THE VIRGINIA TEACHER

July, 1927

AMBROSE L. SUHRIE
SERVICE

KATHERINE M. ANTHONY
HELPS IN LESSON PLANNING

Training a College Newspaper Staff .................. Hilda Page Blue
High School Journalism ................................. Mary G. Smith

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Part One. Writing the Preliminary Data

All lesson plans made by student teachers consist of two parts, the explanation necessary for understanding the situation and the plan itself. This section deals specifically with the preliminary data, although it touches the steps in the lesson in discussing the choice of the teaching unit.

Use the given outline for the preliminary data unless your supervisor definitely asks you to modify it. If you use cards or paper cut to card size for your plans, all this data must go on the first card; condense until it will.

Outline for Part One. Preliminary Data

I. Date
II. Grade or section
III. Time allowance
IV. Major unit
V. Minor teaching unit
VI. Materials.

I. Date—Unless your supervisor requests it, do not date the plans to show when they are handed in; but it is most important that you indicate when you expect to begin teaching the lesson.

Ideally a lesson plan should not be made until the last related lesson has occurred; this is the only way to fit the plan exactly to the children's needs. But this does not allow enough time for the beginning student teacher, and the distance to our Training School is a factor that must be considered. Your supervisor will probably require you to hand in each plan two days before the teaching date; you should, however, revise your plans just before teaching them.

II. Grade or Section—When you teach only one grade or section, it is a waste of time to label your plans; simply omit Point II in the outline form. When you teach more than one group in the same subject, it is absolutely necessary that you specify which group the plan is for.

III. Time Allowance—How long a lesson will take depends upon the children's responses, and can never be quite accurately forecast; but an experienced teacher has a general idea of time limit which guides her in the selection and arrangement of materials. Try to forecast the time needed for each experience you plan; check yourself at the close to see what progress you are making in thus measuring the length of a lesson ahead of time.

IV. Major Unit—It is not possible to do good planning in piece-meal; you will be required to draft a preliminary plan for the whole piece of work before you begin making plans for parts of it. Sometimes this preliminary draft is simply a term outline; sometimes it is a Harrisonburg Unit Plan; sometimes it is a modified "contract unit"; sometimes it is a project, especially in the primary grades. But in every case this preliminary draft of the entire unit furnishes you with the topics and to a large extent the activities for the daily planning. It is hoped that requiring you to state the major unit as Point IV will focus your attention upon this; once you prove yourself capable of relating your smaller plans to the larger unit, your supervisor will probably ask you to omit Point IV. You should always indicate it in preparing a plan for publication, or for any one who is not familiar with the situation.

V. Minor Teaching Unit—The minor teaching unit is a statement of what you think the children will accomplish, a state-
mation of the purpose of the experience planned, a purpose which can be shared with the children if not initiated by them. Consider the following sample teaching units for plans lasting from one to four days: (1) to make a pattern for the doll's winter coat, (2) to illustrate a poem, (3) to choose stories to read before another grade, (4) to list the five main ways in which birds help farmers, (5) to make a product map of Virginia, (6) to list class weaknesses in letter writing and to prepare practice material to fit, (7) to learn to distinguish a clause from a sentence, (8) to learn how to divide a decimal, (9) to master the use of subject forms after than in comparisons, and (10) to outline a program by which Valley farmers can increase the number of bushels of wheat per acre.

As stated in the discussion of Point IV, the large preliminary plan offers you topics for shorter experiences; each of the jobs listed forms such a minor teaching unit as does each problem set up. Study the following examples.

A preliminary plan for a second-grade reading club may list such jobs as electing officers, setting up standards for membership, outlining a program of work, choosing stories or poems to read to another class, practicing oral reading before entertaining the other class. Each of these jobs will form the topic for a smaller experience.

A fourth-grade unit on the Potomac River will probably contain such jobs as collecting pictures and clippings, making outline maps, making oral reports, studying a nearby stream; it will probably contain such problems as how the river affords pleasure to the people near it, how it furnishes food, how it helps trade, why it runs so slowly below Washington. Each of these jobs or problems is a topic for a plan.

A contract unit in sixth-grade reading might outline such jobs as matching assorted topics to a selection, making paragraph topics to fit a selection, skimming two or three articles for information on a topic, mastering an important selection for detail, cutting a story for dramatization, reading stories or books for pleasure. Each of these jobs forms the basis of a plan.

Frequently the jobs or problems listed in the preliminary unit are too large for a beginner to work on. For instance, reading books or stories for pleasure would take at least two or three weeks, and the beginner needs more careful detailed planning. First outline the steps in the job, such as planning records for our reading, making the record cards, collecting books and stories, sharing what we read. This is as far as the experienced teacher or student teacher will go; the beginner must make a plan for each of the smaller jobs listed, such as making the record cards.

No matter how well made the large unit was, there must be constant modification. The class will suggest different jobs or problems requiring shifting of your plans. Moreover they will reveal unexpected weaknesses in needed skills—such as adding, measuring, applying water color, reading for main points, punctuating letters, executing a dance step, or making a French seam. Or they will show failure to master essential principles in a unit, such as the problems set up about the Potomac River. Do not look on this as a handicap; the best possible teaching is corrective, and it is a mark of skill on your part to be able to recognize such situations. Keep in mind always not only the jobs and problems listed in the large unit but more especially the needs of the class as revealed from day to day.

VI. Materials—You should exhaust the possibilities of materials. Get all the references that you or the children can use advantageously. Look around you for pictures, posters, maps, diagrams; if you cannot find usable ones, make them. Learn to use everything possible that is first hand; one main aim of the elementary school is to increase the child’s understanding of his environment. Besides, such local material is of the utmost importance in interpreting the
remote things to the child; he must picture the unknown in terms of the concrete.

It is most essential that the art teacher have quantities of illustrative material, especially of children's work. Make yourself sets of posters to illustrate various art principles, label them carefully, and keep them for your own use. In the same way, make your sets of posters to teach language; one for titles, one for opening sentences, one for closing sentences, and on through the list of teaching units for your grade.

Plan to have the children participate in collecting material; they can share in the making of posters, diagrams, and maps for classroom use.

Plan ahead of time how you will use the material. It takes executive ability to get full use of it, but such material will so enrich your teaching that it is worth any effort required.

Part Two. Steps in the Lesson

“Steps” a Fundamental Principle—School experiences naturally fall into stages; they move forward in distinct phases of work. To outline a set list of steps and then try to fit all types of lessons to them would destroy the vitality of most school experiences. For the steps vary even with lessons of the same type, such as appreciation, problem-solving, construction, or practice for skill; to make a set outline for all appreciation lessons would cripple both you and the children. But to plan lessons in a haphazard way with no feeling for different stages in them cripples you almost as badly. The principle that lessons fall into distinct steps can be accepted as the basis of all planning; but there must be from three to five informal steps, not five formal ones.

The Nature of the “Steps”—The incidents in the lesson may be stated as things to be done. In a sixth-grade arithmetic lesson the steps might be (1) assignment of making original problems in percentage, (2) individual work on the problems, (3) class discussion of the problems, (4) summary of difficulties met by individuals and by the class, and (5) preparation of practice material to meet these difficulties. In an appreciation lesson the steps might be (1) creating a background for the new poem, (2) helping the children enjoy the new poem, (3) reading old poems related to the new one. In a composition lesson the steps might be (1) choosing the point and title for an individual paragraph story, (2) writing the story, (3) presenting the stories to the class, and (4) revising and copying the stories.

Problem-solving lessons may also be stated in terms of jobs to be accomplished. But since these jobs are really a set of problem-questions for solution, it is often easier to use the questions themselves as the steps. A lesson on How the Potomac River Gives Us Food is stated in terms of something to be done. The steps are (1) introducing the problem, (2) discussing food fish found in the Potomac, (3) finding out how each type of fish is caught. A lesson on How the Typical Family Budget is Divided has its steps in the form of problem-questions: (1) What are the important life interests to be provided for in the budget? (2) What part should each interest get? (3) How could we illustrate this on a chart? You should use whichever form seems most natural to you in the particular lesson you are planning.

The Assignment—If the experience is planned naturally as a whole and not in terms of separate class periods, the assignment is invariably one step in the plan. In fact the assignment is the very core of your planning; it should serve both as the guide for the children's preparation and for your follow-up classwork.

It is extremely wasteful for you to make an assignment which is not one step in the whole plan. As to which step it shall be, there is no set rule. Whenever guidance before individual work is needed, whenever you must teach or develop, whenever you must bring your class to a higher level of
work, there you need an assignment. In silent reading lessons custom makes it the second step, the introduction being the first one. In appreciation lessons it is almost always the last step, and is some sort of related work optional with the children. In drill lessons it may be the first step; but if the drill plan is made for a period longer than one recitation, you will probably need more than one assignment. You will teach, guide practice, test, reteach, guide practice, and so on; every time you need to teach or reteach, you need an assignment step. The only rule you can follow wisely is to put the assignment in whenever it is needed.

In problem-solving lessons it is often wise to make the assignment the basis of the whole plan instead of one step in it. You will make from three to five problem questions or jobs; these will be given to the children before the study period and will in turn serve as the lesson procedure for the next day. To avoid needless writing in such a plan you might use different colored ink for the part you would give the children, you might underline such parts, or you might state in a note to your supervisor that the main heads with Roman numerals will be given to the class. Underlining or using red ink has the advantage that you will probably want to give the class your minor questions in some cases; your supervisor will then understand that the minor questions or jobs not underlined are to help you in the follow-up work, and are not a part of the assignment. Learn to make plans which serve as an assignment, and also as teaching notes. Use your head to save yourself drudgery.

Arrangement on the Cards—The Preliminary Data all go on one card as specified in Part One. Where you have an abundance of material to note, you may need the back of this card; otherwise leave it vacant for notes of your own.

Each major step goes on one card. Use sentence outline form, either statements or questions. Be as terse as you can, but above all things be definite. Keep your co-ordination correct, and your grammatical structure parallel. You really have no right to face the class with a lesson outline in poor form; check your work by the Century Collegiate Handbook, pp. 240-260, or by Anthony, Technique in Organizing Large Units.

Underneath each major step put the minor questions or steps needed to work it out. Never have more than five; three is preferable. You are generally expected to conform to your major points, but the minor ones are to be disregarded whenever a better procedure suggests itself. If you have too many minor points, you will not be so able to shift with the children's responses; you must travel light if you are to change trains quickly. The real teacher always gives the class a chance to set not only the minors but even the majors; you cannot begin with that, but you can plan so that you sense the essential points and are therefore free to omit non-essentials.

Limiting your minor questions or jobs causes you to condense and thus do better thinking. At the same time it makes it possible for you to read a card at a glance, thus causing your plans to serve as class notes.

Put the subject matter on the reverse of the cards in sentence outline; number it to correspond with the questions or steps; limit it to match them; if you have too much subject matter, condense and combine until you get only main problems. If you do not need subject matter for certain steps, simply omit it; do not write to fill up space.

Katherine M. Anthony

A man has lived to little purpose who has not learned that without general mental cultivation, no particular work that requires understanding can be done in the best manner. It requires brains to use practical experience; and brains, even without practical experience go farther than any amount of practical experience without brains.—John Stuart Mill.
THE NEED FOR SERVICE—efficient, well directed, and altruistic service—is the justification of all of our great professions and the prompter of all worthy professional endeavor.

The late Russell Conwell used to say that almost any corner grocery store owner could become a millionaire in thirty years by giving efficient and devoted service, always and without exception, to all of his customers, the poor as well as the rich, the unworthy as well as the worthy.

In the world of business the unfailing reward for service is a growing and ever-increasing competence. In the practice of any one of our professions the reward of service is a deepening and an ever-increasing affection for all to whom we give an unselfish ministry—a ministry that is free from any thought of the measure of our recompense in material things.

