1-1-1927

Virginia Teacher, January 1927

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

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Virginia
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A DOLLAR’S WORTH OF EDUCATION

This address before the Western State Taxpayers’ Conference was published in the Tax Digest (November, 1926), Los Angeles, California.

In these days when tax burdens are greatly increasing, it is perfectly natural that attention should be focused upon the largest item—education. It is always the largest item that seems to offer the largest possibility of a cut, though this by no means follows. It may be spent far more effectively than many smaller items. That is a fact to be determined. It will be determined not by prejudice, but by judicial examination.

Some tax associations, notably the one in California, are doing just the type of work that educationalists and taxpayers and other kinds of Americans appreciate. It is not trying to dictate American policy or to change the fundamental American traditions, which insure free government through the fostering of intelligence. It is merely inquiring into the administration of school fund and asking if the money is well spent. There are other leagues of taxpayers which exercise no such restraint, and are more propagandistic than judicial. They are perfectly willing to wreck the school system and American democratic institutions, provided they can save a few dollars. Such efforts are futile. They can have no permanent success. They stir animosities which are slow to heal. They separate themselves in the name of economy from the schoolmasters who are striving for efficiency, when it is plain to everybody that the forces for efficiency and economy must co-operate if the public is to get what it needs at the lowest reasonable cost.

I take it that this tax conference is not interested in a saving of school moneys which would change the fundamental nature of our American institutions and our national life. Our political forbears have determined that there shall be equality of opportunity for our youth to develop its human capacities through schooling. You are not interested in the tax reducer who says that there can be too many educated and intelligent men and women. Or in the fellow who fears there will be a short labor supply of the ignorant and docile kind, if schooling is too freely supplied. You want schooling, but you wish your dollar’s worth of education.

How is a dollar’s worth of education to be determined? In the same way that you know whether or not you are getting a dollar’s worth of nails. It is indeed strange how many business men fail to see the fundamental likeness, and go astray in their thinking. They think that they ought to get a perfect human product from the schools at any price they feel comfortable in paying. That economic version is not true anywhere in business where men ask and pay a price. Quality and quantity go up or down as the price paid varies. This is just as true in schooling as it is in any economic service. Hold fast to this thought and many fallacies in thinking about school expenses will disappear.

The Changing Dollar

A dollar’s worth of nails today is different from a dollar’s worth several decades ago. Science and industrial progress have improved quality and quantity in production. You may need more or less of a thing, or a better kind. The dollar is not the same dollar. Its purchasing power has changed. All these factors have to be kept...
in mind in school costs, yet they are not. Educational science and psychology can now give us a better educational product than before, and we want it. Our standard of living has raised here as elsewhere. It is the privilege of a democratic people to have better schools just as it is theirs to prefer an automobile to a horse and wagon.

The problem of getting people to want something else than they do, is another problem. Perhaps they have the wrong values and are spending too much money in one place. But this is a problem in the moral, social, and spiritual reconstruction of men and women. It is not a problem in economics. They may be spending more than their income. This is serious, but it is primarily a question of morality, though it has terrific economic effects.

The only way to know whether you are getting your dollar's worth in education is by comparative study. What is the other fellow getting for his dollar? How does he educate more people in a better way by spending less money? What is his method of administration? How is spending organized? What is the training of the spenders? How far, finally, can we apply his methods to our differing conditions? The last question will keep us sane.

There are two domains in which we can watch the uses of a dollar. The first is in the domain of administration and the second in the domain of teaching. We are more at home in the first field than in the second. Here is where taxpayers' associations have done their chief work. Locating schools, building and bonding, purchasing supplies, hiring and distributing teachers, have been the chief factors taken into account. Improving the effectiveness in turning out more and better human product is still a mysterious field to the layman, but the educationalist is beginning to understand it through the new science in education. Taxpayers must be concerned with it.

In the field of administration there are certain obvious comparisons of methods which give aid.

We can give education cheaper and better through the consolidation of schools and the transportation of pupils, through sending students to another school district with one district paying another, where these devices are applicable to the particular case.

Larger units of school management than the little country district will help. County or community units of management may be given some larger use than now, without destroying local self-government, an essential feature in American life not to be lightly put aside. There is no more delicate problem than to determine which school functions shall be de-centralized. Only experience will tell what is right. The present passion for centralizing everything to get financial efficiency is dangerous. It is stressing consideration of one factor and losing sight of others. You may save money and get a centralized and standardized bureaucracy, inject politics into your schools and make them easy victims of propaganda. The representative of a new league of taxpayers' associations in one state proposes that all the schools be under control of one central state board and that all teachers be appointed by this board of laymen with professional advice. Such a board might well determine minimum standards of training and certification, but the hiring of teachers should be left with some authority nearer the parents of the children they teach. Anglo-Saxon civilization, of which America is a part, is more broadly common sensed by its experience than it is narrowly and relentlessly logical in pursuing a single object.

Sources of Waste

The locating of different types of schools may, in these days of local pride, be a great source of waste. Four years of high school may be maintained where there should be only two years. Junior colleges may be maintained at home where the expense would be less than if students are sent away.
Large units of management on the higher ranges of schooling make for economy. Fortunately the new articulations of the school system will aid local adjustment. Where once we had just elementary schools, high schools and colleges, we now have respectable and effective units, including elementary schools of six years, junior high schools of three years, senior high schools of three years, and junior colleges of two years. Meager attendance is sometimes unavoidable. When it is, we must pay the bill. But it is more often avoidable with modern transportation, to saturate a school unit to the point of high working efficiency and economy, that is, to a thrifty point of organization.

Central purchasing instead of district purchasing is an advantage clearly demonstrated by every study made. One specialized office can do better than eighty school boards of laymen who do not make buying a major business. But experience opposes the purchasing for a school system being merged with a bureau of the general political government. School systems should be given a certain autonomy, like the courts. Their immense budgets are a constant temptation to politicians who would use their buying and hiring as patronage. We have clearly fought our way to independence of politics. Why retreat to ancient evils of which we are largely rid?

Clear, careful budgeting is of high advantage. But the budget officer who recommends cuts and reductions should be more than an accountant dealing with figures representing dollars. He should know something about function. All efficiency is related to educational function. In many cases the budgeting political officer is hopelessly ignorant. The budget is a splendid tool in the hands of a competent mind, and a stupid instrument when it is not. Budget forms must be made up with more regard for interpreting tasks to be performed than is the case at present.

In the domain of teaching we have just begun to study economy and efficiency in a scientific manner. This is a wholly psychological problem which the ordinary layman does not and probably will not understand. Here reliance on the professional expert must be had. Segregation and different speed of mastery among groups of pupils is an economy. The bright will go faster and save school years. The slower will move ahead at their own pace without tripping and charging repeated years to the taxpayer.

Another illustration is provided in the lay opposition to supervisors. Good supervisors of ordinary teachers double the effective service of the teachers under them. It is all a matter of when and where and how they are used, a problem in educational adjustment. On the budget they look like extra help and are readily lopped off. Better increase the size of classes and provide good supervision than do without it.

Another fallacy is the talk about "trimmings, fads, and frills" in the course of study. With so many kinds of human nature to be served, what is a frill to one student is a need to another. The chief reason these subjects have not been eliminated is because the different parents could not agree. Therefore it is left to the schoolmasters, where it may better be left. The science of their own profession will take care of the matter. There is another economy fallacy that lurks in this field. To maintain some of these modern objects does not add their total budget cost to the taxpayer. The child has to be taught something. If it is not one subject, it is another. You merely add the differential in cost if there is one, not the whole budgetary amount. If a student making progress in a subject that costs 10 per cent more is compelled to take a subject of lower cost where he makes no progress and has had to repeat, the state loses ten-tenths where the thought was to save
one-tenth. Money expenditure is related to performance of function. America, as compared with other industrial countries, has a much heavier capitalization, but it pays higher wages and gets a mass production that lowers prices. There is a thought there for educational production.

Education research and new scientific procedure promise most for efficiency and economy in the domain of teaching. The intelligence tests as aids to diagnosis, standard achievement tests, the new comprehensive examinations, comparative study of teaching processes, all promise to give the taxpayer more for his dollar in school, just as science and scientific technology have given more and better nails for a dollar than before.

HENRY M. SUZZALLO

CAN VIRGINIA AFFORD TO GIVE HER CHILDREN A FAIR EDUCATIONAL OPPORTUNITY

FROM the early days of the Republic, clear-visioned educators and statesmen have given an emphatic affirmative answer to this question. Thomas Jefferson, spokesman of the growing spirit of democracy, sought for nearly a half century to bring about the establishment of a system of schools, whereby the level of human happiness and of intelligent citizenship should be maintained and advanced. The concrete result of his work was the creation of the capstone of such a system, the state university. Two significant steps looking to the realization of a fair educational opportunity were the creation of the public elementary school system in the early days of reconstruction, and the building up of the high schools, as an intermediate link, in the early twentieth century.

Today, with a system, comparable in general outline to that of the other forty-seven states of the Union, we find statisticians in practical agreement that Virginia ranks thirty-ninth in the effectiveness of its public education. For the first time there are available abundant statistical data indicating at once the actual support of education by the different states, and also their potencies for its further extension. In The Ability of the States to Support Education, Dr. Norton has given us the educational economist's analysis based on an unusually wide range of pertinent facts. The data for the table below have been drawn from this study and supplemented by a table in a recent issue of the Journal of the National Education Association. For comparative purposes, the relative standing of North Carolina has been shown.

