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

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HEALTH INSTRUCTION IN NORMAL SCHOOLS AND TEACHERS COLLEGES
Emma Dolfinger

EARLY AMERICAN WAYS AND DAYS
A HISTORY UNIT
Bettie Elise Davis

SOME PHASES OF THE YOUTH MOVEMENT
Claire V. Lay

FOR INTERNATIONAL GOOD-WILL DAY
E. Estelle Downing

A FIFTH GRADE PLAN IN ART
Elizabeth Lee Mason

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HEALTH INSTRUCTION IN NORMAL SCHOOLS AND TEACHERS COLLEGES

NORMAL SCHOOLS and teachers colleges have a distinctly different purpose from the liberal arts colleges, normal schools being as much "vocational" as law or medical or engineering schools. This discussion aims to point out the essential characteristics of the normal school program in the field of health education.

Normal schools at present are able to demand of their entering students a certain modicum only of generalized education. To this foundation they plan to add bodies of specialized and technical information. They strive, moreover, to develop in the student certain definite and somewhat specialized skills. At least, that is their goal, and scientific research in education is daily aiding them by increasing the knowledge of the factors involved in producing good teaching. Since there are but a very few "born" teachers, most of the thousands needed annually in our public schools must be "made." Therefore, the training of these young people to teach well is a very fundamental obligation of a society which depends as much as does ours upon the general education of its people for stability and success.

The normal school, then, is a professional school, concerned with developing certain specific skills. The health instruction which goes on there must be adapted to the obligations and opportunities of such a school. The four following factors are involved:

1. personal health development;
2. the demonstration school;
3. professional courses;
4. the coordinating machinery.

Personal Health Development

The most successful teacher is trained to be not only professionally but personally effective. In the health field, the student's personal development requires of the normal school a health service; a wholesome environment; satisfying activities; and health instruction aimed at serving a three-fold adjustment, mental, social, physical. In their fundamentals, the health service and the health knowledge required for personal development are the same for the normal school student as for the collegian. There is a professional interpretation which should be put upon these fundamentals in the normal school, however, and a genuine opportunity is lost when we do not capitalize the wish to teach which brought the young people into the normal school.

Most medical examinations given to teachers, or student teachers, seem aimed at discovering only certain major defects or infections. Teachers' examinations should search out, in addition, those characteristics likely to hamper maintenance of full physical vigor and spiritual poise under the strain of teaching—or characteristics of appearance, manner, speech, function, which should not be possessed by a person who is daily perhaps the unconscious model for plastic childhood. Where liabilities in these directions exist, the examination should be the basis of corrective instruction, and machinery should be provided to make possible the corrections suggested. Where correction is not possible, the student-teacher should be diverted into another profession.

The state should not spend its money...
training "bad examples" to be teachers of its young. The normal school should permit its diploma to be held by individuals only whose social, mental, and physical development—in the field of behavior, attitude, knowledge—meets present standards.

Because they are in training to be teacher,—hence, leaders,—the students should in some way actively participate in the organization of the non-medical aspect of the examinations and the follow-up. The educational use of the wholesome environment should become a responsibility participated in by older students, under direction of house directors and principals; the activities in which athletic skills are developed should be those capable of enjoyment in after-years of teaching, and should be usable in the typical adult community, as swimming, horseback riding, camping, golf, and tennis. The hygienic regime established should be aimed to bring, consciously to students, personal, hence, professional efficiency. When the school health regime has been developed by the students themselves, the greatest permanent values appear. There would be fewer jaded, faded teachers, if in their training they had been taught how to secure and maintain for themselves wholesome living conditions. The ideal is indicated in a letter from one normal school teacher, who recently wrote: "We have at last succeeded in developing a feeling among the girls that it is part of their professional obligation to remove their health handicaps,—whether habit or physical defects,—and the fine spirit and evident pride they show in their attainment is a heartening thing."

The Demonstration School

The demonstration school is the heart of an effective teacher-training program.

In other professional training to-day, the case method, the laboratory, and field practice are recognized methods of teaching. The demonstration school is just as necessary to give health-teaching skill to the student-teachers.

The student-teachers can get no real understanding of the school health program unless they can see it in action,—not just for one "observation" lesson, but every time they are in the school for any purpose. They should see its correlations, its ramifications, its influences,—in the halls and lunchroom, on the playground, in the policy with parents, in the classroom routine, in the building management, in the work of doctor, nurse, special teacher, in the management of children by themselves or by the teacher.

A good school health program is based upon certain biological principles which underlie the growth and development of children. These principles are so important to the understanding of the normal school's health-instruction course, that they can well be restated. I follow the classification1 of Professor Jennings of Johns Hopkins University, who says in brief that contributing to the final child product are heredity, and growth, and development.

The rules and conditions of development may be stated thus:

1. Rules of development
   a. The gradual, spontaneous development of the child's powers
   b. Growing and developing should proceed healthily and steadily
   c. Organic attention can be given to but one phase of growth at a time (pain, fear and so forth, hamper growth)

2. Conditions for development
   Provision of
   a. Protection from blights, as infections and defects
   b. Proper nutrition—requiring not food only, but measures to bring about

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free and full development of all capabilities
c. Proper external conditions (temperature, ventilation, sunlight)
d. Exercise of powers providing for both
   1. Adaptive powers (mental)
   2. Physical powers

In providing for exercise of the powers, we should not overlook the importance of
a. Proper balance between quiescence and activity
b. Appetite for work by organism (interest)
c. Relief from too long concentrated attention (play, re above provides for all)

The demonstration school program which the student-teacher profitably observes, will be grounded in these principles, and the health work of the school will be checked against them.

In such a school, the student-teacher will learn by the study of a skillful teacher's methods,—noting that with such a teacher, health education is her policy as well as part of her daily program, and that the procedures leading to health development of the children are never put aside, even for the standard "tests." The normal student will be quick to see the pupils of such a teacher acquiring from her by unconscious imitation, good habits and attitudes,—mental and social, as well as physical.

Students will grasp the meaning of correlated teaching and coordinated activities through contact with the processes themselves.

We hope they will see and understand the relationship between the physical and psychological examinations, the educational procedures of home and school as causal, and the child's growth and development as effect, if they are fortunate enough to have the opportunity to observe these practices in operation and to encounter the effects in their later practice work.

Students will be enabled to study the responses and reactions of various types and ages of children to methods employed. The wider and the closer the observation of children in school and home, the firmer the foundation on which the student's later classroom studies may be built.

If the normal school has a nursery school in addition to the elementary school, the student-teachers are indeed fortunate, since they then have the richest possible opportunity for genuine child study.

In addition to observation, participation in the program will be provided for the student-teacher at as many points as possible. Observation and participation, to be worth while, will be planned in advance and followed by interpretation and constructive discussion, under the direction of the skilled critic teacher, as well as the specialist in subject-matter or educational method. From such study of responses and reactions of the nursery and elementary school child is the value of subject-matter established and its selection determined. These schools are thus made laboratory and field-study stations for the student teacher, while their records, teachers' plan-books and children's projects become the "cases" for profitable study.

Such schools and their complete use are the indispensable, characteristic, distinguishing features of the teacher-training course.

The Professional Courses

It therefore becomes apparent that the basic professional course or courses in the teacher-training health education program should be determined by analysis of the health aims of the teacher in the elementary school. The courses will differ markedly in composition from the college courses in similar fields, since the criterion of the good normal school course is not logical
thoroughness and completeness, but perfection of adaptation to its ends.

The subject-matter content of the teacher-training "health" course is easily outlined. But the amount and method of presentation of material from each field must vary widely with the maturity of the students in this field. The following outline2 merely indicates the sources from which the training is drawn:

1. General scientific foundation
   - Chemistry (including organic) and Physics
   - Biology—General and Human
   - Psychology—General and Educational
   - Bacteriology (including Immunology)

2. Specific technical information and training
   a. What might be called elementary preventive medicine, including pertinent facts about communicable and degenerative diseases—sanitation—housing—vital statistics—governmental and other health agencies—industrial hygiene
   b. Nutrition
   c. Physiology of infancy—childhood—adolescence
   d. Psychology
   e. Physical education—(First Aid—Child Care, and so forth, are considered as practical laboratory work growing out of some of these topics)
   f. Sociology—(Some applied social case work is a useful asset to practice work)

3. Principles of teaching
   Be it remembered that the touchstone for right choice of material from the above fields is always the set of biological principles referred to as being the final test of the health value of any school program, in whole or in part. When confronted with the question: How much, or what facts in chemistry, physics, bacteriology, biology, and so forth, to include in the teacher's course at any period in her professional training, the answer lies in another question: "What is the least the teacher must know to fit her practices and teaching to the rules and conditions of child development?" This, not the science teacher's pride in his subject, should determine the content of the teacher-training course.

Be it also remembered that the normal school is frequently a two-year professional school, and that the time allotted to each of the twelve to twenty (!) phases of elementary school work to be covered, is necessarily short. Some teacher-training institutions can give three semesters to special health courses, exclusive of physical education. Some can give five or six. Some can give one. In any case, the normal school graduate will be expected to influence children's behavior, as a result of whatever training is given. Hence, we must be prepared to grade our teacher-training courses as we grade our school health work. In this little child just beginning his training, we inculcate habits. We say: "Do this." We show how to do it. We do not explain why nor go into historic development nor give supplementary information, until his growing maturity leads him to demand these things.

So with the beginning teacher. When we absolutely must train immature young people in an all too brief period, the professional health education course should also say: "Do this. Do it this way. Get these results. Look at these older teachers. This is what to do. This is how." When this rote teaching is smug and self-complacent, it is the most deadly offense to education. But if the model held up to view

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in the demonstration school is inspiring; if the results in child health are clear; if the spirit of the empirical teaching is scientific, as it can be; these young teachers, with success, will grow in enthusiasm and in desire for knowledge, and will return in thousands to the normal schools, the summer schools, the extension courses, the colleges, the university,—clamoring for the next steps, the "whys," the "history," the supplementary enriching knowledge.