It should be easy for a teacher to become a billionaire in less than half of thirty years. The profession of teaching is the most favored, it seems to me, of all forms of human ministry in the opportunity it affords for the spiritual enrichment through human fellowship of all who come into this profession with a proper appreciation of its privileges—that is, to all who come into it not to be ministered unto but to minister and to give themselves up whole-heartedly, enthusiastically, and devotedly to unselfish service.

There are upwards of 775,000 public school teachers in the United States. The professionally trained recruits who are admitted to the teaching service each year in filling the more than 110,000 vacancies and in staffing the more than 20,000 new positions in this service are supplied principally by the state and municipal normal schools and teachers colleges and by the state, municipal, and other university schools and colleges of education. On these institutions collectively rests the chief, if not the sole, responsibility for recruiting, educating and professionalizing the teaching, supervisory, and administrative forces engaged in preparing the 23,000,000 children enrolled in our public schools for worthy citizenship.

The paramount problem in public education in the United States is to secure for every classroom—for every group of children—a competent teacher, an inspiring leader, a companion and foreman who can create worthy ideals, right attitudes, and permanent life interests, who can help them to find worthwhile work to do, who knows how to promote co-operation and to develop the team spirit. To find young men and young women of good health, of fine intellectual capacity, of high moral purposes, and to train them for this service the normal schools, teachers colleges, and university schools of education have been established and are maintained. To no other type of school has been committed so great responsibility for the happiness and welfare of all the people.

Every teacher who is worthy of his calling is far less concerned about how men shall be fed, clothed, and sheltered—important as these things are—than he is about safeguarding for our children's children the spiritual inheritance which should be their birthright. He is concerned that they shall have wholesome companionship, competent instruction, sound counsel, safe guidance, and a fair chance to find useful work to do and to develop the power to perform it efficiently and to engage in it happily. He is far more anxious to be worth a million dollars to every child who comes under his influence than he is to accumulate for himself a million dollars in property. In the language of Horace Mann he would "be ashamed to die until he has won some great victory for humanity"—and more particularly for the children. He realizes their dependence upon him, not

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1 Abstract of an address before the graduating class, State Teachers College, Harrisonburg, Virginia, June, 1927.
only for guidance but for the stimulus to high and worthy endeavor. He studies the means at hand for providing this stimulus. He takes a personal interest in every child committed to him for guidance and help. He feels an especial pride in fully meeting his obligations for service to those who can make no equivalent return.

In the spirit of the greatest of all teachers he has come to give his very life, if need be, for the indifferent, the incapable, and even the unworthy. He finds his supreme satisfaction in the service of others. His professional service may take the form of classroom teaching, of educational supervision or administration, of research, of textbook preparation, or it may take any of a hundred other less conventional forms of highly specialized educational service, every one of which constitutes some important aspect of the human ministry of teaching.

Ambrose L. Suhrie

THE ORGANIZATION AND TRAINING OF A COLLEGE NEWSPAPER STAFF

In connection with my work on The Breeze, the weekly newspaper of Harrisonburg Teachers College, I sent questionnaires to the editors of all the Virginia college newspapers, requesting information about the organization and training of the staff. Replies were received from the seventeen colleges in the state that have papers. The list of schools appears in Table 1.

The general scheme of staff organization is somewhat the same in the various institutions, but there is a difference in the method of electing the officers. Nominations for the editor and business manager come directly from the student body in six of the seventeen colleges. (See Table 2.) Of all the colleges using the system the University of Richmond has the largest number of students—1200. The plan is satisfactory in a small student body, where everybody knows everybody else's possibilities, but with the enrollment as large as that of the University of Virginia a system of nominations coming from the retiring staff is undoubtedly the best plan. The latter method is used in several other colleges. Nowhere does the faculty play much part in the nominations. Emory and Henry, and Washington and Lee are the only two schools which deviate from the usual systems. The White Topper of Emory and Henry is sponsored by the Athletic Council, from which the nominations come, while at Washington and Lee the nominations

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Location</th>
<th>Name of Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater College</td>
<td>Bridgewater</td>
<td>B. C. Bee</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>Emory</td>
<td>The White Topper</td>
</tr>
<tr>
<td>Farmville Teachers College</td>
<td>Farmville</td>
<td>The Rotunda</td>
</tr>
<tr>
<td>Hampden-Sidney College</td>
<td>Hampden-Sidney</td>
<td>Hampden-Sidney Tiger</td>
</tr>
<tr>
<td>Harrisonburg Teachers College</td>
<td>Harrisonburg</td>
<td>The Breeze</td>
</tr>
<tr>
<td>Lynchburg College</td>
<td>Lynchburg</td>
<td>The Cryptograph</td>
</tr>
<tr>
<td>Medical College of Virginia</td>
<td>Richmond</td>
<td>Skull and Bones</td>
</tr>
<tr>
<td>Radford Teachers College</td>
<td>East Radford</td>
<td>The Grapurchat</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>Lynchburg</td>
<td>The Sun-Dial</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>Ashland</td>
<td>Yellow Jacket Weekly</td>
</tr>
<tr>
<td>Roanoke College</td>
<td>Salem</td>
<td>The Brackety-Ack</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>Richmond</td>
<td>Richmond Collegian</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Charlottesville</td>
<td>College Topics</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Lexington</td>
<td>The Cadet</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Blacksburg</td>
<td>The Virginia Tech</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>Lexington</td>
<td>The Ring-Tum-Phi</td>
</tr>
<tr>
<td>William and Mary College</td>
<td>Williamsburg</td>
<td>The Flat Hat</td>
</tr>
</tbody>
</table>

TABLE 1—LIST OF COLLEGE NEWSPAPERS IN VIRGINIA
come from the Publication Board of faculty and students.

Roanoke College and V. P. I. are the only two schools in which the two major officers are appointed. A faculty-and-student committee appoints the editor and business manager at Roanoke, and the Athletic Council appoints them at V. P. I. The business managers are appointed at Randolph-Macon Woman's College and at V. M. I.

The general tendency, as shown in Table 3, is to have no scholarship requirement. Hampden-Sidney, Harrisonburg Teachers College, Randolph-Macon Woman's College, Roanoke, and V. M. I. require that the nominees shall have made average grades. There is a division in opinion as to how long the nominee shall have been in school (see Table 4), but the practice of giving only upper classmen—juniors or seniors—the offices is fast becoming prevalent.

In thirteen of the seventeen colleges the rest of the staff members, including reporters, are appointed by the major officers. At Hampden-Sidney, Medical College, Radford, and the University of Virginia the board of editors and the managing board are elected by the student body, and the reporters too are elected except at Hampden-Sidney. Two reporters from each of the four classes are elected at Harrisonburg Teachers College, but the editor has the power of appointing the board of editors and five other reporters. A rough estimate from the figures shown in the questionnaire indicates that the number of reporters on the staffs averages about ten.

The various papers agree in that the editor has several assistant or associate editors—who relieve the editor-in-chief of much actual work. The better organized papers have news editors, who note all happenings and send out assignments, and copy editors, who read material for correction. If an editor has not systematized his staff, he finds himself with these jobs. In that case the general tone of the paper may go down and the editorials become haphazard, for space must be filled—and not with mistakes. It is surprising that all editors do not realize the advantages of these two offices.

Athletics plays a big part in school life and in newspaper columns, and for that reason practically all college papers have athletic editors. Society editors are nearly as prevalent, but few papers have exchange, joke, or alumni editors. The tendency in the larger colleges is to center authority in simple organization and to give reporters regular beats.

Eleven of the seventeen newspapers have assistant business managers. Of these only two are elected—the ones at Radford Teachers College and at Hampden-Sidney.

<table>
<thead>
<tr>
<th>TABLE 2—SOURCES OF NOMINATION FOR MAJOR OFFICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater College ..................................</td>
</tr>
<tr>
<td>Emory and Henry College ................................</td>
</tr>
<tr>
<td>Farmville Teachers College ............................</td>
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<tr>
<td>Hampden-Sidney College ..................................</td>
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<tr>
<td>Harrisonburg Teachers College ..........................</td>
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<tr>
<td>Lynchburg College .......................................</td>
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<tr>
<td>Medical College of Virginia ............................</td>
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<tr>
<td>Radford Teachers College ................................</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College .......................</td>
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<tr>
<td>Randolph-Macon College ..................................</td>
</tr>
<tr>
<td>Roanoke College ........................................</td>
</tr>
<tr>
<td>University of Richmond ..................................</td>
</tr>
<tr>
<td>University of Virginia ...................................</td>
</tr>
<tr>
<td>Virginia Military Institute ............................</td>
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<tr>
<td>Virginia Polytechnic Institute ..........................</td>
</tr>
<tr>
<td>Washington and Lee University ..........................</td>
</tr>
<tr>
<td>William and Mary College ...............................</td>
</tr>
</tbody>
</table>
There are assistant business, circulation, and advertising managers at V. M. I., the University of Virginia, and W. and L. Several schools have assistant business managers and one of the other officers, and in that case the assistant performs the duties of the other office. The three schools mentioned above are the only ones with complete business organization.

Very few college newspapers undergo faculty censorship. Farmville, Roanoke College, V. M. I., and V. P. I. are the only four which have even the form of sanction, and this does not hinder the freedom of the press.

Classes in journalism (see Table 5) are offered in seven of the colleges, but in no case is such a class a requisite for staff membership. It is surprising that journalism is not a class opportunity in most of the colleges, and that it is not a training for newspaper workers in those schools in which it is offered. In answer to the question: “Does the old staff train the new?” fourteen affirmative answers were received, but a question as to the method, or system, of training reveals the fact that the training is of an informal nature—“working with the new members.” Most likely the three schools which sent negative answers have

<table>
<thead>
<tr>
<th>College or Univ.</th>
<th>How Is Office Secured?</th>
<th>In What Class Must Officer Be?</th>
<th>What Scholarship is Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater</td>
<td>Election</td>
<td>Senior</td>
<td>None</td>
</tr>
<tr>
<td>Emory and Henry</td>
<td>Election</td>
<td>Junior or Senior</td>
<td>None</td>
</tr>
<tr>
<td>Farmville</td>
<td>Election</td>
<td>Soph. or higher</td>
<td>None</td>
</tr>
<tr>
<td>Hampden-Sidney</td>
<td>Election</td>
<td>Junior or Senior</td>
<td>Average</td>
</tr>
<tr>
<td>Harrisonburg</td>
<td>Election</td>
<td>Soph. or higher</td>
<td>None</td>
</tr>
<tr>
<td>Lynchburg College</td>
<td>Election</td>
<td>Soph. or higher</td>
<td>None</td>
</tr>
<tr>
<td>Medical College</td>
<td>Election</td>
<td>Senior</td>
<td>None</td>
</tr>
<tr>
<td>Radford</td>
<td>Election</td>
<td>Junior or Senior</td>
<td>Av. of B</td>
</tr>
<tr>
<td>Randolph-Macon</td>
<td>Appointment</td>
<td>Junior or Senior</td>
<td>Av. of 80</td>
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<tr>
<td>Woman’s College</td>
<td>Appointment</td>
<td>Soph. or higher</td>
<td>None</td>
</tr>
<tr>
<td>Randolph-Macon</td>
<td>Appointment</td>
<td>Senior</td>
<td>Average</td>
</tr>
<tr>
<td>Roanoke</td>
<td>Appointment</td>
<td>Junior or Senior</td>
<td>None</td>
</tr>
<tr>
<td>Univ. of Richmond</td>
<td>Election</td>
<td>Junior or Senior</td>
<td>None</td>
</tr>
<tr>
<td>Univ. of Virginia</td>
<td>Election</td>
<td>Senior</td>
<td>None</td>
</tr>
<tr>
<td>Virginia Polytechnic</td>
<td>Appointment</td>
<td>Junior or Senior</td>
<td>None</td>
</tr>
<tr>
<td>Virginia Military</td>
<td>Appointment</td>
<td>Junior or Senior</td>
<td>None</td>
</tr>
<tr>
<td>Washington and Lee</td>
<td>Election</td>
<td>Senior</td>
<td>None</td>
</tr>
<tr>
<td>William and Mary</td>
<td>Election</td>
<td>Senior</td>
<td>None</td>
</tr>
</tbody>
</table>

(a) By Athletic Council
the same practice. Getting the hang by actually doing the work is a great part of learning to do newspaper work, but too often in the general rush to get the next issue to press the new member is left to grope his way along as best he can.