RANKING OF VIRGINIA AND NORTH CAROLINA IN SIGNIFICANT ITEMS OF POTENTIAL AND ACTUAL SUPPORT OF PUBLIC EDUCATION

<table>
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<th>ITEMS</th>
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<td>VA. N. C.</td>
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<tr>
<td>1. Estimated value of tangible wealth</td>
<td>19 21</td>
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<tr>
<td>2. Index of economic resources</td>
<td>18 22</td>
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<tr>
<td>3. Estimated current income</td>
<td>21 23</td>
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<tr>
<td>4. Wealth per child, age 6-13</td>
<td>38 42</td>
</tr>
<tr>
<td>5. Index of economic resources per child</td>
<td>38 42</td>
</tr>
<tr>
<td>6. Average annual current income per child</td>
<td>39 43</td>
</tr>
<tr>
<td>7. Financial ability to support education</td>
<td>39 43</td>
</tr>
<tr>
<td>8. Per cent of income expended for public elementary and secondary education, 1923-24</td>
<td>36 13</td>
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While in the main these figures speak for themselves, a brief interpretation may be in place. From items 1, 2, and 3 it is clearly seen that both Virginia and North Carolina rank above the median of the forty-eight states in actual financial resources. Items 4, 5, and 6, however, indicate that when these resources are pro-rated in terms of the school population, the two states drop to a ranking similar to the educational ranking which each has maintained. In addition,


Dr. Norton points out that states over a considerable period of years tend to maintain approximately the same rank.

However, in items 7 and 8, we find the most significant and patent facts: namely, that while Virginia has a slight advantage in its ability to support education, North Carolina has recently realized its need and has increased its appropriation over Virginia's by nearly fifty per cent. This has placed North Carolina in 13th position in regard to the per cent of income expended for public education. This gives North Carolina an enviable record as to its willingness to foot the bill for a better school system, placing it ahead of such states as Massachusetts, New York, Ohio, and Pennsylvania. It also places that state decidedly in the lead of the southern states with only Florida trailing at a respectable distance.

What then can be said of Virginia's indicated willingness to support her schools? Remaining in 36th place in the percentage of income expended for public education, she is given credit for an actual percentage expenditure of 2.18 as against 3.43 for North Carolina. The ranking of the five leading states in this respect was as follows: North Dakota, 5.50%; South Dakota, 4.37%; Minnesota, 4.15%; California, 4.03%; Utah, 3.83%. It may be readily granted that the rich states (of the above, California only may be so designated) can, like the large estate or inheritance, get on with a disproportionately low tax. It may also be argued that, just as Virginia has found it a sane and feasible financial policy to tax gasoline sales instead of income for road-building, so she may find and should search for additional sources of taxation. On the other hand, by comparison with other states, Virginia has yet to make the venture, already made by some relatively poor states, of levying sufficient taxes on income to advance, or even maintain, her rating and consequently her ability to provide adequately for the education of oncoming generations.

The ardent advocates of states rights together with the enemies of public education have brought about the elimination of the hope of Federal legislation, intended to equalize through Federal support the moneys available for public education in the various states. It remains evident therefore, as Dr. Norton points out in his conclusions, that some states will be forced to levy taxes from two to six times those levied by other states to give their children an equivalent opportunity with those of richer states. This Florida and North Carolina have to some extent realized, and unless Virginia speedily realizes the same fact, its rank will slip down two points in the scale of states as to the effectiveness of its system of public education.

At this very moment, Virginia for the first time in recent years has seemed to be entering upon an era of economical and social leadership. Her agricultural possibilities, her scenic advantages, her splendid maritime shipping facilities, are being heralded throughout the nation and indeed the world. If Jefferson and his contemporaries, Washington and Madison, also native Virginians, were right—and every step in national and state advancement indicates they were—this era of progress will be short-lived unless its foundation be laid in a finer and better educational system, beginning in the kindergarten and crowned by the university and technical schools. May Virginia's present leaders perceive this fact as clearly as they have realized the state's economical and commercial possibilities, and rise to prevent its youth being handicapped in their preparation for the competition with the youth of other states. We must not overlook the greatest asset of the state, its potential manhood and womanhood. In earlier crises educator-statesmen have arisen and brought about the needed reforms. Let us have faith that in so important an hour as this, history will repeat itself before we have lost half the battle through delay.

W. J. Gifford
OUR NEIGHBOR’S LEAGUE

Purpose of Paper

THE purpose of this paper is to present material relating to the League, more especially to its present standing and status, that may be of interest and help to a teacher of history.

The League of Nations, which came into being seven years ago, is now an established fact. In considering the status of the League, it should be remembered that the League was formed just after the close of the World War. The period was one of financial and economic disorder, feeling ran high, conditions were critical. Such was the situation when the League held its first Council meeting in March, 1920. This first meeting was of little moment compared to the significant Council meeting of September, 1926. Within this short time the members have organized the League in most branches of international life and have built up a great international system. “The League is closely woven into the constitutional and political life of the world, and there is no quarter of it which has not in some way been concerned.”1 The remarkable growth, the many accomplishments of the League prove that it is not a mere form, but that it is rather “the climax of all politics.”2 The fifty-six nations send their foremost men to the League meetings, realizing that the League requires first-rate men and first-rate men only. A Council seat has become one of the greatest prizes for a European diplomat to secure.

What the League of Nations Is

The League of Nations is an association of fifty-six sovereign or self-governing states formed “in order to promote international co-operation and to achieve international peace and security.”3

1The League of Nations—a survey—p. 8.
2Kent, Frank R.—League is Viewed as a Megaphone, Baltimore Sun (Oct. 23, 1926).
3Sixth Yearbook of League of Nations, p. 137.
British Empire ...................................... Jan. 10, 1920
Bulgaria ............................................. Dec. 16, 1920
Canada ................................................ Jan. 10, 1920
Chile .................................................... Nov. 4, 1919
China ................................................... July 16, 1920
Colombia ............................................. Feb. 16, 1920
Costa Rica .......................................... Dec. 16, 1920
Cuba .................................................... March 5, 1920
Czechoslovakia ..................................... Jan. 10, 1920
Denmark .............................................. March 8, 1920
Dominican Republic ................................ Sept. 29, 1924
Estonia ............................................... Sept. 22, 1921
Finland .............................................. Dec. 16, 1920
France .................................................. Jan. 10, 1920
Germany ............................................... Sept. 8, 1926
Greece ................................................ March 30, 1920
Guatemala .......................................... March 10, 1920
Haiti ................................................... June 30, 1920
Honduras ............................................. Nov. 3, 1920
Hungary ............................................. Sept. 18, 1922
India .................................................. Jan. 10, 1920
Irish Free State .................................... Sept. 10, 1923
Italy ................................................... Jan. 10, 1920
Japan .................................................. Jan. 10, 1920
Latvia ................................................ Sept. 22, 1921
Liberia ............................................... June 30, 1920
Lithuania ............................................ Sept. 22, 1921
Luxembourg ......................................... Dec. 16, 1920
Netherlands ........................................ March 9, 1920
New Zealand ........................................ Jan. 10, 1924
Nicaragua .......................................... April, 1920
Norway ............................................... March 5, 1920
Panama ............................................... Jan. 10, 1920
Paraguay ........................................... Dec. 26, 1919
Persia ................................................. Nov. 21, 1919
Peru .................................................... Jan. 10, 1920
Poland ............................................... Jan. 10, 1920
Portugal ............................................. April 8, 1920
Rumania ............................................. April 7, 1920
Salvador ............................................ March 10, 1920
Serb-Croat-Slovene State ....................... Feb. 10, 1920
Siamese ............................................. Jan. 10, 1920
South Africa ........................................ Jan. 10, 1920
Spain .................................................. Jan. 10, 1920
Sweden ............................................... March 9, 1920
Switzerland ......................................... March 8, 1920
Uruguay ............................................. Jan. 10, 1920
Venezuela .......................................... March 3, 1920

GOVERNMENTS NOT LEAGUE MEMBERS
DECEMBER 15, 1926

Afghanistan .................................... Russian Soviet Republic
Ecuador ........................................ Sultanate of Nejd
Egypt ............................................... Turkey
Mexico ........................................... United States

Organs of the League

"Action of the League under this Covenant shall be effected through the instrumentality of an Assembly and Council, with a permanent Secretariat."10

The Assembly consists of representatives from the Member states of the League, each state having not more than three representatives, and only one vote.

"The Assembly may deal at its meetings with any matter within the sphere of action of the League or affecting the peace of the world."11

Certain specific duties as admission of new Member States, election of non-permanent Council members, and approval of additional members represented on the Council, are Assembly duties.

The Council originally consisted of four permanent Members and four non-permanent Members. The Council has been enlarged so that it now consists of fourteen Members, five permanent and nine non-permanent.

The Council has the same general duties as has the Assembly. In addition it makes plans for armament reduction, acts as a council of meditation, makes recommendations, etc.

The Secretariat is the only permanent feature of the League. This Secretariat is established at Geneva. It may be likened to the civil service of a national government. The personnel of the Secretariat numbers about 465 persons of over thirty nationalities. The work of the Secretariat is extensive. It files all treaties, records, etc. In its organization it is divided into various departments, as the Economic and Financial, Health, Legal, Disarmament sections, etc.

The Covenant pledges all Members of the League to respect and preserve against external aggression the territorial and existing political independence of one another. The Members also agree to submit matters of dispute to arbitration and inquiry and not to resort to war until three months after the award. Any State violating this principle is subject to League action. A state may withdraw from the League by giving two years' notice, provided all inter-

9Has given notice of withdrawal.
10Covenant of League of Nations, Art. 2.
11Covenant of League of Nations, Art. 3.
national obligations have been filled at the time of its withdrawal.

The League Up Until 1926

The League has accomplished many things from January, 1920, to January, 1926. First of all it has successfully handled eight controversies in which war was threatened or actually begun. These controversies were (1) between Sweden and Finland over the Aaland Islands, (2) between Poland and Lithuania over the Vilna district, (3) between Albania and Yugo-Slavia over the Albanian boundaries, (4) between Rumania, Yugo-Slavia, and Bulgaria on one hand and Bulgaria on the other over Bulgarian refugees, (5) between Poland and Germany over Upper Silesia, (6) between Italy and Greece over the murder of Italian officers, followed by Italy's invasion of the Ionian Islands, (7) the border clash between Greece and Bulgaria over the invasion of Bulgarian territory, and (8) between Turkey on one side and England and Irak on the other over the Mosul question.