Fortunately, such short cuts are not really necessary in many places. The tabloid, all-inclusive, six-weeks’ summer course is recognized as a temporary makeshift, and dependence is being placed upon a sounder, slower, organical growing training, starting with observation of children, passing through scientific subject-matter courses, accompanied by directed participation in actual programs.

It is important that we should realize the need, the limitations, and the remedies for these brief courses; otherwise, there is danger that they will be accepted as the permanent type of health education courses by normal school administrators, to the permanent damage of sound health teaching. Such a brief course is like a seedling started in sand. At first it grows fast and appears thrifty; but the sterility of the soil in which its tiny roots strike, offers no nourishment and holds no life-giving moisture. So the plant dies.

Such brief courses are much cheaper than the well-balanced group of fundamental science, special technical, and educational courses. May I illustrate by a housewife’s plaint to her butcher: “It’s tough to pay fifty cents a pound for meat!” And his reply: “Yes, but it would be tougher if you only paid twenty-five cents a pound.” Every person interested in public education should help make people recognize that “twenty-five cent” courses are only make-shifts.

The Accessory Courses

Just as we count upon much valuable education in the matter of attitudes and knowledge being supplied through indirect or correlated teaching by subjects other than “health,” or physiology, or hygiene, in the elementary school, so in the training school, many of the richest values will come through, history, geography, civics, the arts—applied and fine—and through the social activities. But this effect will not come, unless definitely planned for. To be properly understood, any single normal school course, as distinguished from a single college course, must be considered in relation to the entire normal school curriculum. The normal school, training for successful elementary school teaching, must bear in mind the objectives of such schools, namely:

Health; Command of fundamental processes; Worthy home membership; Vocation; Citizenship; Worthy use of leisure; Ethical character.

Each of the courses in the training school may be analyzed in terms of its special contribution to teacher preparation for reaching these aims of the elementary school. The biology course, pruned and shaped to make its contribution in aid of the teacher promoting health, or worthy home membership, or ethical character will be a very different course from the biology of the college, where the aim may perhaps be to lay the perfect logical foundation for graduate courses in special phases of the subject. Similarly, the psychology, the civics, the literature, the geography, will be modified. Normal school courses, planned to meet the needs of elementary school teachers, must seem misshapen, ill-proportioned, judged by college standards. It is as if one looked at the various pieces of a mosaic picture separately, so meaningless and incomplete would they seem.

This selection of subject-matter for normal courses need not mean unscientific
nor unsound teaching of what is taught, though it may mean simplifying, leaving gaps, and letting whole topics go untreated. It is better, however, to have isolated living units, usable and effective, than the beautifully perfect fossil series.

**Coordinating Administrative Machinery**

Since in the normal school, so many influences combine to produce the total health effects we seek, there must be machinery to coordinate the work of physician and nurse, physical education activities, dietitian and housing and social directors, with the other educational activities and with the work of the demonstration school. When a course in school hygiene, or physiology, was thought to meet all health education needs, administration consisted in finding a teacher with enough fact knowledge, and enough hours in the program for the course. Now, however, as health education in the schools has taken on greater importance, and more and different demands are made upon the classroom teachers, normal schools discover that new types of training are required,—that parts of this training are found in curricula of different departments. Nutrition is in home economics; activities and posture work in physical education; habit formation is in psychology; certain fundamental knowledge in biology or in civics; modes of expression are in the arts; while certain skills are learned only of the doctor or the nurse. All are exemplified in the practice school.

The question, then, becomes: “How include in every teacher’s training (whatever her major program), the health knowledge and practice offered in the different departments?” Every teacher who expects to have the oversight of children needs the health contribution, not of a single department, but of all.

Therefore, a vital, and still not quite solved problem of the normal school in health instruction is the problem of coordinating subject-matter and activities in the interest of the well-balanced, sane program.

The Towson, Maryland, State Normal School does it through a large faculty committee, meeting regularly, with the health education department head as chairman. The Ellensburg, Washington, State Normal School has it through an integrating system of course organization, with the president as chairman. At the Michigan State Teachers College, Ypsilanti, it is done through the director of health education—who is a physician. The Chicago Normal College has a small faculty committee. These are but a few typical modes. No methods succeed, which do not tie up the practice school with the academic department and the health service.

Summarizing it all, the normal school health courses and activities must be like keys shaped to a particular lock: their health examinations must be shaped to discover assets and liabilities and used to promote personal—hence, professional—efficiency. Their subject-matter courses in the sciences must be sharply adapted to teacher-needs,—either combined with or distinct from the method courses which impart skill and modify practice. Their contributions from other subjects must be modified in relation to the objectives of elementary education. The demonstration schools must exemplify the program taught.

**The Great Need**

The great lack is of normal school teachers trained to conduct such courses and activities. Those who are successfully blazing trails today are few. They have prepared themselves by supplementing their original education with hard-won experiences and self-organized training in the health field.

The universities are beginning to recognize the need for this kind of teacher, and
slowly, suitable opportunities to train for the work are developing. The discursive type of study required by college teachers or directors of health education, has not in the past been considered worthy of advanced degrees; therefore, qualified workers have tended to do intensive research in abstruse fields. Holders of higher degrees in the field related to health have too often been narrow specialists, lacking through the very nature of their training, either the vision, the administrative experience, or the wide range of knowledge necessary to organize and teach the practical, composite courses of the training school.

The universities can serve the normal school teacher of health by encouraging:

1. Research in biological sciences, leading to the development of subject-matter units to fit the needs of the elementary school teacher, both in the fields of basic and applied sciences,—especially in the fields of child care and management and mental hygiene.

Related research leading to the development of materials of instruction,—concrete and visual, related to daily living, set up on the normal and college level, but susceptible of adaption by teachers for children.

2. Research in education, leading to the development of techniques of instruction suitable for college and normal students. Research or studies of type of administration successful in coordinating the activities contributing to the health program of the normal school.

Studies of methods for giving graduate students field and laboratory practice, with opportunities for the expert evaluation of their experience.

Last summer, at the Chicago Health Education Conference, the resolutions following were offered. They are evidence of the need felt by leaders for help from the university. Studies on these points were asked:

1. Studies of plans for administering the health program in teacher-training institutions to discover types of inter-departmental health coordination and their degree of success in securing
   
   a. Coordination
   
   b. Dynamic organization of subject-matter

2. An analysis of current student loads with a view to determining the distribution of time spent in work, rest and recreation for the purpose of establishing satisfactory type schedules

3. A study of what constitutes adequate housing standards for student-living

4. An investigation of such personality studies as have been carried on to date with a view to
   
   a. Discover procedures and personnel best fitted to carry on such studies
   
   b. Uncover the value of such studies in bringing about a satisfactory adjustment of the student

5. An investigation and analysis of typical plans for health examinations of students for the purpose of developing types of examination more nearly adapted to
   
   a. Producing immediate improvement of students' health
   
   b. Producing maximum educative effects in conservative and protective health measures

6. Investigation and evaluation of existing courses (required and elective) contributing to health in relation to the following:
   
   a. Accuracy of subject-matter
   
   b. Organization of subject-matter to further the health aims of the institution
   
   c. Degree to which the courses given are paralleled by opportunities offer-
ed by the school to practice the theories taught

7. Collection and evaluation of child studies and researches from the points of view of anthropology, physiology and psychology, in order to give basic material for the organization of courses for teachers

8. Such an organization of child study courses as will afford laboratory experience for student-teachers in observing child behavior with reference to the child's physiological, psychological and social ages and needs.

We need, in short, new courses and new methods in the normal schools, and where, but to graduate schools of education, should we look to see them developed? The point can be illustrated with a homely joke. Said domestic science teacher: "These biscuits have a stale taste." Said the pupil: "Oh, that's because I used an old recipe." We, too, need new recipes in health education.

Conclusion

The normal school is the key to successful democracy, since it is also the key to better public education.

The normal school should be supported, even if necessary, at the expense of other education, since the strength of all other education derives from the effectiveness of the work of the elementary school teacher.

The health program in these normal schools is in a wide sense basic to the entire public health program. Therefore, the public's share in its development is to understand it, to support it, to investigate it in each locality, and to strive to help it secure the fourfold perfection of: health services (reflected in vigorous, all-round efficiency of graduates); well-planned practical science courses; a model demonstration school showing how to conserve, promote and protect the health of its pupils; with, finally, all these factors consciously coördinated by a sympathetic administration.

Emma Dolfinger

EARLY AMERICAN WAYS AND DAYS

A History Unit on Social Life in the Time of the First Fifteen Presidents

THIS UNIT on social life is one of a series constituting the first semester's work in seventh grade history in the Harrisonburg Junior High School.

The class shared in the decision to use a series of "single phase" posters as the core of the work. They also had a part in the selection of the following topics for the posters:

1. Old Time Belles and Cavaliers (Representative men and women).
2. Colonial Mansions and Log Cabins (Homes).
3. From Buckskin to Silver and Lace (Dress).
4. Learning the Three R's (Schools).
5. The Faith of our Fathers (Churches).
6. By Stagecoach or Covered Wagon (Travel).
7. Minuets and Masquerades (Amusements).

Part I. What the Children Did

A. They determined the requirements for a good poster

1. Discussed posters previously made by them.
2. Listened to talks on posters by members of the art department.

B. They read widely to

1. Secure information necessary to choose topics for the posters.
2. Select typical pictures for making the posters. These were largely from magazines and picture supplements to newspapers.

3. Arrange the pictures on each poster in correct chronological order.

4. Make pertinent summaries concerning each topic for their note-books.

C. They collected the pictures
   1. Discussed each picture submitted for use on a poster.
   2. Made a series of sentence outlines to fit the pictures on each poster.

D. They made the posters
   1. Class divided into committees.
   2. Committees drafted preliminary plans.
   3. Class discussed and modified committee plans.
   4. Class made the posters.

