, awakening and invigorating the intellectual energies, and finally, by improvements in personal deportment and general urbanity of manners, etc.

There was a certain ebb and flow in the influence of the teachers' institutes upon the educational welfare of the state; but looking back over the course of the years, it seems to have weathered the periods of depression and to have made a rather steady gain in the esteem of the state until the beginning of the present century. The following summary of the milestones in its career are of interest to those who associate with its lineal descendant.

1843—First Institute held
1847—Institutes placed under state control
First state aid: $60 to each county holding an institute
1857—Amount increased to $120 a county
1860—Amount made $8,000 for the whole state
1867—Amount increased to $15,000
1872—Amount increased to $18,000
1889—Amount increased to $25,000
1892—Amount increased to $30,000
1895—Amount increased to $35,000
1899—Amount increased to $40,000
1862—Local authorities allowed to pay the teachers their regular salaries while they were in attendance upon an institute.
1881—A regular corps of institute conductors appointed.
1885—The attendance of teachers at institutes made compulsory and school affairs were compelled to pay the salaries of teachers while at the institute.
1888—County institutes changed to school commissioner district institutes.
1890—Union school districts having a population of 5,000 inhabitants or more, who employed a superintendent who devoted all his time to supervision, were excused from compulsory closing of their schools during the session of an institute in the district.
1892—Bureau of institutes and training classes organized.
1895—Graded or sectional institutes established.
1896—City institutes organized when asked for by local authorities.
1898—State institutes established.
1899—Training classes separated from institutes making two distinct bureaus.
1911—Institutes abolished.

The later years of the teachers' institute are familiar to all who served in New York schools during the first decade of the present century. But the reasons for its passing and some of its influences that survived it are pertinent to any clear understanding of the present teachers' conference.

Among the defects of the earlier institute as enumerated by Finegan were,—

(a) The "temptation to secure speakers solely because of their power to entertain an audience upon popular questions."
(b) The employment of many local speakers "who had no message for anyone."
(c) The popularity of "elocutionists."
(d) The use of speakers who had books or other things to sell.
(e) The employment of persons who believed "their appearance at institutes would further some cause or interest in which they were concerned."
(f) The refusal of teachers to attend sessions which did not interest them.

To obviate the foregoing defects, it was

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3Salem Town. Letter, Jan., 1845, to Hon. Samuel Young, Superintendent of Common Schools, quoted by Finegan, pp. 286-289.
4Thomas E. Finegan, Teacher Training Agencies, pp. 309-310.
5Thomas E. Finegan, Teacher Training Agencies, pp. 309-310.
not surprising that the state should employ a regular corps of institute conductors in 1881 and make attendance of teachers compulsory in 1883, or that in 1887 State Superintendent, Andrew S. Draper, should suggest the following modifications:

1. Change from county to district institutes.
2. Insist that every school in the district be closed while an institute is in session.
3. Have the institute program made in advance and distributed to the teachers of the district.
4. Get the best possible instructors and make use of the leading local teachers.
5. Bring the normal school faculties into active cooperation with the institute work.
6. Hold but one institute a week in each district, and arrange the dates so that the institute shall interfere as little as possible with the work of the advanced schools.

Just what should take the place of the institutes was not altogether foreseen or predetermined. The only thing certain apparently was that the institute had outlived its usefulness. "When progression ceases, deterioration sets in. The institutes seem to have reached the limit of their efficiency and the time is ripe to take a step forward in the matter of helping and stimulating teachers. Just what is the wisest thing to do can not be fully foretold. The way must be carefully felt but that it will work out satisfactorily is not doubted."

It was evident that Draper expected the district superintendents to assume the responsibility for the phase of professional leadership that had been exercised by the institute conductors, and to assume a leadership similar to that exercised by city superintendents. The following represents his most constructive statement on the question.—

The teachers' institutes have been discontinued. They were good in their day, but their day is past. The teachers are at the very beginning more thoroughly trained than they used to be. They do not need so much lecturing and stimulating as they did before the uniform examinations were established and the literature and other helps for teachers were so prolific. What they do need is frequent conference with the superintendent and among themselves. You are to arrange such conferences. They may be by neighborhoods, or towns, or two towns. They should of course be in a perfectly healthy environment where all may be glad to go. They should be for a territory which will enable all to come in the morning and return at night. A good nutritious dinner at reasonable expense should be arranged. Then there should be a live conference on the everyday interests of the school. Something of the success of these conferences will depend upon the settings of the room you meet in. It would be better to sit around a table where each may look all the others in the face, than in a stiffly arranged schoolroom or church. You will have to have plenty of good, live material for these conferences. You will know where to get these materials. But give the teachers every opportunity to tell their troubles and ask their questions. Having done that, confer about the schoolhouse and ground, and about the school library and the appliances and apparatus. Confer about the work in general and about the adaptations to particular localities and individuals. Confer about what the teachers are doing for self-improvement. Confer, I say; do not lecture. Do not do it in a stilted way but in an easy, familiar way, so that all may have an inclination to enter into the matter, and may go home in the end with the feeling that it was worth while to attend. Let the gathering be small enough for a conference, and insist that it shall be a conference. Avoid formal or heavy papers. You will not need stenographers. Keep agents out. They may have their place, but it is not there. Do not expect some one from the State Department; carry forward these conferences on your own account. Do not wind them up with a dance. Act freely and hold them often. In a word, establish relations with the teachers in your district similar to those which exist between an efficient superintendent and the teachers in a city or village. Begin to assume that the everlasting country school problem is really solved.

That the state proposed to safeguard the "conference" from the evils that had attended the older institutes is apparent from a reading of the statute by which it was organized.

To assemble all the teachers of his district by towns or otherwise, for the purpose of conference on the course of study, for reports of and advice and counsel in relation to discipline, school management and other school work, and for promoting the general good of all the schools of the district. Teachers shall be entitled to compensation for days actually in attendance upon such conference.

In the beginning, it was agreed that schools might be dismissed and that teachers might receive compensation not to exceed

Andrew S. Draper, "What is expected of District Superintendents?"—Address given before the rural section of the New York State Teachers Association, November 28, 1911.

New York Education Law, 1926, p. 152, Sec. 395, Par. 2.
six days each school year. In 1921, a common understanding was reached between the State Education Department on the one hand and the Governor and the Legislature on the other, that, except in most unusual cases, the Department would not grant compensation for attendance at conferences to exceed three days each school year.

Since many of the district superintendents had been school commissioners and all had attended the older institutes, and since several of the more popular institute conductors and their temporary assistants remained in the Education Department, it was but natural that the superintendents should ignore Draper's advice,—"Do not expect some one from the State Department; carry forward these conferences on your own account." Nor is it surprising that the Department finds itself represented on nearly every conference program.

Gradually the smaller group conference as implied in the statute has won its way until during the year 1926, 224 group or town conferences were held as compared with 217 general teachers conferences. For the preceding year these figures were respectively 216 and 211. It is this general conference that follows more closely the spirit and form of the older institutes.

An examination of a random selection of 20 printed programs for conferences held during the school year 1925-1926 showed that seven were called for one day, ten for two days, two for three, and one for five days. Seven of the twenty were for one supervisory district only; the remaining thirteen represented two or more supervisory districts. Some indicated a high degree of organization to provide for the needs of different groups and to attain certain well defined objectives. Others were conspicuous for the "Address" unnamed, for giving the same forensic diet to all teachers, and for a sort of heterogenous, pedagogical, vaudeville performance designed to get nothing in particular, but presumably built with the hope that something of inspiration or good would result from it.

For the regional conferences of district superintendents held during the winter 1926-1927, it was proposed to devote an hour to a round table discussion of the teacher conference and its usefulness in a program of professional leadership. A little more than 15 years had elapsed since Draper directed the superintendents assembled in Albany as to the use they should make of the conference. During these fifteen years the conference had been exposed to the influence of a great variety of local leadership; and all superintendents participating in the discussion had a rich background of experience for considering the questions involved.

That the teachers' conference is still a dominant factor in the professional program of the district superintendents and that it is potentially a power for greater good than it has yet proved is not to be doubted by those who listened to the discussion engaged in by the superintendents in the five regional meetings. At the close of these discussions the writer compiled the following summary. He found that his own ideas of the conference as a means of leadership in New York schools had been considerably modified, and in submitting the following summary he realizes that he is not expressing in every detail the thought of all district superintendents. What follows, though, he believes to be a fairly accurate statement of the consensus of the opinion of superintendents as to the place the conference should occupy in their supervisory program.

1. More than one type of conference is needed.

a. The reorganization of the State Teachers' Association makes it possible for every teacher in the supervisory districts of the state to attend a two day session of a zone meeting. Since these zone meeting programs are better financed than the teacher conference, and can thereby employ better and a
greater variety of talent, the supervisory districts may well turn to these meetings for the major part of their inspirational program.

b. Certain aspects of the older "Teacher Institutes" have survived and should be continued. The county is a convenient subdivision of the state. The district superintendents have a certain official relationship to the county board of supervisors and often have their offices at the county seat. Since the schools are somewhat related to the other county governmental agencies it is a good thing for teachers, once a year, to come together for consideration of the educational problems of the county. Since the county usually has several high schools, such a meeting gives opportunity for several teachers having the same type of work to meet together for discussion. Then too, it is a good thing for teachers of different grades, different subjects, and different schools to meet together for consideration of problems of common concern. This last argument applies to conferences of one supervisory district or of a group of supervisory districts quite as readily as to the county conference.

c. The best type of conference is that where a small group of teachers—usually not more than forty or fifty—meet together to consider one or more specific problems of immediate concern to all participating.

2. As a rule, the program should aim at some major objective, i. e., should be built around some central theme.

a. Programs aiming at subsidiary objectives should be built in harmony with and as a reinforcement to the attainment of the main objective.

b. If it is necessary to utilize the conference to attain two or more objectives of equal importance, the corresponding programs should be distinct and separated by a recess or other intermission.

c. All speakers should be selected because of their ability to contribute to teachers' understanding of the major objective or some particular phase of it.

d. Leaders of conference groups should be chosen not only because of their knowledge of the subject, but also because of their ability to stimulate discussion on the part of teachers.

e. The pedagogical vaudeville performance has no place in the teachers' conference—every item on the program should contribute to teachers' working knowledge of the central theme of the conference.

3. The small group meeting together because of their common interest in a specific problem is the best unit of organization for conference purposes.

a. Such a group may constitute a conference in itself; or it may be one of several units of a larger conference.

b. It should be small enough so that practically all members may have opportunity for self-expression.

c. The leader should be selected because of his knowledge of the subject and ability to stimulate discussion.

d. It should be organized on "the round table" basis. Teachers should not be seated in "goose step," "military row" formation; but rather so each one speaking may look all others in the eye.

4. Speakers should be placed on the conference program only when they satisfy one or more of the following criteria.

a. Stimulate teachers to better professional activity along the lines which the conference was organized to promote—contribute to the teachers' working knowledge of the objective sought.

b. Broaden or enrich teachers' cultural outlook on life.

c. Broaden or enrich teachers' general professional outlook.

5. The "demonstration" should be utilized wherever possible in building the conference program, especially to reinforce all considerations of method.

a. It should be preceded by a group dis-
cussion of the ideas to be demonstrated, and followed by group discussion of the extent to which the objectives of the demonstration were attained.