Through the agency of the League 427,386 war prisoners have been returned to their homes, these prisoners being of twenty-six different nationalities.

The League in 1923 created a Greek Refugee Settlement Commission whose purpose was to care for 1,500,000 Russian war refugees, and Greek and Armenian refugees, and to aid these refugees in finding new homes in Greece. The League enabled Greece to secure a $60,000,000 loan to aid in the settlement of Asiatic refugees.

But not all of the League's work has been along war lines. It has been very active in safeguarding the health of the world. It is particularly interested in checking diseases in the Orient.

One of the outstanding features of the League is its effort to stamp out the opium traffic. It also wishes to stamp out the traffic in women and children and to get rid of all slavery.

One of the most important of the League's creations is the Permanent Court of International Justice at the Hague. The League has also organized an agency to study and improve the conditions of labor and relations between the employer and the employee. A commission for the promotion of intellectual co-operation has been devised. The Commission of Jurists created in 1924-25 to consider what portions of international law are now susceptible of codification may be of much significance.

The League governs disputed territory, the Saar Valley and Danzig, protects backward peoples, befriends complaining minorities, has published more than a thousand treaties of international significance, and provides world-wide information concerning its activities, etc.

The League Since January, 1926

Brought into being just after the World War, the League was a league of victors. On February 8, 1926, the formal application of Germany for membership was contained in a letter from Germany's minister of foreign affairs, Stresemann. This was in keeping with the Locarno treaties of the preceding fall. The Locarno treaties, which meant so much for European security and peace, were to be effective whenever Germany should gain admission to the League and a Council seat should be bestowed upon her.

In March, 1926, a special session of the Assembly was called to consider Germany's application for membership. At this session the League suffered a loss of prestige because diplomacy and national policies took the place of co-operation and understanding. This session proved to be a free-for-all contest for Council seats.

Germany came to Geneva with the assurance of a permanent seat on the Council. But in the meantime, it was rumored abroad that "the French Foreign office, supported by the British, had intimated to Poland that she should have a permanent seat."12 France

12Germany in the League—Literary Digest (September 18, 1926), p. 7.
supported Poland, her ally, to offset Germany. Brazil put forward her claim for a permanent seat. Spain also clamored for permanent representation on the Council. Each state tried to increase its prestige by acquiring Council seats. The old European idea of balance of power threatened to wreck the League.

Sweden, a neutral state, not wishing the Council to be enlarged, offered to resign, thus giving Germany her place on the Council. Germany said no to this proposal. France said Poland must accompany Germany. Spain said that Germany and Spain might come. Brazil said no to everything unless she was assured of a permanent seat.

Nothing could be done under such circumstances. The Assembly was not even consulted about the affair. The difficulty was essentially a Council matter. The Assembly had no relation whatsoever to the crisis. Having accomplished nothing, the Council was forced to adjourn. This crisis in the Council brought forth much criticism and apprehension concerning the stability of the League. The interests of the Great Powers were selfish ones, but the friendship of the neutral states for the League was based on earnest and real foundations.

It was evident that reconstruction would have to take place within the League. The evolution which all state constitutions undergo must attend the League constitution also, if it is to progress toward international order.

A committee representing fifteen nations was appointed to formulate plans for the reorganization of the Council. Public opinion was strongly opposed to the granting of permanent seats to other than Great Powers, as the creation of one seat would only require the creation of more. The Commission on the Reconstruction of the Council met in May. This Commission drew up rules regarding the number and election of non-permanent members. These rules were then brought up at the regular meeting of the Assembly in September.

According to these rules the Council was increased to fourteen members. The non-permanent membership was increased to nine, three being elected each year for a term of three years. A retiring member is ineligible for re-election unless declared eligible by a two-thirds majority of the Assembly. No more than one-third of the members may be re-elected until three years will have expired.

Upon the adoption of these rules, a system of rotation was put into use. The new Council now consists of five permanent members, Italy, Japan, France, England, and Germany, who was admitted September 8, and nine non-permanent members, Chile, Poland, and Rumania elected for three years; China, Colombia, and Holland elected for two years; and Belgium, Czechoslovakia, and Salvador elected for one year. The semi-permanent positions were intended for Spain, Brazil, and Poland. But Brazil had already declared her intention of withdrawal some time before, and Spain gave notice of withdrawal the day before the Assembly voted.

The question now arises as to whether or not the Council will be effective or not because of its size. Some of the advantages are: it is more democratic, the proportion of elected to Great Powers now being nine to five; it increases the authority of small states; it affords greater opportunity for expression of opinion; it affords more universal representation. Some disadvantages, of course, are obvious. The Council is large for close discussion and may not be summoned so readily. Then, too, the prestige of the Council may tend to overshadow the Assembly. But time alone will tell which organization of the Council is the better, the old or the new.

In so far as Spain was concerned two developments complicated the situation. The first was an agreement between Spain's dictator and Italy's dictator that each would support the international aims of the other. The second complication which arose Spain
tried to link up with the Council controversy. Spain wished for Tangier to be added to her Morrocan protectorate.

But the withdrawal of Brazil and Spain is overshadowed by the entrance of Germany into the League of Nations. Germany entered the League September 8, 1926, just exactly twelve years after the battle of the Marne. Germany's entrance makes the League no longer a league of victors. It is rather interesting to note that the Foreign Minister of Jugo-Slavia, "within the frontiers of whose country lies Serajevo, where was lit the spark that set the world aflame twelve years ago," presided over the Assembly Session at which Germany was voted a Member of the League.

Germany's entrance means that the Locarno protocol which so much affects the stabilization and peace of Europe has gone into effect. By her entrance much of the prestige lost in March was regained although two countries were lost. A great step was taken toward universality, although Turkey, Russia, and the United States are needed to make this ideal realized.

But with Germany in the League complications arise. Italy is known to be Anti-Teutonic. On February 26 Mussolini made an appeal for the union of all Latin races against the German. He probably fears that Germany will unite with Austria, and then interfere in South Tyrol.

Germany desires to regain one of her colonies or either gain the bestowal of a mandate over some colony. Germany's industrial and commercial interests are insisting upon colonies. If Germany does get a colony, it means her rapid development commercially. Here British interests would conflict. It is for the League to decide this problem, but the question is how. Then, too, the union of German and French coal and iron interests has League significance.

Germany, by having a permanent seat bestowed upon her on the Council, has now taken her place among the Great Powers. This is certain to create new situations and difficulties in the League conferences.

Abyssinia is creating much discussion in the diplomatic circles of Europe. On July 28 Abyssinia sent a note to Geneva, saying that her independence was being encroached upon, and made an appeal for the preservation of her independence. The note protested against the concession sought by Great Britain for a dam in Northern Abyssinia. Italy also wished to construct a railroad across Eastern Abyssinia to connect two of her colonies. Abyssinia protested against the Italo-Saxo pact, saying that it had put Abyssinia under undue pressure to relinquish its independence. Italian newspapers claim that France urged Abyssinia to make this protest in order to prevent Italian colonial expansion. Italy questions Abyssinian membership in the League. As the social fabric of the country is still based on slavery Italy asks, "Is this compatible with League membership? Should not Abyssinia be placed under a mandatory power until League qualifications are fulfilled?"

Italy also complicates the League situation. It is known that Italy maintains a cool attitude toward the League. Several Fascist papers seemed to delight over the turmoil in March. One of them, Twere, says, "Italy has long since abandoned all Utopian ideas of peace. Peace can result only from a balance of warring forces." The Spanish-Italian treaty has created much excitement. The terms of this treaty have not been disclosed. But knowing that the two dictators are to support each other in their aims, France and England are especially alarmed. It is feared that Spain and Italy—their dictators, rather—mean to control the Mediterranean and thereby prove men-

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13Twelve years after, League of Nations News (September, 1926), p. 3.

acing to France and British African interests.

The most recent Italian pact is that recently signed by Italy with Albania. The Jugo-Slav cabinet maintains that this treaty marks the beginning of a protectorate by Italy over her Adriatic neighbors. The past is looked upon as a triumph for Italian diplomacy. It excites suspicion not only in Jugo-Slavia but also in France and other countries as it isolates Jugo-Slavia and allows Italy to have complete control in the Adriatic. League of Nations circles are carefully watching developments, and the slightest move endangering peace will be promptly made a League affair. If action should have to be taken by the Council, it would be a delicate test of its authority.

The powers on the Council have been notified of Turkey's readiness to join the League. Mustapha Kemal Pasha has requested Turkey's admission to membership. This request carries with it no reference to a council seat. Pasha says that with Turkey the Moslem world would be represented.

The League's rejection of the Senate reservations to the United States' adherence to the World Court was the only action taken by the League which directly affected this country.

The League is trying to further disarmament but seems to be having very little success. A General Army Parley is planned for 1928. It seems that the various countries cannot agree upon what constitutes disarmament. Political conditions have so great an influence on armament that the majority of the states cannot agree upon a basis for disarmament.

The League also wishes to hold an International Economic Conference. "But," says The Survey, "if the United States should oppose any consideration of inter-allied debts and if the Allies were to object to a consideration of Germany's reparation obligations, little progress could be made." The work of the Disarmament and Economic Conferences, even though disappointing at first, may "do more to remove the underlying causes of international conflicts" than is realized at present.

One of the outstanding accomplishments of the League is the financial reconstruction of Austria and Hungary. Austria was in a state of collapse. The League, acting as a board of guardians, has enabled Austria to recover. Of course her future stability largely depends upon wise supervision, but she now stands upon fairly sound economic conditions. Hungary was also in a state of helplessness. Under League supervision Hungary has recovered so that she can now stand on her feet and may become a strong state, although business conditions are still depressed. Both Austria and Hungary must thank the League for life.

