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

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THE VIRGINIA TEACHER

June, 1927

EDGAR W. KNIGHT

The Teacher's Obligation

THE COTTAGE PLAN IN HOME ECONOMICS
Stella Crisp Pitts Marie Frances Davis

Freshman Training .................. Elizabeth Ellmore
Second-Grade Language Plan .......... Bertha McCollum
First-Grade Circus Parade ............ Callie G. Hyatt

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THE TEACHER'S OBLIGATION

Substance of an address before the North Carolina Education Association at the annual meeting, Friday morning, March 25, 1927, in Raleigh.

Measured by the state's own past, the educational progress of North Carolina since 1900 has been large. All of us are pardonably proud of that progress. Measured by national standards, however, that progress has been in reality quite small. No well-informed citizen of the state doubts our present low educational position. Frank admission of our actual place is the first safe step away from low rank.

Until this step has been taken we are likely to remain acutely sensitive to just criticism, afflicted with provincial prejudice and pride. Boosting and boasting have given us a superiority complex. We tell ourselves that we have made more progress in education than any other state. There are influential people in North Carolina who declare that our schools are the best in the world. Bragging afflicts us with a complacency so deadly as to make it fashionable to question the patriotism and loyalty of any one who points to our shortcomings and inquires into their causes. The facts of our weaknesses and not recitals of them defame us. Indifference to our backwardness or failure to admit it is a greater reproach than the backwardness itself.

We are a wealthy and powerful state, but we too often appear weak in the capacity to use our material powers to strengthen and increase our cultural resources. The refusal of the recent legislature to permit the people to say whether they desire a longer school term is another example of that weakness. The legislature failed of a high duty. That failure is also another penalty which falls heavily upon underprivileged children for whose education the state neglects adequately to provide.

There is a peril in our emphasis upon the market-place outlook upon life. This outlook encourages the worship of gods which fail commonwealths as they also fail individuals. It would be unreasonable to reproach ourselves for being commercial. But we can be blamed for not being more of something else. Life for a state, as for any citizen of it, consists not in the abundance of its material possessions, but in the use it makes of them. The kind and extent of education which a state provides for its children are the best measures of its cultural and spiritual possessions. A state that holds high rank in material wealth and low rank in education is in a dangerous condition.

North Carolina is able to invest in education all that it is willing to invest. No longer is it a question of the state's ability, but of its willingness to educate. Substantial progress in broadening educational opportunity in North Carolina now depends upon the willingness of the state to provide adequate schools for its children. The development of this willingness depends upon a change in our attitude toward present conditions.

Simple educational justice can never be done in North Carolina until we have provided an adequate school term and a well-trained teacher for all the children. These are attainable objectives. Until they are attained North Carolina must be counted among the laggards in civilization.

We permit scores of thousands of our children to be discriminated against by inadequate school terms and poorly prepared teachers. The neglected child soon learns to be content with being neglected. He cannot help himself. But he grows into a stub-
born opponent of progress. He becomes the dupe of those who praise him for virtues which he never had opportunity to acquire. By neglecting the rural children North Carolina encourages its own inertia and backwardness.

If North Carolina is poor either in material or cultural possessions the condition is the result of poor schools. It is time we learn this simple truth. Declarations against taxes have built and supported the foundations of any poverty with which we struggle. Those who say that North Carolina cannot afford an extended school term help to perpetuate that poverty. Those who suggest that young children must be worked in the cotton and tobacco fields are encouraging a peasantry that daily gains strength in North Carolina. These false and brutal notions must vanish. Worn-out traditions must fall away. The mendicant whine of the politician and the landlord must be hushed. Dead hands of the past must be lifted. We must provide well for all the children. Whether they are the sons and daughters of the rich and well-favored or those of the poor and the dull-faced tenants of the hovels, North Carolina's children are the state's most valuable resource.

The ideals of the state are reflected in its schools. A state does not have a great school system merely because it contains a few communities with well-developed schools. All its communities must have such schools. The educational greatness of a state is measured by the extent of it ministrations to the masses of its children. The excellence of its school system is measured by the condition of its weakest parts.

A generous and effective school system develops only among a people who have faith in and respect for thoroughness and excellence. Public opinion that will demand thoroughness and excellence in our educational work must be aroused in North Carolina. As teachers we can lead the state to a better conception of educational duty. One of our important obligations is to keep the public fully informed about the schools and their needs. The right to any privilege which we enjoy as teachers and managers of schools is restricted only by considerations of our obligation to the children.

Through us conditions can be improved. Civilization can be quickened and the level of the life of the masses can be raised. But we cannot give that which we do not ourselves possess. If we would arouse men to energetic action for the improvement of North Carolina, we must be energetic ourselves. The influence of great teachers outlives that of any potentate or politician of their age. Immortality for the teacher is gained only when he blossoms in the lives and work of others. There is no higher immortality.

—Edgar W. Knight

INTRODUCING THE COTTAGE PLAN IN HOME ECONOMICS

The Cottage Plan, still in the experimental stage in Virginia, is a plan in which the class is divided into two sections. One of these sections has clothing work for one week while the other section, divided into four groups, has charge of the preparation and serving of the food, and takes care of the house.

One day each week (Monday suggested) the teacher uses as a class conference. Here the lesson guides that the pupils will use that week are distributed and talked over.

At Bridgewater two large rooms had been previously used as the foods and clothing laboratories. These were divided into more efficient and more home-like working areas by the use of screens which the pupils decorated as a part of their applied art work before the main part of the work began.

Part One

The cottage plan and laboratory methods were compared. The class decision was to adopt the cottage plan for the year's work.
II. Ideal cottages that the class had seen in operation were discussed.

III. A discussion of their previous experiences and of the subjects suggested by the State Course of Study resulted in the following procedure:

A. Using the equipment in hand in the laboratories to make the rooms more in keeping with the cottage plan, that is, more homelike.
   1. Refinishing present furniture by cleaning, painting, decorating; improving furnishings by making new pillows, covers, runners, and curtains.
   2. Arranging furniture to form good working units.
   3. Partitioning off the two large laboratories into four good working units: kitchen, breakfast nook, living room, and sewing room.

B. Selecting additional equipment needed in each working unit.
   1. Listing equipment needed and qualifications desired for each piece.
   2. Comparing with standardized equipment as to price, appearance, and suitability for special work.
   4. Choosing furniture that is most nearly suited to the requirements drawn up.

C. Planning and serving well-balanced menus.
   1. Class making budget based on average family income and expenditure in the community.
   2. Hostesses studying diet problems of class; planning well-balanced menus to bring over-weight down to standard and under-weight up to standard.
   3. Kitchen group preparing food; considering proper time division for work, correct methods of preparation and serving, attractive garnishings and care of the kitchen.
   4. Dining room group serving food, caring for dining room, learning correct arrangement of linens, silver, and china, and the proper method of receiving and serving guests.
   5. Entire food group making sandwiches, soup, cocoa, and cookies for sale.
   6. Class as a group practicing etiquette and consideration of others in their work together.

D. Doing practical home nursing.
   1. The class studying and giving First Aid treatment.
   2. The class making beds and giving bed baths.
   3. Every student taking temperatures and counting pulses.
   4. The class studying symptoms of diseases and care of patient.
   5. The class preparing special diets for various diseases.

E. Making or remodelling woolen dresses.
   1. Selecting: the class studying their own types and determining the colors and materials they may wear to the best advantage. They also consider the style pattern that is becoming, the occasion for which their choice is suitable, and the way in which the dress should be trimmed.
   2. Cutting: the girls taking their individual measurements and altering their patterns if necessary. They plan how to place their patterns on the goods correctly and how to cut the material to the best advantage.
   3. Constructing: the class pin dresses together, taking notches into consideration, then baste, fit, and make alterations necessary; make seams and finish them off properly; trim and press well. They also hand in a cost sheet of the amount they spent on their dresses.

Part Two

INFORMATION GAINED

I. They learned fundamentals of furnishing and decorating.
A. They applied the essential principles of convenient working units; furniture to be used in one operation should be grouped together—i.e., towel rack, drying rack, equipment cabinet, and sink should be in close relationship.

B. They gained a background knowledge of interior decoration:
1. Ease of upkeep, cleaning, and of renovation should be considered in choosing furniture and furnishings.
2. The general color scheme of the room should be this: floor, dark; walls, lighter; ceiling, lightest.
3. Harmonious draperies, rugs, cushions, scarfs, and pictures emphasize color in the room.
4. The size and color of the furniture should be considered in the furnishings of the room to obtain balance; a large pattern in over-stuffed furniture would not be appropriate for a small room, nor should a piano, divan, and book-case be placed on one side of the room with only chairs and a table on the other side.

II. They learned the essential points to be considered in planning, preparing, and serving foods.
A. In selecting foods.
1. Proper time sequence in food preparation is necessary, i.e., biscuits and coffee should not be made before meat, vegetables, and slow-cooking dishes are prepared.
2. Menus should be planned on a definite budget which involves all the foodstuffs necessary for health.
3. Different ages and occupations of the members of the family require different foods.
4. Food dishes should present a neat and attractive appearance when served; emphasis should be placed on simple table service.

B. In preparing foods.
1. Vegetables and cereals should be put on in boiling water and cooked until the cellulose is softened.
2. Protein is cooked to soften fibers and make the food palatable and easily digested.
3. Protein foods should be cooked at moderate temperatures. Too much fried food should be avoided.
4. Mineral matter is found in many foods, but especially in vegetables, fruits, and milk.
5. Water is essential to the body and is found in all foods.
6. Vitamines are essential for bodily well-being. The most important facts concerning them are given in Table I, on the opposite page.

III. They familiarized themselves with the essentials of Home Nursing.
A. In studying first aid they learned the necessity for absolute cleanliness; the use of antiseptics, methods of dressing cuts, bruises, boils, burns; antidotes for poisoning.
B. In caring for a patient they learned how to change linen and make a bed in the case of a helpless patient; how to arrange pillows; how to lift and move the patient; how to care for the patient's skin, hair, and teeth; how to prevent bed-sores; how to study general condition of patient as shown by temperature and pulse.
C. In preparing food for the patient they learned that milk and eggs are the foundation diet for invalids; that foods for invalids should be prepared so that they are easily digested, i.e., custards, stewed fruits, jellies, toast, meat broths, are used in preference to fried foods and heavy sweets.

IV. They learned the essential principles of dressmaking in their selection and construction of a woolen dress.
A. In making a clothing budget the class emphasized these points:
Table I. Vitamines, Their Source and Their Value

<table>
<thead>
<tr>
<th>Name</th>
<th>Value to Body</th>
<th>Best Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Promotes health and growth</td>
<td>Cream, butter, whole milk, Eggs, <em>Leafy vegetables</em>, Tomatoes, carrots, Glandular organs, Cod liver oil</td>
</tr>
<tr>
<td></td>
<td>Increases bodily resistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prevents a disease of the eyes</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Essential to health and growth</td>
<td>Widely distributed in whole grain cereals and vegetables, <em>Leafy vegetables</em></td>
</tr>
<tr>
<td></td>
<td>Stimulates appetite</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prevents beri-beri, a disease of the nerves</td>
<td>Fruits and nuts, Glandular organs, Dairy products, Tomatoes</td>
</tr>
<tr>
<td>C</td>
<td>Promotes health and growth</td>
<td>Raw citrous fruits, Raw vegetables, <em>Leafy vegetables</em></td>
</tr>
<tr>
<td></td>
<td>Gives “pep”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essential to good teeth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prevents scurvy</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Promotes health and growth</td>
<td>Butter, eggs, fish, <em>Cod liver oil</em></td>
</tr>
<tr>
<td></td>
<td>Prevents rickets</td>
<td>Sun’s direct rays</td>
</tr>
<tr>
<td>E</td>
<td>Essential to reproduction</td>
<td>Leafy vegetables, Whole grain cereals, Probably widely distributed</td>
</tr>
</tbody>
</table>

With the exception of C, vitamines are not destroyed by the ordinary processes of cooking.