6. The business meeting should be brief, devoted to specific ends, and organized according to the needs of teachers.
   a. To have high school teachers listen to instructions designed only for one room rural teachers, or to require experienced teachers to listen year after year to instructions for beginners is a waste of their time and an insult to their intelligence.

7. The conference should provide for stimulation and satisfaction of teachers' social attitudes.
   a. The social attitudes of teachers constitute quite as important a factor in their success as does their professional knowledge.
   b. The conference may well promote social activities that teachers can reproduce in their own local communities.

8. The superintendent's responsibility for the conference.
   a. He should utilize the best talent of his teachers in building the program, in arranging demonstrations, in appointing leaders of discussion groups, and in appointing committees responsible for the success of the meeting.
   b. He alone or through co-operation with members of his staff should determine what the objectives of the conference shall be.
   c. He should make certain that all speakers or discussion leaders will contribute toward the objective sought.
   d. He should build the conference program as a connecting link in his supervisory program.

Perhaps certain negative conclusions ought not to be omitted from this record. In view of increased transportation facilities and the contribution of the zone meetings of the State Teachers' Association, there is no longer any reasonable justification for devoting three, four or five days each year to a general teachers' conference. There should be no place in New York schools for a program of unrelated talks or addresses aiming at nothing in particular. The "inspirational" type of conference has been sadly overworked; too often, it gives neither inspiration nor help; and appealing primarily to the emotions satisfies teachers while they are listening but makes no impression on their work afterward. The "nameless address" listed on a printed program is often a subtle acknowledgement of the superintendents' indifference as to the outcome of his program.

Out of these regional discussions has grown a better realization of the spirit of the teachers' conference, provided for in the Education Law, Section 395, a better understanding of the value of the small group of teachers from similar positions conferring on problems of mutual interest. There has come the common agreement that every conference must be measured by the influence it has upon the services rendered by teachers. Only the superintendent is in position to make certain that the purposes of the conference are realized in the work of the schools. The conference has value only in so far as the superintendent makes it an integral part of his supervisory program.

J. Cayce Morrison

Correction of all defects of eyes, ears, nose, and teeth of school children is reported by a number of districts in Virginia as the result of community efforts to arouse greater general interest in the physical well-being of children in the schools. Many districts and individual schools in other States report 100 per cent correction of dental defects, and at least one junior high school has gone so far as to demand a certificate of sound or repaired teeth as a requisite to graduation.
APPRECIATION OF LYRIC
POETRY

A CONTRACT FOR THE SENIOR HIGH SCHOOL
OR THE JUNIOR COLLEGE

Part One—Required Jobs

I. Reading Lyrics
Form into groups of about six persons each, and select a leader for each group. Choose a short lyric for him to read before the class, and discuss its meaning with him. The representative from each group will then read his lyric, and the class will decide which group has the best reading. In this decision they will consider the selection made, and the reading of it. Continue this until each pupil in each group has read a poem to the class.

(Books containing good selections are Magic Casements, Carhart and McGhee; Literature and Life, Greenlaw; Readings in Literature, Volume II, Hanes and McCoy; and Golden Treasury, Palgrave.)

II. Making Anthologies
A. Selecting the poems
1. Prepare to read five or six of your favorite lyrics to the class. Be able to tell why you wish each included in our class anthology.
2. Choose two of these poems that have not been considered for the anthology, and prove to the class that they should be included in it.
3. The class will vote for the poems they wish included in the anthology.

B. Compiling the anthology
1. Group the anthology according to these types of lyric poetry: ode, sonnet, elegy, ballad, rondeau.
2. Decide on the make-up of the anthology; kind and size of paper, type of cover, table of contents, and illustrations. These anthologies will be mimeographed, and a copy made available to each of you.

III. Sensing Rhythm
Select for rhythmic qualities several short lyrics. Be prepared to read these to the class.

As you read your lyric to the class, the class will indicate stresses by tapping the desk with pencil.

Sense of rhythm should be so well fixed that you can always feel the stressed syllables even in reading silently.

Any of these poems are full of rhythm:
How They Brought the Good News from Aix to Ghent. Robert Browning.
L’Envoi. Rudyard Kipling.
Mandalay. Rudyard Kipling.
The Song of the Chattahoochee. Sidney Lanier.
The Raven. Edgar Allan Poe.
Annabel Lee. Edgar Allan Poe.
Break, Break, Break. Alfred Tennyson.
Crossing the Bar. Alfred Tennyson.
The Blessed Damozel. Dante Gabriel Rossetti.
Insomnia. Dante Gabriel Rossetti.

IV. Writing Poetry
A. Select in class a subject on which to write a poem. The poem will be written on the board line by line as suggested by members of the class. When the poem is completed, check for meaning, delicacy of thought, unity, rime, and rhythm.

B. Now, write a poem of your own. Choose a simple emotional experience which you still feel. Try to improve on the poem written by the class; a lyric poem by one person has more unity of feeling than has a lyric by many persons.

V. Memorizing Poetry
Memorize one hundred lines of poetry. This job must be done before any record can be made on the class chart. (Optional job, number VII).

In general, it is well to memorize passages that
A. Are quoted frequently.
B. Impress you as the perfect expression of a great thought or idea.
C. Bear on, or enrich your experiences, especially your physical environment.

VI. Making Definitions
Be able to make a definition of each of the following terms: Lyric, rime, assonance, repetition, alliteration, meter, iambus, physical experience, psychic experience, trochee, dactyl, couplet, imagery, measure, metaphor, tetrameter, pentameter, hexameter, refrain, rime-scheme, anapest, onomatopoeia, spondee, tone color.

Be sure that the definitions do not have a "dictionary ring" to them. (Get these to a great extent from class discussion, or see An Introduction to Poetry, Alden; A Study of Poetry, Perry, using index in each case.)

II. Optional Jobs

I. Scanning Poetry
Compare the rhythm and rime schemes of several lyric poems.
A. Be able to distinguish trochaic, dactylic, iambic, and anapestic meters.
B. Select any poem and scan the lines. (Use An Introduction to Poetry, Alden; and A Study of Poetry, Perry.)

II. Studying the Subjective Element in Lyric Poetry
Be able to point out the main forces in the life of any lyric poet you select. Note how his life influenced his poetry.
A. Note especially:
   1. Do his poems reflect the nature and experiences of the poet?
   2. Do his poems reflect the public affairs of his time?
B. Compare two lyric poets such as
   1. Browning and Tennyson
   2. Keats and Shelley
   3. Poe and Longfellow
   4. Frost and Robinson
   5. Teasdale and Lowell (Amy)
Show how their experiences and ideals in life make their poetry similar or dissimilar.

III. Studying Tone Color
Choose a lyric poem and show in what ways it is rich in tone color. To do this analyze the poem for internal rime, assonance, repetition, alliteration, and onomatopoeia.

Some poems particularly rich in this element are:
The Walks in Beauty, Byron.
An Epitaph, de la Mare.
Arabia, de la Mare.
The Humble Bee, Emerson.
Sea Rose, "H. D."
Loveliest of Trees, Housman.
La Belle Dame Sans Merci, Keats.
To Helen, Poe.
Ulalume, Poe.
Tell Me Where Is Fancy Bred, Shakespeare.

You may, however, choose any other poem rich in tone color.

IV. Studying Imagery
The theme of Masefield’s Sea Fever is the longing and insatiate desire of a seaman for the sea.
A. Make a list of the images used in each stanza.
B. Write after each image others that might have been used, and combine them in different ways to see the effect.
C. Change the adjectives in the images.
At the end of this experiment you will realize how greatly the author’s intention affects the choice of imagery.

V. Studying Words
A. Make a list of the words expressing physical experience in The Eve of St. Agnes by Keats, lines 262 to 270. Defend your list before the class.
B. Likewise, list the words expressing psychic experience in Remember, by Christina Rossetti. Be able to defend your selection of words.
VI. Illustrating Lyric Poetry
A. Illustrate lyric poetry by bringing to class pictures which
1. Fit a particular lyric.
2. Express the emotions of the painter as a lyric expresses the emotion of the poet.

If you do No. 1, be able to show how the painting and the poem compare in feeling.

If you do No. 2, tell how the painting is a “lyric” to the artist.

The pictures must be mounted well enough to gain the approval of the class; otherwise, they will not be accepted.

or

B. Bring a phonograph record of some lyric put to music. Play it to the class several times. Tell the name of the poem, the author, and the theme of the lyric. Explain why that lyric was peculiarly suited to be put to music.

VII. Memorizing Poetry
Record your own progress in memorizing lyric poetry on a chart posted in the classroom. A sample chart is given you below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Lines of Poetry Memorized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Adams, Ellen</td>
<td></td>
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<tr>
<td>Bowers, Mary</td>
<td></td>
</tr>
<tr>
<td>Cole, James</td>
<td></td>
</tr>
<tr>
<td>Davis, John</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Listing Poems According to Theme
Choose one subject such as: the sea, love, birds, death, animals. Make a list of all the poems with their authors that you can find on the theme you select. Narrow your field of choice until you can make the list rather complete.

IX. Writing Poetry
Write a poem on any subject you select.
All the poems written will be judged by the class as to their merit.

Chart Showing Progress of Pupils in Memorizing Lyric Poetry

Bibliography
I. Material for Method
A. Books
B. Magazines.
Eareckson—A Painless Introduction to Lyric Poetry, English Journal, September, 1925.

II. Material for Enjoyment and Appreciation.
Alden, Raymond—An Introduction to Poetry. Henry Holt and Co. (Pages 55-73.)
Carhart-McGhee—Magic Casements, Macmillan.
Eastman, Max—The Enjoyment of Poetry. Scribner.
Greenlaw and Miles—Literature and Life, Book II. Scott Foresman and Co.
Hanes and McCoy—Readings in Literature, Volume II. Macmillan.
Palgrave, Francis—Golden Treasury. Allyn and Bacon.
Perry, Bliss—A Study of Poetry. Houghton Mifflin Co. (Pages 227-298.)

DOROTHY R. COX

American education week will be observed this year from Monday, November 7, to Sunday, November 13, inclusive. The American Legion and the National Education Association are cooperating to arrange the program.
RURAL SUPERVISION IN VIRGINIA

The low standing of Virginia educationally in comparison with other states is due largely to the condition of many of her rural schools. One important factor in bettering country schools will be the general establishment of rural supervision. One line "along which reorganization of rural education should take place...is the provision of close, adequate and professional supervision for rural schools."

The purpose of this paper is to show the status of rural supervision in Virginia, that educators may do their part in increasing the number of rural supervisors in Virginia and in cooperating with them in their work. By rural supervisors we mean those supervisors who spend their time in general supervisory work—not those who limit their activities to one subject. The data given and conclusions drawn are derived from answers to a questionnaire returned by twelve rural supervisors. Two of these supervisors have only a few rural schools under their supervision, as they are connected with the State Teachers College at Farmville.

Virginia has been rather slow in taking up the work of rural supervision; however, "in the fall of 1910 supervisors of teaching in the rural schools were appointed by the state normal schools in Virginia...their salaries and expenses being paid from an appropriation by the Peabody Education Fund. Seven supervisors had been employed before October 1, 1912."

Table I shows the names of the counties having rural supervision, the number of supervisors in each county, and the length of time the county has had supervision.

