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

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FOOT HILLS
Beulah Weldon

TEACHING AIDS IN FRENCH
Frances Cabell

HEALTH AND THE KINDERGARTEN
Martha Minton

VOCATIONAL GUIDANCE ON
THE COLLEGE LEVEL
Dr. Sidney B. Hall

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ALUMNAE NOTES

Published at the
State Teachers College
of Harrisonburg, Va.

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<tr>
<th>Institution</th>
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TECHNIQUE IN ORGANIZING
LARGE UNITS
by
KATHERINE M. ANTHONY

Reprinted from October, 1925, issue of Virginia Teacher
15 cents a copy
FOOT HILLS

The first-prize story in the third quarterly Harmon-Survey Award in the field of public education.

Our furniture was half in the truck and half on the sidewalk. Mr. Sweeny, the reporter of the Daily Herald, begged us for some details of our "flitting." We told him we were going "over the mountain." Why we were willing to leave a comfortable Pennsylvania Dutch brick house for the doubtful comfort of a mountain dwelling, he could not understand. We did tell him that we were going to open a little one-room school that had been closed for two years, but fearing that he would confuse us with missionaries, we said no more.

All the stories I had ever read of fairy-land came back to me as our truck plowed through the winding mud road, forded creeks and finally stopped before a tiny white-washed log cabin. The creek, spanned by a rough foot-log, flowed in front, a pine clad hill rose sharply opposite and a small peach orchard climbed abruptly from the back door. I am sure the driver of the truck was relieved to be there but gladder than he were the two young "mammy cats" that had journeyed in hat boxes fastened over the mud guards.

The doors and window frames of the cabin were olive green and the floors were clean. The house smelled of pine wood. Food was to be kept in a cave on a hillside. The chicken house was spacious, with cement floor, but untenanted and uncleaned for two years. Going for water was like a trip to Titania's palace, a narrow grassy path between tall pines, the spring coming "out of the rock" and flowing through a bark trough. With night came the first flaw. The door had no lock. Our nearest neighbor lived a mile away. In our city ignorance we were worried but a large rat trap soon solved our problem. This set firmly in the door which would not completely close assured us of safety.

Our first breakfast was exciting. My partner, Emma Burgess, economically burned up the scraps of paper and trash found in the house. I was in the act of turning the eggs when a terrific report shook the house. The stove lids rattled and the front panels of the stove flew out. A harmless looking little pill box of salt must have been priming powder.

That night old Lizette arrived. She was twenty-eight, but the proud curve of her neck bespoke a spirit of lingering youth. For hours that day I had labored with the chicken house. Fifty large boxes full of fertilizer had been cleaned off that floor and piled in the garden. Lizette's new home had been scrubbed and whitewashed. My back was stiff, but I forgot it when I looked at that beautiful old mare. We three were to live through many experiences together, some tragic, some humorous, but that moonlight night when she came to us, she won her way to our hearts.

The first month in the new little home was spent in learning to know our neighbors. Mattie Thompson came daily to give me lessons in the care of Lizette. The Urners invited us to a peach paring and we stayed until the moon had set. Then we surrendered ourselves to Lizette, who brought us in inky darkness through seven fordings of the creek to our cabin. We went to the Sunday school picnic held on the school grounds, and my heart sank when I stepped inside that school house. For two years the doors had been opened twice, once in August of each year for the picnic. Apparently the windows had been opened more frequently for there were evidences
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rules decided upon by the officers was that there was to be no spitting on the floor. When this announcement was made, Carrie, the one who had been afraid to vote, said loudly and without preface, "If I want to spit, I'm going to spit." This was challenged by the new vice-president who proceeded to prove forcibly that he was able to enforce rules by beating up Carrie's brother since he could not beat her.

A teacher of a formal school would have been horrified at many things. Much dog trading went on among the boys, one of whom owned fifteen. It was no uncommon occurrence to have a nice friendly dog, on his way from one home to another, spend the day tied to the leg of his owner's desk.

We found very early that we could simultaneously learn and play and be of some use to the community. The parents of the children had no recreation. We decided to furnish it. Every month we gave a play or a party of some sort to the grown-ups. First there was an Armistice Day celebration. The owner of the newspaper in the nearest village gave us a flag. The trustees of the school cut and planted a pole in the front yard. Everyone was invited. More than half of the guests refused the printed programs with words "can't read." The children sang and recited. The minister in his opening prayer thanked God that the teacher and the nurse had come to them. The flag was raised with ceremony and a tow-headed boy in overalls read the Declaration of Independence. The minister in his opening prayer thanked God that the teacher and the nurse had come to them.

During these months Emma Burgess was sowing the seeds that were to grow into a genuine interest in and respect for health. A tooth brush drill was introduced. The "chores" of the "Health Crusaders" were counted daily by striving "pages" and "squires," and the stumbling block for most of them was the weekly bath. The "chore" of washing hands before meals made it necessary for towels to be hemmed in sewing class and washed each day after the noonday meal. Hot soup or cocoa was cooked on the new wood stove, the sugar, cocoa and vegetables brought by the children in turn, the milk furnished by the "community cow," given to us by a kindly physician and the State Federation of Women's Clubs.

Christmas, Washington's Birthday, Easter, and the coming of spring were celebrated by school and community together. Mothers came to school to make the boys' costumes for the Health Pageant in May, the girls making their own in sewing class. A sloping hillside above a grassy meadow was our theatre. A sapling poplar was the May pole and an oak stump the Queen's throne.

Every experience taught us more forcibly that interest is the mainspring of learning. Children who were bored to apathy by school room routine sweated in their efforts to learn to read their parts in entertainments or the words of the songs they sang so happily.

During these months our household had rapidly grown. We had taken to live with us Aunt Liz's cow boy, Terence, little Maria and her two older sisters, who had been infected during their infancy by their tubercular mother. We took them first because
that it had been used as a lodging house by young men whose unsteady legs could not be trusted to carry them home. A platform stood at one end of the room and on it a desk with a slanting top. The dust-covered books were strewn in disorder on the floor. A picture of George Washington with the glass broken hung crookedly over the teacher's desk. The ancient seats were screwed tight to the floor which sagged alarmingly beneath the big rusty wood stove.

The week before school was to open we had a meeting with the trustees, Columbus Urner and Van Buren Reisler, and the County Superintendent of Schools. The third trustee, Annanias Brown, had been offended several years before and refused to attend. There were no sanitary arrangements, the girls' privy lying in a ditch and the boys' standing uncertainly over a branch of the creek. During that conversation I sacrificed my reputation for modesty, but achieved two modern sanitary toilets, placed the required distance from the stream, and therefore, conspicuously along the road. They had value as an example to the community; only forty per cent of our neighbors possessed one.

We finished our rounds of the neighborhood by the end of August. We visited every house, met the parents and enrolled the children for school. The grown-ups were courteous, but beneath their politeness we glimpsed their attitude toward "learning." Most of them were sincerely glad that the school was to be opened, but a few made it clear that should going to school affect the corn planting or the campaign "agin" potato bugs, the corn and bugs would come first.

We had been told that Aunt Liz had two children with her, little Maria, daughter of a niece dead at thirty with tuberculosis, and a boy "no kin, only the cow boy." Aunt Liz was glad to see us. Yes, her little Maria was a good child. She'd learn fast too. No, that was the only one. The boy couldn't learn. He was "dumb." They just kept him to watch the cows and he'd be no use if he went to school. To tell her that he must go, that the law required it was useless. The men "gigged" and dynamited the creek and trapped out of season. What could the law do anyway?

The great first day came at last with an enrollment of 24 boys and girls from 6 to 17 years old, and theoretically from the first to the seventh grade. They came barefoot and curious. We spent the day getting acquainted and by afternoon I had decided that there was only one way to grade my pupils, in two groups, those that had been in school and those that had not. If one child should perchance stray from one group to the other, it wouldn't matter much.

Those shy boys and girls in their overalls and calicoes, many of whose grandfathers had fought in the Civil War, had never heard of America. They thought their country was ruled by a king and that the name of the king was Mr. Wilson. Some were without doubt eligible for membership in the Daughters and Sons of the American Revolution. I soon found that they were lineal descendants of the men who revolted against George the Third, not only in the fact of birth but essentially in spirit. If they had had a motto it would have been, "we won't take nothin' off nobody."

The school tradition was for discipline by beating. Mr. Muller had achieved fame as a pedagogue, by making it necessary for the mothers to sew on each morning the buttons that had been spanked off the day before. I had been advised by a seasoned parent, the father of three "do less" boys and two prostitutes to "treat 'em rough," and so we formed a student government, albeit with difficulty. They had never heard of voting. My oldest girl, who was slow of speech and thought, was unwilling to vote. I finally got her to say that she had been told never to "sign no paper." The two "bad boys" of the school were elected president and vice-president. One of the
ing these communities together. The village three miles away was the logical center and so in the beginning of our fifth year we tore up our roots, not painlessly, and moved our family to the village. For two years I worked in the two-room school as assistant to the principal who had taught in the same room for forty years.

Miss Burgess was taken over by the health department first as public health nurse for the upper part of the county and then in charge of the county as a whole. After six years of classroom work I began to feel that what I had learned might possibly be put to some wider use. I did not want to leave my chosen state so I sought the State Superintendent of Schools. "Frankly," said he, "I see no place for you in our system unless you wish to train for a year or so as a helping teacher. But even then I doubt if you would do. You are interested in the sociological conditions surrounding the schoolhouse. That's all right, of course, but we want teachers whose main and controlling interest is in classroom methods." The vision of my daily schedule rose before me and I departed sadly and with many a backward glance at my beautiful adopted state.

Almost two years have passed and I return for the Christmas holidays. I find a vigorous county nursing and health program.

In the village the community club organized with much difficulty three years ago is flourishing. It holds a weekly meeting and dance and owns its own piano. The consolidated school is a solid fact of red brick. Its doors will open next week and to it next term will be brought the children of our little mountain school-house and those of the three similar and adjacent communities.

I think this means more light in the foot hills.

Beulah Weldon

HEALTH AND THE KINDERGARTEN

WHEN a little boy or girl forms any habit, whether it is a good or bad one, it is very, very hard to change it. "It is easy to change the course of a small stream, but it is not easy when the stream has become a great river." It is important that we start to form good habits while young. The earlier we begin, the stronger and more fixed the habit will become as we grow older. The more fixed the habit is in the child, the less plastic it becomes. It would be very easy to straighten a young tree that had been bent, by merely propping it up straight, but an old tree would never yield. So it is with a person who has formed a good or bad habit. When one has grown accustomed to doing anything, it is just as hard for him to change as it is for an old crooked tree to be straightened. At first the crooked tree was just as straight as the others, but something bent it just a little, and every time the wind blew it bent the tree a little more until it became very crooked. If when it was young an attempt had been made to straighten it, this could have been very easily done. Strong, straight trees cannot be bent when they are grown. This habit of always being straight has been so firmly fixed that they will always remain so. If the correct habits are formed in the child from the very beginning, by the time the child is grown these habits will be firmly fixed.

