11-1-1927

Virginia Teacher, November 1927

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation

Virginia Teacher, November, 1927, VIII, 9, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

This Article is brought to you for free and open access by the JMU Special Collections at JMU Scholarly Commons. It has been accepted for inclusion in Virginia Teacher by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.
THE VIRGINIA TEACHER

ATTENTION OF TEACHERS
AND PRINCIPALS

We carry a complete line of School Furniture, Auditorium Seating, Blackboards and Accessories. School Supplies, Maps, Globes and Charts, latest publications. Kindergarten Supplies, Teachers Supplies, Playground Equipment, Gymnasium and Athletic Goods. Any special catalog or prices mailed on request. Write us today.

VIRGINIA SCHOOL SUPPLY CO.
Box 1177
2000 W. Marshall St.
Richmond Virginia

A FOOD
AND
AN ENERGY BUILDER

IMPERIAL
THE CREAM of all ICE CREAMS

Manufactured in
Harrisonburg, Va.

and sold by all leading Ice Cream dealers throughout the
Shenandoah Valley
THE VIRGINIA TEACHER

DR. WALTER T. LINEWEAVER
DENTIST
Peoples Bank Building
HARRISONBURG, VA.
Phones: Office, 85; House, 85-M

Architects Designers
The Neilsen Construction Co.
Builders and Builders Supplies
Harrisonburg, Virginia
Phone 142 Office 90 E. Market St.

S. BLATT
FINE MERCHANT TAILOR
Cleaning Dyeing Pressing
NEW MODERN MACHINERY
East Market St. Harrisonburg, Va.

ATTRACTIVE POSITIONS
for 1927-28 are being reported. Free registration, four offices.
Southern Teachers Agency
Richmond - - - - Virginia

D. C. DEVIER’S SONS
Reliable Jewelers
Harrisonburg - - - - Virginia

Foreign Language Text Books
For High Schools and Colleges

LAFAYETTE SERIES
French Grammar: Beziat-Dey
For fourfold mastery of French $1.64
Le Voyage de Monsieur Perrichon: N. A. Goodyear
Quick reference guide ............ .48

LATIN SERIES
First Year Latin: Foster and Arms
An admirable course ............ 1.28
First Year Latin (in preparation)

AMERICAN-Spanish SERIES
Notre Y Sur: W. E. Knight
For beginners .................... 1.36
Cuentos Mejicanos: J. H. Cornyn
Second-year ..................... 1.28
El Sombrero de Tres Picos: C. B. Qualia
Classroom edition; exercises .... 1.32
La Vida de Lazarillo de Torrem: Berkowitz-Wofsy
Modernized version; exercises .. 1.40
Advance Spanish Composition: Castillo and Montgomery
Profitable and thorough ......... 1.40

Johnson Publishing Company
Richmond, Virginia.

S. BRADLEY & SONS, INC.
Iron Founders and Machinists
240 S. High St. Harrisonburg, Va.

THE STA-KLENE STORE
A COMPLETE LINE OF
FANCY GROCERIES
FRUITS AND VEGETABLES

LINEWEAVER BROS., Inc.
Phones 122 and 195, Harrisonburg, Va.

ENDLESS Caverns
NEW MARKET, VIRGINIA
OPEN DAY AND NIGHT THROUGHOUT THE YEAR
Begun—No man knows when
End—No man knows where
Tea Room Service at All Hours
Descriptive Booklet Mailed on Request
### CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peasantry or Power</td>
<td>Macy Campbell</td>
<td>273</td>
</tr>
<tr>
<td>The Potomac River</td>
<td>Pauline Shreve</td>
<td>278</td>
</tr>
<tr>
<td>The Path of Peace</td>
<td>Walter Williams</td>
<td>286</td>
</tr>
<tr>
<td>A Summer Sale in the First Grade</td>
<td>Mary E. Cornell</td>
<td>289</td>
</tr>
<tr>
<td>Geography in the Junior High School</td>
<td>A. E. Parkins, Chairman</td>
<td>293</td>
</tr>
<tr>
<td>And This is the Twentieth Century!</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Educational Comment</td>
<td></td>
<td>301</td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td>303</td>
</tr>
<tr>
<td>News of the College and Its Alumnae</td>
<td></td>
<td>304</td>
</tr>
</tbody>
</table>

$1.50 a Year  Published Monthly except August and September  15 Cents a Copy

---

Williams and Tressler’s  
Composition and Rhetoric  

**THE AUTHORS ARE REALISTS**

They prepared a text for students just as they are, neither better nor worse. And on that account this book provides a minimum of prosaic explanation and a maximum of practice; oral composition, illustrations from students’ themes, topics that will work, and correction down to the simplest details of language.

**D. C. HEATH AND COMPANY**  
239 West 39th Street, New York City
A long look once saved my life. Our boat was caught in a jam of floating logs below the high dam. We hoped it would soon drift free and permit us to continue safely down the river. The great jam of logs that hemmed us in seemed to be standing perfectly still; they seemed not to be moving at all. Suddenly we were conscious that the roar of the river plunging down over the dam above us was growing louder. We looked once more at the logs about us; they seemed to lie perfectly still. But the roar of the river was growing louder and louder. Then we lifted up our eyes and took a long look at distant objects; we were not standing still; we were moving slowly, steadily, remorselessly, straight toward destruction. The logs that seemed to be lying so quietly about us were carrying us steadily toward the place where the great river bristling with floating logs came plunging and roaring down over the dam. No boat could live a moment there. The near look had deceived us; the long look told us of our peril. 'Twas the long look that saved us from destruction. What does a long look show us about the farm people of America?

What has it to tell us of the way in which we are drifting? Are we standing still as a near look seems to indicate, or are we drifting toward destruction?

A long look backward over our history shows us that there were no finer farming lands in all the world than those which lay waiting for man in North America. These farm lands were settled by the very choicest people from the dominant nations of Europe—a people of great virility, industry, enterprise, courage and high ideals. These farm families were the leading families of the new nation; they produced the author of the Declaration of Independence—Thomas Jefferson, the first president of the republic—George Washington, the leader of northern thought—Daniel Webster, the leader of southern thought—John C. Calhoun, and those towering figures of the war between the states—Abraham Lincoln of the North, and Robt. E. Lee of the South.

What does a long look at the drift of agricultural conditions since that early period show us? What do the farm people themselves say about it? During the past fifteen years I have gone into farm homes and have talked with farm families from ocean to ocean and from Canada to Mexico. I talked with these people about farming in their communities and about the hopes they have for their children in the future. The things they tell me, often with quivering lips, set one thinking. They suggest a problem which is greater and more far reaching than that which rent the nation in the War between the States. That was a problem of the freedom or servitude of five million blacks. This is a problem of the economic freedom or servitude of thirty million white people—the very people who form the economic foundation of the nation.

In making these studies I investigated farm communities in Virginia, Delaware, Maryland, and Maine from 250 to 300 years old; farm communities in Tennessee, Ohio, and Michigan from 100 to 150 years old; farm communities in Illinois, Wisconsin, Missouri, Iowa, Arkansas, Kansas, Nebraska, and Texas from 60 to 100 years old; and farm communities in Minnesota, North Dakota, South Dakota, Oklahoma, and California from 20 to 60 years old. The age of the farming community is important because of what happens as one generation goes and another comes.
The farm people tell me that those who do the actual work of farming in their communities are losing the ownership of the land; that every year the people who till the soil own less of it than they owned the year before—that "dirt" farmers are becoming landless—that they are steadily losing the ownership of the farms. They say that farm land is now so high and the earnings of the farm so low that many young people just starting out in farming will never be able to pay for their land and must remain tenants for life. The U. S. Census records confirm this; they show that by 1880, 26 per cent of the farm people had become landless and that by 1920 the proportion of landless farmers had increased to 38 per cent of the entire number of farmers in the United States. In nine agricultural states of which my own state of Iowa is one, nearly 50 per cent of the farmers are now landless and in two states—Georgia and South Carolina—more than one-half of the farmers are without land of their own.

What about increasing landlessness by the mortgage route? The farm people tell me that the mortgages against the farms in their communities constantly increase and that the farmers who till the soil actually own a smaller share every year in the mortgaged farms than they owned the year before. The census records verify this statement. They show that by 1890, 28 per cent of the farms were mortgaged and that by 1920, the number of farms mortgaged had risen to 40 per cent of all the farms in the United States. In 1920 the farmers who tilled these mortgaged farms owned about 70 per cent of the value of the farms; the holders of the mortgages owned about 30 per cent of their value. By 1925, the share which the farmers owned had shrunk to 60 per cent and the share which the holders of the mortgages owned had increased to 40 per cent. Before the World War the mortgaged indebtedness against American farms was about 4½ billions; at the close of the war it was about 8 billions and it is estimated to be now about 11 billions. Every year American farmers lose more of their land by the mortgage route and the burden of interest on the increasing farm mortgages is bleeding many farm communities white. The mortgaged indebtedness of the father is growing so great that the children will never be able to pay it off.

What would we say of the great United States Steel Corporation if every year it owned less of its producing properties, its furnaces and mills, than it did the year before? Would we say that in the long run they were headed toward success or toward failure?

Serious as is the loss by the farmers of their basic producing properties, it is not as serious as the loss of the best brains from the land. The farm people tell me that their more capable young people will not stay on the farm. They say that their brighter ones see that the farm is a losing business—that it is losing its buying power and losing its land. They say their more far-seeing young people go to join prosperous big business in the cities. The farm people say that their smartest young people leave the losing game on the land and go to join in the winning game in other lines of business which enjoy the prosperity that President Coolidge and Secretary Mellon and the cities of the East talk about.

Recently I heard a brainy farm leader in Iowa remark that he did not know whether his son, a capable young man of twenty-one, should stay with the farm or accept one of the many better opportunities that are offered him elsewhere. Not long ago I visited the farm home of the most famous farmer in Nebraska—J. Sterling Morton—who was chosen by Grover Cleveland to be Secretary of Agriculture. On the mantle over the fireplace in the living room of this farm home I saw a photograph of this
farmer, his wife, and four fine, intelligent sons. I said, "Where do these boys farm now?" A Nebraskan standing near said, "None of them farm now; they have gone into other lines of business. That keen looking older boy is now the head of a big organized business—Morton's Salt, one of the largest in the country." In Illinois they called my attention to a farm on which was reared a bright young man who asked himself the question, "Shall I stay on the farm or is there a larger opportunity for me in other lines of business?" He left the farm and today is the head and directing brains of the largest organized business in the world—the United States Steel Corporation. In Michigan, they pointed out the farm where a capable young man grew up who decided to leave the farm and use his business genius in developing another great industry. He is today the head of one of the largest industries in the world and he is one of the world's richest men. Maybe you've heard of him; his name is Henry Ford. Today many of the most capable young people reared on American farms are turning their backs on the farm for the same reason that Morton and Gary and Ford did—they see more promising opportunities elsewhere.

We need not be concerned about the fact that many young people are leaving the farm communities. That is a wholesome economic readjustment. There is not room on the farm for every boy and girl born there. What is of vital concern is the fact that it is the big potatoes that are going, leaving the little potatoes to be the parents of the next generation in the farming industry. Every housewife knows what will be the result if she constantly shakes the barrel and picks the big potatoes off the top. Finally, there will be nothing left but the little potatoes.

This is the crucial point. This is the matter which is of most grave concern to those of us who are of the farm ourselves. What does a long look show? The investigations which I conducted in farm homes from ocean to ocean and from Canada to the Gulf show that from 85 to 90 per cent of the cream of the young people in the farm homes—the brightest and most competent—are leaving the farm and going into other lines of work. When the brightest and most capable young people leave the farms from generation to generation, what of those who are left?

Every farmer knows that if he continually sells off all of his best animals and reproduces his herd from inferior stock his herd will deteriorate. If the most capable young people are constantly drained out of the farming communities leaving the inferiors to be the parents of the next generation, the race of farmers will gradually deteriorate. This is nature's law. Investigations conducted in rural communities in Indiana by mental experts at the request of the State Legislature revealed the fact that in some of the most runout old rural communities from which the more capable young people had been drawn away generation after generation, as high as 27 per cent of the children in the rural schools were found to be feeble minded. Pintner reports identical intelligence tests with the children of the big potatoes which had gathered into cities and with the children of the little potatoes left in some old runout rural communities in the same state. He reports that the average intelligence quotient among the city children was approximately 100 while that of the rural children was but 77. Pintner says, "Abraham Lincolns come from the country, but they never go back."

