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

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REPORT OF VIRGINIA EDUCATION COMMISSION

PART I.

JUVENILE FEARS .................................. Edna Eighmey
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JANUARY-DECEMBER, 1928

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REPORT OF THE COMMISSION TO SURVEY THE EDUCATIONAL SYSTEM OF VIRGINIA

LETTER OF TRANSMITTAL

Richmond, Va., December 15, 1927.

To the Members-Elect of the General Assembly of Virginia:

The Commission to Survey the Educational System of Virginia, appointed in pursuance of an act of the special session of the General Assembly of 1927, submits its report in three parts:

Part I—Elementary and Secondary Education.

Part II—Higher Education.

Part III—Public Education in Virginia.

Parts I and II constitute the report of the commission; Part III contains the report of the experienced educators, not residents of Virginia, who have made an extensive and intensive survey of all departments of the educational system. This part will be printed in a separate volume.

The statements and recommendations contained in Parts I and II, constituting the report of the commission, are based upon Part III, the report of the survey staff, and upon observations and studies made by members of the commission. In its report the commission has endeavored to present in brief and concise form its conclusions and recommendations relating to courses, methods of teaching and administration which, the commission believes, will provide an economical and modern system of education best suited to the needs of Virginia. The commission has not attempted to present details of administration by which changes of courses and methods of teaching must be put into effect, as these details, together with tabular data and statements in support of the conclusions reached by the commission and survey staff, are fully set forth in the staff report. Nor has the commission included in its report all of the recommendations made by the survey staff. The wisdom of most of the recommendations not included, as well as of those included herein, will be apparent to every one who reads the staff report, and that many of them will be put in practice is the hope and belief of the commission.

The commission desires here to acknowledge the co-operation and assistance rendered by every educator in the State. The commission also desires especially to acknowledge the co-operation received from the office of the Superintendent of Public Instruction.

The State of Virginia is indebted to Dr. M. V. O'Shea, the director of the survey staff, and his associates, for their deep and sincere interest in Virginia's educational problems and for the comprehensive and thorough survey they have made.

Respectfully,

ROBERT T. BARTON, JR.,
Chairman.

ASHTON DOVELL,
Secretary.

JAMES S. BARRON,
W. W. BIRD,
W. H. EAST,
W. MONCURE GRAYATT,
META GLASS,
T. N. HAAS,
J. C. HASSINGER,
R. L. GORDON,
CHARLES J. SMITH.
PART I
ELEMENTARY AND SECONDARY EDUCATION

The Public Free School System: Its Receipts and Expenditures

The magnitude of the Virginia educational system and of her educational problems is apparent from a brief statement of the organization of the public schools and the annual expenditures made in their support.

The State Department of Education, the State Board of Education, the Superintendent of Public Instruction and his assistants and administrative staff, have general supervision of rural, elementary, and secondary education in Virginia. The Board of Education has divided the State into one hundred and twenty-two (122) school divisions, each embracing a city or one or more counties. In each division there is a superintendent who is now appointed by the State Board and whose salary is paid in part by this board from a State appropriation.

The supervision of the schools in each county and city is vested in a school board composed of trustees elected by the school trustee electoral board in the counties and by the councils in the cities. These school boards are responsible for school funds, determine teachers' salaries, and erect all buildings, the cost of which is borne by the counties, districts, or cities in which they are situated. Teachers' salaries and general operating expenses are paid by local levies and State appropriations. The board of supervisors of the counties and the councils of the cities fix the amount of local levies for school purposes after consultation with the school boards.

Appropriations to elementary and secondary education for the year ending June 30, 1927, were as follows:

<table>
<thead>
<tr>
<th>Appropriated by the State</th>
<th>$ 5,337,084.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriated by the cities</td>
<td>$ 6,360,358.00</td>
</tr>
<tr>
<td>Appropriated by the counties and districts</td>
<td>$7,644,815.00</td>
</tr>
<tr>
<td>Total appropriations</td>
<td>$19,342,257.00</td>
</tr>
</tbody>
</table>

In addition to these State and local appropriations, the school system received income from other sources:

- Interest on the Literary Fund: $194,169.00
- Tuition fees, chiefly from high school students: $458,084.00
- Income from local trust funds and donations: $337,412.00
- Proceeds from sale of assets, etc: $244,711.00
- Federal aid: $251,833.00

Total: $1,486,209.00

Borrowings chiefly used in erecting and improving schoolhouses: $2,781,347.00

Receipts from all sources for public schools: $23,609,813.00

In 1915 the receipts from all sources for the public school system, as reported by the State Board of Education, were $7,776,775.00, from which it will be seen that the total receipts have more than tripled in twelve (12) years.

The school enrollment in 1915 was 474,210, and in 1927, 559,317; the school attendance in 1915 was 317,140, and in 1927, 429,161.

The number of teachers in 1915 was 12,507 as compared with 17,051 in 1927.

Of the total State contribution to the schools for 1926-1927, $5,415,361.97 was apportioned to the counties and teachers for distribution by the local school officials, and $164,135.00 was apportioned to the Board of Education for the payment of the salaries of the division superintendents and for administration expenses.

The distribution to the counties and cities is shown on page three.

THE STATE DEPARTMENT OF EDUCATION

Is There Waste and Extravagance in the Use of School Funds?

The State Department of Education has little or no control over the great bulk of school expenditures and much of the criticism it has received is unfounded and un-
### General Appropriation (distributed on the basis of school population)

- **Item**: General appropriation
- **Purpose**: Salaries of teachers
- **Amount**: $4,536,572.30

### High School Fund
- **Purpose**: Salaries of teachers
- **Amount**: 193,423.91

### Vocational Education
- **Purpose**: Salaries of teachers
- **Amount**: 199,448.04

### Vocational Equipment
- **Purpose**: Equipment
- **Amount**: 36,373.41

### Rural Elementary Schools
- **Purpose**: Salaries of teachers
- **Amount**: 361,200.00

### Rural Supervision
- **Purpose**: Salaries of supervisors
- **Amount**: 50,000.00

### Rural Vocations Schools
- **Purpose**: Salaries of teachers
- **Amount**: 17,000.00

### Physical Education
- **Purpose**: Salaries of directors
- **Amount**: 21,344.31

**Total State Appropriation**: $5,415,361.97

---

Just. While its accounts and records are based on cash receipts and disbursements, and transfers, refunds, and other non-revenue items are included in both the income and expenditures, so that analysis is difficult, the department is, on the whole, economically and efficiently operated.

The commission recommends that the department install a modern system of accounting.

### County and City School Funds

The first inquiry of the commission and the survey staff was directed to the effectiveness of the State's educational expenditures in the counties and cities. The commission desired to know to what extent the taxpayer is receiving value for the money expended upon free education. Such an inquiry involved an examination and analysis of the county and city school expenses, which neither the commission nor the survey staff has been able to make because of the varying and thoroughly inadequate forms of financing and accounting existing among the boards of supervisors and the school boards of the counties and to a much less extent among those charged with handling school funds in the cities. The reports of the division superintendents were most unsatisfactory, the result of the unsatisfactory condition of the local records and the form of the reports.

The present school accounting practices have sufficed in the past when school expenditures were small and every expenditure was closely scrutinized, but such accounting practices are not adapted to modern needs and vastly increased receipts.

The existence of such an incomplete and unsatisfactory system of accounting in a governmental organization expending $24,000,000.00 annually is in itself ample ground for complaint and criticism. Waste and extravagance are the inevitable result of loose accounting methods. The commission is satisfied that there is abundant room for sounder business management in the schools, many economies can be put into immediate effect, and sound business principles and policies must be inaugurated. Until these things are done it is impossible to discover to what extent the taxpayer is receiving value for the money expended on education.

The commission recommends that the Department of Education, in conjunction with the State Comptroller, establish and require an uniform, modern system of accounting for all school funds, local and State, and that monthly statements be rendered by the custodians of these funds to the school boards and the Board of Education. The new system of accounting should be such as to present at all times an accurate statement and analysis of school finances.
LARGE COUNTY AND CITY SCHOOL INDEBTEDNESS

The indebtedness of the school divisions aggregates $11,000,000.00. This indebtedness is carried in sundry ways: a part by loans from the Literary Fund, a part by county and district bonds of varying interest rates, and a part by local banks. The interest and principal payments are not promptly met by many localities. The commission believes that wise financial counsel can be of assistance in lowering the interest burden and curtailing the indebtedness.

The commission recommends that the State Board of Education, in conjunction with the State Treasurer and Comptroller, study the problem of county and city school indebtedness and recommend to the Governor a plan for placing such indebtedness on a better basis.

NO EXPENDITURES IN EXCESS OF THE BUDGET

The law now forbids the expenditure of school funds in excess of the annual budget without the approval of the Board of Supervisors, but the commission is informed that a number of school boards have violated this provision.

The committee recommends that stringent measures be enacted to stop this unsound practice.

RURAL SCHOOLS MUST BE STRENGTHENED

The school system is weakest in the rural sections. As Virginia is predominantly a rural State, rural education is of the first importance, and the first duty of the State should be to improve the school facilities, equipment, and teacher personnel in the rural districts, at the same time adapting education to the situations and problems with which the rural population must deal in their everyday life. It is believed that many of the complaints made as to the conditions in the rural school are well founded. The old and experienced teacher is dying out and his place is being taken by younger and less competent teachers who often teach only a brief time. The first step in rural educational progress is the improvement of the quality of the teacher.

CITY SCHOOLS SUPERIOR TO RURAL SCHOOLS

The city schools are generally much superior to the rural schools. Their receipts are larger, their buildings better, and their teacher personnel higher than in the rural districts. But there is much to be done in improving the character of courses and methods of teaching.

SUBJECTS AND METHODS OF TEACHING NOT ADAPTED TO PRESENT NEEDS

The subjects and methods of teaching in all schools, but especially in the rural schools, are not adapted to modern needs. The classical and cultural emphasis placed upon the curricula requirements in the common school system heretofore and continued to a great extent today, has served a splendid purpose in giving the people of Virginia a cultural background not enjoyed by the citizens of some of her sister States. This emphasis has been successful in training Virginians for the so-called learned professions and for political leadership of unusual distinction, but at the same time it has failed to be sufficiently elastic to prepare for that leadership in the field of industrial and material development which today calls for the best of Virginia’s energies. A cultural background should not be neglected, but it should not be so emphasized that the school children are educated away from and not towards their probable vocations.

As only a small proportion of students enter college, the curricula in all schools should not be directed alone to the preparation for entrance into college, but to an increasing extent pupils should be prepared, both by the courses offered and the methods of teaching, for entrance into agriculture, industry, trades, and vocations, including home making. In the high schools, courses in applied sciences, adjusted to local conditions as far as feasible, should be empha-
sized. In such schools of less than four teachers, no foreign languages should be offered unless a majority of the pupils demand it. Foreign languages are usually poorly taught and the student has small use for the little he learns. Mental discipline can be as effectively obtained in more practical subjects than foreign languages. The higher institutions should admit pupils without penalty who have not completed courses in the foreign languages in the high schools.