We form a habit by doing a thing over and over until it can be done without our having to think about it. After a thing has been done once, it is done more easily the second time and still more easily the third time. In a young child it is just as easy to form a good habit as it is to form a bad one or to form a habit which will count

they needed a home, but also because we found out, even in this short time, what happened to children left without proper guardianship. My partner made a six months' survey for the Department of Agriculture, which was an attempt to evaluate the human output of the community during the preceding hundred years. These findings were labelled "dynamite" and left unpublished, but they taught us the sordid future of children left without parents. Another reason for taking the children was the deep seated belief that God sent tuberculosis and that it was useless to expect to recover. The rapid cure of these two girls did much more than any amount of preaching, and besides our neighbors could no longer feel Old Aunt Carrie's contempt for "two old maids telling us how to bring up our children."

I should like to linger over those early months. The County Board of Education was generous. The platform was discarded and a new desk placed in the corner of the room. A new roof made the pails set about to catch the rain unnecessary. The children's desks were unscrewed from the floor so that the room could be used for community parties. When the new desks came, the old ones were taken out and placed under the trees. There on warm days the children studied in groups in the open air. One day when a visitor arrived, there were only six children in the room; the others were out under the trees. The student government put down deep roots. One morning our little Terence awoke with a cough and a temperature. I had to drive six miles for a doctor. My way led by the home of the vice-president of the student government. I stopped and asked him to open school without me. Returing at ten-thirty, I found the flag up, opening exercises over and three arithmetic classes in peaceful progress.

During the second summer the physicians in a nearby sanitorium volunteered to make a physical examination of the school children. We had one hundred per cent attendance, although some of them had to be "fetched" by old Lizette. The defects disclosed were corrected. This meant many trips to the County Seat where Miss Burgess specialised four cases of tonsillectomy at one time. A generous dentist from "over the mountain" held a dental clinic in our house.

Gradually our work developed and extended. A reading club and a "singing society" for grown-ups met once a week at the schoolhouse. Miss Burgess was authorized by the County Superintendents to extend her health activities to the three nearby schools. During the second year my "free" school was given a setback by the appearance on my wall of a daily schedule which divided my day in twenty-six periods. Its presence had a depressing psychological effect although I can truthfully say I never carried it out consistently one single day of my teaching.

For four years we lived and worked in our schoolhouse and on our little farm. "Manna" from interested friends helped to keep the family together. Now the "dumb" cow boy who had had to start in the first grade although ten years old was ready for high school after four years' study. One of the girls, too, was ready. We knew that just over the next foot-hill was another community exactly like ours, and another and another. We couldn't live in all of them and we couldn't induce others to leave the city for such a life as ours. (In my enthusiasm I had approached a number of colleges and talked to the seniors. This was during my second year of teaching. With more experience there came the conviction that much more than a college degree was necessary, that to place in an isolated rural school an inexperienced college girl—inexperienced in life, not in teaching method—would often be fatal to her and probably only a degree less so to the school.)

The only solution seemed to lie in bring-
titude towards health has been summarized as follows: "In no answer is there any suggestion that the child is interested in health in the abstract or as a future beneficial state. His sole health concern exists in application and relation to the immediate present. Interest in growing well and strong is nowhere indicated save as this state gives increased power and capacity for present enjoyment."

The child then has only a vague appreciation of the meaning of health. Every little boy wants to be strong and every little girl wants to be beautiful, so the teacher should build on these natural interests of the child. The first step, then, in the development of health habits is to make the child desire health. The child should not necessarily desire health for its own sake, but because it is the healthy child who is the successful and happy child. The first step in the health program is to weigh the children once a month. This furnishes a motive for practicing the health habits. There should be a Class-Room Weight Record on which the teacher records the monthly gain of the child. A star may be placed by the name of the child who has reached his normal weight. The children will all desire a gold star and will therefore be more willing to go to bed early, to clean their teeth, and to obey the other laws of health. Individual teachers may originate attractive methods for interesting the children in their monthly gain. One kindergarten teacher in the public schools of Newton, Mass., has prepared a card for each child, showing a miniature scale. A penciled arrow points to the desired weight and a movable arrow arises from a slit in the card to indicate the actual weight. Each child selects and colors a paper representative to stand on the scale and gleefully moves the adjustable hand after each weighing day. The cards are kept in a conspicuous place on the wall. Another teacher has drawn on the blackboard a meadow over which are many white clouds. Each boy has his kite. Each girl has her balloon, and every month the scale indicates how high each may fly. Those belonging to the children of normal weight or over, are soaring way above the clouds and appear as colored specks. Those flying lower belong to the children not quite up to weight.

In another room the children are having a race upstairs. Each child has a pictured flight of stairs and a paper representative who moves up or down as the scale indicates. The step of normal weight has a different color so that the child can see exactly where he stands.

In the kindergarten the child reproduces his or her own life with play materials. The use of the doll house may be one of the most effective means of teaching the correct health habits. Play situations are provided where health may be emphasized.

One child may begin the game by saying, "Betty is in bed, but she wants to get up bright and early."

"Ding, ding, ding," seven times does another child imitate the striking of the clock. Betty jumps quickly out of bed. She brushes her teeth up and down (the children may all go through the motion for her). Then Betty washes her face and hands and then her neck and ears. She carefully dresses herself, remembering to be very neat. All the suggestions for the care of Betty come from the children.

Betty then skips happily downstairs saying, "Good morning, mother. I am so very happy and hungry."

Betty always remembers to use her napkin while at the table, so she will keep her blouse clean. The children will then decide upon a suitable breakfast for Betty. A class discussion of what Betty should eat and what she should not eat will arise here.

After breakfast Betty gets ready for school. She skips all the way because she

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on the side of health as to form one which will count against it. One's habits of living are the foundation of good or poor health. As the right habits strengthen and harden the body while wrong ones weaken it and break it down, it is absolutely necessary that we start in the kindergarten to form the correct health habits in the child.

"In the first stages health education should be largely a matter of unconscious response to the right kind of environment." The teacher is a very important part of this environment. The child naturally imitates her mannerisms. It is therefore most important for the teacher to embody the ideals that she is trying to teach. She must be enthusiastic about health.

The ideal kindergarten room should have a southern exposure. The health of the child is greatly influenced by his physical environments. There should be a great many large windows which are low enough for the children to see outside. All kindergarten rooms should be open-air rooms as nearly as possible. The floor should be kept clean and should be brushed with sawdust. There should be a dressing room adjoining the kindergarten.

In addition to providing the right kind of environment, there are certain health habits which the children should be taught. By the time the child has completed his kindergarten work he should have established the following habits:

1. Brush the teeth twice daily, before breakfast and before going to bed.
2. Drink six glasses of water daily.
3. Drink milk. Tea or coffee not allowed.
4. Sleep long hours with window open.
5. Play out of doors daily.
6. Eat some vegetables or fruit every day.
7. Take a full bath at least once a week.

The kindergarten teacher has no means of checking up on these habits, as they are largely habits that must be formed out of school hours. All of the health teaching, however, may be done with these habits in mind. The kindergarten teacher may check up on the following habits:

1. Bring a clean handkerchief to school every day.
2. Have clean finger nails.
3. Have clean hands.
4. Have clean faces.
5. Have clean ears.
6. Have clean noses.

She should not ask each child if he has brushed his teeth or slept with his windows open as this very often tends to make the small child dishonest, but by having daily inspection the teacher may see that the child has clean finger nails or has brought a clean handkerchief.

Daily inspection should play an important part in checking on the health habits. This is necessary to prevent a lapse in the practice of the habit before it has become mechanical. This inspection should be made pleasurable, not painful. The children may sing their health songs while the inspection is taking place. There should be a corner where the children may go to clean their finger nails. The teacher may also provide soap and water and towels so that all dirty hands may be washed. The carrying out of this inspection depends upon the originality and initiative of the teacher.

The small child is not naturally concerned about his health. It is hard for him to understand why he should not put a pencil point into his mouth or why he should brush his teeth daily. It is difficult to form any health habit in the child unless he understands that it will help him to run faster or to play the game better than his companions.

An investigation in the Speyer School, in New York City, regarding the child's at-
a great deal to children about what they ought to do with the result that we create a certain "mental deafness" in them. They do not obey because they do not "mentally hear." The mind of the child is quicker to respond to the stimulus of an impression made upon any other sense than that of hearing.

Health posters are found on the walls of every kindergarten room. Children delight in looking at and discussing the pictures on these posters. There may be a poster to illustrate each of the rules of health. These posters may be made by the teacher or by the children. The children love to illustrate the health rhymes that they have made. Their crude illustrations may be used in making posters. Pictures of families are used in all kindergartens and these afford opportunities for talking about food and fresh air and proper clothing. One kindergarten teacher had her children make an alphabet book based on the child health alphabet. The children may make their own illustrations or they may cut pictures from magazines brought from home. In one kindergarten room there were two food charts hung on the wall. The children brought pictures of different foods which they had cut from magazines. In their discussion period, they talked about these foods deciding which ones were good for them and which ones were not good. On one chart they pasted the food that was good for them and on the other chart they pasted the foods that they should not eat.

The school lunch period in the kindergarten provides some of the most fruitful opportunities for establishing good habits. Following is a list of habits which may be developed:

1. Washing hands before eating.
2. Using individual cups.
3. Not exchanging food or picking it up from the floor.
4. Eating slowly.
5. Not handling other people's food.
6. Using a napkin.

It is natural that during the luncheon period we talk of things to eat. Foods that make us grow will naturally be emphasized. The group spirit which may be developed through the school lunch helps many a child to overcome a fancied dislike. The school lunch period offers an opportunity for developing the right food habits and for applying knowledge about foods. The period should be one of sociability enjoyed by all.

The child must be given some incentive to work for in establishing all of the health habits. The State Board of Health and the State Medical Society have adopted a plan by which the child receives a reward for his efforts. They have adopted a minimum health standard for a working basis in the health program, and the child reaching this present minimum standard is called a Five Point Child. It is necessary that he measure up to the following requirements:

1. Vision: Child indicates direction that letter E is pointing on the Quellen eye testing chart at a distance of twenty feet (each eye tested separately) or has glasses which are properly fitted.

Quellen's Test Types may be obtained from the Secretary of State Board of Education. Hartford, Conn.

2. Hearing: Child hears conversational voice at a distance of twenty feet. (Each ear tested separately).

3. Good teeth: Child has not stained teeth or unfilled cavities. (Preferably checked by dentist).

4. Throat: Child has no symptoms or trouble with tonsils and adenoids; not a mouth breather. (Preferably checked by doctor.)
is happy and feels so good after her nice breakfast.

After hanging up her coat and hat Betty seats herself at her desk. Here there will arise a discussion of how Betty should sit. Of course she should sit up nice and straight.

In their discussion the children will decide upon the habits that Betty should form and they will try to make these good habits their own.

The children may also be responsible for the care of the house. It must be kept clean and orderly and it must be dusted every day. The beds must be put near the window and they must be aired.