E. They exhibited the posters
   1. Discussed general plans for the exhibit.
   2. Appointed committees for special plans.
   3. Rehearsed receiving guests and explaining the posters.

Part II. Information the Children Used in Making and Explaining the Posters

A. Who some of the “Old Time Belles and Cavaliers” were
   1. From a long list of prominent men and women the following were selected for special study: William Byrd, an accomplished Virginia gentleman; George Washington, a true American aristocrat, whose home at Mount Vernon was a noted place of hospitality; Thomas Jefferson, an efficient practical man, a scholar, a friend to the common people, the builder of Monticello; Abigail Adams, the wife of one president and the mother of another, a brilliant society woman; Dolly Madison, a vivacious coquette, and one of the most charming of our “first ladies of the land”; Betsy Ross, a true patriot, the plain seamstress who made our first flag.

B. How they dressed
   1. During the first part of the period rank and breeding found an expression in the garments of the wearer:
      a. In both North and South the wealthier classes dressed extravagantly.
      b. The poorer classes tended to duplicate the fashions of the wealthy in homespun, cottons, calico, and linsey-woolsey.
      c. Children were dressed in imitation of their elders.
      d. The Quakers and Puritans made several attempts to prohibit extravagance in dress.

   2. Toward the close of the eighteenth century there was a decided change in dress due to the divorcing of American fashions from European influence.
      a. War held a dominating influence on costume design; military colors were much in vogue.
      b. Cotton, wool, and soft silks took the place of stiff materials.
      c. Powdered wigs were laid aside.

C. How they built their homes
   1. Certain types of architecture used during this period set standards for later generations; New England Colonial, Southern Colonial, and Dutch Colonial.

   2. During the colonial period the first houses had been built of logs; as water power came into general use boards replaced logs.

   3. Homes for the wealthier classes were
built of brick or stone. Almost every house had a fireplace large enough to hold logs; yet these gave little protection from the winter cold. John Adams said that he wished he could hibernate like the woodchuck to escape the winter cold.

4. Some of the furniture was imported from France and England, but a great deal of it was American made and gradually became typical; English, Hepplewhite, Sheraton, and Chippendale; French, the Empire; American, modifications of these styles, especially the work of Duncan Phyfe, often called the American Sheraton. Various materials were used, among them being pine, walnut, satin-wood, and mahogany.

5. Some of the prominent American homes selected for special study were: Westover, on the James River, near Richmond, Va.; Mt. Vernon, on the Potomac; the Hermitage, near Nashville, Tenn.; the Lee Mansion, at Marblehead, Mass.; and the Adams Home, at Lewiston, Mass.

D. How they travelled

Travel was a bugbear during this period because of unsafe muddy roads, lack of bridges, and inadequate conveyances. Men often made their wills before starting out on a fifty mile journey. Many people lived and died without going twenty miles from home.

1. The stage coach had come into use during the last part of the colonial era. The first stage coach made the journey from Philadelphia to New York, a distance of ninety miles, in seventy-two hours.

2. Later modes of travel were the shay, gig, covered wagon, horse cars, and canal boats.

E. How they were educated

1. Early American Schools aimed to conform with European educational institutions; Latin grammar schools were the predominant type.

2. New England led in the number of common schools. The South tended to depend on tutors and private seminaries. A poor boy in New England could go to a free school, while a Virginia boy must go to a private school or be tutored at home. Washington Irving's Life of George Washington gives a fascinating account of the latter's education.

3. The Boston English high school was the first free public high school; this establishment of "the people's colleges" was a landmark in the history of education.

4. Colleges selected for special study are: Harvard, Yale, the College of William and Mary, and the University of Virginia.

F. How they worshipped

1. Religious freedom had always been desired for the colonists for themselves, but not always granted to others.

2. Religious sects tended to settle in certain parts of the country; the Quakers in Pennsylvania, the Puritans in New England, the Episcopalians in Virginia, and the Catholics in Maryland.

3. Some interesting churches for special study are: St. John's Church, Richmond, Va.; Old South Meeting House, Boston, Mass.; Bruton's Parish Church, Williamsburg; Christ's Church, Alexandria, Va.; and Quaker Meeting House, Philadelphia.

G. How they amused themselves

1. Except certain religious sects, the
early American people were devoted to sports and amusements.

a. The common amusements for the men and boys were hunting and observing the habits of wild animals.

b. Girls had no sport similar to hunting. They could search for wild berries, go to spinning bees, quilting parties, and sewing parties; shearing of sheep and killing of hogs were also social events in country life.

2. Dancing was generally frowned upon in New England, but it was one of the chief amusements of Virginia youth.

4. Some social affairs of brilliant charm and color selected for special study were: Dolly Madison’s Inaugural Ball, Katrina Von Tassel’s Dinner Party, The Wistar Parties, and the Philadelphia Dancing Assemblies.

Part III. Abilities and Skills Strengthened

A. To outline material in note taking
1. To choose main points in parallel reading.
2. To group related points under major heads.
3. To use the sentence outline form.

B. To use single phase topics in oral and written reports.

C. To observe historical time order.

Part IV. Ideas and Attitudes Strengthened

A. They sensed the value of historical accuracy; they learned that each phase of development of the social life belonged to a definite period of history from which it must not be separated.

B. They came to appreciate the present by their study of the past; we read by electric light, while the early American used pine knots, and even at a much later period, illsmelling oil lamps.

C. They showed an active interest in American history; examples of “leading-on projects” were

1. One pupil planned a trip to the Sesqui-Centennial with this idea in mind; she submitted her itinerary to the class for criticism.

2. Another pupil planned to use a trip to Richmond as an opportunity to visit some of the places studied.

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B. Material for Enjoyment and Appreciation

C. Page References in the Virginia Adopted Text, Chandler, Riley, and Hamilton, OUR REPUBLIC
Homes: Pens’ Home, 121; Mt. Vernon, 204, 230; Monticello, 244-245; Hermitage, 281.
Travel: 144, 264, 284, 288, 324, 326.
Amusements: 141, 264.

Betty Elise Davis

*Starred references are particularly valuable.
FOR INTERNATIONAL GOOD-WILL DAY

WHEN children's friendships are world-wide, New Ages will be glorified"—so said the men and women who first suggested the celebration of International Good-Will Day; so we are all coming to see and say. Last year May 18, was celebrated in more school-rooms than ever before. This year the number will probably be doubled. The International Relations Committee of the National Council of Teachers of English offers to English teachers of older boys and girls the following program material. Let's make the day an unforgettable one!

Songs

5. Song of Peace—By M. K. Schemerhorn. In Through the Gateway. Address I.
8. It Must Not be Again—By J. G. Dailey. Address 4734 Kingsissing Avenue, Philadelphia. Two copies, 25c, $1. per dozen.
10. Folk Songs of Many Peoples. Two volumes. Includes pictures and directions for accompanying dances. Address II.

Topics for Short Talks or Essays

1. Why the United States cannot be a Robinson Crusoe among nations.
2. How some cartoonists are helping on World Good Will.
3. Why every schoolroom should have a copy of Bishop Oldham's Creed for Americans. Address I for a copy.
5. The world's honor roll of heroes. Address I for information about World Hero Calendar.
6. Best ways of honoring our dead soldiers.
7. Why high school students should read Private Peat's *The Inexcusable Lie*. Address Donneley, Chicago.
8. What the League of Nations really is and does. Address I.
10. Organizations working for World Peace. Address I.
11. The scrap-book project.
12. How the Junior Red Cross is helping on the cause of World Peace. Address Washington, D.C.
15. What our school can do to promote world good-will.

Poems
1. The Placard—By "Damon." In Poems of the War and the Peace. Address III.
5. The Debt—By E. V. Lucas. In Poems of the War and the Peace. Address III.
7. Clean Hands—By Austin Dobson. In Poems of the War and the Peace. Address III.
8. 1914—and After—By James Oppenheim. In Poems of the War and the Peace. Address III.
10. The Arsenal at Springfield—By H. W. Longfellow.
11. Abou Ben Adhem—By Leigh Hunt.
16. Excerpt from Longfellow's Hiawatha, beginning "Gitchie Manito, the mighty, The creator of the nations."
17. Excerpt from Tennyson's Locksley Hall, beginning, "For I dipt into the future."
18. Excerpt from Pope's "The Messiah," beginning, "No more shall nation against nation rise."
19. Excerpt from Milton's "Paradise Regained," beginning, "They err who count it glorious to subdue."
20. Excerpt from Whittier's Disarmament, beginning, "There is a story told."
26. We Mothers Know—By John Drinkwater. In The Peace Primer. Address IV. 25c.
27. Peace—By Harriette T. Richardson. In The Peace Primer. Address IV.
28. The New City—By Marguerite Wilkinson. In Lyman and Hill's Literature and Living, Volume III. Address VIII.
29. The Need for Men—By J. G. Holland. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

Stories for Telling or Dramatizing
1. Peace Through Justice—By Henriette Kuyper. In Never Again. Address IX.
2. Lay Down Your Arms—By Marion Rittenhouse. In Never Again. Address IX.
3. Kato's Revenge—By A. A. Bennett. In Never Again. Address IX.
4. Never Again—By Margaret Applegate. In Never Again. Address IX.
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11. The scrap-book project.

12. How the Junior Red Cross is helping on the cause of World Peace. Address Washington, D. C.


Informational and interesting. Address VII.

5. Serving the world. Given by girl scouts at the International Conference of Girl Guides and Scouts held in New York in May. Simple but effective. No charge. Address VII.

6. The Gate of the West. (A dramatization of “Scum o’ the Earth.”)—In Ritual and Dramatized Folk Ways, Jasspon and Becker. Address Century Co., 353 Fourth Ave., New York City.

7. The Enemy—By Channing Pollock. Very vivid, human and dramatic play based on the idea that the common enemy of all men is hate. Amateurs may give readings from the play by writing Mr. Pollock at 229 W. 42nd St., New York. The Play is published by Brentano’s in New York.