A farmer in Louisiana said to me as he looked off across the fields toward the other farm places we could see, "I have farmed this farm for more than forty years now and have known the neighbors about here for that length of time. As I take a long

---

1Report of the Sixth Conference of Educational Measurements, Extension Division, Indiana University.
2Rudolf Pintner, Intelligence Testing, p. 250.
look backward I see that the land isn't as good as it used to be; we have taken more out of it than we have put back. The fences and the buildings aren't in as good repair as they used to be; but the worst thing I see is that our brightest and best young people are leaving us for the oil wells and the cities, and a class of tenants is taking over the farms that is not as competent as the old families used to be." A New England farmer expressed the same idea this way; he said, "Our best young people have left the farms until this old farming community is like a fish pond with all the game fish fished out; all we've got left now is the suckers and bullheads."

You can't expect 77 per cent people to compete with 100 percenters in the game of life and win. It is highly important to discover before it is too late what is reducing our farm people to 77 percenters. If rural education is to assume any responsibility for producing an intelligent successful rural people, it is high time we were finding out what is causing rural people to lose their buying power, to lose their land and to lose their brightest young folks. In short, what is causing the rural people to lose the game of life?

Here come two football teams running on to the field to play a game. Each team has the same number of men. One team is thoroughly organized; it has been trained to strike all together as one man on offense and hold all together as one man on defense. It has learned all the most effective plays in the game. It has drilled over and over on these plays until it can execute them with great speed and power. It is led by one of the brainiest quarterbacks in the game of football. The other team has just as many men. There is one striking difference. This team is unorganized; it cannot crash through its opponent's line as one man; it cannot hold against attack as one man. It has not learned any team play. It has not drilled on any team game. It has no quarterback. Each man plays as best he can for himself. Often the men on this team actually play against each other. We know before hand that one team will win every game; the other will lose every game. One team will bring home the bacon—the other will have only defeat.

So it is in the great game of business which supports life itself. More people play the game of business than play any other game. They play it more earnestly than they play any other game. Life itself depends upon it. In the modern game of business as in the modern game of football the well organized, skillfully led team wins; the unorganized team without team-play and without a leader loses. That is why business everywhere in the cities is now organizing into stronger and stronger teams and selecting as quarterbacks the keenest business brains in the world.

A big organized team like the United States Steel Corporation with 87,000 stockholders and thousands of workers, with a keen quarterback who knows the game of steel as well as anyone in the world, wins its games. It takes home winnings that enable it to pay a good rate on the money invested in the game, to pay the steel workers a good wage, to provide for depreciation and depletion and to cut a 40 per cent melon now and then.

The farm team by contrast is unorganized. It has no team work; it has no quarterback; it cannot play the game of selling the different farm commodities to win. It loses every time; it loses in bargaining power; it loses in buying power; it loses in the comparative conditions of its homes and schools; it loses the ownership of its land; it loses every game. But worst of all, it loses the best brains from the farm.

The ablest business leaders from the farm go over and lead the big business organizations in the cities. Brains from the farm are running the biggest business in the world. Elbert Gary from the farm is now the quarterback of the Steel Team and plays the game of business to win. He plays to
win from the farm people. He has a voice in fixing the price of steel products. He wins every time a farmer buys steel machinery, steel implements, steel fencing, steel hardware or an automobile. Henry Ford is another great quarterback from the farm who has now gone over to lead the other team to win. He has a voice in fixing the price of Ford products. He wins every time a farmer buys a Ford car, a Ford truck or a Fordson tractor. Is it not time for the farm people to make use of the same means to win a few games for themselves? Is it not time for the farm people who now sell at the other fellow's price and buy at the other fellow's price to organize their own team in the game of business and have a voice in fixing the price of their products? Is it not time for the farmers to organize their own teams to win and invite their ablest young people to stay and lead the farm team to victory instead of going over to join the other team to play against the farm people? Is it not time that the farm people began to make use of the team game to make agriculture what it ought to be—the biggest and most prosperous business in America?

When the farm people have organized the team game of business so well that they have something to say about the tariff, the crop surplus, and the orderly merchandizing of their products, they will win their share of games. When they win their share of games they will be able to raise their bargaining power to par, to buy the land on which they toil, to buy a standard of living and a standard of education on a par with others and to attract into agriculture a fair share of their ablest sons and daughters.

Learning the team game of business is a matter of education. That is why it concerns those of us who teach. It is a matter of education for organization and of organization for power. We who have part in the education of the rural people have here an opportunity to make our work count vastly more in developing the power of the rural people than we have ever done in the past. The failure of rural life, its drift toward peasantry, can be traced to ignorance and indifference on the part of the rural people themselves. Hence it is our failure as well as theirs.

Before farmers can win in the games of business they must learn to stick together in intelligent, effective group undertakings. Learning to stick together is a matter of education. The problems of co-operative agriculture are too big and too difficult to be solved by ignorance. Intelligent, enlightened co-operation by the membership is absolutely necessary to the success of Co-operative Agriculture. Lack of intelligent understanding of what constitutes sound co-operative business practices, lack of co-operation on the part of the membership, unwillingness to follow the leadership of the self chosen manager, disloyalty to the group, lack of vision, lack of faith, lack of courage, lack of spirit, and lack of ability to stick, are all spawn of that arch enemy of successful co-operative business—Ignorance. There is but one weapon against Ignorance and that is Education.

The co-operatives, the Farm Bureau, the Farmers Union, the Grange, the Agricultural Press, the Agricultural Colleges and the United States Department of Agriculture are all hard at work attempting to educate farmers in these matters. They all understand that these problems are too difficult to be solved by ignorance; that the very nature of co-operative team work demands the enlightenment to a high degree of the individual farmers who engage in it; that there are certain essentials to co-operation that members must possess; and that this is the problem of education. Present educational efforts are being made largely with adults. Many of these adults have worked and thought and lived for years as individualists. It is hard for them to change their mode of business life; many of them will never be able to do it.

It is hard to teach old dogs new tricks,
but if you begin with the puppies you have better success. As the twig is bent the tree is inclined. Theodore Roosevelt stated a great truth when he said, "If you would do anything for the average man you must begin before he is a man. The hope of success lies in working with the boy and not with the man."

We knew that intelligent comprehension of the principles of successful teamwork in business, loyalty to an ideal, faith in one's fellows, obedience to a self chosen business manager, willing co-operation in group action and indomitable courage in economic affairs are qualities of slow growth through the years. They cannot be put on quickly like a new coat. They must grow slowly from within; this growth should begin in childhood. The largest and most permanent success lies in beginning with the boy; teaching the man must remain at best an uncertain risk.

How can the public schools help prepare the farm people to win the team game? This is the most important problem of rural education in the United States today. To assist the public schools in educating the farm youth in the principles necessary to win the team game, a committee of the National Education Association headed by former Governor F. O. Lowden, is preparing a textbook on Co-operative Marketing for use in the schools. The lessons in this textbook are drawn from the most successful co-operative marketing organizations now in operation in the United States. The principles by which farmers stick together and win in the great game of organized business are clearly set out. The causes of failure are also carefully pointed out. It is clearly understood by the writers of this school text that years will be required to educate the farm people to the point where they can make the largest success of co-operative agriculture. In a great undertaking like this the people must learn to creep and then to walk before they can run successfully the exacting race of business.

Rural life today is at the crossroads. It has reached a critical period. Either the farm group must learn to co-operate successfully or they must go down into economic servitude. The hope of rural America lies in the education of its youth. Better education and better organization are the only hope of saving American life from peasantry, which many students of history declare to be the inevitable end of every agricultural people. If the American people are permitted to descend into peasantry they will eventually pull down the nation after them. This, too, is the warning of history. The hour is struck! Which way rural life?

Macy Campbell

THE USES OF THE POTOMAC RIVER

A Fourth Grade Geography—History Unit

This unit, The Uses of the Potomac River, has been made into a group of smaller units, each unit showing the development of one problem. The problem at the beginning of each unit is numbered with a Roman numeral; the sub-problems are listed under A; the jobs or activities of the children under B; the information gained from each problem under C; and the materials used in solving the problems under D. Thus the reader will see how one large unit of work is merely a group of small ones.

I. How the Potomac River Helps to Give Us Food

A. Problems the pupils solved:
1. What food fish are found in the Potomac
2. How the fish are taken from the river
3. Why so many fish are found in the Potomac
4. Why the supply of fish in the Potomac has not given out

b. Jobs the children did:
1. They discussed the kinds of fish they knew and how they were caught
2. They prepared and gave oral reports about:
November, 1927] THE VIRGINIA TEACHER 279

C. Information the pupils gained:

1. They learned the kinds of food fish which are caught in the Potomac River:

<table>
<thead>
<tr>
<th>Name of Fish</th>
<th>How Caught</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. black bass</td>
<td>with lines</td>
</tr>
<tr>
<td>2. shad</td>
<td>with gill and drift nets and seines</td>
</tr>
<tr>
<td>3. perch</td>
<td>with lines</td>
</tr>
<tr>
<td>4. herring</td>
<td>with lines and weirs</td>
</tr>
<tr>
<td>5. rockfish</td>
<td>with lines</td>
</tr>
<tr>
<td>6. croaker</td>
<td>with lines</td>
</tr>
<tr>
<td>7. weakfish</td>
<td>with lines and trawls</td>
</tr>
<tr>
<td>8. catfish</td>
<td>with lines</td>
</tr>
<tr>
<td>9. oysters</td>
<td>with dredges and hand tongs</td>
</tr>
</tbody>
</table>

2. Many fish live in the Potomac River because:
   a. The water of the Potomac River moves slowly, and the current is kept at a steady depth by the dam above Great Falls
   b. The slow current does not quickly wash away their eggs when they are laid and also causes their food to be more easily caught

3. The supply of fish in the Potomac has not given out because:
   The government has operated in Washington, since 1871, a Bureau of Fisheries whose business it is to play nursemaid to young fish. The bureau maintains about eighty hatcheries. There is a shad and yellow and white perch hatchery at Bryan's Point on the Potomac near Washington. Fishermen gather fish eggs in the river or strip them from the fish. Government launches collect the eggs which each fisherman gathers. They take them to the hatchery where they are placed in large jars heated by artificial means. It takes from nine to twelve days for shad eggs to hatch. The young fish are carried in tanks in railway cars to all parts of the country and set free in the waters. Eight million shad are hatched in the Potomac each year

4. Some interesting facts they gleaned from the oral reports on the kinds of fish are:
   a. Weakfish are so called because of the tenderness of their mouths. The hooks can be easily pulled from their tender snouts
   b. The croaker is so called because it makes a grating sound when hooked
   c. The catfish is so called because it has feelers about its mouth that look like cats' whiskers. They have skins like ours and no scales
   d. The perch opens its mouth in a wide circle in order to catch its food
   e. The herring swims in schools

D. Materials Used by teacher for making oral reports:

1. An article by George H. Dacy in the Sunday Star newspaper of Washington, D. C. for April 19, 1927, Part five: "The Passing of the Potomac Shad is Feared Unless the Government Takes Action." (This discusses how the fish are artificially hatched.)

2. Article by Floyd Montgomery in same newspaper for date of May 15, 1927, Part 5: "Scenic Beauty Adds to Pleasure of Washington Fishing Trips." (This discusses kinds of Potomac Fish and how they are caught.)

3. A five page article entitled, "Fishin' for Fish," appearing in the Saturday Evening Post, July 10, 1926. (This tells of the ways fish are caught.)

4. Information on kinds of fish and methods of catching them is found
in Compton's Pictured Encyclopaedia under various heads, such as seines, fyke nets, catfish, etc.