The *Virginia Tech*, published by the students of V. P. I., is one of the best organized of Virginia college newspapers. The staff is complete, with definite duties for editor-in-chief, news editor, make-up editor, and proof reader. The school also has the advantage of a college printing shop. "The Five Points of News-Story Writing," used by the *Tech* staff in instructing new members before try-outs, is printed below:

1. Play up the most interesting feature of the story in the first phrase of the first sentence.
3. Add the details of the story in order of importance, the least important being near the end of the story.
4. Use the fewest and the simplest possible words that will convey the desired meaning.
5. Write impersonally; do not express your own opinion; use the third person except when the first or second person is required in quotations.

### TABLE 4

<table>
<thead>
<tr>
<th>Institution</th>
<th>No Residence Requirements</th>
<th>No Scholarship Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater College</td>
<td></td>
<td>Bridgewater College</td>
</tr>
<tr>
<td>Hampden-Sidney College</td>
<td></td>
<td>Emory and Henry College</td>
</tr>
<tr>
<td>Lynchburg College</td>
<td></td>
<td>Farmville Teachers College</td>
</tr>
<tr>
<td>Medical College of Virginia</td>
<td></td>
<td>Hampden-Sidney College</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td></td>
<td>Lynchburg College</td>
</tr>
<tr>
<td>University of Virginia</td>
<td></td>
<td>Medical College of Virginia</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td></td>
<td>Randolph-Macon College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Richmond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V. M. I.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>V. P. I.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington and Lee University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>William and Mary College</td>
</tr>
</tbody>
</table>

### TABLE 5—TRAINING OF STAFF

<table>
<thead>
<tr>
<th>Institution</th>
<th>Is There Faculty Censorship?</th>
<th>Is There a Class in Journalism?</th>
<th>Is Class a Requisite for Staff?</th>
<th>Does Old Staff Train New?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farmville Teachers College</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Hampden-Sidney College</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Harrisonburg Teachers College</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Lynchburg College</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Medical College of Virginia</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Radford Teachers College</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Randolph-Macon Woman's College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Roanoke College</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>William and Mary College</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
"Newspapers want college men and women" is heard on every hand. If such is the case, colleges—Virginia colleges at least—should be working to train the men and women on their staffs. It is true that, once on the staff, a worker is in training; but that work-training is usually all he gets. A mere flair for writing does not make a newspaper man. The publicity game, as well as any other, has a technique that must be analyzed to be acquired. The organization of Virginia college newspaper staffs is on the whole satisfactory, but every school falls short in training those who work on its journal.

Hilda Page Blue

JOURNALISM AND THE HIGH-SCHOOL STUDENT

The aim of this study is to discuss the various types of journalism prevalent in Virginia high schools, showing what seem to be the chief values and qualities of each particular type. These results may serve as a basis for determining which type is best suited to the needs of various high schools.

There are three types of journalism which will enter into this discussion—the school magazine, the school newspaper, and the column or department in the city newspaper. Each type distinctly differs from the other, and all are in use in Virginia high schools today. Examples have been selected from some of the best city high schools of the state to illustrate these types and to serve as a basis for discussion.

The Petersburg High School has developed and is developing its journalism by two different types, published by the English classes and the Journalism class. The literary work is published in *The Missile*, a magazine edited four times a year by the students in the English classes, but articles are accepted from the student body at large. Most of the material, however, is obtained from the various English classes, which are required weekly to submit poems, short stories, and essays. As a result, the magazine gives greater prominence to these forms of literary work, and very little space is given to school news.

The Jefferson High School, of Roanoke, follows to a certain extent this same plan—publishing, however, three daily columns in the *Roanoke World News*, in addition to its magazine, *The Acorn*, which is of the same style as *The Missile*. Two separate staffs edit each publication—the *Acorn* staff, chosen by the student body, and the *Junior World News* staff, chosen by the faculty.

The school news of Petersburg High School is taken care of by the Journalism class, which publishes one page in the city Sunday paper. Editorials, news articles, feature articles, society news, and all the regular departments of a newspaper are represented in this page, and the journalism student is given a chance to learn at first hand the real problems of journalism. Through these two separate publications the good of the majority of high-school students is sought, and at the same time the talented few who are probably interested enough to go higher in the field of journalism are encouraged.

The Harrisonburg High School combines its magazine and newspaper in *The Taj*, a magazine published every six weeks by a staff chosen from the student body and sponsored by the English department. The staff divides its duties among various editors, who concentrate upon special phases and activities. There is a fully developed literary department, contributions to which are received from the student body; but definite English work is planned in order to provide material for this department. Athletics is taken care of by a representative of the boys' and girls' athletic teams, and likewise the alumni news and exchanges are provided for by special members. One remarkable feature of this magazine is its poetry corner, which is filled with clever
verse. The literary department is helped each year by a short-story contest, which is open to the entire student body and for which prizes are offered.

The school newspaper offers training in every phase and department of a larger newspaper, business as well as literary. It has for its model the city newspaper, and the students themselves must furnish the material, select the good, eliminate the bad, choose the suitable, and discard the unsuitable.1

The High Times of the E. C. Glass High School of Lynchburg is a typical school newspaper. The staff is chosen by the student body and has for its work not so much the actual composition of the paper as the selection of material from that submitted by the student body. Everyone is given a chance to contribute, and the contributions are made directly instead of through English or Journalism classes. It is thought that in this way the students will come to regard the paper as more closely related to them and will feel it more as a part of themselves. For this reason they will boost the school paper, and that essential spirit and loyalty will be developed not only for the paper but for the school also.

The Lee School of Journalism, aided by the Pi Delta Epsilon Journalistic fraternity, made a unique contribution to journalism in 1926 in an effort to further better journalism in high schools of the South. The first annual Southern Interscholastic Press Association held a contest at Lexington in which any high or preparatory school in the South sending a delegate to the Association was allowed to enter. A file of three consecutive issues of publications was made a basis for judgment, and all publications were divided into two classes—the A-class schools, with an enrollment of over eight hundred, and the B-class, with an enrollment under eight hundred.

Silver loving cups for the four best publications were offered by the Atlanta Journal, the Lee School of Journalism, and the White Studio, individual books being offered as smaller awards. Last year six cups were awarded to the schools whose papers, magazines, and annuals were adjudged best of all those submitted throughout the South. Five out of those six were Virginia publications—The High Times, Lynchburg, Virginia, The Chatterbox, Danville, Virginia, The Taj, Harrisonburg, Virginia, The Marshalite, Richmond, Virginia, and The Fir Tree, Woodberry Forest, Virginia. Very definite advantages were gained from the convention in the way of conference and criticism. Round table discussions in editing, writing, and financing school publications were held. An individual contest in writing a news story, writing an editorial, and arranging a front page was also staged. Sixty delegates attended the conference last year and carried back with them written criticisms of their paper, whether or not this paper won a prize. For this reason only papers from schools represented by delegates were considered in the contest, as it was felt that the delegate should be present to take part in the discussions, hear the addresses, and receive the award in person. This criticism and contest-judging was helpful in many ways. The greater part of it was done by senior students and instructors in journalism at Washington and Lee.

Today school journalism is recognized as having an undisputed advantage, and year after year more improvement and progress is attempted. No matter how intelligent or worthwhile a student's ideas may be, they are not going to be of much use to himself or to the world if he cannot express them. Journalism offers every student a chance to learn how to express his thoughts. It is in this power of influencing and shaping public opinion that the real importance of journalism lies.

BIBLIOGRAPHY

Bleyer, Willard Grosvenor—"Journalistic Writing
THE STYLE SHOP

The sixteen senior home economics girls of the Harrisonburg High School decided to use their knowledge of clothing principles by planning a dressmaker's shop.

Part One: What The Students Did

A. They planned the dressmaker's shop.
   1. The class organized into a shop.
      (a) They studied the separate duties of each worker.
      (b) They selected models, fitters, managers, seamstresses, salesladies, cutters, a buyer, and a designer.
   2. The class studied the shop budget.
      (a) They read about and discussed some of the financial problems of the shop, such as rent, insurance, upkeep, advertising, and salaries.
      (b) They compared the items in a family or individual budget with those for the shop budget.
   3. The class decided to serve refreshments at the opening of the shop.
      (a) They considered the occasion, the cost, the number to be served, the dishes and silver on hand, and the necessary preparations.

   A committee, composed of Ruth Wright, chairman, Martha Seebert, Coralie Greenaway, and Florence Forbes, planned this unit in the summer of 1926, in Ed. 410. Ruth Wright directed it in the spring of 1927.

(b) They selected girls to act as hostesses, maids, waitresses, and general assistants in serving.

4. The class arranged for all materials necessary for the shop.
   (a) They made score-cards for judging and selecting garments.
   (b) They collected all needed equipment, such as illustrative material, decorations, flowers, dress forms, hangers, dishes, silver, linen, vases, and accessories.

5. The class formed itself into committees and planned the demonstrations.

B. They prepared for the opening of the shop.
   1. The class issued hand-lettered invitations to their parents, teachers, and friends.
   2. The class made three posters to illustrate selection of garments.
   3. The class used one class period for rehearsals of the demonstrations.
   4. The class decorated the room, arranged exhibits, and prepared refreshments.

C. They operated the shop.
   1. The class gave the following demonstrations:
      (a) They had a cutter demonstrate pattern drafting and the uses of commercial patterns. The cutter used Pictorial Review charts in explaining how commercial patterns can be altered to fit any figure.
      (b) They had a fitter demonstrate the major principles in fitting.
      (c) They had a display of charts and posters.
   2. The girls who had been selected as customers came in and criticized the different costumes as to design, style, appropriateness, workmanship, and cost.
   3. The girls selected as models displayed the garments.
   4. The class served the refreshments as
soon as the demonstrations were over.

**Part Two: What the Students Learned**

A. In planning the shop the students learned that

1. A shop should include a manager to employ, superintend, and discharge workers; a buyer to purchase all necessary materials for use in the shop; a designer to design costumes; a cutter to cut out garments according to designs; a fitter to alter garments in construction; a seamstress to make and complete costumes after fitting; models to display garments; saleswomen to help customers in selecting suitable costumes; and customers to purchase costumes.

2. A commercial budget should include items for rent, insurance, upkeep, equipment, salaries, advertising, and for such other items as turnover.

3. Accurate selection of garments is aided by the use of a score-card such as the following:

   **Possible Score Totals**

<table>
<thead>
<tr>
<th>Design</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beauty</td>
<td>10</td>
</tr>
<tr>
<td>2. Suitability to person</td>
<td>10</td>
</tr>
<tr>
<td>3. Suitability to material</td>
<td>5</td>
</tr>
<tr>
<td>4. Suitability to occasion</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Color and Materials</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Harmony of combination</td>
<td>10</td>
</tr>
<tr>
<td>2. Suitability to person</td>
<td>10</td>
</tr>
<tr>
<td>3. Suitability to type of dress</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fitting</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction (Workmanship)</td>
<td>20</td>
</tr>
</tbody>
</table>

4. Costumes should be worn by models to whom their type is adapted.

5. In serving refreshments for this type of occasion the most important principles are beauty and simplicity.

B. In working out the shop the girls learned that

1. The information on any announcement should answer the following questions: Why? when? where? and what for? Posters and ads should answer these same questions in a briefer and more attractive way.

2. Constructive and destructive criticisms during class-room rehearsals are a great help to the person rendering the demonstration.