11. America for Americans—By Katherine Cronk. A humorous play based on the idea that we are debtors to all lands. High school students like it. Address Lit. Headquarters, 723 Muhlenberg Bldg., 1228 Spruce St., Philadelphia. Price 15c.


List of Addresses

2. Woman’s Press, 600 Lexington Ave., New York City.

E. Estelle Downing

A FIFTH GRADE PLAN IN ART

Preliminary Data

Time allowance: Two sixty-minute periods. Major unit: Principles of spacing, balance, subordination, and perspective.

Minor unit: Thanksgiving pictures of black and white cut paper; the children’s previous work shows need of further training in subordination.

Material: Book of pictures drawn with colored crayons by school children in Japan; pictures in black and white cut paper made by former classes in the Training School; blackboard sketches illustrating the “center of interest,” or subordination; black and white cut paper models for graphic vocabulary—Indian man, Indian woman, Pilgrim man, Pilgrim woman, turkey, deer, and boat.
5. The Perfect Tribute—By M. R. S. Andrews. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

6. The Other Wise Man—By Henry Van Dyke. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

7. The Christ of the Andes—By Caroline Duidboro. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

8. Jean Val Jean and the Bishop—By Victor Hugo. In Lyman and Hill's Literature and Living, Volume III. Address VIII.


Readings and Declamations


2. America—By Franklin Lane. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

3. An American Creed—By Charles W. Eliot. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

4. Four Things—By Henry Van Dyke. In Lyman and Hill's Literature and Living, Volume III. Address VIII.

5. The True Grandeur of Nations—By Charles Sumner

6. The Vision of Peace—By Nathan H. Dolo

7. A Society of Nations—By Woodrow Wilson

8. America's Unknown Soldier—Warren G. Harding

9. Brotherhood—Edwin Markham

10. America and the World — George Washington

11. The Union—Alfred Noyes

12. The Boy Scout's Code—Arthur Carey

13. You are the Hope of the World—Herman Hagedorn

14. Your Best and Hardest Job—Hildegarde Hagedorn

15. The All-Nation Football Team—Basil Matthews. In Across Borderlines. Address I.

16. An Adventure in Inter-racial Friendship—By Lincoln Wirt. In Across Borderlines.


18. Temporary Cannibalism—By E. M. Root—In Across Borderlines. Address I.


Plays and Pageants


2. The Loom of Freedom—By W. Marroney. A pageant of the nations. Address II.

3. Hope of All the World—By Bradfield. A splendid pageant play based on the League of Nations. Address VII.

you think this picture has a center of interest? What should be? What shall we do to the Pilgrim to make him stand out as the main figure? I shall sketch the second picture, as the class suggests grouping of the minor objects and placing an enlarged copy of the Pilgrim a little more to the foreground. If they do not suggest these things, I shall go back to the old pictures and ask further questions developing the principle.

IV. Discussing Graphic Vocabulary
Place the models for the different figures on the ledge of the blackboard. Suggest to the class that they alter the pose of these to suit their own pictures. Since the models are isolated figures, there is little danger of copying in this problem, which is clearly one of composition. I shall remove the pictures made by the former classes, and erase the blackboard sketches.

V. Making the Pictures
The class will use the following rules in making their pictures:
Draw figures needed on the black paper.
Cut out the objects drawn.
Place objects on background, shifting around to get good composition.
Paste objects on background; put paste near the edge of the object to be pasted, and not on the background; use as little paste as possible.

VI. Judging the Pictures
The pictures will be arranged—with the name on the back where it cannot be seen—around the blackboard ledge. I shall have the pictures numbered so they can be easily referred to. The class will point out the center of interest in each picture, and choose the best picture for the seventh grade book.

Elizabeth Lee Mason

OUR ENGLISH POSTERS AND GAME

During "Better English Week" an effort was made in the Fifth Grade to arouse in the children an interest in the better choice of words. We tried to create a desire in them to drive some common errors, "Enemies," we call them, from our room.

The High School English department had in the upper hall an exhibition of excellent "Better English" posters. We took the class to see these posters and it is needless to say it had the desired effect. They were most enthusiastic and immediately came the request, "Miss Rolston, please let us make some posters too." Then the work began in earnest with splendid results.

On one poster "Old Mother Good English" was vigorously whipping her bad English children. She was trying to drive them into an immense shoe where they were to be locked up forever. Another portrayed a farmer with a pitchfork driving the "Fox, Bad English" from his tender "Good English Garden." Another had loaded a ship with bad English and started it out on a very blue and wavy ocean. We hoped it would sink and so all bad English would perish. One little girl had named two very frightful looking ghosts, "Git" and "Ain't" and in large letters she had printed, "be ware of the ghosts!" A most striking poster was made by a boy who loves to read. He chose the picture of a boy reading. From the number of good phrases such as "I saw," "I came," and "I took," that were floating around his head, he was progressing rapidly toward the goal of "Better Speech."

To follow up this wave of interest, the children printed a set of flash cards which
Steps in the Lesson

I. Initiating the problem
Remind class of the seventh grade's request for a picture for their notebook to send to Japan. Show them the Japanese book loaned by the seventh grade, also the silhouette pictures made by former classes in the Training School. Suggest to them the use of black and white as a medium.

II. Choosing Content and Background
Write titles for the pictures on blackboard as they are given. Discuss each title, asking, is this title narrow enough to tell a good story? What would you include in a picture that would fit this title? What would show the Japanese children that the picture is a Thanksgiving one? (The seventh grade asked especially for pictures illustrating Thanksgiving.) The children's answers should lead to a short discussion of the first Thanksgiving organized somewhat as follows:

Why the First Thanksgiving Was Observed

III. Setting up "Center of Interests" as a Standard
A. Developing the Idea of Subordination
Tell class story of the queen bee who is always the main figure in the life of the hive. Sketch the two pictures of the trees on the blackboard. Lead them to see that

No. 1

How the Pilgrims and the Indians Lived Together
What the Pilgrims Wore

No. 2

How the Pilgrims Built their Homes
How the Pilgrims Caught Deer and Turkey

No. 1 is more like the life of the hive.
Show the pictures made by the former classes, having the children choose the center of interest in each.

B. Constructing a class picture that has center of interest
Sketch No. 1 of the pair of Pilgrim pictures on the blackboard, also the rectangle for No. 2. Do
Thus our house costs us practically nothing besides thought and energy. Every child made something that could be used in the house. This plan could be carried out by any one in a medium sized school room with as much satisfaction as we derived from it.

Virginia Buchanan

SOME PHASES OF THE YOUTH MOVEMENT

THE ONE effect of the war common to all nations seems to be the revolt of youth against the "tyranny of age,"¹ which makes laws, declares wars and accumulates debts without any consideration for the ideas, ideals and desires of the younger generation which it conscripts to carry out its policies.

We have in America and elsewhere today two types of youths, those who remember it simply as a succession of holidays, parades, tiresome speeches and free band concerts. For those who did the actual fighting there will be no return to the "well balanced normalcy" of pre-war days. Even the generation, then too old to fight, which Barrie refers to as youth's "betters"² does not expect such a return or feel worried because of the restlessness of the young veterans. It is the other, the younger group, which has aroused the doubts of the "betters." It is they who seem suddenly to have awakened to the fact that age has no use or respect for the opinion or help of the youths whose keen eye-sight, steady nerves, and strong muscles are so necessary in settling the disputes which age, ever conscious of its superiority, feels free to start regardless of who pays the price.

As a result of this awakening the spirit of modern youth has become one of revolt against the old regime. Not only is this true in governmental affairs but in religious affairs as well "youth has determined to find its own soul in its own way." The present generation believes firmly that it is entitled to a life of its own and has no use for the "second hand opinions" of its elders.

The undergraduate students of our colleges and universities have decided for themselves whether they have a right to know and understand more about the government they are expected to uphold; whether they have a right to a "say-so" in the wars they are to fight and the accumulation of debts they are to pay, and, last but not least, a right to their own opinions and theories of religion. And they have decided most emphatically that they do have such a right.

In order that they may do and know these things and make their influence felt, students and youths of the leading nations are organizing themselves into clubs, societies, federations and associations. Most of these organizations have expressed as one of their aims the creation of a world peace through world fellowship and a complete understanding of the problems which sooner or later it will fall the lot of youth to bear. We find various types of work being carried on by the different organizations, yet the ultimate aim of all is practically the same. All are a part of the so-called youthmovement.

Even before the world war German youths had demanded a greater freedom. But it was not until the war ended and they realized what an utter failure their elders had made in the purpose for which they had so long compelled youths to train—chiefly that of becoming the dominating nation of the world through military force, that the youth movement gained any real significance in Germany or the other nations.

The movement, as we recognize it to-day,

²Barrie, J. M., Rectoral Address, Courage.
they called "Children of Good English." We will have fifty cards when our set is completed since we add a card as the need arises in the work. Some of these children are, "May I go?" "Do it again," "I saw you," and others of similar urgent need. The cards were flashed and the children learned them, so they could play a game with them.

One child selected a card and hid it in a book. He then said, "I have a Child of Good English. Which one is it?" Immediately the children would guess, "Is it, 'It is I?'" or "Is it, 'He isn't'?" and the successful guesser would be "it."

The pupils were invited to display their posters and play their game in four different rooms. This added much incentive and interest to the work. The whole class felt it an honor to be friends with "Good English."

HAPPENINGS IN OUR TRAINING SCHOOL

A Real Playhouse for a Kindergarten or First Grade

This year we wished to have a real playhouse in our kindergarten. Not just a box house, but a house in which we could have furniture really large enough to use ourselves.

We used for the partitions large screens and hung a few curtains of cretonne at the openings for the doorways. The screens were cheap wooden frames covered with plain blue gingham. We had a bedroom, a living-room, dining room, and kitchenette.

