3-1-1928

Virginia Teacher, March 1928

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

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DIVISION SUPERINTENDENTS OF SCHOOLS IN VIRGINIA
M. L. Combs

REMARKS ON TEACHING ENGLISH
President Arthur S. Pease, of Amherst

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E. Estelle Downing

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DIVISION SUPERINTENDENTS OF SCHOOLS IN VIRGINIA

There are 108 division superintendents of schools in Virginia. Eighty-eight of these are superintendents of counties and the remaining twenty are city superintendents. Ten of the 88 rural divisions consist of two counties, one consists of three counties and the remainder consist of one county each. At the present time all the superintendents are men.

Some interesting facts have been revealed by data compiled by the Division of Research and Surveys in the State Department of Education. The accompanying tables present a clear picture of the situation with reference to school superintendents in Virginia. For instance, the median age of the rural superintendents is 42 and the range is from 25 to 78. The median number of years these superintendents have served in their present positions is 8.5 with a range from less than one to 41 years. Four have served in their present positions 41 years.

The median number of years of training above high school graduation is 4.6. The percentage having professional training, that is, specific training for administering schools, is 70.5. Thirty-seven and five-tenths per cent have had additional training in the last five years.

Sixty-six out of the eighty-eight rural superintendents or 75 per cent hold college or university degrees. Twenty-two per cent hold one or more degrees in addition to the bachelor's degree.

City Superintendents

The situation with reference to the superintendents of schools of cities is no less interesting. There are 20 of these—each division comprising a single city. The median...
TABLE III. Positions Held by the Rural Superintendents of Virginia at the Time They Were Elected to Their Present Positions

<table>
<thead>
<tr>
<th>Position held when elected to present position</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division superintendent of another division</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Supervising principal</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Principal high school</td>
<td>46</td>
<td>52.3</td>
</tr>
<tr>
<td>Principal junior high school</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Assistant principal of high school</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Principal elementary school</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>Principal private school</td>
<td>5</td>
<td>5.8</td>
</tr>
<tr>
<td>Teacher in high school</td>
<td>4</td>
<td>4.7</td>
</tr>
<tr>
<td>Teacher in private school</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>Teacher in college</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>District supervisor</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Assistant superintendent and supervisor</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>President Soochour University, China</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Clerk of county school board</td>
<td>3</td>
<td>3.4</td>
</tr>
<tr>
<td>School trustee</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>College student</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Physician</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Minister</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Farmer</td>
<td>1</td>
<td>2.3</td>
</tr>
<tr>
<td>Insurance business</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Lumber business</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Engineering and contracting</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Clerk of Circuit Court</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Rural mail carrier</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Business (not designated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The median age of city superintendents is 47.5, with a range from 32 to 75 years. The median age is 5.5 years higher than that for rural superintendents. The median length of tenure of city superintendents is five years, with a range from two to 49 years. Superintendent Glass of Lynchburg has served continuously as superintendent of this city for 49 years, and it is believed that he has served longer than any other school administrator in the United States.

Fifteen per cent of these men were superintendents of other cities before entering the present positions. Although the median number of years served in present position is only five, the median for the total experience as superintendent is 8.3 years.

The median number of years of training above high school is 5.3 with a range from 0 to 10. Sixty-five per cent have had professional training. Forty per cent have had additional professional training in the last five years.

TABLE IV. Age, Tenure, Experience, Training and Previous Position of City Superintendents of Schools of Virginia

<table>
<thead>
<tr>
<th>Features</th>
<th>Median</th>
<th>Range</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>47.5</td>
<td>32-75</td>
<td></td>
</tr>
<tr>
<td>No. of years in present position</td>
<td>3</td>
<td>2-49</td>
<td></td>
</tr>
<tr>
<td>Total number of years as division superintendent</td>
<td>8.3</td>
<td>2-49</td>
<td></td>
</tr>
<tr>
<td>Percentage with teaching experience in open country</td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Percentage with teaching experience in village</td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Percentage with teaching experience in city</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Percentage with teaching experience in high school</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Percentage with teaching experience in normal school or college</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Percentage with experience as principal of elementary school</td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Percentage with experience as principal of high school</td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Percentage with experience in other administrative work</td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>No. of years training above high school graduation</td>
<td>4.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage holding degrees</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Percentage having professional training</td>
<td></td>
<td></td>
<td>70.5</td>
</tr>
<tr>
<td>Percentage taking additional training in last five years</td>
<td></td>
<td></td>
<td>37.5</td>
</tr>
</tbody>
</table>
March, 1928

THE VIRGINIA TEACHER

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TABLE V. College and University Degrees Held by the City Superintendents of Virginia

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. B.</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>A. B., B. S.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>A. B., A. M.</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>LLD.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>A. B., A. M., Ph. D.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>90</td>
</tr>
</tbody>
</table>

Ninety per cent of these superintendents hold college or university degrees.

The personnel of the rural school superintendents has greatly improved in the last ten years. There has been striking improvement in both the general training and professional preparation of these officials. This five years. Ninety per cent of these superintendents hold college or university degrees.

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TABLE VI. Positions Held by the City Superintendents of Schools in Virginia at the Time They Were Elected to Their Present Positions

<table>
<thead>
<tr>
<th>Position held when elected to present position</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent of another city</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Principal of high school</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Supervising principal</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Principal junior high school</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Principal elementary school</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Supervisor of instruction</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Assistant superintendent of schools</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Teacher in high school</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>State supervisor secondary education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Agent U. S. Bureau of Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Student and teacher</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

to speak of some thoughts which I have had, all of them far from original, on the opportunities, the weaknesses, and the possible improvements of English teaching. I trust, however, that any suggestions I may present will be received or rejected in as friendly a spirit as that in which they are offered, for experience leads me to think that teachers, as a body, receive far too much of hostile and far too little of constructive criticism. I shall avoid the technical lingo of pedagogy, and speak in the tongue in which men normally discourse.

