5-1-1927

Virginia Teacher, May 1927

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

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THE DEAN OF WOMEN—HER PLACE IN THE JUNIOR COLLEGE
Pauline Callender

A PROVOCATIVE READING LIST
Carrie Belle Parks

ILLUSTRATING THE ILIAD AND THE ODYSSEY
AN EIGHTH GRADE UNIT IN GREEK LITERATURE
Fannie Greene Allen and Marjorie Ober

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by
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THE DEAN OF WOMEN—HER PLACE IN THE JUNIOR COLLEGE

The junior college may be said to be a product of the twentieth century. While there have long been institutions that offered post-high school work and yet did not meet the full requirements of a standard college, this group of institutions was not definitely classified and labeled until the latter part of the nineteenth century. In 1900 there were less than ten labeled institutions in existence; in 1921 there were one hundred eighty.1 During the succeeding five years others have joined this group, so we may assume that the number of junior colleges is now approximately two hundred. The rapid increase in numbers indicates that this new organization in education has proved its value, and made for itself a permanent place.

The early concept of the junior college was a privately maintained and controlled institution into which the students came and took up temporary abode. Whatever it might have been, that narrow conception did not long remain intact. The institution met a vital need in the educational field. It grew and expanded until, at the present time, junior colleges are classified as: (1) public, institutions directed and maintained in connection with the city and high school districts and under the control of local school authorities; (2) state, institutions directed by the normal schools or teachers' colleges in which they are lodged; (3) private, institutions owned and operated by some religious organizations or by private citizens.2

With the advent of this movement came new positions and situations. In some cases these are simply old conditions, modified or varied into seemingly new ones. The position next in rank to that of the president and of no less importance is that of the dean of women. It is this position that the writer will examine. As the place and the duties in the private junior college vary so widely from those of the public and state-controlled institutions, the dean's place in the private junior college is all that the writer will attempt to survey in this paper.

Just what is meant in the ordinary sense by the term dean of women in the private junior college can perhaps best be shown by a brief survey of the place she fills in a few such institutions in the southern and eastern parts of the United States. The private junior college is construed as including those not under the supervision or maintenance of the state in which they are located. The scope is limited to the Eastern and Southern States because that seems a logical division not too large to deal with in one paper. The data presented have been obtained from replies to questionnaires sent out by the writer.

Questionnaire

1. Name of school
2. Coeducational? Girl's College
3. When was your school made a Junior College?
4. Total number of students
5. Number of girls in residence
6. Number of girls commuting
7. Number of girls from broken homes
8. Number of girls whose mothers are dead
9. Number of girls whose fathers are dead
10. Number of girls living in each room (average)
11. Do the girls care for their own rooms?
12. How many dormitories does your student-body occupy?
13. Which of the following acts as head of each dormitory?
   a. House mother
   b. Student

---
1 L. V. Koos. The Junior-College Movement, p. 2.
2 Ibid, pp. 4-9.
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Wisconsin........................... 1.................. 0
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* Was no longer a junior college.
** President delegated all duties in one school, no
dead.
*** One school just beginning first year—no duties
yet fixed.
† Two institutions recently advanced to senior
college rating.
†† One school has no resident students.
‡ One school not accredited.

Table I shows the spread of the information
used in this survey. Maine, New Hamp-
shire, Vermont, Rhode Island, New Jersey,
Pennsylvania, Maryland, South Carolina,
and Florida have no institutions of this
type.3

While Mrs. Lois K. Mathews, in her book
The Dean of Women, classified duties as
administrative, academic, and social, Miss
Ruth A. Merrill, in a more recent thesis
The Dean of Women in the College and
University, makes five groups—administra-
tive, advisory, academic, social, and miscel-
naneous. Table II (See next page) will
show that the latter grouping better fits the
duties of the dean of women in the junior
college as shown on returns from question-
naires.

Mere mention of the duties as in Table
II will not suffice. A closer analysis of
data will show considerable elaboration in
regard to the magnitude of these duties.
Supervision of dormitories includes con-
ferences with the house-keeper, dietitian,
nurse, and other members of the staff, as-
signing rooms, seats in the dining-room,
residing in the dining-room, approving and
assigning rooms for meetings, assigning
mail-boxes, formulating and enforcing regu-
lations, in some cases with Student Gov-
ernment Associations. The great variety
of committees on which deans of women
are asked to serve indicates to some extent
the lack of “standardization”: Student
Government Council, discipline, religious,
social activities, health, classification, ad-
visory board, student publications, house-
hold rules and regulations, faculty execu-
tive, credits, boarding, student activities,
accept, curriculum, employment, lecture
and motion pictures, catalogue, literary,
recreation, budgets, and schedule. Conduct-
ing a business office involves the appoint-
ing and directing of assistants, handling of
various correspondence, answering and
sending numerous telephone messages, con-
sidering various requests, and settling many
complications. In the absence of the presi-
dent in some institutions the dean does any-
thing from conducting chapel exercises to
presiding over faculty meetings and assum-
ing general responsibility.

The duties listed as advisory are few in
number but large in scope. They will be
treated later in this paper.

Whether the dean of women should carry
a teaching-load has given rise to much dis-
cussion. Seventy percent of the replies men-
tioned classroom duties. The hours varied
from three to eighteen. Six deans were
teaching English, three history, one ethics
and English, one domestic science and En-
glish, two Bible, one history of art, one
Spanish and history, one history, mother-
craft and mythology, one mathematics, and
one mathematics and history of education.

Besides the actual class room duties the
dean was responsible for the supervision of
scholarship of the students. This included
interviewing and checking on students who
were failing, ascertaining the causes of
failure, and in as far as possible, removing
the causes. It also included checking on
class absences and approving excuses. In
three cases where the dean did not teach
regularly, she was reported as doing sub-
stitute work and delivering a series of
lectures on vital and worthwhile subjects.

The social duties of the dean apparently
have no end. She must meet and entertain
guests of the college and of the students,
attend all student and college functions,
represent the college at local and distant
meetings, take an active part in the com-

3 Educational Directory: 1926—Bureau of Edu-
c. Teacher .......................... 14. Please check duties of heads of dormitories:
  (a) Attend to lights
  (b) Answer telephone  
  (c) Direct hall servants
  (d) Inspect rooms
  e. Confer with girls concerning conduct
  f. Conduct house meetings

15. Average age of girls ........................................ 16. Number of girls working their way through school

17. Approximate number of hours per week this work requires

18. Kinds of work they are doing

19. Have you a student government organization?

20. Do you find that it helps you with your work?

21. In what ways?

22. Do you carry a teaching-load?

23. On what committees do you serve?

24. Please check your duties among the following:
   (1) Sponsor girl's problems in faculty meeting
   (2) Supervise dormitories
   (3) Assign rooms
   (4) Inspect rooms
   (5) Act as disciplinary officer to the girls
   (6) Recommend probation, dismissal and reinstatement
   (7) Recommend students for scholarships and loan funds
   (8) Grant special permissions
   (9) Assign rooms for meetings
   (10) Classify students
   (11) Assist and supervise registration
   (12) Check students for chapel attendance
   (13) Act as advisor for all student organizations
   (14) Act as advisor for all personal problems of students
   (15) Act as advisor for all vocational problems of students
   (16) Advise with Physical Training Department on all matters of health
   (17) Advise with president regarding qualifications of women faculty members in regard to influence on campus
   (18) Act as hostess at all public functions on the campus
   (19) Direct social life on the campus
   (20) Arrange social calendar
   (21) Meet parents and visitors
   (22) Hold "at home" to students at regular intervals
   (23) Select chaperons
   (24) Speak to meeting in the community
   (25) Represent the school at educational meetings (N. E. A., etc.)
   (26) Meet company received by the girls
   (27) Approve girls' calling and visiting lists

(30) Answer questionnaires
(31) Act as counselor for debating, dramatics, etc.
(32) Guard traditions
(33) Preside in the dining-room
(34) Attend to distribution of students' mail
(35) Write letters of recommendation for teachers

25. Please enumerate other duties not mentioned above

26. Please check qualifications that you think necessary for a dean:
   (1) Tact
   (2) Self-control
   (3) Patience
   (4) Sympathy
   (5) Dignity
   (6) Firmness
   (7) Fairness
   (8) Broad-minded standards in dress and social conduct
   (9) Good health
   (10) Sense of humor
   (11) Resourcefulness
   (12) Christian character
   (13) Good judgment
   (14) Personality
   (15) Poise
   (16) Progressiveness
   (17) Leadership
   (18) Ability to speak in public
   (19) Cheerfulness
   (20) At least a Bachelor's degree
   (21) Refinement
   (22) Analytical ability

27. Please enumerate other qualities you think necessary

28. Do you take an active part in the life of the community?

29. Nature of this participation?

30. Have you an assistant?

31. What duties does she assume?

32. How many hours daily are you on actual duty?

33. What is your relation to the dining-room?

34. What degree do you hold?

35. How many years' experience have you had?

NAME

TITLE

Table I

Distribution of Returns of Questionnaire

<table>
<thead>
<tr>
<th>Name of State</th>
<th>No. of questionnaires sent</th>
<th>No. of replies received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Connecticut</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>New York</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
<td>12</td>
<td>6**</td>
</tr>
<tr>
<td>West Virginia</td>
<td>4</td>
<td>3**</td>
</tr>
<tr>
<td>North Carolina</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Georgia</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Mississippi</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Kentucky</td>
<td>9</td>
<td>3†</td>
</tr>
<tr>
<td>Ohio</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Illinois</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
upon a given topic, select chaperons, and even, at times, do chaperon duty herself.— Besides participation in the church, which was reported in every case, the replies show that the deans take part in community affairs through the Daughters of the American Revolution, United Daughters of the Confederacy, Eastern Star, Woman's Clubs, Business and Professional Women's Club, Current Literature Club, Mothers' Club, and Woman's Federation Club.—Arranging the social calendar requires much time and consideration. This includes arrangements for time and place of all student activities, lectures, motion pictures, and other entertainments on the campus and off. Supervising and approving students' calling and visiting lists require constant consideration. Times and places for the calls and visits must be arranged. “At Homes” to students require much time and energy in planning and carrying out.

Other duties that cannot be classified with any of the foregoing are, for convenience, listed as miscellaneous. This group is as general and varied as the name implies. Acting as advisor for student organizations calls for conferences with officers, making plans and suggestions, participation in meetings, and ever readiness of safe counsel and guidance. If the institution be an old one, it is rich in tradition; if it be new, there is need of help in building tradition. In either case the dean lends what tact and energy she has. Attending to the distribution of student and faculty mail again requires time and energy. In some cases this means simply sorting the mail and placing it in assigned boxes; in others it means distributing the mail at tables in the dining-room, giving it to monitors delegated for the work of distributing, or sometimes carrying it to different rooms.

Fifty percent of the deans answering the questionnaires stated that they had some assistance. In every case but two the assistant was a teacher who assumed office duty for a few hours in the afternoon. One dean stated that her assistant took her place during her absence from the campus. Another replied that her assistant assumed all chaperon and study hall duties. “Answers telephone,” “delivers packages,” “acts as hostess,” “heads one dormitory,” “grants routine privileges,” were other replies to the question. “What duties does your assistant assume?” One institution reported the duties divided between the academic dean and the dean of women, another between the house mother and the registrar.

The dean has little time of her own. The replies to the question “How many hours are you on actual duty?” varied from five to eighteen hours. In most cases “subject to call” was added. Four of the twenty-five stated that they were on duty “twenty-four hours in the day and seven days in the week.”

The status of the dean of women has been raised to such extent that there is much discussion concerning her academic preparation. More than half in this case hold degrees; twenty-five percent of the entire number hold Master’s rank. Two reported work being done toward Doctor’s degree.