The work in many of the high schools is superficial in that the pupils are permitted to pursue too many courses in order to obtain a diploma or qualify for entrance into college in a shorter time and before any course has been thoroughly mastered.

The methods of teaching in all of the public schools should be such as will develop in pupils initiative and resourcefulness and an eagerness to meet and deal with the problems of everyday life.

Changes in courses and methods of teaching are not subjects for legislative action, but must be brought about by the school authorities in conjunction with the authorities in the teacher training institutions.

The commission recommends that the school authorities hasten their efforts to adapt the courses and methods of teaching in the schools to the needs of the pupils of today.

**Better Teachers Are Needed**

The greatest waste in the school system is in the employment of incompetent teachers. Much of the salary paid an incompetent teacher is a waste of the taxpayer's money and much of the time spent under such a teacher represents an irreparable loss to the pupils. The undeveloped abilities of every child are a loss to the State. Young men and young women who leave Virginia to seek better educational opportunities elsewhere and never return are a further loss to the State. Virginia today needs to develop to the fullest extent the abilities and energies of her school population and to retain these young people for the development of her material resources.

There is a surplus of teachers holding the present high school certificates, but there is not a surplus of competent high school teachers or of competent rural and elementary teachers. "As is the teacher, so is the school," is an adage as applicable today as in the past. The commission approves the action of the State Board of Education in gradually increasing the certification requirements of all teachers, but before the rural and elementary schools, which are in the greatest need of competent teachers, can benefit by the increased certification requirements, it is necessary that rural and elementary teaching be made more attractive, and that there be trained an adequate number of rural and elementary teachers holding higher grade certificates.

An arbitrary increase in all salaries without an increase in teacher qualifications cannot be justified in Virginia rural and elementary schools at the present time. The salaries of such teachers should not be increased except to secure competent teachers in the place of the incompetent ones or to enable incompetent teachers to become competent and competent teachers to become more competent.

The survey shows that the most competent graduates of the teachers colleges take positions outside of Virginia, largely on account of greater salary inducements. The survey also shows that better salaries and advantages attract a better class of teachers to the urban schools. While it is true that the rural schools will always suffer in competition with the urban schools, much can be done to attract more competent teachers to the rural sections.

The Commission recommends that a portion of the increased appropriation to be received from the State in the biennium 1928-1930 be applied by the local school authorities to paying better teachers better salaries.
PUPILS NEED GUIDANCE IN THE SELECTION OF COURSES

Because of the varying native talents and abilities of all children, pupils in the elementary and high schools should be advised to take courses they are best qualified to pursue. All children cannot be put through the same educational hopper, but the amount and character of education given to each child must be carefully studied. Every child should be given an abundant opportunity to acquire a maximum of education, but no pupil should be subjected to the embarrassment and ignominy of striving unsuccessfully for an education not suited to his talents. No pupil should be allowed to remain in high school after he has ceased to derive advantages from high school studies and no student should be permitted to enter a college who is not fitted by mental qualifications and adequate preparation to pursue successfully the courses in the higher institution of learning.

The policy of classifying and grading pupils according to their ability to accomplish work should be continued and enlarged in order that backward pupils will not retard the progress of their brighter companions.

The Commission recommends that the school authorities take such steps as may be necessary to hasten adequate pupil guidance and grading in all schools.

CHANGES IN TEXTBOOKS

Changes in textbooks are expensive and must be kept to the minimum, but it is more expensive both to pupils and State to teach from obsolete books such as geographies with maps drafted before the World War, or to teach an obsolete system of penmanship.

The Commission recommends that beginning immediately, and continuing until the next textbook adoption in 1930, the Board of Education, in conjunction with representative groups of teachers in all schools, study the textbook situation in order that the books next adopted may be suited to the needs of the school children of a progressive State.

BETTER SUPERVISION NECESSARY

Competent and intelligent supervision is needed in all schools and more so in the rural and elementary schools where teachers are less experienced and more scattered than in the city schools. By supervision is not meant mere inspection, but real guidance and assistance.

The Commission recommends that the number of competent supervisors be increased as funds permit; that no one be appointed a supervisor or a school principal who is not thoroughly qualified for the position by training and experience.

COMPULSORY SCHOOL LAWS SHOULD BE STRENGTHENED

The last school census shows that 14,000 Virginia children of school age are illiterate. An illiterate child is a handicap to himself, to his neighbor, and to the State. Virginia must continue the process to a greater and more effective extent of eradicating illiteracy by strengthening her compulsory school laws and seeing that they are enforced so that all the children of the State will receive at least an elementary education.

The Commission recommends that the compulsory attendance laws be amended:

a. So as to provide for the compulsory attendance of children who have reached the seventh birthday and have not passed the fifteenth birthday (the present ages are eight and fourteen);

b. So as to establish a minimum school term of one hundred and sixty days;

c. So as to provide for compulsory attendance throughout the school term;

d. So as to abolish exemption on the basis of the ability to read and write;

e. So as to provide that exemption for physical or mental disability shall be granted by the county or city board.
THE STATE BOARD OF EDUCATION

No member of the State Board of Education should be professionally connected with the educational system of the State.

The commission, therefore, approves the pending amendment to the Constitution providing for the appointment of the State Board of Education by the Governor subject to confirmation by the General Assembly.

SUPERINTENDENT OF PUBLIC INSTRUCTION

The commission approves the pending amendment to the Constitution providing for the appointment of the Superintendent of Public Instruction by the Governor subject to confirmation by the General Assembly and providing further that the General Assembly shall have power after January 1, 1932, to provide for the election or appointment of the Superintendent of Public Instruction as it may prescribe.

ADMINISTRATION AND SUPERVISION SHOULD BE DECENTRALIZED

The administration of education in Virginia is highly centralized because of the present provisions of the Constitution and laws of the State relating to the appointment of school superintendents and school boards. School authority should be decentralized so that the different communities in Virginia may take the initiative to a considerable extent in discussing and determining educational objectives, materials, and methods of instruction.

DIVISION SUPERINTENDENTS SHOULD BE APPOINTED BY SCHOOL BOARDS

Division school superintendents are now elected by the State Board of Education. The local school boards should be empowered to select the superintendents who will administer school affairs under their direction.

The commission approves the pending amendment to the Constitution transferring the power to appoint division superintendents from the State Board of Education to the county and city school boards.

COUNTY SCHOOL BOARDS SHOULD BE ELECTED BY THE PEOPLE

At the present time the school trustee electoral board, appointed by the circuit judge, appoints one trustee from each magisterial district to the county school board. It also hears appeals from the action of the county board which it appoints. This system of school organization gives the people but little voice in the fundamental matters of education. There is every reason why the power to select school boards in the counties should now be lodged with the people as is now lodged the power to select the boards of supervisors.

The commission recommends that the school trustee electoral board be abolished and hereafter the school trustees be elected by the people; that appeals by aggrieved citizens from the action of the county school board go directly to the State Board of Education, which shall establish the necessary procedure for hearing such appeals in the locality from which they arise.

STATE DEPARTMENT OF EDUCATION

The State Department of Education is well organized and efficiently conducted from an administrative standpoint, but, in the opinion of the commission, it is still placing too much emphasis upon supervision and inspection. Its supervising staff is too small to make more than the most cursory inspections of the many school units in the State even if such inspections are desirable.

The commission recommends that the State Department of Education stimulate and encourage local supervisory activities, local curricula revisions, research and experimental work, the improvement of instruction in local supervisory units, and center its attention upon elevating the importance of the local school boards and school officials.
WISE CONSOLIDATION OF SCHOOLS SHOULD BE CONTINUED

The commission approves in principle the consolidation of smaller schools if made after thorough investigation both as to the actual need for consolidation and the location of the consolidated school.

The commission recommends more and more wise consolidation as good roads increase.

NEGRO EDUCATION SHOULD BE IMPROVED

Virginia's Negro population is an important factor in the State's economic problem. An illiterate Negro population retards the development of the State and is a menace to the prosperity of the white as well as the Negro race.

The commission recommends that the facilities for the education of the Negroes be increased and the Negroes required to utilize these facilities; that Negro education be adapted to the chief needs of the Negro in the social and industrial areas in which he will live and labor.

ADDITIONAL SCHOOL APPROPRIATIONS

The commission does not believe it advisable or practicable to recommend any increase in the State school appropriation for the biennium 1928-1930 over the increase of $1,250,000.00 announced by the Governor. The budget has been prepared and printed. A tax program based upon the budget has been announced and any increase in appropriations will disturb this program.

The commission expresses the hope that in the future the State income will permit increased appropriations to be used in many of the ways wisely recommended in the staff report.

POOR COUNTIES NEED STATE ASSISTANCE

The commission believes that it is incumbent upon the State to assist financially the poor counties in order that their school population may have opportunities approaching the opportunities in the more prosperous counties. Unless the State does this, the poor sections will become poorer and a greater burden on the rich sections. The State should create a fund to assist those school divisions which cannot further help themselves. This fund should not be paid out as a bonus for educational advancement, but should be distributed among the school divisions according to their actual needs. The fund should be used to close school-gaps somewhat after the manner in which the road-gap fund is now utilized.

The commission recommends that a sum not exceeding $200,000.00 of the increase in the next biennial appropriation to free schools be apportioned by the State Board of Education to the payment of salaries of teachers in rural districts where there is the greatest actual need.

THE POOR MAGISTERIAL DISTRICT SHOULD BE ASSISTED BY THE COUNTY

Just as it is the duty of the State to assist the weaker divisions so it is the duty of the counties to assist the weaker magisterial districts in order to equalize educational opportunity within their own borders.

The commission recommends that the district levy for school maintenance be discontinued in favor of a county levy, but the district levy be retained to meet existing district indebtedness and future capital outlay.

FREE HIGH SCHOOLS

Tuition is charged in a great number of the high schools of the State. The commission believes that high school education should be free to all children who apply and who have given evidence of sufficient aptitude to pursue it.

The commission recommends that the State Department of Education study the problem of free high school education and propose measures which will offer equal opportunity in every community to all children qualified for high school work.
LITERARY FUND

The Literary Fund established by section 133 of the Constitution has served a splendid purpose. For years before education supported by public taxation became an accepted policy of the State, the Literary Fund was public education's almost sole source of revenue. The principal of the fund now amounts to approximately $6,000,000.00. Its annual income is approximately $200,000.00 and constitutes less than one per cent of the total receipts of the schools. Three million dollars of the principal is used as a revolving loan fund to the school divisions for the construction of schoolhouses. Two million dollars has been or will be loaned to the higher institutions for the construction of dormitories.