There may be an informal conversation period some time during the day. During this period the children may be very easily led to talk of the care of their dolls. This conversation will naturally lead to a discussion of what the doll should do to keep healthy and grow. Food, sleep, clothing and cleanliness will naturally be the chief topics of discussion. During this period the kindergarten teacher will find her best opportunities for health teaching, getting most of the suggestions from the children.

One teacher tells this anecdote to show how the children can teach one another through their play. There was a large family of dolls to be accommodated in a small doll house. There were only two beds in one room and there were three people to be provided for. One of the children was planning to have the dolls “double up,” but another child said, “No, we will have to make another bed because when people sleep together they snore their breath in each other's faces.” This is a good illustration of how vivid the play with dolls may be and how truths may be taught without formal instruction.

In introducing health teaching, rhymes have been used with great success. Children love to write these funny little health rhymes which may be based on Mother Goose rhymes or some other familiar poems. The following are examples of health rhymes which have been composed by small children.

Mary, Mary quite contrary,
How does your garden grow?
Carrots and lettuce, spinach and peas,
Green vegetables, all in a row.

Peter, Peter, orange eater,
Every day your smile grows sweeter.
One, two,
Milk's good for you!
Three, four,
Play out of doors.
Five, six,
Bread nice and thick.
Seven, eight,
Stand up straight.
Nine, ten,
Eggs from the hen.
Eleven, twelve,
Brush your teeth well.
And so on to—
Nineteen, twenty,
Healthy children are plenty.

The play song may also be used in attempting to strengthen the health habits. The children may dramatize getting ready to go to school. They sing this to the tune of “The Mulberry Bush”:

This is the way we wash our face
So early in the morning.
This is the way we brush our teeth, etc.

They may also dramatize preparing and eating breakfast. The instinct to act is predominant in every child. Even in the kindergarten children will find some way to dramatize almost every phase of the health program. Katherine Rembrant says that educating the mind of a little child of today is a matter of educating his body. “What he can do with his muscles, he can, also, do with his mind. Education by 'precept' has been relegated to the scrap heap; education by action has taken its place.” We still talk
TEACHING AIDS IN FRENCH

In an effort to aid both teacher and pupil in their language study, many new devices are being developed. It is my purpose in this paper to name and discuss the best of the new developments in such a way that the teacher in the field may be guided in his selection of teaching aids.

The French teacher should keep the immediate objectives of language study in mind when selecting his teaching aids, using only the ones that seem best to promote these objectives. These objectives are:

1. Development of power to read foreign language
2. Development of power to speak language
3. Development of power to understand language when spoken
4. Development of power to write language

Phonograph Records

A special aid to language pronunciation is found in the use of phonograph records. There are several different types of records available. The Iroquois Educational Records are divided into two sets intended for use with Fougeray's The Mastery of French, a direct method text-book. Set I is made up of individual words and phrases. Time is allowed between each phrase or word for repetition by the pupil. Set II consists of perfectly pronounced sentences including questions and answers on grammatical and practical subjects. A manual containing the arrangement of the French with the English equivalent accompanies these sets. The Student's Educational Records are based on Fraser and Squair's New Complete French Grammar. They give pronunciation of all vocabulary and all French sentences arranged in the same lesson groups as in the textbook. The Rosenthal Language Phone Method offers a course based on quotations from leading French authors. One play, "Il faut qu'une Porte," soit evuente en forme, by Musset is offered for advanced classes. The Aural Educators offer a set of records giving fables from La Fontaine. Le Corbeau et le Renard, La Cigale et la Fourmi, and L'Ours et les deux Compagnons are the most familiar ones spoken. Some of the results obtained from the use of these records are:

1. Standardization of pronunciation
2. Improvement of teacher's accent
3. Stimulation of class interest
4. Reduction of monotony of repetition
5. Aid to backward pupils

Direct Method Charts

The Bruce Publishing Company prints a direct method chart, consisting of pictures of flowers, fruits, vegetables, dining room and kitchen utensils, furniture, clothing, people, and all the ordinary objects of life. All pupils think in English and then translate their thoughts into French. These charts used in vocabulary teaching will aid the pupil to think directly in French; association of the French word with the picture of the object and not with the English word prevents this translation of thinking from language to language. D. C. Heath and Company publishes a dictionary called Petit Larousse Illustre, which has a picture for almost every word. The use of this dictionary will supplement the use of charts.

French Papers

Several publishing houses in America edit papers written entirely in French. These papers contain:

1. Descriptions of school life in France
2. News articles gleaned from French newspapers
3. Short stories
4. Jokes
5. Fashion notes from Paris
6. French games
5. Weight: Child is not ten per cent or more underweight; or not twenty per cent or more overweight.

This may be explained to the children by drawing a Five Point Star and naming each corner of the star with one of the five points. The interest of the child is immediately aroused and he will attempt to become a Five Point child. As a result, many corrections are being made. When a child once reaches the Five Point standard, he will naturally not want to fall below and he will become interested in practicing his health habits.

When the child reaches the Five Point standard, his picture is taken and placed in the album kept at the State Board of Health. In some countries the Five Point children are given blue ribbons at the County School Fair, and in other places they are selected for prominent parts in health program, especially the May Day Child Health Day celebration. Next year a state certificate will be awarded such children.

In the Health Education Series No. 4 there is given the aim and the guiding principles of this new education in health. "The end to be aimed at is not information but action: not simply knowledge of what things are desirable, but rather the habitual practice of the rules of healthy living." All successful health education must be positive rather than negative. "We must learn to think of health in terms of strength and beauty and joy, rather than of weakness and disease." "Thou shalt!" must be the command rather than "Thou shalt not!" We must not say, "Don’t forget to sleep with windows open or you will not be healthy." Instead we must say, "Sleep long hours with the windows open as that will help us to be more healthy."

"Health must not be taught didactically"

but by personal example. It should arise from the personal experience of the child and should be taught from his natural interests.

The teaching of health cannot be confined to any one period. It may be introduced into any study in the curriculum. The health discussions should take place whenever the occasion arises. "It is the what rather than the why which should be impressed on the younger children."8

"There are three ways in which a teacher can emphasize health work in the kindergarten. First, by establishing habits through the children’s natural response to a healthful environment. Second, by giving information in relation to actual life situations. Third, by creating an attitude toward health essentials through appeal to the imagination."9

The parent must cooperate with the teacher in the establishment of health habits. Repetition is one of the rules of habit formation. It is the responsibility of the home to establish the habits relative to activities carried on in the home and also to see that the habits which the teacher is trying to form is practiced while at home. The same standards should be maintained in the school and in the home. The parent’s attention should be called to the health standards before the child enters the kindergarten so that he will already have formed a great many good habits when he enters school. The kindergarten teacher receives the “beginner” and upon her is placed the responsibility of strengthening and making automatic the habits which will make the healthy child and therefore the happy and successful child.

MARTHA MINTON

8Health Education Series No. 4 Department of the Interior. Bureau of Education. (1919) pp 3-4.
1. Game of Vocabulary
2. Game of Pronouns
3. Game of Synonyms
4. Game of Antonyms
5. Game of Hour and Date
6. Game of Words
7. Game of Proverbs
8. Game of Famous People

Each game, consisting of a pack of forty cards, is played like the familiar game of Authors. For instance, in the Game of Vocabulary, one book is made up of les vêtements. The cards in this book are la robe, le chapeau, l’habit, le bas. The object of the game is to secure as many complete books as possible. The player at the left of the dealer calls for any card he desires to aid him in completing his book. The person holding the desired card must give it up to this player. This calling for cards continues in order around the table until the books are all completed. The pupils become interested in the playing and obtain valuable information in a pleasant and easy manner. These games would perhaps be more valuable for French Club Meetings than for regular class work. Anything of this nature would attract members to the club, who would not be interested in ordinary stilted programs.

La Semaine

Dr. Richard Wilson, Professor of French at the University of Virginia, has worked out a plan to handle large classes in French. He has compiled a weekly pamphlet called “La Semaine,” which contains the material to be studied for that week. Each lesson has a full explanation of the subject under discussion and a blank sheet of exercises to be written and handed in each day. A particular phase of French is assigned to each day of the week:
1. Dictation
2. Oral Exercises
3. Verb
4. Composition
5. Written Review of Week’s course

Model answers of the weekly and term examinations are published in the pamphlet to give the student an opportunity to correct his errors. La Semaine is issued to the students on the fifth day of each week. Books of coupons are obtained from the treasurer and used to obtain the pamphlet.

Standard Tests

An objective method of checking a student’s language progress has been a felt need for many years. A number of standardized tests very valuable for check-up work are now available. Most of them have several forms, so that the test may be given again later to show the pupil’s improvement or lack of improvement over a period of time. The kinds of tests obtainable, according to The Modern Foreign Language Study, are:

1. Vocabulary Tests
   a. French vocabulary tests—V. A. C. Henmon
   b. Iowa Placement Examination in French—Van der Beke and G. D. Stoddard
   c. Achievement Test in Vocabulary—Wilkins, Lawrence A. Supplement to Le Petit Journal
   d. Placement Test in French—Ben D. Wood, Albert A. Méras, and Suzanne Roth

2. Silent reading, or comprehension tests
   a. Silent Reading Test—C. H. Handschin
   b. Iowa Placement Examinations in French—Van der Beke, G. D. Stoddard
   c. Achievement Test in Comprehension—Wilkins, Lawrence A.
   d. Placement Test in French—Ben D. Wood, Albert A. Méras, Suzanne Roth

3. Sentence Translation Tests
   a. Sentence Translation Test—V. A. C. Henmon
   b. Placement Test in French—Ben D. Wood, Albert A. Méras, Suzanne Roth
7. Historical sketches
8. Pictures and cartoons
9. Tests covering material printed in paper (Le Petit Journal)

Notes in English explain any difficult constructions and allusions to unknown places in France. The papers most generally used are:
1. Le Petit Journal
2. Lectures Pour Tous
3. La Presse
4. L'Illustration

These papers are published bi-monthly from October until June. The interest of pupils in classwork is greatly increased by the use of the current events and other features in these papers. The tests furnished by Le Petit Journal offer an opportunity to check up on the pupil's knowledge of French in general, as well as his knowledge of the material contained in the paper. Doubleday, Page and Co. will forward subscriptions to any French newspapers or magazines desired.

Verb Blanks

Much time and attention in French teaching is given to regular and irregular verbs. A great deal of time can be saved in the writing of verb conjugations by the use of verb blanks. In sections reserved for each tense, the pronouns are printed with vacant spaces for the appropriate verb forms. The tenses are arranged under the principal parts from which they are derived. In this way the pupil gets a clear idea of the derivation of each tense as he writes it. These blanks make it easy for the teacher to check errors. The plan followed by many teachers is to have a verb written each day at the beginning of the period. In this way the verbs can be covered along with other material.

Idiom Blanks

Every student of French knows the amount of time and trouble necessary to learn the ordinary French idioms. Miss Genevieve Cheney, French instructor in Mount Vernon High School, New York, has worked out an idiom blank similar to the verb blank. These blanks are published in a pad of seventy-nine leaves. At the top of each leaf is a group of eight or nine common French idioms with their English meanings. The page is perforated just below these idioms so that the remainder of it can be torn off. On this part of the leaf are exercises in which the pupil has an opportunity to use the idioms just learned. These exercises include:
1. Completion of sentences
2. Conjugation of verbs
3. Short compositions
4. Translations of sentences into French

The list of idioms for each day is left in the pad for further study. By this method the time spent on idioms can be greatly shortened and other work can be included with idiom study.