One of the greatest achievements of the year was the settlement of refugees in Bulgaria. This scheme was similar to the one worked out in Greece. As a result of this settlement 120,000 refugees found homes in Bulgaria. This will also tend toward making Bulgaria's position more secure, as these wandering refugees were the cause of much friction between Bulgaria and her neighbors.

The Health, Intellectual, and Welfare work has been steadily progressing.

What of the League's Future?

The League is about to begin a new year in its history. What is that future history to be? Time alone will tell. That the League has really accomplished much cannot be denied. This year which saw the loss of prestige in March also saw Germany become a member, the Council reorganized on a more democratic basis, and plans laid for two great conferences.

But the League's greatest work has not

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16The Seventh Assembly, p. 3.
been political, but social, scientific, and humanitarian. Herein lies its great weakness and danger. The states which compose it have not been willing to yield ultimate authority to the League. Will conflicting national policies and interests finally destroy the League?

Geneva affords a place where all nations may come together. The close contact there leads to better understanding. With understanding will come friendship and co-operation. To Geneva come not only Assembly and Council Members, but thousands of visitors and reporters of all nationalities.

Another hopeful thing is that the voice of the smallest nation may be heard. Even though the Great Power may control, the small power may be heard and world opinion is quickly focused upon the situation.

With men of unselfish statesmanship, prudence, and resourcefulness in the League, no one need tremble for its future.

The Koelnische Zeitung asks, “Is the League a permanent institution? The ideal purpose of the League to insure peace and justice in international relations is rendered almost unattainable by various political reasons. One must not forget that the Members of the League are independent sovereign states, and that national egotism lives in the very essence of every state. There are people who think that the noble spirit of the League of Nations is strong enough to strive with national egotism. Yet, it would be safe to say that this noble spirit, however active, would go up in smoke if it were brought into collision with the selfish national interests of individual nations. There is, therefore, nothing improbable in the supposition that some day the whole League may break up into separate groups of States held together by common interests, as Pan-Europe, the British Empire, Pan-Asia, and Pan-America.”

The Irish Statesman says, “Though one may be dubious about the League, we still think it should be upheld, because it is the simulacrum of that world League which must come, and just as a tyrannical state is better than anarchy and no state at all, so the existing League, with all its defects, is better than no League. It accustoms statesmen to consider national problems world problems, and just as a tyrannical state may be reformed, so the League may, if upheld, be gradually molded into a true instrument for international justice and peace.”

Mary T. Armentrout

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THEY JUST WON'T TALK!

A PLAY IN ONE ACT

The characters are: Joe Ellis, a business man of about 35; Mabel, his wife, both of them plump, good-natured, homey people; Mrs. Corey, a neighbor, a woman somewhat past middle age; Miss Spangler, a school teacher; Bobbie, the little son of Joe and Mabel; and George, Mabel's brother, just home from the war.

The time is late fall, a few weeks after the Armistice.

At the opening of the play, the stage is empty. The telephone rings and Mabel hurries in from a door at the left. She wears an apron, and appears to have been called away from some kitchen task. She takes down the receiver:

MABEL: Yes? . . . Oh, yes, Miss Spangler. . . No, he hasn't come yet, but we're expecting him in time for dinner. . . . What's that? . . . You'd like to see him? Of course you would. He always thought so much of you. You were his favorite teacher. . . No, we haven't seen him yet ourselves. He only landed a week ago, you know, and he's been at mother's, resting quietly. But we couldn't wait any longer, so he is coming over today to have dinner with us. . . No, driving, with one of his pals. . . Yes, we can scarcely wait. He'll have so much to tell us. . . Yes, I know that; so many of the boys seem to be that way. . . They don't seem to want to talk about it. But George won't be like that. You know what a talker he always was. I guess you know that all right, in your classes in history especially. Why, when he was just a little chap, he knew all the story of the battle of Gettysburg, all the flank movements and everything; it was just wonderful. . . Yes, we are proud of him, and I guess you as his teacher had a hand in it too. George always said you were a wonderful history teacher. . . Yes, do run in. . . I know he'll want to see you too. . . Good bye.

(As she is hanging up the receiver Bobbie rushes in. He is wearing a soldier hat and carrying a wooden gun.)

BOBBIE: Oh, mamma, mamma. See what Uncle Bill made for me. (Holds out gun.)

MABEL: Why, Bobbie, isn't that lovely. BOBBIE (putting gun to shoulder): Bang! Bang! Bang! That's the way it goes, mamma. That's the way to shoot the heinies down.

MABEL (indulgently): Heinies! Where did you pick that up?

BOBBIE: In school. We played a game . . . (a tap at the door, left, and Mrs. Corey looks in.)

MRS. COREY: May I come in? Has the hero arrived?
Mabel: No, not yet. But we're expecting him, any minute.

Mrs. Cory: I just couldn't wait. I'm so anxious to see him and to hear all about it. (Catches sight of Bobbie, who stands at attention, his gun in place.) Well! Who have we here? Another little soldier! (draws herself up in a military manner and salutes. Bobbie gravely returns the salute. Both women laugh.) Isn't that too cute!

Bobby (confidentially): It's just a play gun. But Daddy says when I'm bigger I'll have a real one.

Mrs. Cory (patting his shoulder): Of course you will. You're going to grow up to be a big, brave boy, just like your Uncle George. (To Mabel) I declare, it doesn't seem any time, does it, since George was his size?

Mabel: No time at all. They do grow up so fast. (To Bobbie) Put the gun away now, dear, and run down to the store on an errand for mamma. Tell Mr. Smith to give you the order that mamma telephoned.

Bobbie: Mayn't I carry my gun?

Mabel: No, dear. I'd save that to show Uncle George when he comes.

Bobbie: All right. (Runs out, right.)

Mrs. Cory: The darling! Well, I'll be running along. I'll look in again. (They move toward the door, left, and meet Joe Ellis coming in.)

Joe: Well, well. Has our hero showed up yet? How'd do, Mrs. Cory. (Looking around) Not here yet, eh?

Mrs. Cory: How'd do, Mr. Ellis.

Mabel: No, not yet. But he'll be here in time for dinner.

Joe (as he goes through the business of removing hat and coat—stepping out of door to hang them in hallway—talking continuously): Yeh, you can trust a boy to come in time for dinner. And I guess our doughboys won't be any different from the others in that respect. Pies like mother used to make are going to taste pretty good to them. . . Still (wistfully), it must be a great life—that camp life—toting your own cooking kit and all that . . . great experience they've all had!

Mrs. Cory: It's going to be so exciting to hear about it from some one who was actually there. You know the only returned soldier we've had in town is Mrs. Tolliver's Herbie. And he is a little bit queer, you know. He was gassed or shell-shocked or something, and he won't say a word. He runs away, they say, when callers come. He just won't talk!

Mabel (thoughtfully): Miss Spangler was saying this morning that so many of the boys are like that. They just won't talk.

Mrs. Cory: Oh, but George won't be that way. (With concern) He's all right, isn't he?

Joe: Sound as a nut. Came through without a scratch.

Mrs. Cory: You ought to be so thankful. Well, I'll run in again.

Mabel: Yes, do. (As Mrs. Cory goes) Joe, you don't think George will be queer—like Herbie Tolliver—do you?

Joe (with something like a snort): George! Well, I should say not. Oh, of course he won't brag. No really brave man does. I imagine it may take quite a little prodding to get the real stuff out of him—like the story of the night he went over the top and won the medal for unusual bravery in action. But it will come. Jinks! Makes a fellow like me feel old and out of it, to think of all those young chaps have seen and done! I guess, Mabel, we're the fellows this war hit hardest—just too old to be in it!

Mabel: Yes, I appreciate how you feel about it, Joe. But just the same . . . I know I oughtn't to say this . . . but just
the same, I'm glad! Now come on, if you'll just give the freezer a few turns.  
(Starts for the door, right. At this moment Bobbie bursts in.)

Bobbie: Mamma, Mamma, he's here. He's in town. I heard it at the store. They drove in a little bit ago and stopped at Tolliver's to see Herbie. He'll be here right away!

(Joe and Mabel hasten to the other door.)

Mabel: And here he is.  
(Runs out, calling) George, George.

Joe: Hail the conquering hero!

George (enters, Mabel clinging to him, her arms around his neck. Joe grabs his hand and pumps it up and down—both cry out in unison).

Mabel: George, you old dear, it's so good to see you.

Joe: Well, well, how's the boy!

George: Say, it's great to see you folks!

Joe: But where's the little old uniform?

George: Say, how long do you think it took me to get out of that?  
(Taking off overcoat.)

Joe: Civies looked pretty good to you, did they?  
(Taking George's coat.)

George (shortly): I'll say.  
(Catches sight of Bobbie.) Well, don't tell me this is Bobbie. Bobbie, you old skeezix, what you mean growing up like that? Trying to bump your head against the ceiling?  
(Grabs him and boosts him up.)

Bobbie (as he comes down): Where's your medal?

George (embarrassed): I only wear that on Sundays.

Bobbie: Aw! Why didn't you wear it today?  
(Eagerly) Did they give it to you for killing a German, Uncle George?

George: Let's see, Bobbie, how far are you along in school now? Must be in second grade.

Bobbie: Second grade, nothing! I'm way past that. Say, Uncle George, was he a great big German?

Joe (slapping George on the back): Bobbie's got the right idea, old man. We want to hear all about it.

Mabel (slipping her arm through George's) Of course we do, but let's give him time to catch his breath first. Come, sit down, George.  
(Pulls him over to a couch or chair, sits near him. Joe pulls up a chair half facing him, Bobbie stands near.)

George (rather hurriedly): Gee, there are more questions I want to ask you folks. How's . . . .

Mabel: Everybody in town is just crazy to see you, George. Miss Spangler called up.