The living room furniture was made of boxes and orange crates. It consisted of a davenport, three armchairs, a bookcase, a library table, a phone on a small stand, a floor lamp, and a fireplace. The armchairs were orange crates turned up on one end and the other end sawed down for arms and the back. These were then covered with brown cambric and stuffed with cotton. The davenport was an old box with upright pieces nailed on for the arms and back. This was covered like the chairs. The bookcase was a box with shelves. The floor lamp was a broom stick on a square block and a shade made of silk was attached with wire to the upright stick. The tables were oblong pieces of wood with legs nailed on. These last named articles were painted a light oak color. The phone was made with a square block, an upright piece, a round block for a mouth piece, and a receiver which hung up on the side by a wire staple. This was the most popular thing in the house.

The dining room furniture consisted of a buffet made of a large wooden soap box; and a square table made of a square of beaver board on which were nailed four substantial wooden legs. These were painted a Dutch blue and when used with our smallest kindergarten chairs made a very attractive set.

In the kitchenette we had an oil stove and a kitchen cabinet. The stove was the masterpiece. It was an old soap box with one long side and the top open. It stood on the other long side. Inside the box were three round oatmeal boxes for burners and over them on the top or the open long side were small pieces of wood crossed over each other. The tank for the oil was an old coffee tin nailed on one side of the stove. The whole thing was painted blue with black trimmings. The cabinet was another box with shelves and a projecting table.

Only the bedroom was for the doll. Here we had a bed, a dresser, a clothes press, and a chair. All of these were made just the correct size for our doll and each piece was painted grey.

Furnishings were made to correspond with our furniture. These consisted of sheets and counterpanes for the bed; scarfs, luncheon sets, and runners for the tables, buffet, and dresser; rugs for the floor; and cushions for the davenport and armchairs. They were all made from pieces the children brought from home.
Socialists, those of the communist, those arising from further process of partial amalgamation, the independent socialists and communist organizations which have emancipated themselves from party affiliation, the small anarchists group and an internationalist proletarian group.

This proletarian group was inspired by the same causes that have made for labor organizations among adults; economic distress, class consciousness, and the desire for freedom from wage slavery.

The second division is the Christian. This rank is divided into Catholic and Protestant and each of these is further divided between student organizations, those of mixed membership, and those of separate groups of men and girls, all working to the same end.

The third group, and by far the largest, is that of the liberalists which accepts no political or denominational authority or doctrine. Norman Koerber distinguished in this group the Nationalists, the Democrats, the New German Pathfinders, the Free or Liberal German groups.

"In every manifesto, among socialists no less than among the liberals, the ideal of development of personality and of self-discipline, is given the most prominent place. ** Harmony between responsibility toward self and responsibility toward the community is the goal."

This youth movement of Germany has spread and a similar reaction has developed among the youths of other countries, namely, Switzerland, Austria, Japan, Italy, China, England and the United States.

It would be impossible to discuss the youth movement of all of these countries in detail. And since practically the same motive has prompted the movement in all countries and many of the characteristics of the organization do not vary with the country, the discussion of the movement in each will vary in length according to its divergence from that of other countries and as it serves to bring out the good or evil effects of the movement.

The movement in Switzerland is mostly in the hands of youths such as compose the third or liberalist group in Germany. La Suisse Jeune, the paper which is published by the Swiss youths, does not serve the interests of any one party but attempts to bring about a united action for the "liberation of youth."

"It discusses laws, regulations, and court decisions which affect high school and college students within and without the educational institutions." A large percent of the faculties endorse these efforts.

In Switzerland, however, there have cropped out here and there signs of degeneration and lawlessness and high school students have attempted to maintain student traditions of liberty on a higher plane than their immaturity will permit. Thus the leaders are constantly endeavoring to preserve the high ideals with which the movement started.

In Austria it is probably because Vienna has so long been a center of intellectual culture that we find the movement motivated by educational ideas. Here, too, the influence of the movement is especially felt in the high schools. And in Austria, as in Germany, it has resulted in the formation of "student councils." Here we find youth concerned with such problems as the relations of students and teachers, the maintenance of discipline, the freedom of assembly, organization, betterment of study plans and examination regulations.

As a result of the movement in England we find a rapidly increasing number of "socialist student clubs" being organized at the different universities. These clubs have formed among themselves a national society. "The new middle class movement * * finds expression here in the endeavor of graduates to associate themselves definitely with some section of the labor move-
began soon after the war in the Roemer, a medieval building linked up with the history of the old German empire. "Here in a beautiful timbered room, centuries ago, a guild had carried on its business and here, later, had met the council of free citizenry forever defending its rights against the encroachments of princes and noblemen." It was this same room which the Jugendring of Hessen, a loose federation of all different autonomous organizations which were not affiliated with any party and had not accepted any definite political dogmas, chose as the appropriate setting for a week-end conference.

The speakers of this meeting were practically all in their teens or early twenties. They themselves hardly knew for what they were organizing, yet they were determined not to give up until they had formulated some definite plan for the development of their own ideas. There was nothing formal in their discussions. The youths from different towns mixed freely and spoke openly of their intimate and personal experiences. "There were spirited protests against intellectualism, individualism and formalism; spiritual appeals for facing of realities and of new tasks that call for action. * * * There were also exchanges of opinion upon immediate problems. Should questions of religious belief be discussed? Should members spend more effort in knowing each other better before defining even immediate practical aims? What should be their attitude toward civil authority; toward the French supergovernment in the occupied area; toward organized youth movements; toward Proletarian youth organizations, bent on class war, which were outwardly hostile to the free youth movement?"

However, the youthful speakers did not fail to realize and point out the danger of too much repetition of the idea that age is wrong while youth alone is always right. "Let us have done," said one of them, "with the contrast between young and old; let us speak rather of good and evil; let us not work against tradition because it is tradition but because it is bad tradition; let us recognize the evil within ourselves."

From this meeting and other major discussions which came later have developed such organizations as physical training and hiking clubs which sponsor openness and lightness of dress and mixed open-air bathing, which is new in Germany. The speeches and literature of the organization emphasize pride of body and duty of health. Debating societies have been organized in which the aim is not the mere discomfiting of an opponent but the desire to hear and understand diverse points of view on debatable questions.

Professor Paul Natorp, an eminent educator, spoke of the movement as one of "spiritual radicalism." Indeed the young people of Germany have given up the staid formal religion of their parents and "it is in the open air, on the market places of town, in the woods and most often of all on high hill tops that what might be called the religious communion of youth takes place." In some cases, to combat this, protestant ministers have invited leaders of the movement to take charge of their services. But even when such invitations are accepted the services are not of the set, formal, ceremonial type, but are permeated by the new spirit of youth. These youths have set up ideals of conduct, truthfulness and purity which are the qualities sought for by them. Some of these ideals involve abstinence from alcohol and drugs in any form, and encourage development of personality and self-discipline.

Bruno Lasker says, the youth movement in Germany has developed into three actual divisions according to the diversity of their religion. The first division includes those organized in close association with the majority socialist party, those under auspices of the Independent

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3 Lasker, Bruno—The Youth Movement in Germany.
4 Ibid.
a spineless sort of process, while the admin-
istrative offices are transitory and power-
less."

In America, the already famous land of
the free, as elsewhere, we find youth de-
manding a greater freedom. And as in
most countries we find the demand comes
from college and university students. The
movement is in full sway here and each
year sweeps in new organizations to voice
the opinion and desires of youth. And we
find older organizations such as the Y. W.
C. A. entering into this new spirit of youth
and echoing the sentiments of the newer
organizations.

We find members of the Y. W. C. A.
coming together in such National Confer-
ences as the Student Industrial Conference
which met in New York February, 1921.
At this conference there were meetings of
students and industrial girls where such
topics as unemployment were discussed and
a series of findings were drawn up "includ-
ing a resolution to study the Christian social
order as expressed through religion, edu-
cation, work, health and the cooperative
movement." They have been at work on
these things ever since.

Protestant churches of America are
gradually awakening to the fact that youth
is no longer satisfied with such a meager
part in the organizational programme as
ushering and perhaps teaching a Sunday
school class. They are learning that the
one thing youth does not want is to be
"ministered unto;" what it does want is an
active part in religious and state affairs.

In order that they may train youths for
Christian leadership and make them feel
that they have a responsibility in the
Church, there has been organized a church
for Baptist students at the University of
Illinois. Eighty-five percent of the mem-
bers is students and the remaining fifteen
is largely faculty. The officers, with the
exception of the pastor, are entirely stu-
dents.

Another similar experiment which has
worked was tried at the First Baptist
Church, "one of the great down town
churches of New York." The church of-
icers, including the pastor, or students at
the University. Any student may become a
member upon presenting a letter of intro-
duction for membership from any Prote-
stant church, or upon expressing a desire to
have a part in the aims of the Student
Church. This church has opened a Sun-
day school for children of the community
with student teachers and superintendent.

Other phases of the youth movement are
expressed in such conferences as the one
sponsored by the continuation committee of
the Evanston Interdenominational Student
Conference, which met at Earlham College,
Richmond, Indiana, in September, 1926.
This was a conference of students who had
spent their vacations "as manual laborers
in American industries"—some as sheet-
riveters, truckers or waitresses; others had
worked with construction gangs, in fac-
tories and so on.

The students related their experiences
and listed the "industrial injustices" and
their evil effects which they had observed.
They adopted resolutions denouncing the
strike breakers, action of students under-
bidding local workers with families, and
recommending that professors, pastors and
religious workers should better qualify
themselves to teach industrial ethics by
spending part of their time as manual
laborers.

The Federation of Youth which met at
International House, New York, October
23-24, 1926, is a group of fourteen affiliated
clubs which has as its purpose "to unite
groups of young men and women, to inter-
est them in local, national and international
problems, to secure an expression of youth-
ful opinion, to quicken response to the
needs of humanity, to develop in youth a
sense of responsibility and tolerance among
all youth irrespective of race, creed, nation-
ality, social conditions and political affilia-
tion."
The movement in Italy, as in Austria, is one chiefly of students in the high schools. In 1920 a conference was held in Rome to "discuss physical and cultural education and to promote the creation of discussion centers and gymnasium in the larger cities."