Table I. Rural Supervisors in Virginia Counties

<table>
<thead>
<tr>
<th>Name of County</th>
<th>Number of Supervisors in Each County</th>
<th>Time County Has Had Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomac</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Albemarle</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Arlington</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Bedford</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Chesterfield</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Cumberland</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Dickerson</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Fairfax</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Loudoun</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Montgomery</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Nansemond</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Prince Edward</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Prince William</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Russel</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Scott</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Southampton</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Warren</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The salaries for rural supervisors range from $1,400 to $2,400, the average salary being $1,769.79 a year.

The rural supervisors are responsible to the county superintendent and to the state rural supervisor. In Albemarle county they provide the superintendent with weekly and monthly reports accounting for their time each day, giving the name of the school visited, and in the monthly report stating the community work done and similar information. No other report blanks were mentioned by supervisors.

Only seven supervisors suggested additional help that could be given to improve the effectiveness of supervision. Aside from the urgent need of more supervisors, they feel that it would be helpful to have a more unified objective throughout the state with more definite suggestions and help and more funds from the state department; they also feel that the county boards might appropriate larger amounts of money for better school equipment, furnish a supervisor's office, and know the school work. Some additional help that could be given by the county superintendent, according to the data

1 Cubberly, E. P., *Improvement of Rural Schools*, p. 52.
2 Lund, Wallace, *Work of the State Supervisors of Rural Schools in the South*, p. 54.
3 Ibid, p. 56.
at hand, is as follows: A more definitely planned objective for the county as a whole; some visitation with the supervisor to discuss problems and observations; provision for a meeting once a month of principals, supervisors, and teachers to plan the work for the following month. While co-operation seems the general condition between principals and supervisors, one supervisor thinks that her work would be more effective if more attention were paid to “follow-up work.” Another suggests that the principal support firmly the county program of supervision. Three want fuller co-operation. All replies to the questionnaire indicate a favorable attitude on the part of the teachers, though a few teachers fail to co-operate because of lack of professional spirit and the dislike of careful lesson planning.

Of the twelve replies to the question on the attitude of the community, eight reported a favorable attitude, four indifference, and two partial indifference, while one felt there was an unfavorable attitude. Apparently the work of the rural supervisor is not much handicapped by the sentiment of the community in which she works.

Some of the most satisfactory features of the supervisor’s job to her and to the community are listed below: Making attractive schoolrooms; literary contests in the elementary grades; fairs; visiting day for the teachers; annual field day; commencement; organized play; projects; district teachers’ meetings; demonstration teaching when benefits are derived by the teacher and class; progress as shown by tests and scales each year; group conferences and teachers meetings. These are mostly individual opinions. Three consider literary contests, and three, classroom work as the most enjoyed part of their activities.

“Apart from the training and experience and natural ability of the supervising officer and the amount of assistance furnished to him, the principal factors determining the degree of success in his work are the size of the territory, the number of schools, teachers and pupils, the unit of administration, the character of the board or boards of education for whom he must work, the method of his employment, and the length of term for which he is selected.”

Table II shows the training of the twelve supervisors who reported. Six have gone two years beyond the high school; three, three years; two, four years; and one, five years. One holds a bachelor of science degree and has two quarter’s work completed towards her master’s degree; two lack a few points of holding a bachelor of science degree. One has a bachelor of arts degree. Four hold normal professional certificates. Thirteen different institutions of learning have been attended by these supervisors.


<table>
<thead>
<tr>
<th>12 Supervisors</th>
<th>Number of Years Beyond High School</th>
<th>Institution Attended</th>
<th>Degree of Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>Radford Teachers College</td>
<td>B. S.</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Parnvillle Teachers College; U. of Calif.; U. of Va.</td>
<td>Normal professional</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Eastern College</td>
<td>A. B.</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Columbia; Johns Hopkins</td>
<td>Normal professional</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Teachers College</td>
<td>B. S.</td>
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<tr>
<td>6</td>
<td>3</td>
<td>Sharon; Intermont</td>
<td>Normal professional</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>George Washington; U. of Va.</td>
<td>Normal professional</td>
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<td>8</td>
<td>5</td>
<td>Blackstone; Peabody</td>
<td>B. S.</td>
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<td>9</td>
<td>2</td>
<td>Radford Teachers College</td>
<td>Normal professional</td>
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<tr>
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<td>3</td>
<td>Peabody</td>
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<tr>
<td>11</td>
<td>2</td>
<td>Harrisonburg Teachers College</td>
<td>Normal professional</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Harrisonburg Teachers College</td>
<td>Elementary</td>
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</tbody>
</table>
All of the rural supervisors have had courses in supervision except two. The amount of training in supervision ranges from two or three classes to several summers' work.

In Table III is given the teaching experience of eleven Virginia supervisors. The lowest number of years that any supervisor has taught is four years; the highest, twenty-nine years. The average number of years teaching experience, not including experience in supervision, is 12.6 years. In Virginia the tendency seems to be to have a high number of years in the teaching profession as a preparation for supervisory positions. This insures familiarity with the elementary grade requirements, provided the experience has extended over many grades, primary as well as grammar grades.

"Enough supervisors should be provided so that each would not have over forty teachers under his oversight. City supervisors have less. In eighteen of the largest cities of the United States in 1912 there was one supervisor to nineteen teachers."5

Reference to Table IV will show that even by this 1912 standard six out of twelve Virginia rural supervisors have too many teachers to supervise for the best results. The teacher who is listed as supervising two teachers, also, has ten or twelve girls in the training school to supervise in student teaching. The need for a larger number of supervisors is revealed not only by the big number of teachers under one supervisor's direction, but also, in several counties, by the large number of schools which she has to visit. The difference in the number of schools supervised by one person in various counties may be due to a larger number of one and two-room schools in some counties than in others. The average number of schools per supervisor is 233.

Arlington county is the only one reported as having a supervisor for the primary grades and one for the grammar grades. In the other counties that have more than one supervisor, the grades, one to seven inclusive, are under one supervisor. The counties with one supervisor have the seven grades in her charge. This requires a broad knowledge of the work, as primary methods and methods of the advanced grades are often quite different. Arlington county, being very small, has fewer schools than most of the counties. Most of these are located in small towns which make conditions different from the typical rural sections.

### Table III

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>In Elementary</th>
<th>In High Schools</th>
<th>In Other Schools</th>
<th>In Supervision</th>
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<tr>
<td>16</td>
<td></td>
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<td>5</td>
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</tbody>
</table>

instructional problems; field work; study of supplies; equipment of buildings and budget; surveys, reports, records, schedule; selection of instructional materials; professional activities; assistance in selection, appointment, assignment, and transfer of teachers; publicity; reports upon educational progress; giving of standard tests; rating teachers.

After surveying the above list of activities and other more specific ones mentioned elsewhere in this paper, the conclusion is readily deduced that the duties of a rural supervisor are numerous and varied.

From a study of the information regarding the division of the supervisor’s time, it appears that inspectional duties take up from 5 to 8 per cent of the day, teacher-training, from none to 80 per cent of the day, and survey duties from 5 to 10 per cent. One supervisor writes that the way in which she spends her time varies with the condition of the roads, the weather, and the season of the year. Another says that she gives five days a week to observing and demonstrating in the schools; one day a week, Saturday, is spent in office work and research along with a few hours at night.

Improvement of classroom instruction is one of the big aims of the supervisor. “Close, intelligent and sympathetic direction is necessary if the teachers long in service are to maintain the highest standards of efficiency. . . . The routine of the classroom tends to fix habits, to lessen adaptability, and possibly to deaden ambition.”

“In my judgment based on years of observation and visitation of schools in various cities, expert grade supervision is the most difficult as well as the most necessary aid to good teaching to be secured in any system of schools.” Twelve supervisors aim to improve instruction by direct assistance, by visitation and conference, by insisting on careful lesson planning, and by demonstrating teaching. All of them do demonstration teaching themselves, while six, also, secure teachers who are noticeably able in handling certain subjects and classes to teach occasionally. Other aids to better teaching that were suggested are group meetings of teachers, the encouragement of research work, the planning of supplementary work, and a visiting-day for teachers. The activities engaged in, listed above, may suggest others.

The four copies of rating scales for teachers received from Arlington, Accomac, Albemarle, and Southampton counties range from a fairly brief card for evaluating the recitation as used at the Radford State Teachers College to a very detailed and comprehensive “efficiency record” in use in Arlington County. The Arlington scale seems to be a general rating and record scale of the teacher for the entire year. The three main heads under rating in this scale are personal qualities, leadership, and cooperation; professional attitude; and teaching ability. The Radford card has two main divisions which consist of teacher-activity, valued at 50 per cent and pupil-activity, valued at 50 per cent. General conditions, pupils, discipline, and instruction, with definite sub-heads under each, are the four points that the supervisors in Albemarle county notice in rating the teacher. In Accomac county the rating scale for teachers contains detailed specific points for the supervisor’s consideration under the following ten topics: personal equipment, teaching ability, routine and physical condition, discipline, as a unit in the system, professional growth, and social efficiency. In the main the rating scales contain similar points for observation. The teacher is considered from many angles. Albemarle County also has a new self-rating score card for teachers consisting of fifty-one questions grouped under personal, social, and professional equipment, improvement in service, class room management, technique of teaching, and results. Intelligent and
careful use of this card by the teacher will, no doubt, greatly improve the teacher and lessen the work of supervisors.

In Table V it is seen that the number of visits to a school in a year varies with the number of schools under one person’s supervision, weather conditions, and the needs of the different schools. The average is 12.3 visits a year to each school.

TABLE V

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Number Visits</th>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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</tbody>
</table>

The manner of visiting that is most popular is “unexpectedly,” which is used by twelve supervisors. Eleven, also, visit when called by the teacher, and eight supervisors visit by a schedule. Eleven of the answers to “Do you confer with the principal?” were in the affirmative. Seven supervisors have a conference with the principal before visiting the room; ten, after visiting the rooms. Reasons given for discussion with the principal before observations were: to inquire concerning special problems; to announce plans; for sanction; to secure information; to report work planned for the day. For the purpose of leaving suggestions, discussing various teachers, the needs of the grades and the results being accomplished, conferences with the principals after visits are desirable, according to the replies. It was suggested that where the supervisor is visiting one-room schools, conference with the teacher-principal are more satisfactory in recess or after dismissal of the pupils.

Beginners in supervision have numerous problems to face. A brief summary of answers to the questionnaire show them to be as follows: getting familiar with the roads; winning the confidence and cooperation of teachers, county officials, and the community; division of time, so as to cover all the work that the position demands; learning the most urgent needs of the school and the type of work best suited to that vicinity; numbers of unskilled teachers; what problems to attack first; skepticism.

Assumption of a “superior” manner, “lack of tact,” and attempting too many radical changes at one time, or “wishing to correct all errors in a day” are recognized three times by different supervisors as “pitfalls” of rural supervisors. Other pitfalls suggested once are: “Too much absent treatment,” “becoming swamped in trivial matters,” and “failure to keep up with latest ideas, through magazines, summer courses, etc.”

Some idea as to what is being accomplished by rural supervision in Virginia can be secured by noticing the objectives of the supervisors for the year, the problems brought by teachers to the supervisors, and the changes that have been made in the schools and communities.