French Correspondence

Professor Alfred G. Roehm at George Peabody College for Teachers has established a system of French correspondence which is quite valuable for a student of French. He attempts to get French correspondents for any children who desire them. The teacher should send Prof. Roehm the age, sex, year in school, and occupation of parents of each pupil. He will obtain a French child of the same status in life as a correspondent. The French child writes his letters in French and the American replies in English. In this way mutual language aid is given. Many interesting facts about the life in France, which it would be hard to obtain in any other way, can be gotten from these letters.

French Games

Another device, which aids greatly in increasing vocabulary, is the French game. The Bruce Publishing Company prints a series of eight games including,
8. Verb Tests
   a. Achievement Test in Verbs—Wilkins, Lawrence A.

   The use of standardized tests shows the following:
   
   1. Normal growth in ability to read, write, speak, and understand a foreign language by successive semesters
   2. Effect of varying methods on different abilities in language study
   3. Effect on achievement in various abilities by age that the study began by varying periods of disuse

   By the use of these tests the teacher can discover where the weakness of each pupil lies. With this information it is much easier to aid the pupil in his language study.

   FRANCES CABELL

THE HOME ECONOMICS DEPARTMENT GROWS

THE senior home economics class in the Harrisonburg High School consists of sixteen girls. They meet three times a week for eighty-minute periods. During the spring term of twelve weeks they will have as a class problem the enlargement of the laboratory facilities of the William H. Keister School. This problem will center their attention on principles of interior decoration, house arrangement, household purchasing, and home management.

Part One. What the Girls Will Do

1. Survey entire situation with view to making necessary changes:
   A. Check on the present floor plan, the equipment on hand, and on the lighting arrangement.
   B. Determine the necessary additions for the dining room; linen, silver, china, glass, wall and floor coverings, draperies.

2. Prepare a set of principles to be followed in the selection of the equipment:
   A. Dining room equipment and accessories; table service and linen, china, silver, window shades and draperies, floor and wall covering.
   B. Bed-living room equipment and decorations.

3. Purchase the equipment:
   A. Secure manufacturer's literature to be studied for comparison of products and prices.
   B. Make group surveys of local markets for suitable products and prices.
   C. Report findings to class, and devise budget.
   D. Purchase articles agreed upon.

4. Place equipment and decorations:
   A. Plan arrangement of storage space for linen, china, and silver.
   B. Rearrange office to make the bed-living room.
   C. Make draperies, day-bed cover, and window-seat cushion.

5. Select a related home problem for individual work:
   A. Choose problem in which the individual is most interested and obtain parents' consent to carry it out.
   B. Plan the problem, studying the present method used, making a digest of what must be accomplished, and outlining the method of attack.
   C. Work out the plan, changing outline as necessary, standardizing the method, and drawing conclusions.
   D. Report to class, giving the original plan, the alterations, and conclusions.

Part Two. Information the Girls Will Need

1. They will learn the possibilities of materials on hand:

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4. Composition Tests  
a. Achievement Test in Composition—Wilkins, A. Lawrence  

5. Grammar Tests  
a. French Composition and Grammar Test—C. H. Handschin  
b. Iowa Placement Examination in French—Van der Beke, G. D. Stoddard  

c. Achievement Test in Grammar—Wilkins, Lawrence, A.  
d. Placement Test in French—Ben D. wood, Albert A. Méras, Suzanne Roth  

6. Pronunciation Tests  
a. Achievement Test in Pronunciation—Wilkins, Lawrence A.  

7. Idiom Tests  
a. Achievement Test in Idioms—Wilkins, Lawrence A.  

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<td>Iroquois Pub. Co., Inc. Syracuse, N. Y.</td>
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<td>Student's Educational Records (Fraser and Squiar)</td>
<td>Students Educational Records, Modern Language Dept.</td>
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<td>Lakewood, N. J.</td>
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<td>Fable Records</td>
<td>Anral Educators, Inc. Lakewood, N. J.</td>
<td>$23.00 per set</td>
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<tr>
<td>Rosenthal Language Phone Method</td>
<td>Funk and Wagnalls, 354-360 Fourth Ave., N. Y. City</td>
<td>$23.00 per set</td>
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<td>Direct Method Charts</td>
<td>Bruce Pub. Company 129 Michigan St., Milwaukee, Wis.</td>
<td>$2.00 per chart</td>
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<tr>
<td>Petit Larousse Illustre' (Illustrated dictionary)</td>
<td>D. C. Heath &amp; Co. 231-245 West 39th St., N. Y. City</td>
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<td>Le Petit Journal</td>
<td>Doubleday, Page &amp; Co. Garden City, N. Y.</td>
<td>$1.50 per 16 issues</td>
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<tr>
<td>French newspapers and magazines</td>
<td>Doubleday, Page &amp; Co. Garden City, N. Y.</td>
<td>At subscription rates</td>
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<td>printed in France</td>
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<td>French Verb Blanks</td>
<td>Gaylord Bros. Syracuse, N. Y.</td>
<td>$2c per pad</td>
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<tr>
<td>French Idioms and Phrases—Cheney</td>
<td>Ginn &amp; Co. Boston, Mass.</td>
<td>75c per pad</td>
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<td>French Correspondent</td>
<td>International Corres. Bureau Peabody College, Nashville, Tenn.</td>
<td>10c per person</td>
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<td>Language Games</td>
<td>Bruce Pub. Co. 129 Michigan St., Milwaukee, Wis.</td>
<td>75c per set</td>
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<td>Handschin, C. H. Modern Language Tests</td>
<td>World Book Co. Yonkers-on-Hudson, New York</td>
<td>$1.00 per pkg. 50 tests</td>
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<td>Hermon, V. A. C. French Tests</td>
<td>World Book Co. Yonkers-on-Hudson, New York</td>
<td>50c per pkg. 25 tests</td>
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<td>State University of Iowa Press Iowa City, Iowa</td>
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plush. The most common materials for curtains are cheese cloth, dimity, scrim, marquisette, voile, and net, these being lighter in weight and pattern than materials for draperies. Hangers for draperies and curtains are wooden poles, brass rods, goose-neck rods, or wooden rings. Window shades are used for protection and are made of linen or cotton; they should lap two inches at the side and turn six inches at the top; duplex shades are good with the light color on the inside of the room; a dark color on inside of the room does not give an attractive effect.

G. They will learn about beds and bedding; metal beds are more sanitary than wooden ones; standard sizes for beds vary, being usually 6 ft. to 6 ft. 3 ins. long, and 4 ft. 6 ins. wide for full size, 4 ft wide for three quarter size, 3 ft. to 3 ft. 6 ins. for single bed, and 2 ft. 6 ins. to 3 ft. for couch bed. Four types of springs are common: woven wire for cots and cheap beds; woven wire with spring coils at the ends which can be renewed if necessary; national springs built of sections of wire and strong springs at end of each wire for tension, this being a medium priced spring; spiral spring, vertical wire spirals set on a wooden or metal base; and box springs made by covering the spiral with a thin mattress. Materials used for mattress and pillows are: corn husks, grass or hay, cotton tufting, cotton felt built up of layer on layer of thin cotton enclosed in a tick, wool felt made in the same way as cotton felt, hair, feathers, and kapoc, the latter being used largely for couch pillows. Sheets are made of cotton or linen; sheets should be torn before hemming; standard sizes are 72 ins. by 96 ins., 72 ins. by 108 ins., 90 ins. by 96 ins., and 90 ins. by 108 ins.; there should be a 12-18 ins. turn on all sides. Standard size for pillow slips is 22½ ins. by 36 ins. Bedspreads may be made of almost any material, the most common being cretonne, muslin, dimity, marseilles, or crochet. Blankets must be soft and warm, but not heavy; 60 to 80 per cent of wool is a good grade blanket; the quality of the wool is due to the length of wool fiber in the weave.

3. They will see the application of budgets:
A. They will learn how to plan for expenditures by finding total income for a definite period, listing fixed charges for the period, arranging charges to fit the income, and then dividing the budget into six headings: shelter, food, clothing, operating expenses, savings and advancement.
B. They will find out how to adjust a budget to their problem by: determining the income, listing the necessary expenditures, studying the market value of articles to be purchased, purchasing according to budget allowance, and delaying purchase of needed articles if necessary funds are lacking.
C. They will learn the economic principles involved in budget making:
The percentage spent on rent, operating, and clothing are more nearly fixed than that spent on food, advancement and savings; the lower the income the higher the percentage spent on food, the lower the income the less spent on advancement and savings; the higher the income the less spent on food, the higher the income the more spent on savings and advancement.

4. They will get an introduction to interior decoration
A. They will see the necessity for care-
A. They will see the value of placing furniture in units according to the intended use of the articles and the artistic appeal of the entire room.

B. They will learn how to renovate and remodel through cleaning surfaces and draperies, repainting surfaces, changing draperies, and making window seat and dressing table.

C. They will see the importance of selecting new furniture in accord with present possessions.

2. They will learn what to look for in buying:

A. They will consider: (1) the real use of the article to be purchased; (2) the kind of article wanted—our bed must have a footboard about ten inches above the mattress if it is to be used as a daybed; (3) the latest and best offering of manufacturers in the field; and (4) the definite cost limit to be set.

B. They will learn about china and porcelain; types of household pottery are earthenware and porcelain or china ware; the inner body of earthenware is soft while that of porcelain is hard; china or porcelain has a hard glaze, is non-absorbing and brittle; china comes in firsts and seconds, firsts being perfect in shape, design, and glaze; seconds may be bought if the imperfection is in shape or design, but not if it is in glaze as this affects durability and sanitation; china is sold either by the set or in open stock, the latter being the preferable way to buy.

C. They will learn about linen; the cloth should hang about ¾ yard from table; table runners and mats are attractive and practical on a bare table; a dozen napkins should be allowed for each cloth. The qualities desired in table linen are smooth texture, brilliancy of appearance, ease of giving up soil, and durability; the tests for linen are water or absorption, burning, tearing, and the glycerine test; linen is woven in single or double damask; a good quality of single damask wears better than a poor quality of double damask; small “allover” patterns are superior to large patterns as the latter are likely to pull in laundering; all linen launderers better than cotton and is more attractive; the firmness of weave depends on the number of threads per square inch, 180-220 warp threads being medium to fine; methods of bleaching have influence on wearing qualities.

D. They will learn about silver; the best shape and size of pieces; the effect of design on cleaning and appearance; the patterns made only in plate or solid and the patterns made in both; the types of plate, single, double, triple, reinforced, inlay block; the cost of silver and plated wear.

E. They will learn about glass; the determining qualities are smoothness, brilliancy, whiteness, transparency, freedom from bubbles and cloudiness; the kinds are lead and lime glass, lead glass being tough and lime glass brittle; the decoration is done by etching with acid or with emery wheels; pressed glass is less expensive than cut glass and therefore more desirable for everyday service.