The Soviet government of Russia backs the movement there and endorses "liberalization of studies" at the institutions of learning.

In Japan one finds "a strong liberal and pro-labor current at the colleges." Many graduates just out of college and belonging to families of the upper classes have resigned themselves to the life of common laborers and ostracized themselves from society by marrying girls far below them in social standing.

Robert Wood says, "* * * the student movement is the most notable phenomenon in the larger life of China." It is felt most keenly in the student government at the state colleges. "Roused by the Shantung question and stung further by incidental phases of Japanese aggression," students have formed the custom of declaring school strikes, sometimes of several days, as a way of expressing patriotic sentiment. On one occasion the students in one of the government schools were refused a holiday, whereupon they left school in a body. It is not unusual for instructors to have students demand examination questions in advance. If the request is refused, students "bring pressure to bear" and see that the instructor loses his position.

The average American student reads such stories of student influence twice, to be quite certain that his eyes have not deceived him. As he tries to imagine a similar situation in his Alma Mater he may draw his cuff a bit nearer his mouth and "laugh up his sleeve," for when such situations are possible in America, youth, as it thinks of that symbolic figure in New York harbor, will, for once, be compelled to agree with its "betters" in one thing at least—"it pays to advertise."

An intense national feeling has swept over Chinese students in the last two years. They have set aside a day known as "Humiliation Day," a day of protest against Japanese aggression. Chang-Shih-Chao, the new educational minister, attempted to prevent such demonstrations and refused permission for the students to take part in the activities. This only aroused the indignation of the students and they paraded to the home of the minister where they demolished the house and furniture. Seventeen youths were arrested, whereupon three thousand students paraded in protest. Among the government schools taking part in the parade were the Peking National Normal University, Women's Normal University, Government Law School, Government Medical School, College of Arts, and Chung Hua University. And some of the non-government Christian schools that participated were Yenching University, the Methodist Peking Academy, and the Y. M. C. A. School of Finance. All declared their intention of assisting the students who had been arrested, and of punishing Chang-Shih-Chao. The president of the Republic urged the students to return to their studies with a warning that upon a recurrence of such a demonstration the commander-in-chief of the Peking Garrison and the superintendent of the Metropolitan Police would take measures to stop it. The students simply wrote out a series of demands which requested the release of the students and the dismissal of the minister. The government apologized and released the offenders. Soon after the minister resigned.

Dr. Melvin4 says, "Chinese government education reminds one of a man toppling along head over heels. Something is going on in the schools, but it would seem to be

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4Melvin, A. Gordon, *Student Government Run Mad.*
ism and pacifism in the undeveloped minds of young people." It goes on to say that "student centers" in various colleges which appear under such names as Barnard Social Science Club, Bryn Mawr Liberal Club, Liberal Club of University of Chicago, Stanford University Forum, are "breeding places of redicalism."

Bruno Lasker says, "Whether the movement itself will survive or whether it will merely have given the impetus to the freeing of other forces ** none can tell. But to me these beginnings seem Germany's only hope and a splendid augury also for a fuller utilization of the special values which youth has to contribute to human economy the whole world over."

Hendrick W. Van Loon, in commenting upon the present day youth, said, "Upon one point they all agree: that we have made a dreadful muddle of things. Wherefore we ought to get out of the way and give some one else a chance. And that seems not only fair but reasonable."

If the movement fails in every other purpose and ideal, is it not safe to say that one lasting result of the awakening of youth to its position in the world and its efforts to better it, will be a stronger bond of sympathy and a better spirit of cooperation between the next generation and its "betters?"

CLAIRED V. LAY

COLLEGES AND THE GAS INDUSTRY

That educational institutions of higher learning look with favor upon the future of the gas industry is shown by the large number of colleges which offer courses in gas engineering. During the year the first degree in gas engineering ever to be awarded by a university was given by Johns Hopkins to a graduate of the 1926 class. Nearly 1,000 students are now enrolled in a special correspondence offered by Columbia University and the American Gas Association.

DEFINITION HUNTING IS A PROFITABLE PASTIME

Use of the dictionary is emphasized in the fifth grade of Milwaukee (Wis.) public schools. Not only are the children taught to locate specific words but they are trained in syllabication and pronunciation, as well as in the etymology of words. Use of the telephone directory in the fourth grade for the training it gives in sequence of letters is recommended by the superintendent of schools as introductory to the study of the dictionary, and definition hunting is commended as a delightful pastime for children.

WHAT EVERY CHILD SHOULD HAVE

Before going to work—
A childhood free for normal growth in body and mind;
At least an eighth-grade education;
Vocational guidance in school;
A physical examination before receiving a work permit;
Help in selecting the right job.

After going to work—
An eight-hour day, or less;
No night work;
Protection from dangerous or unhealthful occupations;
Opportunity to attend continuation school.
—Children's Bureau U. S. Dept. of Labor.

Graduates of State Normal schools in Pennsylvania receive only a normal-school certificate. The normal-school diploma is given to the holder of the normal-school certificate by the teacher bureau of the State department of public instruction after two years' successful teaching in public schools of the State and upon satisfactory testimonial as to character and experience from school officials under whom the service was rendered.
Another student organization with a similar purpose is the National Student Federation of America which was planned and organized by an undergraduate student, Lewis Fox, of Princeton University. The first meeting which was an intercollegiate world court conference, was held in December, 1925, at Princeton. At this meeting two hundred and fifty representatives of the largest colleges and universities of the United States assembled to discuss the relations of the United States to the World Court. There were discussion groups, lectures, and debates by men prominent in national affairs. After hearing these discussions a vote was taken on whether the United States should enter the court. This decision, which was decidedly in favor of the affirmative, represented the opinion of the students in the two hundred and fifty colleges represented, since each representative voted as advised by the vote of the student body of the college represented.

At the second meeting of the Federation, at the University of Michigan, in December, 1926, such subjects as the honor system and student government, the student's part in education, legitimate functions in college, lecture, preceptorial and tutorial systems, and research work for faculty promotion, were discussed.

The Federation is arranging tours for American students to various European countries; acting as host to parties of European students coming to America; and providing hospitality and entertainment for these students at the different American colleges. It is also sending a special group of official student representatives to Europe to study student conditions. The local Federation committee will have charge of the entertainment and care of foreign students in the various American colleges.

In the summer of 1927 at the request of the German National Union, the Federation will send several coaches and directors of athletics to Germany to instruct German teachers in the practice and spirit of American competitive sports. This service will be a gift of the students of America to their co-workers in Germany.

In the summer of 1928 student groups, under the auspices of the Federation, will visit Latin American countries and Latin American students will come to the United States.

These phases of the youth movement show that youth is no longer on the "side lines," but in spite of all criticism continues to seek a job big enough for its capabilities. Does it have an overgrown idea of its capabilities?

It is interesting to note the comments on the movement which the "betters," from their pedestal of wisdom and experience, have made.

Barrie in his rectoral address to the graduates of St. Andrews said, "Learn, as a beginning, how world shaking situations arise and how they may be countered. Doubt all your betters who would deny you that partnership." In speaking of the youths who died in the war he said, "They call to you to find out in time the truth about this great game, which your elders play for stakes and youth plays for its life." And again, "You ought to have a League of Youth of all countries as your beginning, ready to say, we will fight each other, but only when we are sure of the necessity."

The next comment is taken from the National Republic, a magazine which seeks to enlarge its subscription list by offering radical criticisms of every movement or organization which the editor considers radical—or not "one hundred percent American," whatever that may mean. So far the National Republic has failed to make a distinction between radicalism and Americanism. However, the editor in an article entitled, "The Enemy Within Our Gates" offers the following criticism of the Youth Movement: "The so-called Youth Movement is probably the most dangerous of all subversive movements. Its object is to implant the teachings of communism, social-
New United States courses.—The present United States Home Reading Courses need not be changed, but new combination courses should be added under a new title, uniform for all. They should have a short, striking, descriptive title comparable to the "Reading with a purpose" caption devised by the American Library Association, such as the following:

National reading and study.
The national reading courses.
National home reading and study courses.
United States home reading courses.
National coöperative reading courses.
National reading circle courses.
United States home study courses.
National adult education courses.

Publicity and combination.—The plan here proposed is a combination of existing courses in one announcement. For publicity purposes it is best to use one designation for all courses, such as one of those listed above; but to secure the coöperation of State universities it may be necessary to distinguish sharply between credit and non-credit (academic and popular) courses by printing the announcements independently. However, it is proposed that reading and study courses, credit and non-credit courses, be combined in one plan of announcement and be under coöperative administration. In fact, three kinds of courses, roughly described below, should be offered:

1. Reading courses (Home Education). Free. The courses now offered by the United States Bureau of Education, which are in part administered or distributed by the special collaborators of the bureau through the extension divisions of 18 States and Hawaii. Certificates granted by the United States Bureau of Education for all ages.

2. Popular Short-study courses. Small enrollment fee. Some or all of the present reading courses (as above) revised to include instruction for study, lesson papers and final reports to be handled by the universities which agree to undertake the work. Special certificates to be granted by the universities for satisfactory study and completed assignments. Should be restricted to persons over 15 to 18 years of age. The books to be studied should be certain ones selected from those designated in the present home-reading courses and in addition one or two texts determined from year to year by the instructor assigned to teach the course.

The United States Bureau of Education would have no work or responsibility other than that of printing the course announcements (either a supplementary leaflet to go with the present home-reading courses or a new combined leaflet) and publicity. Also, the bureau would continue to supply certificates.

3. Academic or College-credit courses. Small fees. These are the regular university correspondence courses offered under special rules and fees differing in the various universities. Some of these courses could be combined in a nominal fashion with one or more home-reading courses; that is, the United States Bureau of Education could print a statement on certain home-reading courses to the effect that readers of the course may apply to certain universities for enrollment in a regular correspondence-study course based in part on this particular reading course, and that upon compliance with all requirements they may obtain university-degree credit.