1. They planned to allow 20% of their family income for clothing.
2. They considered their social demands and the occasion for which their clothes must be suitable, deciding that the dress that is suitable for most occasions is most economical.
3. They divided their allowance for clothing proportionally between outer garments, underwear, hose and shoes, millinery, accessories, and incidentals.

B. In studying materials and styles for their dresses they considered that
1. Clothing should denote fitness to circumstances of wearer.
2. The keynote of dress should be simplicity in design and style.
3. The color and weave of material should harmonize with the hair, skin, eyes, figure, and age of wearer.

C. In making their dresses they studied these steps in construction:
1. They learned to take individual measurements and to alter patterns to fit these measurements.
2. They learned to pin a pattern on folded material in such a way that no goods will be wasted.
3. They learned to mark notches.
4. They learned that seams are pinned from top to bottom, matching notches, and basted from bottom to top to avoid stretching material.
5. They learned that plain seams are best in woolen dresses because other seams would make them bunglesome.
6. They learned that the most satisfactory method of applying collar and
Part Three
SKILLS SELECTED FOR EMPHASIS

1. How to use books and illustrative materials.
   A. To find selections from the table of contents.
   B. To find topics from the index.
   C. To choose from a selection the relative parts necessary for special reports.
   D. To group class notes under a few big points.
   E. To use charts and pictures to make the notes clearer.

II. How to furnish and keep a home attractively on a small income.
   A. To plan for color harmony and comfort in furniture and furnishings.
   B. To budget one's income in order that the necessities may be obtained and comforts provided.
   C. To budget foods allowance proportionately between different foodstuffs.
   D. To record bills and keep accounts of money spent.

III. How to use first-aid supplies.
   A. To use antiseptics, viz. iodine for cuts.
   B. To clean with disinfectants; i.e., furniture in sick room is wiped with solution of lysol.
   C. To bandage cuts and wounds; to use sterile white cloth for bandages.

IV. How to select and make an appropriate woolen school dress.
   A. To choose a becoming color and pattern for oneself.
   B. To acquire ability in hand and machine sewing.

ATTITUDES AND IDEALS SELECTED FOR EMPHASIS

I. A finer appreciation of the homemaker's task.
II. A stronger tendency to use initiative in work.
III. A keener realization of the necessity of having good manners at all times.
IV. An appreciation of the ability to work quickly and accurately in all types of home economics work.

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Stella Crisp Pitts
Marie Frances Davis
FRESHMAN TRAINING

ANY college which registers each year at least one hundred and fifty new students, fresh from homes widely scattered geographically, socially, and economically, needs some definite means whereby it can quickly amalgamate this “crowd” into a responsible freshman class. Since this responsibility is based upon a knowledge of governing rules and college customs, some effort must be made toward training. Most organizations proceed gradually in the matter of changes, thus slowly evolving the best method for specific conditions. This is true of Freshman Training, unless, of course, the chosen method definitely proves inadequate. Leaders in charge find themselves year after year using the old method with only such changes as meet the current needs. Nor does the author consider this unwise, for unless the leader is a member of the faculty whose work it is, year after year, to do this thing, it is a student, who must get her help from experienced predecessors. This paper does not, therefore, pretend to offer revolutionary methods in new-girl training, but attempts to show, for the benefit of future student leaders of training classes, ways in which leaders in southern colleges have met their difficulties.

In choosing colleges from which to compile data, consideration was given to conditions most nearly paralleling those of the college at which this paper was written. This college, State Teachers College, at Harrisonburg, Virginia, has a student body of seven hundred and fifty and a working system of Student Self-Government.

There are two main types of new-girl, or freshman training. The leaders of one type are faculty-members. The other type is fostered by Student Government. The latter is the chief concern of this paper, but mention will be made of several forms of faculty training.

Colleges which maintain a system of training for Freshmen entirely under the supervision of faculty purpose to aid the student in her selection of a vocation and to orient her to the new surroundings. Here the rules of Student Government form only one item of the new environment. These classes, when not offered with college credit, are almost always held during the regular chapel period for the first two or three weeks of college and consist of talks which link college with “prep” school and explain credits, academic standards, and records. In such a system Student Government enters as the subject of one day’s lecture. In colleges where the teaching staff is not large enough to provide a member whose full time is devoted to problems of vocational guidance, there is much time devoted to it in these lectures.

Other colleges offer in their curricula courses in orientation which cover both the field of vocational guidance and college adjustments. These are compulsory and carry college credit. An outline of such a course follows:

I. Some of the Simple Adjustments Necessary to College Life.
II. Consideration of Student Government Rules.
III. What Can the Freshman Get out of College?
IV. How the College Helps the Freshman.
V. The Importance of Making a Choice of Studies.
VI. How to Study.
VII. The Use of the Library and its Value.
VIII. How to Spend Leisure Hours.
IX. The Importance of a Balanced Program.
V. How to Prepare for Examinations.

Miami University in September, 1926, required its freshmen to arrive one week

1The State Teachers College, Radford, Virginia, used such a method in September, 1926.
early. The group was organized into classes according to their intended courses. Each of these classes was led by a faculty member who endeavored during the week to guide his new students in their choice of courses and to prepare them for the more complex student life which begins with the return of old students.

The classes in new-girl training as offered by students is, of course, much more limited in scope. The major emphasis is placed on the rules of Student Government. While the Student Executive Committee in most instances is held responsible for the training, a great diversity in method of approach is to be found.

Half of the southern colleges used in making this study require new students to arrive early, the other half do not. In all instances those colleges whose new girls do arrive early state that it is an advantage in that much may be accomplished in the way of registering, getting acquainted, and starting training classes. All add, however, that much must be done to entertain these new citizens lest some decide before they give real college a try-out that home life has more advantages than an education can possibly balance.

The "Big Sister" scheme is strongly recommended by those colleges whose students, old and new, arrive at the same time. Each new girl has a "Big Sister" chosen either from the entire student body or from the Junior (Big Sister) Class. She is meant to be an ever-present help in time of trouble in everything from class schedules to roommates. Most new girls can thank their college Y. W. C. A. for this "convenience."

Whether new students arrive early or late, there remains the question of the organization and procedure of the training course.

The ten colleges from which first-hand information was gained agree that a small group discussion led by an old student is the most complete and satisfactory method of handling the rules of Student Government. But several interesting ways of choosing group leaders were found.

Mississippi State College for Women at Columbus uses the Freshman Commission. "The Commission" is composed of 35 girls. From the present and past officers of Student Government and Y. W. C. A., the dean of the college and a representative from the faculty choose this group of girls at the end of school because of their Student Government records, their scholastic records, and their initiative and personality. "These girls will hold group meetings at the beginning of school and will discuss and explain Student Government regulations and will try to create the proper attitude toward this organization, the Y. W. C. A., the Civic League, and other organizations on the campus. At the end of the discussion, which will last about three weeks, there will be examinations on the handbook and the discussions that took place. Every Freshman will be required to pass this examination."

William and Mary College, Williamsburg, Virginia, follows the same system with the addition to the Commission of one Student Council member who acts in the capacity of advisor.

New girls entering Sweet Briar College, Sweet Briar, Virginia, receive their training at the hands of the Executive Committee, which is composed of the President, Vice-President, Secretary, and Treasurer of the Association, and the House Presidents.

Randolph-Macon Woman's College, Lynchburg, Virginia, chooses for leaders, "Juniors and Seniors, preferably those who have served on the Student Committee."

"Student Advisors" at the State Teachers College, Harrisonburg, Virginia, are chosen by the Executive Committee of the Student Council from leaders in the two upper classes irrespective of their connection with the Council.

The State Teachers College, Fredericks-

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3Handbook of Mississippi State College for Women, 926-27, p. 34.
burg, Virginia, uses members of the Student Council as group leaders.

Groups vary in size from ten to twelve students in the different colleges.

The programs for group discussions are planned by a single committee, preferably the Executive Committee, in order that the meetings may approach uniformity. At least one meeting of group leaders is held to discuss these plans. For each night a topic is assigned covering the training period. This period varies with the different colleges from ten days to three weeks, depending on the frequency of the meetings and the intervention of social affairs.

Randolph-Macon Woman's College in September, 1926, covered the course in five meetings. The following is a skeleton outline of their course:

I. First Meeting
   A. Theory of Student Government
      1. The purpose
      2. The necessity
      3. The Honor System
      4. The punishments

II. Second Meeting
   A. Constitution and By-Laws
   B. Dormitory Regulations

III. Third Meeting
   A. Social Policy
      1. When, where, and how of "dates"
   B. Miscellaneous
      1. How to study
      2. Busy signs
      3. Postoffice

IV. Fourth Meeting
   A group meeting in which all freshmen met to hear a talk by the President of the College on the Honor System.

V. Fifth Meeting
   A written examination on the rules of Student Government.

One should not make the mistake of thinking that student-conducted courses which give major consideration to rules of Student Government disregard other phases of adjustment. There are many other forces so closely connected with Student Government that they share with it in importance. Regulations which pertain to the offices of the Dean of Women, Director of Dormitories, College Physician, and Dietitian all come in for a share. Various student organizations need explanation. School songs and yells are taught, for the sooner a new girl can join in the singing of "Alma Mater" the sooner she feels that she "belongs."

Many colleges combine this "group meeting" scheme with the "Mass Meeting" method used by colleges with a smaller enrollment of new girls. Such a combination permits a closer co-operation of faculty and student workers. An example of this method is shown in the following program.4

I. Mass Meeting
   A. Cheer leaders taught freshmen one verse of "Alma Mater."

   B. President of Student Government introduced President of Y. W. C. A. and other officers of Student Government.

   C. President assigned girls to groups.

II. Mass Meeting
   A. Cheer leaders led songs.

   B. College Physician explained physical examination.

   C. President read the By-Laws.

III. Group Meeting.
   A. The groups discussed By-Laws.

IV. Mass Meeting.
   A. Cheer leaders led songs and yells

   B. The Dean of Women explained her register, and told of traditions and customs of the school.

   C. The President introduced officers of other organizations.

V. Mass Meeting
   A. The Dietitian explained phases of her work.

4Plan followed by State Teachers College, Harrisonburg, Virginia, September, 1926.
B. The Physician gave a talk on personal hygiene.
C. The Nurse demonstrated the proper method of making a bed.

VI. Group Meeting
A. Leaders answered girls’ questions.

VII. Group Meeting.
A. Leaders gave the examination previously made out by the Executive Committee.

VIII. Group Meeting.
A. Leaders gave the pledge to those members of the group who had passed the examination.

All colleges used in making this study require a written examination from their Freshman Training “graduates.” In one instance the test papers serve as permanent records, while in several other cases written pledges are required.