The commission believes that the present principal of the fund is adequate for all the purposes for which it is used and that the annual increments can be directed to better advantage into current educational receipts. If the annual increment of $200,000.00 is so directed, the annual school receipts will be increased in that amount instead of in the sum of $8,000.00, which will be the maximum interest on the annual increment if it is added to the principal of the fund.

The commission recommends that section 143 of the Constitution be amended so that the existing principal of the Literary Fund will be preserved and the interest thereon utilized as at present, but future increments will be directed into current public free school receipts.

LIBRARY FACILITIES SHOULD BE EXTENDED

A library is a means of continuing education for all the people. Its value is everywhere well recognized. A public library is especially valuable in the rural districts where books are fewer and the means of communication more difficult than in the urban sections.

The commission recommends that beginning with the biennium 1928-1930 the sum of $50,000.00 be apportioned from the educational appropriation to be expended under the direction of the Board of Education for the purchase of books for libraries in the rural districts if and when such libraries are established and their maintenance assured by the several counties.

The State Library is by character and by law a part of the educational system. The Board of Education appoints the library board. The library extension department and the school library division seek to perform nearly corresponding services to the people of the State. One or the other should perform these services, not both. It is thought the Department of Education is best equipped to do this work, as the libraries will usually be lodged in the schoolhouses under the care and supervision of the school authorities.

The commission recommends that the library extension department of the State Library and the library department of the State Board of Education be merged and lodged in the State Department of Education.

TEACHERS' RETIREMENT FUND LAW

According to a recent report by competent authorities the present teachers' retirement fund law is fundamentally unsound. Neither the survey staff nor the commission has been able to devise a practical law because of lack of information and time.

The commission recommends that the State Board of Education, after conferring with the Virginia Education Association, draft a sound and practicable law, and make report to the 1930 session of the General Assembly.

AUXILIARY EDUCATIONAL AGENCIES

It has come to the knowledge of the commission that in some localities the Co-operative Education Association and the Congress of Parents and Teachers have en-
The commission recommends that if the General Assembly continues the appropriations to the Co-operative Education Association and the Congress of Parents and Teachers, such appropriations shall be expended only upon the approval of the Superintendent of Public Instruction, and only then provided he is satisfied that these organizations are not engaging in rivalry or competition harmful to the educational interests of the communities in which they are operating.

SCHOOL LAWS

The school laws have been amended at various times and there has been superimposed upon them the county unit act. This act has operated successfully and satisfactorily, and now should be written into the school laws in the place of the district provisions where appropriate. The school laws are scattered and full of inconsistencies.

The commission recommends that the school laws be codified; that in the codification, the county unit be written into the laws in place of the district where appropriate; and that the amendments recommended in this report be included in the codification.

In conclusion, the commission recommends that every educator in the State make a thorough study of the survey staff report in order that he or she may become fully conversant with the educational situation in Virginia and the recommendations made by the staff.

THREE STAGES OF DISCIPLINE

All the theories in the world are useless if you can't inculcate in a boy a certain pride in being kept in order, and later in keeping himself in order, and later still in keeping others in order. Those are the progressive stages through which our manhood must pass. "IAN HAY" BEITH

SOME PSYCHOLOGICAL ASPECTS OF JUVENILE FEARS

CRITICAL studies, scientific investigations, and random observations show that fear is one of the major and compelling forces of life. The older psychologists placed fear in the list of instincts. The "behaviorists," admitting three fundamental emotions in infants, list them as fear, rage, and love. This classification, developed from studies of infancy by Watson and Watson, subdivides fundamental fear into two parts, "sudden removal of support" and fear of "loud sounds."

Dr. W. H. Maxwell says that fear, "and particularly repressed fear, is the curse of the modern civilized child. If the reader will but hark back to his own childhood, and by means of the numerous illustrative cases of other children he has known and had opportunities of observing more or less closely, he will find that this thread of fear is woven more or less into the pattern of every childhood."

That fear is deeply rooted in all life is shown further by Sands and Blanchard: "In the social history of mankind, fear has probably been a more influential motive than anger. The taboo control of primitive groups was based almost entirely upon fear. Religion, in its earliest stages, had its genesis in this emotion. Primitive man had a spiritistic interpretation of all phenomena which he did not understand, and his desire to propitiate these spirit forces was born of terror. The laws and religious beliefs which grow out of primitive taboos and superstitions were no less free from this element. Modern society still depends to a large extent upon fear for control."

2 G. F. Morton, Childhood's Fears (Macmillan), Preface, p. 11.
In addition to the fundamental fear of the tiny infant, countless dreads and acquired fears are quickly developed in the mind of the young child. He must be conditioned to an unknown world—and out of the unknown comes fear. In writing of the early origin of dreads Williams says, “It is when the fear-bringing situation is not examined and penetrated that fear becomes ingrown. That form which one runs away from is always terrifying because it remains unknown, and in essence, only the unknown is terrifying—It is ignorance which breeds fear.”

A realization of the power of the unknown will be invaluable in overcoming fear and in developing courage. The acquired fears of little children include both the tangible and intangible. Fears of darkness, so readily acquired and so hard to overcome in small children, are so deeply rooted that one might almost class them as instinctive. They are a natural development of the greater fear of the unknown, augmented frequently by the careless or cruel suggestions of parents and superstitious nurses. Small wonder that an imaginative child often becomes the adult neurotic, with a regressed fixation to this very real terror of the unknown dark, for “The neurotic patient—is an incarnate anachronism.”

In the treatment of fears of darkness and their intangible accompanying “night terrors” care must be taken that ridicule is never used, or another chain of fears will be aroused, and the former driven back into the unconscious where will be developed what Morton calls the “inferiority-fear complex.” (Childhood’s Fears, 101) Far better would be the procedure suggested by Mrs. Wickes, whereby the child realizes that just as other brave people have felt fear and overcome it by understanding, so may he gain power over what gave him terror.

Space does not permit more than the enumeration of many other real fears of childhood, such as strangers, animals, fire, death, places, bullies, etc. Many of these fears are co-existent with or symbolic of other dreads. The following example cited by Dr. Mateer shows how analysis cleared up a complex situation of double fears. “A person troubled definitely with insomnia always sleeps well, free from depression, on a rainy night. Analysis reveals the following situation. In early childhood, the individual suffering from this difficulty heard a denunciatory sermon picturing vividly the end of the world and general conflagration. For several years she was repeatedly subject to a vivid terrifying dream in which everything was burning and would awake with an overpowering fear which could only be eased by making sure that the sky had not turned red. Nights when it rained, her fears rested, soothed by the belief that the fire could not come when the earth was so wet. The incident dropped out of memory, but the emotional setting remained, not understood until traced back by analysis.”

Before discussing the specific fears of later childhood and adolescence, some mention should be made of the psychological theories underlying the causes of fears. The “inferiority-fear complex,” already referred to, is based on “organ inferiority” or “any failure of adaptation on the part of the child.” Adler’s theory is further summarized by Morton as “the failure to compensate by achievement.” The author presents with considerable detail the ideas of Freud, compares the theory of “libido sexualis” with the broader interpretations of Jung and Adler and reduces both the sexual and ego derivatives of the fear complex back again to “failure of adaptation.” (Childhood’s Fears, Chapter VIII).

Fears developed from a sense of “organ

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4Tom A. Williams, Dreads and Besetting Fears, p. 7. (Little, Brown, and Co., 1923).
inferiority" may be illustrated by the terrors produced in the child who feels himself different from and unable to cope with his companions. The attention is focused on potential dangers, and often a slight occurrence is sufficient to throw the fear-ridden child into panic. Dreams are particularly affected by this condition. If left unsolved, these early conflicts become the obsessions of the adult neurotic. Morton says, "Men who face their fears, avoiding repression and solving their conflicts, these men are the ones who find rhythm and harmony in life. But when fear is banished from consciousness, when there is repression and unsolved conflict, then there develops the neurotic symptom, nightmare, anxiety and hysteria." (Childhood’s Fears, p. 119) The hang-over of fear into adult life necessitates that we develop in the child a clean bill of mental health founded on intelligent courage—not on repression. In discussing the causes of fear neuroses and pathological doubts Coriat says, “Most of the pathological doubts and fears can be traced to an emotional episode which has been conserved in the unconscious, in a few cases, the original episode has become dissociated.”

Bertrand Russell gives courage as one of the four primary aims of education. To achieve this aim, he states, “fear should be overcome not only in action, but in feelings; and not only in conscious feeling, but in the unconscious as well.”

In the younger adolescent a sense of inferiority as evidenced in fear of punishment or failure looms large. Prussian statistics show that one-third of the suicides among children are traceable to fear of punishment or to a dread of insufficient success at school. (See Sands and Blanchard, p. 370) Anxieties directly associated with sex are even more terrifying. Here again, the unknown causes fear. Ignorance, misinformation, and an active imagination may produce an endless chain of besetting fears concerning the sex functions. The persistence of mis-information distributed by scandalmongering playmates, undispelled by an over-sensitive parent, was recently brought to light in the confession of a young woman whose entire emotional life had been affected by sex dreads produced in early childhood. Yet from such are the teachers of the little children recruited. Instances can be multiplied—the power of ignorance is strong, as testified to by the following from different writers, “One who would educate a child in matters of sex must himself be educated by life to a true understanding” (Wickes, p. 262) “A grown-up person in charge of a child should never feel fear. That is one reason why courage should be cultivated in women just as much as in a man,” (Russell, p. 109). “Fear itself is in direct ratio to ignorance. What a reflection on education that it should give to the child wrong conceptions, fears and repressions instead of true knowledge, love, and freedom. . . . The child may make the repression, but the educator makes the conflict,” (Morton, p. 206). In another connection Morton states, “The flight of the child into a neurosis is the historic flight from fear. To him the reproach of fear is greater than the reproach of sexuality,” (p. 113).

The limitations of this paper will not permit more than passing mention of the relation between sex fears, masturbation, kleptomania, phantasy symbols, and dream terrors. All of these enter the unconscious if fear is not dispelled. Even paralysis and speech defects are caused by these dreads. Fear is not an entirely waste product of the emotional life. There is even in this a useful side, which training may utilize and modify as a necessary and valuable asset in society. A study of an individual’s fear-complexes gives peculiar insight into the needs of the child or adult for improving

his mental health. In all cases the differences of individuals must be respected. Again we find that the "average" child is a myth. Fear that is overcome is an incentive to discovery and progress. The compensation of fear is achievement, a successful adaptation, "so that fear, leading to curiosity and the knowledge that casteth out fear, may be the occasion of a more perfect adaptation." (Morton, p. 90) And is not civilization a record of the cumulative adaptations of the race to more perfect life?