Most of the supervisors have very definite objectives for the year’s work. Eight prepare a calendar of major events. Two have on a general testing program. The majority are selecting one or two subjects for improvement this year. Reading, arithmetic, language, geography, spelling, and county history are the subjects emphasized in the order of their frequency. A new library in every school, a project in agriculture for the sixth and seventh grades, improvement of school yards, care in the promotion of pupils, visiting day and literary contests are other objectives mentioned. Two supervisors are concentrating their efforts on the primary grades this year and are planning to work with the intermediate grades next year. In the primary grades in Arlington county the supervisor is having a series of programs illustrating the work done in the schools for the enlighten-
ment of the patrons as to what the pupils are doing. Four supervisors name "standard schools" as their objective, while one aims "to sell the public school to the public and to have a product worth while." For the coming year two supervisors have planned testing programs. A few wish to see what, at the end of this session, the weakest points of instruction are, before formulating plans for another year.

A variety of problems are brought to the rural supervisor by the teachers. One of the most common is disciplinary problems that arise. Irregular attendance of primary pupils seems to be common in one county; while non-attendance of boys during the harvesting time is a handicap in some districts where tenant farming is common. Problems of promotion frequently arise, such as the length of time a child should remain in one grade and what should be done with the child who has been promoted too fast. What should be done with the subnormal child and how can the bright child be taken care of are questions asked. Problems relating to the course of study and the curriculum, to better methods of teaching, devices for seat work, supplementary material and projects are all brought to the supervisor. Suggestions are also wanted on how to get in all the classes, how to get the patrons to buy books, and how to complete the course of study. How to break up bad habits of study, as lip reading, finger counting, and careless pronunciation, is also a question.

From the viewpoint of the supervisors themselves upon which the statements below are based, and considering the short time rural supervision has been maintained in Virginia, the results accomplished by rural supervision in Virginia are very gratifying. Two supervisors have made greater uniformity in the work done in their county. Others see greater appreciation of education and a better spirit of co-operation throughout the county as a result of supervision. This has been done by the consolidation of schools and the organization of community leagues. The teachers have improved in teaching ability and discipline. Group spirit is being developed. There is more professional study on the part of the teachers. They go to the supervisors for help more and more each year. They use the course of study more intelligently. Teaching is vitalized. Not only are the results of supervision quite evident in general county spirit and the improvement of instruction, but they are quite marked in the improvement of equipment and grounds. Libraries have been established (and what is more significant, as one supervisor observed, are being used); pictures have been purchased; the arrangement of the rooms has been bettered; and the grounds have been made more attractive.

This study has given only a general view of the organization, progress, activities, and results of rural supervision in Virginia, insofar as these features may be determined from a small number of supervisors who have averaged five years of work in this field. It is hoped that these investigations may be of passing interest to those who are watching the trend of educational endeavor for the betterment of the rural school in Virginia.

BIBLIOGRAPHY


EMMA V. WINN

For summer-time study by teachers, a permanent salary increase of $4.00 per semester hour in the University of Michigan, and of $2.50 per term hour in normal schools, has recently been ordered by the board of education of Mount Pleasant, Mich.
TWO LESSON PLANS IN FOURTH GRADE GEOGRAPHY

A LESSON PLAN ON THE POTOMAC RIVER

Part One. Preliminary Data

Time Allowance: Two 35 minute periods.

Teaching Unit: How the Potomac River Helps Give Us Food.

Materials: Pictures, newspaper clippings, manuscript on the Potomac prepared by the teacher.

Part Two. Steps in The Lesson

I. Introducing the problem.
A. Discuss what people do on the Potomac River.
B. Show pictures of people at work on the Potomac.
C. Locate the Potomac on blank outline wall map.

II. Discussing food fish found in the Potomac River.
A. What kinds of food fish are taken from the Potomac?
B. Why do certain fish like to live in slow-moving rivers? What shows that the Potomac is a slow-moving river?
C. Why does the supply of food fish in the Potomac never give out?

Subject Matter

A. Kinds of food fish in the lower Potomac are black bass, shad, herring, perch, rockfish, croaker, weakfish, catfish and oysters.

B. A slow moving current does not wash the eggs away; insect food is easier to catch in slow-moving water. We know the lower Potomac has a slow current because very little trade is carried on along it, and there are few factories.

C. The government has established a fish hatchery at Bryan’s Point on the Potomac River where shad and perch eggs are hatched.

The eggs are gathered from the river or stripped from the fish. They are then put into glass jars, which are artificially heated. The eggs hatch in from 9 to 12 days. The young fish swim about in a run until they are large enough to care for themselves. Then they are set free in the Potomac River or in its tributaries.

III. Finding out how each type of fish is caught.
A. The children will show pictures and give oral reports.
B. We will make a class table.
C. Each child will copy the table in his notebook.

Subject Matter

How food fish are caught in the Potomac:

Bass—with lines
Shad—with gill nets, drift nets, seines
Perch—with lines
Herring—with lines, weirs
Rockfish—with lines
Croaker—with lines
Weakfish—with lines, trawls
Catfish—with lines
Oyster—with dredges, hand tongs

A SIGHT-SEEING TRIP DOWN THE POTOMAC RIVER

Part One—Preliminary Data

Time Allowance: Three 35 minute periods.

Teaching Unit: How the Potomac River gives us pleasure.

Materials: Pictures, Frye-Atwood Geography, Book I, and manuscript prepared by the teacher.

Part Two—Steps in the Lesson

I. Securing a good mind set for an imaginary trip on the Potomac.
A. Children show pictures and give oral reports about interesting spots on the river.
B. Teacher leads children to want to make the imaginary trip.

II. Deciding where to start.
A. Find four large Virginia rivers running east on map, page 123 in text.
B. What cities are right underneath each other on these rivers?
C. Why are these four large cities located just underneath each other?
D. What is the "fall line?"
E. Why can we not start at the source of the Potomac River?

Subject Matter
A. Four large Virginia rivers running east are the Potomac, the Rappahannock, the James, and the Appomattox.
B. Cities underneath each other on these rivers are:
   Alexandria on the Potomac
   Fredericksburg on the Rappahannock
   Richmond on the James
   Petersburg on the Appamattox
C. A city needs among other things water power for factories; falls near each of these cities supply water power.
D. The “fall line” is the rocky ledge over which all these rivers must flow to reach the ocean.
E. Boats cannot go over either the Great or Little Falls of the Potomac.

III. Taking the trip
A. Using oral reports and pictures
B. Judging oral reports by previously set up standards

Subject Matter
1. Face the audience.
2. Show pictures to everybody.
3. Talk about one main thing.
4. Ask the class a question.
5. Have the class ask you questions.

IV. Making a record of what we saw
A. Making a class table
B. Copying it into note books

Subject Matter
Things seen on a boat trip down the Potomac river:

Bridges: Chain, Key, Memorial, Highway, and Long
The Lincoln Memorial
The Washington Monument
Arlington Mansion
Arlington Cemetery and Amphitheatre
The Dome of the Capitol
Alexandria
Mt. Vernon
White House
Gunston Hall
Marshall Hall
Wakefield
Stratford

Pauline Shreve

WILD FLOWERS IN VIRGINIA
A NATURE STUDY UNIT FOR THE SECOND GRADE

I. What the Children Did
A. They set up the following problems:
   1. How to learn the names of the wild flowers.
   2. How flowers choose their homes.
   3. How flowers care for themselves.
      (a) How they protect themselves.
      (b) How they scatter their seeds.
   4. How wild flowers benefit man.
   5. How wild flowers dress.
B. They took excursions to help solve the problems.
C. They read poems and stories about flowers. They memorized a number of poems to recite at opening exercises.
D. They made booklets containing pressed flowers, pictures of flowers, and original stories and poems about flowers.
E. They learned games and story-plays about flowers.
F. They drew flowers for a blackboard border.

II. What the Children Learned
A. They learned the names of the more common wild flowers in their vicinity:
violets, arbutus, wild rose, honeysuckle, dandelion, daisy, lady slipper, Jack-in-the-Pulpit, columbine, buttercup, laurel, anemone, Queen Anne's lace.

B. They learned that different flowers choose different kinds of homes; some thrive best on sunny slopes; others need damp shady spots.

C. They learned how wild flowers care for themselves:
1. Flowers have various ways of protecting themselves; they may have spiny seeds, tough stems, rough leaves, thorns, thistles, an unpleasant odor, or an acid taste.
2. They get food through their leaves and roots; some rare plants catch insects.
3. Seeds are scattered by water, wind, insects, birds, animals, and man.
4. Flowers have habits of behavior just as people; they breathe, they turn toward the light, many of them close up at night, and some of them have a regular time of opening.

D. They learned that wild flowers benefit man:
1. Flowers make woods and meadow lovely, such as dogwood, redbud, arbutus, honeysuckle, violets, and buttercups.
2. Flowers are used for medicine, such as bloodroot, and the common winterberry.

E. They learned that flowers attract insects by their color; the insects in turn help the flowers by scattering the pollen.

Cordelia Armstrong

A fund for the establishment of scholarships at Oxford and Cambridge for American students, and at Harvard and Yale in the will of the late Lady (Charles) Henry, of London. The scholarships are to be open to either men or women. Lady Henry was of American parentage.—School Life.

WHAT THE RADIO-MUSICAL LIKE

A NATION-WIDE expression of opinion by radio listeners shows that their favorite composer is Beethoven, and Wagner's Overture to Tannhauser is the favorite type of music. These opinions were obtained through a questionnaire recently distributed by the New York Edison Company in connection with the Edison Hour, which is broadcast weekly over WRNY.

Radio listeners to the number of 4800 cast a total of 79,800 votes for 50 composers and 18 types of musical compositions. Following close after Beethoven—considered by musicians the master of composers—with 3245 votes, comes another of the great immortals, Franz Schubert, with 2971 votes. Third is our popular American composer, Victor Herbert whom 2935 of the 4800 included in their preference.

Second in popularity to Wagner's masterpiece, the Overture to Tannhauser, as a type of musical composition, comes the Poet and Peasant Overture by Franz von Suppe, with the Marche Militaire of Franz Schubert third. The musical tastes of men and women are practically alike. Instrumental solos proved to be more popular than vocal solos, with 2720 votes favoring the former, and 1422 for the latter. 2110 votes were cast for orchestral music alone.

One of the significant things shown in the questionnaire, which seems to indicate that the tastes of listeners everywhere are alike, is that the relative positions of the leading composers and compositions were the same for each thousand of the questionnaires tabulated. The space left on the questionnaire for remarks provoked much lively comment. The men had more to say, and were much more positive in their opinions than women. Thirty asked for jazz, and more than 135 denounced it in no gentle terms.

Radio announcements came in for their
share of comment. 1741 desired brief announcements, while 2465 indicated a preference for longer descriptive announcements. Few, however, contented themselves with a mere indication of choice. The opinions of most on this score were expressed very definitely and positively, and even at great length.