Thus far in the discussion, all mention of the social side of early freshman life has been omitted. It is perfectly evident from all replies that each leader tries to make her classes as informal as possible, giving the new girl every chance to learn her group-mates. The leader probably receives more help in this matter than any other. Chief among her helpers is the Y. W. C. A. Many new girls can thank the “Blue Triangle” for relief from the first wave of homesickness or embarrassment. In many colleges the “Y” party is the first one given. Early in the first week comes the faculty reception. Not a small part is played by the simple custom of “calling on the new-comers.” Where separate dormitories are used by the four classes this becomes a very important item on the social calendar.

Mention must be made here of one phase of the training which is of a very informal nature, but according to all old girls, particularly sophomores, is essential to every new girl’s well being. Shall it be added to the social side?

Most woman’s colleges have initiation centering around a particular stunt day or night when rules are laid down as guides for freshman actions and for the remainder of the year. One college organized for use during the first few weeks of school a court which tries by jury (for the pleasure of the old girls) all cases of infringement on these rules. Punishment takes the form of “more green color” or “fewer privileges.”

The tendency is toward a shorter, snappier initiation which culminates on a day which marks the time when “new girls” and “old girls” become the “student body.” This is an event which definitely ends Freshman Training, formal and informal, and completes athletic contests between the two groups. Since the resulting spirit is the chief concern, much thought should be given to the planning of such a celebration.

Several colleges follow the formal practice of receiving the new girls at a mass meeting presided over by the President of the Senior Class. The President of the Student Government vouches for new students who have ably finished training and sportingly complied with initiation requests. They are then voted in by the old students. Adaptations of this form occur when the Junior Class plays a conspicuous part in training. In this event the President of the Junior Class recommends her “Little Sisters” to the President of Student Government.

As an example of the semi-formal type the New-girl—Old-girl wedding may be cited. A New-girl bride promises to love, honor and respect an Old-girl groom whose duty it is to cherish and protect her. While it may begin formally enough, it inevitably ends in a well-mixed, rice-throwing, student body.

No time spent in planning the course in Freshman Training is wasted. Students are suspended from most colleges for violation of the honor system. They are punished by less drastic measures for violation

Randolph-Macon Woman’s College, 1926.

Ballow: The Campus Blue Book.
of By-Laws. They often suffer four years as the result of a foolish social blunder. Therefore, someone — faculty, Student Council, Big Sister Class, or Freshman Commission — owes the new girl the information and entertainment necessary to start her on the right path. After that it is largely a matter of individual responsibility. The best system of Freshman Training would not forestall all problems of discipline. After all,

“Ships sail east and ships sail west
By the self-same winds that blow.
It’s the set of the sail,
Not the strength of the gale,
Which determines the way they go.”

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Ballow: “The College Blue Book.”

CORRESPONDENTS
Presidents of Student Government of:
1. Duke University, Durham, N. C.
2. Mississippi State Woman’s College, Columbus, Miss.
5. State Teachers College, Farmville, Va.
7. State Teachers College, Harrisonburg, Va.

ELIZABETH ELLMORE

It is a false principle that because we are entirely occupied with ourselves, we must entirely occupy the thoughts of others. The contrary inference is the fair one.

—Hazlitt.

When all is summed up, a man never speaks of himself without loss. His accusations of himself are always believed; his praise never.

—Montaigne.
Jack Frost is the name of this jolly painter who *steals* in during the night to paint his pictures.

3. List of words written on the board to be substituted for those underlined. The words that have the same meaning are here grouped, but they were not so written for the children. The words from the story are in italics.

1. nimble
   quick
   light
   lively
   swift
   brisk
   wey
   tiny
   small
2. little
   wee
   tiny
   small
3. painter
   artist
4. lovely
   pretty
   beautiful
5. dainty
   rare
   delicate
6. swinging
   swaying
7. feathery
   airy
   downy
   fluffy
   soft
8. glistening
   shining
   sparkling
9. azure
   blue
10. gauzy
    silky
    thin
11. pointed
12. happy
13. frolic
    good time
    a prank
14. icy
    cold
15. jolly
    chilly
16. steals

III. Choosing the best words

A. They chose as many words as they could from the list to substitute for each of the underlined words which I pointed to.
B. They worked through the story, substituting the best word for each of those which were underlined.
C. They used the new words in sentences to show that they thoroughly understood their meaning.

_Bertha M. McCollum_

**UNIVERSITY ENCOURAGES PRACTICAL STUDY OF BOTANY**

A wild-flower contest, to continue 10 years in the schools of the State, has been projected by the University of Texas with the purpose of familiarizing teachers and pupils with wild flowers of their own locality. Annual exhibits will be prepared by the schools to consist of 30 specimens, 10 each gathered in the fall, winter, and spring, pressed and mounted according to directions announced by the professor of botany of the university, who is director of the contest. The scheme contemplates preparation of exhibits in triplicate and retention of one set by participating schools. The best exhibit in each county will be sent to the university. At the expiration of the 10-year period the university will have a collection of wild flowers from different parts of the State, and each school participating will possess an exhibit of 300 authentically identified wild flowers of its locality. The process of collection is purposely made gradual in order that pupils may learn the specimens thoroughly, and that the numbers received at the university at any one time may not be too great.
AN OUTLINE OF BIOLOGY IN SECONDARY SCHOOLS
(All Rights Reserved)

THIS outline is the work of a group of students organized to outline and prepare plans for a course in biology for high schools. *Biology and Human Welfare* by Peabody and Hunt has been used as a basis for the various textbook assignments.

The purpose of this outline is threefold: (1) to familiarize the group of prospective biology teachers with the organization and preparation of subject matter and material from the standpoint of the teacher; (2) to give them a series of suggestions that will in many ways lighten their load in the first year of teaching; (3) to increase the value and effectiveness of their teaching. The plan adopted is something like that proposed in Miller and Hargreave's book, *The Self-Directed School*, modified to suit the needs of the course. Only such suggestions are given to the teacher as would be of decided aid. *What the Pupils Will Do* constitutes the C assignment, mastery of which should be a prerequisite to the undertaking of additional assignments. The grade of D is suggested for those who perform the C assignment, showing mastery of the materials and subject matter, and yet do work a bit inferior to the C average. If the student is unable to master the C assignment he has failed to satisfy the requirements of the course. The B and A assignments consist of such problems or contracts as are suggested under *What the Pupils May Do*. The teacher will make substitutions for or additions to these assignments as the necessities of her particular problems may require. In all assignments mastery of the material is emphasized and demanded. The students should not be allowed to begin an advance assignment before the one in hand is thoroughly mastered.

These plans are in no way binding on the teacher and no method of procedure has been attempted, as that problem has been left to each individual teacher to work out for herself. The material has been presented in such a way as to give place for the project method, the unit plan, the contract plan, and even the type study plan with a minimum of adaptation. Certainly it would be impossible to adhere to a rigid schedule of laboratory and recitation periods, as the several topics call for a varied distribution of time. In many instances the class discussions will be concurrent with experimental work in the laboratory. It would be particularly unfortunate to think of the laboratory as a four-walled room; much of the most effective work will be done in the field and at home.

It will be noted in the introductory outline that the course has been organized in relatively large units. This tends to coordinate the subject matter and make it more interesting. Each of these units is directed towards the study of the human individual and of the relationship of other organisms to him. It is obvious that some of the assignments can be accomplished at one recitation while others may require a week for their completion, as the topic rather than class periods is the basis of the organization.

In the utilization of such plans as are here presented it is necessary that the teacher keep in mind not only the subject matter contained in them but also the objectives that any good course in biology must strive to attain. The student must acquire such scientific methods of learning the truth as will correct misinformation. He must learn the wisdom of the laws of nature and the necessity of obeying them and he should appreciate the beauty of the outdoor

Editor's Note:—Biology 307, in which these outlines were prepared, contained the following students: Elizabeth Bloxom, Pauline Callender, Ruth Clement, Pauline Conner, Frances Dunlop, Helen Goodson, Helen Kerr, Mary B. Miller, Ruth Nickell, Mary I. Payne, Emma Pettit, Elsie Stephenson, Sarah Elizabeth Thompson, and Helen Yeatts.
world. He should learn from nature to conserve and use wisely his own and nature's resources, preserving what is good and discarding what is injurious. He should note the absence of falsehood in nature and learn to think straight. He should acquire a reverence for human life and develop a desire to help his fellows. If the student is not a better citizen at the completion of the course, then the course will have failed. The student should learn to direct the laws of nature to the promotion of the good of humanity. Briefly, such a course should help him to live better and enable him to leave the world better for his having lived in it.

GEORGE W. CHAPPELEAR

AN OUTLINE OF BIOLOGY IN SECONDARY SCHOOLS

A. Environment (Introduction)
B. Nutrition
   I. Classification and composition of foods
   II. Photosynthesis
   III. Functions of foods
   IV. Food value in relation to a balanced diet
      What we should eat and why
      What we should not eat and why
   V. Digestion
      1. Diffusion
      2. Digestion and distribution in plants
      3. Digestion and distribution in man
C. Respiration and circulation
   I. How living things breathe
   II. How circulation is carried on in man
D. Nervous system
   I. General functions
   II. Construction and operation
   III. Hygiene of the nervous system
   IV. Hormones
   V. Sense organs
E. Tissues
   I. Skin
   II. Skeleton
   III. Muscles
F. Plants and human welfare
   I. Bacteria (as friends or foes)
   II. Plants for foods, drinks, and medicine
   III. Plants for clothing
   IV. Forests
   V. Plant enemies
G. Animal and human welfare
   I. Insects
   II. Fish
   III. Frogs
   IV. Birds
   V. Mammals
H. Reproduction
   I. Plants
   II. Animals
I. Review
   I. Protozoa
   II. Anthropods
   III. Amphibia
J. Eugenics
   I. Heredity
   II. Environment and Training

Objectives:
1. To learn the purpose and scope of Biology
2. To trace briefly the development of the science of Biology
3. To study the relation of Biology to human welfare
4. To study our environment.

What the Teacher Will Do:
1. Bring before the class outlines and data that will show the purpose, scope, and development of the science of Biology.
2. Determine with the class the relation of Biology to other sciences.
3. Review table of contents of present text, giving necessary comment on material to be covered.
4. Direct discussions on the following subjects:
   1. Environment—Its extent, its importance, and the manner of determining it.
   2. The part living things, air, and water play in one's surroundings.
**What the Pupils Will Do:**

I. Prepare individual outlines showing the purpose, scope, and development of the science of Biology.

II. Prepare a table showing the relationship of Nature Study, Hygiene, Physiology, and General Science to the contents of the course in Biology.

III. Perform experiments 1 through 5 in text.

IV. Make a survey of relations of living things to human welfare. (Exercise 6, page 29).

**What the Pupils May Do:**

I. Devise plans for improvement of environment.

II. Do as many things as possible toward improving school environment. Keep record.

III. Devise and carry on plans for improving and replenishing laboratory.

IV. Study and plan landscaping and improvement of school lot.

**Textbook Assignment:** Chapter I.

**B1 Objectives:** To learn the classification and composition of foods

1. To learn food classification
2. To study various sources of foods
3. To study scientific analysis of foods

**What the Teacher Will Do:**

I. Bring before the class various charts which show the composition of different foods.

II. Lead a discussion concerning the values of different foods.

III. Familiarize the class with as many sources of food as possible.

(A trip to a slaughter pen or some manufacturing or canning establishment is advised.)