George: That so? She was always a good old scout. How is she?

Mabel: Just fine, and can hardly wait to hear your stories. She thinks you could give her such good material for her history classes.

George (rather cynically): Huh! Maybe I could.  
(More vivaciously) And how's old Doc. Spangler—spry as ever?

Joe: Gee, George, when I think of some of the experiences you young fellows have had.

George: Old Doc must be all of ninety, seems to me. How is the old boy?

Joe: Doesn't look a day over sixty. Just how does it feel, George, when the order comes to go over the top at daybreak? Say, that must be . . .

George (turning to Mabel): I suppose Cousin Sue Bromley is getting to be quite a girl by now.

Mabel: Yes, Sue's almost a young lady. George, did you ever feel afraid, or did the excitement just sort of carry you along?

George: Well, if all the youngsters have grown as fast as Skeezix here . . . .
Skeezix, have you got a dog? Seems to me a boy your size ought to have.

Joe: I expect those Heinies were pretty ugly customers. Did you ever come face to face with one?

(advertent looks from one to the other, harrased. Perhaps Mabel has an inkling of his feeling.)

Mabel (springing up): See here, you boys, I've got a dinner to tend to. I hardly expected you before one-thirty, George. And, Joe, if you start George on his stories while I'm away I'm going to be good and mad. So let's postpone the talk till after dinner. Anyway, Joe, it's time for you to look after that freezer.

Bobbie: We're going to have ice-cream. It's maple, the kind you like.

George: Say, that's worth coming home for!

Mabel: Bobbie! That was a secret. Maybe you'd better come along with mother now, dear. I may want you to run another errand.

(Bobbie puts his arm around his mother's neck and whispers. She nods and he runs out. Mabel follows.)

Joe (lingering): I hear you stopped in to see Herbie Tolliver. He's in quite a bad way, I guess.

George (shortly): Yes.

Joe: Many of 'em in that state?

George: Yes, quite a few.

Joe: Just what is the cause, do you think? I know they call it shell shock, but you wouldn't think that just a noise—still, I suppose the steady firing of those big guns kind of gets on your nerves.

George (shortly): Yes.

Mabel (entering): That freezer, dear—it needs attention. If you'll see to it while I run over to Mrs. Cory's a minute, we'll be all ready. (To George) You won't mind being left alone, George dear. Din-ner's going to be ready in a few minutes. You must be starved.

George: Sure, that's all right. Can I help with the freezer or anything?

Joe: I should say not. We don't have a hero come home every day.

(Exit Joe right, Mabel left.)

Joe (as he goes): But don't think you are going to get out of telling all about it. We're just postponing the session. We're going to know how you won that medal!

(Exit as he goes. Runs his hair and sits moodily, his head on his hand.)

(The door opens, and Bobbie appears. He is carrying his soldier gun. Bobbie hesitates a minute, then dashes into the room, aiming here and there and crying: Bang!)

Bobbie: Bang! Bang! Bang!

(George starts, sits upright. Bobbie comes to a stop in front of him, stands at attention and salutes.)

Bobbie: That's the way to shoot Germans, isn't it, Uncle George?

George (rising sternly—not returning salute): Where did you get that?

Bobbie: Uncle Bill gave it to me. He cut it out of wood. See (hands him the gun). It isn't real, of course, just pretend.

(George takes it and holds it thoughtfully. After a pause, he looks at Bobbie.)

George: Kid, what is there you'd most like to have? Got a baseball outfit—bat—ball—mask—mit?

Bobbie: Dad's going to give me one next birthday. That's in May.

George: That's so. It's a little late in the season for baseball, isn't it? And football too, I suppose. How about a sled? Have you got a good coaster?

Bobbie: Yes, I got one last Christmas. She's a dandy, too. Wish it would snow pretty soon.

George: It will, and freeze too. Suppose you have skates?
Bobbie: Yes, but they buckle on with straps!

George: With straps! Why, a kid your size ought to have a pair of real skates.

Bobbie: That's what I say. Shoe skates. But Dad says not till my feet stop growing.

George (puts his hand in pocket and brings out a bill): Do you know what that is?

Bobbie: Sure, I know what that is.

George: Could we get a pair of shoe skates for that?

Bobbie: I should say we could.

George: All right, Bobbie, I'll make a bargain with you. If you are willing to sell this gun—and you might throw in that hat too—I'll give you this bill.

Bobbie: Sell my gun?

George: That's what I said.

Bobbie: Sure I will, but it's a lot of money to give for it.

George: That's all right. It's my bargain. Do you agree?

Bobbie: Yes, I agree.

George: All right, then! (With an intent gaze fixed on Bobbie, he snaps it across his knee—tosses the two pieces aside.)

Bobbie: Uncle George, my gun!

George: No, my gun. I bought it.

Bobbie (puzzled): Yes...

George (hands on Bobbie's shoulders): Listen here, kid. You wouldn't understand much of what I could say to you. But I want you to remember this day. The day your Uncle George came home from war. I want you to remember it when you are a big boy—a man—like me.

When they begin to talk to you maybe about another war and glory and honor and all that, I want you to remember that there was a war back here when you were just a kid, and that your Uncle George was in it. And that they had told him it was going to be a war to end all wars. And that he was what they call a good soldier. They gave him a medal for being what they called a good soldier—and I'd hate to have to tell a youngster your age what that means—but never mind that; what I want you to remember is this: On the day your Uncle George came home he did that (pointing to the broken gun) and he said—now listen—these are the only words I'm going to ask you to remember—he said: "That's what should be done to all of them." Can you remember that?

Bobbie: I can remember.

George: Sure? Cross your heart now and say I'll remember.

Bobbie (solemnly): I'll remember.

(Voices outside.)

Mabel: I'll just let you have a glimpse of him. But, remember, I won't have him kept from his dinner.

George: Here, let's beat it, kid, after those skates. (They hurry out by the back door.)

(Mabel, Mrs. Cory, and Miss Spangler enter.)

Miss Spangler: All we ask now is just a glimpse to be sure he is all right.

Mrs. Cory: Yes, just to see...

Mabel: He's here with Bobbie. Why!

Mrs. Cory and Mrs. Spangler: Why!

Mabel: Where have they gone? They were here...

Miss Spangler: Oh, how disappointing.

Mrs. Cory: You don't suppose he saw us coming and ran? You know Herbie...

Mrs. Spangler (in distress): But not George.
Mabel (sees the broken gun and picks it up): What's this?
Mrs. Cory: Bobbie's gun.
Mrs. Cory: How strange.
Mabel: He must have dropped it. Stepped on it.
Mrs. Cory: You don't suppose George—you know some of them are queer.
Miss Spangler: But not George!
Mabel: George is perfectly normal.
Mrs. Cory: Herbie Tolliver looks perfectly normal. And you know he runs when visitors come. And when I tried to speak to him on the street, to tell him how proud I was of him, he spoke dreadfully to me; he used language!
Miss Spangler: I hope you aren't comparing Herbie Tolliver to George!
Mabel: George is perfectly all right, in every way, and if you will run in again after dinner, you will find him here and glad to see you.
Miss Spangler: We'll come again, but I'm beginning to think he won't tell us much. You know it's the most curious thing, you would think they would love to tell their adventures.
Mrs. Cory: No, they just won't talk.
Miss Spangler: It's the strangest thing.
Mabel (seeing them out the door): Isn't it the strangest thing?
(She turns, walks back a step or two, faces the audience. Looks at the broken gun that she is still holding in her hands. Repeats): The strangest thing! (Looks up with a puzzled frown.)

[CURTAIN]

MARY KATHARINE REELY

Julius Goldman, of the New York banking firm of Goldman, Sachs and Company, has given $10,000 to the Johns Hopkins University for research in geology.

A FOURTH GRADE PLAN IN ART

Editor's Note:—This plan is selected for publication for three reasons. First, there is no waste in it. Miss Frey's thinking was centered not on making a lesson plan, but in guiding her class effectively. Second, the work is a good example of the plan that the Harrisonburg Training School has adopted tentatively; the lesson is thought through in phrases or steps, and there is no useless writing out of details. Third, the lesson is in accord with educational principles in that a technical principle in art was taught very definitely, but taught at a time when the class had a real need for it.—K. M. A.

Preliminary Data

Grade: Fourth
Major unit: Christmas decorations
Minor unit: To teach proportion in figure drawing

Time allowance: One fifty-minute period

Materials: (A) Teacher's
(1) Paper figures with skeletons drawn in black ink
(2) Illustrative figures on the blackboard
(3) A snow scene border on the blackboard, done in white and colored crayons
(4) Rhymes to suggest poses

These rhymes were made by Miss Frey for this lesson and are therefore written out in the plan.

Santa Claus stands at tall attention
Listening for every sound,
Fills the stockings quietly, quietly
Then up the chimney at one bound.
Santa was kneeling there on the floor
Filling my stocking with goodies galore.

Flying like arrows over the ice
If we'd fall 'twould be funny, but
Would it be nice?

What ho, the snow!
We'll roll it in a ball,
And soon we'll have a snowman here
Cold and white and tall.

From the ankle to the knee equals from the knee to the trunk.

1These rhymes were made by Miss Frey for this lesson and are therefore written out in the plan.
From the knee to the trunk equals the length of the trunk.
From the wrist to the elbow equals from the elbow to the shoulder.

(B) Children's
(1) Paper: scrap, manila, and colored
(2) Scissors and paste

Steps in the Lesson

I. Establishing the Mood
A. I shall say the rhymes listed in order to get them thinking of winter sports or of Christmas.
B. I shall show them some pictures suggesting either Christmas or winter sports. (Pictures were attached to plan.)
C. I shall draw a big fat Santa on the blackboard using the stick figure method and explaining to them how easily it is done. I shall ask them to make the figures necessary to complete the border.