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EDNA EIGHMEY

MAKING AN APRON FOR A FOODS LABORATORY UNIFORM

A Three Weeks' Clothing Unit for an Eighth Grade

I. What the Children Will Do

A. They will select material and pattern.
1. They will study and select materials from samples as to:
   a. adulteration
   b. laundering qualities
   c. durability
   d. suitability to purpose
   e. cost.
2. They will study and select pattern from illustrations as to:
   a. simplicity of design
   b. practicability of design
   c. ease of putting on
   d. ease of laundering.

B. They will decide upon amount of material required for each and interpret symbols on pattern.
1. They will consider the width of the material.
2. They will consider design of pattern.
3. They will each measure a class-mate and record length of skirt, length of side waist from shoulder to waist, both front and back.
4. They will decide how many lengths of material will be needed.
5. They will interpret perforations and notches.

C. They will alter pattern to individual measurements.
1. They will increase bust measure by drawing a line straight down from center of the shoulder through the waistline on both pieces of the pattern, cutting along this line, and separating the pieces enough to give one quarter of the whole amount needed on both back and front.
2. They will decrease bust by laying a fold from the center of shoulder straight through the waistline on both pieces of the pattern, the fold to take up one quarter of the entire amount the pattern needs to be decreased.
3. They will lengthen the waist by cutting through the pattern about two inches above the waistline and separating the pieces enough to give the needed length and lengthen the skirt by cutting and separating the pattern about midway between the waistline and bottom of skirt.
4. They will shorten the waist by laying a fold through the pattern about two inches above the waist and shorten the skirt by laying a fold cross-wise through the middle part of skirt.

D. They will lay pattern on material in
most economical way and cut aprons.
1. They will straighten edges of material.
2. They will fold material so that all left on the side will be in one piece.
3. They will place large end of pattern on outer edge and small end of pattern toward uncut end of material.
4. They will lay pattern on correct grain of material.
5. They will pin pattern securely and smoothly.
6. They will cut materials with long even strokes, following closely the outline of pattern, and marking notches.

E. They will make aprons.
1. They will study seams and select one most suitable.
2. They will match notches and pin seams together.
3. They will baste seams.
4. They will fit aprons.
5. They will stitch seams.
6. They will tie and clip threads at ends of seams.
7. They will finish sides of aprons by binding, facing, or with braid.
8. They will hang aprons and finish the bottom.
9. They will make button hole:
   a. Cut button hole.
   b. Overcast opening.
   c. Work button hole.
10. They will sew on button.
11. They will mark aprons by making their monograms in a simple outline stitch.
12. They will judge finished aprons:
   a. Workmanship
   b. Fit of garment.

II. What the Children Will Learn
A. They will learn that in selecting material for an apron many points should be considered.
1. Adulteration
   a. Sizing is a filling used to make a material seem of better quality than it is and it can be detected by rubbing material together between fingers, by washing, or by chemical tests.
2. Durability
   a. Weave of material should be strong and close with long even warp and woof threads.
3. Laundering
   a. Material should be heavy enough to stand frequent laundering yet soft enough to be handled easily when wet.
4. Cost
   a. Price of material should be within reach of all.
   b. Cost should be related to purpose of garment.
5. Suitability to purpose and occasion.
   a. Material should be thick enough to protect dress.
   b. Material should be of uniform color.
B. They will learn that a laboratory apron design should have definite characteristics.
1. Design should be simple in construction.
2. Garment should cover the dress well.
3. Garment should be easy to put on.
4. Garment should be easy to launder.
C. They will learn that a pattern may be altered to suit the individual requirements.
1. Individual measurements should be taken.
2. Length and width of pattern should be altered to fit the individual.
   a. Width may be increased by opening along line drawn from shoulder seam downward both front and back.
   b. Width may be decreased by making a fold from shoulder seam downward both front and back.
   c. Length of waist may be increased
by opening the pattern about two inches above the waist line.

d. Length of waist may be decreased by laying a fold through the pattern about two inches above the waist.

e. Length of skirt may be shortened by laying a fold length-wise through the middle part of skirt.

f. Length of skirt may be increased by opening the pattern about midway between waist line and bottom of skirt.

D. They will learn how to interpret the symbols of a commercial pattern.

1. Perforations are a guide for placing pattern on material.
2. Notches are a guide for putting garment together.

E. They will learn to cut a garment economically.

1. Material should be evened.
2. Pattern should be placed on material with large end on outer edge of material and small end towards the uncut length.
3. Material should be folded so that all left will be in one piece.
4. Pattern should be pinned to the material evenly and securely.

F. They will learn that French seams are particularly suited for a wash garment.

1. Seam will be more durable.
2. Seam will not ravel.

G. They will learn the points in constructing a garment before stitching.

1. Notches should be matched.
2. Seams should be pinned.
3. Seams should be basted with one long and one short stitch.
4. Garment should be fitted.

H. They will learn principles of stitching.

1. Material should be held straight under the presser foot.
2. Stitching should be within the basting thread.

I. They will learn to secure seams.

1. Thread should be pulled to inside and tied.
2. Thread should be clipped.

J. They will learn finishes for the outer sides of apron.

1. Sides may be faced.
2. Sides may be bound.
3. Sides may be finished with braid.

K. They will learn to make an even hem.

1. Front and sides, front and back, should be measured an even distance from the floor and marked with pins.
2. Thread should be run along line of pins and pins removed.
3. Edge should be turned under and basted towards inside of hem before turning, measuring, pinning and bast-
ing real hem.

L. They will learn steps in making a button hole.

1. Opening should be cut along thread of material.
2. Edge of opening should be overcast to prevent raveling and to strengthen material.
3. Button hole should be worked with the purling stitch sewing from right to left.
4. Button hole should be finished at ends.
   a. Fan shaped end at outside.
   b. Barred shaped end at inside.

M. They will learn to sew on button.

N. They will learn to mark aprons by making their monograms with a simple outline stitch.

O. They will learn to judge the finished aprons.

1. Workmanship.
   a. Evenness and neatness of seams.
   b. Evenness and neatness of edge finishes.
   c. Qualities of a good button hole.
   d. Regularity of stitches in outline embroidery.
2. Fit of garment.
   a. Loose enough to slip on easily over dress.
   b. Small enough to have a nice appearance.

III. Skills That Will Be Selected for Emphasis

A. They will develop skill in the selection of cotton material for a laboratory uniform.
B. They will develop skill in the selection and interpretation of a simple commercial pattern.
C. They will develop skill in the alteration of a simple pattern to individual measurements.
D. They will develop skill in matching notches, pinning, basting, fitting, stitching, and tying threads of a garment.
E. They will develop skill in making a button hole.
F. They will develop skill in making monograms in outline stitch.
H. They will develop skill in judging a finished garment.

IV. Attitudes and Appreciations That Will Be Fostered

A. They will develop an appreciation of standards for selection of plain cotton material for a definite purpose.
B. They will develop an appreciation of standards for selection of a pattern.
C. They will develop an appreciation of standards for the interpretation of a simple commercial pattern.
D. They will develop an appreciation of the need for accuracy in their work.
E. They will develop an appreciation of the social value of helping one another.
F. They will develop an attitude of constructive criticism.
G. They will develop an appreciation of higher standards of workmanship.

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For Children


MARY FINNEY SMITH

WHAT IS A FAIR SALARY?

NOWHERE else in America is there a finer demonstration than in Cincinnati of the advantages that come to children when the principles of teacher-training and salaries advocated by the National Education Association are intelligently applied. The salary schedule put into operation in Cincinnati on September 1 shows what scientific management can do when applied to school problems.

The Association has said persistently through the years that teachers' salaries should provide for subsistence, enough to live on in decency and health; economic independence, provision for illness and age without which none can give his best; culture, that stock of the fine things of life which no teacher can pass on except as he builds it into his own life; and for professional attainment, that continuing mastery of principles and technic necessary to maintain the fullest working power. Cincinnati has set its maximum high enough in comparison with the cost of living in that city to enable any teacher to live a life of professional attainment. This maximum is $3500 with $300 additional for persons of superior training and skill who may be appointed demonstration teachers.

Keeping Faith With the Younger Children

Incalculable injustice has been done the children in elementary schools and the teachers peculiarly fitted to guide the growth
of such children by the practise of holding elementary school salaries below those in the high schools. Such a plan is every year forcing thousands of American teachers to work where they cannot be at their best. Wise high school teachers are among the first to demand an arrangement that will insure good teaching at all levels. Cincinnati recognizes this principle of the single salary schedule by putting all teachers of the same training and experience on a common salary basis whether they teach on elementary, junior, or senior levels. This follows the example set by other cities which have done notable pioneer work in the improvement of teaching personnel, such as Denver, Colorado; Lincoln, Nebraska; Oakland, California; Minneapolis, Minnesota.

How Much Training Should a Teacher Have?

Four years of training beyond the four-year high school has been set by the National Education Association as the ideal minimum for all teachers. Cincinnati has gone one year better. It provides for the master degree or special training equivalent thereto with this rule:

College graduation, together with special preparation for the field in which the teaching is to be done, shall be considered as the standard qualifications required for future appointments. Teachers with less professional preparation shall be appointed only when it is impossible to obtain teachers with standard qualifications.

And Cincinnati means business. More than 38 percent of her elementary teachers are now college graduates. This policy is already bearing rich fruit, as anyone who has visited Cincinnati classrooms will testify. By a generous policy of encouraging additional study on the part of those already in the school system with less than standard training, all teachers are encouraged to work their way into the higher levels of salary and training. Promotion is automatic as the additional training is attained.

Salaries for new appointments, and for those now in service who have taught from one to five years.—Group 1. For those who have 60 units of professional preparation, equivalent to a two-year normal course:
Minimum salary, $1400; annual increase, $100; maximum salary, $2000.
Teachers having less than 90 units shall remain in this group until the units required for entrance into the next higher group have been obtained, when they shall be promoted for the ensuing school year into Group 2, and shall be allowed the annual increase provided for that group.

Group 2. For those who have 90 units of professional preparation, equivalent to a three-year normal course:
Minimum salary, $1500; annual increase, $125; maximum salary, $2500.
Teachers having more than 90 and less than 120 units shall remain in this group until the 120 have been obtained, when they shall be promoted for the ensuing school year into Group 3, and shall be allowed the annual increase provided for that group.

Group 3. For those who have 120 units of professional preparation, equivalent to graduation from a four-year college course:
Minimum salary, $1600; annual increase, $150; maximum salary, $3250.
Teachers having more than 120 and less than 150 units shall remain in this group until the 150 have been obtained, when they shall be promoted for the ensuing school year into Group 4, and shall be allowed the annual increase provided for that group.