**What the Pupils Will Do:**

I. Make a chart classifying foods, giving the food values and an example of each.

II. List the sources of our foods. Make a table showing foods that are derived from (1) plants; (2) animals.

III. Perform experiments 7 through 16 in text.

IV. Make a list of various chemical reagents employed and name the reaction of each.

**What the Pupils May Do:**

I. Devise and perform original experiments related to the classification of foods.

II. Make tables and posters showing classification and composition of foods not analyzed in class.

**Textbook Assignment:** Chapter II.

**B2 Objectives:**

1. To study photosynthesis showing what elements are necessary for the manufacture of carbohydrates and the conditions essential for their manufacture.

**What the Teacher Will Do:**

I. Conduct a discussion on the definition of photosynthesis.

II. Lead discussion that will answer the following questions:

1. Where do plants obtain materials used in making carbohydrates?
2. What conditions are necessary for carbohydrate manufacture?
3. Is sunlight essential for starch manufacture?
4. Is chlorophyll in plants necessary for starch manufacture?
5. How is carbohydrate manufacture carried on in green plants?
6. Do green plants give off gas in sunlight? In darkness?

III. Give completion check exercise based on summary of chapter.

**What the Pupils Will Do:**

I. Make a chart showing what food substances exist ready-made, and what must be manufactured by plants.

II. Draw a diagram showing the composition of carbohydrates, and state the
condition under which this food stuff is manufactured.

III. Perform experiments 18, 19, and 20 in text.

**What the Pupils Will Do:**
1. Perform original experiments showing other ways (than of food) in which plants are of value to man.
2. Write a paper of 50 or 60 words defining and explaining photosynthesis.

**Textbook assignment:** Chapter III.

**Objectives:**
1. To study the functions of foods in relation to the human body.

**What the Teacher Will Do:**
1. Conduct discussion out of which will grow the answers to the following questions:
   1. What are three most common forms of energy? How are they recognized?
   2. What kinds of energy are developed in living things?
   3. Does oxidation take place in living things?
   4. How can we measure the degree of heat in the human body?
   5. How can we show that heat energy is developed in growing seedlings?
   6. What is meant by constant temperature? Cold-blooded?
   7. How is energy released from food and fuel?
   8. Do seeds need air in order to release energy for growth?
   9. What are the characteristics of protoplasm?
   10. How is cell division carried on? What are tissues?

**What the Pupils Will Do:**
1. Make a chart of foods and list the function of each.
2. Perform experiments 21, 22, 23, 24, 25, 26 and 27 in text.
3. Prepare drawings of individual cells and tissues.

IV. List 5 important things included in respiration.

**What the Pupils May Do:**
1. Write a paper on the development of the study of microscopic structure of living things, mentioning the scientists and the contributions made by each.
2. Prepare a summary of the composition and structure of a living plant or animal, beginning with the chemical element and ending with protoplasm.

**Textbook assignment:** Chapter IV and V.

**Objectives:**
1. To study certain foodstuffs, constituents, and value in relation to each other.
2. To learn the principles underlying a balanced diet.

**What the Teacher Will Do:**
1. Bring before the class charts and diagrams showing the values and percent composition of various foodstuffs.
2. Direct discussions on the following topics:
   1. Uses of various food substances
   2. Sources of various foods
   3. Deficiencies in diet and how to remedy them
   4. Vitamines—their source and importance

**What the Pupils May Do:**
1. Write a paper on the development of the study of microscopic structure of living things, mentioning the scientists and the contributions made by each.
2. Prepare a summary of the composition and structure of a living plant or animal, beginning with the chemical element and ending with protoplasm.

**Textbook assignment:** Chapter IV and V.

**Objectives:**
1. To study certain foodstuffs, constituents, and value in relation to each other.
2. To learn the principles underlying a balanced diet.
I. Prepare a series of menus for a person suffering of (1) eye disease; (2) beri beri; (3) rickets.

II. Devise and perform before the class one or more original experiments dealing with this subject.

III. Select an underweight child: keep the child’s weight chart and make a graph showing the improvement made in the child’s welfare through your planning its diet.

Textbook assignment: Chapter VI.

Objective: To learn the effect of drugs and beverages upon the human body.

What the Teacher Will Do:
I. Direct discussion of the following subjects:
   1. Food accessories—their value and uses
   2. The effect of tea and coffee upon the body
   3. The effect of tobacco and alcohol upon the body
   4. The effect of patent medicine upon the body
II. Bring before the class charts and statistics that will show the effect of these things upon adolescents, upon adults.

What the Pupils Will Do:
I. Prepare an argument for or against the use of tea and coffee, tobacco, alcohol, or patent medicine, as assigned by the teacher, and present to class.
II. Tabulate the ill effects of each of the above.

What the Pupils May Do:
I. Write a paper answering the following questions:
   1. What is a drug?
   2. Into what classes are they divided?
   3. How do they differ from food?
   4. Discuss three ways in which they may be sources of danger to man.
II. Prepare a paper on the Pure Food and Drug Act, and tell how it protects the public.

Textbook assignments: Chapter VII.

B5

Objectives:
1. To study diffusion, digestion, and distribution of foods in plants and animals.

What the Teacher Will Do:
I. Bring before the class such drawings and charts as will best show the structure and work of the digestive systems and processes of plants and animals.

What the Pupils Will Do:
I. Perform experiments 29 through 42 in text.
II. Formulate definition of diffusion, osmosis, digestive ferment, digestion, transpiration.
III. Make a chart showing digestive ferments and their functions.
IV. Make a drawing of the passage of food through a plant.
V. Make a drawing of the head and trunk of the human body. Locate each of the digestive organs and give function of each.
VI. By means of a drawing of a section of the small intestine and another of a section of the villus, show how food is absorbed.
VII. List advisable hygienic habits and tell why advisable.
VIII. Make drawing of tooth. Name different parts and materials of which made.

What the Pupils May Do:
I. Devise original experiment on osmosis; transpiration.
II. Describe the microscopic study of a hair-root. Illustrate with drawing.
III. State five uses of water to plants.
IV. Describe digestion in an amoeba.
V. Trace digestion of breakfast or lunch, showing what enzymes are in the digestive juices, and how each reacts on different classes of foods.
Textbook assignment: Chapters VIII, IX, X.
C1

Objectives:
1. To study the respiratory processes of the human body.

What the Teacher Will Do:
I. Direct discussions in which the necessity of breathing, and the structure and function of the breathing organs of man are explained.
II. Explain and direct the study of the hygiene of the breathing organs.
III. Explain the carbon cycle.

What the Teacher Will Do:
I. Make a drawing of the respiratory system, naming each part.
II. Determine the amount of chest enlargement during inspiration.
   Explain inspiration and expiration.
III. Name in order and locate the seven regions of the air passage.
IV. Give an account of the blood circulation to, through, and from the lungs. Make a drawing illustrating the processes.
V. Give causes of suffocation and explain artificial respiration.
VI. Demonstrate the Prone Pressure method of respiration.

What the Pupils May Do:
I. Make a drawing describing the processes of inhaling and exhaling.
II. Make an individual report on the carbon cycle.
III. Explain the theory of ventilation and tell how it may be put into practice at home or at school.

Textbook assignment: Chapter XII.
C2

Objectives:
1. To study the circulatory system of the human body
   a. The circulatory organs and their systems.
   b. The structure and use of the circulatory vessels.

What the Teacher Will Do:
I. Analyze a portion of blood before the class.
II. Demonstrate to the class the technique of using the tourniquet.
III. Give a completion test using the summary as a basis.

What the Pupils Will Do:
I. Prepare a chart showing the changes in the composition of the blood, and the different uses of the blood.
II. Perform experiment 43 in text.
III. Make a drawing of the heart, labeling the parts. Describe heart action.
IV. Trace circulation of the blood by means of a drawing.
V. Name and explain three heart diseases.
VI. Make individual or group demonstrations of First-Aid for a severed artery in the upper arm, the leg below the knee; a severed vein in the lower vein, the lower leg.

What the Pupils May Do:
I. Make a drawing showing the interrelationship of the arteries, veins, and capillaries.
II. Show by a chart the composition of venous, arterial, and capillary blood.
III. Prepare a paper of a hundred or more words on one or more of the following topics:
2. Clotting or coagulation of the blood.
3. An account of the work of William Harvey.
4. Lymph.
5. Effect of exercise on the heart
6. Treatment for nosebleed.

Textbook assignment: Chapter XI.
D1

Objectives:
1. To learn the general function of the nervous system: the control of activities (conscious, habitual, or native) of the human body.
What the Teacher Will Do:
I. Conduct a discussion in which the pupils classify their activities for a given period as native, habitual, or conscious.
II. Have the class answer the following questions at the close of the discussion:
1. What controls our activities? (The brain).
2. By what means? (The nervous system).
3. What is the general function of the nervous system? (Control and co-ordination of movements of the body).

What the Pupils Will Do:
I. Submit a list of all the activities in which each engaged from breakfast until lunch.
II. Make a list of 10 native activities, 10 conscious activities, and 10 habitual activities. Submit for class discussion.
III. Learn the Latin for ten English words. Keep a record of each time a conscious effort is made to link the words together before the connection becomes habitual. (The mastery of this problem must be tested by the teacher or a member of the class).

What the Pupils May Do:
I. Try conscientiously to make or break a habit. Keep a record of successes and failures for a given period. Prepare a graph showing the results.
II. List the native activities which some animal friend performs. Make a similar list of habitual activities.


Objectives: To study the construction and operation of the nervous system.

What the Teacher Will Do:
I. Bring before the class diagrams of the nervous system, spinal cord, and brain.
II. Review the functions of the nervous system, and point out function of each part of the system.

What the Pupils Will Do:
I. Prepare drawings of spinal column, brain, etc.
II. Trace a message from the finger to the brain, from the foot to the brain, etc.
III. Tabulate the organs of the nervous system. Give characteristics and function of each.
IV. Show relation between nerves and conduct.

What the Pupils May Do:
I. Liken the nervous system to a telegraph system.
II. Prepare a complete drawing of the entire nervous system.


Objectives:
1. To study the hygiene of the nervous system.

What the Teacher Will Do:
I. Conduct a review of the composition of the nervous system.
II. Develop a discussion out of which grows the proof of conditions necessary for a healthy nervous system.
III. Conduct a discussion concerning the ill effects of tobacco and alcohol on the nervous system.

What the Pupils Will Do:
I. Prepare a drawing of the nervous system of the human body.
II. Present to the class a list or discussion of ideal conditions for the development and maintenance of a healthy nervous system.
III. Summarize the effects of alcohol and tobacco upon the nervous system.

What the Pupils May Do:
I. Make a poster or series of posters pertaining to this subject.
II. Plan, initiate and conduct a campaign for the proper ventilation of the classroom or school building for a given period.

D4

Objectives:
1. To study the chemical control of the body as determined by the various glands in relation to why people behave as they do.

What the Teacher Will Do:
I. Conduct a review of the function of the nervous system.
II. Supervise and direct all group work.

What the Pupils Will Do:
I. Write a paper dealing with the discovery of the chemical control of the body.
II. Review previous drawing of the nervous system, locating the various glands mentioned in this assignment.
III. Make a table listing the glands, their secretions and functions.
IV. Make a drawing of each gland that affects the control of the body.
V. Collect pictures showing the effect certain hormones have had upon animals.