II. Guiding class to a higher level in figure drawing
A. I shall show the children some of their old drawings which will enable them to see why they need to study figure drawing and at what places their greatest weakness lies.
B. I shall show the paper figures with the skeletons drawn in black ink. They will measure these figures to test the proportion rules which are on the blackboard ready for use.
C. I shall sketch some stick figures on the blackboard again, letting them measure to test the rules.
D. I shall have two or three children pose in positions characteristic of Santa or of children at winter sports. The class will sketch these rapidly and test by the proportion rules when necessary.

III. Making the pictures
A. The children will make pictures to be placed on the snow scene border.
B. The class will co-operate in placing the figures on the ready-made border.

C. The class will discuss the value of the different figures. I shall ask such questions as, "How has he used the proportion rules? What action does the figure show?"

D. The class will set up standards for their further work in Christmas pictures:
   1. A figure must be proportioned according to the rules.
   2. A figure must show some action.

Nina Frey

MAKING A BOOK

A Unit In Sixth Grade English

The sixth grade children had been studying paragraph unity. After a great deal of work of this kind, the class read an article called, "What Is an Author." One child remarked, "We are authors, because we have written compositions." Another child answered, "No, you have to write a book in order to be an author." This led to the decision to write and bind a book to be left in the sixth grade library for the use of future classes.

I. What the Children Did
A. They got ready to make the book.
   1. They examined other books to find out what a book should contain.
   2. They decided on a subject to write about and selected several tentative titles for the book.
      a. They studied from all the English books available how to select titles.
      b. They made lists of titles of books they had read and discussed these lists in class.
      c. They brought lists of original titles to class; the best was selected and reworded in several different ways; it was then used as a tentative title for their book.
3. They collected information and material.
   a. They used texts, books in the home room library, books in the school library, and books, magazines, and newspapers secured outside of school.
   b. They wrote letters to chambers of commerce in various cities and to children in other schools for information, maps, and pictures.

4. They studied their material.
   a. They made a bibliography of the material collected with notes suggesting where and how to find certain information; that is, they annotated the bibliography.
   b. They brought to class maps, pictures, and poems bearing on their subject. They made reports explaining these or citing interesting material found.

5. They organized the material.
   a. They decided on the chapter subjects for their book, and selected tentative titles for each chapter.
   b. They arranged a table of contents.
   c. They divided themselves into committees, each committee to be responsible for writing a certain chapter of the book.
   d. They studied from all available books how to make outlines; then each child made an outline of the chapter he expected to write.
   e. Each committee met and marked the individual outlines over into a final outline for use in writing the chapters; they then asked the class to criticise this outline.

B. They made the book

1. They wrote the book.
   a. Each child followed the outline and wrote a chapter; all children on each committee worked on the same chapter.
   b. Each committee met and rewrote its chapter.
   c. The class criticised these chapters.
   d. The class decided on a title for each chapter.
   e. The class wrote a preface for the book.

2. They assembled the book.
   a. They copied the chapters on the paper they expected to use in the book, inserting pictures, maps, poems, and drawings, to make it more attractive.
   b. They selected and mounted a frontispiece.
   c. They decided on the final wording of the title for the book.
   d. They arranged the pages in order, numbered them, and made an index.
   e. They designed the cover.
   f. They checked the book as a finished product, and combined the parts.

II. Information the Children Gained

A. By preparing to write their book.

1. In studying the make-up of other books.
   a. They found that a book should always contain a frontispiece, a preface, a table of contents, and an index.
   b. They decided that a book should be bound attractively, appropriately, and durably.
   c. They learned that a book should be divided into chapters arranged in good sequence.

2. In selecting a title
   a. They learned that a good title is neither too broad nor too narrow.
   b. They discovered that most good authors write on subjects in which they are especially interested themselves; they decided to
write on a subject they were interested in and familiar with, and which would be interesting to the children who were to read the book.

3. In collecting information and material
   a. They became more familiar with books, magazines, and newspapers.
   b. They realized that every part of a book is useful, as: the table of contents gives a general idea of what the book contains; the index is useful in finding a reference quickly; the frontispiece makes the book more attractive; and the title page gives the title of the book, name of the author, name and address of the publisher, and the date of publication.
   c. They learned that they could use encyclopedias to find out things they had been asking questions about before.

4. In studying the material
   a. They learned how to make and use bibliographies.
   b. They realized that they must stick to their point in an oral report; that to make a report interesting their ideas must be well organized.

5. In organizing the material
   a. They found that it was easier to keep the main ideas of material in mind, if they used outlines in writing.
   b. They realized that if their writing was to have coherence and unity their outlines must have good sequence.
   c. They noticed that the title for each chapter in the book should be much more specific than the title for the book.

B. In making their book
   1. By writing their book
      a. They learned to use an outline as a memorandum in writing.
      b. They realized that paragraph unity helped to emphasize the one central thought of the paragraph.
   2. By assembling their book
      a. They learned to space their writing on the page so that the margins were kept even and the beginning of the paragraphs were indented.
      b. They began to judge their work as to its value in the book.

III. Skills the Children Strengthened

A. They developed facility in selecting titles that would attract the attention of the reader.

B. They made great improvement in their handwriting because they wanted their book to be a model of neatness and attractive in appearance; they worked especially on letter formation, and on spacing.

C. They acquired ease in writing business letters; their interest was so high that errors in form were not tolerated.

D. They formed the habit of enunciating clearly and distinctly; the other children were anxious to hear the reports and demanded clear speaking.

E. They became able to correct their own mistakes in written work; they learned to do independent “proofreading.”

F. They improved in ability to mount pictures and to cut letters.

IV. Attitudes and Ideals the Children Strengthened

A. The children learned to appreciate the value of co-operation by realizing that when one individual failed to do his
work well the finished product would be marred.

B. They gained a feeling of independence by collecting material and information for themselves.

C. They came to appreciate suitability of illustrations to emphasize certain important facts.

D. They developed an interest in and a love for books which they had never felt before.

V. Bibliography

A. For the Teacher.


B. For the Children.


Anne E. Smith

ART BUILDING AT PEABODY

Bequest of business property valued at $500,000 to George Peabody College for Teachers, Nashville, Tenn., by a living donor who retains income from the property during her life, makes possible the erection at an early date of a new art building, plans for which are already in the hands of the architect. Many rare objects of art accompany the gift, which will be made the nucleus of an art museum at Peabody.—*School Life*.

PHILOSOPHY

“If I were trying to read, much less answer, all the attacks made on me, this shop might well be closed for any other business. I do the best I know how, the very best I can; and I mean to keep on doing it to the end. If the end brings me out all right, what is said against me will not amount to anything. If the end brings me out all wrong, ten angels swearing I was right would make no difference.”—Abraham Lincoln.
EDUCATIONAL COMMENT

HOW A LARGE UNIVERSITY FACULTY WORKS

Because there is a time in the growth of any college faculty when it becomes necessary to work largely through committees with delegated authority, the following account of what is called at Columbia the "University Council" is here excerpted from the annual report of President Nicholas Murray Butler.

*University Council*

"The University Council is the outward and visible sign of that administrative unification of the University which was the cornerstone of the reconstruction that began with the revised statutes of 1890. Before that time the President and the Trustees were the sole symbols of community of interest, if such there were, between Columbia College, the School of Mines, the School of Law, the College of Physicians and Surgeons, and the School of Political Science.

"In 1888, the Trustees appointed a special committee, the purpose of which was to consider the feasibility and expediency of bringing about a true University organiza-

- tion under the authority of the Trustees. The various faculties, as well as individual professors, were called upon for expressions of opinion, and among these was the suggestion that each faculty in the University should elect two or three representatives who, together with the President, should constitute a University Council. The purpose of this Council was defined to be 'the control of non-professional University degrees and the consideration of all educational matters except those having to do with the first degree.' This means that Columbia College and the degree of bachelor of arts were to remain outside of the jurisdiction of the proposed Council. There was much opposition to this proposal as carrying with it a possible limitation of the authority or autonomy of the several faculties; but as a result of two years of study and discussion, the Council was constituted in 1890, but only as an advisory body without definite powers. It was, therefore, to all intents and purposes, not a University Council, but a President's Council, because it could only be the President that such a Council might advise. This anomalous and obviously impossible situation came to a natural end in two years' time, and in June, 1892, the Trustees so amended the statutes as to give to the University Council certain definite legislative and administrative powers which are substantially those that it now possesses. So far as non-professional faculties are concerned, the Council is, to all intents and purposes, a Senate or upper legislative chamber. As regards the other faculties, it is a body with large, if somewhat undefined powers, especially in regard to anything that may relate to general University policy or to co-operation or conflict between the work of two or more faculties.

"The University Council, as now constituted, consists of the President, the Deans of the Faculties of Political Science, Philosophy, and Pure Science, of Columbia College, of Applied Science, of Law, of Medi-
cine, of Barnard College, of Teachers College, and of the College of Pharmacy, and the Directors of the Schools of Journalism, of Architecture, of the Summer Session, of University Extension, of the School of Business, of University Admissions, of the School of Dental and Oral Surgery, and of the School of Library Service, together with three elected members of the Faculties of Political Science, Philosophy, and Pure Science, two elected members of the Faculties of Columbia College, Law, Medicine, Applied Science, Barnard College, Education, Practical Arts, and one elected member of the Faculty of Pharmacy. By invitation of the Council, the Presidents of the Union Theological Seminary and of the General Theological Seminary have seats with the right to advise and debate, but not to vote. Elected members of the Council serve for a three-year term and are eligible for re-election if the electoral body so chooses.

"The University Council meets statedly on the afternoon of the third Tuesday of October, December, February, and April. Its sessions last from one to two hours. It has before it a variety of matters of general University concern, and at the April meeting appoints the holders of University fellowships and scholarships for the ensuing year. At a time of reorganization or change of policy, the Council would play a very important, perhaps a determining, part. When the administration of the University is proceeding on normal and conventional lines, its activities are correspondingly free from difficulty and rarely excite extended debate.