5. Information on oysters found in Smith's Our Virginia, pp. 19-23.

6. Pictures cut from or drawn free-hand from illustrations in books or magazines.

II. How the Potomac River Gives Pleasure

A. The pupils solved these problems:

1. Why many sight-seeing trips are made down the Potomac River

2. How the Virginia counties along the Potomac grew
   a. From what they were made
   b. What the original county included
   c. Why new counties were formed
   d. How they were formed

3. Why each Virginia county along the Potomac is noted

B. What the children did:

1. They prepared oral reports on the places of interest to be seen along the river

2. They took an imaginary boat trip down the Potomac and made a group list of the things seen from the boat

3. They kept a notebook in which they recorded the summaries, maps, and charts

4. They located on hectographed maps of Virginia:
   a. The Potomac River
   b. The extent of Lord Fairfax's land
   c. The Virginia counties along the Potomac:
   d. The bridges across the Potomac River:
      (1) Key, (2) Chain, (3) Memorial, (4) Long, (5) Highway

C. Information the pupils gained:

1. Washington City, the capital of our country, Alexandria City, Great Falls, and many interesting homes, buildings, and memorials are located along the Potomac River
   a. We could not start above Chain Bridge, for there are falls in the river there. Alexandria is on the fall line
   b. The fall line is the rocky ledge over which all the Virginia rivers must flow to reach the ocean. The cities on the fall line are: Alexandria, Fredericksburg, Richmond, and Petersburg

2. The counties along the Potomac grew in the following way:
   a. The Virginia counties along the Potomac were made from Northumberland County which was called the "Northern Neck" and belonged to Lord Thomas Fairfax. He inherited it from Lord Culpeper to whom it was a royal grant from Charles II
   b. This grant reached from Chesapeake Bay on the east, past the Blue Ridge Mountains on the west. It included all the land between the Rappahannock and Potomac Rivers
   c. As the settlers came over in larger numbers and more lands were needed, settlements were pushed
further up these rivers and new counties were formed
d. One tier of the counties extended up the Rappahannock River and the other up the Potomac. The counties along the Potomac were formed as follows:
In 1653 Westmoreland was taken from Northumberland
In 1663 Stafford was taken from Westmoreland
In 1730 Prince William was taken from Stafford
In 1742 Fairfax was taken from Prince William
In 1757 Loudoun was taken from Fairfax
In 1789 the territory forming the present county of Arlington, and the city of Alexandria, was ceded to the United States as a part of a ten miles square for the seat of the national government. This territory was receded by the national government in 1846, but it did not again become a part of Fairfax County. (It was Alexandria County until 1920 when the name was changed to Arlington. Alexandria became a free city.)
3. The counties along the Potomac are important because:
a. All the Virginia counties along the Potomac were made from Northumberland County
b. Arlington Mansion, the home of Robert E. Lee, is located in Arlington County
c. Two famous homes, Gunston Hall, the home of George Mason, and Mt. Vernon, the home of George Washington, are located in Fairfax County
d. King George County was named in honor of King George IV of England, who was the king when our country was freed from England
e. George Washington and Robert E. Lee were born in Westmoreland County
f. Oak Hill, the home of President Monroe, is in Loudoun County
g. Boats came up as far as Falmouth, in Stafford County, in colonial days, to load tobacco for shipment to England. The Blue Army camped in Stafford County before the Battle of Fredericksburg
h. Near Manassas, in Prince William County, is Bull Run Battlefield on which the first and second battles of Manassas were fought during the Civil War
D. Materials to be used by teacher:
   For information in making oral reports about things seen along the Potomac, use:
   1. A Sight-seeing Map of the Potomac River, which may be purchased from the Norfolk and Washington Steamboat Company at 7th Street Wharf, Washington, D. C., for 25c
   2. The books: Marshall Hall and other Potomac Points in Story and Picture, and Mt. Vernon, Arlington, and Woodlawn, by Minnie Kendall Lowther. 1925. (These may be purchased from the author at the Machinist’s Building, Washington, D. C. or from the Steamboat Company listed above for the sum of 60c each.)
   3. “Washington City—Guide to the City and Environs with Maps and Illustrations,” from Rand McNally and Company, New York City
   For pictures to use with oral reports about Lincoln Memorial, Arlington, Mt. Vernon, etc., order postcard views and illustrated booklets about Washington and the vicinity from B. S. Reynolds Co.,
the Washington News Company, or the Congressional Library, Washington, D. C.

For information and historic facts about the counties along the Potomac use:

1. *A Handbook of Virginia*, published by the Department of Agriculture and Immigration—from G. W. Coin-

er, Richmond, Va.

2. *The Hills of Northern Virginia*, a free pamphlet issued by Northern Virginia Bureau, 204 Albee Building, Washington, D. C.

3. *Wayland's History of Virginia for Boys and Girls*


**III. How the Potomac River Helps to Give Rain**

A. The pupils solved these problems:

1. How the Potomac River compares with other rivers of the United States as to its source (a), direction of flow (b), and length (c)

2. How the Potomac River gets to the sea
   a. Where it starts
   b. Into what it flows
   c. How long it is

3. How rain comes from the Potomac River
   a. How vapor gets into the air
   b. How clouds are formed
   c. How clouds are carried
   d. How we get rain from the clouds

B. The jobs the children did:

1. They made a table showing how the Potomac River compares with other rivers of the United States, using this form:

<table>
<thead>
<tr>
<th>Name of River</th>
<th>Where it Rises</th>
<th>Direction of Flow</th>
<th>Into what it Flows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri</td>
<td>Montana and Wyoming</td>
<td>Southeast</td>
<td>Mississippi River</td>
</tr>
<tr>
<td>Columbia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arkansas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hudson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Lawrence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potomac</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. They found the meanings of the following geographical terms: source, mouth, system, basin, cloud, vapor, plateau, bay, gulf, sea, tributaries, evaporation, ocean, mountain

C. Information the pupils gained:

1. The children learned that the Potomac River is not very long, and like most rivers of the United States, rises in high land and flows into an arm of the ocean

2. The Potomac River rises on a plateau west of the Allegheny Mountains. The South Branch rises in Highland County, Virginia, and Pendleton County, West Virginia, flowing northward. The North Branch rises on the Maryland and Virginia state line, flowing northeastward and meeting the South Branch twelve miles below Cumberland. The river then flows in a northeast direction, then southeastward into Chesapeake Bay. It is 450 miles long

3. The Potomac River helps to give us rain:
   a. The molecules of a liquid are in active motion. When they move
fast they may be jolted out of the liquid into the air. Sun, heat, and wind make them move faster. The warmer the surface, the faster they jolt out of the liquid. When the molecules or little drops of water go out of the liquid into the air, we say the water evaporates

b. A cloud is like water dust. It is made of the tiny droplets of water, that float in the air and come together
c. The wind blows the clouds over the land
d. When the cloud (or air) has all the vapor it can hold and still grows colder, the clouds form drops (vapor changes back to water) and it rains

D. Materials Used:
1. Frye-Atwood Geography, Book I
2. A large wall map of Virginia

IV. How the Potomac River Helped Trade

A. Problems the pupils solved:
1. How the first U. S. railroad was built
2. How the C. and O. Canal was built and used
3. How it helps trade today
4. Why the Potomac failed to become an important waterway

B. Jobs the children did:
1. They collected pictures about railroads and canals
2. They collected samples of things carried on the river now
3. They made a diagram showing the canal and railroad and location to river

C. Information the pupils gained:
1. The Baltimore and Ohio Railroad follows the Potomac River down the wide valley it has cut. This railroad was built in 1835. A grant was received by a group of individuals in 1827 to build a railroad from Balti-
more to the Ohio Valley. The first passenger car was a wooden shack drawn by horses. The rails were of iron. Pitch, coal, and wood were later used as fuel. Sparks flew; so the passengers had to carry umbrellas. The capitol city was later linked with Baltimore and Harper's Ferry. The speed of the train was only ten miles an hour. The B. & O. Railroad along the Potomac was the first United States railroad
2. The Chesapeake and Ohio Canal was completed in 1850 to help the trade around Great Falls. It ran from Georgetown to Cumberland, a distance of 184 miles, on the Maryland side of the river. The Great Falls furnished water power for the canal
3. How the Potomac Helps Trade Today:
   Small and moderate size coasters, river steamers, yachts, schooners, tugs, and barges are seen along the Potomac. The articles carried on the river are coal, fish, oil, lumber, sand, gravel, oysters, clams, cordwood, linseed oil, fertilizer, and canned goods
4. The Potomac failed to become an important waterway because:
   a. The river was not long enough to depend on traffic beginning and ending within its limits
   b. Transportation by river is too slow
   c. The mountains between the head of navigation on the Potomac and the Ohio are rugged

D. Materials Used:
1. The Sunday Star, newspaper of Washington, D. C., for Feb. 27, 1927. Part 5—for information and pictures about the B. & O. R. R. along the Potomac
2. Frye-Atwood Geography, Book I
V. How the Potomac River Helped the Early Settlers of Our Country

A. Problems solved by the pupils:
1. How the Potomac served as a means of exploration in early times
   a. How the Potomac was discovered
   b. How it was settled
2. How it served as a gateway for westward migration later
3. How it helped in the early wars
   a. The Susquehannock War
   b. The French and Indian War
   c. The Revolutionary War
   d. The War of 1812
   e. The Civil War

B. Jobs the children did:
1. They prepared and gave oral reports on phases of the above topics
2. They read and reported additional facts about any topics mentioned as free parallel reading and class contribution to discussion
3. They made and copied brief summaries of the part the Potomac played in each war
4. On hectograph maps of Virginia they located some tributaries of the Potomac:
   (1) Will's Creek, (2) Antietam Creek, (3) St. Mary's River, (4) Occoquan Creek, (5) Patuxent Creek, (6) Pimmett Run, (7) Doeg Run

C. Information the pupils gained:
1. Captain John Smith, one of the early Jamestown colonists, discovered the Potomac River while seeking a navigable river that the king had told the colonists, in his sealed instructions, to seek
2. Smith sailed down the James River to its mouth and then proceeded up the eastern shore for many miles northward. He crossed over to the mouth of the Potomac, entered, and explored it for three weeks, sailing up as far as Little Falls above Washington
3. In 1629 the king gave Lord Baltimore the grant of land called Maryland. It extended from New England to the southern bank of the Potomac, from its source to its mouth. The western boundary was the meridian of the source of the Potomac River
4. The first settlement was made on the shore of a small tributary of the Potomac, called St. Mary's River, in 1633. The place selected was the site of an Indian village, for which the Indians were traded knives, axes, and cloth. One hundred years later, 1726, some German emigrants from Pennsylvania crossed the Potomac above Harper's Ferry and on its south bank founded the village of New Mecklenberg, the site of the present town of Shepherdstown
5. The Potomac River was one of the three gateways to the West through Virginia in the westward migration after the Revolutionary War. (See Wayland's History of Virginia for Boys and Girls, p. 206, Chapter XXVIII)
6. The Susquehannocks were a powerful and warlike Indian tribe with their headquarters near the mouth of the Susquehanna River. They traveled and traded in the south. The Susquehannock War was begun over a trivial incident. A man named Pimmett was overseer for one John Matthews. He bought something from the Doeg Tribe of Indians (who lived near Mt. Vernon) and did not pay for it. This brought on war. The Susquehannocks came in to assist the Doeg Tribe. The tributaries of the Potomac, Pimmett Run and Doeg Run, got their names from this incident
7. During the French and Indian Wars, the Potomac River served as part of the trail to the Ohio Valley.
Washington took the message from Dinwiddie to Pierre, he went that way. When Braddock's regiments landed at Hampton Roads from England, they proceeded up the Potomac River to Alexandria. In several months Braddock had gathered his whole force at Will's Creek. With Colonel Washington he set out. From Fort Cumberland he followed an Indian path called Nemacolin's Path to the base of the Alleghenies. This path went from the mouth of Will's Creek on the Potomac to the junction of the Allegheny and Monongahela Rivers. This route became one of the emigrant routes to the west after the Revolutionary War.

8. The commander-in-chief of the American Army during the Revolutionary War was George Washington, a native son of Westmoreland County, and a resident of Fairfax County, Virginia, along the Potomac. The Potomac counties contributed their quota of troops to serve under Washington from Boston to Yorktown. After the surrender of Cornwallis, the French Army, under Rochambeau, marched through Fairfax County, over the old King's Highway from Occaquan to Alexandria.