An address before the New England Association of Teachers of English at Springfield, December 10, 1927. Reprinted, with permission, from The English Leaflet, January, 1928.

REMARKS ON TEACHING ENGLISH

When asked by Dr. Fuess to address this meeting I was at first in doubt as to my competency, since I have never taught English, and have lacked extended experience as a student in English courses, while my acquaintance as a college executive with the problems of English teaching has been too brief to enable me to speak with any authority on that ground. If, however, you are willing to listen to me as a teacher of the classics (my regular work until the present year), and from my observations to select those which may commend themselves to you as reasonable, I am willing to offer myself as a victim, and

M. L. Combs
I

Time is lacking to discuss the history of English teaching, save to call attention to the fact that it is a comparatively modern study and one in entire innocence of which (as academic discipline) most of our greatest men of letters were reared.

As to its purposes, I may express the view that they are: first, to impart an intelligent, enthusiastic, and abiding devotion to the great works of our literature; and, second, to train us in the sincere and effective oral or written presentation of our own ideas. These purposes I shall not, at the present time, undertake to defend, seeing myself defenseless here in the presence of so many and so varied defenders of the faith.

The distinctive opportunities open to teachers of English arise from several causes, of which there may be especially mentioned five: (1) because English is a subject perhaps more generally prescribed than any other in our school and college curricula; (2) because English departments teach a subject which, in general, is without the prerequisites of other prolonged or difficult studies such as are found in subjects more obviously developed in sequences or necessitating lengthy drill in paradigms or formulae; (3) because English teachers deal with the mother tongue, the importance of which is apparent to nearly every one, and have no need of spending valuable time and energy in aggressive propaganda or defensive apologia; (4) because they deal not only with a great world literature, but with one which has the added interest of being constantly in the making, which possesses, that is, the zest of contemporaneity; (5) because, in English composition, they teach the use of a tool considered essential for successful expression in many fields.

With these advantages which English teachers enjoy over their colleagues in various other subjects (although not all five are peculiar to them) come certain weaknesses and perils of which they should be clearly aware and against which it would be well that they should set their house in order, by means of severe self-criticism like that from which the teachers of the classics are now profiting. Some of these weaknesses you will, I trust, pardon me if I frankly enumerate.

(1) The wide prescription of English is likely to crowd your classes with indifferent or at times rebellious students, unwilling to work and a constant burden upon the educational body. This same objection, of course, applies to any other prescribed subject, but in somewhat lesser degree in proportion as other subjects are less universally prescribed.

(2) The comparative lack of prerequisites robs you of the advantages which come from receiving students drilled in a stiff preliminary training, some of whom have acquired a respect for study as such, and the majority of whom have a more or less mild expectation of having to work. When they observe the easy-going way in which students are admitted to English courses and in which some teachers are appointed to the teaching of English, they are likely to lose respect for a subject which appears (mark, I do not say which is) so painlessly mastered. That “any one can teach English” is an idea fundamentally wrong, but too widely held by students, parents, school principals, and the public at large for the good of the subject.

(3) The very familiarity of the mother tongue may not only arouse respect but also breed contempt. The readiness with which a student has despised, misused, and maltreated this mother tongue since birth is not easily changed. You may tell a student of Latin that the subject of the finite verb is in the nominative case and he will accept that fact (when he does not forget it), but if he is told not to say “It ain’t no use,” he may be very loathe to change, aware, as he is, that millions of the em-
ployers of the language do use the expression; and even a boy who has been brought up in cultivated surroundings and who speaks with reasonable correctness may be restive in an analytical study of English grammar—a fact which probably goes far toward explaining the comparative neglect today of intensive grammatical study, and the consequent vague, sketchy, or mistaken ideas current about language as such. I should hazard the guess that most of the correct, or at least of the definite, ideas about language in general to be found anywhere in America today are derived from the study of Latin grammar. Were grammar a mere idle frill, a painful classification of the obvious, or a disciplinary snare devised to entrap the unwary, we could well dispense with it; but when we reflect that it is the essential framework of speech, and, with its closely related and similarly neglected kinsman, logic, the absolute prerequisite and condition of precise thinking, its loss is deplorable, and I think that the teachers of the classics, in particular, have some justification for feeling that they have been all too often abandoned at just this point by the teachers of English and of the other modern languages, who should have been their closest allies, but who have chosen the easier way. Further, while granting that all language is in a constant state of growth and change, I deplore the attitude of those insurgents among the ranks of English teachers who are not only willing but apparently eager to demolish all standards of correct speech and to admit into good linguistic company the vulgar and illogical jargon of the gutter. Perhaps we may never attain in English an accuracy of pronunciation and precision of expression like those of the French in the use of their mother tongue, but certainly we might, both by teaching and example, do more than we are now doing in this direction.

(4) From the very contemporaneity of English literature arises one of your greatest perils, namely, that of substituting for superior and tested standards those which are trivial, ephemeral, or meretricious. Label a course "contemporary literature" or "the contemporary novel" and it will be flooded with students often entirely unfitted for it, because completely ignorant of what is of permanent worth in English literature. Surely, narrowing as is the provincialism of space, the failure to know and the inability to imagine what is outside our own limited residence, it is comparatively harmless beside the provincialism of time, which views, not man, but the moment and its passing fads as the standard of all things. It is a valid argument that we should understand the civilization in which we live, but equally important is the fact that we cannot intelligently understand the contemporaneous except against the background of what has preceded it. As I scan college catalogues and programs of study, it appears to me that this unfortunate sort of provincialism is on the increase, and that even the English classics, like Shakespeare and Milton, which furnish real meat and demand honest work, are more and more relegated to the company of Beowulf on the shelf of the antiquarian. Nor is this to be considered merely a sin of commission, the wasting of time on what is, after all, unworthy of it and on what is, for us, on its literary side, so obvious as to demand no exegesis and little discipline of rigorous thinking. Equally lamentable is the fact that students are thus, at a formative age for their tastes and standards, cut off from the really great, and lured away, perhaps forever, from a supreme opportunity. Anyone of ordinary intelligence can read a contemporary novel (with more or less satisfaction—or disgust), but the classic English writers, on account of inherent difficulties of style or because of the unfamiliarity of their setting, are in more need of an expert to guide students to their understanding and teacher. Nor is it good psychology, by over-spiced foods, to spoil a stu-
dent's taste for those which are really rich in intellectual vitamins.