F. They will learn about curtains and draperies; they are used to give warmth, cheer and color to a room, also to shield the room; they should be washable, non-fading, and rust-resistant; plain draperies should be used with figured rugs and vice versa; heavy materials exclude light; the style of draperies should suit the windows and room; the most common materials used are crash, sunfast, cretonne, rayon, linen, poplin, denim, velour, mohair, velvet, and
A GROUP OF PLANS FOR KINDERGARTEN AND FIRST GRADE

AN APPRECIATION LESSON: THE DUEL

Part One. Preliminary Data
Grade Taught: Kindergarten.
Time Allowance: Fifteen minutes.
Material: The poem, and an original story.

Billy's Birthday Present

Once upon a time there was a little boy named Billy. Billy had waited at the front window all day, because it was his birthday, and he was quite sure his daddy would bring him something when he came home from work.

When Billy's daddy came home, he had a great big bundle under his arm. Billy knew it was for him, so he could hardly wait to see what was in it. When he unwrapped it, he found a gingham dog and a calico cat.

Billy played with his dog and cat until it was time to go to bed. He put them on the table where he could get them early next morning, and ran off to bed.

The next morning Billy was up bright and early. He ran down stairs for his dog and cat, but they were not there. Billy looked, his mother and daddy looked, and everybody looked; but no one could find the dog or cat. They finally agreed that a burglar must have come during the night and taken the pair away. No one knew what happened to them.

B. Introducing the theme of the poem
What do a dog and cat usually do when they first meet? I am going to tell you a story about a gingham dog and a calico cat who came to live together with a little boy.

I shall tell the story here.

2. Reading and discussing the poem
I shall tell them that the poem explains what happened to the dog and cat.

I shall read the poem rather slowly the first time to help them get the meaning. After free comments on the poem I shall reread it.

What happened to the gingham dog and calico cat?
Which part of the poem would you like to hear again?

I shall tell them that the poem was written by Eugene Field, a poet who loved little children and wrote a great many poems for them.

Ruth Carey

A FIRST GRADE READING LESSON
—BABY RAY'S FRIENDS

Part One. Preliminary Data
Grade: Low first, children having had five weeks work in reading.
Time Allowance: Two twenty-five minute periods.
Material: A poster with a picture of each character the class has read about, these being cut from magazines; strips of cardboard each containing a sentence story about one character, such as:

Babby Ray had a dog.
The kitty-cats are cunning.
Baby Ray loved the white rabbits.

Part Two. Steps in the Lesson
1. Creating the urge to write a story
A. I shall show the class the poster and encourage free comments on it.
B. When they notice that room is left for a story I shall suggest that they write one.
ful furniture placement; furniture must be arranged in usable units, i. e. floor lamp near piano; furniture must be balanced, i. e. high boy and piano in one end of the room and two chairs in the other is one-sided.

B. They will consider lighting arrangement; window placement and natural lighting features, artificial lighting including fuels for lighting, kinds and placement of fixtures.

C. They will trace the development of present furniture from its beginnings; the evolution of the bed from a bundle of leaves to Simmons twin beds, the evolution of the dining room table from a crude log, the origin of the fork, knife, and spoon.

**PART THREE. Skills and Abilities**

1. They will learn how to make a budget:
   A. They will apportion income to cover necessary expenditures and allow for savings.
   B. They will keep accounts of incoming and outgoing funds.

2. They will gain skill in sewing:
   A. They will have practice in designing and cutting window draperies, daybed cover, and window seat cushion.
   B. They will learn to make a napery hem on the table cloth and napkins.

**PART FOUR. Attitudes and Ideals**

1. Their viewpoint of household management will be modified:
   A. They will see that homemaking must be scientific to be successful.
   B. They will see that a knowledge of many subjects is needed in homemaking and housewifery.

2. They will get an understanding of scientific purchasing:
   A. They will realize the value of thoughtful buying.
   B. They will be better able to appreciate the effort on the part of the sales force to please the customer.

3. They will see the value of art in homemaking:
   A. They will realize that money is not the essential for an attractive home.
   B. They will appreciate the value of the personal touch in the home.

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**BIBLIOGRAPHY**

1. For the Pupils
   **A. Interior Decoration**

   **B. Home Management**

2. For the Teacher
   **A. Interior Decoration**

   **B. Home Management**
to be the most probable cause, a survey of the foods eaten by the children at each of their three daily meals was taken. The results were tabulated on a chart and hung in the room. The breakfasts ranged all the way from none at all to perfectly balanced meals. It was easy to see that the up-to-weight children ate the best breakfasts. The meals for the day were rated by a food chart (Peabody Journal of Ed.: Vol. 1 No. 6). This chart showed the foods necessary for building, for giving energy, and for keeping healthy. The under-weights found that they were neglecting one of these three kinds in their daily meals. This chart stayed on the board for about three months and it became a habit to compare actual meals with perfect ones. The interest in this chart led the children to write and give a health play.

In this play the King and Queen of Healthland sought aid in helping boys and girls to live healthier lives. The servants brought in foods one at a time and each food had to give convincing arguments before it was permitted to enter Healthland. This resulted in a debate, because the king and queen had to give arguments that would keep out undesirable foods and admit desirable ones. All the foods the children had been eating came. Tea and coffee were the last to ask for admittance and the whole court of Healthland left in order to fight them.

The interest which the children took in this activity secured the interest and cooperation from the homes, therefore a surprising number of the fifty percent have come up to weight during the past six months.

Marie Alexander—4B Grade

TRAINING SCHOOL NEWS

A Second Grade Health Play

After the children had discussed what one must be to become a five-point child and found out that many of them were under-weight, they were eager to do something to overcome this condition. From stories and poems which they read or heard they found that certain foods were builders and would increase their weight. The foods that made the most impression were milk, hot cereal, and vegetables.

Through the courtesy of the Cream of Wheat Co., each child was given a sample of cream of wheat and a chart to be kept by each child for four weeks. Before the end of the four weeks almost one hundred percent of the class was eating hot cereal several mornings each week.

The children also became interested in other things that make for healthy living. They ordered tooth brushes to be sold in the school. They prepared posters, appointed an advertising committee, and conducted a tooth brush campaign. Each child had as his goal the brushing of his teeth at least twice a day.

The Life Bouy Soap Co. sent samples and charts on which “Keeping Clean” records were kept by means of gold stars for completed goals. This phase of the unit made the children more careful of their clothing and their bodies.

One child said that his mother was so interested in the health work that she wanted to come to school to hear more about it. The class then decided that perhaps all the mothers might be interested so they planned to invite them to a play.

They decided to have the following characters in their play; mother, father, child, nurse, doctor; friends of health (milk, eggs, apples, pumpkins, carrots, potatoes, beets, hot cereal, sleep, play, fresh air, tooth brush, and cleanliness); enemies of health (candy, coffee, dirty hands, fingers-in-the-mouth, and germs). They made the costumes for these characters and decided what they should say and do.

This is the plot they worked out. The family was made up of a father, mother, and little girl. The father warned the child against becoming friends with injurious
2. Guiding the children in writing the story
   A. Each child will choose one of the sentence stories. He will read this silently asking for help if necessary. Then he will read his sentence to the class.
   B. Each child will make up a sentence about the character he has and tell it to the class. I shall write these on the blackboard.
   C. The children will all read the entire story silently. One child will then read it orally. The class will be encouraged to suggest changes in the story.
   D. The children will give the story a name.

3. Checking on the story
   For the next reading lesson I shall have the story printed underneath the pictures on the poster.
   A. I shall have the class read silently and then orally following such directions as:
      Find and read aloud the line that tells what the rabbits liked to eat.
      Find and read aloud the line that tells where the dog lived.
   B. I shall have a phrase and word drill by using such directions as:
      Find the word that tells what kind of ears the dogs had.
      Find the word that tells where the kitty-cats were.

   Madeline W. Whitlock

PROBLEM SOLVING IN THE FIRST GRADE: SOLDIER CAPS FOR WASHINGTON'S BIRTHDAY

Note: This plan is used for two reasons. First, it shows that although an experienced teacher makes brief plans, yet she thinks her lesson through in definite incidents or stages. Second, Miss Cornell has used a traditionally formal exercise as an opportunity for creative expression on the children's part.

Part One. Preliminary Data

Grade Taught: Low first.
Time Allowance: One forty-five minute period.

Materials: Pictures of children wearing different kinds of paper caps; newspapers and pins for making pattern caps; large sheets of white paper and scraps of red paper for making real caps; pins.

Part Two. Steps in the Lesson

1. Initiating the problem
   What do we still need to make us look like soldiers in our Washington's birthday parade?
   How can we get soldier caps? Can any one tell us how to make a cap? Would you like to try to make your own patterns?

2. Making the patterns
   A. Each child will make his own pattern, the teacher making suggestions only where it is absolutely necessary.
   B. Each child will show his trial cap to the class. They will compare it with the pictured caps and with other caps they have seen.
   C. The class will select caps to be copied for the parade, making any suggestions for improvement they wish.

3. Making the real caps
4. Marching with the finished caps.

   Ruth Carey

OTHER ACTIVITIES IN THE TRAINING SCHOOL

HEALTH LAND IN THE FOURTH GRADE

When the Fourth Grade children compared their actual and normal weights last fall, there was a great stir. Almost fifty percent were underweight and a five-point certificate could not be awarded unless something could be done about it. The aim of every child is to own a five-point certificate, so every one was eager to find the trouble and correct it if possible.

In response to the question, "Why are people underweight?" a list of causes was put on the board. Others were added as references giving probable causes were read. Since improper diet was discovered
EDUCATIONAL COMMENT

VOCATIONAL GUIDANCE ON THE COLLEGE LEVEL

With the marvelous growth of the public high school and the accompanying growth of the universities and colleges has come many new administrative problems. Instead of training a few men for the professions of life, we are now training men and women for a multitude of professions and occupations. So long as professional training was comparatively narrow and confined to the selected few, the problem was indeed very simple. Now, however, with the great influx of students both in the high school and the college, and with the continuing high percentage of failures, semi-failures, withdrawals for unknown causes, and transfers from one course of study to another, both in our high schools and colleges, with all the waste of educational effort and sacrifice of human energy and happiness that these things imply, we are beginning to realize that our task is more than simply teaching the student. We are rather recognizing that learning to know the individual is as important as teaching him.

In other words, all of these statements which have just been made are but constant reminders to both teacher and administrator of the inescapable demands of vocational and professional guidance. The basic philosophy underlying the whole idea of guidance may be understood by the following statement: education is guidance. In this statement you readily recognize that the term “Guidance” is comprehensive. It includes both the educational and the vocational aspects.

In order to develop a program of guidance on the college level, it is necessary that the following fundamental principles be carefully observed:

1. That guidance is the peculiar function of the junior and senior high school. These institutions deal with the student at the most impressionable period of life, namely, adolescence. On the other hand, however, guidance is also a function of the college and probably of the university.

2. Colleges should have flexible entrance requirements, but very rigid selective processes. Administration may then become active selection rather than passive acceptance of the best of those who happen for one reason or another to apply for admission to college.