Group 4. For those who have 150 units of professional preparation of approved college credits, or who hold the A. M. degree and who have served for one year at the maximum of Group 3:
Minimum salary, $3250; maximum salary, $3500.
This provides an increase of $250, in two annual instalments, beyond the maximum for college graduates, for those with one year of graduate study.

Teacher Participation

The National Education Association has insisted that teachers should have some part in developing policies that affect them and their work. Teacher participation is well illustrated in the committee report which preceded the framing of the Cincinnati schedule. That report is a monument to the sincerity, fairness, and devotion of a committee representing all groups in the school system. The committee gave the fullest hearing to every interest. It held seventeen meetings, ten of them double meetings extending from 4:15 to 10 o'clock, with a recess for dinner. In its spirit and in the careful organization of facts the report of this committee is an admirable example of the procedure advocated by the Research Division of the National Education Association. That the people support the schools when they have the facts is shown by the response of the voters of Cincinnati. They approved by a large majority
the proposal to grant an extra tax levy of not to exceed one mill for each of five years, the proceeds of which were to be used exclusively for the purpose of increasing teachers salaries.

**Special Provision for Teachers Long in the Service**

In every school system are those who came at a time when qualifications were not so strict—men and women who by building their very souls into the schools have laid priceless foundations. The Cincinnati schedule has sections for those in the service who have taught from six to ten years and for more than ten years. They may receive from $300 to $600 more than the maximum proposed for new appointments with similar qualifications. For those in the service more than ten years a basis of adjustment is found by allowing “service credits” at the rate of two a year up to a maximum of thirty credits. These are allowed for each year of satisfactory teaching after the tenth year, prior to September 1, 1926.

**Salaries of Administrative Groups**

Few tasks require greater engineering skill, more energy, or such continuous devotion and watchfulness as the administration of a large school system. The salaries which Cincinnati proposes to pay those who administer its schools are:

*Salaries of Administrative Groups—1. Assistant principals.* (a) In elementary schools. Minimum salary, $2700; rate of increase, $200; maximum salary, $3800.

A supervising assistant principal may advance one annual increase beyond a teaching assistant principal.

(b) In junior high schools. Minimum, $3100; annual rate of increase, $200; maximum salary, $4100.

(c) In senior high schools. Minimum, $3500; annual rate of increase, $200; maximum salary, $4,500.

*2. Principals.* (a) In elementary schools. Minimum salary, $3600; rate of increase, $200; maximum salary, $4600.

(b) In junior high schools. Minimum salary, $4200; rate of increase, $200; maximum salary, $5200.

(c) In senior high schools. Minimum salary, $5000; rate of increase, $200; maximum salary, $6000.

3. *Directors and Assistant Directors.* Same schedule as for junior high schools.

4. *Assistant Superintendents.* Minimum salary, $5500; maximum, $6500.

5. *Associate Superintendent.* Minimum salary, $6500; maximum, $7500.

6. *Superintendent.* $12,000.

7. College of Education. For purposes of classification as to salary, the teaching and administrative staff of the College of Education shall be rated as follows: Dean, as Assistant Superintendent; Professor, as Director; Associate Professor, as Elementary Principal, with one additional increase; Assistant Professor, as Elementary Principal; Instructor, as teacher.

**Added Pay for Special Service**

In their efforts to meet diverse human needs modern schools are developing special agencies. These are of the utmost importance not only because of what they do for the special groups they serve, but because they are in a real sense pioneers and missionaries. Their work points the way to better schools and better teaching. For these groups the Cincinnati schedule provides additional compensation.

Because of administrative duties, the special qualifications required, because of state requirements, teachers listed in the following paragraphs shall receive additional compensation, as indicated, beyond the salaries to which they would be entitled in their respective groups. Such additional compensation shall continue only during the time they hold the position and give the service for which they may be appointed.

1. Heads of departments, when and if appointed. A promotional increase of $150 with a final maximum of $300.

2. Student advisers. A promotional increase of $150, with a final maximum of $300.

3. Cooperative teachers. A promotional increase of $150, with a maximum of $300 for the second and subsequent years; provided that an additional increase of $150 may be granted after three years of service in such a position and as a result of additional and special preparation, equal to one year of graduate study.

4. Demonstration teachers. A promotional increase of $150, with a maximum of $300 for the third and subsequent years. Teaching in a demonstration school shall not be understood to carry with it additional compensation, except as a teacher, having special qualifications for such work, may be definitely appointed as a demonstration teacher.

5. Teachers in classes for the blind (Sight Saving), deaf, and crippled children, one additional increase of $150.

6. Teachers in classes for mentally defective children, when specially designated as such by the Superintendent, and organized under the direction of the Vocation Bureau, one additional increase of $150.
The proportion of men and women teachers has declined during the past half century. Many have been alarmed over this condition. Some have advocated that half the teachers should be men. The desire to attract and hold good men on all the teaching levels is given by the Cincinnati Board of Education as a fundamental consideration in fixing the salary maximum for all teachers at $3500.

A Compliment Well Placed

The Board of Managers of the National Congress of Parents and Teachers in session at Atlantic City on September 20 sent to the citizens of Cincinnati, to the Board of Education, and to Superintendent Randall J. Condon its congratulations on this great forward step. May we all show our appreciation of Cincinnati’s noble example by renewing our efforts to make teaching everywhere the great profession that it is in Cincinnati and other cities that are leading the way.

Joy Elmer Morgan

INTRODUCING POETRY IN THE JUNIOR HIGH SCHOOL

(An eighth grade unit in poetry appreciation covering three weeks)

I. What the Children Did

A. After completing Old Testament narratives, they decided to study a group of religious poems.

B. They read in class:
   1. To a Waterfowl—Bryant
   2. A Forest Hymn—Bryant
   3. Thanatopsis—Bryant
   4. The Vision of Sir Launfal—Lowell.

C. They selected other poems from Bryant or Lowell and read them to the class.

D. They discussed:
   1. What inspired each poem
   2. The theme of each poem
   3. The meaning of difficult lines
   4. The series of images in each poem
   5. The divisions of thought
   6. Rime, rhythm, poetry, blank verse, figures of speech, imagination, fancy, stanza, verse, scanion
   7. The lesson taught in each poem
   8. Pictures which they collected to illustrate the poems
   9. How poetry is composed.

E. They read a group of modern poems from the following books:

   Teasdale, Sara. Love Songs. Macmillan Co.
   Sarett, Low. Slow Smoke. Henry Holt and Co.

F. They selected pictures about which they wrote original poems.

G. They planned and arranged a booklet containing the original poems written by the class.

   1. They planned the book covers
   2. They wrote the preface
   3. They printed the poems
   4. They illustrated the poems with pictures.

H. They gave reports in class on the authors, Bryant and Lowell.

I. They consulted the dictionary for new words used in the poems and discussions.

J. They memorized thirty-five lines from the poetry of Bryant and Lowell.

K. They kept notes in loose-leaf notebooks on:

   1. Lives of Bryant and Lowell
   2. The themes of the poems
   3. What inspired the poems
   4. The lines each selected for memorization.
   5. The definitions of words.
L. They collected this material in a class notebook.
1. They planned the notebook cover
2. They wrote the preface
3. They selected pictures to illustrate the poems studied
4. They wrote extra themes for the notebook.
5. They read the stories of King Arthur and the Knights of the Round Table. (After studying about Sir Launfal)
6. They told these stories in class
7. They wrote summaries of the ones they liked best for the class notebook.

II. What the Children Learned About This Group of Poems
A. How poetry is composed and inspired.
B. How to write a poem.
C. How to grasp the meaning of stanzas.
D. How to compare and contrast poetry.
E. How to visualize images in poetry.
F. How to recognize figures of speech and to estimate their effectiveness.
G. How to classify poetry: narrative, lyric, dramatic.
H. How to understand familiar poetical terms: time, rhythm, stanza, verse, scansion, imagination, fancy.
I. How to read poetry aloud.
J. How the Bible has influenced poetry.
K. How nature is employed in poetry.
L. How the lives and personality of writers may be reflected in their works.
M. How to recite passages from poetry intelligently and with expression.
N. How booklets are arranged: Introduction, List of Illustrations, Table of contents, etc.

III. Skills Emphasized
A. Ability to appreciate and read poetry.
B. Oral expression.
C. Knowledge of American authors.
D. Ability to make outlines.
E. Ability to take notes and write them neatly and in good form.
F. Spelling and punctuation.

IV. Ideals Fostered
A. A love of poetry.
B. Appreciation of the beauties of nature.
C. The meaning of service.

V. BIBLIOGRAPHY
I. Material for Method
   A. Books
   B. Magazines

II. Material for Pupil
Radford, M. L. King Arthur and his Knights. Rand, McNally and Co.

MARY GORDON PHILLIPS

MASTERING SOHRAB AND RUSTUM
(A teacher-initiated contract plan for junior high school)

Time: One week.
Grade: Eight.

Note: This plan was introduced by a poster. The drawing represented a ladder on the rounds of which the four contracts were written. Mastering contract I gave a grade of D; contract II, C; contract III, B; contract IV, A. The numbers of the jobs were arranged in a chart at the bottom of the poster, in order that the jobs when completed might be checked by the pupils.

Aim: Comprehension and appreciation of the poem and of some Persian customs and achievements.

Class work: Oral reading of the poem; discussion of events in Matthew Arnold's
life; interesting customs and events in Persian history; pupils' reports on completed jobs.

Contract I (required)

a. Select and read a passage of the poem to the class. Be careful of pronunciation, punctuation, and expression.
b. Memorize fifteen lines of the poem. Lines often quoted are preferred.
c. Write the story of the poem and report on it in class.
d. Keep all completed jobs written in ink in your loose-leaf notebook.

Contract II (complete any one)

a. Select ten figures of speech from the poem. Explain to the class.
b. Draw a map locating: Oxus stream (Armu-Daria River); the plateau of Pamir; Oral sea; the Tartar land; Siestan; Ader-baijan; Bokhara; Taxertes; Samarqand; khiva. Post this map after explaining it to the class.
c. Write a sketch telling something interesting about the life and character of Matthew Arnold. (See Metcalf's English Literature, p. 378-381).

Contract III (complete any two)

a. Identify the following: Peran-wisa; Zal; Feroud; Gudurz; Zaarrab; Feraburz; Afrasiab; Sohrab; Rustum; Ruksh.
b. Write two paragraphs describing the Persians (a) as a nation (b) as warriors. (See your ancient history).
c. Write a character description of Sohrab or Rustum.
d. Tell the story of Ruksh.

Contract IV (complete any one)

a. Make a poster illustrating the combat between Sohrab and Rustum by the Oxus stream.
b. Make a booklet illustrating the poem with pictures collected from magazines or drawn. These pictures should represent, step by step, the chief points in the story.
c. Draw a diagram showing the plot structure of the poem.