(5) From the idea that English composition is an effective tool for expression and hence of practical application in the work of the world arise two closely related dangers, both based on a fundamental insincerity: the first, that of making cleverness of style a cloak for absence of ideas; and the second, that skill in speaking or writing may become the one essential tool of propagandists, shysters, demagogues, professional promoters and agitators, emotional revivalists, yellow journalists, and the rest of that ten or fifteen per cent of the population who live as parasites upon honest science, art, business, and labor. If effective writing is a mere trade trick, to be picked up (as some quack advertisements persuasively imply and some more reputable teachers appear to admit) in a short and non-disciplinary course of study, if it be a part of one's education to write at short notice themes on subjects of which he cannot, in the nature of things, know anything, or to defend views which no normal and up-right man should uphold, then the door is open for every type of insincerity and fraud. One of my friends, who expresses himself with decision, has repeatedly said to me that he considers college debating the most immoral influence in our colleges today, because it tends to produce a sophist-like readiness to defend either side of a case, irrespective of the right. I have never happened to ask him where the daily theme comes in his classification of crimes in so far as it may lead a student to write about topics irrespective of knowledge of them or belief or interest in them. In all these matters, the danger clearly arises from the irresponsible manipulation of vocabulary (where one should find the logical exposition of ideas), with a premium upon the spicy and specious rather than upon the solid and substantial.

II

So much, then, for a diagnosis of weaknesses. Now let me suggest a few possible remedies, none of them new and most of them perhaps already practised by those present. For the difficulties arising from the almost universal prescription of English, I have no suggestion to offer, but against the danger of too great ease, the remedy is obvious; make English courses harder. It is too often the case, however, that this is done by increasing the bulk of outside reading, with the result that more books are skimmed, or even (where the cramming system is well organized) covered only by outlines prepared by unscrupulous tutors; and instead of acquiring a wider view of the field, as hoped, by the teacher, the student merely adopts less careful and less thoughtful habits of reading. Furthermore, granted that the reading is conscientiously done, the amount of time consumed by such work, in courses in English and history especially, frequently raises the complaint that those subjects are unduly trespassing upon others in the curriculum. What is needed, I believe, to make the study of English literature hard is the kind of hazard found in the study of a foreign language, with constant insistence on accurate and intensive study, thus increasing requirements in a qualitative rather than a quantitative manner. In the classics, our study has been so constantly intensive that we need, for our outside work, an extensive balance. In English, at present, I think the reverse is perhaps the case. Further, a return to the older requirements of memorizing a fair number of masterpieces of poetry would do much toward stiffening English courses and would leave a larger and more valuable residuum after they are completed.

To counteract the contempt for the mother tongue, of which I have spoken, you have open to you an insistence, first, on that grammatical study which you have so largely jettisoned, and, secondly, upon ac-
Accuracy in detail and conciseness of expression. Punctuation, for example, is worthy of far more attention than seems to be generally given it; and there seems to be no good reason why we should not expect themes and written exercises to be handed in to us in a form fit for publication, so far as correctness in details is concerned, or why we should not grade severely all failures to attain such a standard. To encourage conciseness, let me recommend an exercise, possibly sometimes tried, but too seldom for the results to be as yet conspicuous. Prepare a paragraph or two in the turgid, vague, and periphrastic style unhappily so common today, and require the students to reduce it to the smallest number of words consistent with retaining all its ideas and expressing them in good English. Then compare the original and the deflated versions and bestow discreet commendation on the successful condensers. Such exercises widely practised over a series of years would save millions of dollars in printing and would set untold hours of readers free for the acquisition of additional ideas, for turgidity and vagueness are almost the equals of procrastination as thieves of time.

Against the danger of excessive contemporaneity the remedy is easy, namely, to admit no one to a course in modern or contemporary literature until he has successfully completed a very considerable amount of work in the older classics and has some acquaintance with those standards which are followed, modified, or rejected by contemporary writers. Furthermore, before discussing contemporary fiction, drama, or essays dealing with social, economic, and religious problems, beyond the experience and the mental development of most of the class, demand that students should have successfully completed some work in history, economics, philosophy, or comparative religions so that they may be qualified to judge of these questions on the basis of real information, and so that callow minds may not be at the mercy of the irresponsible smartness of clever writers. Far more harm than some imagine is being done by setting immature students at such alluring but often destructive reading without first equipping them with that steadying of judgment which comes from the mastery of difficult but highly pertinent prerequisites. Incidentally, your courses may thus become courses in English, rather than as at present thoughtful critics often accuse, courses in things in general.

Lastly, encourage sincerity rather than smartness. I do not mean by this to advocate dullness or banality; yet I do feel that in an excessive reaction from the trite and the obvious, we too often steer students into the whimsical, the paradoxical, and the untrue. Better it would be to leave the theme unwritten than to make it a vehicle for ideas not sincerely felt and intended merely to startle. If you feel that literature is merely an external manner, you may suppose that such exercises can have little or no deleterious effect on a student's real life and thought, but I trust that you take a higher view of your chosen field than this would imply. In fact, it seems to me that upon us teachers of literature devolves a very important part of the burden of shaping the moral thought of our students, for it is we who are the conservators and the dispensers of a large and essential part of the idealism of the race, both past and present, to the generations of the future; and if our salt has lost its savor it bodes ill for the world.