This survey presents in summary the type of woman that fills, or tries to fill, the place of dean of women. Table III shows qualifications derived from three sources: column 1 is compiled from replies received by the writer; column 2 is suggested in The Careers of Women, by Catherine Filene; and column 3 was compiled by Miss Ruth A. Merrill in her thesis The Dean of Women in the College and University.

In speaking of the qualifications of deans of women Miss Sarah M. Sturtevant says, “The dean must be a leader in the best sense of the word, possessed of the intellectual gift of originality, good judgment, and insight; motivated by clearly defined purposes, large enough to take in the whole of life, and real enough to demand her tenacious loyalty, and last, but not least; inspired by that sympathy, humanity and
### Table II

**Duties of Dean of Women in Junior College (Listed in order of frequency)**

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Advisory</th>
<th>Academic</th>
<th>Social</th>
<th>Miscellaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select chaperons (23)</td>
<td>1. Act as advisor for all, or some, of personal problems of students (24)</td>
<td>1. Teach (17)</td>
<td>1. Meet parents and visitors (24)</td>
<td>1. Act as advisor for all, or some, student organizations (17)</td>
</tr>
<tr>
<td>2. Serve on committee (23)</td>
<td>2. Advise with Health Education department on all matters of health (19)</td>
<td>2. Share in formulating academic policies (16)</td>
<td>2. Meet company received by girls (23)</td>
<td>2. Answer questionnaires (13)</td>
</tr>
<tr>
<td>3. Grant special permissions (22)</td>
<td>3. Advise with president regarding qualifications of women faculty members with regard to influence on campus (17)</td>
<td>3. Share in formulating social policies (23)</td>
<td>3. Approve girls' calling and visiting lists (17)</td>
<td>3. Write letters of recommendation for teachers (13)</td>
</tr>
<tr>
<td>4. Sponsor girls' problems in faculty meetings (21)</td>
<td>4. Act as advisor for all, or some, of vocational problems of students (12)</td>
<td>4. Approve girls' calling and visiting lists (17)</td>
<td>4. Act as hostess at all public functions on campus (14)</td>
<td>4. Guard and help build traditions (12)</td>
</tr>
<tr>
<td>5. Assign rooms (20)</td>
<td></td>
<td>5. Speak at meetings in community (13)</td>
<td>5. Speak at meetings in community (13)</td>
<td>5. Attend to distribution of student and faculty mail (11)</td>
</tr>
<tr>
<td>7. Act as disciplinary officer to girls (17)</td>
<td></td>
<td>7. Arrange social calendar (9)</td>
<td>7. Arrange social calendar (9)</td>
<td></td>
</tr>
<tr>
<td>8. Assign rooms for meetings (12)</td>
<td></td>
<td>8. Entertain college guests (6)</td>
<td>8. Entertain college guests (6)</td>
<td></td>
</tr>
<tr>
<td>9. Classify students (12)</td>
<td></td>
<td>9. Represent the college at educational convention (6)</td>
<td>9. Represent the college at educational convention (6)</td>
<td></td>
</tr>
<tr>
<td>10. Assist in registration (12)</td>
<td></td>
<td>10. Represent the college at educational convention (6)</td>
<td>10. Represent the college at educational convention (6)</td>
<td></td>
</tr>
<tr>
<td>12. Check students for chapel attendance (11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Recommend students for loan and scholarship funds (10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Inspect rooms (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Chaperon students in a body or in groups to church and other gatherings off campus (7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Supervise work of self-supporting students (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
president to the students, students to faculty, or the other way around.

Viewed by the members of the faculty the dean stands in varied lights. They expect, and rightly too, that she will co-operate in all problems of discipline and irregularities, and offer impetus and support in both classroom and extra-classroom activities. She must work out the salvation of the maladjusted girl. In some cases all matters of discipline fall to her lot, and justly or otherwise, she is held responsible for students' conduct. They seem to expect her to guide and direct the girls in manners, bearing and courtesy, ever acting for them as social mentor. They also expect her to be thoroughly familiar with all academic policies, and to be well informed as to the condition of all affairs pertaining to the academic and social interests of the college.

In the eyes of the students the sole duty of the dean is often that of disciplinary officer. Upon being summoned to the dean's office, where she never goes except upon request or when she wants some special permission, the student's first exclamation is "What do you suppose I've done now?" or "I wonder who reported me." They look upon her as a tyrant and a kill-joy, someone who derives more pleasure in denying them pleasures than granting them, someone who can see no good in an innocent good time. Yet, though intolerant, immature, impatient, and eager to criticise that which seems to oppose the attainment of her immediate aim, the average student is sincere and wholesome at heart if directed to see the significance of the issue at hand. While the girl is the dean's severest critic, she is also her most loyal supporter. Just how to show the students the true worth of the dean of women is the great problem.

What the president expects of the dean of women depends largely upon the woman he chooses to fill this place. She can do no more than her natural and acquired qualifications fit her to do. The position is one of greatest importance, most inspiring and far reaching when well filled, most depressing and disturbing when not. It might rightly be termed "The touchstone of the college." The dean acts as counselor and consoler to the girls, buffet between faculty and students, interpreter between president and students, and co-worker and able assistant to the president.

The president of the junior college expects the dean of women to be teacher, administrator, counselor, and in his absence, executive. He expects her to be able to assist in making courses of study, be they physical, moral, social, economic, or vocational. She must not be dictatorial, but must be able and ready to express her opinion and give intelligent comment upon the subject at hand.

Besides the deepest interest in the physical and spiritual well-being of the students, besides the ability to aid in the guidance of their intellectual life, the dean must be the real guide and leader in the student social activities. With the support of the faculty rules and regulations she must regulate and control the living conditions, social gatherings, and all extra-classroom activities. It is also desirable that she have control and be in direct relation with all girls who must earn part of their support in the college.

Some presidents think it highly advisable that the deans do regular classroom work. This places them in closer and more constant contact with the girls; it gives them a better chance to learn to know them, their weak and strong points, their faults, their peculiarities, and their needs. Other presidents find it necessary for the dean to teach because of finances. In either case it is important, even necessary, that the dean be an intellectual superior in study and training among the faculty. She must have successfully traveled the path over which she is now trying to lead students. In considering any of the college policies the president expects complete and sympathetic co-operation. With questions of discipline the dean
Table III

<table>
<thead>
<tr>
<th>Present Study*</th>
<th>Miss Filene's Study</th>
<th>Miss Merrill's Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tact</td>
<td>1. Sound social judgment</td>
<td>1. Tact</td>
</tr>
<tr>
<td>2. Self-control</td>
<td>2. Knowledge of social requirements</td>
<td>37. Insight</td>
</tr>
<tr>
<td>5. Dignity</td>
<td>5. Tact</td>
<td>4. Firmness</td>
</tr>
<tr>
<td>18. Ability to speak in public</td>
<td>18. Personality</td>
<td>17. Understanding of college spirit and ideals</td>
</tr>
<tr>
<td>20. At least a Bachelor's degree</td>
<td>20. Judgment</td>
<td>19. Accuracy</td>
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<td>24. Unselfishness</td>
<td>24. Refinement</td>
<td>23. Ph. D. or graduate study</td>
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*Arranged in order of frequency on questionnaire returns.

The foregoing tables and discussions plainly show that the dean's place in the junior college is not yet fixed. It cannot be. The junior college itself is not yet fully and systematically established; it is still in "swaddling clothes." However, the dean of women, a comparatively new position, in this, a new movement, is less clearly delineated than any other in the institution. The president, the faculty, the students, even the servants have their recognized places. The dean of women finds herself in a position which touches on and is largely shaped by all of them. She has a distinct relationship with each group, closer than the

love which characterize great leadership."4 Again Miss Sturtevant says, "She who would deal with girls constructively must know how to suffer, to aspire, to love with them. . . . She must learn tact; have eternal youth, the power of social diagnosis, and that constructive imagination which makes technique worthwhile."5

After discussing the academic qualifications of the dean of women, Miss Lucy Lester adds, "The advisor needs a degree that life alone can confer, after independent research and experimentation—a degree of wisdom that bears a seal of divine stamp, an honorary degree in tact and human sympathy, which alone makes one approachable."6

The foregoing tables and discussions plainly show that the dean's place in the junior college is not yet fixed. It cannot be. The junior college itself is not yet fully and systematically established; it is still in "swaddling clothes." However, the dean of women, a comparatively new position, in this, a new movement, is less clearly delineated than any other in the institution. The president, the faculty, the students, even the servants have their recognized places. The dean of women finds herself in a position which touches on and is largely shaped by all of them. She has a distinct relationship with each group, closer than the

5Ibid.
of their own free will; some have to be forced, even driven. But the real dean will look to the development of personality through the conscious and comprehensive adjustments of social relationships. She will become a specialist, she will study and work so as to enter into and understand the specimens in her human laboratory that she can, to an appreciable degree, lead them to see their several ways clearly. She will in every case, as nearly as possible, set them right, and then through social, vocational, moral and spiritual guidance strengthen their purposes.

(2). "Advise with Health Education department on all matters of health." In some colleges this duty is carried on largely through the school nurse rather than the dean of women, but still, the greater responsibility will rest with the dean. It is she to whom the parents look for the care of their daughters. She will, however, always act in conference with the nurse and doctor. She with them will keep close watch over the health of the students. Poor academic work is often the result of adenoids and tonsils, or other physical defects. For signs of these she and the nurse will watch carefully. She will talk with the girls individually and collectively concerning their general health, the care of their bodies, their eyes, their teeth. She will tactfully direct them to habits of cleanliness and tidiness.

(3). "Act as advisor for all, or some, of vocational problems of students." Vocational guidance is coming more and more to be recognized as an important factor in educational efficiency, and the junior college is developing into the logical place for such guidance in its most intensified form. "The work of the vocational school should end with the adolescent period."11 The plan the dean of women will follow in developing this line of advising will depend largely upon the specific needs of her college. Some will advise through individual conferences, some will give a series of lectures with the assistance of other members of the faculty, or business and professional men and women not intimately connected with the college. Whatever her plan is, it will be definite.

As an educator the dean should work in close harmony with the faculty in urging the students to higher planes of intellectual attainment and cultural appreciation. She must be alert to the strong and the weak points in the curriculum, of the students, and look to it that each is handled so as to give the greatest good to the largest number. She must keep step in every possible way with the intellectual development of the students. If she teaches she will have direct classroom association with them; if she does not teach she should map out her work so as to present opportunity for such contact. She must keep abreast with rapidly advancing educational movements, be well informed along educational and civic lines, be ever watchful for that which will be beneficial to her college and her students.

In her co-operative capacity she must "oil the cogs and keep the machinery moving smoothly." She must not only maintain harmony on the campus, but also serve as a connecting link between the college and the community. This she will do through participation in various civic and social functions. "The president," to quote Miss Merrill farther, "must find in the dean ready co-operation in the furthering of his educational and administrative policies; the faculty should be able to look to her for co-operation in their relationships with the students, both in classroom and extra-curricular activities; the physical training department may look to her for support; student organizations, particularly the self-government association, should feel free to go to her for encouragement and co-operation in all worthwhile projects."

In this paper attempt has been made to

must deal wisely, thoroughly, firmly, never losing sight of the fact that the erring girl will one day become a woman, that this moment may be the turning point in the girl's life.

The dean must also maintain and strengthen the academic standards of the school. She must aid in making the students feel that studying, working is a privilege, instead of a penalty. She must make this pleasure-made generation of girls see that, after all, social life is not first in college life. Though segregated in the larger sense, she must help the students so to meet their problems, which come upon them in junior college, that they will not be entirely unprepared for those of the larger senior college or of life outside of school.

Consideration of the position of the dean of women as viewed by the faculty, the students, the president shows that place is not only a difficult one, but that it is also an impossible one.

After all what is the real aim of the junior college? How came it into existence? And why?