Following are the complete results of the questionnaire. The figures indicate the number of votes:

(1) What type of music do you like best: Indicate by checking your favorite types of music among the compositions listed below:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Composition</th>
<th>Composer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overture to Tannhauser (2778)</td>
<td>Richard Wagner</td>
</tr>
<tr>
<td>2</td>
<td>Poet and Peasant Overture (2631)</td>
<td>Franz von Suppe</td>
</tr>
<tr>
<td>3</td>
<td>Marche Militaire (2578)</td>
<td>Franz Schubert</td>
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<tr>
<td>4</td>
<td>Fifth Symphony (2522)</td>
<td>Ludwig van Beethoven</td>
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<td>5</td>
<td>Unfinished Symphony (2363)</td>
<td>Franz Schubert</td>
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<tr>
<td>6</td>
<td>Ballet Music from “Faust” (2243)</td>
<td>Charles Gounod</td>
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<td>7</td>
<td>Meditation from “Thais” (1941)</td>
<td>Jules Massenet</td>
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<td>8</td>
<td>Liebesfreud (1912)</td>
<td>Fritz Kreisler</td>
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<td>9</td>
<td>H. M. S. Pinafore (1675)</td>
<td>Sir Arthur Sullivan</td>
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<td>10</td>
<td>Nutcracker Suite (1619)</td>
<td>Peter Tschaikowsky</td>
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<td>11</td>
<td>The Firefly (1600)</td>
<td>Rudolph Friml</td>
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<td>12</td>
<td>Symphonie Pathetique (1518)</td>
<td>Peter Tschaikowsky</td>
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<td>13</td>
<td>Dagar Dance from “Natoma” (1495)</td>
<td>Victor Herbert</td>
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<tr>
<td>14</td>
<td>In the Morning (1318)</td>
<td>Edward Grieg</td>
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<td>15</td>
<td>Invitation to the Dance (1282)</td>
<td>Carl Maria von Weber</td>
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<tr>
<td>16</td>
<td>Overture to the Marriage of Figaro (1178)</td>
<td>Wolfgang Amadeus Mozart</td>
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<tr>
<td>17</td>
<td>Scheherazade (970)</td>
<td>Nikolai Rimsky-Korsakov</td>
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<td>18</td>
<td>Poupee Valsante (821)</td>
<td>Edwin Poldini</td>
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(2) Who are your favorite composers? Please indicate those in this list whom you prefer:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Composer</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Ludwig van Beethoven (3248)</td>
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<td>2</td>
<td>Franz Schubert (2971)</td>
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<td>3</td>
<td>Victor Herbert (2935)</td>
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<tr>
<td>4</td>
<td>Richard Wagner (2945)</td>
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<td>5</td>
<td>Felix Mendelssohn (2491)</td>
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<td>6</td>
<td>Fritz Kreisler (2225)</td>
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<td>7</td>
<td>Franz Liszt (2130)</td>
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<td>8</td>
<td>Charles Gounod (2005)</td>
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<td>9</td>
<td>Peter Tschaikowsky (1935)</td>
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<tr>
<td>10</td>
<td>Wolfgang Amadeus Mozart (1920)</td>
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<tr>
<td>11</td>
<td>Gioacchino Rossini (1886)</td>
</tr>
<tr>
<td>12</td>
<td>Edvard Grieg (1858)</td>
</tr>
<tr>
<td>13</td>
<td>Anton Dvorak (1815)</td>
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<tr>
<td>14</td>
<td>Edward McDowell (1759)</td>
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<td>15</td>
<td>Johann Strauss (1676)</td>
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<td>16</td>
<td>Sergei Rachmaninoff (1634)</td>
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<tr>
<td>17</td>
<td>Giuseppe Verdi (1502)</td>
</tr>
<tr>
<td>18</td>
<td>Jules Massenet (1454)</td>
</tr>
<tr>
<td>19</td>
<td>Johann Sebastian Bach (1445)</td>
</tr>
<tr>
<td>20</td>
<td>Anton Rubinstein (1434)</td>
</tr>
</tbody>
</table>

43—Igor Stravinsky (290) |
44—Hector Berlioz (287) |
45—Modest Moussorgsky (203) |
46—Mikhail Glinka (169) |
47—Jean Phillipe Rameau (147) |
48—Alexander Glasounov (137) |
49—Anatole Liadov (71) |
50—Edwin Poldini (65) |

(3) Do you prefer (961) music you have never heard before, or (3385) familiar music?

(4) Do you find (2110) orchestral music alone most interesting, or do you like in addition (1422) vocal solos, and (2720) instrumental solos?

(5) Of vocal solos, do you prefer (1471) operatic arias, (1560) selections from light opera, (898) negro spirituals, (1083) folk songs, (1403) classic songs, or (1679) popular ballads?
Do you prefer very brief announcements, or longer descriptive announcements? These following are examples:

(a) 'The Edison Ensemble will next play the first movement from the Fifth Symphony of Ludwig van Beethoven.'

(b) 'The Edison Ensemble will now play the first movement from Beethoven's Fifth Symphony—a work which is conceded to be one of the master's greatest. Concerning the principal theme of this movement—a series of four notes rapidly repeated—Beethoven himself said that it is 'Fate knocking at the door of human existence,' a fate which is insistent and ominous in the music. The theme recurs again and again throughout the movement. When he wrote this symphony Beethoven's deafness was fast developing, and he was oppressed by many other misfortunes. It may be considered the expression of his own feelings while 'Fate was knocking at his door.'

RESOLUTIONS ADOPTED BY N. E. A. AT SEATTLE, JULY 7, 1927

American Program of Education

We propose as an American Program of Education the provision of opportunities through education which will enable each individual to achieve his highest development in order that he may most completely fill his place in the society of which he is a member.

The achievement of this ideal requires that the following provisions for education be made:

1. The status of teachers—That teachers, who are prepared for their work by a generous liberal education, and by sound professional training, shall be provided for all schools. We believe that the minimum of training for teaching should be not less than four years beyond high school graduation. That salaries be paid to teachers commensurate with the investment which must be made in preparing for teaching and with the importance of the service rendered.

That after a probationary period during which they demonstrate their acceptability for the service, teachers should enjoy tenure during continued efficiency, and that provision for retirement allowances based upon sound actuarial evidence, and involving contributions by teachers as well as by the public, be established on a state wide basis.

2. Curricula adopted to individual needs—That curricula and courses of study be made available which are adapted to individual needs. That the reestablishment of individual pupil-teacher relationships be considered an essential of education.

3. Wise grouping and guidance for all children—That in their work in our schools all who attend them whether in nursery school, kindergarten, elementary school, junior high school, senior high school, vocational school, continuation school, night school, opportunity school, college, university or professional school, shall be placed in groups of such size and flexibility, as to provide for their regular and continuous progress. That failure and repetition be considered abnormal. That educational and vocational guidance be considered a primary obligation of organized education. That special classes and special opportunities be provided for the subnormal, the physically handicapped and delinquent and that provision be made for meeting the constantly changing interests of all children. That opportunities for general culture, for vocational training, for the cultivation of special talents, or for the removal of deficiencies be provided for those young people who are engaged in productive activities and for adults.

4. Larger units of administration—That the administrative and supervisory local unit of control be made large enough to justify the employment of men and women with special training in educational leadership, administration, and supervision of instruc-
tion. It is understood that outside of the urban areas it generally will be necessary to make such unit larger than the district or township.

5. Professional administrative officers—That all administrative officers, state, county, and city, be selected for their positions on the basis of their professional qualifications and attainment by lay boards of education.

6. Nonpartisan elected boards—That state, county, city, and other boards of education be elected on nonpartisan ballots, chosen at large from the area which the board is to serve, for relatively long terms, and that the terms of office of members be so arranged as to make it impossible to select a majority of the members of the board at any one election.

7. Distinction between lay control and professional administration—That the distinction between the lay control of public education and the professional administration of schools be acknowledged in the law and in the rules of boards of education. That appointment of teachers and of all other employees be only upon nomination of the superintendent of schools. That courses of study and curricula, the adoption of text books and the provision for educational supplies be proposed by the superintendent of schools in co-operation with the members of the supervisory teaching staff for the consideration of the board of education. That the annual budget showing unit costs for each item of the educational program be prepared by the superintendent and his staff and submitted to the board of education for consideration. That the recommendations for buildings and equipment based upon an evaluation of the present plant and a forecast of future needs be presented to the board of education by the superintendent of schools. That a report of the achievement of the schools based upon scientific inquiry be required of the superintendent of schools and that he ask for further support only upon the basis of such proved efficiency.

8. Statewide financial responsibility—That our schools be financed upon a statewide basis. That it be recognized that it is the prime duty of each state to guarantee to each individual a satisfactory minimum program of education in each of the several areas for taxation and for the administration of schools throughout the state.

9. Adequate state departments of education—That it be recognized as an obligation of each state, to provide a department of education equipped to certify as to the adequacy of all local programs of education in meeting state standards. That this state department of education through research, through experimentation and through personal leadership stimulate local communities to provide more adequate programs of education than the state can require, to the end that the state's minimum acceptable program may from time to time be advanced.

10. A Department of Education with a Secretary in the President's Cabinet—That the federal government which has long accepted responsibility for conducting inquiries and disseminating information concerning the public schools of the nation enlarge the scope of its scientific inquiry with respect to education and increase its support of this undertaking. That this most important function of the national government can be best carried out by the establishment of a department of education with a secretary in the President's cabinet. We pledge our aggressive support to the Curtis-Reed Bill which provides for the establishment of a department of education and for the more adequate support of scientific research in education under the direction of a secretary of education.

In a campaign against diphtheria in Georgia about 125,000 children were immunized through cooperation of the school authorities, the State board of health, and parent-teacher associations.
EDUCATIONAL COMMENT

ADULT EDUCATION

Students of child psychology have ever been impressed with the plasticity of children's minds. They are so easily and quickly molded, and they retain with such firmness the stamp of others' influence. Adults, on the other hand, have been thought of as fixed in the lines of their childhood and youth. William James said: “Outside their own business, the ideas gained by men before they are 25 are practically the only ideas they shall have in their lives. They cannot get anything new.”

Recent studies of the capacity of grown people to acquire knowledge and fresh skill indicate the scrapping of an old notion. A booklet issued by the American Library Association is filled with such a variety of proofs that adults can learn, and moreover that they are eager to do so, that enthusiasm about the possibilities brims over. One of the most interesting reports is that of Professor E. L. Thorndike of Teachers College, Columbia University. During the past two years he has conducted experiments with two groups, one averaging in age 42, the other 22. Both were compared with a group of children. The adults were taught to write with the wrong hand, to operate the typewriter, and there were classes in algebra, science, foreign languages, etc. For all three groups there were classes in reading, spelling, arithmetic and other elementary school subjects. In general, both adult groups learned more rapidly than the children. The older group of adults learned almost as rapidly as the younger—roughly, about five-sixths as fast. The conclusion is that ability to learn increases until about 20, when it remains stationary for a time, and then declines very gradually. No one under 50 should be deterred from trying to learn something new by the fear of being too old, and even after 50 the decline is so slow that the attempt to learn is still well worth while.

Not lack of ability, but lack of opportunity or desire to learn, now appears to be the reasonable explanation why adults so seldom learn a new language or a new trade. Both opportunity and desire have greatly increased everywhere in this country in recent years. Which one causes the other, if they are cause and effect, cannot be decided, so closely have they moved together along a rising plane. Correspondence schools are a part of the general development. Perhaps they have somewhat stimulated the yearning for higher education; certainly they have taken advantage of it. The Public Library of Newark reports that about ten thousand young people in that city, mostly men between 20 and 32 years of age, pay yearly more than $200,000 to correspondence schools. These young men have had little formal education and are mostly working at trades not requiring great skill. They are keenly aware of the handicap of ignorance, and enthusiasm and the simplicity of the first lessons carry them on until the fourth or fifth, which are apparently made very difficult for the purpose of discouraging the purchaser of the course. He has paid in advance for ten or twenty lessons, but seldom takes more than three. Newark
investigators say that “less than 10 per cent. complete the courses for which they pay.”