The advice which I have given will not meet with wide acclaim in the market-place, or perhaps even among your ranks; it will not produce immediate successes upon the stage, and on the railroad bookstands, or perhaps even in the lecture hall and the pulpit. Those who consistently practise it may be doomed to ridicule as puritanical and to contempt and misrepresentation as reactionaries; yet if ably pursued, with determination and courage, over a series of years, the remedies I have advocated (and similar
ones which will perhaps occur to you) would, I believe, free the teaching of English from many of the reproaches now directed against it by thinking men and would train up a generation of school and college graduates less tolerant of mediocrity and sham and more eager for substantial values and respectful toward real literary merit. The application of such standards in English, moreover, would hold up the hands of those who, in the face of many attacks, have been trying to maintain them in other studies of the curriculum. Real reform in the teaching of any subject must come from within. Accordingly it is yours, as English teachers, rather than mine, either as a former teacher or a present executive, to improve conditions if need there be. I might, as Plato makes Socrates say, have said to you pleasant things which it would tickle your ears to hear; but I have preferred to play the part of the Socratic gadfly; and, after all, “Faithful are the wounds of a friend.”

Arthur S. Pease

**TOPICAL OUTLINE OF AMERICAN HISTORY, 1789-1861, WITH ASSIGNMENTS**

**Introduction**

The aim of this plan is to encourage each child to work up to the limit of his capacity. This does not mean that each child will reach the “A” standard but that each child will be encouraged to use his thinking power to the best of his ability. Thus each one will reach a different level.

American history between 1789 and 1861 has been divided into six topics. Each topic has been outlined and assignments have been made on each topic. There is no choice given in the D assignment, which calls for such knowledge of the history of this period as must be gained in order to satisfy the requirements of the state course of study. The C, B, and A assignments each contain several choices and allow for individual differences within each assignment. It is hoped that the large majority of the class will pass from the D assignment on to the C assignment and some will go on to the B and perhaps the A assignment. There is no range of grades within each assignment. Excellent work will be required of each child before he is allowed to go from one assignment to another; his grade depends upon the quantity of work done. He either masters the assignment or he does not.

If a child who has mastered the D assignment wants to tackle a particularly challenging B assignment before he does a C assignment, it would be wiser not to break the law of readiness by forcing him to do a C assignment but let him do the B assignment. However, he will only receive C credit for mastery of the B assignment until he has also mastered a C assignment, at which time he will receive B credit. This, of course, is the exception and not the rule.

The child, when working upon these assignments, is not expected to be working for a grade and these assignments are not to be held up to him as grade markers. Rather he is working for a mastery of the subject. The letters, A, B, C and D may not be mentioned to the children at all, but the assignments may be called Group 1, Group 2, etc.

The length of time given to each topic must be regulated by each teacher. The suggested place to call time is when one or two students have reached the A standard. Of course, if no one reaches this standard within a reasonable length of time the teacher may have to call time. However, it would not be advisable to break off a piece of work particularly satisfying (to pupil and teacher) for the sake of time.

This plan is not fixed but should be changed by each teacher to suit the needs of her class. The order in which the topics appear, or the topics themselves, may be
changed. The assignments may be changed or added to at any time. The wise teacher will watch her class for suggestions of assignments and will use these when possible.

Topics
1. Social history (music, art, literature, education, religion.)
2. Economic, commercial, and financial history
3. First 15 presidents and political history
4. Foreign affairs
5. Political parties
6. Slavery

These topics are arranged in the order in which we believe they could be used most naturally and beneficially. We have selected social history for the first topic because it is one in which children are easily interested and also because a knowledge of social history makes the study of political history more easily understood. Slavery has been chosen for the last topic because it leads naturally into the study of history after 1861.

Assignments
The D assignment for each topic consists of assigned readings and satisfactory participation in class discussions. Checks should be given on this work. The C, B, and A assignments are jobs that the children may do, over and above the regular class work. The assignments are not complete enough to be used as contracts under the Dalton plan, although they allow for individual work and supervised study.

Suggested books may be found at the end of this plan in the bibliography for children.

Topic 1

C assignments:
1. Write a booklet on the life and works of one composer of this period. Illustrate it if possible.
2. Collect in a scrapbook pictures by the greatest artists of this period. Write something interesting under each picture about it.
3. Imagine yourself taking a journey in 1790, and write a letter to a friend describing your adventures.

B assignments:
1. Make a notebook containing poems and songs of this period. Tell something about each one.
2. Locate the 6 largest cities in the U. S. in colonial times and the 6 largest today. Compare the two sets in size, appearance, and provision for public health and safety. What provision of this kind does your city make?
3. Plan a typical Virginia plantation. Compare the manner of living at that time with the manner of living today.

A assignments:
1. Write a paper of at least 500 words comparing the condition of the laborer in 1830 with his condition in 1925. Decide in which period you would prefer to live, and give your reasons.
2. Make a collection of Negro folk songs. Try to find out how some of them originated. Could you and several of your classmates learn some of them and sing them for the class? Their history will need to be explained before they are sung.

Topic 2

C assignments:
1. Make a list of labor-saving devices in your home, and another list of the devices there for increasing comfort. How many of these have been invented since 1800? Since 1900?
2. Tell in story the achievements of the American Navy in the War of 1812.
3. Make a list of things eaten and worn by people in 1815 which had been produced by machinery.

B assignments:
2. Write on the following features of our foreign commerce since the Civil War: (a) relative importance of our agricultural and manufactured exports, (b) effect of our high tariffs on foreign commerce.