"To prepare its students for the activities of life as well as for the senior college and the undergraduate professional schools," writes A. Monroe Stowe, in Junior College Aims and Curriculum. "A system that will function progressively so as to secure for the nation the greatest efficiency of the greatest number" said Alexis F. Lange in his report on the junior college. "Various attempts to delineate the scope and purpose of secondary education have led generally to the conclusion that it should cover the period of adolescent training and that the content of the curriculum and the method of instruction should be adapted to the need of the adolescent. This movement gave birth to an upward extension of the curriculum . . . . . which developed into the junior college," said James M. Wood, in his paper The Junior College.9

In the light of these conceptions the dean of women can contribute toward their realization in three ways: (1) advisory; (2) educative; (3) co-operative.

As advisor and guide her field will be large and varied. Let us consider this from the standpoint of three "advisory duties" as listed in Table II.

(1). "Act as advisor for all, or some, of personal problems of students."—Just what would this include? There is the girl who is failing her work, the girl who cannot orient herself to the college life, the girl who is spending too much money, the girl who is in college against the wishes and without the support of her parents, the girl who clashes with her instructor, the dishonest girl, the irresponsible girl, and even the immoral girl. Above all there is the healthy normal girl who takes life as she finds it and makes the best of it. Because these are all girls, because it is a law of their natural make-up to confide sooner or later with someone who will sympathize and understand, not necessarily justify, them, most of them will eventually reach the dean, if she be a real dean and advisor, and pour out their difficulties and pleasures, their sorrows and joys, their ambitions and discouragements to her. What a wealth of patience, understanding, tact and real love of real youth it requires to draw out and advise these girls! "Intelligent vision, volitional power and a wholesome and altruistic emotional life," to quote Miss Sturtevant again, "are the elements for success in dealing with girls. With mind and steady purpose must be humility, sympathetic imagination, and good will that seeks to create fellowship."10 For while most of them do, all girls will not come for advice and help

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81916 Annual Report of the National Education Association, p. 51.
### Chart of Outside Reading

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Figures correspond to titles referred to in accompanying list of questions

As a student finishes a book he makes a cross opposite his name and under the number corresponding to the book title. At the same time he hands to the teacher a slip on which he has written a brief specific statement of his reaction to the book (or some other statement of opinion, central thought, or recommendation, according to the teacher’s assignment). Such slips may be quickly checked and usually accepted. From time to time the class may need caution that the statements are too vague or lacking in individuality. This is a sufficient check if it is the intention that outside reading should be recreational and voluntary, and not forced. Students will be stimulated by seeing their comparative progress and the comparative progress of several sections. This last method has been used repeatedly with good results.

**Don’t You Wish You Knew?**

1. Who, when driving away from school, flung out of the cab the dictionary just presented to her? (Read Thackeray’s *Vanity Fair*. This episode is only the beginning of the mischief.)

2. Who, by beating the thieves in fair fight, saved his master’s money? (Read Scott’s *Ivanhoe*. This is only one of the fights.)

3. At what school did they teach Reeling and Writhing and the different branches of Arithmetic: Ambition, Distraction, Uglification, and Derision? (Alice found out in Wonderland. Lewis Carroll wrote the story.)

4. Who died of a broken heart and caused a sensation at Court? (Elaine the Fair—Read Lancelot and Elaine. Perhaps you’ll want to read the whole of Tennyson’s cycle of poems called *The Idylls of the King*.)

5. Who got lost in a jungle and was brought up by animals? (Kipling can make animals seem like people. Read *The Jungle Book*.)

6. Is it true that American business men are Babbitts? If so, is the term complimentary or derogatory? (You may be able to decide when you read *Babbitt*, by Sinclair Lewis.)

7. Do you like a love story in which a hero and heroine are kept apart by the interference of others and by misunderstandings? Read Jane Austen’s *Pride and Prejudice*, and don’t miss the point of the first chapter, in which the author makes fun of match-making mammas.)

8. What Shakespearean play has a hero who, though he tries hard to decide what ought to be done, finds, when he does act, that his deeds have disastrous consequences? (You ought to know *Hamlet*, a tragedy of indecision.)

9. In what play by Shakespeare does a king go mad because he is inhumanly and ungratefully treated by his children? (*King Lear* is one of the greatest tragedies. If Shakespeare is too difficult reading for you to do by your-
present the place of dean of women as it apparently is, and then as it might be, to sum up briefly the wonderful and far-reaching opportunities of the field. The duties and place must of necessity vary with the type of institution, and with the woman who attempts them. The place of the dean of women is not yet definitely fixed, but while the dean is going through this fixing process, if she is a prophet, a dean with a vision, she will select the worthwhile and lasting elements, discard the rest, and build for herself a place indespensible in the lives of college girls.

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1922


1923


1925


1925 *Yearbook of National Association of Deans of Women.*

1926 *Yearbook of National Association of Deans of Women.*


**Pauline Callender**

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**A PROVOCATIVE READING LIST**

THE accompanying list of questions is intended to whet the reading appetite much as the salads in colored advertisements tease the housewife into new purchases for dinner. The library must complete the lure by providing as attractive shelf arrays as those at the corner grocery where the loud-speaking red and yellow labels flaunt the merits of canned fruits.

The list of questions may be used in several ways to encourage extensive reading:

1. One or two of these questions may be written on the board each day. Students who know the answers may be asked to recommend the books to others. A brief statement of the teacher's own enthusiasm introduces a personal element which is often influential.

2. Having posted the entire list, the teacher may recommend and check certain titles to certain individuals and groups. Often this method leads to a reading of books other than those thus checked.

3. Separate questions may be lettered on posters and used in the library with the display of a fine edition of the book. If an overwhelming demand results, the statistics obtained may prove valuable ammunition to accompany requests for library appropriations.

4. One of the most successful methods of dealing with outside reading with large groups is the chart of class progress shown below.
becoming to one was far from suitable for the other? (In Silas Marner George Eliot records many shrewd observations about human nature.)

29. What song sung by a working girl on a holiday influenced several people at critical moments in their lives? (Browning, in Pippa Passes, shows deep insight into human nature.)

30. In what book does the tapping of a blind man's cane recur till you shiver at the sound? (Stevenson's Treasure Island sold out immediately when it was first published.)

31. Can two women quarrel, each using her own language, which is unknown to the other? (The answer is in the Tale of Two Cities.)

32. Where and what was "Sweet Auburn! loveliest village of the plain?" (Read Goldsmith's poem The Deserted Village and spend a little time in a quiet hamlet of olden time.)

33. Who grew so fond of his donkey that he hated to part with her? (Stevenson's book, Travels With a Donkey, contains many interesting and amusing events.)

34. What happened to the man who shot an albatross? (The Rime of the Ancient Mariner is as queer as an impossible dream. Coleridge meant it to be enjoyed as a fantasy.)

35. In what story do you sympathize with a fallen chieftain? (The Lady of the Lake is a thrilling tale of Scotch warfare.)

36. In what Shakespearean play does a man do one evil deed after another until he can't escape evil? (Macbeth shows the intrigue and fighting brought on by a lust for power.)

37. What scene does Shakespeare say will be acted in the future, in countries then unknown? (You will find it in Julius Caesar.)

38. Did the white whale get his victim? (Read Moby Dick and find out.)

39. What queen risks death at the king's hands to save her people? (Esther is one of the most beautiful romances in the Bible.)

40. Who climbed a waterfall to visit his sweetheart? (There is tense excitement in Lorna Doone by Blackmore.)

41. Who wrote a series of tales of frontiersing—from Maine to Wisconsin, to Minnesota? (Hamlin Garland represents The Middle Border in American literature. Read Trail-Makers of the Middle Border, then a Son of the Middle Border, a Daughter of the Middle Border, and Main-Traveled Roads.)

42. Who said, "God bless us every one!" (Dickens in a Christmas Carol has made all the world love Tiny Tim.)

43. What well-known American tells amusing boyish experiences in collecting autographs? (The Americanization of Edward Bok is an absorbing story of great achievement.)

44. Who cursed the United States and suffered for it all the rest of his life? (A Man Without a Country is a famous story which emphasizes love of one's native land.)

45. What book, partly written in prison, tells of man's progress through life? (Pilgrim's Progress is one of the best-known allegories in English. Look up the word allegory. Observe book titles and see how many writers have used quotations from Bunyan's book.)

46. What horse lost its tail while crossing a bridge? (Take the trouble to look up a few Scotch words and then enjoy the uproarious fun of Burns's poem, Tam O'Shanter.)

47. Can a genius be excused for his dissipated life? (Carlyle deals with this difficult question in his Essay on Burns.)

48. Who grieved so much over his son's downfall that he couldn't finish his sheepfold? (Wordsworth's Michael arouses sympathy for aging parents.)
THE VIRGINIA TEACHER

self, read Lamb's Tales from Shakespeare.)
10. If you want to know how a pampered boy of wealth had his selfishness and snobbishness taken out of him, read Captains Courageous by Kipling.
11. Do you know a small town which is a typical Main Street? (You can't answer this question until you have thoughtfully read Main Street. Has Sinclair Lewis treated small towns fairly?)
12. Did you know that people first cooked their meat by burning the huts in which animals were kept? (at any rate, that is the method Charles Lamb describes in his Dissertation Upon Roast Pig.)
13. Perhaps the English schoolboys in Stalky and Company are such bad examples that you'd better not read Kipling's story! You'd have to read a lot of schoolboy slang, too!
14. Is it true that all women are either Becky Sharps or Amelias? Which are you? (Read Vanity Fair and find out. Thackeray wrote it.)
15. Have you read a story in which a man breaks up his own funeral? (This is one of many excitements in Ivanhoe.)
16. What boy dressed up as a girl, but couldn't deceive a woman? (If you don't already know Tom Sawyer and Huckleberry Finn, you'd better read Mark Twain's books and get acquainted with two of the most real American boys in all literature.)
17. Can you imagine a banquet at which people were ridiculed for using napkins to wipe their moist fingers instead of waving their hands in the air to dry them? (This, too, happened in Ivanhoe.)
18. Who scornfully tossed a piece of gold to a leper? (Read Lowell's Vision of Sir Launfal. You may want to skip the preludes, but be sure you get the story.)
19. What would a boy inherit from a British father and an Indian mother? (Read Kim by Kipling, to see how his life worked out.)
20. What boy adopted a stray dog that became his inseparable companion? (Read Jeremy and also Jeremy and Hamlet. Hugh Walpole tells exactly how a dog feels about his master and how a boy feels about his dog.)
21. Should George Eliot have created another lover than Aaron for Eppie to marry? (You can't answer this question until you know Silas Marner.)
22. Who awoke to find a revolution over, a new government in power, and a younger generation following in the footsteps of their elders? (Almost everyone knows Irving's story of Rip Van Winkle.)
23. What poem describes the landscape after two nights and a day of snow? (Whittier's Snowbound also has a vivid picture of a family group.)
24. Who spent ten years in wandering before he reached home after a great war? (The Odyssey makes you acquainted with many gods and goddesses, and familiarizes you with many stories which are constantly referred to in all kinds of print, from literature to advertising.)
25. Do you know ten famous fairy tales? (Supply these titles yourself.)
26. What three Frenchmen fought joyously together through thrilling adventure? (You may have seen Douglas Fairbanks in The Three Musketeers. You will enjoy the book, written by Dumas, a French author.)
27. Have you read of the skilful physician who, after a tragic life, spent his spare time making shoes? (Read the Tale of Two Cities and learn Dr. Manette's pathetic story.)
28. Do you know of two sisters who always dressed alike, although what was
Table I. Showing Important Facts About Greek Gods and Goddesses