BIBLIOGRAPHY

A. Material for Teacher


B. Material for Pupil


MARY GORDON PHILLIPS

MORE THAN BOOK LEARNING

Education must contain much besides book learning in order to be really good. We must ever remember that no keenness and subtleness of intellect, no polish, no cleverness, in any way make up for the lack of the great solid qualities. Self-restraint, self-mastery, common sense, the power of accepting individual responsibility and yet acting in conjunction with others, courage and resolution—these are qualities which mark a masterful people.

THEODORE ROOSEVELT

MY CREED

I believe in the child. A child is the hand of God recording on the universal pages of time the history of the human race.

I believe every child has a God-given heritage of life, health, and happiness and opportunity to fill its chosen place in the world.

I believe in the right of every child to an education of the head, the heart and the hand.

I believe that man owes no higher duty to society than the duty of service to childhood.

JAMES J. DAVIS,
United States Secretary of Labor
EDUCATIONAL COMMENT

TWO ENGLISH JOURNALS—WHERE ONE GREW BEFORE!

With the January issue, the English Journal began to appear in two editions — the first educational magazine to adopt such a policy. The regular edition will be devoted to the work of the senior and junior high schools, and the “College Edition” to English in higher education.

Originally the English Journal, which is the official organ of the National Council of Teachers of English, dealt with curriculum and methods in the traditional four-year high school and in college. With practically a five-grade span, the Journal was able to cover its field satisfactorily. Then came the great increase in high school and college populations, with consequent increase in number of teachers and in the amount of good pedagogical writing. About the same time the scientific movement in education began to be fully felt, and the editor’s manuscript drawer overflowed while the pages of the Journal bulged.

The demands upon the Journal and the material offered it were still further increased by the rise of the junior high school, which has grown with startling rapidity. The U. S. Bureau of Education has a list of about 1200 such schools. One publisher has the names of 5000 junior high school teachers of English. No one, indeed, knows how many there are, and if he knew today his figures would need revision tomorrow. Less noticeable, but not unimportant, is the extension of the influence of the National Council of Teachers of English, of which the Journal is the official organ, upward through the college.

One magazine was no longer adequate to cover this wide grade span, and the two editions were planned. The two editions will have jackets of different colors and interesting typographical changes make both more attractive than even the well-printed Journal has been.

PRELIMINARY INVESTIGATION OF THE HABIT OF READING

The first meeting of a Committee to Study the Development of Habits of Reading was held in New York on December 13. The purpose of the study is to discover what it is in the experience of some persons which causes them to acquire and continue desirable habits of reading, and what is lacking from the experience of others which leaves them without such habits.

The preliminary study which is to be completed if possible within the next six months is to comprise: (1) a digest of the investigations of reading and related subjects which have a bearing on adult reading; (2) case studies of three or four hundred adults representing various social groups to determine the influences which account for their reading interests or lack of them; and (3) suggestions of additional investigations which will contribute to a clearer understanding of the general problem.

These preliminary investigations will be made for the Committee under the direct supervision of Dean William Scott Gray of the University of Chicago.

The Committee was appointed by the American Library Association and the American Association for Adult Education.
and has received through the latter a grant
from the Carnegie Corporation for its first
year's work. The members are Dr. C. C.
Williamson, director of the School of
Library Service, Columbia University; Dr.
W. S. Gray, of the University of Chicago;
Miss Effie Power, superintendent of the
Children's Department, Cleveland Public
Library; Dr. Henry Suzzallo; and Dr. Ed-
ward L. Thorndike, Teachers College,
Columbia.

SUMMER SCHOOL ATTENDANCE

OF VIRGINIA'S seventeen thousand
teachers, 34.4 per cent were enroll-
ed in education courses in the sum-
ner of 1927, according to a statistical report
of the Research Division of the National
Education Association.

Virginia's rank is thus above the average
in continental United States, as the percent
of teachers enrolled in summer school edu-
cation courses for the entire nation is 29.2
per cent.

Fourteen summer schools were reported
as in session during the summer of 1927,
these enrolling in all courses 7,742 students,
of whom 5,856 were registered education
courses.

Compared with the summer school en-
rollment of 1926 in Virginia, there has been
a definite increase from 5,968 in all courses
to 7,742.

CHILD LABOR IN VIRGINIA

AT ITS coming session the Virginia
legislature will be asked to improve
its child labor standards, according
to an editorial in The American Child,
monthly bulletin of the National Child
Labor Committee, which also directs atten-
tion to the absence of a continuation school
law on the Virginia statute books.

"The present child labor law of Virginia
contains many good features. It establishes
a 14-year age limit, an 8-hour day, 6-day
and 44-hour week, prohibits night work be-
tween 7 p.m. and 7 a.m., requires a certifi-
cate of physical fitness and regulates the em-
ployment of children in dangerous occupa-
tions. Its two outstanding defects are: first,
children 12 to 16 years employed in fruit
and vegetable canneries when the schools
are not in session are exempt from all the
provisions of the law except the 8-hour day.
Second, Virginia is one of six states hav-
ing no educational standard whatever for
children 14 to 16 years leaving school for
work. This defect is doubly serious, for
Virginia has no continuation school law.
Effort should be made to remove the ex-
emption for canneries, to secure an educa-
tional requirement, and to pave the way for
continuation schools."

BELIEF IN SANTA CLAUS

ALL five-year-old children believe in
Santa Claus, according to a state-
ment issued by the National Kinder-
garten and Elementary College of Evanston,
Illinois. One out of sixteen six-year-olds
was found to have lost faith in the existence
of the jolly saint. The proportion of dis-
believers became greater as the age of the
children questioned increased. Those mak-
ing the test concluded that a child over ten
who unreservedly believes in Santa Claus is
of low mentality.

MEMBERSHIP IN PROFESSIONAL
ORGANIZATIONS

MEMBERSHIP in professional and
technical organizations as analyz-
ed by the Research Division of the
National Education Association shows that
Virginia doctors are much more closely in-
terested in their professional organization
than either Virginia lawyers or Virginia
teachers. The study discloses that 72 per
cent of Virginia's 2,534 physicians are mem-
bers of the American Medical Association,
22 per cent of its 1,981 lawyers (1920
figure) are members of the American Bar
Association, but only 9 per cent of Vir-
Virginia's 17,900 teachers are members of the National Education Association.

It is worth comment, however, that while the national organization makes a large appeal to most physicians, there are many teachers—and lawyers, too—who content themselves with membership in the state or other local organizations. To this extent the comparison is not altogether a fair one.

NEW REPORT CARD FOR NEW YORK CITY

A NEW form of report cards for elementary school pupils will be used in New York City schools this year, it is learned from School. Superintendent of Schools William J. O’Shea calls attention of teachers to these items on the new cards:

"1. The new form is of the same size and shape as the one now in use. It therefore fits the report card envelope.

"2. In order to make the report a little plainer to parents, some of the terms used in the old card have been changed in the new: (a) ‘Effort’ has been dropped because it is difficult for a teacher to evaluate it fairly and accurately, (b) School Work is substituted for ‘proficiency’ because it is believed to be more intelligible to parents, (c) Conduct is used instead of ‘Deportment’ for the same reason, (d) Group indicates the placement of the pupil into one of three groups: 1, bright; 2, normal; 3, slow. Hereafter, therefore, the groups in all schools will be numbered as above.

"3. The literal nomenclature of rating is retained because teachers and pupils are familiar with it. Special attention is directed, however, to this fact that the values of some of the letters have been modified in order to establish a five-step scale, having only one mark indicating failure. The scale is as follows: A far above average or excellent; B Plus, above average or very good; B, average or good; C, just passable; D, failure. By ‘average’ is meant approximately the middle 40 per cent of a class. About 30 per cent of the class will therefore be above average, and 30 per cent of the class below average. In rating any class the distribution of marks should approach this standard. Thus, if you have 40 pupils in a class, then the number of pupils of average attainment should be about 40 per cent of the 40, or 16. The number of pupils above and below average should be about 12 each.

"4. The requirement that ‘ratings made at the end of any month after the first shall summarize all previous ratings’ is hereby abolished. The mark given in any month will indicate the pupil’s present standing.

"5. The back of the card lists all the subjects, but the teacher is required to enter marks only for the subjects in which the pupil has been unsatisfactory or failure, although all other marks may be entered if the principal so desires. The placement of ‘Parent’s Signature’ immediately below such entries will force attention to these items.

"6. Habits: Cleanliness, honor and speech are mentioned, but other habits such as thrift, courtesy, industry, co-operation, etc., may be entered, as the principals may desire.”

THE TITLE “PROFESSOR”

FOR a democratic people, Americans appear to be strangely fond of titles. In American Speech for October, 1927, appears the following significant comment on the prevailing usage of the title “professor.”

The title “professor” is given respectful treatment in the latest dictionaries, like the 1926 STANDARD DICTIONARY, or the WINS- TON SIMPLIFIED DICTIONARY. But is it not time that dictionaries suggested in their entries for this word that, to the mass of American readers, it conveys humorous ideas, or suggests a charlatan of some kind? Most of those who insist on being given the title “professor” are quacks or fakers of some kind, or they are chiropractors, or chiropodists, or tonsorial experts, or boxing instructors, or they are men teachers in secondary schools. In the United States the word has no aura of dignity, whatever standing it may retain across the Atlantic ocean.
I have an official right to the title myself, but like other academic bearers of it I much prefer to be termed merely "Mr." I believe that, leaving out of account the catalogues of educational institutions, the title "Professor" is now applied more often jocularly than seriously.

BOOKS

A COMBINED HISTORY AND ANTHOLOGY OF DRAMA


The authors of this book, in their Preface, state that it is intended primarily for college classes, but also for "playgoers, and the increasing body of people who read plays." The book discusses the principles and illustrates the history of the drama. The method used is admirably adapted to the purpose: it is a combination of history and anthology, and the book is a real Introduction to Drama.

The volume is divided into ten sections. The first is an introductory chapter on The Study of the Drama, which defines the subject, and raises many pertinent and undecided questions about dramatic art. If some of these are treated rather briefly, or settled with a too-easy decisiveness, it arises out of the purpose of the chapter, which is to place the facts simply before young students, who are quite properly not to be disturbed by the varying winds of critical scholarship. The facts discussed in this chapter are both important and interesting, and in using the book as a classroom text, they should be referred to again and again. Perhaps it is not too much to say that all the remaining parts of the book may be used as evidence bearing on the questions raised in this first chapter. A clever teacher could erect an entire study of the drama as an inquiry into the truth and the philosophy of some of the authors' fundamental propositions: for example, that the dramatist differs from other literary artists in that he must "write for the crowd" (p. 1.), or that "the effectiveness of a play depends very largely upon the playwright's selection of what to include and what to leave out (p. 4.).