A assignments:
1. Make a list of the problems that arose when men began to do their work in factories. How many of these problems have been solved? How many partly solved?
2. Imagine yourself living in 1860 and listening to a man 70 years old, who is telling his grandchildren what wonderful changes have taken place in living conditions during his lifetime through inventions and discoveries in industry and science. Tell the story as he would tell it to your classmates.

Topic 3

C assignments:
1. Draw on a map of the U. S. the parts of the U. S. that at one time belonged to Great Britain; to Holland; to France; to Spain; to Mexico.
2. Make and fill in a chart of the Presidents down to 1844.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Party</th>
<th>Chief Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

3. Draw a time line to indicate the period from 1790 to 1860. Below the line, mark for the right years the most important inventions in industry and transportation. Above the line, mark the most important political events.

B assignments:
1. Draw two maps of the United States, one in 1800 and one in 1803, and show by what countries it was bounded in those years.
2. Read the biography of any one of these presidents. Study his life. Tell the class the story of his life.
3. Compile not fewer than twenty short stories, anecdotes, or poems about the presidents.

A assignments:
1. Write a letter to your congressman showing him, by comparison and contrast, the relation existing between our government and Cuba today and the relation existing between our government and Wisconsin (any state) before it became a state. Is there any comparison between this and the relation existing between England and her colonies in the 18th century?
2. Read Washington's Farewell Address. Summarize it for publication in the school paper during the month of his birthday.

Topic 4

C assignments:
1. List the wars that the United States took part in during this period, giving the causes and results of each.
2. Make a list of the reasons why the Monroe Doctrine seemed expedient.
3. Outline the growth of the United States from its beginning, showing when and from whom each piece of territory was acquired, and how it was gained (whether by purchase, arbitration, or conquest.)
4. Outline the steps by which the boundary between the United States and Canada has been established.

B assignments:
1. Explain in a paper of at least 500 words how the war of 1812 helped the United States in the development of commerce and manufacturing.
2. Write a paper justifying or opposing the purchase of the Louisiana territory.
3. Make a table showing the territorial expansion of the United States from 1803 to 1853. Include in your table the following items: (1) name of territory acquired; (2) date of acquisition; (3) method of acquisition;
(4) present states and parts of states included.

A assignments:
1. Prepare and give a talk supporting or opposing protective tariff.
2. On an outline map show the territory included in the Louisiana Purchase. Compare the trip of Lewis and Clark on the map with a trip across the continent today.

Topic 5

C assignments:
1. Should you have been a Federalist or a Democrat-Republican in 1800? Make a list of the things in which each party believed.
2. Have the pupils to conduct a political campaign for the election of any of the first 15 presidents.
3. Write a paper on the formation of the present Republican party.

B assignments:
1. Compare or contrast the platforms of the Democratic and Whig parties in 1844 with the Democratic and Republican parties in 1856.
2. Show on a map of the U.S. how many cabinet members each state has furnished to the country.
3. Write two letters to a leading Washington newspaper in 1845: one from a Whig of the North telling why he opposed entrance into the Mexican war and the other from a Democrat of the South in answer to the first telling why he favored entrance into the Mexican war.

A assignments:
1. Write a paper on the history of the Democratic party from its beginning as the Anti-Federalist party to 1860. Use it as the basis of a talk to the class.
2. Make a diagram to show the growth of political parties; give the names of the leaders, the dates of formation, and the problems that were the causes.

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James Morgan—Our Presidents. Macmillan.
West and West—Story of Our Country. Allyn and Bacon.

Sarah Elizabeth Thompson
Ethel Davis
A SALE ADVENTURE

IN THIS "creative age" of school life it seems necessary for the teacher and children to be searching together for "bigger and better" things to do—activities which will lead on in a variety of ever-widening interests and the acquirement of skills. It was in just such a search that the children of 4-A and their teacher began to work for a Christmas sale. The plan was thought of late in September because it offered possibilities for making money for new library books and because there would be time to make enough things for a big sale.

By the second week in October every child had decided upon something to make—something which he himself would like ever so much to possess. This was the best way to insure a heavy sale of finished articles on the appointed day of the sale. To list everything in the grand array is almost impossible here, but to say that there was assembled "everything from a monkey on a string to a bright tin hopping toad" will give an idea of the variety offered. Toys and doll furniture led them all on the list of articles to be made. What a busy time there was in making animals which could stand alone and look real, in making suites of furniture to match in size and color, and in making stencils to use in the decoration! The children really had the "stencilitis," it seemed, after they once knew how to make and use them. Ships, they thought, were the next most desirable and most beautiful to make, because they could use such striking color schemes in the flags. The color chart just barely saved some of these from being "color screams"—anyway, they were colorful. Probably the most interesting experience for the children was their use of Duco on glass jars and bottles to make vases. No one in the room had before realized that so many well-shaped jars were going to waste until they began to look for them for this special purpose.

When they had finished, no one but a queer person could have failed to find a vase just his style to buy.

Even though making satisfactory products for the sale was first in the minds of the children, there were obstacles which had to be overcome before the final goal was reached. The group had no capital to start with, and the seriousness of getting materials had to be faced. This meant planning and searching for scraps and waste products which could be turned into something. When the supply of spools, oatmeal boxes, dry goods boxes, and scraps from the mothers' sewing boxes was exhausted, the incubator factory came to the rescue. This was fortunate, for a supply of wheels and other well-shaped scraps of lumber gave ideas which no one had thought of. A few materials, like beaver board for the animals, paint for decoration, and dolls to be dressed, had to be bought on credit. This necessitated very careful bookkeeping so that the project would come out.

The financial "coming out" was very important to the children, but one problem which caused still more excitement and hotter discussion was the naming of the store. What would they call it? Each one who could think of names presented one to the class and gave every possible reason why it should be chosen. Novelty Shop won because it suggested such a delightful mixture and would look well on the posters and hand bills which were to be used in advertising.