"The University Council has large powers of initiative. It may submit such proposals to the President, to the Trustees, or to the several faculties as in its judgment may serve to increase the efficiency of University work. It may consider any question that arises as to the conduct or efficiency of any officer of administration or instruction, and may report thereon to the Trustees, through the President. It fixes, or concurs with the proper faculties in fixing, the conditions upon which the several degrees of doctor and master shall be conferred in course. It has the authority to adopt regulations governing the relation of the work of the Summer Session and of University Extension to the other work of the University. It is called upon to encourage original research, to secure correlation of courses by the several faculties and administrative boards, and to decide all questions involving more than one faculty or administrative board. It fixes the academic calendar, as well as the date of Commencement and the order of Commencement exercises.

"In short, the University Council represents the legislative unity of the University, while the several faculties and administrative boards represent the University's legislative diversity. The system works well, because it has been worked with good feeling and with sympathy and understanding of the problems of others. The Council has never made any attempt to overstrain, much less to abuse, its great powers, and the various faculties and administrative boards feel that their interests and ideals are wholly safe in its hands.

Faculties and Administrative Boards

"The several faculties and administrative boards are the originating legislative bodies in the University in respect to everything that has to do with educational policy, except only as to such matters as are specifically committed to the original jurisdiction of the University Council. The scope of the authority of the faculties and administrative boards as defined in the Statutes is very great and subject simply to a reserved power of control by the Trustees, which has in practice not been exercised for a generation.

"The faculties and administrative boards have full jurisdiction over that part of the University's educational work which is committed to their care. They make all appointments to such posts on the teaching
staff below the grade of assistant professor as may be provided for in the annual budget. They, or representative committees chosen by them, participate in all recommendations for appointment to the grades of assistant professor and beyond, such recommendations taking their origin in the department or group most immediately concerned.

"With the growth of the University, the faculty membership has tended to become very large and the modes of transacting faculty business have been slowly but markedly altered in consequence. The Faculty of Columbia College now consists of 79 members, Applied Science of 57, Medicine of 40, Political Science of 40, Philosophy of 58, Pure Science of 66, Law of 18, Barnard College of 54, Education of 79, and Practical Arts of 45. The effect of this increased membership has been to make the main business of these faculties that of electing representatives on a small committee of administration, which then acts for the faculty in all but the most important matters, subject, of course, to faculty revision and control. The faculties meet much less frequently than was formerly the case and the business transacted by them is in large part routine in character. Opinion is formed and action initiated at informal conferences from time to time, as well as by the various administrative committees which the faculties have constituted. One fortunate result of this development is to release a largely increased number of scholars from the more or less perfunctory duty of attendance on formal meetings, from committee service and from participation in administrative detail, which are often found so irksome.

"The administrative boards vary from five to nine in membership and are the controlling legislative authorities for the work in Agriculture, Business, Cancer Research, Dental and Oral Surgery, Graduate Studies in Medicine, Institute of Educational Research, Institute of Public Health, Journalism, Legislative Drafting Research Fund, Religious and Social Work, School of Nursing, and University Patents, as well as of the Summer Session and University Extension. The administrative board as a substitute for the faculty was first suggested by President Gilman at the time of the organization of the Johns Hopkins University in 1875. It was his purpose to relieve productive scholars so largely as might be possible from the routine work of university administration, and to put consideration of legislative proposals in the hands of the small and compact group. At Columbia the system of administrative boards, where it has been introduced, works admirably, and the older faculties are tending more and more to turn over their business to administrative boards of their own choosing, in the person of their committees of administration. Where there is so much routine business to be done, it is expedient to have as much of it as possible done by purely administrative officers, leaving to the faculties and administrative boards the task of fixing policies and defining purposes."

WORLD ESSAY CONTEST
AMERICAN SCHOOL CITIZENSHIP LEAGUE,
1926-1927
Open to Students of All Countries
Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects: (1) Open to students in normal schools and teachers colleges: "The Teacher an Agent of International Goodwill." (2) Open to seniors in secondary schools: "How the Youth of the World Can Promote International Goodwill."

Three prizes of seventy-five, fifty, and twenty-five dollars will be given for the three best essays in each set.

The United States judges are: W. Carson Ryan, Jr., Professor of Education, Swarthmore College, Swarthmore, Pa.; George A. McFarland, President, Sinte Teachers College, Minot, N. D.; E. Estelle Downing, Michigan State Normal College, Ypsilanti, Mich.; Thomas C. Blaisdell, State Normal School, Slippery Rock, Pa.; E. Ruth Pyrtle, Principal, McKinley School, Lincoln, Neb.; Francis A. Bagnall, Principal, State Normal School, Hyannis, Mass.; H. A. Davee, President, Murphy College Institute, Sevierville, Tenn.; Walter S. Athearn, Dean, Boston University School of Religious Education.

Conditions of the Contest
Each essay must be accompanied by a topical outline and a bibliography with brief notes on
each book. Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper 8½x11 inches with a margin of at least 1½ inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Dr. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass., not later than June 1, 1927. Essays should be mailed flat (not rolled).

Each country participating in the contest, other than the United States, shall submit the three best essays in each set (normal and secondary) these essays to be selected by judges appointed in each country. The United States judges will select, from these and from the essays written by pupils of the United States, those which in their opinion should receive the prizes. Students may write in their own language. The three best essays selected by the national judges must be translated into English when submitted to the United States judges.

Information concerning literature on the essay subjects may be obtained from the Secretary of the League.

Many teachers in the United States make the writing of the essays a part of the regular school work, and send to the League the best essay in the school. Not more than three essays should be sent from each school.

SUCCESSFUL CONTESTANTS IN THE CONTEST FOR 1925-26

Normal School and Teachers College Section
First Prize—Miss Dorothy Hibarger, State Normal University, Normal, Ill.
Third Prize—Miss Lena Scranton, State Normal University, Normal, Ill.

Secondary School Section
First Prize—Miss Beulah Millet, Mesa Union High School, Mesa, Ariz.
Second Prize—F. C. Lewis, Queen Elizabeth's Hospital, Bristol, England.
Third Prize—Miss Virginia Stanley, Holy Cross Academy, Lynchburg, Va.

BOOKS

ATHLETICS IN THE GRADES

PLAY ACTIVITIES FOR ELEMENTARY SCHOOLS.

This book by the Assistant Director of Health Education in the Detroit Public Schools gives a well organized and definite course of study for athletics in the first eight grades.

The volume is divided into three parts, of which the first sets up standards for judging the values and results of athletics in each grade.

The second part gives a classified list of games with descriptions of each. “These descriptions are so organized that one can see at a glance how many children may play the game, how much space is needed, and what equipment is necessary.” One of the best features about this book is that all classifications of the games have been graded in order of their difficulty.

Part three gives full descriptions of various types of competitive athletics for junior high schools. The Pentathlon Point System and the Decathlon Records are clearly outlined. Other ways of conducting field meets and of keeping up a live interest in athletics are also described.

Any teacher in the elementary grades from the lowest through the junior high would find this manual a most valuable possession. It would also prove to be of much worth to health supervisors and playground directors.

VIRGINIA BUCHANAN

HEALTH


This book makes a brave attempt to show that the teaching of health in the primary grades is not only desirable but also a practical necessity by connecting up health habits with child activity and child interests.

Unfortunately, such sentences as “Can anyone tell a story of their own about the food they have had sometime when their mother went away” (p. 56), put the reader in such an unhealthy state of mind that real appreciation of the good qualities of the book is difficult.

The weak questions used in developing certain topics and the too teacher-directed activities make it advisable for one not to adopt it as an absolute guide if one wishes to do real teaching, but rather as a means of securing good suggestions that careful thinking may properly develop.
The lists of additional sources of books adds to the usefulness of the book; the part devoted to stories offers attractive material; the illustration made by children who have been interested in healthful living are a positive proof that the teaching of health in the elementary grades secures results.

Bertha McCullom


This manual is a well-planned concise guide for beginners in Physical Diagnosis and is intended to make this subject less of a puzzle to them. It stresses the points important in diagnosis, the chapters on inspection, percussion and auscultation being especially full.

Rachael F. Weems


The materials used in this series are fresh and stimulating, the poems being exceptionally well chosen. Some of the jobs suggested will also tend to stimulate the child, particularly those pertaining to story telling. The systematic graded exercises for voice training are an experiment, but they are at least worth a trial in this land of too-slovenly speech habits. The matter of good usage is well cared for through the three books. So far, so good! But the grammar is almost altogether a matter of knowledge, the self-checking scheme is inadequate, and there is no evidence of acquaintance with the newer trends in composition teaching.


In common with the earlier books of this series these texts are themselves examples of “Good English in Writing.” Moreover, they provide for a gradual development of the ability to write; there is a reason for writing, there is ample oral preparation, and there is definite technical training. The books are unusual in their provision for word mastery; it seems that their use would secure not only literacy but even a certain nicety of expression. There is plenty of grammar—an extra offering in the appendix of each book for the zealous—but it is almost all taught functionally, to give reasons for usage, or to improve style. These texts tempt one to take a year off and teach English to upper grade children!


These texts with their open page and good print represent the last word in the mechanics of book making. They are addressed directly to the child and in language he can understand. For that reason and because of the absence of “preachiness,” the material of a civic-moral nature is an addition to the series.

The self-checking scheme is introduced early and is well worked out. Good usage is possibly overemphasized, but some of the games will generate real interest. There is a great deal of grammar, and it is none too closely tied up with composition. The composition work as a whole varies in quality; it lacks definiteness, especially in the earlier years, but the paragraph idea is well done. The use of a series of related pictures in developing paragraph sense is particularly clever.

OTHER BOOKS OF INTEREST TO TEACHERS


A new edition of Palgrave with copious notes, questions, and biographies. It includes attractive illustrations and a list of musical settings.