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<th>Name of God or Goddess</th>
<th>God or Goddess of</th>
<th>Chief Seats of Worship</th>
<th>Aid Given in Trojan War</th>
<th>Epithet</th>
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<tr>
<td>Jupiter or Zeus</td>
<td>Chief of Olympian Gods</td>
<td>Crete, Anxur in Latium.</td>
<td>Both sides</td>
<td>&quot;Thunderer&quot;</td>
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<td>Minerva or Athene</td>
<td>Wisdom</td>
<td>Lake Tritonius in Africa.</td>
<td>Greeks</td>
<td>&quot;Blue-eyed maid&quot;</td>
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<td>Juno or Hera</td>
<td>Marriage; also wife and sister of Zeus.</td>
<td>Argos, Carthage Lacinia.</td>
<td>Greeks</td>
<td>&quot;Stag-eyed queen of Heaven.&quot;</td>
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<td>Venus or Aphrodite</td>
<td>Love and beauty</td>
<td>Paphas and Idalium in Cyprus.</td>
<td>Trojans</td>
<td>&quot;Laughter-loving queen.&quot;</td>
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<td>Apollo or Phoebus</td>
<td>Light, oracles, music, medicine.</td>
<td>Delphi and Cumaean Compania.</td>
<td>Trojans</td>
<td>&quot;God of the silver Bow.&quot;</td>
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<td>Moon and the chase.</td>
<td>Thracian forest</td>
<td>Greeks</td>
<td>&quot;Jrcher Queen&quot;</td>
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<td>Greeks</td>
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<td>Vulcan or Hephaestus</td>
<td>Fire and architecture</td>
<td>Lipara, an island near Sicily.</td>
<td>Both sides</td>
<td>&quot;The skilled artificer.&quot;</td>
</tr>
<tr>
<td>Mercury</td>
<td>Messenger</td>
<td>Cylene, the highest mountain in the Peloponnesus</td>
<td></td>
<td>&quot;Clear-sighted speedy comer.&quot;</td>
</tr>
<tr>
<td>Ceres or Demeter</td>
<td>Agriculture</td>
<td>Troy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vesta or Hestia</td>
<td>Fireside</td>
<td>Troy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aurora or Eos</td>
<td>Dawn</td>
<td>Greek</td>
<td></td>
<td>&quot;Rosy-fingered Dawn.&quot;</td>
</tr>
<tr>
<td>Iris</td>
<td>Rainbow; messenger</td>
<td></td>
<td></td>
<td>&quot;Storm-swift Iris.&quot;</td>
</tr>
</tbody>
</table>

floor, where men are winnowing, blows the chaff away; when yellow Ceres with the breeze divides the corn and chaff which lies in whit'ning heaps: so thick the Greeks were whitened o'er with dust."  

b. Use of the epithet—an adjective or adjective phrase which aptly describes the noun it modifies. Example: "Stag-eyed Juno, queen of heaven."

III. Skills and Abilities Selected for Emphasis

A. Skills strengthened were:
1. Lettering neatly and with correct spacing (words twice as far apart as letters.)

2. Pasting neatly and in correct position on the page (pictures about one-third nearer top of page than bottom.)

3. Spelling unusual words and proper names found in Greek literature.

4. Drawing, through copying illustrations found in books.

B. Abilities strengthened were:
1. Selection and organization of material from various sources for a definite type of book, e. g. subjects pertaining to ancient Greece.

2. Selection and organization of material for one topic from various sources.

3. Compilation of unorganized material into a table.
49. What child was adopted by rough miners? (Read The Luck of Roaring Camp. You'll probably want to read Tennessee's Partner, also, by Bret Harte.)

50. What American author wrote a well-known story of finding buried treasure by means of a cipher which explained a map? (Poe. Besides The Gold Bug you may want to read The Fall of the House of Usher.)

Carrie Belle Parks

ILLUSTRATING THE ILIAD AND THE ODYSSEY
An Eighth Grade Unit in Greek Literature

While studying Greek literature, the class became interested in illustrations. Since they were unable to find any pictures of gods or goddesses at home, the teacher suggested ordering some from picture companies. A Perry Pictures Company catalog was on hand, so the class set to work selecting appropriate pictures to order. While this was in progress one child asked, "What are we going to do with our pictures?"—The class discussed this at length, finally deciding to make a book on Greek literature using the pictures as illustrations. How they did this work is set forth in the following outline.

I. What the Children Did
A. They discussed the book to be made as to:
   1. Size—pages, cover, and pictures.
   2. Contents—table of contents, list of illustrations, dedication, introduction, index.
   3. Materials—color and kind of paper, kind of cardboard, paint for cover design.
   4. Lettering—pages, cover.
B. They examined illustrative material supplied by teacher and children such as: books, magazines, pictures, advertisements, old jewelry, and posters.
C. They assembled the material and made their book by:
   1. Dividing the subject matter into main topics, one to be accepted by each pupil as his definite assignment.
   2. Resolving into final working committees on drawing, printing, posting, sewing, binding.

II. What the Children Learned
A. From their work with The Iliad and The Odyssey the children learned that:
   1. The Iliad tells the story of the tenth year of the siege in the Trojan War; The Odyssey tells the story of the ten years' wanderings of Odysseus (Ulysses) on his way back home from the Trojan War.
   2. Interesting information about gods and goddesses as shown in Table I.
   3. Information about the main characters of the two stories as shown in Table II.
   4. These stories (The Iliad and The Odyssey) were sung by Homer, then resung by others, and later compiled in book form.
   5. The following are the most important things tradition supplies about Homer.
      a. He was a poor, blind poet who earned his living by reciting these poems.
      b. He played on a lyre and recited wonderful verses which told about the adventures of Greek heroes and their great deeds during the Trojan War.
      c. "Fifty cities" claimed the distinction of being his birthplace and greatly honored him after his death.
   6. The main characteristics of Homeric style are:
      a. Frequent use of the simile—a figure of speech likening two different things by imaginative comparison. Example: "As when the wind from off a threshing
A GROUP OF JUNIOR HIGH SCHOOL LESSON PLANS
THE ELECTRIC TOASTER

This plan is selected for publication because it provides for pupil initiation as well as pupil participation, yet insures a definitely organized body of knowledge. It is fairly easy to do one of these things; to do both is the mark of real teaching.

Preliminary Data
Grade: 8 A
Time allowance: one forty-minute period
Major unit: Electrical devices used in the home
Minor unit: how to make an electrical toaster; toasters made by two boys had set the whole class to work on the job.
Materials: electrical toasters that the boys had made

Steps in the Lesson
I. How the electric toaster is made
   A. One of the boys who has made a toaster will tell the class how he made it and answer their questions.
   B. I shall use the following questions provided the points they cover have not been discussed:
      Why is steel wire used in making the toaster? Why is the wire wrapped back and forth so many times? Why can’t cardboard be used instead of asbestos?
      Steel wire is used because it has a high resistance. The more wire that is used the more resistance there will be; therefore the toaster will get hotter with more wire. Asbestos must be used because it will not burn.
I. How the electric toaster works
   Another boy will connect his toaster to the battery and explain how it works. The class discussion will support the points made in the previous step.
   III. Assignment

A. Each child will be required to write out an answer to the question, “Why does the electric toaster give off more heat than the electric light?” These answers will be discussed in class the next day.
B. The children will be encouraged to make toasters. They will be invited to submit their plans to the class for criticism, also to bring the finished toasters in for demonstration.

Gladys Womeldorf

HOW TO WRITE A PARAGRAPH STORY

Without the Preliminary Data and the subject matter outline—these are supplied largely for the benefit of the reader—this plan is concise enough for use by a regular classroom teacher.

Preliminary Data
Grade: 8 B
Time allowance: one forty-minute period
Major unit: writing short stories for the class paper, The Chatter
Minor unit: Steps in writing a paragraph story
Material: a story, “Trapped,” written by a member of the 8B class of 1926

Steps in the Lesson
I. Examine the story, “Trapped”
   A. Read story to class.
   B. Class divide story into parts, and discover purpose of each part.
      Parts of Story
      1. Beginning sentence
      2. Series of happenings
      3. Point of story
      4. Ending sentence
      5. Title
II. Make steps for writing stories
   A. What was the first thing the author of “Trapped” did when he decided to write a story?
   B. What were some of the other things he did?
Table II. Showing Important Facts About Principal Characters in the Iliad and Odyssey

<table>
<thead>
<tr>
<th>Name</th>
<th>Home</th>
<th>Interesting fact</th>
<th>Epithet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agamemnon</td>
<td>Mycenae</td>
<td>He was leader of Greeks in Trojan war.</td>
<td>&quot;Most mighty Agamemnon, king of men.&quot;</td>
</tr>
<tr>
<td>Ulysses</td>
<td>Ithaca</td>
<td>He was a Greek hero and main character of the Odyssey. He was driven at the will of the gods for ten years after the capture of Troy.</td>
<td>&quot;Wisest of the Greeks.&quot;</td>
</tr>
<tr>
<td>Menelaus</td>
<td>Sparta</td>
<td>As king of Sparta and deserted husband of Helen, he led sixty ships to the siege of Troy.</td>
<td>&quot;Heaven-descended Menelaus.&quot;</td>
</tr>
<tr>
<td>Paris</td>
<td>Mt. Ida</td>
<td>He was the brother of Hector. He visited Menelaus and eloped with his wife, Helen. This led to the siege of Troy.</td>
<td>&quot;Paris, cause of all this war.&quot;</td>
</tr>
<tr>
<td>Helen</td>
<td>Sparta</td>
<td>She was the most beautiful woman of her age.</td>
<td>&quot;Fair-haired Helen, queen of women.&quot;</td>
</tr>
<tr>
<td>Diomed</td>
<td>Greece</td>
<td>He was a brave Greek hero.</td>
<td>&quot;Brave Diomed.&quot;</td>
</tr>
<tr>
<td>Ajaces</td>
<td>Cyprus/Lacris</td>
<td>&quot;Tis yours, Ajaces, filled with courage high, to save the Greeks.&quot;</td>
<td>Ajax Telamon, the greater Laetian Ajax, the lesser.</td>
</tr>
<tr>
<td>Patroclus</td>
<td>Pythia</td>
<td>He was the best friend of Achilles.</td>
<td>&quot;Patroclus carborne chief.&quot;</td>
</tr>
<tr>
<td>Hector</td>
<td>Troy</td>
<td>He was the foremost Trojan hero.</td>
<td>&quot;Hector of the glancing helm.&quot;</td>
</tr>
<tr>
<td>Achilles</td>
<td>Pythia</td>
<td>He was the strongest, bravest and swiftest of the Greeks.</td>
<td>&quot;Swift-footed Achilles.&quot;</td>
</tr>
<tr>
<td>Nestor</td>
<td>Pylos</td>
<td>He was the oldest of the Greeks.</td>
<td>&quot;Nestor, wise in council.&quot;</td>
</tr>
<tr>
<td>Nausicaa</td>
<td>Island of Phaeacia</td>
<td>She was kind to Achilles when he was stranded on her island.</td>
<td>&quot;Fair-robbed Nausicaa.&quot;</td>
</tr>
<tr>
<td>Penelope</td>
<td>Ithaca</td>
<td>She was the wife of Ulysses, and was true to him during his twenty years' absence.</td>
<td>&quot;Heedful Penelope, daughter of Icarius.&quot;</td>
</tr>
<tr>
<td>Telemachus</td>
<td>Ithaca</td>
<td>He was the only son of Ulysses—a baby when his father went to war.</td>
<td>&quot;Discreet Telemachus.&quot;</td>
</tr>
<tr>
<td>Cyclope</td>
<td>Sicily</td>
<td>Any one of a race of one-eyed giants.</td>
<td>&quot;Cyclops, devourer of men.&quot;</td>
</tr>
</tbody>
</table>

IV. Attitudes and Appreciations Fostered

A. A keener realization of the responsibility of each member of the group to every other member as they work together.

B. An appreciation of the classic literature of another country.

C. An appreciation of pictures as valuable aids in studying a piece of literature.

D. A realization of the difference in religious and social ideals then and now.

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B. Teacher's Bibliography

Bonser and Mossman. *Industrial Arts for Elementary Schools*. Macmillan Co., N. Y.