At last the day of the sale arrived. The name and the advertising together drew a crowd of onlookers and buyers who were treated with all the courtesy expected in a well-managed shop. Each clerk took care of the business at his counter with the air of an experienced salesman and not an error was made in keeping the accounts. When the cashier made his report, the amount on the bills and the cash balanced exactly.

Seeing the happiness and the wholesome thrill which the children get from doing a
good job and making it turn out well is believing in this kind of learning situation in the schoolroom. This type of work represents an attitude or a point of view, not a “method” or “device” in teaching. It stands for experiences which lure the children into new adventures and new fields of discovery; it is the beginning of choosing life interests which lead to joyous self-expression.

MARIE ALEXANDER

LEAVES IN FALL

A Unit for Kindergarten or First Grade

THE children had noticed the leaves turning and beginning to fall from the trees. After asking the teacher a number of questions about these leaves, they decided they would like to know something about leaves in fall.

I. What the Children Did:
   A. They brought leaves to the schoolroom.
   B. They pressed and shellacked the best examples of each kind of leaf they had collected.
   C. They made a border of shellacked leaves for decoration.
   D. They traced leaves and colored them.
   E. They heard stories about the leaves and trees.
   F. They took an excursion
      1. They saw leaves growing on their trees.
      2. They brought back as many different kinds of leaves as they could find.
      3. They pressed and shellacked these.
   G. They made a chart of leaves with which they had become familiar by putting a pressed and shellacked example of each leaf they knew on the chart.
   H. They sang songs about autumn leaves.

II. What the Children Learned:
   A. They learned to recognize the leaves of the following trees:
      Maple
      Poplar
      Elm
      Umbrella
      Horse Chestnut
      Sumach
      Pine
      Cedar
      Oak
      Sycamore
   B. They learned how to press leaves.
   C. They learned how to shellac leaves.
   D. They learned how to use their crayons
      1. To use either the straight up and down movement or the straight across movement of the crayon.
      2. Not to use a combination of the two.
   E. They learned the following facts:
      1. That evergreens do not lose their leaves.
      2. That maple leaves turn gold and bright red.
      3. That oak leaves turn brown or dull red.
      4. That elm leaves turn yellow.
      5. That leaves fall from the trees after they have turned.
      6. That fallen leaves protect the plants that grow close to the ground.
   F. They learned the following songs:
      1. “Autumn Leaves”
      2. “Come, Little Leaves”
      3. “Falling Leaves”
   G. They enjoyed the following stories:
      1. “Anxious Leaf”
      2. “How the Oak Became King”
      3. “The Kind Old Oak”
      4. “The Little Pine Tree”
      5. “Why the Evergreen Trees Keep Their Leaves in Winter.”
III. Skills Emphasized:
A. In handwork they learned the proper use of the crayon.
B. In singing they learned how to sing with the piano. They learned to keep the pitch.
C. In preparing their chart they learned how to use the brush and to paste with care and neatness.
D. In listening to the stories they learned:
   1. How to appreciate stories
   2. How to listen to stories.

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Stories for Enjoyment
"How the Oak Tree Became King"—Arnold, S. L. and Gilbert, C. B., Stepping Stones to Literature, Silver Burdett and Co., 41 Union Sq. W., N. Y. City, v2. 80c.

Songs
"Come, Little Leaves"—Hollis-Dann First Year Music, American Book Co., N. Y. 1914.
"Falling Leaves"—Hollis Dann First Year Music.

LUCY S. GILLIAM

For a young man the privilege of browsing in a large and varied library is the best introduction to a general education.—SIR WILLIAM OSPER.

THE LOOM OF FRIENDSHIP

This pageant was planned and presented at the Michigan State Normal College, Ypsilanti, in May, 1927, under the supervision of Miss Ruth Robinson of the Department of Physical Education.

The Argument

A LAD and lass representing the youth of the World have gone forth to seek whatever is best in life. One day as they wander, they come upon a woman who, surrounded by her maidens, weaves upon a loom.

"Look, sister," cries the lad; "this must be some great queen. Mayhap she can help us in our quest. Let us question her."

Then they approach the woman who, in answer to their questions, replies:

"I am Friendship, and on my loom I weave the threads that show the love of men for their brothers. For ages I have woven thus. Now that the ocean has become a river and the mountain range a plain, I am striving to weave into my web colors from many lands, all in one harmonious pattern. These, my helpers, bring from afar the strands that are needed to bind the souls of the nations together."

Then the youths sit down to watch Friendship as she weaves at her loom. And as they watch, there passes before them a pageant of many peoples, each one showing in dance and mimicry the soul of a nation. From each in turn a herald carries to Friendship a strand of color to add to her pattern.

When the dances are ended, the lad and lass spring to their feet crying, "O Friendship, we are the Youth of the World. May we not help thee? Thou hast shown us that thou art the greatest thing in life—Friendship that ties together all the nations of the earth."

The Movement

1. Friendship, a stately woman in queenly garb, marches slowly across the open space in front of the platform and ascends to her throne beside the loom.
2. She is followed by a company of young women representing the attributes of Friendship, who take their places on either side of the queen's throne.

3. A lad and a lass, dressed in the style of the days of Robin Hood and apparently seeking for something, wander across the open space and approach Friendship's throne.

4. Friendship's helpers come down to welcome these youths and take them before the queen.

5. She receives them and invites them to sit near and watch her at her weaving.

6. A bugle sounds, and two heralds appear before the queen, bringing a strand of color for her pattern. This strand one of the maidens receives and carries to the queen, who weaves it into her tapestry.

7. As she does so, costumed dancers appear in the open space before the platform and execute a dance to represent their chosen country.

8. As soon as they leave, other heralds and dancers appear, each group bringing a strand for the weaving and presenting a dance native to or suggestive of their respective homelands.