3. The work of preparation and serving refreshments must be well organized to make for attractive and graceful service.

C. In operating the shop, the girls learned that

1. Demonstration and criticisms by student customers must be constructive and well rendered in order to be of much value.

2. Each demonstration and criticism should summarize all the principles involved.

**Part Three: Skills Selected for Emphasis**

1. Ability to acquire and use material other than the textbook type in learning about the workers in the shop.

2. Ability to choose a few typical garments from all the garments made by the class.

3. Ability to evaluate items in a budget.

4. Ability to select models most suited for the garments chosen, in relation to type, age, color, and posture.

5. Practice in condensing statements in writing announcements and ads and making posters for the shop.

6. Ability to use patterns correctly in cutting garments.

7. Ability to buy clothes with understanding of quality, cost, suitability, durability, and becomingness.

8. Ability to fit oneself into a well-organized group with a common purpose—namely, that of making their shop-opening a success.

**Part Four: Bibliography**


Fales, Jane—Dressmaking. Charles Scribner's Sons, New York. $2.25.

Schenk, Mary—Clothing: Choice, Care, and Cost. J. B. Lippincott Company, Philadelphia. $2.50.

Story, Margaret—How to Dress Well. Funk and Wagnalls Company, New York. $3.50.

Wells, Jane Warren—Dress and Look Slender.
PHYSICAL EDUCATION

GROUP WORK IN THE FIFTH GRADE

The reason for choosing group work rather than formal gymnastics in the fifth grade were these: First, it was a more natural form of activity; second, it gave an opportunity for events that the children were naturally interested in, as well as the technique of tennis; third, it gave practical situations in which arithmetic was used.

Five groups were formed, and a group-leader was chosen for each group. These leaders were given individual coaching in the form of the events and in using the stop-watch and measuring distances. The duties of a group-leader were:

1. To take his group quietly from the room to the event found first on his group-leader's card.
2. To take his group from one event to another quickly and in an orderly manner when the whistle was blown.
3. To measure distances and to time members of his group in the various events.
4. To take charge of the apparatus used in the events.
5. To help members of his group get the right form in the events.
6. To take his group back to the room quickly and quietly when the class was over.
7. To help members of his group keep individual cards correctly.
8. To give reports of work done by his group.

INDIVIDUAL CARD

<table>
<thead>
<tr>
<th>EVENTS</th>
<th>Rec. 1</th>
<th>Rec. 2</th>
<th>Rec. 3</th>
<th>Imp.</th>
<th>Pts.</th>
<th>Rec. 4</th>
<th>Rec. 5</th>
<th>Rec. 6</th>
<th>Imp.</th>
<th>Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Jump</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hop-Step-Leap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-Yard Dash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis Serving</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball Throw</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GROUP-LEADERS CARD

<table>
<thead>
<tr>
<th>(G. L.) James S.</th>
<th>High Jump</th>
<th>Hop-Step-Leap</th>
<th>50-Yard Dash</th>
<th>Tennis Serving</th>
<th>Baseball Throw</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leonard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The next thing the children did was to make individual and group-leader cards. On page 218 are samples of the cards used.

The problem of equipping the athletic field, which would ordinarily seem a difficult one, was quickly and economically solved. With some lime, a tape measure, and sticks for a jumping standard, the field was soon put in order for use. The distances were measured and marked by the group-leaders under supervision. Because of the fact that a tennis net was lacking, one was drawn on a barn, which served the purpose of getting correct form in serving. A tennis racquet and ball, a baseball, and a stop-watch were all the other equipment necessary.

The first day on the field was spent in taking first records. This was done before the children had practiced on the events, and this record was used as a basis for setting a standard minimum, average, and maximum. After the first record had been taken, full charge of the groups was turned over to the group leaders. One day each week was used for a practice period and one day for taking records. In this way a practice period came between every set of records. When three records had been taken, points were computed by the following point system:

<table>
<thead>
<tr>
<th>Event</th>
<th>Min.</th>
<th>Above Min.</th>
<th>Max.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Jump</td>
<td>1 pt.</td>
<td>2&quot;—1 pt.</td>
<td>2 pts.</td>
</tr>
<tr>
<td>Hop-Step-Leap</td>
<td>1 pt.</td>
<td>6&quot;—1 pt.</td>
<td>2 pts.</td>
</tr>
<tr>
<td>50-Yard Dash</td>
<td>1 pt.</td>
<td>1 sec.—1 pt.</td>
<td>2 pts.</td>
</tr>
<tr>
<td>Tennis Serving</td>
<td>1 pt.</td>
<td>1 ball—1 pt.</td>
<td>2 pts.</td>
</tr>
<tr>
<td>Baseball Throw</td>
<td>1 pt.</td>
<td>1 ball—1 pt.</td>
<td>2 pts.</td>
</tr>
</tbody>
</table>

Judging by the interest and competition aroused by the scheme, group work is a satisfactory and popular form of physical education for any grammar grade.

Hazel Farrar

A man should hear a little music, read a little poetry, and see a fine picture every day of his life in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul.—Goethe.

LEARNING TO USE THE TOOL BOOKS

A Unit in the Use of Reference Books for Senior High School Students

INTRODUCTION to the various reference books accessible in any school library has almost habitually been postponed in the pupil's training until his early college days. In this day there is much evidence to show that this is too late to begin such valuable training.

It is a simple matter, through the process of mentioning persons and happenings, past and present, and then raising questions as to where to find information concerning them, to interest pupils of high school grade in such reference books. To do this, the teacher must make the pupils feel the value of such knowledge, now and later. She must briefly introduce the various kinds of reference books by succinctly stating or showing the use of each.

The teacher should then present the entire problem to the pupils. She should explain clearly the plan and method of execution and scoring.

This unit has been so planned that the pupil will be given credit if he satisfactorily masters the first assignment. Additional credit will be given for completion of the other assignments, taking them in the order they are presented. Maximum credit will be given for satisfactory completion of the fourth assignment.

The real purpose of the unit must be kept constantly before the pupils. Only in this manner can the work be kept organized and unified. This plan is not fixed; it can be modified to meet the needs of a particular school or group.

Assignment 1

The aim of this assignment is to become acquainted with library rules, standard dictionaries, standard encyclopedias, and The Reader's Guide to Periodical Literature,
and at the same time to develop habits of outlining and note-taking.

To master this assignment
I. Submit in writing
   1. A brief exposition on library rules
      a. What are the three uniform rules?
      b. Why is each rule necessary?
     2. A comparison and contrast of the arrangement and use of dictionary and encyclopedia
     3. A list of the six general uses of the dictionary and an illustration of each
     4. A study of an encyclopedia for dates, authoritativeness, exhaustiveness, style, illustrations, maps, arrangement of index, cross references and bibliography.
II. Check information by taking, then mastering, Briggs's Dictionary Test.
III. Prepare an outline and brief notes on one of the following subjects, using encyclopedia for references.
   1. The Mining of Gold
   2. The Arctic Region
   3. The Hydraulic Ram
   4. The Telephone
   5. George Rogers Clark
   6. Beethoven
   7. Architecture (of one period or nation)
   8. The Dictionary
IV. Prepare an outline and brief notes on one of the following subjects, using the Reader's Guides
   1. Public Health
   2. Present-Day Dramatics
   3. Air Routes
   4. Preservation of Forests
   5. Football, Its Values Pro and Con
   6. Mussolini
   7. The Latin-American Situation

Assignment II

The aim of this assignment is to become familiar with the value and uses of the atlas, gazetteer, and yearbooks.

To master this assignment submit a full oral report on one of the following
I. An air route from Washington, D.C., around the world. Name and locate all the principal cities on or near the route. The route in no place must necessitate flying higher than 15,000 above sea level.
II. A land and water route from Egypt to Cape Horn by way of Japan. Mention the principal land and water features. Give the location, size, and characteristics of the five largest cities visited.
III. An outline in which you compare the United States with another world power as to size, population, wealth, and transportation facilities.
IV. An outline in which you compare your own state with another state as to size, population, wealth, transportation facilities, historical prominence, and educational development.

Assignment III

The aim of this assignment is to become familiar with other reference books than those already mentioned; to learn the usual plan of the grouping of books; and to master the use of the card catalog.

To master this assignment
I. Submit in writing answers to the following questions:
   1. How are books generally arranged by an untrained person?
   2. What is the advantage of having books of one class together?
   3. What is the standard classification scheme?
   4. How does the numbering of fiction differ from the numbering of other classes?
   5. What is meant by class number? book number?

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1Should the teacher wish her class to do less writing in connection with the first assignment, she can substitute oral presentation of parts of the work.
6. What is the proper arrangement of books on a certain shelf?
7. What form of cards is used in the catalog? what shape?
8. List three advantages of the hand-made card catalog over the printed catalog in book form.
9. How are cards arranged in the catalog? Why?
10. What information is listed on each card?

II. Find and later replace on the shelves 25 reference books selected by your teacher.

Note—Should the students not have access to a card catalog system, the following are suggested as substitutes for Part II of this assignment:
I. Make a card catalog of the school library.
II. Organize the school library, basing the work on the Standard Catalog for High Schools.

Assignment IV
The aim of this assignment is to apply information gained in the previous assignments.

I. Should the Filipinos Have Their Independence?
II. Radio—Its Origin and Development
III. The Ice Age of North America
IV. Peculiarities of Southern Literature
V. Japanese Prints
VI. The Development of the Alphabet
VII. The History of the Saxophone
VIII. Should the President of the United States Serve Six Years and Not Be Eligible to Re-election?
IX. Luther Burbank's Gift to the World
X. The Revival of Antiques

BIBLIOGRAPHY
I. For the Teacher

II. For the Pupil

III. For the Teacher and the Pupil

Pauline Callender
Hortense Herring

A LESSON PLAN IN POETRY
APPRECIATION

Part One. Preliminary Data
Grade: Fourth
Time allowance: One forty-minute period
Major unit: Poetry appreciation
Minor unit: Enjoyment of lullabies
Materials: "The Slumber Boat," by Alice Riley
"Wynken, Blynken, and Nod," by Eugene Field
Moonlight pictures

Part Two. Steps in The Lesson
I. Enjoying familiar poems
1. Matching titles of poems with names of poets
2. Matching titles and names of poets with parts of poems.
3. Giving children a chance to say or read poems they have enjoyed
II. Creating the atmosphere for the new poem, *The Slumber Boat*
   1. Helping children visualize a scene at night where a mother is putting her baby to sleep.
      (a) Studying moonlight pictures
      (b) Discussing colors seen at night
   2. Developing the word *Lullaby*
   3. Giving motive question:
      Listen to see what the mother sings about in this lullaby.

III. Helping the children enjoy the poem
   1. Reading it to children
   2. Discussing motive question
   3. Asking questions to enlarge their appreciation
      (a) Where will the baby sail?
      (b) What will he do while he is sailing?
      (c) When will he come back?
   4. Listening again to find out the main thing each stanza is talking about
   5. Fitting the words to the music as played on the Victrola

IV. Comparing the poem with *Wynken, Blynken, and Nod*
   1. Reading *Wynken, Blynken, and Nod* to the class
   2. Asking questions to guide the comparison:
      (a) What parts of this poem are like *The Slumber Boat*?
      (b) Why is this, too, a lullaby?

V. Stimulating the children to further activity (done during the period following)
   1. Guiding the children in illustrating either of the poems
      (a) Describing pictures shown in the poems
      (b) Discussing the use of colors in these pictures
      (c) Discussing subordination, i.e., having one main idea in a picture
   2. Encouraging the children to find other lullabies to read to the class.

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WANT TO BE A TEACHER?
*An Interview With Dr. Stratton D. Brooks*

FROM the Missouri hotel telephone receiver at your ear, comes a briskly hospitable rumble:

"You got in early? Fine. Come on out, and we'll have our talk about teaching right away . . . . No, no, it's not inconvenient to see you now. Come right along. You don't want to hang around waiting for a chance to see a man. I know. I've been there myself."