What the Pupils May Do:
I. Work original experiments.
II. Prepare a paper of 100 words on one of the following topics:
   1. Intestinal Secretions and Their Work
   2. Adrenal Glands and Their Function.
   3. The Thyroid Gland—Its Place and Work.


D5

Objectives: To learn the structure and care of the eyes and ears.

What the Teacher Will Do:
I. Give tests for astigmatism, near-sightedness, far-sightedness, color-blindness, and deafness.
II. Conduct a discussion of the causes and remedies if defects are found.
III. Present charts showing parts of the ear and eye.

What the Pupils Will Do:
I. List causes of eye defects. Suggest remedies.
II. Make drawings showing the effect of different lenses upon defects.
III. Make drawings of ear and eye. Name each part.
IV. Prepare a report (written or oral) on the process of hearing and sound waves.

What the Pupils May Do:
I. Prepare a paper on the care of the eyes, of the ears.
II. Explain, in relation to hearing, how it is possible for a deaf person to hear by means of a radio or on the telephone.

Textbook assignment: Pp. 517-520

E1

Objective: To learn the structure and use of the skin.

What the Teacher Will Do:
I. Direct discussion on the following subjects:
   1. Coverings as means of protection.
   2. Characteristics of the skin.
   3. Care of the skin.
   4. Body temperature
II. Give instruction in the preparation of slides for microscope.
III. Present First-Aid treatment for burns and scratches.

What the Pupils Will Do:
I. Prepare a slide of epithelium, examine through microscope, and draw. Label parts.
II. Make drawing showing layers of skin, dermis and epidermis. Give function and chief characteristics of each.
III. Draw skin glands and give functions of each.
IV. Prepare a paper on the care of the skin, of the hair.

What the Pupils May Do:
I. Make a poster on daily care of the skin and its relation to health.
II. Write a paper on “How Nature Protects Plants and Animals.”

**Textbook assignment**: Pp. 500-507.

**Objective**: To study the framework of the body.

**What the Teacher Will Do**:
1. Direct discussion on the following subjects:
   1. Structure and use of the skeleton
   2. Comparison and contrast of human skeleton with other skeletons
   3. Hygiene of the skeleton
2. Teach First Aid treatment of sprains, dislocations, and fractures.

**What the Pupils Will Do**:
1. Make a drawing of the human skeleton. Name all the different parts.
2. Make a poster illustrating correct carriage of the body in contrast with incorrect carriage.
3. List possible results of incorrect posture.
4. Explain fracture, sprain, and dislocation, and demonstrate bandaging for each.

**What the Pupils May Do**:
1. Submit plans and ideas suitable for use during a “poster day.”
2. Prepare a paper on the importance of good posture.

**Textbook assignment**: Pp. 508-511.

**Objective**: To learn how motion and locomotion are carried on by living things.

**What the Teacher Will Do**: I. Conduct discussions based on the following questions:
1. What is the one big apparent difference between plants and animals? (Power to move).
2. We know that plants do not move from place to place. Is there any movement within the protoplasm of plants? Of animals? Do plants and animals have any kind of motion within their bodies that are similar? (Motion of protoplasm).
3. How is locomotion carried on by animals?

II. Present appropriate posters and charts to the class.

**What the Pupils Will Do**:
1. Prove to the class that muscle causes movement when it contracts. (This can be demonstrated through the biceps muscles in the arm.) The action is to be explained as it is shown.
2. List activities of the human body that are controlled by involuntary muscles. By the voluntary muscles.
3. List reflex actions. Distinguish between voluntary and involuntary reflexes.

**What the Pupils May Do**:
1. Boil a small portion of a large muscle (a strip of lean beef) until its fibers can be easily separated. Pick the bundles apart until fibers are almost invisible to the naked eye. Examine under microscope and make drawing.
2. Examine 10 classmates for posture.
3. Make a poster for the classroom showing the four necessary conditions for a healthy muscular system.

**Textbook assignment**: Pp. 511-517.

**Objective**: To study bacteria as the foes of man.

**What the Teacher Will Do**: I. Conduct discussions in which the following questions are answered:
1. What is meant by health? Why is good health important? What is meant by disease? What are some of the most common indications of disease in man? What is the relation of microscopic organism and disease? Who discovered the relation? How? What is known of the structure, growth, and reproduction of bacteria? In what ways are bacteria foes to man? How can the body be safeguarded against disease?
What the Pupils Will Do:
I. Perform experiments 53, 54, 55 in the text.
II. Tabulate common diseases that affect mankind. Give cause, prevention, and treatment.
III. Prepare a paper in bacteria giving structure, growth, and method of reproduction.
IV. Show why care concerning water and milk supplies is important.
V. Describe the Pasteur treatment of rabies and other diseases.

What the Pupils May Do:
I. Prepare an account concerning superstitious ideas relative to the cause of disease. (Oral or written).
II. Tabulate at least five ways in which bacteria are man’s invisible foes.
III. Prepare a paper on the prevalence, care and treatment of, and rules to be followed for consumptives and consumption.
IV. List ways in which the human body is protected against disease.

Textbook assignment: Chapter XVI.

Objectives: To learn how bacteria are friends to man.

What the Teacher Will Do:
I. Discuss bacteria as a necessity in life and bring to class a specimen of soil showing the decayed particles in it.
II. Explain what becomes of the dead animal and plant bodies. Assign reference on nitrogen. Consider with the class the properties of nitrogen and list them.
III. Socialize discussion on nitrogen and explain what is meant by nitrogen-fixing bacteria. Associate the value of these to man. Bring before the class the relation of bacteria to industry.

What the Pupils Will Do:
I. Take field trip and get a collection of soil of different types showing different kinds of decayed matter.
II. State all you can about the decay and decomposition of plants in regard to fertilizing the soil. Explain why manure is put on soil in different seasons of the year.
III. Make a list of pod-bearing plants and tell how they aid nitrogen-fixing bacteria. Draw a graph showing the nitrogen cycle.
IV. Explain why the flesh of cattle that have just been killed is tasteless. Explain the change after standing. Perform an experiment with freshly killed beef to show this.
V. Explain how it is that bacteria of certain kinds have definite flavors. Produce some pure cultures on food substances in test tubes, then transfer them into milk and test for definite flavor. Determine bacteria as related to food flavor.
VI. Write a paper on the manufacture of hemp, flax, and jute and tell the part that bacteria play in this manufacture.

What the Pupils May Do:
I. Compose a short story on “The Cheese Family and Their Relation to Bacteria.”
II. Explain why butter depends on bacterial action.
III. Have girls in the class make bread demonstrating the reactions resulting from yeast and bacteria action. Use some cider, noting change with age resulting from bacteria action.

References: Peabody and Hunt, Biology and Human Welfare; Stiles, Nutrition.
What the Teacher Will Do:

I. Conduct discussions in which the following points are brought out:
   1. The biological functions—manufacture, digestion, and transportation of foods and the breathing and oxidation processes — of plants
   2. The use of cereal, pod-plant, cultivated fruits, and other plants
   3. The structure and composition of the more common food plants (corn, wheat, beans, celery, etc.)
   4. The source of flavoring extracts and drugs.

What the Pupils Will Do:

I. Prepare individual summaries of the biological functions of plants.
II. Make classification of plants according to the parts which are useful to man (roots, stems, seeds, flowers).
III. Make drawings of structure of various plants presented to the class.
IV. Prepare a special report on either tea, coffee, or cocoa—as assigned by the teacher.
V. Prepare a table giving the names and sources of plants as flavoring extracts and drugs.

What the Pupils May Do:

I. Prepare and make report on five or more successes in improving and developing new varieties of fruit and vegetables.
II. Prepare and make report on grape juice—manufacture and use.


Objectives:
1. To learn the value and means of conservation of forests

What the Teacher Will Do:

I. Conduct discussions on the following topics:
   1. Commercial uses
   2. National forests
   3. Forest service
   4. Physical values
   5. Forest protection

II. Conduct field trips for the study of local trees.
III. Bring before the class maps and charts pertaining to location, classification, and conservation of forests.
IV. Conduct check exercises.

What the Pupils Will Do:

I. Make special reports on the appearance and use of certain trees assigned by the teacher.
II. List 5 reasons why national forests are established.
III. List the dangers that threaten forests and suggest remedies for each.
IV. List the physical values of the forest.

What the Pupils May Do:

I. Prepare a “National Forest” map of the U. S.
II. Prepare a chart of different kinds of woods.
III. Prepare a report on the value of camp sites in forests.
IV. Prepare a report on the forest system in Virginia.

Textbook assignment: Pages 328-337.

Reference suggestions for help with this assignment:
Government Bulletins:
A Primer of Forestry, Parts I and II, Bulletins No. 173 and 358.
Forest Facts for Young Folks
Purchase of Land under the Weeks Law in the Southern Appalachian and White Mountains
Forests and Forestry in U. S.
Timber: Mine or Crop? Bulletin No. 886.

Objectives: To learn what plants are injurious to man and how they may be destroyed.

What the Teacher Will Do:

I. Conduct field trips to recognize injurious plants.
II. Supervise experiments to determine
habits of injurious and non-injurious plants.

What the Pupils Will Do:
I. List injurious plants found in that community.
II. Recognize and know the habits of community pests.
III. Formulate table listing pests, time of year and remedy.
IV. List substances injurious to man produced by plants.
V. Tabulate plants injurious to food or other useful plants and state why.

What the Pupils May Do:
I. Bring first-hand specimens of each pest.
II. Report on out of vicinity or state plant enemies.

Objective: To study insects and their relation to human welfare.

What the Teacher Will Do:
I. Develop the discussions through discussion of:
   1. Moths and Butterflies—their life histories, resemblances and differences.
   2. Grasshoppers — their history, structure, and work
   3. Bees—queens, workers, and drones—their conduct and assistance to man.
   4. Mosquitoes—conduct and means of extermination.
   5. Flies—their history, habits, conduct and means of extermination.
II. Conduct a field trip on which pupils make collections of insects for mounting. Point out their habitats, habits, and any other thing noticeable about them.

What the Pupils Will Do:
I. Mount and label all specimens found on field trip.
II. Make a drawing of each class of insects in collection and label parts.
III. Prepare a list of the ways in which insects are beneficial to man. Harmful to man. Draw conclusion as to which group is most beneficial. Which, most harmful.
IV. Prepare report on the following (oral or written):
   1. Dr. Walter Reed and yellow fever
   2. The process of honey-making
   3. Comparison of various classes of insects as to structure, size, habits, and locomotion.
V. Perform experiments 59 and 60 in text.

What the Pupils May Do:
I. Outline a plan for the extermination of flies and mosquitoes around the school.
II. Prepare an illustrated paper on either of the following:
   1. The history of a moth, a butterfly, a bee, a fly, or a grass-hopper.
   2. Benefits derived from insects.

Textbook assignments Chapter XIX.

Objective: To learn relation of fish to human welfare.

What the Teacher Will Do:
I. Conduct discussion in which students give their previous knowledge of the different kinds of fish and their characteristics. List problems raised by the students, and suggest references for the solution of these problems.

What the Pupils Will Do:
I. Make a drawing of a gold-fish and label its different regions and appendages.
II. Make a diagram showing how fish carry on locomotion and name organs of locomotion.
III. Write out and use illustration to show how fish get their food and compare their digestive system with that of man.
IV. Make drawing that will show circulation of blood in fish.
V. Perform experiments that will show how fish is adapted for breathing;
make sketch of gills and label different parts.