9. As each dance is concluded, the performers take their places at the right or the left of the stage.

10. At the end of the final dance Friendship, accompanied by the lad and the lass, descends to the open space. Two or more representatives from the various national groups join hands with the court maidens to form a joyous moving circle about her, while the music peals forth.

11. Friendship and the two youths emerge from the circle and lead in a final triumphal march, the court maidens and the entire body of dancers falling into line.

**General Suggestions**

Putting on this pageant can be made an all-school or even an all-community project. It is intended for out-of-door presentation, a large natural amphitheater being most ideal; but it can be presented indoors. At one side erect a stage three or four feet high and large enough to accommodate twenty people. At the back set up a loom large enough to be in keeping with the general scale of the pageant—perhaps 18x12 inches. It can be made of two uprights with a cross bar at the top and the bottom. Light rope should be stretched from bar to bar. Across the top of the loom weave in some colored strands to suggest the beginning of a pattern. Long strips of brightly colored cheese-cloth or some heavier material is suitable. The queen must have a large shuttle for the weaving.

"Friendship" should be chosen for her height and carriage, and should be dressed to resemble a Greek goddess. The maidens who follow and carry the strands from the heralds should be dressed in white or light colors. They can represent attributes of Friendship—Co-operation, Faith, Justice, Joy, Love, Generosity, Sympathy, Truth, Intelligence, Tolerance, Understanding, Devotion, Sincerity, Courtesy, Candor, etc. These attributes may appear on the program along with the names of the maidens.

Music should be used throughout the pageant— a piano or pianos will serve well for outside presentation, but the music should be amplified. Snatches of various national hymns may be played as the several heralds advance with the strands. The Tannerhauer March is excellent for the entrance of the court and the finale.

The number of dancers and dances must be determined by local conditions. There can easily be too many groups; but there must be enough to suggest the world and to form masses of color for the finale. As originally presented the pageant included sixteen dance groups and about 800 performers. The following scenes and dances are available, but others can be substituted or added:

- **Greece:** Sarabande (From the First French Suite), Bach.
- **American Indian:** From an Indian Lodge (MacDowell).
- **Holland:** Miniature of a Dutch Family (Fox), Pub. Lyon & Healy, Chicago, Ill.
RAGING YOUTH

INE!” says Jimmy the two-year-old.

“It isn’t, it’s mine; Mother, make Jimmy give me my harmonica,” says Billy the four-year-old. A fight ensues.

Billy wins out and Jimmy screams until he is black in the face.

Mother comes. She may try several different ways to straighten out the matter. Usually whatever she does is wrong. She may spank Billy for jerking the harmonica away from Jimmy, thus starting him off on a crying jag and a temper fit of his own, possibly sowing the first seeds of inferiority and cowardice in her older child. She may hug and kiss and pet the raging Jimmy, thus insuring rage behavior on his part the next time such a set-to occurs.

If she is a wise mother, she will have prepared herself in advance for just such a scene. When her children are so near together in age, she will have purchased identical toys for both boys. When a scene occurs she will go quietly and get the mate of the toy in question, take both the toys in her hands, show them and when crying stops offer them to the young hopefuls.

Neither youngster is to be blamed for the scene. It is perfectly natural for every young child to reach out for any object that catches his eye. Young children are born positive—i.e., to reach out for nearly all objects. Seeing the harmonica in Billy’s hands, Jimmy reaches for it. It is only after we have suffered grief at the hands of mother, father, nurse or society for reaching out for forbidden objects that we come finally to withdraw our hands or our body from these objects. If, now, we could charge Billy’s toys with electricity so that he could play with them with impunity but so arrange affairs that Jimmy would get shocked with the current whenever he reached for Billy’s toys, then Jimmy would soon learn to keep his hands off Billy’s toys. But in real nursery life toys cannot be charged with electricity. A row begins when the older (or stronger) boy forcibly takes something out of the hands of the younger boy, pushes his hands or shoves him. Note that the older boy does not actually hurt the younger (no pain stimulus is present); he merely interferes with or hampers the movement of the younger.

This stimulus, hampering of movements and it alone, will bring out a rage response even in the newborn. They do not have to learn temper—they do not have to learn to go into a rage. It is inborn. In some of our first experiments upon the newborn infant we tried to find out whether it could turn its eyes towards a source of light without movement of the whole head. To test this we laid the child flat upon its back upon a mattress in a dark room. Immediately above its head we placed a very faint electric light. The light was arranged so that we could show it either to the right or the left of the
infant's head. To keep the infant from turning its head, the experimenter held the head gently but firmly in his two hands. A soft cotton pad was placed on each side of the head so that the experimenter's hands did not come into direct contact with the scalp. Even when very little pressure was exerted upon the head the infant began to cry and, if we continued to hold its head, it went into a real fit of rage.

The same thing happens when we hold the feet together or the legs. In no case do we exert pressure enough to cause real pain. The response is first struggling, then crying, if the holding or hampering continues, the mouth opens wider and wider, the breath is held sometimes up to the point where not a sound can be heard, although the mouth is stretched to its fullest extent. The body grows rigid and the face becomes first flushed and then almost black. Here indeed is a new find in the laboratory. Rage or temper is a response which is present in the newborn and its stimulus is holding or hampering any part of the body. In other words, the emotional situation is quite similar to that of fear. In fear, you will recall, only loud sounds and loss of support will at first bring out the response.

Nor will any amount of training ever completely eliminate the rage response. Watch the struggles of an individual who is tied up or locked up in a narrow closet. If you want an adult demonstration of this primitive reaction, try walking into a very crowded suburban car with a heavy suitcase that jostles and rubs against the people who are packed in around you.