The Newark Library is bent on giving these would-be learners help. It cannot take the place of an honest correspondence school, with its special text-books, lessons in series and checking up of students' papers. But it is making out lists of books suitable for students of technical subjects, and the advisers are prepared to give personal advice to student-workers who want to “learn to do better work and to get better pay.” Last year a million books, not novels, were loaned to Newarkers.

Personal contact between borrowers and the library staff in any town points to an interesting phase of library work. The librarian of the Bangor Public Library observed that a remarkable increase in the reading of poetry among adult borrowers had taken place. It was explained by the fact that the two assistants in charge during the busiest hours of the day had an unusual knowledge and interest in that department of literature. They had fired their clients with a like ardor. Exchange of personal letters in thinly settled rural districts gives the isolated student a similar incentive. The librarian of Missoula, Mont., had been sending books by parcel post to a homesteader's family in the mountains ninety miles away. It is worth while to quote from a letter written by the homesteader's wife, for it reflects the happiness of thousands of others who are finding delight in reaching out for knowledge. She first acknowledged receipt of Taine’s “History of English Literature” and Arnold's "Essays in Criticism," which were supplementary reading in a correspondence school course she was taking. In formation of other study follows:

My husband wishes to thank you for the many informative books he has had on forestry, geology, soils and the birds and animals of this particular region. We have extended our horizon and look forward to many happy hours to come, where formerly we dreaded the winters. Surely no better place could be found for quiet study of deep subjects.

It is a long letter, with accounts of neighbors who have come ten or fifteen miles to “study the book on precious stones and minerals,” or “to study the Alpine flower book,” preparatory to identifying the flora of the near-by glacier. The entire letter, like the entire subject of adult education, may be drawn to a point in one sentence of hers—“It is to renew one's youth.”—New York Times.

SWIMMING AND THE RED CROSS

The great universities accommodating thousands of young men made splendid progress the past year in teaching proficiency in water-rescue and swimming. The colleges concede the pre-eminence of the Red Cross in fostering and developing water safety, swimming and first aid courses. The athletic programs of the universities were well adapted to specializing in this field. Yale turned out from 100 to 150 men trained in swimming and water-safety. Dartmouth was not far behind, while at West Point and Annapolis the poor swimmer was the glaring exception.

Swimming is frequently chosen as the winter sport in many colleges. From the indoor tanks the swimmers emerge to engage in summer activities, such as participation in Red Cross Life Saving Institutes held annually. The girls’ colleges are just as keen as their brothers in acquiring water proficiency. Smith, Wheaton, Bryn Mawr and Western College hung up notable records the past year. The technical colleges avail themselves of other Red Cross instruction courses with gratifying results.

The pulling power of these courses lies in their being essentially practical. They mean something to the possessor, not only in college but afterwards.

The Annual Membership Roll Call of the American National Red Cross will be held as usual from Armistice Day through Thanksgiving — November 11-24 — thereby
affording the college students of the Nation an opportunity to endorse their Red Cross, and by participation through membership, insure the maintenance of each of its services.

FAREWELL TO THE FLIVVER

The world pushes on, relentlessly discarding, in its dotage, instruments that once worked incalculably for its progress. In America the pace is swift. Men not yet old have but dim memories of things that helped them vanquish the frontier, and today lie discarded. These memories take an ever deepening tinge of romance as they fade. There was the pony express. How we look upon it now! Ah, they were men, those riders, and they lived in a golden age of romance. All the sordid side of the pony express—and there must have been one—has been forgotten.

America has just discarded as outworn another great aid in the everlasting thrust against frontiers—frontiers not alone of our own country but of the world. It is the Ford flivver, unlovely and almost ridiculous now, because it is so familiar. The days of the old Ford are ended. Production stopped some months ago, and, it is said, repair parts will be made only five more years. Soon after those five years, the Ford will join the covered wagon and the pony express and become a memory.

That memory will take on romance. To the pioneers, a covered wagon was just a wagon; a lumbering, rough-riding conveyance that was forever bogging down in sand, casting a tire or breaking an axle. Romantic? Hah! Just an eternal nuisance. But it helped build a nation. Epic books have made it their theme, now that its commonplace side has been forgotten, and it has been made the subject of at least one great motion picture.

The pony express and the covered wagon began where the railroads left off, serving because nothing else would go where they went and do it so quickly. In 1903 Henry Ford put his car on the market. It, too, went where nothing else would go so quickly. It pushed down great barriers. It brought utility and pleasure to millions. In nineteen years Henry Ford built fifteen million cars, as alike in their essential mechanism as peas in a pod. He built one of the greatest enterprises in the world. He fashioned a fortune so great it cannot be comprehended.

Little has come from Ford himself in these days of transition, when the old car, outclassed now, is being abandoned for the new. But from a word here and there, it is apparent that Henry Ford is not laying aside the old Model T without a pang of regret. It was completely his, from first to last. Perhaps he, better than anyone else, knows that with its passing goes irretrievably a part of America.

It is too soon to write the obituary of Model T. But it is getting on, and it will do no harm to have a few notes set in type. The model T, more, perhaps, than any other piece of machinery, had a personality. It was a friendly, familiar thing, and its surname—Ford—was rarely used. A Cadillac is a Cadillac, a Chevrolet a Chevrolet, a Buick a Buick, and a Dodge a Dodge. But the Model T was a Henry, a Lizzie, a flivver. For convenience in pronunciation, a Cadillac may become a Cad and a Chevrolet a Chewy, but the Model T alone had genuine nicknames.

This was partly because it insisted on being something different. The others had different pedals, transmissions, levers; they changed often in appearance, sometimes so much that the children could not be recognized as belonging to their parents. But the Model T remained its individual self, although toward the last it took on a measure of dignity. Its clothes became more stylish. The old rugged corners and the brass were discarded—but with them went some of the friendly familiarity that made everybody call the Model T by a nickname, and their
passing marked the beginning of the end. The deeds of the flivver drip with romance, and they are recorded wherever the white man has traveled. The flivver has clambered the mountain ranges of the world. On the thirsty Sahara and in the jungles of South Africa it has carried the white man and his civilization. Many a veteran of the A. E. F. remembers a thrilling story of some brave, battered little flivver which took him careening over battlefields on a mission of importance, its very motive power dependent upon a safety pin or piece of baling wire conscripted in an emergency. Some day these deeds will be told as they should.

It is safe to say that, no matter what automobile Henry Ford makes, it will never take the place of the old flivver. It may be the best car ever built for the money, and it undoubtedly will be a more luxurious car, in keeping with the new age of luxury. But it will not be a pioneer.—The New Republic.

COLLEGE SALARIES ON PRE-WAR BASIS

The Representative Assembly of the National Education Association has directed that a careful study of college professor's salaries be made during the coming school year. In many colleges instructors and professors are being paid on a pre-war basis. This startling fact is pointed out in a letter I have just received from the president of a leading college in West Virginia. He says: "The young people whom we graduate each June go out into high schools to teach at salaries averaging considerably above that paid to those who have taught them. We know this should not be. It handicaps those who would make a larger preparation, because they cannot afford it. Some of them would borrow and go ahead to school were it not for the fact that they can see no way to repay the borrowed money. Practically every other profession, outside of the ministry, holds within itself the possibility of making not only a comfortable living but the accumulation of a degree of wealth. The college professorship holds no such possibility."

Situation Alarming

I have many letters from college presidents expressing alarm over the salary situation. They see the large freshman classes passing into the hands of untrained instructors who receive less pay than that of leading public school teachers. It is no wonder that a university president reports that 58 per cent of the freshman class drops out before the end of the junior year.

The public has a right to demand a high type of instruction for these big freshman and sophomore classes. It should investigate the reasons why the promising high school graduates sent to the college or university drop out before completing their first year.

College professors as a rule are interested especially in their subjects and in their technical organization. They are not very active in the profession, although some of the best workers in the Association belong to this class. Their work in the absence of fraternal relationships moulds them into technicians and individuals. They do not look after their own welfare problems. The college president is helpless unless backed up by the profession and the public.

The state and national associations are to investigate conditions and to place the actual facts before the college authorities and before the public. I predict immediate results. It is not a college problem half so much as a community problem. In the face of facts, what community will permit these conditions to continue from year to year? The community that believes in having professionally trained teachers in the public schools would be unwilling to put up with inefficient teaching in the college.

The public will stand for such incomes for instructors and professors as will attract good teachers to the college and such
as will provide the dignity and comfort which the college instructor deserves along with the other members of the profession. It will not be satisfied with less than that.

J. W. Crabtree

A USE FOR LEISURE

The sentimental, and what may without offense be called the evangelistic, view of education looks upon indefinite continuance under school and college instruction as desirable for every youth. Nothing could be farther from the truth than this. School and college are but one set of educational agencies, and after the general foundations have been laid up to the age of adolescence the school and college become a specialized agency adapted to particular talents, ambitions and types of mind. It is almost as important to keep certain young men and young women from going to college as to induce others to do so. Work, systematic, intelligent, productive work, is an educational agency of unequalled effectiveness. If this work be begun, as in so many cases it should be, at the age of adolescence, it must not be permitted to become mere dull, unreflective routine. If so, the individual will soon be merely a part of the machine which his brain or his hand operates. He is to be kept alive, awake, and intelligent not only by gaining a new understanding of the principles, the methods, and the purposes of the task which occupies him, but by being kept in touch with ideas, with standards of thought, feeling and appreciation, and with books, both new and old. Every such individual should be induced to give a part of his week to the furtherance of his systematic education through instruction and through books and reading, through visiting museums and great collections of science or of art, and through coming to know what these collections signify and reveal. If leisure be the term applied to the hours not given to work, then the problem is the teaching of the best possible use of leisure. When this is effectively done, the argument for a shorter working week will be unanswerable, since the effect of these influences upon the life and effort of the individual will be greatly to increase both his capacity for production and his desire to produce. University Extension and adult education generally are therefore movements which reach to the very foundations of the social and economic order and make for their steady and far-reaching improvement.—President Nicholas Murray Butler, of Columbia University.

BIRTHS AND DEATHS IN THE PERIODICAL WORLD

It is said that the first magazine that really deserved the name was the Athenian Gazette which appeared in London in 1691. It was much like the present Notes and Queries that is still published there. Gentleman's Magazine starting in 1731 is the real beginning of the monthly magazine such as we know it in recent years.

In this country, Boston and Philadelphia were early centers of magazine publishing. The North American Review started in Boston in 1815 destined to be as famous as its British prototypes, the Quarterly Review and the Edinburgh Review, which started some ten years earlier. The Massachusetts Magazine of 1789 and Carey's American Museum published in Philadelphia in 1787 are interesting early examples of American magazines. In 1820 Godey's Lady's Book started and was famous for many years for its fashions, and the prints are still eagerly sought by collectors who use them for tray and lamp shade purposes. Harpers Magazine was born in 1850; Atlantic Monthly in 1857; Scribners Magazine in 1873, and soon after the deluge of modern magazines started, about seven thousand being now listed in the latest volume of Ayer's Newspaper Annual.