VI. Describe reproduction in any two kinds of fish.

VII. Name most valuable fish, and tell why they are of such importance to man.

VIII. Describe several steps that should be taken to protect supply of fish, and tell why this should be done.

What the Pupils Will Do:

I. Describe reproduction in any two kinds of fish.

II. Name most valuable fish, and tell why they are of such importance to man.

III. Describe several steps that should be taken to protect supply of fish, and tell why this should be done.

What the Teacher Will Do:

I. Take pupils on field trips and study the birds that are seen.

What the Pupils Will Do:

I. Make individual reports on birds.

II. Learn bird food-trees and plants.

III. Make a food chart showing the food (animal, vegetable, pestiferous weeds or insects) eaten by birds of your vicinity.

IV. Make a chart showing the life of 20 common birds of your vicinity, in which is listed arrival, departure, number in brood, nesting time, incubation days, length of stay of young in nest; location, height, material of nest; number of eggs.

V. Make a bird book including pictures, descriptive paragraphs and poems of birds.

VI. Make a bird bath or bird house.

What the Pupils May Do:

I. Write essay on the economic importance of the robin—migration of birds—means of attracting birds.

II. Present an original playlet with birds as the central plot.


G3

Objective: To study birds as to kinds, habits, structures, and economic importance.

What the Teacher Will Do:

I. Conduct class discussion based on the following questions:

1. What is a mammal? Give distinguishing characteristics.


3. Are all mammals of value to man? Why, or why not?

II. Give the following true-false check on the reading. Read the list of animals aloud to the pupils; have each pupil write the name of the animal as it is given, writing T after it if it is a mammal and F if it is not a mammal.

1. Whale T 11. Dog T

2. Robin F 12. Mouse T

3. Eagle F 13. Alpaca T


5. Elephant T 15. Seal T

6. Jellyfish F 16. Lizard F

7. Kangaroo T 17. Monkey T

8. Duckbill T 18. Salmon F


What the Pupils Will Do:

I. Make a list of all the mammals in local community that are useful to man. Tell why they are useful.

II. Summarize the characteristics that distinguish mammals from other animals.
III. Classify as those useful for transportation, for food, and for clothing. Name at least 6 in each class.

IV. Name 5 useful mammals that are in danger of extermination, and suggest ways of preventing this.

V. Show in what ways man is superior to all other animals.

What the Pupils May Do:

I. Conduct a rat-and-mice-extermination campaign.

II. Read and report on one or both of the following books, or others appropriate to the subject:
   2. Ernest Thompson-Seton: Wild Animals I Have Known.


H1

Objectives:

1. To study plant propagation through seeds.
2. To learn the conditions that are essential to the growth of plants.

What the Pupils Will Do:

I. Perform exercises 51 and 52 in text.

II. Prepare drawing in every case possible.

III. Prepare charts showing differences between monocotyledonous and dicotyledonous plants — stems, roots, leaves and flowers.

IV. Plant a seed and make drawings of the different stages of the development.

V. Plant tubers, cutting and comparing growth.

VI. List the essential conditions for plant growth.

VII. Make drawings showing differences between bean, corn and pine seed.

VIII. Study methods seeds have of distributing themselves and draw examples of each.

IX. Prepare a chart showing certain plants and the soil best adapted to each.

X. Make table listing known plants and methods of reproduction.

What the Pupils May Do:

I. Make a collection of seed, tubers, etc. for the laboratory.

II. Plant a school garden of radishes, lettuce, etc., possibly using the income for buying laboratory material.

III. Get motion picture reel on
   2. Corn — Growing and Feeding.
      (International Harvester Co., 606 S. Michigan Ave., Chicago, Ill.)

IV. Report on pruning and grafting.

Textbook assignment: Chapter XV.


H2

Objective: To learn how animals reproduce.

What the Teacher Will Do:

I. Orientate the class in the reproduction of animals through a review of plant reproduction. This chapter will be taught by specific instances, i.e., frog eggs, chicken eggs, etc.

What the Pupils Will Do:

I. Compile an illustrated notebook of the stages in a frog’s development from the egg.

II. Formulate usable definitions of the following: ovaduct, sperm, cell nucleus, fertilization, cell division, roe, yolk, embryo, spawning, milt, head piece, sperm nucleus, cell differentiation.

III. Compare sexual and asexual reproduction.

IV. Set a hen. Start her with one egg, and add one egg each day until the first egg set hatches. Number the eggs as you place them under the hen. When the first one hatches break the others and note embryonic stages of a chick. (One pupil can do this for the entire class).
V. Compare and contrast reproduction of frog, fish, birds, and mammals.

What the Pupils May Do:
I. Write a summary of the life history of a fish or a turtle.
II. Tabulate forms of reproduction in order of their complexity.

Textbook assignment: Chapter XIII.

Textbook assignment: Chapter XXIII.

What the Pupils Will Do:
I. Prepare a “hay infusion” for obtaining single-celled animals. Keep fully descriptive note of the performance.
II. Prepare microscopic slides of paramecium, amoeba and other protozoa. Make a drawing of each, labeling the parts of each and listing the characteristics as to feeding, breathing, reproducing, etc., of each.
III. Show how one-celled animals are of importance to man. How they are harmful.

What the Pupils May Do:
I. Prepare extra slides for the laboratory.
II. Perfect a plan for the purification of the drinking water at the school.

Textbook assignment: Chapter XXII.

Objectives: To study the crayfish and their relatives.

What the Pupils Will Do:
I. Perform experiment 62 in text. Write description in notebook.
II. Make drawing of crayfish and label parts.
III. Show relation of crayfish to lobster, shrimp, crab.
IV. Prepare a collection of crustacea for individual or for laboratory.
V. Make a list of crustacea used for food. Tell where found.

What the Pupils May Do:
I. Prepare a report on the geographical distribution of crayfish.
II. Compare the skeleton of the crayfish with any familiar vertebrae.

III. Study the different homes of crayfish.
IV. Prepare an aquarium in a nearby stream.

Textbook assignment: Chapter XXIII.

13

Objective: To study the frogs and their relatives.

What the Pupils Will Do:
I. Study habits and conduct of a particular frog or toad. Write up observation.
II. Summarize the life history of a frog in words or in drawing.

Textbook assignment: Chapter XXIV.

Objectives: To learn how heredity affects life.
1. Definition of heredity.
2. Why heritage is of such great importance.

What the Teacher Will Do:
I. Conduct discussion in which pupils give examples of cases where they have seen inherited traits of father or mother. List problems raised by students, and suggest references for the solution of these problems.

What the Pupil Will Do:
I. Form a clear-cut definition of heredity and tell why it is of such importance.
II. Make a list of traits and characteristics that may be inherited, and state what per cent inherits these in the following generations.
III. Prove, by giving an example or examples, that only those who are mentally and physically sound should marry.

IV. Compare Kallikak family with Edwards family, and give conclusions drawn from this comparison.

V. List traits which you have inherited from father or mother.

VI. Prove whether acquired characteristics are inherited or not.

VII. Prove the importance of education, this being true.

What the Pupils May Do:
I. Debate the question of Heredity versus Environment.
II. Study causes of feeble-mindedness and formulate remedies.
References: Walters, Heredity.

Objectives: To learn the value of training to man
1. Education
2. Habits

What the Teacher Will Do:
I. Have a class discussion on training and find out the children's ideas of its meaning. List the factors suggested by them. Lead them into a discussion on the good of education.
II. Have the children write out the good habits they think everyone should have. Discuss these and take a vote on them, ranking them according to the votes received. Discuss the laws of habit formation.

What the Pupil Will Do:
I. Select one of the habits ranked by the class, or one the pupil is more interested in, and develop it. (Use the laws of habit formation. Keep a record of the times you have a chance to put the habit to use and do it, and also the times you do not do it.) At the end of a month draw a graph showing the improvements in the formation of the habit.
II. Write a paper of 200 words on "The

Part Training Plays in Man's Life."

What the Pupils May Do:
I. Select and form another habit and make a similar report as before.
References: Hunter, A Civic Biology; Pp. 354-357.

HAPPENINGS IN OUR TRAINING SCHOOL

The First Grade Has a Circus Parade
Just after promotion in February it was necessary to get the children in the high first grade started on a worthwhile activity. Because of the interest children have in animals, the telling of stories about pets at home was encouraged. Stories and poems about pets were read to them and songs about the funny tricks of animals were learned. Animal picture puzzles were made and worked out by the class. This stimulation had the desired effect, for the children were anxious to make stories, pictures, and puzzles to put in their booklets. They were also eager to have a circus.

While they were planning this, they learned that the low first grade was planning a circus too. Then they decided to co-operate with them by preparing the parade while the low first grade prepared the stunts for the performance in the big tent. In getting ready for this each child told what he had seen in circus parades and the class chose from the many suggestions what they would have in theirs. The line up for it was as follows: Elephants, ponies, monkeys, seals, giraffes, camels, leopards, lions, sea lions, and bears. The clowns and the steam piano were not forgotten in this great parade. Most of the animals were made from patterns traced on heavy cardboard, cut out, and fastened together with paper fasteners. These animals could work their legs. This ability to move and the bright colors with which they were painted made the parade quite gay. The clowns were just as active although they were made of cloth and stuffed with cotton.
Cages had to be provided for the more dangerous animals. The children decided that orange crates and shoe boxes could be made into substantial cages. As the children were responsible for getting this material several excursions to the grocery and shoe stores had to be taken. The cages were made by cutting down the sides of the shoe boxes and fastening the top of the box to the bottom by paper posts in each corner. Large cords were stretched across the openings for bars. The wheels were made of round pieces of cardboard and fastened to the body of the cage by paper fasteners. The horses stood on box lids and could be moved by means of four wheels fastened beneath.

When everything was made the children decided that the best way to show the parade would be to place the animals and cages on tables. Eight tables were arranged octagon shape and the parade placed upon them. The ticket office was at the entrance of the room. Here three children sold tickets for a penny a piece. Most of the children brought cakes, candy, peanuts, and popcorn from home to sell. They put them in small paper bags, which when half full sold for a nickel a piece. Each of the other children was responsible for a certain part of the parade. On show day the spectators, after seeing the parade, were escorted to the low first grade to see the big circus performance.

Working out this parade was a very worthwhile activity since it called forth the best workmanship of which the children were capable; made use of materials that otherwise would have been thrown away; called forth good leadership and team work as all the work was done in committees; strengthened reading habits by leading the children to select and read stories in their spare time; developed skill in the accurate use of the ruler and tape line by requiring the class to measure for booklet covers and for the cages; and increased skill in manuscript writing by causing the class to compose stories and poems for booklets and to print tickets and various signs to advertise the circus. Besides these things it gave the children untold enjoyment in their work.

Callie Givens Hyatt

Four thousand eight hundred copies of a farm account book prepared and distributed by the University of Wisconsin were used, under supervision of teachers, by pupils in seventh and eighth grades of rural schools in Smith-Hughes high schools for keeping records of their home farms.

Personality is not a mysterious something with which the fairies endowed you as you lay in your cradle at birth. Personality, at least as other people see it in you, is the manner in which you present and express yourself in your face-to-face relations with other people. To be able to approach people easily, impress them favorably, and talk with them pleasantly is a resource of the highest importance to any person who would live a happy, useful life in our social world. Yet such ability comes only with intention and practice. —E. E. Dodd

The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupation that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and useful, and death less terrible.