3. Colleges should send to all high schools bulletins describing courses offered with their vocational objectives, and explaining prerequisites.

4. After a college has selected its students, it should then assume full responsibility for them.

5. In assuming this responsibility and coping with it, a very definite guidance program is essential.

6. In carrying out this program there is great need for such an officer as counsellor or dean of freshmen with very definite training, who in turn should have all the available avenues of approach to and contacts with the student.

7. This counsellor or dean of freshmen should perform, or have performed, the following functions:
foods or with bad habits such as putting fingers in the mouth. The child disobeyed and became ill. The doctor and nurse were sent for and they found that the child could not get well without the aid of the health friends. These came gladly when the doctor sent for them and they cured the child. Then the tiny health fairies danced in and all sang a health song to the tune of Here We Go Around the Mulberry Bush. Thus the lessons in health were brought home to the class and to the mothers in a most impressive manner.

Bertha McCollum—2A Grade

PRACTICE SHEETS IN THIRD GRADE NUMBER WORK

An investigation of such courses of study as Moore's Minimum Essentials, Baltimore County Course of Study, and Virginia State Course of Study, was made to find out just what in arithmetic should be covered by the third grade. As a result the examples are arranged according to difficulty into a series of jobs; for instance, the 100 addition facts are given like this \( \begin{array}{c}
4 \\
6 \\
8 \\
\end{array} \) \( \begin{array}{c}
+2 \\
+5 \\
+3 \\
\end{array} \) to be worked in four minutes. The time limit is gotten by using the median speed of an average group of children in the 3 B Grade and verifying it by other groups in the grade.

A set of practice sheets are provided for each job in addition and subtraction. The examples are taken from the drill pages in the Alexander-Sarratt Primary Arithmetic (B. F. Johnson Publishing Co., Richmond, Va.). The sheets are made from 9x12 ins. construction paper or any cardboard. The examples are arranged in rows; below each row of examples a section is cut out. The child fits this sheet over his paper and he writes the answers on his paper under the examples like this:

\[
\begin{array}{c}
4 \\
6 \\
8 \\
\hline
+2 & +5 & +3 \\
\hline
9 \\
7 \\
6 \\
\hline
+2 & +3 & +7 \\
\end{array}
\]

The idea was gotten from the Studebaker Economy Practice Exercises in Arithmetic (Scott Foresman and Co.) There is an answer card to go with each set of practice leaves. Both are filed in portfolios available to the child.

Each child is given a copy of the arithmetic jobs to take home. The pupils enjoy writing a note to mother and father asking for their help in getting ready for a test day. The practice leaves may be taken home and at odd moments in the day at school they may be used for practice by the pupils. They can check themselves by the answer cards.

Special days are set aside as test days. At such a time each child takes a test on the goal for which he is ready. No jobs are skipped. When the pupils are taking these tests an attempt is made to have ideal testing conditions in the room. Any method of testing may be used. Each half minute the time may be put on the board and the child copies the time he sees on the board when he finishes.

Each child keeps a record of his progress. All errors are tabulated and each child knows why he failed to pass the test. He also knows what he must do to pass the test the next time. Individual help is always given when needed. This work has given interest, definiteness, and thoroughness to the number work in this grade.

Gladys Goodman—3B Grade

Student government by men students of the University of Wisconsin has been abandoned after 20 years' effort of the men to administer disciplinary powers granted by university officials. The student court in a body submitted its resignation this fall to the board of regents, and discipline of men students reverts to the faculty. Woman students, however, have built up a strong organization, and activities of the women's self-government association are steadily increasing in effectiveness and importance.
our rural boys and girls will make a wiser choice than now between life at the crossroads and life on Main Street. Will Virginia's leaders awake to the fact that the "hope of rural America lies in the education of the youth," and lay aside political issues and economic theories for such a sound financial plan as that of California or Massachusetts, before the hour is too late? Or will ignorance and conservatism have reduced our agricultural class, which once furnished the nation's first leaders, to an European-like peasantry because its schools were of the eighteenth and not the twentieth century in their outlook?

W. J. Gifford

STORIES TOLD BY FIGURES

Here are three books apparently covering all the ordinary applications of arithmetic from the beginning in which the need for number is shown by story and picture along with exercises which illustrate the operations required and the number of facts necessary to carry on these operations, clear through to the consideration of the questions of the cost of renting or owning a home, borrowing money for use in business, expenses of the Federal Government, and practically all questions in which the ordinary operations of arithmetic are used.

The first book appears to cover the work of the first four grades and the need of the number facts introduced in each case is brought to the attention of the child by means of interesting stories and numerous illustrations. This book closes with a set of test exercises for discovering one's weaknesses in the elementary application of the fundamental operations along with a few simple tables of denominate numbers for reference.

Book Two for the fourth and fifth grades keeps up the interesting stories under such captions as The Story of Bread, Our Supply of Meat and Its Cost, The Story of Coal, How Science Protects our Health, and so on. We are carried through the usual review of fundamental operations with the introduction to and practice of percentage and the use of practical measurements and denominate numbers. Again this book closes with a very interesting group of tests under the general heading of How to Find and Cure Your Weak Point in Arithmetic. These tests, if properly handled by the teacher and the pupil together, should be of great value for the development of accurate computation.

Book Three, covering perhaps the last two years of arithmetic, brings in applications of arithmetical computation in such subjects as Paying for a College Education, Keeping Private Accounts, Investment in Stocks and Bonds, The Value of Life Insurance, How a Bank Serves a Community, and so on. The same general plan of a running story or an illuminating picture or graph showing the need of the operations required obtains through the book. Toward the end of the book we have a chapter containing an elementary account of the metric system and such operations as square and cube root and rules for mensuration with tables for reference.

The three books as a whole give perhaps as complete an exposition as could be expected of the ways in which numerical computation may be carried on in order to obtain the results ordinarily required in the life of any individual, and appear to contain not only all the arithmetical knowledge necessary for the ordinary citizen but also a means of testing the correctness of this computation. The thoughtful reader, although no longer a child, will find much of interest in these books.

H. A. Converse
1. The conducting of orientation courses.
2. Providing for freshman week.
3. Acquainting freshmen with college customs.
4. Selecting, in conjunction with the president and dean, teachers conspicuous for their teaching ability to handle all freshmen classes.
5. Utilizing tests of (1) intelligence, (2) achievement, (3) character, and also personality ratings and personal interviews.
6. Sectioning classes according to the results of the psychological and achievement tests used.
7. Providing a balance between curricula and extra-curricula activities.
8. Providing for individual differences.
9. Providing specific information courses throughout college.
10. Providing avenues through which attainment of students' goal may be secured; in other words, giving a thorough course in vocational education, the purpose of which will be to acquaint the students with the philosophies and objectives of vocational education in the various professions and occupations of life.
11. Providing for the revision of the curriculum wherever necessary.
12. Endeavoring to relate instructional materials to students' life.
13. Providing for the readjustment of misfits as necessity may demand.
14. Although guidance in college is essentially a freshman problem, provision should be made for the remaining years of college life.
15. In order to make such provision, there should be class or departmental advisers who work on a co-operative scheme of guidance.
16. Throughout the college career of each student there should be provision for placement and follow-up. With reference to placement, the students should be located in summer positions, the nature of which should be comparable to the course which they are pursuing.
17. Clubs and organizations should be developed according to the interests of the students, such as Engineering Club, Chemical Club, Education Club, etc. In these clubs and organizations the student should be faced with such situations as would require participation, purposeful activity and careful observation.

Dr. Sidney B. Hall

BOOKS

CAN TWENTIETH CENTURY CHILDREN BE TRAINED IN EIGHTH CENTURY SCHOOLS?


Dr. Campbell writes this sympathetic and stirring account of the rural life problem from a long and varied experience, and has assembled an unusually practical body of data—economic, social and educational. In the main the first half of the book is concerned with the social and economical aspects of the problem—the trend toward peasantry, the cityward migration of the strongest, and the counteracting tendencies of co-operative growing and marketing. The latter half of the book is chiefly devoted to the educational task, taking for its text the Jeffersonian dictum that "no people can remain both ignorant and free." The author here brings out clearly the values of consolidation, of the farm-life type of school, of rural vocational education, and of adequate financing.

Of particular significance for Virginia are two concepts: the accurate classification of the opponents and proponents of an adequate system of rural schools; and an interpretation of the financial plans of other states which offer the rural boy and girl an opportunity somewhat equivalent to that of his city brother and sister. Better buildings, better teachers, a better curriculum, better equipment, a longer school term—and
Confessional, Goodman's Dust of the Road, O'Neill's Ile, Drinkwater's God of Quiet, and Kemp's The White Hawk.


Truly an anthology, this gathering of poetic flowers is probably the best collection of contemporary verse now available in a single volume for high school students. The editor has brought to his undertaking not only a fine feeling for poetry, but a keen ability in interpretation which informs much of his critical comment.

Speaking of free verse, Mr. French writes: "With a little practice any reader can tell the difference between good and bad verse. The two things are as unlike as two copper wires, one of which is carrying an electric current." What an informing comparison is that! And let it be said of a remarkably large proportion of the verse in this volume is "charged."

But emotional content alone does not make poetry. And, as evidence of the editor's sense in this respect, another casual note may be cited: "Wars and other occasions of national moment always call forth a flood of verse, ninety-nine per cent of which is very bad indeed. The reason is simple. Art of every kind is the result of emotion which has been disciplined within form. Such an event as a war rouses emotions in all men; but only a few have the ability or the willingness to discipline their feelings, and even fewer have a clear idea of form."

This poetry is by American, English, Irish, and Canadian writers, all of whom were living in 1900.


This text makes an appeal to the teacher on the basis of its brevity and conciseness of treatment. Among the interesting features are the early introduction of the definitions of the functions in terms of rectangular co-ordinates, saving some time and duplication of material in the definitions of trigonometric functions for the general angle. The periodicity of trigonometric functions is shown graphically by the use of both rectangular and polar co-ordinates. In the graphic representation of the functions in rectangular co-ordinates, the graphs are not nearly out of proportion owing to the fact that the measured distance pi on the axis is more nearly equal in length to two units than to 3 1/7, which is its approximately correct length. The objection to giving a pupil the wrong idea of the proportion of the sine curve to the cosine curve could, however, be very readily corrected in another edition.

Further, the use of degrees as units on one axis and numbers on the other without proper explanation of the meaning, seems questionable.

The author has introduced the use of the theory of projection in order to simplify the proof of addition theorem.

The text contains a page of useful algebraic, geometric and logarithmic formula.

The use of logarithmic and trigonometric tables is accompanied by tables for squares, cubes, and square and cube roots of numbers, and tables for conversion of radians to degrees, and also from minutes and seconds to decimal parts of a degree, and vice versa, with a terse explanation of the tables at the beginning.

To one who desires to give his trigonometry in a tabloid form the book will probably be useful.