FANNIE GREENE ALLEN 
MARGIE OBER
IV. Assignment

Further problems of the same types will be given for home work; these will be solved and discussed in class on the following day.

MARY WILL PORTER

WRITING NEWS NOTES FOR A REAL NEWSPAPER

After reading a Dutch Boy Fifty Years After, the junior high school children in the 7B grade were inspired to try their hand at running a school newspaper. At a suggestion from a member of the class, stimulated by the teacher, the children brought copies of many kinds of newspapers to class which they examined and discussed preparatory to formulating a working basis for their paper. They decided on the contents, collected and wrote the news, and mimeographed and sold their first edition.

Apt criticism from other classes together with a growing consciousness of their imperfections caused them to determine to improve the next edition of the paper. This they began by listing their satisfactory points and the improvements that could be made. They then submitted a copy to the editor of the Daily News Record and asked him to give them a talk on conducting newspapers and tell them how they could improve theirs.

Thinking that it would be more useful as well as more fun, they decided after the editor's invitation, to abandon their paper and edit weekly all of the school news for the Daily News Record. The following outline tells how they carried out this piece of work.

I. What the Children Did

A. They gathered their news by:
   1. Assigning pupils to the various rooms and departments of the school
   2. Making each reporter responsible for arranging with the teacher a satisfactory time for interviews.

B. They prepared the news for print by:
   1. Writing it in paragraphs after collecting their notes
   2. Giving each paragraph a subtitle
   3. Checking over each other's write-ups for errors
   4. Submitting the whole to the editor-in-chief who:
      a. Made additional corrections when necessary
      b. Arranged the material
      c. Supplied apt headlines
   5. Copying the final draft
   6. Delivering it at the office at a specified time

C. They improved their technique by having weekly conferences at which the following things were discussed:
   1. How to make the most of an interview
   2. How to improve their style

D. They made a study of the printing of newspapers by:
   1. Visiting each department of the Daily News Record and noting the entire process
   2. Reading the history of printing

E. They selected the series of pictures The Evolution of the Book and mounted them for use in the school room.

II. What the Children Learned

A. How to gather and prepare news for publication
   1. In interviewing
      a. That good questions were imperative
      b. That rich detail was necessary
   2. In writing news
      a. That the public wants names of people in the articles
      b. That everything must be clearly and accurately stated
      c. That a paragraph must have a
Steps in Writing a Paragraph Story

1. Choose point
2. Write beginning sentence
3. Make a clear picture that will interest the reader
4. Tell point of story
5. Write ending sentence
6. Choose title

III. Assignment
For the next day each child is to write a paragraph story, following the steps outlined. These will be edited in class.

Marion Kelly

FINDING THE AREA OF A TRIANGLE

This plan is selected because it provides for a statement of an important rule by the children as a result of experience, followed by definite testing of the rule.

Preliminary Data
Grade 8 B

Time allowance: two forty-minute periods
Major unit: construction and measurement of common geometrical figures
Minor unit: rule for the area of a triangle
Materials: scissors, rulers, pencils, tablets, and textbook; set of diagrams for cutting rectangles into triangles

Steps in the Lesson

I. Cutting triangles from squares and rectangles
A. Children cut triangles from rectangles according to diagrams on blackboard. See Fig. 1.
B. Children fit left-over pieces on top of the triangle, thus discovering that the triangle is invariably half the size of the rectangle.

II. Making the formula
A. Children measure base and altitude of a number of the squares and rectangles, and find the area of each.
B. Children write the formula.
The area of a square or rectangle is found by the formula: A equals \( a \times b \).

III. Testing the formula
Children will work problems in class. The following types will be used:
A. Find the area of a triangle whose base is 13.5 in. and whose altitude is 7 in.
B. If the area of a given triangle is 30 sq. ft. and the altitude is 6 ft., what is its base?
The 7-B-I grade of the Junior High School is to write the city school news for the Daily News-Record every two weeks. Charlotte Alexander has been elected editor-in-chief with Florence Garrison and Billy Wilson as assistants. Reporters will be assigned to visit each of the rooms and obtain the news furnished them there by the pupils.

Attacks on the "Hundred Demons" featured the second day at school. This was a spelling test of 100 words frequently used with "catchy" spelling. Those who conquered the "demons" were:
- Virginia Bowers (8BI), Reba Ford and Overton Lee (8BI), Edwin Moore and Robert Jamison (8BII), George Wellons and Evelyn Gochenour (7BI) and Betty Mitchell (7BII).

Reading is not being slighted. In the 7B grade, silent reading tests for speed and comprehension were held. Charts were made of the individual scores which are hoped to be improved in other tests to be given. Five of the readers fell below the average in speed and eight in comprehension.

In preparation for a "Better Health" drive, the teachers have been busy measuring and weighing all the pupils to see if they are up to normal. Sight, hearing, and teeth also are being inspected.

Boys in the manual training department have been busy rearranging and labeling the tools in the shop. They also are stacking cedar lumber so that it will be thoroughly dried before manufactured into cedar chests. As yet, the boys have not decided upon what project they will bend their efforts.

In response to the book of stories, poems, and pictures sent to Japan last year by the 7A class through the Red Cross, a similar work by the Japanese pupils has been received. It is written in Japanese and reads backwards. The Red Cross sent along a translation. It contained many beautiful pictures, the work of the Japanese children, and a lot of fine writing on tissue paper. The letter and poems were especially interesting. Here is one, entitled "The Breeze" by Shosi Takahashi, a sixth grade boy:

Wafted lightly on the breeze,
The cheer blossoms fly away
In the direction of America.
"Where are you going?" I asked,
The Indifferent petals answer me not,
But fly away in America's direction.

The 7A class is getting ready to send an answer to Japan.

The Kindergarten has 30 boys and girls enrolled. They have a nice freshly-painted room so they are painting their furniture blue and gray to go with it.

The 2A grade is studying about Indians. They wrote paragraphs about them, telling of characteristics of the Indian race.

"Safety First" rules to be observed by children in walking to and from school are being compiled by the Third grade at the Keister School. Posters calling attention to these rules will be placed in the first and second grades. The pupils no longer are required to march in line to the Court Square.

Miss Fannie Speck's children are making a study of the flower garden of Mrs. H. W. Bertram's, next door. They have learned to know marigolds, phlox, petunias, asters, snapdragons, nasturtiums, and many others. The gardener, Henry Washington, told them the names. The boys and girls now are writing about the garden and are gathering seeds and pods. Bobby Philpott brought enough to cover a large card.

The Waterman school has a total enrollment of 555 pupils, the largest number in history. There are 17 teachers, four of whom are new this year. Many of the rooms have been so busy getting things started smoothly that they have not had time to report any news.

Mamie Wilson Omohundro
topic sentence to which all other sentences refer
d. That titles must be short, clever, related to the paragraph, and not tell too much.

B. How the Daily News Record is conducted
1. The departments of the paper are: news, editorial, sports, personals, report of stock market, and classified advertisements
2. The method and equipment for collecting, preparing, and printing the news are as follows:
   a. Collecting
      (1) Reporters gather the news
      (2) The associated press furnishes syndicated news
      (3) News received directly by the editor over the telephone
   b. Editing
      (1) Assistant day and night editors write up and edit the news
      (2) The editorials are usually by the editor
      (3) Stated symbols are used in making corrections
   c. Setting the type and printing
      (1) The linotype machine types the lines for print
      (2) The galley is composed of lines of type placed in a column.
      (2) Pictures are made from mats which are prepared in the engraving department
      (3) The large press prints, cuts, and folds the papers.

C. The history of printing
1. The six steps as shown by the paintings of John W. Alexander are:
   a. The cairns
   b. Oral tradition
   c. Picture writing
   d. Hieroglyphics
   e. Manuscript writing
   f. The printing press
2. Block printing is done by cutting a picture on a piece of wood, inking it, and transferring the picture to cloth or paper
3. Laurence Coster of Holland made the first block printing book
4. John Gutenburg of Germany made the first rude printing press.

III. Abilities Selected for Emphasis
A. They developed the following skills
1. In oral composition
   a. Formulating questions for the interview
   b. Reporting news to the class
   c. Discussing news writing and methods of improvement
   d. Giving constructive criticism
   e. Conducting an election
2. In written composition
   a. Indenting each paragraph
   b. Keeping a straight margin
   c. Attaining a more legible handwriting
   d. Using a typewriter
B. They developed the following habits and attitudes:
1. Co-operation with their own class members and other classes in collecting and writing news
2. Responsibility to the editor of the newspaper, the public, and the school
3. Promptness in turning in the news
4. Appreciation of literature and art

IV. Bibliography
A. Newspapers
1. Daily News Record
2. Other local newspapers
3. New York Times
B. Books
3. News Writing in the Junior High School—Borah
4. A Dutch Boy Fifty Years After—Edward M. Bok.
because they bring the joy of a complete story for every reading period. Thus the group is not bored by dragging one long story along for several days or a week.

As each story is made it is printed on tag board and illustrated (pictures from old primers may be used). A strip of cloth is pasted across the top and is fastened to a small easel or reading rack so the stories can be folded back as the children finish reading. Listed in order are the rhymes from which our chart is made: Jack and Jill, Two Little Blackbirds, Little Bo-Peep, Little Boy Blue, Humpty Dumpty, Tommy Tinker’s Dog, Little Miss Muffet. These seem to lend themselves to the best story values, but any of the familiar ones may be used.

Any teacher of beginning reading can well appreciate the urge for reading such work will create. Besides this important value there are many others in this kind of reading as: they are made up of the vocabulary of basal primers; the sentences are short; they contain a complete thought; there is good opportunity to increase eye sweep; much drill may be had through the repetition in the stories; and they give real pleasure to the child.

M. E. Cornell

A SECOND GRADE LIBRARY

The children in the second grade decided that their regular readers did not give them as much real reading as they wanted, so they decided to have a library. They visited the college library to find out how books are procured, how taken out, and how treated.

Some of the children donated books and magazines which they had at home. More books at ten cents each were ordered from F. A. Owen Company, Dansville, N. Y., and Flanagan and Company, Chicago, Ill. Other inexpensive picture books were bought from the Dime Store and from various other sources. Besides these, stories were cut from first and second readers and attractive covers were made for them. The following is a partial list of the library books:

Poems Worth Knowing, Book 1
Little Wood Friends
Animal Stories
Four Little Bushy-Tails
Kitty Mittens
Picture Study Stories for Little Children
The Rabbit School
The Teddy Bears
A Cotton-Tail Picnic
Little Black Sambo and Other Stories
Four Little Cotton Tails at Play

As a check for the books two cards are used. One with the name of the book on it is for the teacher. When a child gets a book out his name is put on this card, which he finds in the book, and the teacher or librarian keeps it. The other card belongs to the child and his name is written on it. When he takes a book out the name of it is written on his card. This gives him a record of all books he has read. If a child loses his card he cannot get a book out until a new card can be fixed for him. A book may be kept as long as the child wishes, but it is best to encourage the exchange of books every week. Should anyone be out of school with a contagious disease his book is not taken back. When the children are promoted they take all books they have given to the next grade, so they can begin a library there at once.

The Library Hour is 15 minutes daily. During this time the children exchange books, help each other decide on the best stories, and read as much as possible. Stress is not laid on the number of books read, but on the pleasure derived from reading the printed page.