Education is the leading of human souls to what is best, and making what is best out of them; and these two objects are always attainable together, and by the same means, the training which makes men happiest in themselves, also makes them most serviceable to others. —Ruskin

If we had lost our own chief good, other people's good would remain; and that is worth trying for. Someone can be happy. I seemed to see that more clearly than ever when I was wretched. —George Eliot.
THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

FUNDAMENTALS

Teach reading, writing, and arithmetic, of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life the sum of one's happiness cannot be obtained by subtracting from others, and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need. Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship. Teach history that against its gray background of suffering and sorrow and struggle we may better understand the present and may project a fine future. Teach civics to make strong the ideals of liberty and justice, and to make free, through obedience, the citizens of a republic. Teach science, but always as the handmate of religion, to reveal how the brooding spirit of God created the world and all that is therein, and see the stars in their courses, in accordance with the eternal laws that He Himself had ordained. Teach music and art and literature. Reveal beauty and truth. Inculcate social and civic ideals.

Teach that which gives intelligence and skill, but forget not soul culture, for out of this comes the more abundant life bringing forth the fruits of the spirit. These are the real fundamentals in education, for character is higher than intellect and the soul shall never die.—Randall J. Condon, president of the Department of Superintendence, National Education Association.

VIRGINIA LIBRARY DEVELOPMENTS

Interest in libraries in Virginia has greatly increased in the past year, as is shown by the unusual numbers of requests that have come to the Extension Department of the Virginia State Library relative to the establishment of libraries of various kinds throughout the State. Matthews, Nansemond, and Augusta counties are all engaged in campaigns to establish libraries. Elizabeth City County has established the first county library in the state at Hampton. Mrs. Matthew C. Armstrong gave the building, equipment, and $500 annually for the purchase of books, as a memorial to her father, Mr. Charles H. Taylor. The library is called the Charles H. Taylor Memorial Library. The county board of supervisors, the county school board, and the city council pledged $3,600 annually for its support. At Suffolk, the Woman's Club dedicated, on Armistice Day, a memorial library to the soldiers of Nansemond County. This library has only the financial support of the club, but they are interested in a campaign to make it a county library with a regular income from the city and the county for its maintenance.

The public libraries at Richmond, Lynchburg, and Norfolk have added greatly to their usefulness by the establishment of branch libraries in the sections farthest removed from the main library and in the service to the public schools. Roanoke is
also expecting to have a new and much needed main library building to take care of its rapidly growing work—circulation reached over 150,000 for 1926 for a population of about 55,000.

The Extension Department has sent out to counties 10,000 volumes in traveling libraries of fifty books each, transportation being furnished gratis by the steam roads of the state. They are usually kept in circulation for six months before being returned to the library, and the circulation often is as high as 375 for a collection. As Virginia is largely rural, this work is of great importance and is steadily growing.

—The Library Journal.

COMMENCEMENT TIME

Education has been in the past, and will continue to be in the future, the sunlight of civilization, diffusing light and warmth to millions who are groping for it—the soul of progress, the heart of life, the need of humanity.” Thus spake Evelyn Brenner, valedictorian of a graduating class at Newport News, Virginia, in February, in a talk that was unusually rich in significant truths. This search for values is a feature of the commencement season that cannot be too much magnified.

The quest for values is really the heart of all education, merely coming to a natural climax as pupils face graduation. To this end the orientation courses that have been developing in the colleges should be brought down into the high schools. No education is really liberal that does not develop appreciation of the scientific method and some understanding of the contribution it has made to human progress. No education is really liberal that does not show how the great achievements of the learned world are applied in the realities of life day by day. A student is not oriented until he has discovered his own talent and knows how to approach the accumulated knowledge bearing on that talent.

A superintendent of a large system of schools always talks at commencement time on the values involved in the seven cardinal objectives of education. He says they are an unusually fine plan for a well-balanced life and that it will take twenty years of persistent effort to make America appreciate their importance to education. Let us then make sure that the graduates of our schools appreciate sound health; worthy home membership; the tools, technics, and spirit of learning; faithful citizenship; vocational efficiency; wise use of leisure; and ethical character.—Journal of the National Education Association.

LIBRARY COURSES IN TEACHER-TRAINING INSTITUTIONS

Library science courses in the teachers college and normal school are the result of an urgent demand plus the school man's expressed conviction. The library courses offered in such schools run all the way from a series of a dozen lessons to the well balanced curriculum closely approximating the Minimum Standards in School library work adopted by the Council of the American Library Association.

Much of the work done, however, is open to criticism. This may be because the courses are too few or too superficial; because there is over-emphasis on technical subjects; or because of the disposition to insert library science in the curriculum without providing teachers.

Too many teacher-training institutions are attempting to prepare teachers for school librarianship in one course of perhaps two hours per week. It is true that the teachers college curriculum is overcrowded and that the catalog states that "the library methods course is designed to prepare for the position of teacher-librarian only." The absurdity lies in all-inclusiveness and in wrong emphasis in the subject matter. Another serious handicap has been inadequate staff. There is a tendency
to super-impose teaching upon an already fully occupied librarian. "I am very much interested," writes one such librarian, "in the problem of library instruction, especially in the need for it in teachers colleges, but I have been unable to do much with it on account of the fact that I have no trained assistants, and find it impossible to add teaching to my already full schedule of work."

The remedies are obvious where a state law does not intervene: eliminate the highly technical subjects such as cataloging and classification, and concentrate on what the part-time librarian in the small school really needs—knowledge of children's literature and book selection and a few simple administrative details. Where state law specifies the teaching of technical processes, or wherever the demand for school librarians suggests the necessity for intensive library science curricula in teacher-training agencies, several procedures are indicated: (1) making library science a full-fledged department of the school with an adequate staff and a curriculum approximating the best available standards; (2) concentration of library science courses in one or two of the several teacher-training agencies of the state, development of a full curriculum, employment of an adequate staff, and steering of prospective school librarians to that agency; (3) offering the full library science curriculum through the summer session, so arranging the program that students may complete the curriculum in a series of years.


That 93 per cent of the members of county boards of education in North Carolina are natives of the State is indicated by a study of the development and present status of the county board of education, made by Rawleigh Lewis Tremain, of the University of North Carolina, Chapel Hill. The median age of the members is approximately 50 years, and their education ranges from one with no formal schooling to 31 who are college graduates; practically all are members of the church. More are connected with farming or merchandising than with any other occupation. The median value of property held by them is $15,735, and the median annual income is $2,781. Slightly more than half have held previously some other public position, and 26 are engaged in other public service. The median number of years served on the board of education by these members is between three and four years.

BOOKS

LIVE STORIES ABOUT DEAD ONES

More and more it is being felt that mythology should be taught in every high school because classical literature seems to be holding a place in the curricula of colleges of all ranks. In tracing the classical element through English literature one finds numberless allusions to the mythology of the ancients, and for the understanding of many English classics Classical Myths That Live Today will be of great assistance. The last part of the title "That Live Today" brings out one special feature of the book, that of connecting the work of a textbook with real life. It is different from any other book on mythology.

The stories are told simply and concisely so that a young student can understand them. In case the book is used as a text there are questions to aid in study. For maturer students there are references for additional reading and further study of literary allusions. Many of our words and expressions which are dependent upon the knowledge of classical mythology are explained through the stories and are also given in summary in the appendix. The book contains a list of projects which may be worked out by individuals or in class
groups, suggestions for connecting the study of mythology with the city in which one lives, and a "Who's Who in Mythology." The whole make-up of the book is very much "alive" in the treatment of subject matter and its suggestions for teaching.

Margaret V. Hoffman.

WHEN CHILDREN CHOOSE FOR THEMSELVES


Zane Gray's works have attained a popularity with both boys and girls that makes them outrank all other fiction, according to Professor Jordan's study of the reading preferences of over 5,000 children.

His book shows the results of two investigations, one made in 1925 on the basis of 1500 children, the other in 1917 and including 3500 children's replies. The comparison of the two investigations shows that the boys chose in 1917 three adventure stories, The Call of the Wild, The Boy Scout Series, and Tom Sawyer, whereas in 1925 their favorites, besides Zane Gray's books, are The Covered Wagon, Kazan, and The High School Boy Series. The author is of the opinion that this change of attitude in the last few years may be due to the great development and patronage of the moving picture.

On the other hand, while The American Boy was most popular with the boys of 1917, The American Magazine has taken its place by a wide margin in the 1925 investigation. In 1917 the girls preferred the Ladies' Home Journal; in 1925 their choice was also The American Magazine. (O tempora! O mores!)

The earlier investigation showed Little Women, The Girl of the Limberlost, and Pollyanna to be the preferences of the girls, and the later study disclosed their preference for Zane Gray, The Girl of the Limberlost, The Little Shepherd of Kingdom Come, and Freckles.

The author concludes that "while the type of book liked by both boys and girls was very nearly the same in the two investigations, the actual books changed." Such studies as this, showing the actual preferences of children from twelve to eighteen, are of decided value to those who have faith in the doctrine of "interest and effort in education." The study as here published is in reality a revision of the author's earlier investigation published in 1921, and therefore antedates the Winnetka List, which has sometimes been referred to as the beginning of a new era in the field of children's literature.

Conrad T. Logan.

SNEDDEN ANSWERS A QUESTION


The title of this book reflects admirably the spirit and nature of its contents. In all of the chapters save a few summarizing ones the author sets up a problem, discusses it, and suggests a solution. His years of experience as a teacher and as a student of education, together with his open-mindedness and optimism, enable him to offer criticism of a real constructive value. This criticism, which is principally in the field of the specific purposes of education, may be either commendation or blame.

The book was written for two classes of readers—educators and laymen. Its scientific outlook makes it interesting to the first group, while its easy style and clear thinking makes it readable for the latter group.

New trends of thought are apparent today in education as well as in other fields. Vocational education, the progress of which has been slow but sure, is coming quickly to the front. Through its proper use in our schools, may we not solve some of our educational problems?

Sarah Elizabeth Thompson
OTHER BOOKS OF INTEREST


There are numerous and various types of subject matter in health education. It is in acknowledgment of this that Miss Strang has analyzed courses of study and texts representative of those used in the different parts of the United States. She has shown the disparity in statements concerning health as found in different texts; the varying degrees of emphasis on similar topics; and lack of proper scientific accuracy in many.

An evaluation of the usefulness of the material is presented which includes examples of desirable statements that are frequently omitted. The analysis is of value to those who are constructing tests of health knowledge, rewriting subject matter in textbooks and courses of study, or making courses of study, for the material is definite, concise and helpful.

RACHEL F. WEMS


This beginners' book in logic is written with the aim of encouraging and developing habits of good thinking. The reviewer, however, feels that aside from new exercises and improved introductory chapter beginnings, as for example on the pathology of thinking, the content shows little development over the textbooks long considered standard in this field. One also finds relatively little influence from the newer psychology and pedagogy of reflective thinking, as exemplified in the works of Dewey, Thorndike and their followers.

W. J. G.


In Miss Garrison's years of experience with young children, she has had the opportunity to try every play material as it came on the market, from Froebel's gifts and occupations to Montessori's materials, and to Tony Sarg's A B C book. The play materials described in this book have thus stood not only the test of experimentation but also that of actual use. To the teacher and parent alike she brings a book which may guide them in the choice of play things for their children.