The author has planned this work as a textbook for prospective teachers that they may be intelligent co-workers with school administrators, and for prospective non-teachers that they may be intelligent citizen-taxpayers and lay educational leaders. Altho in some respects the organization may be open to criticism, the part of local, state, and national features of school administration are interpreted in their interdependent functioning. The significance of the state as the directing unit, and the newer special tasks it is undertaking in the education of the less fortunate classes and in vocational education of different types—these are shown to be the outgrowth of the American concept of democracy.


This book is an attempt to meet the need that has been felt for some time for a text that would be of assistance to students about to enter upon their practice teaching. It is based upon what the author thinks to be the essentials in an introductory course in teaching practice.

The first of these essentials is an organized body of principles upon which the teaching procedure is based and which must be derived from the psychology of learning, namely, self activity, interest, and preparation and mental set. In this way the student is introduced to psychology as an aid in the solving of classroom problems.

The second essential is to become acquainted with and to evaluate the various "methods" or "plans" of procedure or as they are sometimes called, "types of learning." Under these the author lists and discusses the lesson for habits and skill, the lesson for appreciation, and the lesson for mastering knowledge.

The third feature which the author deems necessary to developing a well-grounded technique of teaching is carefully directed observation and first-hand study of actual teaching. Following out this idea chapters twelve to sixteen inclusive take up such problems as organization of subject matter, directing the recitation, directing study, use of projects and the developing of social responsibility. After each chapter is an outline guide for observation which should be of great help to both student and instructor in preparing for observations in the training school.

Throughout the book the writer has shown himself to be in sympathy with the modern education which emphasizes pupil initiative.
SOURCE BOOK IN EDUCATIONAL PSYCHOLOGY


Teachers of educational psychology have been waiting for such a volume for some time and will be pleased to have at least one available source-book in the field. The more than six hundred selections are supplemented with "questions and problems" following each chapter. To short chapter bibliographies is added a longer general bibliography at the end of the book. A glossary as well as a careful index render the volume more useful.

First impressions lead one to question the inclusion of numerous excerpts which seem to belong to the field of general psychology. Furthermore the book quotes widely from materials not freshly from the press, while numerous recent publications seem to have been overlooked. Again the number of topics seems out of balance, when one notes, for example, that less than eighty selections are given on the two topics of individual differences and the learning process as against a total of a hundred and fifteen on heredity and intelligence. Moreover, such topics as apperception, association, memory, imagination, attention and interest, consume a disproportionate amount of space with the rest of the treatise, when psychology is undergoing such a fundamental revision and this classification is being constantly challenged.

On the other hand, the authors have prefaced each chapter with a valuable short introductory discussion, have sought to cater to no one school of psychological thought, and have in the main kept the excerpts relatively short. They have also, where it seemed important, prefaced readings with a short explanatory statement, or where no suitable reference was to be had they have written upon the topic themselves. Undoubtedly teachers of educational psychology with limited libraries will find here a serviceable tool for their students. These authors are pioneers in an important field of work.

W. J. Gifford

OTHER BOOKS OF INTEREST TO TEACHERS


Some of the outstanding features of this beginning Latin Book are the simple and novel presentation of subject matter, the excellent vocabulary drill, the numerous illustrations and tables showing the relation of English words to Latin and Latin words to one another, the list of Latin idioms and expressions, and the summary of Latin mottoes.

The lessons are so arranged that the vocabulary and principles are on the righthand page and the exercises based on those principles are on the reverse side of the page, so as not to be accessible to the student in the classroom. The Latin stories and Latin play will be a source of inspiration to beginners.


This book intended for immature beginners the lessons present one principle at a time, for instance, one case of a declension instead of the entire declension.

The Latin readings fulfill the demands of the Report of the Classical Investigation. The English readings discuss Roman children's life, education, customs, etc.

The numerous illustrations which bear directly on the subject matter give something of a cultural side of Roman life.


A thorough revision of the author's earlier publication, this manual of methods of teaching reading in elementary and junior high school presents fully the theory underlying classroom practice and stresses all forms of silent reading.

ONE-ACT PLAYS. Compiled and edited by George A. Goldstone. Boston: Allyn and Bacon. 1926. Pp. 408. $1.00

A rich variety of actable short plays is to be found in this newest volume in the Academy Classics for Junior High Schools—one of the most notable series of texts offered for these grades. The fifteen plays here offered are Bomead's Diabolical Circle, Saunders's Figureheads, Rostand's Romancers (Act I), Bates's The King's English, Dunsany's Lost Silk Hat, Cheng-Chin Hsuing's Thrice-Promised Bridegroom, Chekhov's The Boor, Gregory's Workhouse Ward, Gerstenberg's The Unseen, Tompkins's Sham, Wilde's
Music brings an important thought. Katherine Mosby went to Norfolk to enter a music contest, was the winning player in her division, and is scheduled to enter the national contest.

Music and other things were featured in the “Sophomore Variety Show” produced in Walter Reed Hall, March 12.

There have been teas and banquets and more teas. The new members of the faculty entertained the ladies of the faculty at tea. The scholarship girls were given a banquet by Mrs. Varner and Miss Turner, hostesses serving tables in their places. The Harlequins were entertained at dinner in the dining hall during their short visit here. Miss Shaeffer gave a lovely dinner for the Glee Club.

The last installment of “flunk slips” are out and exams are upon us again.

**ALUMNÆ NOTES**

Juliet I. White is teaching at Wenonda, Pittsylvania County, and is working up a pageant in Virginia history with her classes.

Lucy Parrish writes from Roseland, Nelson County. She finds it pleasant teaching near her old home.

Margaret Lee Smith (Mrs. J. Winfree Smith) sends a good word about her work. Her address is 1213 Winchester street, Fredericksburg.

Sally Lumsden writes from Endicott, Franklin County, Va. She is collecting some interesting materials for her school. Her address is “Care of St. John’s-in-the-Mountains.”

Bessie Swartz heads her letter at 35 Temple street, Boston, Mass., and says: “I am now at the end of my third semester of work in Boston University, School of Religious Education. . . . I hope H. T. C. is coming on splendidly.”

Margaret Musselwhite is teaching at Amissville, Rappahannock County. We have good reports of her work.

Gladys A. Moseley writes from 830 Lexington street, Norfolk. We shall be pleased to hear from her frequently.

The address of Mrs. Waverly T. Andrews is 209 Chesterfield avenue, Colonial Heights, Petersburg. She is keeping up her usual fine record.

Mary McCaleb is teaching in Raleigh, N. C. Margaret Grammer is instructor in English and Biology at Manassas. Eula Huddle is at Brightwood, Madison County, Louise R. Baker is at Homesville, Sussex County, both teaching. Anna Louise Titus is at Leesburg. These were mid-session graduates in December.

Annie Elgin (Mrs. H. F. Adair) writes from 1424 Trinidad avenue, N. E., Washington, D. C. She is still interested in Blue Stone Hill and school work in general.

Virginia E. Pugh’s address is Charleston, W. Va., where she is teaching in the Thomas Jefferson Junior High School. She is giving her pupils “first aid” in writing an essay on Matthew Fontaine Maury. Some patriotic citizen has offered a prize for the best essay on this subject.

Ollie Lee Hogshead is teaching this year at Moffett’s Creek, Augusta County. We have fine reports of her work.

Mary Miller Snead, principal, and Elizabeth Matheny, member of the teaching staff, are still keeping up their excellent record in McLean High School, Fairfax County. The photo section of the Washington Star, March 6, contained a picture of a group of their pupils who had just won honors in a literary contest.

Myrtle Bailey (Mrs. J. E. Crowder) lives at Exmore, Northampton County. She is keeping up her interest in Alma Mater and educational work.

Mrs. Harrie Draper Hensley writes from Martinsville, Va., Box 131. We are pleased to hear of her excellent work.

Mary Lowe is teaching near the historic town of Lexington, Va. She must find the traditions of Washington, Lee, Maury, Jackson, Mrs. Preston, and others very stimulating.
NEWS OF THE COLLEGE 
AND ITS ALUMNÆ

NEWS OF THE CAMPUS

February ended with a blustery snowstorm that brought knickered girls out on the campus to ball each other and end the combat by co-operating in the making of statuary. March blew in with as much assurance as usual, and despite gales the campus activities have moved along smoothly.

The swimming pool was formally opened by President Duke, who took the initial plunge. Since then the 'new swimmin' hole' has been the most popular place on the campus. Strict regulations as to its use are carefully observed. Students make use of the pool at certain hours in the afternoon, faculty members enjoy themselves at night, and the children of the faculty take their dips on Saturday morning. At all times there are efficient life-guards on duty. Much interest in the watery sport is being evidenced in the various gymnasium classes. Special groups are preparing for the lifesaving tests.

New officers for student government have been elected and will be installed at the beginning of the spring quarter. Mary Ellen Fray, Madison, is president; Mary McNeil, Fishersville, is vice-president; and Florence Reese, Allee, is secretary-treasurer. The three girls have been leaders on the campus and are expected to make efficient guides for student government.

Fredericksburg met a second defeat at the hands of College Varsity on the Harrisonburg floor February 26. The final score was 22-10. Farmville was likewise defeated, March 4, the score standing 42-6. The return game with Farmville on March 12 closed what has been a successful season for the purple and gold, the score this time being 27 to 7. The entertainment of each visiting team was sponsored by one of the classes. The plan worked very well; guests and hostesses seemed to enjoy the features of the visit-program.

There have been other visitors. "Tom, Dick, and Harry," a clever play written by William R. Parker, a student of Roanoke College, was brought here by the Harlequins of that school. This three-act comedy was presented in Walter Reed Hall, March 5, to the delight of a large audience.

Not a visiting troupe, but one famous on this campus, presented three one-act plays as the big production of the year. The Stratfords lived up to their reputation as actors when they played "The Affected Young Ladies," "Fourteen," and "The Knave of Hearts." Marion Kelly, Lorraine Gentis, and Margaret Knott were quite up to par as were the rest of the cast. Annie Bulloch, Phyllis Palmer, and Ruth Dold made their first appearance on the Harrisonburg stage. Student critics predict "Stratford" futures for them.

The literary societies have been working on preliminaries for the intercollegiate debates, the subject of which will be: "Resolved, That Virginia municipalities should be financially independent." New members are being considered so that bids may go out the first of the quarter.

Pi Kappa Omega has admitted Elizabeth Mason, Norfolk, and Emma Winn, Palmyra, to membership.

The Frances Sale Club and the 4-H Club have been very active. Mrs. Ora Hart Avery, State Supervisor of Home Economics, was the guest of the College the week of March 7 to 12. Miss Hallie Hughes, State Girls' 4-H Club agent, came as a speaker for the organization on the campus, which is planning a survey of club work in the U. S. as a special project.

The orchestra from Shenandoah College was appreciatively received at a program in chapel. Another unusual assembly entertainment was that given by two advanced gym classes and consisting of folk and original-natural dances.
land, Dr. J. W. Wayland, and Prof. James C. Johnson.

Rev. S. B. Lapsley contributed much to the enjoyment of the occasion by singing Shubert’s Serenade and The Banjo Song by Homer Sydney. He was accompanied by Miss Pink Brown.

Unmindful of lapse of time and various vocations the alumnae party became students again as they joined in singing the school song, “Blue Stone Hill.”