Cordial, understanding, quick to adapt himself to changes—that's Dr. Stratton D. Brooks, president of the University of Missouri. That one-minute telephone talk with him tells you all those things.

You hang up the receiver, grab your hat, and dash hot-foot out along the homelike streets that lead to the campus. A pleasant place, Columbia, Missouri. College towns are likely to be. This one calls to you, but you streak along, bent on reaching Dr. Brooks' office in record time. You don't want to keep him waiting.

He says you haven't as he motions you to a comfortable chair and sits down again behind his big desk. "Just ready for you," he declares.

He would be, you think appreciatively. Sturdily built and alertly energetic, short, gray-haired Dr. Brooks seems the elastic sort sure to be "just ready" for whatever turns up.

He would be, you think appreciatively. Sturdily built and alertly energetic, short, gray-haired Dr. Brooks seems the elastic sort sure to be "just ready" for whatever turns up.

Must have been that sort all of his life, for his record shows a steady stepping along. Country teacher, high school principal, vice-president of a Michigan state normal school, high school inspector on the staff of the University of Illinois, assistant superintendent of schools in Boston, superintendent of schools in Cleveland, back
to Boston as superintendent of schools, president of the University of Oklahoma, president of the University of Missouri—that's a rough tracing of his steps.

Notch by notch, Dr. Brooks has gone up. Climbed from his first foothold, as the successful eighteen-year-old teacher of a "hard-boiled" country school that had thrown out the previous teacher, up to his present high place among the outstanding educators of the day.

Teaching can be a surprisingly adventurous job. To succeed in it, you must have something of the dauntless spirit of the crusaders of old. You're thinking of that as you ask:

"Would you advise a boy to make teaching his life job?"

A humorous twitch at the corner of Dr. Brooks' mouth deepens into something like a grin as he says; "No, I seldom take long chances. I'd rather answer the boy's questions about teaching, and then let him decide for himself."

That suits you to a T.

Why a Boy Teacher Succeeded

You promptly put a question that's been puzzling you.

A personal question, but the answer is likely to let in some light on teaching.

"Why didn't those country school fellows throw you out, too?"

"They liked me," Dr. Brooks explains serenely. Then, with a twinkle at your baffled look, he explains further:

"You see I got out and got acquainted with them right away. I didn't shut myself up with the textbooks. I had seventy-seven pupils, and thirteen or fourteen of them were much larger than I was. I had to get acquainted with that crowd and I had to be quick about it. So I got out on the school grounds and threw myself into their sports.

"It was no hardship. I got a good time out of it. And I got some good friends out of it, particularly among those thirteen or fourteen huskies. They seemed surprised to find that a fellow a head shorter than some of them could outrun and outjump any of them. Lucky for me that I could, and lucky, too, that I had sense enough to get out and do it.

"That crowd accepted me as one of them, and went so far as to let me be leader, inside as well as outside.

"That's what a teacher must be—a leader. If you can't lead, you can't teach.

"And you can't do all your teaching sitting in state behind your desk. You can hold on to your dignity without hugging it. I couldn't see that in my pupils' eyes I lost any of mine by entering into their fun, not even when I went whizzing down our coasting hill on a long board, with a line-up of little chaps hanging on behind. The whole crowd of us coasted at recess, on barrel staves and boards. I was never first down because it took time to pack the little chaps on securely, but my boardful always managed to get in two good coasts to a recess period.

"Then we all piled back into the schoolhouse and worked as hard as we'd coasted—there was a fifty-fifty spirit about it. A leader, a teacher, has to kindle that spirit.

"That country school gave me confidence in myself and a liking for the teacher's job."

"But there aren't so many country schools left," you say, half regretfully.

"No," Dr. Brooks agrees. "The country boy now, in a great many cases, gets into a big community bus or his father's 'flivver' and hums off to a carefully graded consolidated school. The country boy is getting a better education. And the young teacher in a consolidated school, teaching algebra or agriculture, says, can get as good or better experience than I got in the old-fashioned country school.

"Or the young teacher may get his initial experience in the so-called grammar grades of a town or city, or in a high school classroom.

"Or if he leans toward college work, he
may start as an instructor on the staff of some college or university."

"Can you give me some advice about which line to follow?" you ask.

"I can give you some general information, mixed with a minimum of advice," Dr. Brooks answers with another twinkle.

"Good men are in great demand for grammar grade and high school teaching in our public schools," he goes on. "There are attractive openings in private schools, too, for men of somewhat exceptional education and particularly pleasing personality. Some private schools pay unusually good salaries but there are, naturally, fewer openings in that field.

"High school teaching gives you closer contact with your boys than you’ll get, as a general thing, in college teaching. If you want to teach boys, there isn’t a happier job in the world than being principal of a small high school. If you want to teach Latin or science, if your primary interest is in the subject rather than in the student, you’ll probably be happier in a college.

"In any case, a man must look ahead of doing administrative work or an unusually high type of teaching in order to get enough salary to support a family. He must plan to be eventually a principal of a grade school or a high school, or the head of his department in a city high school, or a superintendent of schools, or a professor or an associate professor in some recognized institution of higher learning.

"Many men start up by way of the small high school principalship. Not infrequently, a man has such a principalship offered him as soon as he has been graduated from college. More frequently, he goes from college to the high school classroom, and if he makes good there has a small principalship offered him within two or three years."

You nod. You know of just such a case.

A friend of yours, a star quarterback nicknamed "the Mouse" because he was so good at finding a hole in the line, got a position as a high school classroom teacher as soon as he was graduated from college. In two years' time, he was made principal, and, judging from all you have heard, he's a good one—a live-wire and tremendously well liked by both students and parents.

He's far more enthusiastic about teaching now than when he began. He had planned to be a chemical engineer, and had to give it up temporarily when his father died because his family needed his help. Teaching seemed to him his quickest way of earning fairly good money. But he didn't intend to make it his life job. Now he likes it so well he thinks he may stick to it.

"Don't believe I'll ever enjoy any other work quite so much," he says. "I'm lucky enough to have the friendship of practically every boy in high school; so being principal is a lot like being the oldest in a big, lively family. The rest expect a lot from you, and look up to you enough to make you feel pretty pleasantly cocky, and raise ructions enough to keep you from getting too cocky to live with. You've got to work on any such job, but I'm having a great time."

Same old Mouse. Keeping the ball moving toward the goal, and "having a great time" doing it.

"We need enthusiastic men on teaching staffs," says Dr. Brooks, "men who like the work and want to stay in it. Too many young people are half-heartedly trying teaching and thinking of it as only a temporary thing, a sort of wayside shelter that will do until they can get something better. That's bad. Except in cases of unusually pressing financial need, a man shouldn't start teaching unless he intends to stay in it."

"Unusually pressing financial need!" Well, guess that lets the Mouse out. Clears the good old quarterback of the stigma attached to selfishly and half-heartedly teaching "just long enough to make a little money." Anyhow, he shines under the next searchlight Dr. Brooks turns on teaching:
The Fun of the Job

"But whether a man intends to teach only a short time or all of his life, he should put his best into the job. What he puts into it will decide what he gets out of it in the way of personal satisfaction.

"There's always satisfaction in solving a problem," Dr. Brooks reminds you. "That's one reason you'll like teaching if you like boys. They keep you supplied with problems.

"I'm still getting satisfaction out of solving a problem a boy set for me when I was a young high school principal. This youngster in his first year in high school failed in all of his subjects. Nothing wrong with his brains. But he needed stirring up. When he began his second year, instead of sending him straight back over the first year's work, I gave him two old subjects and two new ones to stir him up.

"No stir for three weeks. But at the end of that time he came to me with his textbook in physics, one of the new subjects. "Here's a diagram of a telephone system in this book," he said. 'I want to run a line over to Ray Burke's. Will you explain this to me?"

"I can't," I told him.

"He stared. 'Don't you understand it?"

"'Yes,' I said, 'but could you explain a problem in compound interest to someone who couldn't add or subtract? Well, that's just where you are in physics. Get the fundamentals into your head, and I can explain the diagram.'

"That boy was three weeks behind in his class, but in a month he was explaining the physics lesson for the day at lunch time to others in the class. Yes, he ran his telephone line over to Ray Burke's. And before long he came in to ask me if he couldn't take up the algebra he'd failed in the year before, carry it as a fifth subject. He passed in all five."

You wonder about a college president's problems.

"He finds plenty," chuckles Dr. Brooks. "Here's just one. Not long ago, one of our boys got into a scrape that made him appear wild and lawless. As a matter of fact, he was merely fun-loving and careless. But I couldn't overlook what he had done; the effect on him and on others would have been bad. So I transferred him to another division of the University, to the School of Mines at Rolla. The transfer involved no loss in training as the boy was preparing to become a mining engineer, but it did involve what to him was a big loss in social privileges—took him away from friends and affairs he had been enjoying greatly. Enjoying too much for the good of his work here. The transfer hit him hard, but it woke him up.

"Not long ago, I drove down to Rolla, and one of the first persons to hail me was that boy. Hold a grudge? Not he. Came out to the car and talked for an hour. Proud as Punch of the fine record he was making at Rolla. No difference in schools, he told me sheepishly—there might be a little difference in him. He has a good grin, that boy. Good grit, too."

You want more stories, but you can't take all of Dr. Brooks' day, and you need more information.

"What training should a teacher have?" you ask.

"Four years of college training, at least—two years of straight college work and two years of professional training. Better to have three years of professional training, if possible. If you want to teach in a college or university, you'll need still more training—you'll do well to put in at least two more years and earn your doctor's degree."

"Anything special I should be studying in high school?"

"Not really special. Be sure you're enrolled in a course that will prepare you for college entrance. And be sure that you can master mathematics and Latin. If you can't,
the chances are good that you won't make a success as an educator. Those two subjects test your ability to master details and use them later—and that's what you have to do in the teaching world."

"I don't suppose a high school boy can get any practical experience that will help him decide whether he wants to teach?"

"Not in a classroom, probably. But helping to direct the activities of a group of scouts or any other group of boys will tell you something about your abilities."

"What about salaries in teaching?" is your next question.

"High school teachers' salaries vary greatly, but you're likely to draw around $1,600 a year as a beginner. A college instructor usually starts at $1,500 or $1,600, and may make $200 or $250 more for six or eight weeks of summer school work.

"The maximum salary for the average college instructor is $2,000 a year. To get more he must climb up, toward a professorship. If he does, he may estimate his probable annual salary from year to year by allowing $100 to each year of his life—that is, at thirty-two, he'll probably be getting $3,200 a year; at forty-five, $4,500; and so on. Those figures are a little above the average, but are a fair approximation.

"Now for the salaries of principals and superintendents. Many elementary school principals in big cities get $4,000 a year. High school principals may get more Salaries are lower in smaller places, but so are living expenses. Many superintendents are getting $5,000. The average superintendent of schools can't hope to get much more than $6,000. Top-notch men, the upper ten percent of superintendents, probably average in salary $8,000 a year. In a few cities, superintendents are drawing from $10,000 to $15,000 a year.

"The superintendent of schools is paid comparatively well because his responsibilities are heavy, but his tenure of office is somewhat uncertain—more so, as a rule, than the college professor's.

"The successful superintendent of schools must be an exceptional leader—often an unseen leader, but never failing, when occasion demands, to make his leadership felt. He must be capable of working in harmony with many different people. He needs endless tact.

"Tact can make all the difference between success and failure. Not long ago, a certain city superintendent lost his position because he insisted that a number of new school buildings must be erected. The man who took his place got just what the first had asked for. The first man insisted belligerently; the second man insisted tactfully."

"Going Up"

You ask about the chances of rapid advancement in the teaching field.

"That depends a great deal upon you," Dr. Brooks answers. "You can let chances slip away, or you can seize them or even create them.

"A high school principal in a small town heard that a primary supervisor was needed in a large city near. He went in and applied for the position largely to get experience in appearing before a city school board. A little later, that experience helped him in landing a better position.