According to Ayer's Newspaper Annual, last edition, the births in the periodical field
including newspapers were last year 952, while the mortality during the same year was 942, an interesting sidelight on the great number of changes in a year where the total publications varied only ten titles.
—Abstract of address by Frederick W. Faxon before American Library Association.

REMARKABLE PHOTOGRAPHIC LENS AT YERKES

Development of a new photographic lens which will depict as many as 100,000 stars on a plate has been completed by Professor Frank E. Ross, of the Yerkes Observatory of the University of Chicago. With the new lens Professor Ross has secured what is considered the best photograph of the greater part of the constellation of Orion, which formed the frontispiece of a recent number of the Astrophysical Journal published by the University of Chicago Press.

The new lens covers twenty-four degrees of the sky and the images resulting are unusually sharp, bringing out many details of luminous and non-luminous nebulous matter more clearly than they have been revealed on any previous photographs with which the Yerkes observers are familiar. The picture of the Orion nebula was taken by Dr. Ross in January of this year, with an exposure of five hours.

BOOKS

A TIME-SAVING TEXTBOOK


The teacher of freshman composition is confronted with two problems—both somewhat baffling to him: effective presentation of his materials and, from the avalanche of text books that descend upon him, choice of the best one for his purpose. What he desires in his book will depend somewhat upon the time allotted to cover the subject and upon the varying needs of his students.

In any case the alert teacher will keep his eye on his students. He will want to win their attention and good will; for, failing in this, he knows full well they will be unlikely to apply in everyday writing and speech what he has taught them in the class room. To satisfy him in this, the book must be practical in matter and manner, and it must possess literary charm. Moreover, the busy instructor will most certainly prefer that book that enables him to economize his time and conserve his energy. With this feature in mind, he will insist that the material be brief but comprehensive, and be logically arranged; that essentials stand out in bold relief; and that a system of reference be ready to hand, be simple, but at once adequate and engaging. Shewmake and Carmer’s College English Composition, “A Handbook of Writing and Speech,” meets these tests so well as to commend itself strongly for use in freshman classes.

Charles H. Huffman
third and fourth years of high school. The subject matter amplies some of the material of the first book, but it gives entirely new material as well. Chapters on Reading and Reporting, School Publications, and Poetry are new and practical. An excellent review of grammar fills a need for the high school senior student.

C. A.


A high-school text that makes plane geometry a science instead of the mystery it has too often been. At every turn the student is encouraged to think for himself. In fact the charts which give a preview of each book, the method of proof submitted before the formal proof with each theorem, and the abundance of supplementary material make it almost impossible for him not to think.

K. M. A.

**OTHER BOOKS OF INTEREST**


In these readers for beginners the authors have cleverly and interestingly combined folk and original materials to meet the interests of all children. They have made opportunities for review without interfering with the content. They have interspersed both books with poetry which is suitable to young children. The illustrations are especially pleasing and childlike.


A source book in child study edited by Dr. Gruenberg working under the direction of The Child Study Association of America. The quotations represent the best from current as well as classical literature. Teachers and parents will want to own the book and refer to it frequently.


A clear non-technical discussion of child care. The author's viewpoint is so sane and wholesome that the book can be freely recommended for those who know little psychology; on the other hand his grasp of the problem is so thorough that specialists in the field will profit by reading him.


A new set of language texts for the grades with many strong points. The vocabulary training is effective; there are plenty of things to do, including objective tests; certain skills are systematically built up, for instance making tables; the poetry is delightful, with its even balance between old favorites and the best current verse; and the page make-up is excellent in all three books. The series is weakened by an almost total disregard of the development of the paragraph in a series of definite teaching units.


Experience shows that editions of Old Testament stories hold a desired place in the course for high school students of literature. Mr. Bennett's edition has qualities that recommend it to the teacher and to the student seeking variety of selection and interest. The paragraphs introducing each selection give excellent opportunity for vitalizing the stories by connecting them with the present, and suggestive questions aid in this process.

K. M. A.


"The play's the thing," and the desire to play is as old as human nature. Milton E. Smith's edition of *A Midsummer Night's Dream* is an excellent one by reason of its emphasis on the basic purpose of any drama. The notes and questions develop this idea by revealing character, personality and effective points in the action of the play, at the same time suggesting the influence of background on the characters in the story. The editor's aids are directly planned to help in the staging of the play. Study of this drama in accordance with Mr. Smith's suggestions should bring from the students an eager "Let's play it."

C. A.


This book gives satisfaction to the physical director because it leads gradually and naturally to the big games of each season through a series of minor games. The basic skills are learned under conditions so simple as to make them easily understood. The skill tests that are given in Part IV are of great value to the teacher who wants to make the daily game period count.
TEACHING ENGLISH IN THE JUNIOR HIGH SCHOOL.
This is a book for teachers and a good one, the best of its kind this reviewer has seen. Full of good, tested exercises, intelligent in its presentation of the results of careful study and planning, it takes care of the needs of the imaginative as well as the factual nature of the child. It provides for the social demands of young life by means of the group method, both in the small project and in the intensive project, and in this connection it devotes special consideration to the unit plan and to the stages in an intensive project.
An excellent appendix, containing suggested projects, illustrative selections for the motivation of composition work, book and magazine lists for students, makes this book still more valuable to the teacher of English in a junior high school.
CHARLES ANTHONY
An experimental edition of a social study unit used in the Winnetta schools. Organized around problems and well illustrated. Adapted for use in individualized instruction or the Dalton Plan.
A conservative series of texts for the junior high school, with plenty of grammar.
One of the very best books in the field. The treatment combines theory and actual practice. The book is well written, and offers much specific help in the way of outlines and programs of work. The bibliography is exhaustive and well annotated.

NEWS OF THE COLLEGE
AND ITS ALUMNÆ

NEWS OF THE CAMPUS
There were more new faces than usual in the summer faculty for 1927.
Dr. Edwin F. Shewmake, of Davidson College, N. C., was a new member of the English department. Miss Margaret McAdory, of Birmingham, Alabama, who has taught here before, was in the Art department. Miss Charles Anthony, of John Marshall High School, Richmond, was also a member of the English department. Miss Edith Barger, of the Wilson Normal School, Washington, D. C., taught geography, and Miss Florence Gustafson, of Raleigh, North Carolina, was a member of the biology department. Miss Johnston, of New York, taught classes in chemistry. Mrs. Florence M. Lohman, principal of an elementary school in Richmond, and Miss Lena Sanger, principal of Bridgewater High School, were both in the education department as during previous summers. Miss Maizie McLane came as art teacher from the Textile High School in New York City. Miss Augusta Kreiner returned to H. T. C. from Washington to teach in the physical education department.
Two alumnae were on the staff. Miss Edith Ward, Norfolk, of the class of 1925, again this summer taught physical education. Miss Elizabeth Rolston, who graduated in 1926, and now a teacher in Amherst, was the college librarian during the first term of the summer session.
Student activities were more vigorous than in summers previous, and the atmosphere of the entire campus was more lively. Jerrine Patterson was the capable president of Student Government; Mary Hartman was vice-president; and Elsie Leake was secretary-treasurer.
Mildred Williamson, Mary Botts Miller, Mary Stafford, Daphne Weddle, Gibson Kitchen, Leona Kackley, Olive Thomas, Mary Gore, Agnes Wade, and Stella Block comprised the Student Council.
The Y. W. C. A. meetings and socials meant a great deal to the summer students, and the session started off right with a picnic supper fostered by the Y. W. Interesting programs were presented at the regular services which proved to be quite helpful and entertaining.
The assembly hours were pleasantly passed with such attractive speakers as Dr. J. J. Rives of the local Methodist Church, Dr. Price, a missionary to China, Mr. George
N. Conrad, well known to every College student, and Rev. M. C. Miller, secretary of the State Sunday School Association. Variety was furnished in the musical programs sponsored by Miss Edna Shaeffer and her choir.

An unusually good entertainment course was offered. Mr. Strickland Gillilan, a nationally known humorist, talked to the students in such an easy and informal way that they were all delighted. Miss Margaret McAdory gave an illustrated lecture on French, Italian, and Spanish paintings in the museum of the Louvre in Paris. Dr. Shewmake gave an illustrated lecture on literary shrines of England and Scotland.

Perhaps the outstanding number was the concert given by the University of North Carolina Glee Club which came to the College July 21. They were en route to New York, whence they sailed to Europe on a concert tour. The program presented was one of the many intricate and lovely selections they are prepared to give from memory.

Mr. Varner was chairman of the excursion committee and the trips were well planned and much enjoyed. The first was a trip to the Endless Caverns, which he personally conducted in his truck.

A trip to Natural Bridge, July 2, and one to Mt. Solon and Goshen Pass, July 4, proved of benefit to those students who do not know Virginia so well. Lexington, Lee's Shrine, Wilson's birthplace in Staunton, and other historical points were also visited.

During the hot months the swimming pool was a most popular place and with efficient life-guards on duty the popularity was warranted. Golf was the favorite pastime of many persons—Miss Anthony and Mr. McIlwraith included.

Some members of the winter faculty did not teach here. Dr. John W. Wayland spent part of the summer in Europe; Miss Louise Boje and Miss Myrtle Wilson also toured Europe, as did Miss Mary Collins Powell, of last year's faculty. Mr. Conrad Logan taught at Columbia University, while Miss Bertha Wittlinger and Mr. Clyde Shorts both did graduate work at the University of Wisconsin, and Mrs. J. C. Johnston and Miss Gertrude Greenawalt at Columbia. Miss Virginia Harnsberger, after a trip to Europe a year ago, was content this summer to go only as far as Toronto, Canada, where she attended the June meetings of the American Library Association.

Hunter Lee Jackson, of Port Republic, the first man to be graduated from the College, completed the two-year professional course. He was one of the thirty-seven who received diplomas August 26, ten of the thirty-seven being awarded bachelor of science degrees.

Dr. D. R. Anderson, of Randolph Macon Woman's College, delivered the Commencement address.

Vesper services on Sunday afternoon, August 21, in Walter Reed Hall opened the Commencement week. The Reverend Gypsy Smith, Jr., was the speaker. Tuesday afternoon the President's reception to the graduates was given at his home, "Hill Crest."

Those who graduated were:

**BACHELOR OF SCIENCE DEGREE**
Ruby Crawford, Petersburg; Elizabeth M. Grubb, Norfolk; Fannie R. Holsinger, Linville; Ellen Warren Hopkins, Harrisonburg; Maggie Lou Joyce, Critz; Marion P. Kelly, Hampton; Ruth F. Lewis, Danville; Mary I. Payne, Arlington Heights; Kathryn B. Roller, Harrisonburg; and Helen B. Yates, Harrisonburg.

**TWO YEAR PROFESSIONAL**
Eva A. Babcock, Chase City; Elma Hesley, Burke; Ruby J. Booze, Clifton Forge; Virginia A. Borum, Shadow; G. Hope Burgess, Capron; Annie D. Campbell, Madison Heights; Jane Leslie Cox, Alexandria; Inez K. Everette, Scotland Neck, N. C.; Ellen M. Gilkeson, Fishersville; Leola C. Grove,
Waynesboro; Margaret Marie Gum, Leesburg; Hunter Lee Jackson, Port Republic; Mary Julia Keezel, Elkton; Corinith Kidd, Victoria; Edith T. Maddox, Fabtr; Vallie V. May, Singers Glen, Unionville; Katie Lee Rolston, Harrisonburg; Mary Louise Schlosser, Gordonsville; Pauline W. Shreve, Staunton; Mary Sue Stephenson, Suffolk; Mildred E. Tyler, Toano; Margaret Crump Watts, Portsmouth; Elizabeth M. Whitley, Drewryville, and Alice Will, North River.