9. In the War of 1812:
On the banks of the Patuxent, a tributary of the Potomac, ten miles from Washington, General Ross from England defeated an American army in 1812. A day later his army entered Washington City and burned the President's House and the Treasury. The British forces that captured Washington paused on their way up the Potomac from time to time to repel local attacks. In one of these, "Belvoir," the old Fairfax place, was destroyed.

10. During the Civil War the Potomac River was a dividing line between the North and the South. It was continually crossed and recrossed by both armies until the Battle of Gettysburg. Then the fighting was south of the Potomac. (See Wayland, p. 293.) After the Battle of Antietam Creek, Lee retreated across the Potomac. (Page 285, Wayland.) In the Valley Campaign Jackson drove General Banks pell-mell across the Potomac. (See Wayland, p. 279.) After the Second Battle of Manassas, Lee and Jackson drove Pope reeling back towards Alexandria and Washington. Harper's Ferry on the Potomac was the first place to suffer in the Civil War. This was because rifle factories were located there. (See Wayland, Chapter 34.)

D. Materials Used:
1. Wayland's History of Virginia for Boys and Girls

Skills and Abilities That Were Stressed

The pupils learned how to:
1. Use and make maps
2. Prepare and give oral reports
3. List items alphabetically for index for books
4. Write descriptions
5. Summarize
6. Print neatly
7. Express themselves in drawing
8. Stick to the point in giving oral reports
9. Improve their writing
10. Use textbooks and reference books
11. Tell directions on maps
12. Think more accurately
13. Talk to an audience

The Ideals That Were Fostered

The pupils acquired:
1. Ideals of good citizenship
2. A reverence for their forefathers
3. A sense of dependence on nature's gifts.

BIBLIOGRAPHY

For Teacher

A Handbook of Virginia—Published by Department of Agriculture and Immigration—by G. W. Koiner—Commissioner, Richmond, 1926.
University of Virginia Record Extension Series
A Survey of Fairfax County—by Nickell and Randolph.
Historical Collection of Virginia—Howe's Antiques—Published by W. Babcock, 1852.
Travels through North America—A. Burnaby, 1798.
Pioneer Heroes and their Brave Deeds—by D. M. Kelsey.
Geography and History of the Potomac—Mary C. Keecham, Wisconsin.

For Children

Maps, charts, pictures.

PAULINE SHREVE

THE PATH OF PEACE

A Sermon for Armistice Day

"They shall beat their swords into plowshares, and their spears into pruninghooks; nation shall not lift up sword against nation, neither shall they learn war any more."

ISAIAH II, 4.

THROUGH the centuries since it was written, this has been to the peoples of the Bible one of the most appealing and, at the same time, one of the most impracticable pictures that they know.

It is the thing we long for: to see men, all men, turn their instruments of warfare into implements of peace—their weapons of destruction into tools of construction—it is the thing we fear will never come to pass.

It is at once our hope and our despair. Our hope in those moments when, somewhat detached from concrete activities, we dream dreams and see visions, and filled with generous emotions ourselves, can feel that these will some time take possession of all mankind; our despair, when we look out upon the actual world of affairs, and see it seething with unrest, bitter with antagonisms, torn by factions; and we say: "It can never be; this side the grave it is but a dream."

Which is true, the hope or the despair? Both cannot be. Our answer to the question depends upon the degree to which we can take our stand in spirit with Isaiah and all the others of the long line of seers and prophets who have believed in and walked with God in a world loud with the strife of men—and especially it depends upon how closely we can walk in spirit with Jesus Christ, see God as he saw him, believe in Him as he believed, trust Him as he trusted.

It must have seemed a far-off hope, indeed, in Isaiah's day, for war was more of an accepted institution than it is now. Among the nations as he knew them there was hardly any other way to settle the disputes, suspicions, jealousies, discord, constantly brewing, than "to fight it out."

But the great Prophet, because, in common with his spiritual brothers of all the ages, he believed that the same God whose spirit brooded over the face of the waters at the beginning, brooded over the affairs of the world still, could believe that as He brought order out of chaos in material things then, He would bring order out of chaos in human hearts now.

Listen to the reason he gives for the faith that is in him, for the picture of hope that he draws: "It shall come to pass in the last days that the mountain of the Lord's house shall be established in the top of the mountains, and shall be exalted above the hills; and all the nations shall flow unto it. And many people shall go, and say. Come ye, and let us go up to the mountain of the Lord, to the house of the God of Jacob; and he will teach us of his ways, and we will walk in his paths—and he shall judge among the nations, and shall rebuke
many peoples”—“therefore, some day they will hearken, and I can see in a vision a time when they shall reforge their fighting weapons into implements of tillage, and dwell together in peace”—“God rules in the affairs of men, and because his will for them is peace and production instead of war and destruction, that is the goal toward which they move.” The prophet felt this mighty truth stirring his own heart, and believing that truth is of God and must prevail, could confidently declare that some time it would come to actual and general expression in the dealings of men.

A glorious hope, but are we any nearer now to its fulfilment? As I said just now, it is hard to think so, when we look at the ways of men as they actually are, and note how far, how very far, they seem to be from the ways of peace.

We need to know that God is infinitely patient. His ways are long; but His purposes sure.

Consider the meaning of the great memorial day, which we are to celebrate this week—“Armistice Day,” the anniversary of the day when the fighting and destruction came to an end, the day when the wildest and most nearly universal joy possessed the people of the earth, perhaps, that they have ever known—why? Because in part it was the fulfilment of the prophetic dream, which is the hope and dream of the world: “Nation shall not lift up sword against nation”—when that was an accomplished fact once more the world went wild with joy. It knows in its heart that war is the abnormal thing, war is the horrible thing, war is the beastly thing, war is abhorrent to the nature of God—Peace is the normal thing, the lovely thing, the human thing, the will of God for men.

And why do we continue to celebrate it? Why do we not celebrate the beginning of the war—the day when our own country entered the war, rather than the end of hostilities? For the same reason; because Armistice Day stands for the ideal, “there shall not be war any more”—the ideal which is of God, and which humanity loves, and which, therefore, is ever moving toward the actual.

Listen to our President’s interpretation of “Armistice Day”:

“When by common consent, Armistice Day was added to our calendar of memorial dates, it took its place as the one in whose celebration we will always be drawn closer to other peoples who stand for liberal institutions. Celebrated in many lands and by many peoples, it will remind them of their united efforts and common sacrifices in the bitterest crisis of civilization’s history. It will always recall the fact that humanity has far more reason for unity than for discord. It will emphasize the common ideals and aspirations which must at last draw all men into fraternity and set their feet in the way of peace. It will give an impetus to the ever growing conviction that hatreds are needless, and that rivalries ought to be only in good works aimed for the general advancement.

“It is desirable that Armistice Day observances should impress these considerations of common concern and essential accord. . . . We shall make our greatest contribution to human welfare if we shall on this international annivarsary of peace restored, turn our thoughts and endeavors to the ideal of peace perpetuated, assured, and established as a universal benison. We shall not fail to acknowledge our obligations to those whose noble service won the victory and established our complete independence. We shall not fail to acknowledge our obligations to those whose noble service won the victory and established our complete independence. But along with this, we should have in mind the thought of peace gained for all the world and all time through co-operation of the same liberal forces that brought the victory.”

Exactly so: Men thrill at the memory of the signing of the Great Armistice because it was the signal of peace—because
it stands for peace—and because peace is the normal craving of the human heart.

“We should have in mind the thought of peace gained for all the world and for all time”—it is a notable utterance. Not long have men been talking that way—men who handle the affairs of nations, especially. Their thoughts have been given to preparation for the inevitable next war—“Ah!” you say—“there’s the rub, the next war.” It’s all very well to talk about the Armistice being the signal to stop fighting—that “nation shall not lift up sword against nation”—for the time being; but that is a long way from the realization of the prophet’s dream. It does not mean, “they shall not learn war any more.”

That, unhappily, is true. Since the Armistice the nations have been too much given to learning how to wage the next war. But that is not the whole story, as once it was.

I shall not stop to dwell on the League of Nations, and its progressive movement toward the condemnation of war as a means of settling international disputes. Through the League 55 nations have pledged themselves to submit all disputes for some kind of peaceful settlement, and in any case not to resort to war until three months after the report of the Council.

Nor of the “Locarno Agreements,” in which Germany on the one hand, and Belgium, France, Czecho-Slovakia and Poland, on the other, engaged to settle, by peaceful means, all disputes of every kind, not settled by the normal methods of diplomacy.

Nor of the arbitration and conciliation treaties of unlimited scope entered into by many nations since the World War. Fifty-two such treaties have been signed, making with those in force before 1914, a total of 82, involving 43 nations.

Such facts are impressive, to the ear attuned to catch their meaning; and not only so; a new note is heard—the outlawry of war; casting it outside the legal code of enlightened nations.

Said M. Briand, Minister for Foreign Affairs of France, in April of this year: “France would be willing to subscribe publicly with the U. S. to any mutual engagement to outlaw war, to use an American expression, as between these two countries.”

And there has been some response, at least in private quarters. Three groups of Americans have prepared drafts of treaties which might serve as a basis for such negotiations: The American Foundation; Professors Shotwell and Chamberlain, of the Carnegie Foundation for International Peace; and The American Arbitration Crusade.

The first provides that “The High Contracting Powers will not declare war one upon the other, nor invade the territory of the other, nor commence hostilities.”

The second: That “they will in no case attack or invade each other or resort to war against each other.”

The third: That “under no circumstances will they resort to war with each other.”

The first two allow self-defence in case of actual attack. The third does not mention the matter. Now I know the typical reply of the cynic to such facts: “So much wind. Let a little disturbance like that in Servia break out, and the nations will fly at each others’ throats, as they did in 1914. They always have done so; and they always will.”

I would remind you that wind has to be reckoned with—the agent of a mighty force, which, as it gains momentum, can sweep away the strongest works of man in its course. “The wind bloweth where it listeth; and thou hearest the sound thereof; but canst not tell whence it cometh nor whither it goeth”—True, but it comes and goes, all the same; and we can see and feel its presence and its power through its effects. “So is every one that is born of the spirit”
—my thesis is, that all these statements and movements to which I have been referring are evidences of the increased working of that same Spirit which moved Isaiah so confidently to proclaim: "They shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more."

These movements all are fragmentary, and as such may pass; but the spirit within them lives and works, and will work, until it finds means fully suited to its ends.

Talk about the condemnation of war as an instrument of use between nations, and the average patriot, so-called, will begin to bristle at once, as if you were about to take from him his favorite toy, and say: "I for one am not willing to take an insult or an attack, either for myself or my country, lying down. We're got to defend our country and our homes."

There is no use in trying to argue that contention. The best way to deal with it is to ignore it—as in the third of the proposed treaties mentioned just now. The major issue being settled, this will take care of itself.

Invaded territory—it is a troublesome question.

In a family which I knew some years ago, two small boys were in much disturbance. The younger had climbed upon the back of the chair of his brother, greatly to his annoyance, and he knocked him off, with considerable damage to his feelings.

The mother said to the older boy: "John, you were a very bad boy to knock Charles from your chair; and when you say your prayers tonight, you ought to ask God to forgive you and make you better, so that you will not do such a thing again."

John did so, and his prayer ran about like this: "Dear God, please forgive me for knocking Charles off my chair, and help me not to do it again; but God, you'd better keep him off the chair, for if he climbs up again, I'll be mighty apt to knock him off."

We try to teach our children the beauty of self-control, and the strength of curbing resentment—that it is much better for John to make friends with Charles and gain his good will, so as to forestall offensive action on his part, than to be constantly on the alert, suspicious of insult and attack, and ready to repel it at a moment's notice—I wonder if God does not feel much the same way toward us, in the childish folly and futility of our quarrels and fightings and warings one with another.

War will be outlawed in the policies and codes of governments when it is outlawed in the hearts of peoples, in your heart and mine; and it will certainly be outlawed there if we follow that "Prince of Peace, our Lord Jesus Christ."