Each of the remaining nine sections consists of a discussion of the drama of a historical period, and of one or more typical plays. Thus, there is an excellent twelve-page discussion of The Drama of Greece and Rome, followed by Sophocles' Antigone, and Plautus' Menæchmi. There can be no quarrel with this choice of illustrations. In general the plays chosen are the obvious ones, which is a virtue in a book of this sort. The illustrations for the chapter on The Drama of the Elizabethan Age are Doctor Faustus, Volpone, and Philaster; and for The Drama of the Eighteenth Century there are She Stoops to Conquer and The School for Scandal. At first glance, one is surprised to find Gilbert's Iolanthe as the sole example of The Drama of the Nineteenth Century. One would expect to find something by Bulwer-Lytton, or by Robertson. But perhaps it is correct to leave the early nineteenth century entirely unrepresented, and to represent the last decade of it in the section called Contemporary Drama, with plays by Wilde and Pinero. The last section deals with The One-Act Play, of which it contains nine examples. Altogether, the book contains twenty-nine complete plays. There is a bibliography of critical works on the drama, and of anthologies.

The clear and interesting treatment of the various periods, and the excellent choice of plays, make this volume a valuable text, with the aid of which it should be a delightful task to introduce students to the drama.

Milton Smith

A TEXTBOOK ON VOCAL EXPRESSION


This is a most interesting and worthwhile text on the spoken word. It is intended to help those who would speak well in public, and is therefore useful for the teacher in particular. The book is divided into three
parts: "The Training and Fundamentals of the Voice," "Fundamentals of Spoken Thought and Their Opposites," and "The correlation of the Arts." Helpful exercises, outlines, and illustrations are given to awaken thought and interest, which, if followed, will give the teacher more ease and poise. All through the book there is the tendency to stimulate the young speaker to work and to make the method of working plainer and easier. Through this study the student will have a better insight into voice training and the spoken word.

R. S. HUDSON

OTHER BOOKS OF INTEREST TO TEACHERS


This book discusses the place of arithmetic in the primary grades and gives valuable suggestions for improving the teaching of this subject. The chapter on "Games and Drill Devices" is especially good and offers practical help in making arithmetic more suitable to the child's needs. The book is usable and helps to solve many problems of the arithmetic teacher.


The author has taken the everyday experiences of children and made them into an enjoyable story. The book is well bound, the print is large, the illustrations are vivid and numerous, and the sentences are divided into phrases to encourage proper eye sweep. It is best used as a library or supplementary book.


Two attractively printed little books that should provide a real stimulus for primary children. Both are well done, and will prove valuable workbooks.


Another issue in the excellent Academy Classics for Junior High Schools. This story of youth, with a background of the War of the Roses, is of course a popular volume.

NEWS OF THE COLLEGE AND ITS ALUMNAE

STUDENT DIRECTORY FOR FALL QUARTER, 1927-28

Student Association—Mary Ellen Fray, Madison, President; Mary McNeil, Fishersville, vice-president; Florence Reese, Atlee, secretary-treasurer.

V. W. C. A.—Marion Wagner, Appomattox, President; Margaret Knott, Portsmouth, vice-president; Virginia Harvey, Roanoke, secretary; Mary B. Murphy, Machadoe, treasurer; Adelia Kruger, Portsmouth, undergraduate representative.

Athletic Association—Jane Nickell, Herndon, President; Elizabeth Miller, Smedley, vice-president; Virginia Hughes, Ore Bank, secretary; Anne Proctor, Drakes' Branch, treasurer; Mary B. Miller, Smedley, business manager.

Pi Kappa Omega—Lorraine Gentis, Norfolk, President; Mary Lacy, Madison, vice-president; Helen Goodson, Norfolk, secretary; Florence Reese, Atlee, treasurer; Kathryn Pace, Hampton, alumnae secretary; Hilda Blue, Charlottesville, Historian.

The Schoolma'am—Helen Goodson, Norfolk, Editor; Lucy Gilliam, Petersburg, Business manager.

The Breeze—Hilda Page Blue, Charlottesville, editor; Elizabeth Knight, Plainfield, N. J., Business manager.

Stratford Dramatic Club—Anne Bulloch, Portsmouth, President; Phyllis Palmer, Greenville, Vice-president; Ruth Dold, Buena Vista, Secretary; Lorraine Gentis, Norfolk, Treasurer; Elizabeth Hopkins, McGeheysville, Business manager.

Glee Club—Bernice Wilkins, Portsmouth, President; Linda Malone, Petersburg, Vice-president; Ruth Dold, Buena Vista, Secretary; Ruth Beery, Harrisonburg, Secretary; Virginia Harvey, Roanoke, Business manager; Sylvia Myers, Harrisonburg, Librarian.

Choral Club—Elizabeth Malone, Roanoke, President; Eugenia Eley, Suffolk, Vice-president; Bess Cowling, Eastville, Secretary; Ruth Dold, Buena Vista, Treasurer; Lillian Derry, Norfolk, House Chairman; Sylvia Myers, Harrisonburg, Librarian.

Orchestra—Maggie Roller, Staunton, President; Eunice Lindsay, Norfolk, Vice-president; Rebecca Spitzer, Hinton, Secretary-treasurer.

Avonlea Music Club—Martha Derrick, Pulaski, President; Sallie Norman, Culpeper, Vice-president; Mildred Kline, Waynesboro, Secretary; Eugenia Eley, Suffolk, Business Manager; Thelma Lewis, Richmond, Chairman Program Committee.

Cotillion Club—Bernice Wilkins, Portsmouth, President; Virginia Curtis, Hampton, Vice-president.
dent; Martha Spencer, Norfolk, secretary; Bess Cowling, Eastville, treasurer; Ida Pinner, Roanoke, business manager; Peggy Sexton, Norfolk, sergeant-at-arms.

Alpha Literary Society—Lucy Davis, Norfolk, president; Mayme Turner, Stone Mountain, secretary; Julia Reynolds, Atlanta, Georgia, treasurer.

Lanier Literary Society—Ida Pinner, Roanoke, president; Martha Spencer, Norfolk, vice-president; Virginia Curtis, Hampton, secretary; Bess Cowling, Eastville, treasurer; W. Doan, Petersburg, sergeant-at-arms; Rebecca Jennings, chairman program committee.

Lee Literary Society—Virginia Field, Lexington, W. Va., president; Anne Ragan, Blacksburg, vice-president; Mary Crane, Waynesboro, secretary; Mary Brown Allgood, Petersburg, treasurer; May McNeil, Fishersville, critic; Mildred Alphin, Lexington, sergeant-at-arms; Mildred Beeryman, chairman program committee.

Page Literary Society—Helen Lineweaver, Harrisonburg, president; Irene Garrison, Harrisonburg, vice-president; Ruth King, Clifton Forge, secretary; Lucille Jones, Penlan, treasurer; Dorothy Hareing, Fentress, critic; Eila Watts, Clifton Forge, sergeant-at-arms; Phyllis Palmer, Green- ville, chairman program committee.

Frances Sale Club—Charlotte Turner, Hendersonville, N. C., president; Frances Bass, News Ferry, vice-president; Olivia Malmgren, Norfolk, secretary; Anne Ragan, Blacksburg, treasurer; Maggie Roller, Staunton, chairman program committee.

High School Club—Mayme Turner, Stone Mountain, president; Genevieve Cleveenger, Winchester, vice-president.

The Art Club—Frances Hughes, Harrisonburg, president; Bernice Mercer, Norfolk, vice-president; Mary Lou Venable, Charleston, W. Va., secretary-treasurer; Maggie Roller, Staunton, chairman program committee.

The Euclid Club—president; Lucy Davis, Norfolk, vice-president; Leonide Harris, Norfolk, secretary; Mary Frances Rand, Amelia, chairman program committee.

French Circle—Mary Crane, Waynesboro, president; Phyllis Palmer, Greenview, vice-president; Mary Armentrout, MacGaheysville, secretary; Lucille Jones, Penlan, treasurer; Mayme Turner, Stone Mountain, chairman program committee.

WHAT HARRISONBURG GRADUATES OF THE CLASSES OF 1927 ARE DOING

As in former years most of our graduates of the June and August classes of 1927 were successful in finding locations for the current session. Many of them are working in Virginia, but a few are scattered from Florida on the south to Pennsylvania on the north. Only a small number have been negligent in reporting their positions for the year.

Some of the two-year graduates returned to college to work for their degree in elementary education: Cledia E. Heizer, Marietta Kagey, Sara Ruth King, Dorothy Lindgren, Lyda Delle Moore, Kathryn T. Pace, and Mary C. Strickler. Miriam Pear, now studying at Johns Hopkins, is the only member of the two-year class who went elsewhere to school.

The following full graduates are now working for the Master of Arts degree: Marjorie Ober, at William and Mary, Pauline Callender, at Columbia University, and Ruth F. Lewis, at the University of Virginia.

A few graduates were not located for the fall quarter: Pauline Conner, Marjory Kelly, and Mary Will Porter, four-year graduates; and Mildred A. Barrett, Nola A. Bart, Rachel Beery, Sadie Block, Hope Burgess, Lois Cloud, Dorothy Gibson, Margaret Hatcher, Kate Patton, Bernice Salsbury, Flossie Joe Smith, and Virginia Mae Williams of the two-year graduates.

B. S. GRADUATES (HIGH SCHOOL COURSE)

Allen, Fannie Green—History and English, Hot Springs, Va.

Davis, Betty—History, Charlottesville, Va.

Dunn, Therma—English and chemistry, McLean, Va.

Ellmore, Elizabeth—Sixth and Seventh grades, Flora, Va.

Gramer, Margaret—Biology and English, Manassas, Va.

Hedrick, Louise—History, Lebanon, Va.


Lucas, Josephine—Primary grades, Woodlawn, Va.

Payne, Mary I.—Seventh grade, Elizabeth City, N. C.

Sullenberger, Ruth—Physics, English and history, Lawrenceville, Va.

Thompson, Sarah Elizabeth—Supervisor Junior H. S., Pleasant Hill, Va.


B. S. GRADUATES (ELEMENTARY TEACHING AND SUPERVISION)

Grubb, Elizabeth M.—First grade, Norfolk, Va.


Hopkins, Lucile—Primary grades, Arlington County, Va.

Lucas, Josephine—Primary grades, Woodlawn, Va.

B. S. GRADUATES (HOME ECONOMICS)

Crawford, Ruby—Home economics, Toano, Va.
Davis, Marie—Home economics, Aldie, Va.
Draper, Veta—Science and home economics, Rocky Mount, Va.
Dunlap, Frances A.—Home economics, Tabor, N. C.