Out of this hour has grown an organized Reading Club. The children elect their officers and also a committee to plan weekly programs. All stories used for the programs are selected from the library books. The children who participate in the programs
SUPPLEMENTARY READING
BASED ON MOTHER
GOOSE RHYMES

DURING the first six weeks of work in the first grade a need for very simple reading material is always felt. This material should be easy enough for children to read almost immediately and still have interest enough to carry on from day to day until a primer can be used. Action sentences soon become only games. A daily bulletin helps somewhat, but does not supply the need. Children want to read and long for a real story from the very first. They come to first grade with a genuine love for Mother Goose, and it is from these that the first specific reading may be gotten.

"Jack and Jill" seems to be the general favorite, so our supplementary story chart begins with it. The rhyme is given by the children at first. Then they tell each line as it is printed on the board. After it has been read from the board the chart is presented and read. With this is used a set of strips with the sentences printed upon them and the children find and match them with the line on the chart as a check.

In a day or so the children are ready for their first story. At first it is wise to give enough in outline to create the desire to read more. For instance, some introduction like the following may be used: "Children, did you know that all of Mother Goose's children work and try to help their mother as you do? What do you suppose Jack and Jill did to help their mother? Do you ever carry water for your mother? Well, one day Mother Goose wanted some water, and our story tells how she called Jack and Jill to get it. Would you like to read to see if they did what Mother Goose asked them?"

After this introduction the following story is read from the chart or poster:

Run Jack.
Run Jill.
Run and get a pail of water.
Jack ran up the hill.
Jill ran up the hill.
They ran to get a pail of water.
Jack fell down,
And broke his crown,
And Jill came tumbling after.

After this rhyme the chart grows day by day. The next taken is "Two Little Black-birds." This rhyme is taught in the same manner as "Jack and Jill" and followed up with a story based on the rhyme. "Boy Blue" is the fourth rhyme used, and from now on it is possible to make some attractive stories and good checks. Sometimes the rhymes are combined for the story as:

Boy Blue went to see Bo-Peep.
Bo-Peep was in the meadow.
She said, "I have some sheep, Boy Blue.
Come and see my sheep."
Boy Blue looked for the sheep.
He asked, "Where are your sheep, Bo-Peep?"

Bo-Peep said, "Look under the haystack, Boy Blue.
My sheep are under the haystack.
They are fast asleep."

With this story a completion check is used. The children find and pin the correct words or phrases in the space left in each of the four or five sentences taken from the story and printed on another chart or on the board. They get real pleasure from these checks.

All of these stories are about the same length and contain a complete thought unit. The vocabulary consists of words in the rhyme and a few action words. They will be found in the basal primer and in the Baker-Thorndike word list. The sentences are short to encourage the children to read in complete thoughts and not in broken phrases or just by words. The stories also have some repetition similar to all the primer stories. An average group can read these stories the second week of school, so by the time they are ready for a primer they have had some good experiences in reading. With a group of repeaters or very slow children these lessons are very good,
EDUCATIONAL COMMENT
MAKING POSSIBLE RICH RETURNS
IN SCHOOL EXPERIMENTATION

A GIFT of $400,000. has been subscribed by 364 patrons of the Lincoln School and the Trustees of Teachers College to the Lincoln School. Of this sum approximately $100,000 will be used to build a swimming pool. The larger part of the sum will be used for the erection of an annex to provide much needed facilities for the rapidly expanding investigations of the Institute of Educational Research. Dr. Otis W. Caldwell, who since its establishment has been the Director of the Lincoln School, and at the same time Director of the Division of School Experimentation and under whose successful administration both the Lincoln School and the Division of School Experimentation have made such rapid strides, will devote his full time to the Lincoln Institute of School Experimentation. This institute will include the investigational work of the Lincoln School and such other studies as may later be assigned to it.

The next annex to the Lincoln School will provide for the expansion of the work of the Institute and will enable it to greatly enlarge its program of school experimentation under the full time direction of Dr. Caldwell.

The General Education Board has given Teachers College $1,000,000 toward the endowment of the Lincoln School. The income from this sum is to be applied on the reduction of the annual allowance of $150,000 which the General Education Board has been granting to the Lincoln School.

The trustees of Teachers College announce the appointment of Dr. Jesse H. Newlon, now Superintendent of Schools in Denver, Colorado, as Director of the Lincoln School and Professor of Education in Teachers College. He will assume his office on September 1, 1927.

Dr. Newlon is a graduate of Indiana University. He received the Master's degree from Teachers College in 1914 and in 1922 the degree of L. L. D. was conferred upon him by the University of Denver. He has been High School Principal in the Public Schools of Indiana and Illinois and in 1917 was elected Superintendent of Schools in Lincoln, Nebraska. Since 1920 Dr. Newlon has served as Superintendent of Schools for Denver, Colorado. In 1924-25 he was elected President of the National Education Association. In 1925 he was awarded the Butler Silver Medal. This medal is awarded annually in silver or bronze to the graduate of Columbia University in any of its parts, who has during the year preceding shown the most competence in philosophy or in education theory, practice, or administration. It was awarded to Dr. Newlon "in recognition of his creative work in the administration of the school in the city of Denver, particularly his leadership in scientific study and revision of the curriculum." Dr. Newlon was the first Superintendent of Schools to be awarded this distinction.

Dr. Newlon has a national reputation as an educational administrator and one of the foremost educators in school experi-
are also chosen each week by the program committee. To be admitted to the club each child must read before it and his ability passed on by the members.

Special dramatizations often develop from the work of the club. During Book Week they planned an original play in which the characters were selected from their books. Such favorites as the following were portrayed: Robinson Crusoe, Little Black Sambo, Hansel and Gretel, and Red-Riding-Hood. The costumes were planned and made by the children. The final result was presented at a Mothers' Party for the patrons of the grade. Since then the club has presented dramatizations of various stories for the entertainment of members of their own grade and for other grades in the school. Such incentives for good reading are of untold value in any grade.

MARGARET MURPHY

To determine whether time devoted to home study by pupils in Western High School, Baltimore, is apportioned to the best advantage in preparation of different subjects in the curriculum, a questionnaire was sent to about 275 senior students. Answers show that history receives the most of home-study time, an average of 80 minutes. Latin comes next, with an average of 58 minutes; then stenography, 57 minutes; mathematics, 46; and modern languages and chemistry with an average of 45 minutes each. Pupils reported an average of 42 minutes home study of English and 38 minutes of biology. The average per pupil time for each subject is 53 minutes, or about three hours and a half of home study in all. This is thought to be an overestimate rather than an underestimate. A practical result of the survey has been to reduce the history assignment, which entails library work, and by readjustments of other objects to make more time available for home study in the subjects now below the median.

_School Life._

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THE TEACHER

"She was a teacher,
Very many years,"
He said to me,
"And if she wearied
Of the daily grind,
We never knew,
For she kept smiling—
As school teachers do:

“And I can not recall
Just what she taught,
Nor what her methods were
That brought
Achievement to us
In that school of yore:

“It has been long—
Those days are far behind;
Dim is her face,
Nor do I know
The color of her eyes, her hair,
Nor whether she was plain,
Or passing fair,
And though she stood each morning
At the door,
I can not recollect
A single dress she wore:

“But one thing lives—
A memory as radiant
As the Sirius star
That hangs beneath Orion
On the wall of space,
And takes its shining way
Across the winter sky—
A silver thread,
That will, forevermore,
Its pattern trace
Upon the scroll of years
As they unwind—
The one thing I remember—
She was kind!”

_Sarah Wilson Middleton,_
in the Christian Science Monitor.
RELATION OF DEFECTIVE EYESIGHT AND JUVENILE DELINQUENCY

Defective eyesight contributes to Juvenile delinquency, according to Guy A. Henry, General Director of the Eyesight Conservation Council of America, who in a statement urges parents on Child Health Day to consider the vision of their girls and boys.

Child Health Day, general observance of which has been asked in proclamations by mayors of cities and other officials throughout the country, should be made an event of moral and physical significance in every household where there are children, declared Mr. Henry, who is directing a nationwide campaign for better vision in education and industry.

Investigation by the Eyesight Council, Mr. Henry asserted, has shown that "bad eyes make bad boys," and that the experience of Juvenile Courts proves that defective vision makes children truants. Each year more than 200,000 children come before these courts, eye conservation in the home and in the schools, according to Mr. Henry, should be employed as a factor in checking criminal tendencies.

"Juvenile Courts," Mr. Henry continued, "are finding that bad eyesight leads to inattention in school, to unfair competition, and to disrespect for authority. Bad eyes lead to truancy and the truant child is a criminal in embryo."

"Seventy-five per cent of all adult offenders start as criminals before they are twenty-one years old, and progress from petty to capital crimes is rapid. Parents must try to understand their children, for with understanding comes the explanation of wayward tendencies, which if uncorrected may develop unfortunate consequences even in the best of children.

"It has already been demonstrated that fully twenty-five per cent of the 24,000,000 school children of this country are suffering from manifest defective vision, and this situation is likely to grow worse if practical steps, with parents and teachers co-operating, are not taken. Much has been done by the Eyesight Conservation Council in the schools of the country, and much more will be done in the future, but lasting results are impossible without the aid of the home.

"It seems evident, from a general review of the entire subject of eyesight conservation, that approximately twenty-five per cent of all school children in the United States are retarded in their studies and that fully one-third of the retardations are in all probability due to defective vision.

"If this is correct, there are at least 2,000,000 school children in the United States one or more grades behind in their studies because of defective vision. The annual loss of retardation due to this cause alone is about $130,000,000.

BOOKS

AIDS FOR THE BEGINNING TEACHER

BEGINNING TEACHING. By Joseph E. Avent. Published by the author, University of Tennessee, Knoxville, Tenn. 1926. Pp. xv—-599. $2.50.


In Beginning Teaching Dr. Avent has prepared material for a very definite person, the young teacher with the minimum of training who finds himself at the helm of a school and without supervision. The book therefore meets the needs best of the young men and women attending our summer schools for one or two terms only, and those who enter the teaching work by the examination route.

This book divides into two nearly equal parts dealing with the technique of instruction and with school management. One notes at once the almost total neglect of the problem of curriculum organization and is
The reconstruction of the curriculum for the Public Schools of Denver under his direction is the most outstanding example of research work in this field.

READING WITH A PURPOSE

May first marks the beginning of the third year of the American Library Association's experiment with its Reading with a Purpose courses. In two years twenty-three courses have been published and are in use by individuals and groups throughout the country. That the American public does serious reading when it knows what to read has been demonstrated. More than a quarter of a million copies have been sold. Among the courses are The Modern Drama by Barrett H. Clark, The Physical Sciences by Edwin E. Slosson, Religion in Everyday Life by Wilfred T. Grenfell, Ears to Hears A Guide for Music Lovers by Daniel Gregory Mason, Psychology and Its Use by Everett Dean Martin, and The Europe of Our Day by Herbert Adams Gibbons. Each course consists of a brief introduction and a short list of readable books recommended for consecutive reading.

Other courses are in preparation, among them two by Hamlin Garland and William Stearns Davis on certain aspects of history as told in fiction. People from all over the country, young and old, college professors and grammar school graduates are taking the courses.

In a little hill town of Massachusetts nine of its 270 inhabitants met regularly during the winter to discuss the books recommended by Dallas Lore Sharp in Some Great American Books, and all nine completed the course, including the postmistress, a young farmer and his wife and mother, the minister, the librarian, and three teachers. In a city in the South eleven high school graduates, who found it impossible to go to college, are continuing their education under the direction of the high school librarian by means of Reading with a Purpose. College professors are using Alexander Meiklejohn's Philosophy as supplementary reading in their classes. A single branch library in Chicago has 190 patrons who have completed courses. Several of them have read two or more and one is completing her fourth. The Boston Public Library alone has sold 11,490 copies of the booklets.

Librarians are basing public book talks on them, individuals are sending them to friends in place of Christmas and Easter cards, women in farm communities are forming groups to study Our Children by M. V. O'Shea.