WALTER WILLIAMS

A SUMMER SALE IN THE FIRST GRADE

For several years I have had to face the problem of selecting a worth-while activity for the children in the first grade who attend summer schools. It was not so difficult to find work that would interest the children, but it was hard to find an activity that would prove interesting enough to keep a group of small children busily and contentedly working through six weeks of the warm summer term. To me the important thing was to select some phase of work that would give the greatest opportunity for creative ability and for the use of a variety of materials. This year our former activities were discussed and a sale was chosen as the "biggest thing" we could do. It proved to be a happy choice, for I have never seen children work with such an earnestness of purpose.

The accompanying chart shows the outcomes of our project. This chart, however,
CHART SHOWING THE OUTCOMES OF A FIRST GRADE SALE

Experiences in School Subjects

<table>
<thead>
<tr>
<th>Activities</th>
<th>English</th>
<th>Reading</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Making articles for the sale.</td>
<td>I. Group discussion of:</td>
<td>I. Reading for directions: (Individual)</td>
<td>1. Measuring length and width of cloth for:</td>
</tr>
<tr>
<td>A. Of cloth.</td>
<td>a. How to get materials.</td>
<td>A. Chart list of articles to be made.</td>
<td>a. tea towels</td>
</tr>
<tr>
<td>1. rabbits</td>
<td>b. How to make patterns.</td>
<td>B. Charts with printed directions.</td>
<td>b. dust clothes</td>
</tr>
<tr>
<td>2. elephants</td>
<td>c. How to cut patterns.</td>
<td>1. How to make a rabbit.</td>
<td>c. wash cloths</td>
</tr>
<tr>
<td>5. dolls</td>
<td></td>
<td>4. How to make a doll.</td>
<td></td>
</tr>
<tr>
<td>6. tea towels</td>
<td></td>
<td>5. How to make an elephant.</td>
<td></td>
</tr>
<tr>
<td>7. wash cloths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. dust cloths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Of roping and yarn.</td>
<td>I. Group discussion of:</td>
<td>1. Reading chart list of woven articles.</td>
<td>1. Measuring length of strips for:</td>
</tr>
<tr>
<td>1. rugs</td>
<td>a. How weaving is done.</td>
<td>2. Reading printed chart with directions for making a hammock.</td>
<td>a. hammocks</td>
</tr>
<tr>
<td>2. hammocks</td>
<td>b. How to find and correct mistakes in weaving.</td>
<td></td>
<td>b. rugs</td>
</tr>
<tr>
<td>3. mats</td>
<td></td>
<td></td>
<td>c. mats</td>
</tr>
<tr>
<td>4. doll caps</td>
<td>2. Judging the work:</td>
<td></td>
<td>2. Counting number of threads to go over and under.</td>
</tr>
<tr>
<td>C. Of clay:</td>
<td>a. For neatness.</td>
<td></td>
<td>3. Counting number of strips of each color by 1's and 2's.</td>
</tr>
<tr>
<td>1. paper weights</td>
<td>b. For accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. door stops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. flower bowls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. mugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. candle sticks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Of paper and cardboard:</td>
<td>1. Individual and group conversation.</td>
<td>1. Reading chart list of things that could be made from clay.</td>
<td>1. Deciding on size of bowls:</td>
</tr>
<tr>
<td>1. checker boards</td>
<td>2. Discussion of suitable materials for:</td>
<td></td>
<td>a. depth</td>
</tr>
<tr>
<td>2. fans</td>
<td>a. Flower Books</td>
<td></td>
<td>b. width</td>
</tr>
<tr>
<td>3. pictures</td>
<td>b. Home Books</td>
<td></td>
<td>c. thickness</td>
</tr>
<tr>
<td>4. books</td>
<td>c. Baby Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. umbrellas</td>
<td>d. Recipe Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Of wood:</td>
<td>e. Automobile Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. carts</td>
<td></td>
<td></td>
<td>1. Measuring length and width of card board for:</td>
</tr>
<tr>
<td>2. bed</td>
<td></td>
<td></td>
<td>a. checker boards</td>
</tr>
<tr>
<td>3. wheelbarrow</td>
<td></td>
<td></td>
<td>b. fans</td>
</tr>
<tr>
<td>4. window boxes</td>
<td></td>
<td></td>
<td>c. umbrellas</td>
</tr>
<tr>
<td>5. book rack</td>
<td></td>
<td></td>
<td>2. Selecting pictures to fit books.</td>
</tr>
<tr>
<td>6. benches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. checkers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. flower stands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. tables</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a.* These were made from two pieces of cardboard 16 x 8 in. Children found by putting long sides together and sticking with adhesive tape they made a 16 in. square. These they measured into eight 2 in. squares.
<table>
<thead>
<tr>
<th>Art</th>
<th>Writing</th>
<th>Music</th>
<th>Other Outcomes</th>
</tr>
</thead>
</table>
| 1. Deciding on suitable material and color for each article. | 1. Lettering items for:  
a. newspaper  
b. bulletin board  
(These were lettered on sheets of half-inch ruled tablet paper and when accepted by class were pasted on a full sized sheet of news print paper.) | 1. For relaxation:  
a. Rhythm  
Victrola records and piano. Free choice.  
b. Songs  
2. For appreciation.  
(Selected) |
| 2. Sewing articles:  
a. To make work look neat.  
b. To make work last. | 1. Lettering items for newspaper. | 1. In living together and caring for room:  
A. Making rules to live by:  
- 1. Taking turns in discussions.  
2. Listening to one speaking.  
B. Developing leadership:  
1. Accepting responsibility as group leader.  
2. Collecting and caring for materials for group. |
| 3. Cutting out patterns:  
a. Pinning patterns to cloth.  
b. Cutting to best advantage. |
| 1. Selecting colors:  
a. To use singly.  
b. To combine. | 1. Lettering items for newspaper. Same as above | 1. In responsibility:  
a. Sticking to a piece of work till finished.  
b. Patience in undoing work when wrong and making a fresh start.  
c. Sharing in materials.  
d. Interest in others' work as evidenced in desire to help. |
| 2. Moulding bowls:  
a. smooth  
b. firm | 1. Lettering items for newspaper. Same as above | 1. In experimenting:  
a. Making objects.  
b. Remaking those found not substantial.  
2. In self reliance:  
a. Working independently.  
b. Appreciating good work. |
| 3. Coloring bowls:  
a. light shade  
d. dark shade | 1. Lettering items for newspaper. Same as above | 1. In judging:  
a. Selecting materials.  
b. Selecting group leader.  
2. In individuality.  
3. Co-operation in group activity. |
| 1. Studying shape and form.  
2. Deciding on best colors for pictures.  
2. Coloring fans and checker boards.  
3. Cutting out pictures.  
4. Pasting pictures in books:  
a. To best advantage.  
b. To look neat. | 1. Lettering items for newspaper.  
2. Letter names for pictures.  
3. Writing numbers for pages in books. | 1. In developing spirit of unselfishness:  
a. Sharing materials.  
b. Sharing tools.  
2. In encouraging good sportsmanship. |
| 1. Painting articles:  
a. To make them look neat.  
b. To save paint. | 1. Lettering items for newspaper. Same as above | |
shows only the first step, that is, making the articles for the sale. After the articles were completed, there were additional problems of pricing them, planning the sale, advertising, and conducting the sale. Summer activities were discussed and listed on the blackboard. From this list children selected a sale as their summer work. They also decided to print a weekly newspaper as a record of their progress.

The outcomes in English, Reading, Art, and Writing, were practically the same at all periods of the work. This chart appears on pages 290-291. Some of the Direction Charts were particularly interesting and worth-while. The following is the type of chart which was used:

**A Stuffed Cat**

1. Find your pattern.
2. Pin the pattern to a folded piece of goods.
3. Cut around the pattern.
4. Sew the two parts together.
5. Leave an opening at the bottom.
6. Turn the cat and stuff with cotton.
7. Sew up the opening.
8. Make eyes, nose, and mouth.

The children had to read carefully in order to make their toys successfully. One child had nearly finished stuffing a teddy bear when he discovered the seams were on the outside. He came to me with an expression of real distress on his face, and I suggested that he go back and read the directions again and see what was wrong. Later I went over to him and found him patiently removing the cotton and he explained to me, "It said to turn it first and then stuff it with cotton. I forgot to turn it."

Pricing the toys brought in many problems in number work, for it involved real thinking to find out the cost of materials used and the time spent in making, in order to price the articles with any degree of judgment. In one instance, a child suggested that the stuffed rabbits be sold for four cents, but a small boy in the group, who had watched some rabbits being made, but had taken no active part in that particular operation, remarked, "That's too cheap! The goods cost something, and the thread cost something. Besides, it takes a long time to make them." This caused further discussion and it was finally decided that ten cents would be a fair price for the rabbits.

The morning of the sale the children took over the responsibility of the room. They arranged the tables, and placed the articles so they would show to best advantage. They welcomed the guests and ushered them about the room. One of the best pupils in number work was chosen to act as cashier. At the end of the sale the children found they had taken in $8.50.

At an earlier period the question of how we would spend our money had been discussed, and it was voted to use it for something we needed most. After the receipts were counted, a discussion followed and the question again arose, "What shall we buy?" Several things were suggested but the children decided that some tools were needed if we were to continue to do much in woodwork. So as a result of our summer's work, we now have some good strong saws, and hammers, a small plane, and a good brace and bit. These we know are going to prove of real joy to some of our small carpenters this year.

**BIBLIOGRAPHY**


MARY E. CORNELL
GEOGRAPHY IN THE JUNIOR HIGH SCHOOL

Report of the National Council Committee on High School Geography

1. The New Curriculum

An examination of the literature, ever increasing in volume, on the curriculum reveals the fact that there is a new spirit at work in our schools, a spirit that is a response to the many problems growing out of our tremendous industrial development, the rapid growth of urban industrial centers, the increasing utilization and rapid depletion of many of our natural resources, out of the wonderful improvement in transportation and communication, the expansion of our overseas commerce, our increasing participation in international affairs, and the tremendous expansion of our mental horizon.

The schools must ever reflect the trend of the times, for how else can they perform the duties imposed upon them? Modern life is quite different from life in pioneer days when the child was from birth in direct contact with the environment from which he later must attempt to wrest a living and play his part as a citizen. The pioneer’s world was a crude farming world, in which local economy prevailed. Economic, social, and political life was simple. School life did not need to imitate the everyday life of the world, for the child participated freely in his out-of-school activities in the affairs of his neighborhood. He attended threshings, barn raisings, logging “bees,” town meetings, and even business meetings of the church fathers. He was in close touch with practically every phase of community life. The “three R’s” then taught might suffice; but now we are living in a world of machines which multiplies man’s power many fold. Production, transportation, communication are now almost entirely machine performed. The child of today even in the most favorable environment comes in contact with only such specialized forms of activity that a highly complex industrial civilization permits. A new type of education is therefore needed. It must be an education that will aid the developing child to understand and participate in the work of the everyday, pulsating world. It must do something more. It must, with specific knowledge—information, and sources of information—specific procedures, and successful practice in self-expression and self-sacrifice (the essentials of strength of character in a democracy) educate the child to feel the zest of search and responsibility for choice in the changing civilization. Both the cultural, or avocational, and utilitarian, or vocational aims must therefore be realized through the course of study.

No subject, unless it can in some measure supply worthwhile elements of the program sketched above, should hope to claim a place in the new curriculum.

II. The “Claims” of Geography as a Junior High School Subject

That geography as a socialized subject has had its values inexcusably ignored by most of our schools can scarcely be denied by any one who takes the trouble to analyze the facts. This mistake must not be perpetuated.—Davis in “Junior High School Education,” p. 186.

The study of geography offers a larger and wider opportunity for a vital and comprehensive study of human life in its environmental relations than any school subject established or proposed.—Henry Suzzallo.