The entire campus has been overhauled and numerous improvements made under the able direction of Mr. George Chappelle during the summer, the greater part of the work being done during the few weeks between summer and winter school when the buildings were vacant.

Old students returning note first the improvements on the campus proper, the progress in grading the lawn and the completion of the walk between Alumnæ and Jackson Halls being the most outstanding features. Further investigation disclosed a concrete curb and a gutter along the road from Walter Reed to Maury.

Work has been begun on the new hockey field which is to be just across the road from the old one. Carter House, Cleveland Cottage, the janitors' house, and the barns have been painted outside silver-gray with white trimmings. The exterior woodwork on Maury, Jackson, Ashby, Spotswood, and Alumnæ Halls is re-painted white, and the porch floors of Jackson and Ashby are painted gray.

Miss Cleveland's rooms in Carter House have been repapered. A new bath has been provided and the interior wood-work painted throughout. Cleveland Cottage has new maple floors upstairs and the office rooms have been re-papered. The reception in Alumnæ Hall is now painted in two-tone effect.

TRAINING SCHOOL NEWS

The opening of the Training School on September 8 found many changes in the faculty. Miss Katherine M. Anthony, who has been director for the past eight years, is on leave of absence this session. After a short vacation at her home in Mississippi, she went to Chicago where she is now attending the University of Chicago. Miss Anthony holds a fellowship granted by the General Education Board and is now completing work for the Ph. D.

In the absence of Miss Anthony, the direction of the training school is in the hands of Miss Emily Goodlett, who holds an M. A. from Teachers College, Columbia University, and has had much experience in training school work. She has already proved herself a most helpful leader.

Miss Grace Post has left Harrisonburg to accept supervision work in Livingston, Alabama. Miss Gladys Goodman is completing work for her B. S. degree here at Harrisonburg. Their successors, Miss Alice Fowler, and Mrs. A. P. Welch, are quickly adapting themselves to their new work and environment. Miss Fowler has an A. B. from the University of Kentucky and is the supervisor of the 5B grade. Mrs. Welch has an A. B. from Teachers College, Columbia University, and is the supervisor of the 3B grade. Miss Esther Wagner is the new supervisor of the 5A grade and has a B. S. from Miami University, Ohio. All three have recently been working toward their M. A. degrees.

Miss Ruth F. Lewis has left the principalship of the Pleasant Hill School to continue graduate work at the University of Virginia. Miss Sarah Elizabeth Thompson, who last year graduated from the Harrisonburg State Teachers College, is her successor.

The student teachers came to the Training School with their usual enthusiasm on September 28. They are entering into their duties there earnestly. The following girls...
are teaching this quarter: Primary Grades—Virginia Austin, Margaret Baillio, Anne Barrett, Katherine Bedout, Annie Berson, Ruth Bowman, Helen Browne, Helen Virginia Brown, Dorothy Burnett, Anna Charles, Virginia Charles, Ruth Dold, Jane Eliason, Anne Garrett, Lucy Gilliam, Frances Hodges, Mary Rhodes Lineweaver, Mary Murphy, Sylvia Myers, Margie Neff, Bertha Norman, Louise Robertson, Marjorie Scott, Kathryn Snapp, Kathleen Sullivan, Margaret Sexton, Ruby Trussell, Verma Vaughan. Grammar Grades—Janie Anderson, Catherine Beale, Margaret Birsch, Blanche Cook, Lillian Derry, Isla Eastham, Madeline English, Hazel Foltz, Virginia Hughes, Evangeline Joseph, Eunice Lindsay, Elizabeth Malone, Bernice Mercer, Inez Morgan, Virginia Myers, Mary Payne, Mary Ruhrman, Ruth Sampson, Blanche Smith, Ethel Smith, Hannah Lewis. The Junior High School has been reinforced by the entire senior class.

The death of Miss Katie Lee Ralston, who for many years has given such faithful service as a teacher in the Harrisonburg schools, is keenly felt at the Training School. Her splendid work will always remain a memorial to her.

AD ASTRA—

How Miss S. Frances Sale Attained Her Ambition—and a Little Bit More

Miss S. Frances Sale, the subject of the following sketch which appeared recently in The Independent Woman, is known to many Harrisonburg graduates. She left here in 1918.

The Golden Rule must be Miss S. Frances Sale’s maxim. As secretary of the Field Co-operative Association, Inc., she devotes her time to helping ambitious but impoverished students in their struggle for education. Miss Sale worked so long and persistently for her M. A. and Normal School training that she appreciates, more than another might, the value of college.

Frances, the third of a family of ten, was born and raised on a farm in Lincoln Coun-
ty, Georgia. It was always the mother’s dream and prayer that she, the oldest daugh-
ter, should have a college education, become a teacher, and help educate the younger children. Although this seemed impossible, whenever the little tow-headed, freckle-faced girl was asked what she was going to do when she grew up, she answered, “I’m going to college and become a teacher.” Her friends would smile and her classmates snicker, but the faith of the mother was instilled in the child. Her life justified the declaration of her childhood.

The first schooling the Sale children had was in the little rural schoolhouse. There were so many things to do before walking the mile and a half schoolwards that the family rose at four in the morning. The difficulties began early.

At a severe sacrifice to the entire family Frances was sent to boarding school and later to Normal School. To help defray the expenses of the year in school, the girl swept half of the school building.

Eventually she began teaching—in the one-teacher rural school near her home. For three years she taught there at the enormous salary of $37.50. Her vacations were spent at Normal School. For two years she taught in the same sort of school in Alabama. Here she made $50 a month and board!

The money saved during the last two years of teaching paid the normal school expenses of her sister, her brother, and herself. In September it was decided that the sister and brother would teach school and that, with their assistance and that of a $75 scholarship given her by the president of the college, Miss Sale would remain for the winter session.

To take care of her school expenses the entire family spent the summers following her sophomore and junior years canning fruit and vegetables on the home farm. As much as three hundred and fifty gallons of fruit were canned!
For the three years following her graduation, Miss Sale taught home economics in her alma mater. A summer during this time and a year and a summer after it at Columbia prepared her for her new position in a Virginia normal school. Miss Sale did not stagnate, for she frequently returned to Columbia for the summers. The department of home economics, of which she was in charge, developed during the ten years of her administration from a department with one instructor to one with more than six. While these years were passing this same little country girl had earned a master's degree from Columbia.

After she left Virginia, Miss Sale accepted a position in the department of home economics in the State College for Women, Columbus, Miss. While she was teaching there she met a man who was interested in the education of young people. The assistance of an educated, experienced woman, one with sympathy and understanding as well as a genuine interest in young people was exactly what he was looking for. So, six years ago, Miss Sale began her work as assistant secretary of Field Co-operative Association, Inc., an organization for charitable, scientific, and educational purposes.

This association uses large sums of money to send young men and young women to various colleges. Too, crippled and sick people are given the opportunity to go to hospitals. So great was the work of this organization a few years ago that its fame spread almost too rapidly, The demands became increasingly heavier. All the resources, human and financial, at hand were utilized.

As years went on, the Association helped more and more people. With the amount of experimentation necessary, of course many mistakes were made. But the work for good went on steadily. Time, money, effort were not spared. This effort and the bit by bit improvement and enlargement have built up one of the finest and most praiseworthy organizations in the country.

Miss Sale threw her energy, thought, her very life into her work. She realized what an organization of this kind could mean to the girls and boys who were striving for that for which she had struggled. She knew what it was to be hungry for an education and to work for it.

And so, Miss Sale has helped to develop one of the strongest permanent student loan funds in the country. The founders of the Association decided to limit the fund, for the first few years at least, to the use of Mississippi college students who have already proved in college their ability and purpose.

During the existence of this Association, fifteen hundred persons have been benefited. Since the establishment of the load fund, seven hundred students are receiving loans in thirty-eight colleges and universities. A million dollars is being loaned.

The Association owes its success to close personal work with each student. As Miss Sale is responsible for the selection of borrowers, she visits colleges, meets the students, and studies their problems, interests, and needs.

The story of how Miss Sale worked and saved and struggled is really a story of heroism. She is showing her true nobility by her sympathy, her understanding, and by doing for others what would have meant so much to her years ago.

ALUMNÆ NOTES

Miriam Buckley (Mrs. Spraker) holds a responsible position with the Civil Service Commission, Washington, D. C.

Orra Ottley (Mrs. William McBain) and her husband motored up through the Shenandoah Valley recently from their home in Gaithersburg, Md.

Mary Cook (Mrs. E. E. Lane) writes under date of August 23, from Guarupe, Minas, Brazil, where she and her husband have been located for some time past; but they are soon going back to "Paradise." Next year, we understand, will be the time...
for the Lanes to come home on furlough. Then we hope to see them again.

Betty Firebaugh is teaching again in Finncastle. We hear good reports of her work. Her home address is Troutville, Va.

Bebe Moyler writes from Franklin, Va. She is teaching the fifth grade.

Evelyn Chesser’s address is Bloxom, Va. She is a wide-awake grade teacher.

Gwendolyn Page writes from Big Island. She is introducing patriotic songs to give variety and interest to her school program.

Margaret Lynn Lewis has just recently entered Johns Hopkins University for the regular session. She was a student there last summer.

Mary Moore Aldhizer, who has been teaching at Crabbottom, has re-entered college to get a degree.

Jean Nicol of Rockville, Md., is another one of our girls who have returned this session to continue their professional training.

Carolyn Weems and Ruth Rodes are students this year in Columbia University, New York City.

Mary Lancaster Smith (Mrs. E. E. Garrison) is as loyal to the college as ever. Her address is 28th Avenue and 5th Street, Bradenton, Florida.

OUR CONTRIBUTORS

J. CAYCE MORRISON is Assistant Commissioner for Elementary Education in the New York State Department of Education.

DOROTHY R. COX, a graduate of the Petersburg High School, is a junior in the college. Miss Cox is majoring in English and organized this plan for use in her teaching.

EMMA V. WINN is a recent graduate of the college, having received the bachelor’s degree last June. This study was made under the direction of Dr. C. H. Huffman.

PAULINE SHREVE completed the two-year course at Harrisonburg in August. Miss Shreve teaches in Arlington County. Her fourth grade class in the Training School greatly enjoyed this study of the Potomac River.

CORDELIA ARMSTRONG graduated in the two-year course in August. She taught this wild flower study in the spring quarter under the direction of Miss Bertha McCollum in the second grade.

HISTORY HELPS
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Katherine M. Anthony
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In the National Shorthand Reporters’ Association Speed Contest, held in San Antonio, Texas, on August 16, Mr. Martin J. Dupraw won permanent possession of the World’s Championship Trophy, by winning the contest for the third successive time.

TABULATION OF RESULTS

<table>
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<th>Writer</th>
<th>Errors at 220 Words</th>
<th>Errors at 260 Words</th>
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<td>Martin J. Dupraw</td>
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<td>Charles Lee Swen</td>
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<tr>
<td>Nathan Behrin</td>
<td>34</td>
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*Did not qualify on this test.

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