"Another small town high school principal heard that a big, new consolidated high school in a town some distance away was going to need a principal. Decided to apply. Got in at four o'clock in the morning. Roamed the streets until business hours. Then went to call on different members of the board. Was told there was no chance for him—two applicants recommended by the state university as men who could put the new school on the approved list were coming on Saturday, and one of them would doubtless get the position. But the small town man didn't give up. He stuck right there and studied consolidation problems, concentrating on how to combine the different groups coming to the new high school from smaller schools.

"On Saturday, he presented himself with
the other candidates before the board. When it came his turn to be considered, he took up the proposed course of study. Here’s the problem, he said—in effect. This is a standard course all right, but how will you bring all these sections of algebra together? Now here’s what I’d do. And he explained his practical plans. . . . He got the job.

“Don’t wait for positions to offer themselves to you. Go after them. I got my start in Boston by acting on information I found in a newspaper. I saw that a Chicago man had just refused an attractive position in Boston, and I wrote at once to apply for the position. That prompt action opened the way to years of interesting work and stimulating contacts in the city of Boston.”

“Stimulating contacts!” Of course. An expert in teaching is sure to mix with experts in other fields. That’s one of the attractive things about teaching—it gives you a chance to keep your mind keen through that rubbing against other keen minds. You like the thought of it.

You like, too, the thought of being a leader in the community—a leader of men as well as a leader of boys. All over the country, you realize, teachers play big parts in public affairs. They’re prominent in chambers of commerce, in Rotary Clubs, in country clubs where affairs of prime importance are settled on the golf course. Their judgment is sought, their opinions respected.

You know of a high school teacher who became president of his town’s Rotary Club. You know of an elementary school principal who became mayor of his city. You know of two different teachers who have each become president of the United States—William Howard Taft and Woodrow Wilson! . . .

Your mind jumps again—to other fields of influence. No end, seemingly, to the fields where teachers are winning recognition. You know of a Western university faculty man, a specialist in journalism, who spends his summers on daily newspapers; is in demand as an editorial writer. Another Western faculty man, a specialist in political science, has spent his vacation time doing research and constructive work in taxation for a body of lumbermen who are trying to get the state to pass more sensible laws about the taxing of timber land. An Eastern faculty man, an expert in economics and finance, has made a long trip through South America to give various countries help in needed financial reforms. These men are getting, all at the same time, marked recognition, fascinating work, and additional training for their regular jobs. . . . Pretty good life work, teaching . . .

Dr. Brooks says much the same thing when, with your watch insisting that it’s time to go, you put your final question:

“What do you like best about teaching?”

“Well,” he answers reflectively, “a teacher’s job is genuinely big; he’s helping to make men, helping to shape the nation. Then there are more personal elements worth considering—such as chances for study and research, opportunities for leadership in his association with other men, pleasant social opportunities, long vacations that give a man time for travel and writing and other special hobbies.

“But after all,” Dr. Brooks concludes, “my biggest satisfaction is scattered all over the country—the boys I’ve known, and their boys. They make the job a joy.”

You think again of that star quarterback, happy young whiz of a principal, and of his big satisfaction in teaching—so much like Dr. Brooks. Crusaders, both, crusaders with a sense of humor and a zest for life.

A good sort to mix with. A good sort to be. One of the country’s clear-headed high-hearted leaders!

Reported by Esca G. Roger,
in The American Boy Magazine.

As I understand the spirit of our institutions, it is designed to promote the elevation of men.—I am therefore hostile to anything that tends to their debasement.

Abraham Lincoln
EDUCATIONAL COMMENT

The basis of our whole political system is the right of the people to make and alter their constitutions of government—but the Constitution which at any time exists until changed by an explicit and authentic act of the whole people is sacredly obligatory upon all. The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.—George Washington.

A SPECIALIST IN TEACHER-TRAINING

A new activity of the higher education division of the Bureau of Education has just been organized with the appointment of a specialist in teacher training, it is announced by the Interior Department.

While the bureau has conducted research into the various phases of higher education, this is the first time that it has undertaken a specialized and systematic study into the subject of the training of teachers in normal schools, colleges and universities. The inauguration of the work was due to the demand of educators throughout the country that the bureau undertake more extensive research and investigation into this important feature of higher education.

The new specialist is Ben W. Frazier of Milligan College, Tennessee. He has had wide experience in teacher training, serving as director and head of the department of education of the Alabama State Normal School prior to his appointment. He is a graduate of the Tennessee Teachers College, attended Peabody College and the University of Tennessee, where he received a bachelor of arts degree, and later Columbia University specializing for three years in teacher training and administration and receiving a master of arts degree.

He also has been principal of elementary, junior and senior high schools in several states. He served in the Marine Corps during the World War and was a teacher in the Army post schools at Montiershaune, France.

The new specialist assumed his duties on June 21 in the higher education division of the Bureau of Education.

EXPENDITURES OF STATE HIGHER INSTITUTIONS

Fifty-one per cent, $79,011,421, of the total incomes of State universities and colleges in the United States, $154,584,675, is expended for salaries and wages; 23 per cent, $36,208,800, for materials and supplies; 14 per cent, $21,733,841, for lands and buildings; and 4 per cent, $6,277,863, for equipment. Allowance for scholarships accounts for about 2 per cent, $2,697,906; and 6 per cent, $8,654,844, goes into unclassified miscellaneous expenses, as shown by statistics compiled by Walter J. Greenleaf, assistant specialist in land-grant college statistics, published by the Interior Department, Bureau of Education, in Higher Education Circular No. 32. Recent adoption by State universities and colleges of a standard budget system and more uniform methods of accounting have enabled the bureau for the first time to publish expenditures of State higher educational institutions.

Of all State universities and colleges the largest amount for salaries, $5,804,557, was expended by the University of California, the University of Michigan ranking next, with $4,760,205, and the University of Minnesota third, with $3,887,389. The largest expense for supplies, $2,520,759, was incurred by the University of Michigan; the Universities of California and Wisconsin followed closely, each with expenditure of more than $2,000,000. The University of Michigan led also in the amount of money put into permanent equipment, $694,592. Four institutions expended more than a million dollars each during the year ending June 30, 1925, for buildings, lands, and land improvements. The exact figures are: Michi-
igeran, $2,376,796; Illinois, $1,900,457; Ohio State, $1,665,136; and Louisiana, $1,090,778.—School Life.

UNDERPAYING LEADERS

During this period when school needs are particularly pressing no policy could be more shortsighted than underpaying leaders. Our chief state school officers have suffered especially from this evil. The most recent case is in California. State Superintendent Will C. Wood, recognized for the effectiveness of his leadership both within the state and throughout the nation, gave up the position to which he had been recently reelected to become state superintendent of banks in California. This loss of a valuable professional leader followed the failure of a proposed constitutional amendment to increase the salaries of certain state officers. It is expensive economy of a kind that would not be tolerated in ordinary business.

The underpayment of this position in California which now carries a salary of five thousand dollars is again emphasized by the fact that William John Cooper gave up the superintendency of the San Diego schools at a salary of nine thousand dollars to accept a position with this lower income. Is Will C. Wood worth more to the banks of California than to the children? Is not William John Cooper worth more to the state of California than he was to the city of San Diego?

These are questions that the citizens of California must decide if they wish to keep the strongest educational leadership in the state office. Similar questions are facing citizens of other states that wrote the salaries of their state offices into the constitution, where they have tended to remain fixed during the period when standards of living have risen greatly and competition for leadership in business and commerce is constantly bidding for the services of men and women of established professional ability and reputation. Education needs coordination, integration, and inspiration. The schools cannot afford to lose tried and tested generalship to less important fields—

Journal of the National Education Asso'n.

GROUP STUDY FOR PARENTS

A New Pamphlet on Organization and Programs for Child Study

“Group Study for Parents” is the title of a new pamphlet that has just been issued containing practical suggestions for parent-teacher associations, women’s clubs, and other organizations interested in child study. It deals with (1) best methods of organization, (2) interesting programs for meetings, and (3) recommended books in child study.

The pamphlet explains why mothers and fathers should organize in groups to study the difficult problems that arise in the rearing of children. It advises concerning the size and make-up of groups, the time and place for meetings, officers and organization procedure. It also points out why some groups go wrong. It suggests subjects for discussion and ways to make the programs most valuable to the members.

The list of recommended books on child study is divided into seven classifications: (1) General, (2) Health and Feeding, (3) Sex and Adolescence, (4) Child Psychology, (5) Education, (6) The Family and the Race, and (7) Fiction Interpreting Child Life.

The pamphlet is by Eva V. B. Hansl. It is published by “Children, The Magazine for Parents,” 353 Fourth Avenue, New York, N. Y., and may be obtained for ten cents.

The occupations of most women are, and are likely to remain, principally domestic; but the idea that those occupations are incompatible with taking an interest in national affairs, or in any of the great concerns of humanity, is as futile as the terror once sincerely entertained, lest artisans should desert the work-shop and the factory if they were taught to read.—John Stuart Mill.
IN MEMORIAM

James Chapman Johnston was a born teacher—not the teacher of a subject, but a teacher of boys and girls, of men and women. Always there was the human element in his relationship with his classes. And therefore he will be remembered by the hundreds of students who have sat in his classes long after they have forgotten the details of subject matter, whether it be in English or Latin or physics or chemistry.

It happened that during Mr. Johnston's last illness there came to Harrisonburg a man who twenty years ago had been a student at the Harrisonburg High School. "And where is Mr. Johnston?" he asked. When he heard of his recent accident, he said, "I wish I could see him. Tell him for me that I think of him almost every day. The English he taught me when I was in high school has been a constant help to me. He is a real man."

But in other surroundings than the classroom Mr. Johnston's personality was no less vivid, no less genial, no less liberalizing. It was his attitude toward life that individualized him, that in the memory of his friends will keep him individualized.

In his volume on Biography, soon to be published, his own definition of personality offers a satisfactory analysis of those qualities that went to make this man a real man: "Whatever distinguishes a man—such as his mode of thinking or acting, his habits and manners, and, indeed, even his language and tastes—contributes to the sum total of his personality. It is what he really is rather than what he affects to be—not mannerisms, eccentricities, oddities, peculiarities, and the like, in themselves—that constitutes the man's personality. As much a part of him as his real life-flow, it courses on, interwined with what at times we call temperament, and becomes an expression of his character."

This it is, this essential character of James Johnston, that will continue to course on in the lives of those who knew him.

In the following columns of this journal, which he created, are gathered together some of the various newspaper accounts of the death of James Chapman Johnston, with copies of resolutions memorializing him.

Prof. James Chapman Johnston, widely known as a scientist and author, secretary of the State Teachers College faculty for the past eight years and an instructor in that institution since 1910, former editor of the old Harrisonburg Daily News, founder of The Virginia Teacher, former principal of the Harrisonburg High School, and a past president of the Kiwanis Club, died unexpectedly at five o'clock Saturday afternoon at his home at Edge Lawn, causing the community to sustain a deep and irreparable loss.

Although he had been confined to his room for the past month, because of a fractured ankle, suffered on May 18, and pneumonia and pleurisy, which followed an attack of influenza, Prof. Johnston's condition had shown marked improvement for several days. His death, therefore, came as a distinct shock to all, resulting, it seemed, from
a paroxysm of coughing and a collapse of
the heart.

Funeral Services 11 a. m. Today

Funeral services will be conducted at
eleven o'clock this morning from the Edge
Lawn residence, his rector, the Rev. Walter
Williams, of Emmanuel Episcopal Church,
and Dr. Ben F. Wilson, of the Presbyterian
Church, officiating. Interment will be in
Woodbine, where the Masons will conduct
final rites. Pallbearers will be as follows:
Active—Dr. S. P. Duke, Prof. Raymond
C. Dингledine, Dr. H. A. Converse, George
Honorary—Prof. George W. Chappelear,
Prof. Conrad Logan, Dr. J. W. Wayland,
Prof. W. B. Varner, A. K. Hopkins, Dr. A.
S. Kemper, W. N. Sprinkel, Dr. Joseph W.
Wright, Dr. J. H. Deyerle, John Reilly, C.
G. Harnsberger, S. D. Myers, George N.
Conrad, and J. Frank Blackburn.