Within the last decade or two a new spirit has been at work in shaping the content of elementary and secondary school geography—a spirit of the practical. In all our better schools today the geography curriculum presents usable information that deals with the experiences of men and nations in their economic and political adjustments to their physical environments. Geography today is essentially an interpretative study of:

1. The great industries of continents and regions: agriculture, lumbering, fishing, mining, manufacturing;
2. Of trade and transportation;
3. Of the need and the methods of conservation of our natural resources: water-
power, minerals, forests, soil, and human life and property:
4. Of the ideals, aspirations, and problems of nations;
5. Of the geographic factors at the basis of the international problems of today;
6. Of the political, economic and commercial ties that bind the nations into a world family;
7. And because it is geography—traditionally a study of the earth and man—it discusses each of these in their specific physiographic and climatic setting. It aims at the establishment of principles that underlie these economic and political activities of man and at the development of a geographic "spirit" that utilizes facts and principles in the solution of problems in the field of economic, political, and social geography. It takes first rank as a high school subject in teaching human adjustment to the present day social, economic, political, and international conditions, and in demonstrating the laws of geographic adaptation, i. e., the utilization of the resources of the earth.

Although geography has a place in the elementary school, its field is so large, its material so valuable and so closely linked with the present everyday changing world, it should have a prominent place in the high school. A. S. Goldsborough, late Executive Secretary of the Baltimore Association of Commerce, has well said:

The high school graduate cannot get along in the changing—ever changing—business world on the geographic facts learned when he was an elementary school pupil. Geography is a dynamic subject which loses vitality if not kept up to date.

Geography, because it presents interesting up-to-date practical information, offers opportunity for good straight thinking on problems of effective citizenry. Because it deals with natural resources and their conservation, because it reveals our potentialities as an agricultural nation, as a manu-

facturing nation, and as a world power, and because it interprets the economic activities and opportunities of the various sections of our country, it should be accorded an important place in Americanization work. The vast majority of immigrants seek America because of economic motives. Why not point them to some of our potentialities and accomplishments through the avenue of Economic Geography? Other aspects of geography, i. e., social, regional, physical, mathematical, will function in classifying the analyses stimulated by the economic theme.

It is recognized by all educators that the learning process is largely a matter of sensing experiences. Units of study in modern pedagogy are units of experience. The best teaching demands the active participation of the child in the solving of real or vicarious problems and projects.

In progressive schools today the better type of teaching problems, problem solving, dramatization, socialized discussion—are to be found in geography classes in both the elementary and secondary schools. Geography, because it simulates real life, lends itself to all modern methods of instruction. It is an excellent medium for the establishment of correct habits of thinking and the development of intellectual honesty, more desirable by far than the acquiring of facts of any sort. Geography expands the mental horizon, deepens the sympathies by revealing the relation of one's work to the remainder of the social process, develops intellectual hunger, stimulates the imagination, broadens the general understanding, creates many-sided interests in direct and vicarious experiences, and encourages cooperation with the whole.

Geography as a "Core" Subject

Geography has long been recognized as a synthetic subject because of its intimate relation to the social, biological, and physical sciences. It is rooted in so wide a variety of interests that its facts and prin-
ciples may be used as the “core” in the solution of many of the vicarious problems and in the organization of studies that deal with industries, trade and transportation, and international affairs. It offers a logical, usable, well established, easily comprehend- ed scheme of organization of the material dealing with human activities in the fields listed above and in many others. Lack of balanced organization is one of the shortcomings of much of the teaching in the composite courses in social studies.

III. Objectives in Junior High School Geography

Grouping objectives under Knowledge, Habits, and Appreciation is for the convenience of adult analysis of the teaching-learning process. As the pupils experience the geography course, however, they will not attain those objectives in isolation, one from another. As they acquire knowledge, they will be receiving training in desirable habits of work and will be developing an appreciation (emotionalized insight) of life's values. “Knowledge Objectives” are listed first only because they furnish raw material out of which the habits and appreciations are built.

Knowledge Objectives

1. Knowledge of the economic activities of the pupil's own community and his country at large
2. A knowledge of the major economic activities of the various peoples of the world, stressing the relations of the work of the individual to the world's work, thus dignifying work and assisting the child in his choice of a life career by helping him to find his own personal interests
3. Knowledge of the immense potential- ities of our country and of the numerous opportunities which it offers for vigorous, thoughtful men and women
4. Knowledge of the extent and ways in which environment promotes well being
5. Knowledge of the nations of the world, of their interdependence and of the necessity of their living together as a world family
6. Knowledge of world happenings
7. Knowledge of the specific usefulness of the various maps employed in school work, home, public libraries and the business world
8. Knowledge of the sources of first hand geographic data, with specific usefulness of each type, and of the important centers conducting geographic investigation, exploration, and publication

Habits

1. The habit of “sizing up” situations with an interest in discovering their geographic aspect
2. The habit of using geographic tools, such as book of reference, pictures, graphs, verbal material, specimens, in seeking information on the topic at hand, and to develop the ability to assemble data, weigh facts, draw conclusions, and express opinions
3. The habit of applying geographic principles whenever practicable, in the interpretation of problems and events of current interest
4. The habit of suspended judgment
5. The habit of reading geographic literature in leisure time

Appreciations

1. An appreciation of the fact that we are living in an age characterized by rapid changes in man's relation to his physical environment, to society, to the state, and to the world
2. Sympathetic appreciation of the elements of the physical environment which help to explain the work and play activities of man in specific environments
3. An appreciation of the fact that in a country as large as ours with problems peculiar to sections playing a large part in national politics a spirit of tolerance is essential to state and national stability
4. An appreciation of how the physical environment necessitates the interdepend-
ence of people and nations as man's wants become more numerous
5. An appreciation of the way in which the physical environment may handicap or significantly encourage a country to take its place in world affairs
6. An appreciation of the interest geography gives to one's reading
7. An appreciation of our resources and potentialities in comparison with those of other nations, of our accomplishments with theirs, of our economic and social conditions with theirs
8. An appreciation of the great need of the conservation of our natural resources, and our co-operation with other nations in establishing a world conservation policy
9. An appreciation of the value of good government as a factor in the utilization of the resources of an environment
10. An appreciation of the obligations the United States as a world power and a member of the great family of nations has to all peoples
11. An appreciation of the great value of geography in making travel interesting and profitable

IV. The Junior High School Curriculum

The committee recommends two years of geography in the junior high school as the minimum to carry out the objective listed above. We suggest two major fields of study for these two years of work as here listed under A and B.

A. Resources and Industries of the United States and Their World Relations

This group of topics is intended to give an understanding of the varied natural environments of the United States, the human adjustments to each, and need of adjustment as the population increases. The beginning of an understanding of geographic laws and principles should come about as a natural result of the study and interests and activities of man in these environments. This unit should also develop an appreciation of the interdependence of peoples within a national group, and an appreciation of the interdependence of nations through a knowledge of the social and trade relations of the United States and the rest of the world.

B. The Interdependence of Nations and Regions

The purpose of the geography work in the second year is to assist the junior high school child to investigate the relation between life and the natural environment in the various regions and countries of the earth in order that he may come to see that man's economic activities are largely adjusted to the physical conditions and that nature affects the interdependence of nations and regions.

This two-year curriculum may be simplified to fit into the second cycle of the "Eight-four Plan."

Some Suggestions to the Curriculum Maker as to the Content and Method of Junior High School Geography

In working over the various units of study listed below, one should include only such material as is concrete and definite and of such nature that the pupils can recognize its worth. The material must be genuine and up-to-date. It should possess strong child interest.

One should endeavor to select such material and organize and teach it in such a way as to give the pupils the conscious thought that they are meeting with real and generally new experiences. The emphasis on junior high school geography should be rightly on the exploratory, vocational, cultural, and citizenship training values. One should make no attempt at an exhaustive study of one topic, but should treat each topic with sufficient fullness so that there will be left in the child's mind lasting impressions.

One should provide for the free use of all known "supplementary" and "dynamic activities," such as field excursions, indi-
vidual investigations, group reports, interviews with authorities, laboratory studies, and current events.

The boundaries imposed by "subjects" should not be permitted to hamper unnecessarily the teacher and pupils in following out a lead and developing associations and natural relationships.

V. A Suggested List of Topics

The committee believes it advisable to present a tentative list of topics that school administrators can better understand the value of the curriculum suggested. It is not the idea of the committee to recommend a nationally approved list of topics, merely to present samples of the types of units of study that may be used to realize the objectives listed.

A. Resources and Industries of the United States and Their World Relations

In so far as possible each unit should be based on local industries as offering concrete, accessible types.

1. The Wide Variety and Wealth of our Resources
   Rank among nations in a few products as types
   Per capita wealth of nations
   Importance of resources
   The inventive genius and working efficiency of Americans
   Our rank among nations

2. The Physical Basis of our Wealth and Power
   Large area—its effects
   Wide extent of usable land
   Favorable and stimulating climate
   Fuels and other minerals
   Natural transportation facilities
   Location for foreign commerce

3. The Distribution of Population in the United States
   Part played by geography in the movement of frontiers

4. Transportation in the United States
   A century of improvements in transportation

   From trail to railroad and auto track
   Canoe to ocean liner and tramp steamer
   The conquest of the air.

5. Our Ability to Produce and Distribute Foods
   Geographic factors in the production of foods
   The movement of foods to markets

6. United States as a Manufacturing Nation
   From handwork to machine
   Use of tools, implements, and machines

7. Sources and Uses of Power
   Man, animal, fuels, wind and water

8. The Iron and Steel Industry
   Mining
   Metal manufactures

9. Our Ability to Clothe Ourselves

10. Our Forest Resources
    The lumber, woodworking and paper industries
    Conservation of forests

11. Building Materials and their Production

12. Commerce of the United States
    The chief railway systems
    Our use of the waterways
    Coastwise traffic
    Some of the more important ports of our country

13. Our Independence of and Dependence upon other Nations, largely a review

Suggestions for Interpreting Above Topics

1. The topics in this section are not to be considered in detail; they are to serve rather as an introduction to the course. They are intended to motivate the pupils in their choice of problems. Graphs which portray relative rank among nations are to be preferred to the study of exact figures.

2. These topics also are to be considered in a broad and general sense: they must serve to give the pupils a background of the
country as a whole, upon which further topics may be elaborated.

3. Study of population maps will introduce the problem "Why do many people live so close together here and so far apart in other places?" The solution of this problem will involve the consideration of living conditions in mountains, deserts, etc. Causes of fluctuation in population are involved.

The study of population maps of 1790, 1850, etc., will show the spread of population westward. The influence of passes and natural waterways will explain the movement of the frontier and the directions of the movements. The influence of discoveries, inventions, in opening up new territories, must be considered.

4. Transportation of commodities across the United States is not to be considered here, because centers of production and markets have not yet been definitely located. The emphasis is to be placed rather upon modern means of transportation by land, water and air. Brief historical sketches of the growth of these means should be introduced. A more detailed study of specific centers and routes of trade is deferred until section 12 of this course.

5. This topic calls for a study of the production of certain important food crops, as fruits, wheat, etc., as well as fish and cattle, the choice of which is left to the discretion of the individual teacher. The influences of such geographic features as surface, soil, climate, etc., upon the production of the product is to be considered, as well as man's adaptation to the environmental factors such as irrigation, drainage, etc., which make possible increased production, and production under unfavorable conditions. Specific routes of trade between the producer and consumer in dense population centers are to be studied.

6. Graphs and charts will show the present importance of the United States as a manufacturing nation, centers of dense population being also manufacturing centers. Present day machinery, such as looms, the cotton gin, farm implements, the work of necessity and genius should be studied. Pupils should be led to appreciate the comforts over older hard methods, which have been brought about through these inventions. Since the teacher is at liberty to choose his topics according to individual need, or child interest, it is suggested that perhaps this topic might be more profitably deferred until later, when all the elements necessary to a manufacturing community have been studied, these elements being: presence or accessibility of raw materials, ready market, power, labor, means of communication with market and with fertile hinterland.

7. Topic 7 involves a study of the means by which work can be done in the United States. Foremost is man power, and without delving too deeply into the realms of sociology and economics, pupils should realize and appreciate the initiative, energy and creative genius of Americans, and the influence of climate upon these characteristics, encouraging or discouraging as it does, certain types of immigrants. Animal power in certain agricultural and forest regions should be noted as a natural adjustment to geographic conditions. Wind mills of the prairies, the recently invented rotorship, the importance of wood as a fuel in certain sections, then the great stores of water power among our mountains, our gas, coal and oil resources should also be studied.