THE EMISSARY OF GOOD WILL AND EDUCATION

The Virginia State Chamber of Commerce merits the support of every one interested in the progress and welfare of the State. Its plans for the future of Virginia comprise a definite program of work, behind which every good citizen must feel the urge to place himself. That it is a business organization deserving of the highest confidence is evidenced not alone in the
EDUCATIONAL COMMENT

HOME EDUCATION

The Proposed Plan for Popular Certificate Courses and Academic Credit Courses to be Offered for Home Study by Correspondence by the United States Bureau of Education and Universities under Auspices of the National Committee on Home Education

Need.—The National Congress of Parents and Teachers and other associations have asked repeatedly that the universities give correspondence courses especially adapted to the need among parents for courses that are short, interesting, reliable, and helpful alike to persons with much or little education.

Also there is a general demand for academic credit courses which could be satisfied better if the universities offered certain courses in cooperation with the United States Bureau of Education, “credit to be given by the university and a joint certificate by the Bureau of Education and the universities,” as Commissioner Tigert has suggested.

Present courses deficient.—University correspondence study courses now offered are often too technical, academic, long, and uninteresting to serve adequately mature persons studying at home. Such courses are usually designed for college students regularly working for the bachelor's degree. Even as degree-credit courses they are frequently unnecessarily burdensome, too severe in requirements, calling for voluminous writing or note taking, and lacking originality and the stimulus of suggestion.

Commercial correspondence study courses usually have no authoritative recognition. Some are not of standard quality; some are fraudulent; many are too expensive.

Reading courses sometimes lack appeal because they are free and are not sufficiently differentiated from book lists. They are too impersonal. The reader of the books in a book list or “reading course” has practically no supervision and no contact with a qualified instructor who can encourage him and help to make the reading and study show tangible results.

There are too many unrelated, unauthorized, or anonymous book lists, reading courses, correspondence study “lessons,” etc., so that most people are at loss to choose the best or even the worthy.

The two outstanding reading course projects—“Home reading courses” of the United States Bureau of Education and the “Reading with a purpose” series of the American Library Association—are excellent for the limited purpose of furnishing guides to good reading. The latter are exceptionally serviceable because of their excellent format and because the American Library Association has used effective methods to make them known. In some States the United States Bureau of Education Reading Courses are used by many persons as guides for reading and for club study programs. They would have more authority and prestige if they were sponsored by the National Committee on Home Education and the United States Bureau of Education, with the definite indorsement of the National Congress of Parents and Teachers and possibly that also of the National University Extension Association.
scientists. To the extent that we refuse to follow truth when it conflicts with previous conceptions, we are not scientists.

A scientist can never be lazy or mentally inert. The eternal "why" is continually demanding an answer. The search for truth and the modification of practice in terms of the truth are daily activities. The true scientist can no more rest complacently on his findings of today that natural laws can contradict themselves.

School teachers in the classroom, principals in charge of their buildings, superintendents in charge of school systems have a multitude of problems, nearly all of which are complex. The danger which besets each one is that routine will absorb all the time and energy and crush out the questioning spirit. Many, no doubt, of the thousands of teachers and administrators in our schools are but faintly endowed with the scientific spirit. Perhaps some do not have it at all. The progress of the development of education as a science, however, is dependent upon the activities of those with something of the spirit of the true scientist. Some time each day or week in connection with some problem, each teacher or administrator should be keenly conscious of a dissatisfaction with things as they are. The dissatisfaction should express itself in an earnest quest for some information, more light on the problem, and not in self-pity or complaint. A consciousness of the problem, a questioning attitude concerning the value of the method or policy involved, a curiosity which is satisfied only with more knowledge, these are hopeful characteristics in any one connected with educational work. To the extent that you find these characteristics in yourself, to the extent that you follow the promptings earnestly and honestly, to that extent may you feel that you are a scientist.—Educational Research Bulletin.

**AWAKENING TO SMOKE DAMAGE**

Publication during the year of statements from smoke inspectors, scientists and engineers of the tremendous damage to health and property caused by the burning of coal in the raw state, have materially accelerated the change from solid fuels to gas.

Smoke, according to a specialist employed by the city of Cincinnati, costs the country $1,870,000,000 a year. To remedy this condition, he suggested two methods in fuel utilization: pulverize or carbonize. When the real market value of gas and its by-products is understood, he said, the prodigious daily waste of our valuable natural resources will stop.

Estimates place the cost of last winter's smoke pall in New York at $15 to $20 a family, with Cincinnati paying an extra $170,000 a year for laundering shirts and collars and Pittsburgh adding $16 per capita to the laundry bill. It was said 90,000 tons of soot fall every year in Chicago.

**INSTRUCTION FOR CHILDREN IN HOSPITALS**

Educational work for crippled children, white and colored, is conducted in hospitals of Richmond, Va., through co-operation of the State department of public instruction and the Crippled Children's Hospital Association, a volunteer organization. Since institution of the work in the three hospitals owned and operated by the Medical College of Virginia more than 500 children have been enrolled in classes. Remarkable progress has been made by some of the children in both regular school studies and handicraft, which is taught by a volunteer teacher. Principals and teachers throughout the State are requested to notify the county nurse, the Red Cross, or the State board of health of crippled children in their vicinity, in order that arrangements may be made, with parents' consent, for correction of defects.
personnel of its membership and its officers, but in its remarkable program of achievement. It would indeed have amply justified itself, if only its past achievements were taken into consideration. Among its outstanding accomplishments should at least be noticed that—

1. It has promulgated the progressive spirit of the New Virginia to the nation and to the world;

2. It has interpreted Virginia for Virginians, thus uniting all sections of the State in the common cause of All-Virginia;

3. It has effected the right sort of advertising and publicity of its resources and advantages;

4. It has enunciated the economic relationship of Virginia and many other important centers of commerce and industry;

5. It has sponsored a movement for the utilization of Virginia port facilities and the use of Virginia agricultural and manufactured products;

6. It has developed cooperation in the protection and the development of the forest resources of the State;

7. It has aided agricultural development and settlement;

8. It has led the agitation for a constructive tax-reform in Virginia;

9. It has taken a prominent part in the movement for the development of the State's water power resources;

10. It has stimulated efforts for the application of economy and efficiency in handling public affairs;

11. It has conducted a State-wide and National publicity campaign for the establishment of the Shenandoah National Park in Virginia.

But the State Chamber of Commerce is not content with past accomplishments; it has a program of vision that will bring a greater measure of All-Virginia service than ever before. It should have the support of all who have the good of Virginia at heart.

ARE YOU A SCIENTIST?

Although the term "scientist" means literally one who knows, the modern connotation of the word is perhaps more accurately expressed by the statement that a scientist is one who knows in part, maintains an open-minded attitude, and honestly desires to know the whole truth. The scientist is doubtless especially endowed with two characteristics, an insatiable curiosity and an absolute honesty in facing the truth as he finds it. Children, because of their curiosity, are often referred to as human question marks, but many of us seem to have lost that characteristic in large part, if not entirely, by the time we reach adulthood. We seem to be quite willing to accept things as they are without being curious as to why they are so or whether they could be changed procedures merely because someone else has used them. The major argument frequently advanced to Superintendent John Jones by the representative of a book company as the reason he should change the present text used in his schools to one published by this particular company is the number of cities which now use the latter book. Too often the argument advanced by the superintendent to convince his board that a certain policy should be inaugurated is that the other towns or cities of his class are now doing it. The prestige of numbers or the consensus of opinion seems to be a satisfactory answer to the question why.

Again, many of us are interested in the truth of a proposition or an investigation to the extent that it substantiates the belief that we already hold. The conclusions have been reached before the investigation has been made, and the facts revealed by the investigation are acceptable only to the extent that they agree with these conclusions. In so far as we are uncritical in our attitude, and satisfied to continue present procedure without raising questions of reason or of value or efficiency, we are not evidencing the scientific spirit. We are not
nevertheless he sees education as growth. His teaching and learning cycles, his discussion of sustained application, his carefully worked out schemes for direct teaching, his classification of schools into primary, secondary, and college on a basis of intellectual growth—these are destined to an ever-increasing influence on the American system of education.

Secondary education begins with Dr. Morrison whenever children are masters of the fundamentals, the tools for learning. Thus the middle grades become an integral part of one school, not merely a necessary evil between the primary and secondary schools. Teachers from the fourth grade up will find this book stimulating.

KATHERINE M. ANTHONY

A BOOK WORTH EMULATING


One of the series of County Geographies gotten out at the Cambridge University Press. A scholarly, scientific book, with maps and diagrams and many illustrations. Contains the general features, the geology, the natural advantages, and the industries. The historical part specializes on antiquities from pre-historic days down through the Roman and Anglo-Saxon times, and contains the roll of honor of the important men produced within this Riding, or third part (Triding), of England’s largest county. It is a very compact and authentic book of reference, which is suggestive of the detailed geographic and historic work which would be so well worth doing in the various sections of Virginia.

E. P. C.


If universal history is at bottom the history of the great men who have labored there, as Carlyle believed, it is reasonable to assume that those best qualified to speak and write about it are those who, by sheer force of their thought and acts, became leaders of the common mass of men. In American Patriotism, Mr. Hill has brought together poems, essays, and addresses by American statesmen, authors, and poets, that expound and interpret those noble ideals that have long been our common heritage. The plan is to have the great men who helped make the history interpret it. By critical choice and grouping of related readings at hand, the clever teacher can trace historically the vital force in our national life. American Patriotism is an excellent little book for teachers of history and of literature. A good textbook, too, for those who wish to stress the correlation of literature and history.