Summer classes at the State Teachers
College and at the Main Street School will
be suspended for the day out of respect to
the memory of Prof. Johnston.

Native of Harrisonburg

Prof. Johnston was born in Harrisonburg
on April 29, 1875, thus being in his 52d
year, the son of Judge Robert and Laura
Criss Johnston. He was next to the young-
est of twelve children.

Judge Robert Johnston, an alumnus of
Washington College, now Washington and
Lee University, was a Confederate soldier,
a distinguished lawyer, an able and upright
judge, and a gentleman beloved by his asso-
ciates, young and old, as the resolutions
passed by the Harrisonburg bar on the oc-
casion of his death in November, 1885,
clearly set forth. In earlier life he repre-
represented Harrison county (now West Vir-
ginia) in the Virginia legislature. For a
number of years he was First Auditor of
the State, and during the latter part of the
War Between the States he was a member of
the Confederate Congress. In January,
1880, he was appointed judge of the county
court of Rockingham by Gov. F. W. M.
Holliday.

Coming of distinguished ancestry and
growing up under cultural influences, James
Chapman Johnston embodied and exem-
plified high character and fine traditions. As
a scholar, a gentleman, a teacher, and a
wholesome understanding friend he deserv-
ed good friends and had a host of them.

Principal of High School

For a number of years, Prof. James
Johnston was principal of the Harrisonburg
High School, during which period the local
institution was so elevated in its standards
and instruction that it ranked with the best
in the country. No other person than Prof.
Johnston was more responsible for the high
ranking of the Harrisonburg High School.
For years its standards were the highest in
Virginia and recognized by the large insti-
tutions of the North.

In 1910 Prof. Johnston became a member
of the faculty of the State Normal School
(now the State Teachers College) and soon
established himself in the esteem of his col-
leagues and in the appreciation and affection
of his classes. For the past eight years he
served as secretary of the college faculty.
For the greater part of this time he was the
able and discriminating editor of The Vir-
ginia Teacher, monthly magazine of the
college, which owes the national recognition
so generously accorded it largely to his good
taste and versatile talents.

Served as Food Administrator

For a year or two, following the death of
A. H. Snyder, Prof. Johnston served as ed-
itor of the Harrisonburg Daily News. Dur-
ing the World War he was food adminis-
trator for Rockingham and Harrisonburg,
and in that capacity rendered efficient and
generous service. His public spirit and
civic interests have been demonstrated in
many ways. A charter member of the Har-
risonburg Kiwanis Club, he contributed ma-
terially to the welfare and happiness of the
community. He served as president of the
club for one term. He was a member of the Masonic fraternity, having been advanced to the honors of the Chapter, the Knights Templar, and the Shrine. He was a member of Emmanuel Episcopal Church and for some time served as a vestryman.

Edited Books

Prof. Johnston was not only a cultured gentleman, a popular after-dinner speaker, a wide reader and skilful teacher; he was also a pleasing and forceful writer. Numerous magazine articles and several high-class books are in evidence of his talents. In 1904 he edited the classic, _Deutsche Liebe_, for Ginn and Company, publishers, of Boston, which is used extensively as a textbook. He also prepared numerous English outlines and instructions, which were in use in public schools throughout the nation.

Only a short time before his death Prof. Johnston finished the manuscript of a larger volume, _Biography, the Literature of Personality_. This, in manuscript, was submitted to the Century Company, of New York City, and by them promptly accepted for publication on a royalty basis. The book is promised in the early autumn. In accepting this work for publication, the company wrote a complimentary letter, characterizing the production as both "scholarly and entertaining."

These terms also characterize and describe the author. He was both scholarly and entertaining. His fine disposition, his gentleness and affection in the home, his ability and high standards as a scientist, his public spirit as a citizen and his unfailing good fellowship justify the esteem in which he was held and the affection with which he will be remembered.

Five Children Survive

On April 15, 1911, Prof. Johnston married Miss Althea Loose, daughter of Dr. and Mrs. E. P. Loose, of Waukesha, Wisconsin. Of this union were born five children: Jacqueline, James, Robert, Montgomery, and Althea. Mrs. Johnston, as Miss Loose, was a teacher in the Normal School. In recent years she has again taken up work as member of the physical education department of the college.

Prof. Johnston also is survived by one brother—Aaron Johnston, of Washington, and three sisters—Mrs. D. W. Proctor, of Baltimore; Mrs. Margaret Rose, of Washington; and Miss Julia Johnston, of California. All of these, with the exception of Miss Julia, have arrived for the funeral.

Dr. E. P. Loose, of Waukesha, Wis., Mrs. Johnston's father, also will be here for the funeral, as will her cousins, Mrs. W. W. Davies, Mr. and Mrs. Allison Hooff, and an aunt, Mrs. Emily C. Round, of Manassas.—_Harrisonburg Daily News-Record_.

June 20, 1927.

As principal of the Harrisonburg High School, Prof. Johnston was possibly at his best. The inspiration he gave his students, his ability to organize and promote, and his peculiar ability to discipline formed a happy combination that has never been equalled in the Valley of Virginia by any other educator. The high school work of the State and particularly the high school work in Harrisonburg suffered an irreparable loss when Prof. Johnston severed his connection with high school work and associated himself with the Teachers College. His place in the Harrisonburg public schools has never been filled, and it is doubtful whether it ever will be filled in this generation. It was in the good old Johnston days when the Harrisonburg High School suddenly occupied a leading position.

The Johnston age of the high school still exerts an influence and always will as long as there is a single Johnston student living.

—_Bridgewater Times_, June 24, 1927.

OUR GREAT SORROW

Death's First Toll Among Our Ranks

The college passed through the darkest hour which it has yet known when Profes-
sor James C. Johnston slipped quietly from our sight into the Great Beyond.

Up to this time no member of the faculty or of the student body had, in all the eighteen years, been taken by death while still actively connected with the institution, though we have lost those who had counted for much in its upbuilding and had become deeply rooted in our affections.

Mr. Johnston's familiar and kindly face was but just now here among us, on the campus and in classroom and corridor—genial, cultured, mature but untouched by age, responsive to everything that was truly fine, speaking a readiness for manifold service.

One might be interested in science, another in literature, and another in language; but Mr. Johnston was interested in all of these—interested in the universe and deeply interested in the people about him.

A moving spirit in the making of Harrisonburg High School, beloved instructor in this college since 1910, secretary of the faculty, founder of the Virginia Teacher, author, scientist, scholar, Kiwanian, Mason, vestryman of his church, friendliest of men, but one who was at his best with his family, Mr. Johnson truly held “God’s license to be missed.”

Letters from the alumnae and from his former colleagues crowd in by every mail, attesting that our sorrow is theirs and showing how much this means to them. Their sympathy goes up with ours for the home which his gentleness pervaded, where the stricken but resolute wife now girds herself for the double responsibility that has thus fallen upon her.

—The Summer Breeze, July 6, 1927.

The Vestry of Emmanuel Episcopal Church, at a meeting Monday night, adopted the following resolutions in regard to the death of Prof. James C. Johnston:

“James Chapman Johnston departed this life at his late residence in this city on Saturday, June 18, at the age of fifty-two years.

“Born in Harrisonburg, reared in the tenets of the Protestant Episcopal Church, he early accepted the faith of his fathers and for seventeen years served Emmanuel Church as vestryman.

“A gentleman of the old school, quiet, reserved, and scholarly, he passed his life learning and teaching others to learn.

“A scientist and man of letters, he did not let his learning bury his human kindness. His ready wit, never of the stinging kind, brought pleasure to his many friends.

“A kind husband and devoted father as well as a loyal friend, he will be sadly missed by men and women in all walks of life.

“As a teacher in the high school and in the Sunday school his influence was spread over the whole city and as a professor in the college his influence was felt throughout the state.

“In the death of James C. Johnston, the Vestry, the Church, and the whole community loses a friend whose place cannot be filled.

“Resolved that this memorial be recorded in the minutes of the Vestry and published in the local paper and that a copy of it be sent to the bereaved family with the sympathy of the Vestry.”

The following resolutions of regret have been adopted by the Harrisonburg Kiwanis Club over the death of the club's second president, Prof. James C. Johnston:

In the death of James Chapman Johnston, on June 19, 1927, the Kiwanis Club of Harrisonburg has sustained a distinct loss.

A charter member, he was devoted to the ideals and purposes of the Club from its beginning, and he has been a strong factor in carrying forward the work which it has undertaken in the community. He was seldom absent from the weekly luncheons, and his genial humor and ready wit did much to foster that spirit of cheerfulness and fellowship which is the life of the organization.

He was the second president of the Club, and served throughout his term of office with marked ability and success.

Studious and thoughtful, friendly and public spirited, he was an asset, not only to his Club, but to any group of which he was a member, including the entire community, which, through his passing, has lost a valuable citizen.

Be it Resolved, therefore, that: This expression of a sense of his worth and of sadness at his death be placed among the records of the Club, that a copy be furnished the local paper for publication, and that a copy be sent to the bereaved family, with strong assurances of our sympathy for them in their deep affliction.

The Masonic Lodge of Harrisonburg, in the following resolutions, expressed its sense of loss:

James Chapman Johnston, a member of this fraternity, died on Saturday, June 18, 1927, mourned by all who knew him, and was buried with Masonic honors in Woodbine Cemetery, Monday, June 20.

James C. Johnston was born in Harrisonburg, April 29, 1875, and his entire life almost without exception was spent here; and none among us
was more beloved. He had what few men have in the same degree: character and personality. In disposition he was kindly and thoughtful of others. His keen sense of humor made him a delightful companion and endeared him to all who knew him.

This esteemed brother was raised to the degree of Master Mason in the Rockingham Union Lodge on the 30th day of May, 1904. He was exalted a Royal Arch Mason on May 25, 1906, and was created a Knight Templar on February 10, 1908, and continued a member of these three Masonic bodies of Harrisonburg until his death. He was also a member of the Acca Temple of Richmond. In the Blue Lodge, Brother Johnston served as Junior and Senior Deacon and Junior Warden, but declined further advancement on account of his home and professional duties.

He was a member of the Episcopal Church and was, for a number of years prior to his death, a vestryman of the Emmanuel Episcopal Church of Harrisonburg.

He began his professional career as a teacher in his twentieth year, and by his intellectual ability and studious habits he became eminent in his chosen profession. Along with his reputation as a teacher he enjoyed the distinction of being a writer of merit.

His unfailing cheerfulness, his geniality, his ability as a teacher and writer, his public spirit as a citizen, justify the love and esteem in which we have sustained in his passing to that home above, eternal in the heavens.

He was held and make us conscious of the great experience of Harrisonburg.

In the Blue Lodge, Brother Johnston served as Junior and Senior Deacon and Junior Warden, but declined further advancement on account of his home and professional duties.

Be it Resolved, that these resolutions be incorporated in the minutes of this Lodge and a copy mailed to Mrs. James C. Johnston.

BOOKS

IMPORTANT RELIGIOUS BOOKS 1926-1927

The fifty books that comprise this list were selected by widely representative librarians and furnished by the publishers for the Religious Book Round Table exhibit in connection with the A. L. A. Conference, in Toronto, June, 1927. The list was edited by Crozer Theological Seminary, Chester, Pa., by the Librarian, Frank Grant Lewis.

Arendzen, J. P.—Prophets, Priests and Publicans. Herder. 1926. $2.00.
Bacon, B. W.—Story of Jesus and the Beginnings of the Church. Century. 1927. $2.50.
Baillie, John—Roots of Religion in the Human Soul. Doran. 1926. $2.00.
Berry, E. S.—Church of Christ. Herder. 1927. $3.00.
Brown, Lewis—This Believing World. Macmillan. 1926. $3.50.