Goodloe, Elizabeth—
Hundley, Lilly—Home economics, Appomattox, Va.
Kerr, Helen—Home economics, Leesburg, Va.
Pitts, Stella—Home economics, Buena Vista, Va.
Quisenberry, Nettie—Home economics, Timber-ville, Va.
Seebert, Martha—Home economics, Brownburg, Va.
Stagler, Lucy—Home economics, Leland, N. C.
Wright, Ruth—Home economics and biology, Norview, Va.
Yeatts, Helen D.—Home economics, Rural Retreat, Va.

TWO-YEAR GRADUATES (GRAMMAR GRADE AND PRIMARY COURSE)

Babcock, Eva—Primary grades, Fuquay Springs, N. C.
Bailey, Genevieve—Primary grades, Charleston, W. Va.
Baker, Louise F.—Primary grades, Summer Hill, Va.
Bertschey, Bessie—Grammar grades, Phoebus, Va.
Besley, Elma—Grammar grades, Annandale, Va.
Boggs, Virginia—Primary grades, Oris, Va.
Boisseau, Loula—Primary grades, Arlington County, Va.
Bollinger, Helen—Primary grades, Bassett, Va.
Bower, Sarah—Primary grades, Grafton, W. Va.
Brock, Frances—Grammar grades, Elkton, Va.
Brock, Irene—Grammar grades, Arlington County, Va.
Bulftant, Emily—Grammar grades, Glenview, N. C.
Calvert, Edna—Primary grades, Sharon School, Pittsylvania County, Va.
Campbell, Annie—Primary grades, Clifford, Va.
Cary, Ruth—Primary grades, Winchester, Va.
Cauthorn, Mary—Private School, Clifton Forge, Va.
Chamberlin, Catherine—Primary grades, Hagers-town, Md.
Chandler, Mary Will—Rural School, Pleasant Green, Va.
Chilton, Mary Sue—Grammar grades, Beulahville, Va.
Clarke, Margaret M.—Primary grades, Covesville, Va.
Cox, Leslie—Primary grades, Alexandria, Va.
Cundiff, Lottie—Primary grades, Roanoke County, Va.
Dahmer, Erle—Rural School, Loudoun County, Va.
DeHart, Charlotte—Grammar grades, Winchester, Va.
Driver, Virginia—Grammar grades, Cartersville, Va.
Duling, Lucille—Grammar grades, Portsmouth, Va.
Everette, Inez—Rural School, Rosamond, N. C.
Ferebee, Mary—Primary grades, Birds Nest High School, Va.
Fitzgerald, Gladys—Primary grades, Raleigh, N. C.
Frey, Nina—Grammar grades, Arlington County, Va.
Gilkerson, Ellen—Primary grades, Waynesboro, Va.
Glass, Alice—Grammar grades, Buena Vista, Va.
Graybill, Elsie—Grammar grades, Buena Vista, Va.
Groton, Hazel—Grammar grades, Arlington County, Va.
Grove, Leola—Grammar grades, Grimesland, N. C.
Gum, Marie—Primary grades, Middleburg, Va.
Hardesty, Lucille—Grammar grades, Berryville, Va.
Harris, Ruth—Primary grades, Harrisonburg, Va.
Herrick, Frances—Grammar grades, Kempsville, Va.
Hill, Ruth—Primary grades, Harrisonburg, Va.
Hinton, Mary—Grammar grades, Big Stone Gap, Va.
Hiserman, Edyth—Primary grades, Waynesboro, Va. (Private School).
Hubbard, Martha—Grammar grades, Bever Island, N. C.
Jackson, Lucille—Rural School, Winchester, Va.
Jackson, Hunter Lee—Grammar grades, Port Republic, Va.
Johnston, Anna—Grammar grades, Buena Vista, Va.
Johnson, Margaret—Primary grades, Temperanceville, Va.
Keezel, Julia—Primary grades, McGeheysville, Va.
Kidd, Corinth—Rural School, Oakley, Va.
Knee, Bernardine—Grammar grades, Winchester, Va.
Lee, Marion—Grammar grades, Great Bridge, Va.
Lohr, Anna—Grammar grades, Rochelle, Va.
McLemore, Mary Lee—Primary grades, Wise County, Va.
Mackey, Julia—Primary grades, Rich Creek, Va.
Maddox, Edyth—English and history, Faber, Va.
Martin, Virginia—Primary grades, McDowell, Va.
Mason, Elizabeth Lee—Grammar grades, Norfolk, Va.
May, Vallie—Primary grades, Singers Glen, Va.
Mercer, Sarah J.—Primary grades, South Norfolk, Va.
Meyerhofer, Mattie—Grammar grades, Port Republic, Va.
Miller, Mareta—Grammar grades, Timberville, Va.
Milton, Frances—Grammar grades, Page County, Va.
Moseley, Evelyn—Primary grades, Grace Mission, Va.
Pence, Margaret—Grammar grades, Hopewell, Va.
Persinger, Frances—Primary grades, Covington, Va.
Peters, Virginia—Primary grades, Lowmoor, Va.
Puryear, Virginia—Primary grades, Flint Hill, Va.
Reynolds, Anna Mae—Grammar grades, Fieldale, Va.
Richardson, Joseph—Primary grades, Cluster Springs, Va.
Rodgers, Irene—Grammar grades, Arlington County, Va.
Ross, Carita—Primary grades, Axton, Va.
Rush, Frances—Grammar grades, Norfolk, Va.
Schlosser, Louise—Primary grades, Gordonsville, Va.
Shirkey, Sara Belle—Primary grades, Winchester, Va.
Shreve, Pauline—Grammar grades, Arlington County, Va.
Silcott, Gladys—Grammar grades, Catlett Va.
Smith, Catherine B.—Grammar grades, Manassas, Va.
Stephenson, Mary Sue—Primary grades, Suffolk, Va.
Swank, Jane—Primary grades, Beckley, W. Va.
Tisdale, Virginia—Primary grades, Fredericksburg, Va.
Trimble, Katherine—Primary grades, Doe Hall, Va.
Titus, Anna L.—Primary grades, Covington, Va.
Tyler, Mildred—Primary grades, Sandston, Va.
Vance, Katherine—Grammar grades, Deep Creek, Va.
Wagner, Martha—Rural School, Monterey, Va.
Watts, Margaret Crump—Primary grades, Portsmouth, Va.
Welch, Constance—Grammar grades, Purcellville, Va.
Wenger, Alta—Primary grades, Broadway, Va.
Weston, Willie—Grammar grades, Union Level, Va.
Whitley, Elizabeth—Primary grades, Lewiston, N. C.
Whitlock, Madeline—Primary grades, Arlington County, Va.
Whitmer, Thelma (Mrs. J. Mark Rinker)—Rural School, Woodstock, Va.
Will, Alice—Primary grades, Timber Ridge, Va.
Wimer, Ocie Lee—Grammar grades, Crabbottom, Va.
Wood, Florence—Primary grades, Mica, Va.
Younger, Gertrude—Primary grades, Naruna, Va.

ALUMNAE NOTES

Verlie Story (Mrs. G. C. Giles) lives at 1505 Russell Street, Fort Hill, Lynchburg. She has stopped teaching school, but she cannot give up the habit of writing poetry.

Etna Hardaway spent her autumn vacation in Cuba. She found Havana a beautiful city, but Roanoke, the “Magic City,” is still home to her.

Florence Pierce Jackson is supervisor of the public schools in Southampton County. Her address is Franklin, Va.

Lucille Keeton, writing under date of November 28 from Alberta, Va., says: “You remember Virginia Mecartney, don’t you? She came up and spent the evening with us while her husband went to Lawrenceville. She is Mrs. Barrow now. She is teaching with us this winter. So is Katharine Jones. This is almost an H. T. C. faculty.”

Hazel Davis says, writing November 25, “I am still working on my scrapbook of the trip to Europe. It’s a perfect Behemoth, and is still growing. I’ve reached Paris, so it won’t grow much larger.”

Marjorie Ober says, date November 21, that she likes it at William and Mary, “but my! how I do miss H. T. C.!”

Mary Scott is right at home in New York City, and is planning wonderland Tours of Europe for discriminating travelers. Her address is Suite 1502, Knickerbocker Building.

Mary Lane Garrison, 8 years old, daughter of Lillian Millner Garrison, president of the class of 1915, is already making a record in the Norfolk schools. Her brother David, aged 4, feels much grown up to be in kindergarten.

Kathleen Harless (Mrs. James Beasley) also lives in Norfolk. She is a member of the class of 1914; and we are hearing fine things about her interesting family.

Writing December 5, at Norfolk, one of our girls says: “Last week brought a heartbroken letter from Virginia Willcox Hatchett (Mrs. Sexton now). She had just received a message telling of the death two weeks ago of our Mary Sheilds Alexander—one of our best loved alumnae, class of 1915. I cannot recall her married name. She left a husband and two children.”
Ruby Hale is spending this session in the National Business College of her home city, Roanoke. She has recently been honored by election to the student council.

On October 20, in Philadelphia, Ellen Kagey and Karl C. Moore were married. Since November 1 they have been at home at Weyers Cave.

Edna Earl Reeves and Dr. John R. Adams were married November 23, at Sutherlin, Va. Since December 1 they have been at home at Danripple, Va.

One of our good friends in Norfolk, writing under recent date, says: “I have lately seen and talked with the following Harrisonburg girls: Stella Burns Lindemann, Kathleen Harless Beasley, Anne Clark Gwaltney, Hazel Oldaker (such a handsome girl these days), May Rowbotham Gatling, Ruth Vaiden Pattie, Georgie Foreman Smith, Evelyn Koogler Lineweaver, and Marjorie Ober.”

The two last named live in Ashland Circle, near Lillian Millner Garrison.

Sadie Williams sends word of greeting from the shadow of the National Capitol.

Frances Barham’s address is 317 61st Street, Newport News.

Sydney M. Artz is teaching again this year in old Shenandoah. Her interest in local history is unflagging.

OUR CONTRIBUTORS

EDNA EIGHMEY (Mrs. Petrescu) is supervisor of elementary grades in the Handley Schools at Winchester.

MARY FINNEY SMITH is a junior in the State Teachers College at Harrisonburg. Mrs. Smith is specializing in the home economics department.

JOY ELMER MORGAN is editor of the Journal of the National Education Association, in the November (1927) issue of which this article first appeared.

MARY GORDON PHILLIPS is a senior in the college, and worked out these units under the direction of Miss Sarah Elizabeth Thompson, supervising principal of the Pleasant Hill School.

MILTON SMITH offers courses in drama in Columbia University and is head of the English department of the Horace Mann School for Boys, New York. He is author of The Book of Play Production (Appleton).

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by Katherine M. Anthony

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