C. H. H.

REVERSING EDUCATIONAL REFORM


A scholarly study of our national life and the problems of contemporary education. Mr. Hart knows education from the days of primitive man on down to our “standardized” school of today. He sees no real progress in reforming schools for children; only by educating the young adults can we hope for a rebuilding of our civilization to keep pace with our economic development. The survey of contemporary movements in adult education includes the Saturday Evening Post, the Chautauqua movement, and the Danish Folk High Schools. It is in some American modification of the Danish scheme that Mr. Hart sees a possibility of an educated generation, so freed intellectually that it can attack our problems creatively.

The book is well written and delightful in its humor. Any educational leader who misses it is much the loser thereby.

KATHERINE M. ANTHONY
FIRST HITTITE EXPLORATIONS IN ASIA MINOR BY THE UNIVERSITY OF CHICAGO'S ORIENTAL INSTITUTE

After traveling some 2,600 miles in the heart of Asia Minor during the last three months, Mr. H. H. von der Osten, field director of Hittite explorations for the Oriental Institute of the University of Chicago, has just returned to America. His trip was one of exploration only, chiefly in the region between Angora, the new capital of Turkey, and Kaisariyeh. In this center of the ancient Hittite civilization, so unvisited by scientists heretofore that only three Hittite cities there were known, Mr. von der Osten has discovered fifty-five sites: cities, towns, or castles. Some of the city mounds show as many as eight different periods of occupancy, ranging from prehistoric down to Moslem times.

Hillocks and artificial mounds scattered along the stream valleys were found to link up into a complete system of signal posts, each one visible from at least two others, guarding this region from invaders. Some of the castles most strategically located were provided with stepped tunnels down through the hill along which troops might be maneuvered unseen by the enemy. A three-story subterranean temple, too, was discovered, together with the procession road leading thither.

Mr. von der Osten was accompanied and assisted by his wife. He succeeded in accomplishing many of his trips by auto, though roads in central Asia Minor are still largely unimproved or lacking. The Turkish government is, however, making progress in this as in other lines. Its officials were most courteous and helpful in forwarding the work of the expedition.

The director of the University's Oriental Institute is James Henry Breasted, chairman of the Department of Oriental Languages and Literatures, and the secretary is Thomas G. Allen, of the same department.

INSTITUTION'S LOCATION BASED ON SCIENTIFIC SURVEY

We have recently had an unusual educational exhibit in Montana. The Nineteenth Legislative Assembly of Montana authorized the establishment of a so-called Eastern Montana Normal School; that is, it was a normal school to be established east of the one hundred and tenth meridian. Due to some rather careful planning, the legislature accepted a proposition providing for the use of a scientific commission to survey the eastern portion of the State and recommend the location which seemed to insure suitable and most satisfactory returns from the standpoint of training teachers for the schools of Montana. As a result of that legislation a survey commission was chosen and its recommendations were accepted. In other words, an institution of higher education was located purely as a result of a commission's scientific survey. There were 12 or more contestants for the site, but the work of the commission was so outstanding that the adoption of the report met with almost universal approval.—Melvin A. Brandon, Chancellor of the University of Montana.

BOOKS

SIGNIFICANT EDUCATION PHILOSOPHY


Dr. Morrison offers no integration of views of other educators; rather he unfolds step by step his own educational philosophy developed in years of practical school work—the last six years as superintendent of the laboratory schools of the University of Chicago. The book is quite long, but it is cogent and clear; it is expensive, but it is a bargain at that.

Dr. Morrison puts the teacher too much in the foreground, to my way of thinking;
with photographs of rare beauty. Spanish paint-
ings, Spanish architecture, Spanish music all con-
tribute to the pupils information. The book is in-
tended for use in the second semester.

**Personal Hygiene Applied.** By Jesse Feiring 
Williams. Philadelphia: W. B. Saunders Com-
The first five chapters consider the meaning of 
health in terms of life; the remaining chapters 
consider in a systematic way hygiene from its 
scientific aspect. The book is planned for col-
lege students, but it will be useful for parents 
and patients in need of guidance for living.

**Plays By Richard Brinsley Sheridan.** Edited, 
with an introduction by Clayton Hamilton. New 
339.
For the drama class which undertakes a 
 thorough study of Sheridan this new book in the 
Modern Readers' Series will be invaluable. The 
volume offers The Rivals, St. Patrick's Day, The 
Duenna, The School for Scandal, and The Critic.

**Good English.** By William H. Elson and others. 
Chicago: Scott Foresman and Company. 
Book One. By William H. Elson, Laura E. 
Two. By William H. Elson, Clara E. Lynch, 
By William H. Elson, George L. Marsh, and 
A conservative series of language texts with 
plenty of work in usage and in formal grammar. 
The careful division of work in daily lessons 
will appeal to some teachers.

**NEWS OF THE COLLEGE** 
**AND ITS ALUMNÆ**

February is the shortest month, but it 
brings a full quota of campus activities 
with athletics taking the headlines. The 
Blue Stone varsity made a trip to Fredericksburg and played, according to reports 
from newspapers and witnesses, one of the 
fastest and smoothest games ever exhibited. 
The 25-11 score favored Harrisonburg. 
Equally fast and certainly more breathless 
was the game that about a thousand people 
attended in Walter Reed gymnasium, Mon-
day, February 7. Radford and Harrison-
burg kept moving the score up by ties until 
the spectators were in a frenzy. The game 
ended 26-25 in favor of Radford.
The faculty room in Harrison Hall has 
been converted into a reading room where all 
the newspapers and magazines are kept. 
The crowded condition in the library is thus 
relieved, and a place is furthermore provid-
ed where there is an atmosphere of light 
reading rather than of heavy study.

Study brings its rewards. The honor 
roll for the first quarter reads:

**Seniors—** Pauline Harbine Callender, 
Rockingham; Elizabeth Grubb, Norfolk; 
Mary Louise McCaleb, Iron Gate; and 
Kathryn Brown Roller, Harrisonburg.

**Juniors—** Thelma White Lewis, South 
Richmond; Helen Roche, Newport News; 
Mary Travers Armentrout, Mccaheysville; 
Jessie Woods Hill, Richmond; Mary Alice 
McNeil, Fishersville; Mary Gordon Phil-
lips, Gloucester; Virginia Mae Turpin, 
Norfolk; Elizabeth Genevieve Warwick, 
Norfolk.

**Sophomores—** Ruth Kimmerle Harris, 
Newport News; Elizabeth Lee Mason, 
Norfolk; and Florence Ellen Reese, Atlee.

**Freshmen—** Elizabeth Larmed Knight, 
Westfield, New Jersey; Bernice Amelia 
Mercer, Norfolk; Jessie Voight, Norfolk; 
Mary Eleanor Crane, Greenwood, West 
Virginia; and Elizabeth Kaminsky, Nor-
folk.

The literary societies are keeping up 
work on regular programs. Two new or-
organizations are being formed on the campus 
—a Mathematics Club and an Art Club, each for the specialists.

Y. W. services have been particularly in-
teresting this year and well attended. Other 
organizations frequently present programs 
at the Thursday night service.

The tea room continues in popularity, 
but is as yet un-named. A list of possible 
names suggested by students is now under 
consideration. Some predict that it will 
always be The Tea Room.

Work on the Schoolma'am progresses 
rapidly. All the individual photographs are 
taken; group pictures are now being made. 
Two tables are reserved in the dining room 
for the members of the staff; there they 
congregate and discuss deep secrets as they 
eat.—Not so many secrets are told at the 
French tables, but the young ladies there 
are learning the art of light conversation!
INCLUDING TESTS OF SPEED AND ACCURACY


These books presuppose a knowledge of the fundamental operations applied to integers, common fractions and decimals. Book One for the seventh grade begins immediately to tell a story of the number system and introduces the idea of graphs and then treats problems of the home and business forms. These problems and forms are followed by the introduction of a constructional geometry leading to problems of areas and volumes. Through the book are scattered tests for speed and accuracy.

Book Two for the 8th grade introduces the equation in simple form, extends the work on graphs, gives an introduction to the geometry of space with particular application to volume of solids, some problems of the kind ordinarily occurring in the home, and some practice in the theory of percentage.

It next introduces in a rather interesting way the question of taxes and insurance and a discussion of the ordinary business forms and not too difficult problems connected with them.

Finally, a little more elementary work in algebra is added and, as an afterthought, some discussion of the metric system of measures and weights appears. This book, too, introduces from time to time valuable tests for speed and accuracy.

It is the writer's opinion that if books of this sort were put into the hands of pupils in the 7th and 8th grades in place of the old straight topical form arithmetic, more interest would be aroused in the pupils.

H. A. Converse

OTHER BOOKS OF INTEREST


Good organization into units, much fresh material of intrinsic interest to children at this age, high standards in book making, a not-too-evident training in how to study; these books are fit members of this excellent series of basic readers.

ELEMENTS OF DIAGNOSIS AND JUDGMENT OF HANDWRITING. By Paul V. West. Pp. 22. 20 cents.

CORRECTING FAULTS REVEALED BY DIAGNOSIS. By Paul V. West. Pp. 16. 20 cents.

DIAGNOSTIC PRACTICE SENTENCES IN HANDWRITING. By Emery W. Learner. 28 cents per set of 25 cards. Teacher's Manual free with orders for 25 sets, otherwise 5 cents.

LEARNER'S HANDWRITING SCALE. By Emery W. Learner. 10 cents. Bloomington, Ill.; Public School Publishing Co. 1926.

These materials should make it possible for even the untrained teacher to apply some of the principles of psychology to the teaching of handwriting. The manuals give definite help while the Learner cards make it possible for each child to work at his own rate without much disturbance of the ordinary school situation.


A survey of the curriculum of the elementary school with the emphasis on things to do. Occupying a middle ground between the traditionalists and the progressives, well written, and enlivened with much concrete material, this book should have a wide use in general methods classes and in reading circles.


Chapters on technique and on the teaching of spelling, reading and literature, composition and grammar, arithmetic, history, and geography.


The suggested programs include many entertaining ideas; the plays are eight in number and include material useful for Better Speech Week. Commercial teachers and students will find in the book many stimulating suggestions.


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