8. The centers of iron production and the comparative value of the iron mines of the United States and other countries should be studied and drilled through the use of maps and graphs. Processes of iron mining, its dependence upon coal mining, the manufacturing processes and centers of steel and machinery manufacturing, should receive only brief consideration. A study of social conditions among miners in mountain sections will lead to a sympathy with these laborers and an understanding of their problems.

9. This topic should be treated in a way
10. Forest areas of the United States and the principal types of trees should be located in the United States. The dependence of forest growth upon surface and climate should be stressed, as well as different ways of lumbering for different sections of our country. Hardwoods, naval stores, paper pulp, nursery plants, dye woods should all be stressed as forest products. The belief in the necessity of farming tree crops rather than in mining forests should be inculcated. The necessity of forest conservation as a means of influencing our climate and preserving our soils should be indelibly impressed. Pupils should feel it their patriotic duty to transmit their forest “not only not less, but greater, better and more beautiful than they were transmitted to them.” Foreign markets for United States lumber and large lumber ports should be included.

11. Areas of building stone production should be studied, using maps. Methods of quarrying, use of various stones in building should also be used. This topic includes also such manufactured materials as brick, concrete, pottery and glass.

12. Having studied the resources and industries of the United States, this consideration of the means of transporting raw and manufactured material comes more as a summary and application of what has been previously studied. Note that topic 4 deals with general means of transportation and with historical changes in method, whereas topic 12 deals with actual commercial facilities as they exist today in our country.

13. At the conclusion of the course, the teacher should be able to judge of the child’s appreciation of our great and necessary dependence upon other nations for a market for our goods, and for a source of raw materials as well as their dependence upon us. A knowledge of facts alone will not suffice; understanding and appreciation of world interdependence must have been inculcated. Specific cases should be stressed and cited. The child should feel the same appreciation toward different sections of our country and toward all people engaged in different industries.

B. The Interdependence of Nations and Regions

1. Many Lands Supply Our Needs (Products used in our community)
   Why there is commerce
   Magnitude of present day commerce
   Major products of commerce

2. Studies of a Few Typical Products of Commerce
   Production (primary and secondary) and movement of rubber, sugar, leather, vegetables, oil and railroad equipment

3. World Commerce
   Products of modern commerce
   Commodities and traffic routes of the past
   Traffic routes of today

4. The Machinery of Commerce—Transportation and Communication
   Human portage and pack animals
   Evolution of ships
   Railroads, distribution as to continents and countries, their efficiency
   Work of consular service
   Postal, cable and wireless service
   Coaling stations
   Government aids to navigation
   New York as a modern port and its equipment
   Story of the growth of manufactures, source of raw products, capital

5. Type Regions and Countries
   Great Britain (and Northern Ireland) as a modern manufacturing and commercial nations
   Textile industries, iron and steel, machinery, ship-building
   Agricultural conditions at home
   Commerce in foods and raw products
Britain's investments in opening underdeveloped regions
British Dominions and Colonies—interrelationships
London as an entrepot port
Position of coal in foreign trade
Relation of navy to commerce
How war disturbs British industry and trade
Russia—an agricultural country of the temperate zone
The Philippines—tropical lands, how used by man
Persia—Land of little rain
Amazon Basin and Arctic Lands—regions of little commerce and development
India—An old, densely populated and retarded country

6. A Study of Selected Regions and Countries
The following list of regions and countries should be considered as the maximum
Canada—Our Northern Neighbor
Mexico and the Caribbean Lands
The Andean Countries
The Temperate (intermediate)
Zone Countries of South America
The Coffee Region of Brazil
France and Belgium
The Scandinavian Countries
The Western Mediterranean Lands
The Balkans
Central Europe
Undeveloped Siberia
Southwest Asia
China and Manchuria
Japan

The suggestions following part A are, in the main, applicable also to B. From these the teachers should have gained sufficient ideas of the purpose of these topics to enable them to work out their own problems.

Committee of the National Council of Geography Teachers
(Appointed by Board of Directors, Madison Meeting, 1925)

Angela Broening
Supervisor in Junior High School, Baltimore, Maryland

R. G. Buzzard
State Normal University, Normal, Illinois

Leonard Packard
Teachers College of the City of Boston, Massachusetts

Hazel Shields
Columbia University, New York City

Zoe E. Thralls
State Normal School, Indiana, Pennsylvania

A. E. Parkins, Chairman
George Peabody College for Teachers, Nashville, Tennessee

Additional copies of this report may be obtained from the Treasurer of the National Council of Geography Teachers—Dr. D. C. Ridgley, Clark University, Worcester, Massachusetts. Price is ten cents.

WHAT ART MEANS TO ME

I feel within an impulse, perhaps that divine impulse which has moved all races, in all ages and in all climes, to record in enduring form the emotions that stir within. I may model these emotions in clay, carve them in wood, hew them in stone, or forge them in steel; I may weave them in textiles, paint them on canvas or voice them in song; but whichever I do I must harken always to the song of the lark and the melody of the forest and stream and respond to the color of the rose and the structure of the lily, so that my creation may be in accord with God's laws and the universal laws of order, perfect fitness and harmony. Moreover, I must make my creation good and honest and true, so that it may be a credit to me and live after I am dead, revealing to others something of the pleasure which I found in its making. Then will my creation be art whether I be poet or painter, blacksmith or cobbler, for I shall have labored honestly and lovingly in the realization of an ideal.

C. Valentine Kirby
EDUCATIONAL COMMENT

HAZING

Following the shameful strike of the Virginia Military Institute cadets, which seems to have been staged as a sort of demonstration against the authorities of the Institute and against Superintendent Cocke in particular, there has been a lot of half-talk concerning General Cocke's method or policy of punishing and preventing hazing. There has been, too, a lot of open talk concerning the imperative necessity for hazing at the great old school: not only the boys themselves in some instances, but a number of the alumni, have publicly declared that hazing is, so to speak, an institutional necessity.

Taking up first the matter of hazing, The Times-Dispatch repeats what it has said on a number of occasions: hazing, in the sense of taking the small-boy conceit, the disinclination to obey, the unhappy effect of spoiling at home,—"rats," if the term is preferred—is both wholesome and helpful. Many a grown man today is thankful for the various forms of snubbing to which he was subjected as a boy—at the Virginia Military Institute and at other schools and colleges. The custom of making new cadets "fin out," which means in reality making them stand straight with their chins in and chests out, is an admirable custom. It is even easy to defend the practice of enforcing it by smart slaps on the back—and even in the midriff.

But the hazing that consists in what cadets used to call "bucking," which means forcing a youngster to lean over a table and then "bucking" him with a broom stick or other weapon—not infrequently until the stick is actually broken—is indefensible on any ground. In the face of assertions of alumni that these practices were never followed stand the assertions of other alumni, some of whom were honor men and cadet officers of their day, that these practices have been followed from time to time for many years. And this contradiction is due to the fact that all the cadets have never known what all the rest of the cadets were always doing. There are ruffians at heart, bullies, cowards in spirit, in every assemblage of boys and men; and some of them have given way to their cruel impulses throughout the honored years of the Virginia Military Institute.

It is these practices that the authorities of the institution have tried to punish and prevent. It is these practices that have led to the dismissal of offending boys. It is these practices, directed against the persons of young boys of comparatively weak physique, that have caused the withdrawal of boys who have left the Institute because they couldn't stand the hazing. The argument of some of the defenders of hazing that the unduly hazed boy has a right to call out his persecutor is all nonsense: what chance has an untrained boy of fifteen against a husky, well-drilled, powerful bully of, say, eighteen or nineteen. The much-vaunted right of combat is, in actual practice, virtually no right at all. The sort of hazing which caused the recent scandal at the Institute, and which led to the disgraceful strike of the corps, must be abolished—
if it is necessary to dismiss all the members of the third, second and first classes.

As to General Cocke's method and policy: In approving his system and encouraging him to proceed as he has proceeded, the board of visitors of the institution has given General Cocke complete vindication. The board is composed, not of outsiders who know nothing of the school and its traditions, but of profoundly interested men, most of whom are proud alumni of the V. M. I. To charge, either directly or by implication, that these men would condone—not to say encourage—methods not in keeping with the lofty spirit and high history of this splendid old School of Arms would be to voice an absurdity.

General Cocke has been fully sustained by the governing authority of the Virginia Military Institute. All power to him in his determined effort to stamp out brutality in the corps of cadets!—Richmond Times-Dispatch.

CHICAGO OR THE MIDDLE AGES

It is impossible at this distance to tell whether Mayor Thompson is sincere or only playing to the gods. Judging by the general run of politicians on both sides of the border, we would fancy that he has an eye single to political advantage. This "cry" elected him, and he desires now to keep it in good working order. It would be silly for Britishers to be annoyed by the fact that there is clearly a minority in Chicago which can be successfully pandered to by this sort of nonsense. If we looked hard enough we could probably find a minority in almost any country which could be inflamed against another country to the political advantage of the incendiaries. There is no use being pharisaical about it.

But the outstanding lesson of this fantastic incident is surely that the increasing friendship between these two great peoples has become so visible and so exasperating to all elements which may have other views as to stir up opposition. The rising tide has begun to fret the shore. On both sides of the Atlantic men of light and leading see more and more clearly that the destinies of these two English speaking nations are inextricably intertwined, and that the rude march of events will compel them to stand together—back to back, if need be—if their brand of civilization is to survive. The Thompsoms are only the belated survivors of a dead and gone antagonism which was once pretty nearly the universal feeling in both nations.—Montreal Daily Star.

MA'AM

The editor of The Chapel Hill Weekly is rejoicing, and right-thinking New Yorkers will surely rejoice with him, that the word "ma'am" is not altogether obsolete in polite society. It is true one hears it seldom, except from servants and salespeople, and too often they say "mum," or, worse still, "modom." The latter group are particularly fond of "modom." It is plain that they learned it in the same school that taught them to say "chick" and to speak haughtily of "a little import" at $185.

Mr. Graves of Chapel Hill mentioned gleefully a year ago that he had found a gentleman of breeding and education in a Galsworthy novel addressing a lady as "ma'am." He has just discovered another in Harpers in a story of Owen Wister's.

His reason for fearing the disappearance of the word is the imitation of "sophisticated urban customs and tastes" by the farm and village. Country people coming to town and using countrified speech are intimidated into copying their city cousins; sometimes to their own improvement, but not always.

"Ma'am" is honest and withal a well-mannered word. It softens a harsh reply, rounds out a brief "yes" or "no," and makes a compliment more courteous. If Queen Victoria was pleased to be addressed so by Disraeli and Gladstone, modern ladies should be even more so.—New York Times.
BOOKS

INVALUABLE SUMMARY


Mr. Reed here summarizes the current experimental studies in school subjects. Thus in one volume the reader may orient himself with the scientific movement in reading, writing and arithmetic, as well as in language, and the social studies group. The references at the close of each chapter are carefully selected, and show familiarity with the field.

Mr. Reed has done an invaluable service for the teacher who thinks, but who is out of touch with the laboratory movement in methods. Moreover, the fact that he can write clearly, with a minimum of educational lingo, in no way detracts from the book.

Katherine M. Anthony

THE HEART—AND EXERCISE


The effect of athletics on the heart has been a much discussed subject. The research considered in this volume is the result of observing thousands of participants in all kinds of athletics whose hearts were examined at the “Heart Station” in Vienna. The effect of exercise for pleasure on men and women of different ages is studied in 1649 cases, the conclusions being that “exercise for pleasure causes no enlargement of the heart, but, on the contrary, produces a strengthening of the whole organism.”

The subject of competitive athletics is also taken up thoroughly, all types of sports being considered. The types of exercise placing greatest strain upon the circulatory apparatus were found to be rowing, bicycling, and skiing; next came swimming, hiking, light and heavy athletics; but boxing, football, and fencing rarely gave rise to cardiac dilation. It was also concluded that with proper medical supervision, athletic training might be permitted to every individual who possessed requisite muscular development regardless of age. It was found that while a large percentage of athletes showed heart changes, that the majority nevertheless possessed absolutely normal hearts. The advantages individuals receive from competitive athletics are such that the authors feel that such sports should not be prohibited as long as any possible dangers are held down to a minimum by adequate medical control.