The entire party left the dining room singing “Auld Lang Syne.”

The banquet was attended by Mrs. James McFarland with James McFarland, Mrs. Frank Rolston with Frank Rolston, Mrs. Garrett Black with G. G. Black, Miss Sara Green with Robert Youell, Miss Lottie Miller with Roger Glovier, Miss Nell Reed with Jack Henderson, Miss Ruth Senger with Thomas Ramsey, Miss Pinkie Brown with Miss Emma Brown, Miss Mildred Coiner with Charles Trainum, Miss Estelle Glovier with Donald Chamberlain, Miss Virginia Hizer with Lynwood Bashaw, Miss Sallie Shumate with S. B. Lapsley.

Mr. and Mrs. Henry A. Johnson were guests of honor.

Editor’s Note:—A number of our readers who have known Miss Frances Sale, either through the classroom or otherwise, will be pleased with the following article, which appeared in the last number The Peptomist, published by the Junior Virginia Society for Home Economics Education. In fact, the March number of The Peptomist was dedicated to Miss Sale.

LIFE OF FRANCES SALE

Miss S. Frances Sale, sponsor of the Christiansburg High School Home Economics Club, was born and reared on a farm in Lincoln County, Georgia, being the third child in a family of ten.

It was always the dream and prayer of her mother that the oldest daughter should obtain a college education and become a teacher who would help educate the younger members of the family.

Though a high school education seemed impossible, there was never a day even as a small child, in answer to the question, “What are you going to do when you grow up?” that this little tow-headed, freckled faced girl did not answer: “I am going to college and be a teacher.” Her friends would smile and her classmates snicker, but somehow the faith of the mother was thoroughly instilled in the child.

All through grammar and high school days these children were out of bed by 4 o’clock a.m. Each child had his duties, for the cows must be milked, breakfast cooked, lunches packed, and the house put in order before leaving for the mile and a half walk to school.

After completing the course offered in the little rural school, it was at a severe sacrifice to the entire family that this young girl was sent to boarding school and later, for seven months, at the Normal School, Athens, Georgia. To help defray expenses, Frances Sale swept half of the school building.

Miss Sale began teaching in the one teacher rural school near her home, then in Wilkes County, Georgia. By teaching in winter and attending summer normal schools, the work of the freshman year was completed. Three years she taught the little home school, followed by two years in a rural school in Alabama. The summer of 1902 she returned to the Normal College, taking a younger sister and a brother with the money earned teaching in the little rural school. When September came, the money had all been spent and plans made to withdraw from the college, when the president of the school gave her a $75.00 scholarship. The brother and sister taught schools and helped with her expenses. By strict economy and by doing odd jobs for the faculty, the sophomore year was completed.

The summers following the sophomore and junior years were spent canning fruit and vegetables on the farm. Money from these and help furnished by the sister who continued to teach, enabled Miss Sale to
Joe Warren is teaching history and English in the Alvin C. York Industrial Institute, Jamestown, Tennessee. She says: "Kentucky has named her road connecting with this one the York Trail. This will be a popular route south in a year or two. Jamestown is 'Obedstown' in Mark Twain’s *Gilded Age*. His parents lived here eight years before going to Indiana."

Floris Whittinghill writes from Matoaka, W. Va. She is debate coach in the Matoaka High School.

And wedding bells continue to ring. We herewith submit evidence, in memoranda of the following marriages:

- January 14, Ethel Belle Thrush and Chauncey Burton Stewart, at Front Royal, Va. The young couple are at home in Washington, D. C., 207 Maryland Courts.
- January 22, Janet Jarman Miller and Andrew Stuart Patterson, at Frederick, Md.
- February 12, Wellington Miller and Harry Sanborn Corey, Jr., in Harrisonburg. They live at Asheville, N. C.
- March 12, Lillian C. Hatcher and David Aaron Johnson, at Chester, Va.
- March 16, Bernice Lee Spear and Dempsey Gorrell Darden, at Lambert, N. C. At home after March 25 at Saint Pauls, N. C.

On November 13, 1926, Nancy, the little daughter of Mary Cook (Mrs. E. E. Lane), missionary in Brazil, died at Araguay after a brief illness. Mrs. Lane and her husband have been missionaries in South America for the past five or six years. Edward, Nancy's little brother, cannot understand just where Nancy has gone, but he thinks of her when he looks up at the stars and says his prayers of evenings. Mrs. Lane's address is Sao Sebastiao do Paraiso, E. de Minas, Brazil.

A delightful banquet was recently held at Craigsville, Augusta County, by former students of the college. The fine spirit of loyalty and fellowship that was therein demonstrated is highly commendable, and should be a fine inspiration to other Blue- Stone Hill folk in other communities.

We are indebted to Helen Harris (Mrs. James McFarland), Miss Sara Green, and Mrs. Frank Rolston, committee, for the following interesting account of the Craigsville reunion.

**BANQUET**

Former students of the Harrisonburg State Teachers College residing in Fordwick and Craigsville gave a banquet at the Greystone Inn in Fordwick, Virginia, Tuesday evening, February 22.

The dining room was artistically decorated in keeping with Washington's birthday. The table was most attractive with its centerpiece of red carnations.

After the five courses, the banqueters enjoyed a delightful programme.

Mrs. James McFarland, nee Helen Harris, made a charming and capable toastmistress.

The following toasts were offered:
- To Alma Mater, by Miss Mildred Coiner.
- To Faculty, by Miss Ruth Senger.
- To Old Girls, by Miss Lottie Miller.
- To Lehigh Portland Cement Company, by Miss Sara Green.
- To George Washington, by Mrs. Frank Rolston, nee Edna Swank.

Mrs. Garret Black, nee Gertrude Hall, responded very graciously to the toast to "Old Girls."

One of the enjoyable features of the evening was the impressive response by Supt. Henry A. Johnson, of the Lehigh Portland Cement Company.

Frank Rolston, principal of Craigsville High School, gave an interesting talk on the "Relationship of the Teachers College and the Public School."

There were echoes from Alma Mater in personal letters from Miss Elizabeth Cleve-
but no one was sorry to hear rumors of a new high school building, with three medium sized rooms all to ourselves.

In 1921 this building was erected and in the basement our kitchen, sewing and dining rooms were put. They are so nice and white that we love them dearly. In our kitchen we have a nice range, two long tables, and a cabinet. Our dining and sewing rooms have tables and cabinets in them.

Many thoughts had been given to organizing a club, but not until Mrs. Avery wrote us to do so, was this plan carried out. It was during the year of 1922 that we organized our interesting Frances Sale Economics Club. We selected Miss Sale because she was our teacher's instructor while at S. T. C., Harrisonburg, Va. Of course, this club added new interest to us, and from that time on we have met every fall and elected officers for the following winter and spring. Our club also meets first Wednesday of every month after school, to discuss different questions.

We are glad to say that we always have some money in the bank. Our chief way of making it has been the serving of banquets, usually our Rotary club, and lunch at the teachers' meetings. Often our sum is increased by selling sandwiches, candy, doughnuts, etc.

We feel that our club has been of great benefit and pleasure to us and we hope that we can still accomplish good things.

We want to make our sponsor as proud of us as we are of her and her accomplishments.

OUR CONTRIBUTORS

BEULAH WELDON is the winner of the first-prize story in the third quarterly Harmon-Survey Award in the field of public education. Her story, "Foot Hills," gives some interesting information about her life and work. Her home is in Pennsylvania.

MARTHA MINTON is a senior in the State Teachers College at Harrisonburg.

FRANCES CABELL is a student in The State Teachers College at Harrisonburg; she expects to get her bachelor's degree in June.

DOROTHY CLARKE, a senior in home economics, was in residence during the Fall Quarter, when this preliminary plan for her student teaching was prepared. She is now at her home in New Jersey.

RUTH CARY is a sophomore, completing her student-teaching in the kindergarten this quarter. Miss Cary is a graduate of the John Marshall High School, Richmond.

MADELINE W. WHITLOCK is a sophomore; she has taught in the kindergarten and in the low first grade.

MARIE ALEXANDER, BERTHA McCOLLUM, and GLADYS GOODMAN are members of the staff of the Training School.

DR. SIDNEY B. HALL is State Supervisor of Secondary Education.

To discourage overemphasis on athletics in Philippine schools, only student who have a good record in their studies will be allowed hereafter to represent their schools in provincial, interprovincial, and carnival meets, according to recent ruling of the Philippine Bureau of Education. Credit formerly allowed for participation in these meets will be discontinued, and no pupil who fails of promotion one year will be allowed to represent his school the following year. Athletes, however, are excused from regular physical education and will be given every opportunity to make up work they miss on account of participation in public athletic events.

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 handiwork, 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.
graduate from the State Normal College at Athens, Georgia, in June, 1905. Following graduation she was elected assistant teacher in the home economics department in the State Normal School, Athens, Georgia, where she taught for three years.

The summer of 1907 was spent at Columbia University, New York, beginning work on the B. S. degree. She returned to Columbia University during the winter of 1908-1909, remaining through the summer of 1909, after which she accepted the position as instructor of home economics in the new State Normal School for Women, then opening in Harrisonburg, Virginia.

Miss Sale grew with her department, returning to Columbia University from time to time, until she earned her Master's Degree from that institution, in October, 1918.

In the meantime, the home economics department in the State Normal School, Harrisonburg, Virginia, grew until there were six instructors and several student assistants, and the department had grown to be one of the strongest in the state. After ten years of service in this Virginia College for Women, Miss Sale, in the fall of 1919, accepted work in the home economics department of the Mississippi State College for Women, Columbus, Mississippi, mainly for the opportunity which was offered to plan, build, equip, and take charge of two farm houses to be used for intensive training of students who were specializing in home economics in that institution. One and a half years were spent on that project and even the schedule for the seniors who were to live in the home first was complete, the Governor of Mississippi and the Board of Trustees of the State College for Women declined to accept the property for the use of the home economics department of the college. They could not see what this training would mean to Mississippi women and girls, and men and boys in particular and for the development of home economics in the United States in general.

In June, 1920, Miss Sale left the teaching profession to accept the position as Assistant Secretary of Field Co-operative Association, Inc., an organization chartered for charitable, educational, and scientific purposes. The greater part of Miss Sale's work during the past five and a half years in this Association has been devoted to the education of young men and young women, primarily of Mississippi and Virginia. This work brought her back to Virginia, with headquarters at Berryville, for three and a half years. Then it was decided to establish offices at Jackson, Mississippi.

Miss Sale was appointed Secretary and is in charge of the office in Jackson. She is just as much interested in home economics and insists that she is still teaching, in fact, her work as secretary of Field Co-operative Association, Inc., furnishes her untold opportunities for teaching. She says it is only because this is true that she consents to leave the classroom.

THE HISTORY OF FRANCIS SALE CLUB

In the fall of 1918 a new course was added to Christiansburg High School. This new opportunity was hailed by every one who wanted to cook and sew.

Near the middle of February one small room was provided for our work. It was in the basement, with two small windows, and although small, we were very proud of it. Great work was done in this little room,
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