Buck, O. M.—Out of Their Own Mouths. Abingdon. 1926. $0.75.
Cabot, R. C.—Adventures on the Borderlands of Ethics. Harper. 1926. $2.00.
Calcins, Raymond—Elloquent of Christian Experience. Macmillan. 1927. $2.00.
Collin, H. S.—What to Preach. Doran. 1926. $2.00.
Hickman, E. S.—Students' Introduction to the Psychology of Religion. Abingdon. 1926. $3.50.
Hoover, E. R.—United Churches. Doran. 1926. $2.75.
Jones, R. M.—Finding the Trail of Life. Macmillan. 1926. $1.75.
Keller, Adolph, and Stewart, George—Protestant Europe; Its Crisis and Outlook. Doran. 1927. $3.50.
Luccock, H. E., and Hutchinson, Paul—Story of Methodism. Abingdon. 1920. $4.00.
McCOnnell, F. J.—Christlike God. Abingdon. 1927. $1.75.
McLaughlin, R. W.—Spiritual Element in History. Abingdon. 1926. $2.50.
Phelan, Macum—Handbook of All Denominations. Cokesbury. 1927. $1.25.
Schaeffer, Henry—Call to Prophetic Service, From Abraham to Paul. Revell. 1926. $3.25.
Smyth, Newman—Recollections and Reflections. Scribner. 1926. $2.00.
Speer, R. E.—Church and Missions. Doran. 1926. $1.75.
Speer, R. E.—Unfinished Task of Foreign Missions. Revell. 1926. $2.75.
Streeter, B. H.—Reality; a New Correlation of Science and Religion. Macmillan. 1926. $2.50.
Tawney, R. H.—Religion and the Rise of Cap-
italism, a Historical Study. Harcourt. 1926. $3.50.
Tillett, W. F.—Paths That Lead to God. Cokesbury. 1927. $2.50.
Underhill, Evelyn—Concerning the Inner Life. Dutton. 1926. $1.00.
Van Dyke, Paul—Ignatius Loyola. Scribner. 1926. $3.50.
Williams, H. K.—Stars of the Morning. Doran. 1926. $1.50.

“SMOKY” WINS AWARD

The John Newbery Medal for the most distinguished children's book of the past year was awarded last month to Will James for his book "Smoky." Louise P. Latimer, chairman of the Children's Librarians Section of the American Library Association made the presentation at the Forty-ninth annual conference in Toronto.

John Newbery, an eighteenth century publisher and bookseller, was one of the first publishers to devote attention to children's books. The medal, named in his honor, is the gift of Frederic G. Melcher of New York City. Only citizens or residents of the United States are eligible to receive it.

"Smoky" is the story of the life of a cow pony of the West. Mr. James's knowledge of life in the West is not synthetic. He was born in a covered wagon in Montana. When he was very young, he made the journey to northwestern Canada on the back of a French Canadian trapper. For twelve years he was a cowboy, taking a prominent part in the rodeos. In 1920, an injury to his side from a particularly vicious horse brought an end to his life as a cowboy and hastened the beginning of his career as an author and artist. "Smoky" is illustrated by Mr. James. Charles Scribner's Sons are the publishers.

Among those who have won the medal in former years are Hendrik Van Loon for the "Story of Mankind," Arthur Bowie Chrisman for "Shen of the Sea," Hugh Lofting for "The Voyages of Dr. Dolittle," and Charles Finger for "Tales from Silver Lands."

A CHALLENGE


One can find a brief summary of this book in Professor L. D. Coffman's Foreword. "Those who have been principals," he says, "and who have kept themselves intimately in touch with the marvelous expansion and growth of the American high school know best how to appreciate these qualities. They also know how imperative it is that there be an inventory and an analysis of the life and problems of the principal. That is what is presented in this book. Its authors speak from experience. They have in addition gathered the experience of many now in the field. The book is not a book filled with mere theorizings. It is not a book of devices. It is a book that illuminates the varied life of the principal. It lists and describes his duties and responsibilities—administrative and supervisory and extra-curricular—in a clear and convincing manner. The book is not intended to be historical or academic. It is intended to be definitely helpful and practical. That it will be of value to many in service, and especially to those in training for high-school principalships, will be clear after examination."

The authors state that they had a fivefold purpose in mind in the preparation of the book: (1) to give a résumé of some of the recent contributions to the educational literature dealing with various phases of the activities of the high-school principal, (2) to secure reports from principals of some of
the typical high schools and by means of these analyze and ascertain the degree of professionalism of the office of high-school principal, (3) to learn the extent to which the principal participates in the various activities of the high school, (4) to give the gist of present-day thought that deals with the probable future development of the professional status of the high-school principal, and (5) to present a list of "What Would You Have Done?" problems.

The high-school principal, or anyone interested in the office of high-school principal, will find the book very illuminating. As stated above, one purpose of the book was to secure reports from principals in the field. These reports are very interesting indeed. They show that the office of high-school principal has not yet reached a very high degree of professionalism. In fact the office seems to be in the making.

Every chapter is concluded with a list of "What-Would-You-Have-Done?" problems that are related to the topics presented in that chapter. Many of these problems seem to dare one to solve them. For this and many other reasons the book could be used as a text book in a course in High School Administration.

Having started this book, I was unwilling to stop before I had finished it. I shall read it again, and I recommend it especially to high-school principals.

B. L. STANLEY

OTHER BOOKS OF INTEREST


An attempt to organize current educational theory and practice into a book adapted to the teacher with minimum training. Much practical help is given and not a few devices. The lesson plans offered are of the antiquated type, with innumerable questions and such detailed organization that flexibility is not permitted.


These books mark a new era in arithmetic texts. Gone are the nonsensical problems that tormented bewildered children! For the problems in this series use arithmetic in practical situations familiar to the child. Moreover, he child does not acquire habits of loafing by working at something he has already mastered. For the diagnostic tests interspersed throughout the books enable him to concentrate on his own weaknesses, even suggesting practice material to him. The books show careful editing and attractive make-up.

KATHERINE M. ANTHONY


This 1926 edition of a popular set of language books gives definite training in the paragraph; the child learns to choose a narrowed title, to have a point and stick to it, and to phrase good opening and closing sentences. Throughout the new edition the child is encouraged to evaluate and revise his own work, thus building a language sense. The page make-up of the books is not particularly attractive.


One of the very best books in the field. The treatment combines theory and actual practice. The book is well written, and offers much specific help in the way of outlines and programs of work. The bibliography is exhaustive and well annotated.


"A child draws what he knows, not what he sees. In drawing objects placed before him, a young child pays no attention to the model." Dr. Goodenough has made a notable study and a valuable contribution to methods of measuring intelligence. The test has the endorsement of Dr. Lewis Terman. "In reality and validity," he says, "it compares favorably with any group test, whether non-verbal or verbal, that has been devised for use in the kindergarten and first two grades."

The test is valuable because it uses only the child's single drawing of a man. It can be used equally well with foreign-born and deaf children, since it requires no language responses. It requires about ten minutes to administer it. It can be quickly and easily scored.


Dot and David embodies the rudiments of modern methods that scientific investigation has proved most successful in the teaching of children in the elementary grades.

Mrs. Johnson understands child nature. She dedicated the book to her children and portrayed their interests and plays throughout. The numerous illustrations are very good, and the printing, spacing, and size of the book tend to increase the child's ability to read.
NEWS OF THE COLLEGE
AND ITS ALUMNÆ

The Annual Staff has been so prosperous this year that it was possible for a scholarship to be established. The staff voted that Wilmot Doan should be the girl to receive the fund—this year two hundred and fifty dollars.

Mina Thomas has been re-elected to lead the class of 1930. Virginia Hughes is vice-president; Elizabeth Knight, treasurer; Irene Garrison, secretary; Helen Lineweaver, business manager; and Margaret Birsch, sergeant-at-arms.

Helen Goodson was chosen editor-in-chief of the 1928 Schoolma'am, and Lucy Gilliam is the business manager; Hilda Blue is editor of the Breeze, with Catherine Burns as business manager. Dorothy Gibson is the new president of the Athletic Association; Elizabeth Miller, vice-president; Mary Botta Miller, business manager. Frances Hughes is the new leader of the Art Club; Mary Lou Venable, secretary-treasurer; Maggie Roller, business manager. Maggie has another position—that of president of the Blue-Stone Orchestra. Eunice Lindsay is vice-president; Rebecca Spitzer, secretary-treasurer; and Nancy McCaleb, business manager.

Bernice Wilkins is elected president of the Lanier Literary Society, with Martha Spencer as vice-president; Virginia Curtis, secretary; Bess Cowling, treasurer; Kathryn Pace, critic; Florence Vaughan, sergeant-at-arms; Peggy Sexton, chairman of the program committee.

Dorothy Gibson is the new Lee president; Anne Ragan, vice-president; Mary Crane, secretary; Mildred Berryman, chairman of the program committee; Mary Brown Allgood, treasurer; Ruby Hale, critic; Mildred Alphin, sergeant-at-arms.

The new president of the Pages is Helen Lineweaver; vice-president, Irene Garrison; secretary, Ruth King; treasurer, Lucile Jones; chairman of the program committee, Phyllis Palmer; sergeant-at-arms, Eila Watts; critic, Dorothy Hearing.

Le Cercle Français has elected Mary Crane president; Phyllis Palmer, vice-president; Mary Armentrout, secretary; Lucille Jones, treasurer; Mary Turner, chairman of the program committee.

Monday evening the music and expression departments were represented in a recital given in Walter Reed Hall.

Tuesday evening, June 7, the graduating classes presented “Quality Street.” Marion Kelly, Lucille Hopkins, and Virginia Field took leading parts, but the entire cast gave finished characterizations.

Dr. Ambrose Suhrie was the speaker at the commencement exercises, Wednesday, June 8, held this year for the first time in the forenoon.

Sarah Elizabeth Thompson, 1927 four-year graduate, received the Snyder prize for the poem “Advent,” published in the Senior issue of the Breeze. This award is offered annually by the Breeze staff for the best article, editorial, or poem published in the paper during the year.

After the conferring of the degrees and the delivery of diplomas there were only a few minutes before the “Special” pulled out and the campus was practically deserted. But not for long. Summer school opened with a gratifying enrollment. The work goes on.

Edwena Lambert, Jack Weems, Mary Lee McLemore, Mary Gladstone, and Ida Morgan have passed the Life-Saving test, given this time by Miss Powell, who was assisted by Lulu Boisseau and Helen Holladay. The swimming pool continues in popularity.

Camping trips have been “quite the thing.” The orchestra decided on such a form of get-together, and a similar outing was among the other entertainments which the seniors enjoyed. No place but Rawley Springs would do.
OUR CONTRIBUTORS

KATHERINE M. ANTHONY is director of the Training School at Harrisonburg.

DR. AMBROSE L. SUHRIE is professor of normal school education in New York University.

HILDA PAGE BLUE is a junior at Harrisonburg State Teachers College and the editor-in-chief of the students’ newspaper, the Breeze.

MARY G. SMITH received her B. S. degree in Education June 8, 1927. She was a member of the Breeze staff.

RUTH K. WRIGHT took her B. S. degree in Education at the June convocation, 1927. She guided the senior class of the Harrisonburg High School in working out the unit on the dressmaking shop.

HAZEL FARRAR is doing senior work at Harrisonburg State Teachers College. Her student-teaching was done in the fifth grade.

PAULINE CALLENDER took her B. S. degree in Education at the June 1927 convention. HORTENSE HERRING was a member of the junior class in the College during the same year. The unit contributed by Misses Callender and Herring was a committee report in Ed. 303, taught by Dr. W. J. Gifford.

MARIE ALEXANDER is supervisor of the fourth grade in the Harrisonburg Training School. She has taken a leading part in the school’s emphasis on poetry appreciation.

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