Other adult education agencies than the library are putting the courses to work: the educational departments of Y. M. and Y. W. C. A.'s, women's clubs, parent-teacher associations, the educational departments of industrial concerns.

In at least four states certificates are granted for the completion of the courses: in Indiana by the University Extension Department, in Illinois by the State Library Extension Division, in Michigan by the Extension Division of the State Agricultural College, and in Oklahoma by the Extension Service of the State University.

State library extension agencies in twenty-two states provide the courses and the books recommended to small libraries which cannot afford to buy them and to individuals who are out of range of library service.

Individuals from every walk of life have written their appreciation of the courses, among them a dealer in old metals, a former United States Cabinet member, stenographers, business men, mothers, high school students, and college professors.

The Reading with a Purpose experiment is a part of the library's adult education program. A recent editorial in the Hartford Courant calls it "a heartening sign of the times."

The next meeting of the American Library Association will be held in Toronto, June 20-27, 1927.
they have the value of reality added to that of beauty or of tragedy. The author's style is graphic and his spirit is sympathetic and generous. The publishers, Dorrance and Company, of Philadelphia, have used good stock as well as good taste and good workmanship. The copyright is of our nearest neighboring year. Other observations, favorable or informational, might be advanced; but the one thing that chiefly enhances the charm of this book to a reviewer of Blue- Stone Hill is the fact that one of our own girls holds the center of the stage (or is it the battlefield?) in the opening chapter.

The story begins on a grassy bank by the roadside, under the shade of a venerable cedar, on the battle-scarred plains of Bull Run, and a little girl in a blue dress stained with blackberries, with her hair hanging in two plaits down her back, answers the wayfarer's questions with direct sweetness and simplicity. Her blue eyes matched the cornflowers that bordered the grassy bank, and her knowledge of the battlefield was the heritage of two or three generations of her ancestors whose domicile and burial place were on the reddened hills hard by. She answered the stranger's call of "Mary," but Judith, she said, was her name.

"Judith what?"
"Judith Constance."
"Anything else?"
"Henry—Judith Constance Henry."

And thus Dr. Macartney learned to know the little Judith whose eyes are still blue, and whose answers are still prompt and frank, whether in classroom or on the campus. We welcome her from the Henry Hill, with its history and its tragedy, to Blue- Stone Hill, with its beauty and its promise. And we read Dr. Macartney's book with all the more pleasure because of her.

J. W. W.

OTHER BOOKS OF INTEREST TO TEACHERS


In this day of "tested thought" the project method has been handicapped by the lack of a scale by which its results could be definitely evaluated. Dr. Collings here offers such a scale after first outlining a background of theory. The scale is weakened by too much terminology, but he who digs will find buried treasure.

Katherine M. Anthony


Education for a Changing Civilization comes from one of America's foremost teachers. This little volume sets forth in a very clear way a picture of the new age in which we live. It is an age, says the author, characterized by "a changed mental attitude," "industrialism," and "democracy." Our age is a critical age; it is an age of honest doubt. "Everything," says the author, "is brought to the bar of tested thought." Many of us feel with the author that all is not hopeful, that industrial and material advance tends to overwhelm the individual. The author makes it clear that Democracy is the program of today, that it is the only program "that can command abiding support."

The second major consideration of the volume is that in the light of a new situation new responses or reactions are necessary, hence the demands on modern education. It is made clear, a truth to which we all subscribe, that our schools must be so organized and conducted that children may be taught to think for themselves if they are to be successful in this new and different world.

No student or teacher of modern education can afford to miss this rare treatise on modern civilization and education.

W. B. Varner


Modern educational theories and practices are here dealt with in a critical, clear-cut fashion. The major topics of the book are "theories of curriculum construction," "psychology of learning," and "education and democracy." Curriculum construction, the author makes clear, is in the foreground of most thinking along educational lines today; it is in this field, he insists, that real "educational statesmanship" is called for. Professor Bode makes clear that much of modern educational procedure lags far behind the social needs of our day. He feels, as many of us do, that what we need is a more humane, practical, and social educational program.

W. B. Varner

puzzled over the close resemblance of two large blocks of subject matter on the technique side, namely, the ten lesson "types" (p. 22) and the nineteen "methods of teaching" (pp. 97-8). One finds somewhat lengthy—nevertheless eminently practical—the analytic treatment of each topic. Some of the sub-points under these topics run up as follows: undesirable practices in questioning, 17; teaching excellencies, 32; hygienizing the school, 26; disciplining the school, 31; kinds of school offenses, 34. For the teacher without previous training or direct supervision these analyses, however, will be thoroughly helpful, and he will be comforted also with sample lesson plans in a variety of subjects, and with daily programs worked out for the one-teacher, two-teacher, and three-teacher schools.

Mr. Fitzpatrick, like Dr. Avent, has sought to analyze the teaching situation concretely in his Present-Day Standards for Teaching. He begins with the thesis that there are three ways of evaluating the efficiency of teaching: judgment based on observation, judgment based on analysis, and judgment based on measured results. With this in mind he aims to present by quotation, argument, and illustration, standards that should maintain in the development of subject-matter, the recitation, questioning, assignments, study, order and discipline, and so forth.

Outlines of the topics discussed, analytic outlines of procedures, lesson plans, and questions with each chapter are features of the book. Elementary treatment of measurement and teacher-rating should be useful to the one who finds supervision thrust upon him without any preliminary preparation, or to the teacher who lacks supervisory direction. Like Beginning Teaching, Present-Day Standards for Teaching is likely not to fit into the needs of our teachers college courses, as it practically ignores the whole new movement in curriculum-building with its consequent influence upon the techniques of lesson planning and teaching. The individual teacher and the study-group will find both books practical helps in many a difficult situation.

W. J. GIFFORD

"HIGHWAYS AND BYWAYS OF THE CIVIL WAR"

In an attractively printed and bound volume, under the above title, Dr. Clarence Edward Macartney of Philadelphia has given us a very readable volume on "Bull Run," "The Peninsula," "Antietam," "Harper's Ferry," "The Shenandoah Valley," and many other historic regions from Virginia to Georgia.

Obviously Dr. Macartney knows whereof he speaks, in most instances, having no doubt visited and actually walked over many if not all of the celebrated highways and byways which he describes, and which gain new luster from his ready pen. However, the geography of the Shenandoah Valley puzzles him, as it does most persons not to the region born. "Up the Shenandoah Valley" is "down" to him, and he spells "Alleghanies" with three e's and only one a, in good Pennsylvania fashion; but he does not miss the main things in the Valley—its history and its beauty; and it is not often that one finds a characterization of this wondrous area to compare with his. Here are his own words:

"With a river to make it glad and a chain of mountains on the right hand and on the left, the Valley of Virginia, as the Plain which tempted Lot, is well watered, like the Garden of the Lord. There may be valleys which are deeper and hills which are steeper, but no valley in all the land where the charm of field and stream and hill is so closely woven with the romance of stirring history."

The dozen interesting pictures in this delightful volume are made from photographs which were taken in the war time, and so
NEWS OF THE COLLEGE
AND ITS ALUMNÆ

Exams were safely over March 22, and as a reward for one quarter’s work and an incentive for another’s Efrem Zimbalist, renowned violinist, played before a breathless audience. Walter Reed Hall was crowded with not only students but people from in and out of town.

The spring quarter began in earnest Tuesday, March 23. A number of new girls entered College, among them former students: Lily Dale Tulloh, Dorothy Burnet, Retha Falls, Delilit Jenkins, Vallie May, Daphne Weddle, and Katherine Sproul.

The new student government officers—Mary Fray, president; Mary McNeil, vice-president; Florence Reese, secretary—were installed Tuesday, March 29. The impressive installation service of the Y. W. C. A. officers took place Thursday, April 7. Marian Wagner was elected president; Margaret Knott, vice-president; Virginia Harvey, secretary; Mary Boone Murphy, treasurer; and Annie Bulloch, undergraduate representative.

The officers of the literary societies have been elected for this quarter. For the Lees: Mary Ida Payne, president; Mildred Alphin, vice-president; Elizabeth Knight, secretary; Lucy Gilliam, treasurer; Mayme Turner, chairman of program committee; Elizabeth Goodloe, critic; and Helen Holladay, sergeant-at-arms.

For the Laniers: Margaret Eaton, president; W. Doan, vice-president; Evelyn Moseley, secretary; Lula Boisseau, treasurer; Rose Hogge, chairman of program committee; Stribbie Lottier, sergeant-at-arms.

For the Pages: Mary G. Smith, president; Helen Lineweaver, vice-president; Ruth Hill, secretary; Dorothy Lindgren, treasurer; Phyllis Palmer, chairman of program committee; Marian Wagner, critic.

Thirteen new members were admitted to the Lee Literary Society: Mary Brown Allgood, Evelyn Timberlake, Linda Malone, Katherine Manor, Elizabeth Malone, Mary Botts Miller, Charlotte Hackel, Ruby Hale, Emily Pugh, Elizabeth Terry, Anne Ragan, Esther Smith, and Mildred Berryman.

The new Page members are: Frances Bass, Rebecca Emory, Leonide Harris, Mae Bass, Olivia Malmgren, Lucille Jones, Frances Hodges, Janet Biedler, Frances Biedler, Dorothy Hearring, Jane Swank, Mary Lee McLemore, and Mary Worsham.

Four girls were taken into the Lanier: Florence Vaughan, Mary Boone Murphy, Dots Murphy, and Virginia Goddin.

The new officers for the Frances Sale Club are Charlotte Turner, president; Frances Bass, vice-president; Olivia Malmgren, secretary; Anne Ragan, treasurer; Maggie Roller, chairman of program committee.

Rev. J. J. Rives, pastor of the local Methodist Church, has just returned from a trip to Palestine. He has given several talks in assembly, and the applause he gets proclaims him a popular and a good speaker.

The eighth annual convention of the Virginia Music Teachers Association met in Harrisonburg, March 21, 22, 23. Walter Reed Hall was the headquarters of most meetings and students not in classes could drop in to hear recitals and talks. Teachers and speakers known throughout the state were present. The Handley High School Band concert and Mr. Weldon Whitlock’s singing were among the features.

Members of the expression department assisted by music students gave a recital March 25. Mary McNeil, Catherine Burns, Sarah Milnes, Martha Hubbard, Phyllis Palmer, and Annie Bulloch upheld the speaking art. Frances Bugg and Linda Malone sang solos.

Interest in swimming and in the pool is keen. Miss Florence Skadding of the American Red Cross came to the College to give life-saving try-outs. As a result of the training and tests Helen Holladay, Lula Boisseau, Anne Garrett, Lucy Taylor,

In this reader to be used during the last part of the first grade is found material which is not only interesting and attractive to children, but which also presents that material in such a way as to develop initiative and power.

An unusual and useful part of it is the dictionary which the children may use to give them independence in word getting.

M. L. S.


Each consists of three parts: a vocabulary test of the multiple-response type, consisting of 100 words; a true-false test of 75 carefully graded statements in the foreign tongue, to measure the student's powers of quick comprehension; and a grammar test, comprising 100 English sentences, each of which is partially translated and must be completed. The time-limit for the group of three tests is 80 minutes. The first two, requiring 25 and 20 minutes respectively, constitute just half of the entire test and thus can well be given one day, postponing Block III until some later day.

These carefully standardized tests seem very valuable, especially the grammar blocks. Where strict economy is necessary, the answers can conveniently be written on other paper, thus permitting the use of the same leaflets year after year.

E. P. C.

INTRODUCTORY BOOK, BUCKINGHAM—Osburn


This introductory book to the Buckingham-Osburn arithmetic is for the teacher. It is an amplified course of study for the first two years in arithmetic, worked out according to the best current thought on the subject.