In view of the amount of discussion at present on this subject this book is of more than usual interest. R. F. Weems

LIKE ABOU BEN ADHEM


Each of the newer-type language series has its own merits; one is good in its clear style, and another strong in vocabulary building or in other skills; one is progressive in its stimulation of responsibility in the child and another excels in its development of correct speech; one presents grammar inductively and as an aid in speaking or writing, and another organizes the composition into a series of definite teaching units. But, according to this reviewer, the Doorway to English is akin to the estimable Abou Ben Adhem in that its name stands first in the greatest number of these points.

Katherine M. Anthony

OTHER BOOKS OF INTEREST TO TEACHERS


In this sympathetic setting for Schiller’s great national drama we find an abundance of clear description of Switzerland and illustrative bits from literary masterpieces. The book may be used by children of the fourth and fifth grades as a supplement to geography or for purely recreational reading.

The illustrations are photographs. There is a pronouncing vocabulary.

This book is a storehouse of treasure for the swimming instructor. There are twelve chapters of well-graded lessons from swimming for beginners through life-saving, water sports, and managing of swimming meets. "Faults and Their Corrections" and a well-ordered list of review questions at the end of each chapter are great helps to the instructor. Many clear-cut illustrations add to the attractiveness and value of the book.


A book useful to the primary teacher who has had to struggle through the planning of programs for holidays and other occasions. It contains twenty-one easy, attractive pageants.


These three volumes contain nearly two hundred lessons for silent reading; there are games, nature stories, bits of literature, and selections for special days. With the help of the very usable Manual these books can be made handy tools for the development of the fundamental reading skills in the middle grades.


Such sets of practice sheets in fundamentals of addition, subtraction, multiplication, short division and long division are welcome in this day of self-testing and self-directing drilling. The exercises in this little book may be used repeatedly; they require no copying; the figures are in large clear type and the arrangement is simple.


This set of tests is scientifically selected and organized. It is to be used for placement of pupils and for the assignment of work in the Johnson Practice Exercise and Test Book.


Amid the flood of new arithmetic texts these books rank high. The vocabulary is graded, the steps in presenting new work gradual, and the frequent drills, reviews, and tests scientifically compiled and arranged. The books are written directly to the children. Especially valuable is the section on long division: this put into the hands of the average child of the fourth grade almost eliminates the need of a teacher.


This is a basic series of texts for the elementary grades. Problems and drills are presented in great quantity, but the content and its organization are not for the modern classroom.

NEWS OF THE COLLEGE AND ITS ALUMNAE

College opened this autumn with 751 students enrolled, an increase of 50 over last year's number. About four hundred new girls entered. The large student body has made it necessary for forty-seven girls to room in town and some of these take their meals in the tea room, since the college dining room is not large enough to accommodate so many.

The freshmen went through the usual week of training designed to "orient" the new girls into the life of the college. The examinations were successfully passed. A little more training in the matter of recognizing upper classmen, and the freshmen were considered ready for admission into the student body. The union of the Old and New Girls was completed with the symbolic wedding ceremony with Anne Everette, freshman, as the bride, and Virginia Turpin, president of the senior class, as the groom. The service was carried out with complete attention to details.

Kathryn Pace of Hampton has been elected president of the junior class. Frances Bass of News Ferry is vice-president; Anne Bulloch of Portsmouth is secretary; Mildred R. Rhodes of Newport News is treasurer; Evelyn Wolfe of Mount Jackson is business manager; and Julia Reynolds, Atlanta, Georgia, is sergeant-at-arms.

The junior class helped the freshmen to organize. Virginia Stark is president; Doris Bane, vice-president; Delphine Hurt, secretary; Dorothy Wheeler, treasurer; Toots Christian, sergeant-at-arms; and Mary Watt, business manager.
This year there are fourteen new members of the faculty:

Miss Emily Goodlet, B. S., A. M., received her B. S. degree at Peabody, and her A. M. degree at Columbia University. Last year she was director of training in East Carolina Teachers College, and comes to us to take Miss Anthony’s place as director of the training school.

Dr. Fred C. Mabee, from Canada, is a B. A. and M. A. graduate from the McMaster University of Toronto, and has received the M. A. and Ph. D. from Columbia University. Following a three years’ stay at Howard, Dr. Mabee was Professor of Chemistry and Physics at Mt. Union, Ohio, and served as instructor in Shanghai College, China, for 14 years. He has also been part time instructor at Columbia and New York University.

Dr. John A. Sawhill, having already an A. B. degree from the University of California, and an A. M. from Princeton, needs only the oral examination to complete his Ph. D. at Princeton. Dr. Sawhill has taught in Ursinus College in Pennsylvania, and comes as Latin and English instructor in this college.

Dr. Newton S. Herod has received his A. B. and A. M. degrees from the University of Texas, and for several years was instructor of physics. He has been an instructor at the University of California, receiving his Ph. D. in June. Dr. Herod takes his place as Professor of Physics and General Science in this college.

Miss Virginia Rath, physical education instructor, has received her A. B. degree at Hollins College, and an A. M. at Columbia University. She has been an instructor in the University of Texas and director of Camp Aloha.

Mrs. Harriet G. Pease comes as violin instructor and supervisor of public school music. She has attended the New England Conservatory of Music and has taught at Smith College, at Keene, New Hampshire, and at Bridgewater, Massachusetts.

Mrs. Fred C. Mabee, instructor in English, received her A. B. at Radcliffe, and has attended Boston University, Columbia Teachers College, and Union Seminary.

Miss Helen Marbut holds a B. S. from the University of Missouri, and an M. A. from Teachers College. She has taught five years at the Eastman School, Washington, D. C. and four years at Camp Halton, Maine, instructing in athletic sports.

Miss Elva Kirkpatrick is a part-time dietitian. In Toronto Miss Kirkpatrick was dietitian in the hospital for sick children. She has taken a Home Economics course at Mt. Allison College.

Miss Adrienne Goodwin, a B. S. graduate from Harrisonburg, is teaching at Bridge- water High School this year.

Miss Sarah Elizabeth Thompson, also a degree graduate from Harrisonburg, has a position as supervisor in the Junior High School of Pleasant Hill.

Miss Frances Houck, having received her B. S. at Cornell, takes her place as Home Economics supervisor in the Keister School of Harrisonburg.

Miss Alice Fowler, who has her A. B. from the University of Kentucky, and is a graduate of the Kentucky Teachers College at Bowling Green, is a critic teacher in the training school.

Miss Esther Wagner, also a critic teacher in the Harrisonburg training school, is a B. S. graduate of the Miami University of Ohio.

Mrs. Prentiss Welsh, formerly Miss Hazel C. Brown, is substituting for Miss Goodman as critic teacher. Mrs. Welsh has received her A. B. at Teachers College, Columbia.

Mrs. Dorothy S. Garber will give all her time to the duties of Alumnae Secretary.

Dr. J. R. Gieger of William and Mary College delivered the Convocation address, his subject being “Some Misconceptions Concerning the Honor System.”

Founder’s Week was fittingly observed on the campus by appropriate assembly ex-
ercises in which different people who have been connected with the college for some time told of the early days of the school.

The college has been visited several times by members of the committee appointed by the Governor of Virginia to investigate educational conditions in the state. Governor Byrd himself paid a flying visit to the school. Dr. Charles McKenney, President of the State Normal College at Ypsilanti, Michigan, made a more extensive stay. His talk in chapel, "A Philosophy for Teachers," was one of the best things the year has brought forth. Dr. Meta Glass, President of Sweet Briar College, also came on the same mission.

In connection with the local and campus Red Cross drive Judge Barton Payne, head of the American Red Cross, spoke in assembly. The message he so forcibly brought was doubtless the cause of the success with which the Drive on the campus went over. Charlotte Turner and Charlotte Hagan had charge of the campaign.

Hazel Davis and Mary Stephens spent most of the summer touring Europe. They visited Scotland, England, Holland, Germany, Switzerland, Italy, and France.

It is with deep regret that we chronicle the death of Margaret Wolfe, whose old home was at Crozet, and who was a student here about ten years ago. She was the wife of Mr. Ward E. Harper of Huntersville, W. Va., and leaves an infant daughter. The funeral services were held at Crozet.

Pauline Bresko is teaching the third grade at Disputanta. She is doing some interesting work in combining easy history and geography for the little folks.

Carrie Bishop is teaching again in Churchland High School. She enjoys her work with English as her specialty. She is doing work in the summers towards the M. S. degree. Her address is 113 Middle Street, Portsmouth, Va.

Nannie Rose Buchanan is teaching at Tazewell, Va. We are pleased to know of her good work there.

Dollie Minix holds a position in Morris Church School, near Brookneal, Va. She sends her best wishes to Alma Mater.

June 11, Edna Robertson Scribner to Mr. William Archie Rouse, at Mount Vernon Place Church, Washington, D. C. Mr. and Mrs. Rouse are at home at Orange, Va.

August 6, Carolyn Isabel Wine to Mr. Wilber D. Weaser, at Bristol, Tenn.

August 11, Hester Trump Van Metre to Mr. Scott Hough at Martinsburg, W. Va. Mr. and Mrs. Hough are at home at Venice, Florida.

September 7, Margaret Friend Proctor to Mr. Theron Rice Rolston, at Drakes Branch, Va. They are at home at 201 North Third Street, Richmond.

Y. W. C. A. has been functioning with vigor under the guidance of Marion Wagner. The membership campaign was successful, and the Service of Lights which marked its close was impressive. Both the Thursday evening and Sunday afternoon services have been worth-while and well attended. There is a real interest shown in the programs which are this year quite varied.

The Second District Virginia Federation of Music Clubs was held in the city Friday, October 28, with the college as main headquarters.

OUR CONTRIBUTORS

Macy Campbell was an able professor in the State Teachers College at Cedar Falls, Iowa, at the time of his death last summer. His strong plea for the rural life of America is here reprinted, with permission, from the Georgia Education Journal.

Pauline Shreve is a teacher in the schools of Arlington county, Virginia, and a former student in the State Teachers College at Harrisonburg.

Walter Williams is rector of Emanuel Episcopal Church at Harrisonburg.

Mary E. Cornell is principal of the Keister School in Harrisonburg.
WE PROTECT YOU. We are big enough to take care of your wants. If you see anything advertised by any firm in the Valley of Virginia, we believe we can furnish it for the same price—or less. Send us the advertisement and we will see that you get it through our Mail Order Department. Write us for prices and samples. Special prices to the Faculty and College Students.

B. NEY & SONS
Harrisonburg, Va.

DR. W. L. BAUGHER
DENTIST
Harrisonburg, Virginia

BURKE & PRICE
FIRE INSURANCE
Harrisonburg, Va.
National Bank Bldg. Phone 16

HARRISONBURG BUILDING and
SUPPLY Co., Inc.
Contractors and Builders
Harrisonburg - - - Virginia
O. M. Masters, President
W. E. Fry, Gen'l. Mgr.

HINKELS
EXPERT SHOE REPAIRING
West Market Street at Liberty

FOREST E. PETERS
Make a Specialty of
WATCH REPAIRING
E. Market St. Harrisonburg, Va.

JOSEPH NEY & SONS CO.
The Best Department Store in
HARRISONBURG, VA.

Your Prosperity is Important to This Bank

We want every member of this community to prosper.

Even though you may do no business with us direct, your prosperity is an advantage to the community and consequently to us.

If we can help, with advice or service, please remember that we are cheerfully at your command.

You may correctly count us YOUR FRIEND.

The Rockingham National Bank
Harrisonburg, Virginia
PROFESSIONAL

B. S. graduates accepted as teachers in secondary schools of Southern Association.

Sixty-four holders of B. S. degrees granted collegiate professional certificate by the State Board of Education, year ending July 1, 1926.

During same year 738 students of the college were certified to teach in Virginia.

CURRICULA

Two year curricula for primary and grammar grade teachers leading to normal professional certificate and diploma.

Four year curriculum for high school teachers leading to the B. S. degree and the Collegiate Professional Certificate.

Four year curriculum (B. S. degree) for Home Economics teachers, dietitians, home demonstration agents and institutional directors.

Four year curriculum (B. S. degree) for elementary teachers, supervisors and principals.

Apply to THE PRESIDENT