A new school edition edited expressly for students and teachers. Special features that commend the work are notes on the historical back-
ground, suggestive questions, brief, but adequate explanatory notes, and attractive illustrations. Just the make-up in a book that one enjoys.


This is a valuable little reference book that is chock-full of information on the mechanics of writing and on the larger forms of composition as well. Distinctive features of the volume are comprehensiveness of subject matter, clearness of presentation, and alphabetical arrangement of contents. A convenient and trustworthy guide that every teacher of English composition should possess.

C. H. H.


Not to make lawyers of students, but rather to build up a regard for the observance of the rights and wrongs in the relationship of man to man is the purpose of this standard textbook.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

The closing game of the College hockey season was played Saturday, November 13, when the local team got the big end of a 3-1 score from Fredericksburg. The sport has continued in popularity on the campus, with frequent contests between various gym class. Basketball practice is in high swing now, and a satisfactory schedule is made.

Some teachers are honored in their own country: Miss Fannie Speck, teacher in the Harrisonburg schools, was given a dinner by the Business Women's Club of the city in celebration of her fifty-year mark of teaching. Miss Spilman was master of ceremonies; both Mr. Logan, once a pupil of Miss Speck's and his little daughter, Jane, now a pupil, were on the program.

Gertrude Drinker, of Richmond, and a member of the college freshman class, was the winner in the 4-H Club contest held in Virginia the past year. Her reward was a trip to the Club Congress held in Chicago; she brought back glowing reports of the "smoke-stack" city.

Pi Kappa Omega has admitted Helen Goodson, of Norfolk, to membership. The remark heard throughout college was "Fine!"

Thanksgiving day was a holiday for everybody. Any number of girls visited home folks or friends. The festive day was ushered in by the Athletic Association, Wednesday night, when the little gym was made the scene of a tea dance. Thanksgiving dinner in the dining room was all it should be, with turkey, cranberries, pumpkin pie, and what not.

The faculty wanted to appear energetic and a large representation attended the Virginia Educational Conference held in Roanoke Wednesday, November 24, to Saturday, November 27.

Those who attended the conference (and the V. M. I.-V. P. I. football game) were President Duke, Dr. Wayland, Dr. Gifford, Mr. Logan, Mr. Varner, Mrs. Moody, Mrs. Garber, Miss Anthony, Miss Shaefer, Miss Whittlinger, Miss Wilson, Miss Spilman, Miss Cornell, Miss Lewis, and Miss Ralston. A large number of old college girls were present at the Harrisonburg Alumnae Luncheon. Mr. Duke told them the news and plans of the school.

Many students were at the football game only; there were those who wept for the V. M. I. losers and those who rejoiced with the V. P. I. winners. There was just such a division of sentiment over the U. Va. trouncing of North Carolina with a 3-0 score in Charlottesville the same day.

The annual Red Cross campaign was run in the college as usual with the same enthusiasm. Mr. H. P. Morehead's talk in chapel served as a stimulus for the cause. Rev. Dr. J. J. Rives, pastor of the Methodist Church, spoke in assembly during National Education Week, November 13-20. Everybody wanted to ship for Europe immediately when Miss Harnsberger told of her adventures there last summer.

The Stratford Dramatic Club presented the first play of its season in Walter Reed Hall, Friday night, December 3. An "all-star cast" put Luck on in a manner that made Fortune smile. Movies are still being given for the benefit of the swimming pool.
"Sally" and "Mike" have been here; after "Ella Cinders" the students feel that they can blink and wink just as Coleen Moore does. Mrs. Varner, Mrs. Moody, and Miss Turner are at work as a committee on the proposed tea room which will also furnish funds for the pool.

The Y. W. C. A. has been active, observing Prayer Week and Golden Rule Sunday. Adelia Kreiger, as an H. T. C. representative, attended the Y. W. conference held in Wisconsin, December 26, 1926, to January 1, 1927.

Examinations came off Monday, Tuesday, and the morning of Wednesday. Noon of the 22 finally arrived. The "Special" eastern train left Harrisonburg at 1 p. m. of the eventful day. By midnight most of the H. T. C. girls were at their own homes.

More of this later!

Dr. John W. Wayland took temporary charge of a recent chapel exercise, and, on behalf of the faculty, made in substance the following speech:

Perhaps you know that the President has called several faculty meetings recently. Perhaps you do not know that the faculty held one brief session at which Mr. Duke was not present, in which a deep-laid conspiracy was hatched.

Mr. Duke has been handing out so many diplomas within the past eight years that we feared he had developed a little too much sangfroid in the matter, and that he ought to be reminded in some appropriate and effective way of the feeling that the blushing young graduate has when her name is called and she walks out upon the platform with the eyes of the whole assembly fixed upon her graceful figure and her faltering steps.

In short, the faculty propose here and now to confer something in the nature of a diploma upon Mr. Duke. I hasten to declare that I am not the ringleader in this conspiracy, but have been chosen spokes-

man only for the reason that I happen to be the oldest member of the faculty.

To be brief, the situation is like this. Mr. Duke is not only a good fisherman, he is also a good college president. Of this fact we have abundant evidence, both material and spiritual. The way in which he has gotten buildings erected and paid for, when the State didn't seem to have any money and when there really was very little in sight, is indeed remarkable. And while he has been erecting buildings of stone and steel he has also been raising the scholastic standards and advancing the educational rank of the institution. In these achievements we all take a pardonable pride, but we wish to place the chief honor where it belongs.

Permit me to say also that the generous and sympathetic attitude of the President towards the faculty, as manifested in all of his dealings with them, is fully recognized and thoroughly appreciated.

There is in this country an organization known as the NATIONAL EDUCATION ASSOCIATION, with headquarters in Washington City. It is, in all probability, the greatest organization of its kind in the world. For some years we have known that President Duke thinks most highly of this organization and approves most heartily the purposes for which it stands.

Recently the NATIONAL EDUCATION ASSOCIATION has made available a limited number of life memberships. These are offered to comparatively few persons—only to those educators who are outstanding in each state; and no one is approved for such distinction who has not been recommended by a number of the educational leaders of his state. This precaution is taken to guarantee that the high character of the distinguished list of life members may be maintained.

The life membership fee in the NATIONAL EDUCATION ASSOCIATION is $100. The privileges of life membership include the following:
1. A life membership card.
2. An attractive life membership certificate.
3. A gold pin beautiful in design—one any life member may be proud to possess and wear.
4. All benefits of active membership, including voting rights and attendance at all meetings.
5. The N. E. A. Journal; the Research Bulletins; the Annual Volume of Proceedings; and other regular publications of the Association for life.
6. The prestige which life membership gives with school authorities.

The faculty of the College have paid the life membership fee and have secured the certificates of Mr. Duke's life membership in the NATIONAL EDUCATION ASSOCIATION. These are now offered to him as a Christmas gift and as a token of our esteem. If he will come up on the platform I shall take pleasure in conferring these honors upon him.

OUR CONTRIBUTORS

HENRY M. SUZZALLO was until recently president of the University of Washington. His removal by a political cabal of university trustees has aroused vigorous protest from every corner of the United States.

WALTER J. GIFFORD is dean of the State Teachers College at Harrisonburg.

MARY T. ARMENTROUT is a senior in the college. Her home is in McGaheysville, Virginia.

MARY KATHARINE REELY is a Library Commission worker in Wisconsin and teaches in the Library School of the University of Wisconsin. She is the author of “Three One-Act Plays,” published by W. H. Baker, Boston, and of “Early Ohio and Rhode Island Reds,” published by Perine, Minneapolis.

NINA FREY is a member of the two-year graduating class of 1927, State Teachers College, Harrisonburg. Her student teaching in the fourth grade of the Training School was done under the supervision of Miss Marie Alexander.

ANNE F. SMITH is a two-year graduate of the Harrisonburg State Teachers College. The unit, Making a Book, was worked out by her sixth grade in Burkeville, Virginia, during the school year 1925-'26. This account of it was prepared as a term paper during the summer session of 1926 when Miss Smith was in residence at Harrisonburg.

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<td>Harrisonburg, Va.</td>
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<td>FLIMS DEVELOPED and PRINTED</td>
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<td>HINKELS</td>
<td>EXPERT SHOE REPAIRING</td>
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<td>West Market Street at Liberty</td>
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<td>Work of Quality</td>
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<td>FOLEY'S SHOE HOSPITAL</td>
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<td>JOS. NEY &amp; SONS CO.</td>
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<td>DR. WALTER T. LINEWEAVER</td>
<td>DENTIST</td>
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<td>Peoples Bank Building</td>
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<td>Phones: Office, 85; House, 85-M</td>
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<td>ARCHITECTS</td>
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<td>The Neilson Construction Co.</td>
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<td>BUILDERS AND BUILDERS SUPPLIES</td>
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<td>Phone 142</td>
<td>Office 90 E. Market St.</td>
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<td>S. BLATT</td>
<td>FINE MERCHANT TAILOR</td>
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<td>SALLY ANN BREAD</td>
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THE VIRGINIA TEACHER

THE STATE TEACHERS COLLEGE

HARRISONBURG, VA.

Member American Association of Teachers Colleges

IMPORTANT

SUMMER SCHOOL ANNOUNCEMENT TO HIGH SCHOOL GRADUATES

Perhaps many high school graduates have planned to enter the State Summer Schools and to secure a certificate to teach in the fall. This could formerly be done when a provisional certificate was granted for the completion of five college session hours of work in eleven or twelve weeks. This can no longer be done and the lowest grade of certificate issued by the State Board of Education for 1927-28 will require ten session hours or two full summer quarters' work of eleven or twelve weeks each after high school graduation.

This means, of course, that most of the June high school graduates who had planned to enter the summer schools will enter a teacher training institution for the full session of nine months leading to the elementary professional certificate.

The State Teachers College at Harrisonburg will gladly furnish you any further information you may desire regarding your professional preparation for teaching.

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