The arithmetic facts are arranged in a series of tables for the teacher's convenience; these tables are based on careful experimentation; they consider the difficulty of each individual combination, and they group combinations into teaching units to facilitate learning. The suggestions for teaching stress the economy of continual practice without error; they also strive to prevent counting in addition rather than to cure it. A set of "problems" is offered with each unit of basic facts and skills.


Like Melville's Moby Dick, this tale deals with the whale; unlike it, there is not implicit in the story the poetry or philosophy of the American masterpiece. But Bullen wrote a rattling good story, and its action makes an appeal that cannot be gainsaid.

The cachalot, of course, is the sperm whale. And the story is one that Kipling admired. "It is immense," he wrote the author. "I've never read anything that equals it in its deep-sea wonder and mystery... It's a new world that you've opened the door to."

Here is a book, then, for the English teacher to put on the shelf with Treasure Island and Robinson Crusoe, with Cooper and Conrad.


Another of the excellent series of Academy Classics for Junior High Schools.


Sixteen thrilling stories, all but three of them by present-day authors of sound reputation, such as Ralph D. Paine, Charles Boardman Hawes, Joseph Anthony, Theodore G. Roberts, Salatini, and John Buchan. The volume will have a sure-fire interest for growing boys, and its excellent list of adventure stories will serve well to acquaint youthful readers with such experience as will permanently affect their reading habits.


The editor has succeeded excellently well. The speeches are grouped under headings which correspond with the activities of young students, the occasion and setting are entertainingly offered, and suggestions are given for the preparation of assembly programs. There has been a limited amount of abridgment, but the word and spirit of the originals have been carefully preserved.

While a half-dozen of the speeches are those which every educated American will or should be familiar with, the great majority of these selections are relatively new and have not heretofore been available in a textbook. That Miss Baker has shown not only taste but judgment in her choices is evidenced in her avoidance as far as possible of the theme of war. She preferred rather, she states, "to foster the love of peace and friendly relations between America and other countries."

It is pleasing to see how effectively the editor urges, both by precept and example, the power of simplicity in public speaking. Tub-thumping, it would appear, continues on the wane.

C. T. L.


The first careful investigation of the likenesses of Edgar Allan Poe.

Confidence in experts, and willingness to employ them and abide by their decisions, are among the best signs of intelligence in an educated individual or an educated community; and in any democracy which is to thrive this respect and confidence must be felt strongly by the mass of the population.

—Charles W. Eliot.
Ella O'Neal has been a member of the teaching staff in Middletown high school and has also been active in the work of the Frederick County teachers association.

Annie Lee Hall writes from Waynesboro. She is much interested in her work there.

Elizabeth Trent teaches at Drewryville. She wishes to be remembered to her friends.

Sadie Williams writes a breezy letter from Clarendon. She is teaching biology to 165 high school pupils. She speaks of Edna Bonney, one of her colleagues, who is also doing fine work in Arlington County.

We should like to have another good letter soon from the alumnae in and around Craigsville. They are loyal to the college and strong in good fellowship among themselves.

Bertha Pence, after a recent ramble on North River, sent to her Alma Mater a great box of wild flowers of many species, some of them quite rare. They arrived as fresh as if just gathered, almost wet with the morning dew. The masses of violets found honored place on the Sidney-Lanier table, and the other flowers served not only for beauty but for practical use to the nature-students, whose notebooks are required to show "57 varieties."

Mary Early (Mrs. Parrott), who will always be remembered as one of "The Twins," enjoys her life as a farmer's wife at Westover, near her old home in Greene County. She still keeps up with school work and with many of her old schoolmates. For example, in a recent letter she refers to Laura Jones of Doe Hill, who is now Mrs. Alfred Mohler, of Mt. Solon.

It begins to look as if our girls are going to capture little old New York. Miss Gregg reports Roberta Matthews (Mrs. Hayes) as a psychology specialist who is making her mark in the metropolis. Mr. Duke recently found Helen Hayle carrying a lot of honors away from Columbia University, going out to a fine position in New York State. By the way, we believe he said that Helen is a Ph. D. now. Mary Scott, after a number of brilliant years in Europe, is now located in Gotham arranging European tours for college folk who want to see the most and the best for least money and effort. Address her, "The Wonderland Tours," Suite 1502, Knickerbocker Building, New York City. And Helena Marsh (we can't recall her married name just now) is breaking into the big city's journalism.

And down in Washington, D. C., Estelle Baldwin (Mrs. Cornette) is gaining the attention of the big papers. The ink on her pen just naturally turns to printer's ink. A recent edition of the Sunday Star carried one of her stories in the magazine section; and the Washington Daily News not long ago featured her write-up of an interview with Leonard Hall. Mr. Hall himself says "Miss Cornette carries the stigmata of writing talent."

The Baltimore Southern Methodist has some interesting (and well merited) things to say about Eva Massey. We all remember Eva, of course. The Epworth Church, Washington, D. C., which has been for several years supporting two missionaries, one in Japan and one in China, has now undertaken the support of a third—and this one is Eva, in Mexico. For awhile, at least, she will serve as principal of the school in Parral, a great mining center not far from Chihuahua.

OUR CONTRIBUTORS

PAULINE CALLENDER is a senior in the State Teachers College at Harrisonburg.

CARRIE BELLE PARKS is a member of the faculty of the State Normal School, Indiana, Pennsylvania, and also a member of the Summer School faculty of Teachers College, Columbia University.

FANNIE GREENE ALLEN and MARJORIE OBER are seniors in the College. Both of these students are interested particularly in the teaching of English in the high school.

GLADYS WOMELDORF, MARION KELLEY, and MARY WILL PORTER are also seniors in the College and are now doing their supervised teaching in the Training School.

MAMIE WILSON OMOHUNDRO, MARY E. CORNELL, and MARGARET MURPHY are supervisors in the Training School of the Harrisonburg Teachers College.
Anne Proctor, and Helen Goodson are H. T. C. life-savers who have the privilege of wearing Red Cross emblems.

Springtime makes the tennis courts popular. There are some plans for a tennis team, and competition seems to be strong among some individuals as to who shall get in the most practice. At any rate, the courts are usually filled during the daylight hours. Warmer weather has made it possible for improvement work to be done on the grounds. The former wilderness around Walter Reed Hall is now a graded sod, dotted with infant evergreens and other plants.

Mr. and Mrs. Duke had a lovely trip to Texas during two weeks of March. They visited Mrs. Duke's home, and Mr. Duke had the privilege of attending the meetings of the N. E. A. at Dallas. After visiting various colleges on their trip, they bring back the report that Harrisonburg does not show up so "worse."

April the first came around with another month ful of work and play—yes, and a "fool" Breeze—or is Sneeze more appropriate?

ALUMNÆ NOTES

Mary McGehee writes from Burkeville, sending her best wishes to Alma Mater. Under her direction one of her classes is preparing an interesting paper on the natural wonders of America.

Not long ago Annie Dunn and Charlotte Lacy spent a few days at the college. Other alumnae who made recent week-end visits were Jessie Rosen, Thelma Eberhart, and Anne Gilliam.

Maude Evans (Mrs. Andrews) lives in Hampton. She writes, "The year I spent in Harrisonburg was so enjoyable." Her address is 314 Washington Street.

Mattie R. Land is teaching at Drewryville. We have a good report of her work. A recent issue of the Twin-City Sentinel, the leading daily of Winston-Salem, N. C., carries a long article telling of Rosa Tinder's fine work in the R. J. Reynolds High School and other schools of the city in establishing and operating cafeterias.

Gertrude Morrison is teaching in the Shawsville high school, as a letter of recent date informs us.

On a visit to Richmond not long ago a member of the faculty dropped into the John B. Cary School, where he found Vergie Hinegardner and Kate Clary. At Stonewall Jackson School he saw Margaret Herd. These and many other Harrisonburg graduates are doing fine work in the Capital City.

Grace Jackson will be remembered by many of our earlier alumnae. She is now Mrs. D. W. McKnight and lives in Murfreesboro, Tenn.

Hazel Davis, who holds a responsible position in the offices of N. E. A. headquarters in Washington, is getting ready to visit Europe this summer.

Emma Dold and Marjorie Jones paid Alma Mater recent week-end visits. It seems quite natural and homelike to have them and other alumnae return.

Nan Taylor stops at the college occasionally enroute between Waynesboro and Winchester. She is teaching in the latter city.

Rosa W. Smith sends a good word from Witt, Pittsylvania County. Some of us remember the A's she used to make here.

Marceline Gatling (Mrs. S. G. Staples) and her husband came up to the Shenandoah Valley to see the apple blossoms this spring. They went as far north as Winchester.

Frances Sawyer (Mrs. Zuidema) writes from 3041 Peronne Avenue, Norfolk. She says: "Hardly a day goes by that I don't think of some one or something at Harrisonburg."

Ella Kate Morgan is teaching in Dublin. She lets us hear from her occasionally.

Christine Ferguson has been teaching at Marbury, Md. She is making substantial progress in her profession.
Ella O’Neal has been a member of the teaching staff in Middletown high school and has also been active in the work of the Frederick County teachers association.

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Bertha Pence, after a recent ramble on North River, sent to her Alma Mater a great box of wild flowers of many species, some of them quite rare. They arrived as fresh as if just gathered, almost wet with the morning dew. The masses of violets found honored place on the Sidney-Lanier table, and the other flowers served not only for beauty but for practical use to the nature-students, whose notebooks are required to show “57 varieties.”

Mary Early (Mrs. Parrott), who will always be remembered as one of “The Twins,” enjoys her life as a farmer’s wife at Westover, near her old home in Greene County. She still keeps up with school work and with many of her old schoolmates. For example, in a recent letter she refers to Laura Jones of Doc Hill, who is now Mrs. Alfred Mohler, of Mt. Solon.

It begins to look as if our girls are going to capture little old New York. Miss Gregg reports Roberta Matthews (Mrs. Hayes) as a psychology specialist who is making her mark in the metropolis. Mr. Duke recently found Helen Heyle carrying a lot of honors away from Columbia University, going out to a fine position in New York State. By the way, we believe he said that Helen is a Ph. D. now. Mary Scott, after a number of brilliant years in Europe, is now located in Gotham arranging European tours for college folk who want to see the most and the best for least money and effort. Address her, “The Wonderland Tours,” Suite 1502, Knickerbocker Building, New York City. And Helena Marsh (we can’t recall her married name just now) is breaking into the big city’s journalism.

And down in Washington, D. C., Estelle Baldwin (Mrs. Cornette) is gaining the attention of the big papers. The ink on her pen just naturally turns to printer’s ink. A recent edition of the Sunday Star carried one of her stories in the magazine section; and the Washington Daily News not long ago featured her write-up of an interview with Leonard Hall. Mr. Hall himself says “Miss Cornette carries the stigmata of writing talent.”

The Baltimore Southern Methodist has some interesting (and well merited) things to say about Eva Massey. We all remember Eva, of course. The Epworth Church, Washington, D. C., which has been for several years supporting two missionaries, one in Japan and one in China, has now undertaken the support of a third—and this one is Eva, in Mexico. For awhile, at least, she will serve as principal of the school in Parral, a great mining center not far from Chihuahua.

OUR CONTRIBUTORS

PAULINE CALLENDER is a senior in the State Teachers College at Harrisonburg.

CARRIE BELLE PARKS is a member of the faculty of the State Normal School, Indiana, Pennsylvania, and also a member of the Summer School faculty of Teachers College, Columbia University.

FANNIE GREENE ALLEN and MARJORIE OBER are seniors in the College. Both of these students are interested particularly in the teaching of English in the high school.

GLADYS WOMELDORF, MARION KELLEY, and MARY WILL PORTER are also seniors in the College. Both of these students are interested particularly in the teaching of English in the high school.

MAMIE WILSON OMHUNDRO, MARY E. CORNELL, and MARGARET MURPHY are supervisors in the Training School of the Harrisonburg Teachers College.
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