M. L. S.


The book is definitely written for the rural teacher who under existing circumstances is a victim of brief training in normal schools, normal training departments of high schools, and teachers college short courses. It aims therefore to include the fresher materials and points of view not only on the standard problems of teaching and management but also on the physical plant, educational measurement, and teaching procedures. It falls short, as is typically the case, on the side of the organization of subject matter except in its analysis of the problem and project methods of teaching technique. Excellent printing and good exercises with abundant bibliographies and appendices make the work even more valuable not only to beginning teachers but also to experienced teachers in the field who do not or cannot get back to school to freshen up on the newer developments in their art.

W. J. G.


In a letter to the publishers the author said "This book is intended for young teachers. I have attempted a series of talks with them about things which may give them suggestions and may bring them in line for a rather modern type of work." A study of the book, however, will show that the teacher of some experience may find in it much help. Mrs. Sorman writes in a very readable style. She organizes the subject matter of the elementary grades in terms of what children do. She offers valuable suggestions and helps. The book can be used equally well in the normal training classes and by the classroom teacher.

M. L. S.


Wide experience in the teaching of agriculture has enabled the author of this book to produce a manual of exceptional value. It utilizes the job analysis plan of teaching and correlates agriculture with the other school subjects. The arrangement of the material is by enterprises rather than by chapter topics and is adapted especially to the junior high schools.

Aside from its interest to teachers of agriculture this book should be very helpful to teachers who are concerned with the organization of and analysis of jobs. They have been well chosen and outlined.


This book is an effort to apply the principles of economics and sociology to the problems of agriculture and in this effort the authors have succeeded very well indeed. The topic is a timely one in view of the fact that farmers, the distribution and marketing of their products is of more vital interest than production at the present time. The chapters on farm accounts, farm management, and rural institutions are especially interesting.


The history of the early sets is reviewed and their relative advantages and disadvantages are compared and then the modern and effective sets
are studied. Illustrated instructions are given for their construction and operation. The teacher of physics will find this little bulletin a great help in the study and construction of radio sets.


NEWS OF THE COLLEGE AND ITS ALUMNÆ

After the Easter vacation the College settled down to its regular routine of work and play. Mary Ellen Fray and Mary McNeil combined the two in attending a student government conference held at the Alabama State Women's College, Montevallo, Alabama. The girls returned with new ideas that are expected to help in developing campus government. Katherine Mosby, sophomore in the College, was the fortunate winner of a district piano contest in Norfolk and was sent as a Harrisonburg delegate to a meeting of the National Federation of Music Clubs in Chicago, April 18-25. That reminds one of the Aeolian Music Club, the activities of which are ever vigorous. Margaret Lawrence and Sallie Norman have recently been admitted to this honor music society.

One of the biggest events of the year was the part the College took in the Apple Blossom Festival held the latter part of April in Winchester. Harrisonburg took first prize among the numerous floats entered in the parade. There were 265 girls either marching or on the float. The dainty pink and green costumes with garlands of apple blossoms won the judges' eyes, and Harrisonburg brought home the $100 award. Last year the College took second prize. The Glee Club spent two days in Winchester, among other things singing at the coronation of the Queen.

Blossom time brings with it May Day. Ruth Nickell, attractive and pretty senior, was crowned Queen of the May at Harrisonburg with Lucy Davis as Maid of Honor, and a lovely court: Mary and Helen Turner, Mildred Alphin, Bernice Wilkins, Virginia Harvey, Eila Watts, Sara Belle Shirkey, Martha Spencer, Marion Lee, and Mary Green. For the pleasure of the Queen a pageant, "The Pomegranate Seed," was presented with Mary McNeil, Anne Garrett, Lorraine Genteris, Sarah Bowers, Dorothy Gibson, Wilmot Doan, and Ruby Hale taking leading parts. Dances, in which many different groups of girls participated, were part of the program. The celebration is said to have been the prettiest ever given at the College.

May Day was also celebrated in other manners. Faculty members, big sisters, honorary members, and mascots received lovely May baskets, and the givers went back to the campus rejoicing—after washing their faces in dew!

Dr. Thomas Galloway gave a concentrated lecture course at the College on Sex Character Education. The series of nine talks was scheduled during one week and the plan seemed very effective. Another scientist of note has been to Harrisonburg.
The students thoroughly enjoyed the lecture on "Creative Chemistry" given by Dr. Edwin E. Slosson, renowned writer and lecturer. His wit and charm equalled his broad knowledge.

Attention was turned to dormitory rooms during "Better Homes Week," and the Frances Sale Club succeeded in arousing in the students much enthusiasm concerning "College Homes." Care and improvement was in evidence everywhere. Emma Pettit and Adelia Krieger received the prize for having the most home-like room, and Dorothy Gibson, Elizabeth Miller, and Dorothy Lindgren took the honor for having the most collegiate room. Other girls received honorable mention. The contest reached its climax when the girls were "at home" in their rooms to members of the faculty.

Copy for the Schoolma'am went to press ahead of time, and a whopping good annual is expected here the first of June. Gentis and the rest of the staff have been putting out some effort. The Annual staff celebrated themselves at a banquet spread at the Lone Pine Tea Room.

Interest in publications is further shown in the spirit with which the various classes are putting out their respective issues of the Breeze. The seniors led the way, to be followed by a red and white paper of the Freshies. The Daisy girls and the Sophs are busy now—which reminds one that the literary magazine, The Taj, published by the Harrisonburg High School, has for the second successive year won a cup awarded by the Southern Interscholastic Press Association.

The debating season is come and past. The triangular contest was held between the three teachers colleges. Dorothy Cox and Marion Kelly, who were winners in a preliminary at Bridgewater, went to Farmville, while Nora Hossley and Mary McNeil met Radford here. The subject was "Resolved: That Virginia municipalities should be financially independent." Harrisonburg was not the winner, but went into the game with plenty of vim.

Class Days have been celebrated with a will. The jesting, jolly juniors had the times of their lives on Friday, May 13. Yellow and white caps dotted the campus; a lively chapel program was put on; and last but not least, an out-door supper and an indoor swimming party were the climax of the day. But not quite—the officers for next year's senior class were elected. Virginia Turpin for the third year stands at the helm of the class of 1928. The cheer that went up when she was elected was enough to warm the heart of the coldest. The officers are efficient girls: Lucy Davis, vice-president; Bill Alphin, secretary; W. Doan, business manager; Helen Roche, treasurer; and Bernice Wilkins, sergeant-at-arms and cheer leader. Miss Powell had provided an instructive and entertaining initiation for the group.

"Carrie Comes To College," musical comedy presented by the Freshman class at the close of their Class Day—Saturday, May 14, was one of the most attractive productions put on this year. Lillian Derry and Phyllis Palmer took leading parts with an excellent cast and choruses giving support.

Clouds and rain postponed Field Day for a short time, but not long enough to get anybody out of practice. The Freshmen took the honors, with Irene Garrison having the highest number of individual points. They likewise came out victorious in the interclass baseball games. The sophomores ran second.

And still the wedding bells ring. On March 26, Annie Dowell became the wife of Robert A. Sovik, and is now at home at 610 Cathedral Parkway, New York City. On April 7, Anna Estes married Dr. E. B. Hardee, at Tampa, Florida. They are at home at Vero Beach, Florida. On March 26, Miss Sarah L. Furlow, a former teacher in the college, became Mrs. John D. Rhem,
at Kingstree, S. C. They are at home at Rhems, S. C. And on June 11, Audrey Gerard married John B. Harvie, in the city of Richmond.

Columbia University is, of course, always a vacation mecca for pilgrims from our campus. Miss Greenawalt is among those who will spend July and August days in study there. Mr. Logan is a member of the Columbia English faculty this summer.

Mr. Shorts and Miss Wittlinger will study at Wisconsin University. Mrs. Moody will be in Alabama and Miss Harmsberger in Canada.

For our instructors, this summer is to mean more vacations in Europe than last year. Mrs. McIlraith is already touring that continent with her mother. Miss Bojé sails at once. Miss Morgan, Miss Powell, and Dr. Wayland will go a little later, probably about the first of July. Miss Wilson will leave at the close of our first summer term.

Perhaps it was partly in recognition of these plans for sea-voyages that the Alumnae Banquet this year centered around the ship idea.

The dining hall is not unlike a boat in its proportions, and the decorations of life-preservers and anchors and the like seemed quite in harmony. Two tiny sails on toothpick masts floated above the dainties on every plate. All these details were ingeniously wrought to a finish by the Alumnae President, Mrs. Harry Garber. Even the entertainment features, furnished by various groups of undergraduates, consisted of sailors' songs and dances and stunts.

The Toastmaster, Mr. Dingledine, was introduced by Mrs. Garber as the skipper—"our handsome buoyant skipper"—in charge of the bark:

He is just a history teacher,
But he loves the Alumnae crew,
For he married an Alumna;
So the Alumnae like him too.

As the required language of the evening was rhyme, the aforesaid skipper's inaugural address was a clever parody on The Ancient Mariner, and he later introduced all the speakers in verse.

These had, in turn, racked their brains or searched their bookshelves for poetic response. Mr. Duke spoke feelingly in parody, and Dr. Gifford piped to the alumnae pirates in original numbers. Mrs. Thomas Brock's reference to her war-time class is a good sample:

We sailed the waters in seventeen;
We plied the oars with vim;
In companies three we marched and drilled
In spite of rations slim.
We now sail back on peaceful seas,
An alien landscape view;
But find the same old Blue-Stone Rock
Which we can anchor to.

Mr. Logan's verses carried a distinct flavor; in fact, they recked with the sailor's grog.

To the Class of nineteen twenty-two
We tipple a mug of old home brew.
To the Class of nineteen seventeen
We take a drink from the old canteen.
Then with a ho and yo-ho-ho—the song went reeling on.

The toast to the Alumnae Crew brought from Mrs. Dingledine a note of sweetness and seriousness in response. The toast itself ran thus:

If any boat
Would keep afloat
It is the crew must do it;
But of this bark
We must remark
The crew is all there is to it.

Dr. Wayland's muse was not so quickly wearied. In eight stanzas he declared that some unseen force—

"I swear I believe it is their love"—helps to pull the old ship along.

'Tis eighteen bloomin' summers now
Since we first tasted brine
On the maiden voyage of this here Ship—This ship o' mine an' thine.
Her sails, they've swelled with many a breeze
That's carried strong and far;
Them breezes was the joys o' youth—Youth's hope was the guidin' star.
OUR CONTRIBUTORS

EDGAR W. KNIGHT is professor of education in the University of North Carolina, and the author of numerous books pointing to the educational renaissance in the New South. This address was made to the North Carolina Education Association, of which Dr. Knight was president.

 STELLA CRISP PITTS and MARIE FRANCES DAVIS are B. S. graduates of the Harrisonburg State Teachers College, June, 1927. Both did their student teaching in the fall of 1926, when the cottage plan was introduced at the Bridgewater High School.

ELIZABETH ELLMORE is also a four-year graduate of the class of 1927 at Harrisonburg. As president of the student body she was actively interested in the freshman training of which she writes.

BERTHA McCOLLUM is a second-grade supervisor in the Harrisonburg Training School, and received her B. S. degree in Elementary Education in 1926.

GEORGE W. CHAPPELEAR is professor of biology in the State Teachers College at Harrisonburg.

CALLIE GIVENS HYATT is a first-grade supervisor in the Harrisonburg Training School and a graduate of George Peabody College for Teachers.

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