In the newborn, temper is called out many times every day—in fact almost every time we dress, undress, or change them, unless we handle them very smoothly and carefully and quickly. The present mode of dressing a child seems eminently adapted to encourage rage behavior. After bathing him sometimes not too carefully from the standpoint of hampering, we put on a tight woolen band on him. Then somehow without actually wrenching his arms off, we put on a woolen shirt with sleeves. Next we roll him and twist him into a diaper and bundle him up so that his legs are never free for the first eighteen months (at night for a much longer time). Then by a highly developed system of gymnastics we get a woolen petticoat over the head; then usually a white petticoat next goes over the head—if the head is still there! Nor does it help much to start the other way—by poking his feet through first. Finally we pull and twist him into shoes. Then we tug and pull him into a sweater. If the baby is going out, it must be pulled into a cloth coat with sleeves. And as the baby gets a little stouter the woolen things get a little smaller because of their various trips to the laundry.

The job of dressing becomes more and more of a gymnastic feat. Please understand that I am raising no quarrel with wool; it is very essential for the infant, so some medical authorities tell us. Nor have I very much to offer in the way of dress reform. I am merely bringing out the fact that dressing the infant with modern clothes gives us almost a pure experimental set-up for building in rage behavior.

So far we have talked only about the original stimulus to rage behavior. You will recall from my previous articles how fears and loves are built up in the home. Our experiments in the laboratory proved quite conclusively that we make children fear more and more objects and show attachments for more and more people and things. We call this a process of conditioning. These new fears we call conditioned fears, the new loves conditioned loves.

Conditioned rages and tempers grow up in the same way. Here is a youngster in front of me whose movements I have interfered with from the day of his birth. In order to carry out a certain test upon him,
I hold his hands until they begin to stiffen. I shake him a little, sometimes hold his nose. This brings out the grasping reflex in the hands. I then slip a tiny stick into his hands. He grasps it tightly. I lift him and let him support himself over a feather pillow. Just the instant he begins to release his hold my assistant catches him. Nearly always he goes into a rage the moment this test starts. After three or four such tests the mere sight of my face drove the youngster into a rage. I no longer have to hamper his movement. A conditioned rage response has been built in.—John B. Watson, in the February McCall's Magazine.

HOW "BANK SIGNATURES" DEVELOP

EVERY now and then you marvel at some chicken-track or worm-fence signature that turns up in the office on letter, check, or bill of lading. It goes from hand to hand, perfect in its illegibility; and men wonder how signatures "get that way."

Well, what does lead to the indecipherable autograph, so common in business, so frequently attaching to banker, merchant, manufacturer, or railway magnate? The senior vice-president of a large bank gave his answer:

"The illegible signature may be due, of course, to actual inability to write plainly. Many a man of affairs, however, whose name stands for much on papers of various kinds, has worked out, at no little pains, a complex signature—one even abstruse and mystifying—with purpose to make forging it difficult.

"That, more likely than not, accounts for the scrawl which is supposed to represent a name. It need not indicate by any means the character of the general handwriting of its maker."

"Nothing to it," declared an assistant cashier, when the vice-president's opinion was quoted to him. "Some men do hold that forgery idea, but it's without foundation. On the contrary, the illegible signature is easier to forge than the plainly legible one. Any handwriting expert will tell you that, and any forger will confirm it.

"No doubt some men do devise unreadable signatures to beat the forger. But my own belief is that, in most instances, the illegible signature is simply the result of carelessness, not the product of design.

"Men whose occupation calls for much signing of papers, as checks, bonds, and the like—corporation officers, government officials—are prone to run or drool the signature into a mere scrawl, through making it hastily and perfunctorily when pressed for time.

"They let themselves form a bad habit, which becomes chronic. That's why so many highly educated men can't write their own names—so as to be read."

"Your second man is right as to the futility of beating the forger by complicating one's signature," said a bank teller known as an "identification expert." "Forgers find no unusual difficulties in duplicating the manufactured kind. I've often met with the belief, but am inclined to think it is held more largely by the older group of business men.

"There are various other causes of the wretched scrawls that pass for names. Perhaps most of the perpetrators grew into them quite naturally, without any set intent, simply because they never mastered legible signatures when in school and never tried later to overcome the handicap—if it be one.

"Then there is the occasional man who set about developing a signature that would be 'different.' In doing so, he fostered illegibility, something distinctive and eye-arresting, through vanity perhaps, or as an expression of individuality."

Possibility for Improvement

Suppose it dawns on a man what a wretched job of writing his signature is?
Can he, at any age, by design and effort, permanently change his signature for the better?

“In the main, yes,” replied the identification expert. “In the sense that writing a series of letters is only an exercise in drawing, any man can change his signature by conscientious practice. It’s not easy, though—something like learning to write with the other hand.

“Some men unwittingly change their signature periodically, as by decades, so that a signature of twenty years ago may be very different from the one of today.

“Then there are men who hardly ever make the signature the same way twice. They are the bane of tellers, who often have to call up the signers for confirmation of checks—often to the vexation of the one called. A teller must be expert in remembering odd signatures, but the erratic and versatile signer is impossible to pin down.

Ways of Signing Names

“Strictly speaking, of course, no one ever writes the signature identically alike twice. That is, so that the two writings coincide in every detail when placed one upon the other. Such coincidence in superimposition is evidence of forgery by tracing.”

There are fashions in signatures, too, it seems. “Among our 60,000 accounts,” the teller continued, “we find that most men sign with initials only before the surname; not a few with the full first name—almost always if they use no middle one; a smaller number with first and middle names spelled out in full; and occasionally one who ‘parts it in the middle.’

“In the first group, many run the capitals together—a practice contributing to original and striking autographs because of the variety of combinations possible.

“Women customers of the bank rarely sign with initials only before the surname. Banks having women’s departments encourage this practice, for convenience in handling.

“Women bank officers, however, as cashiers and vice-presidents, usually sign like men, with initials only before the last name. Incidentally, my observation is that women’s signatures are usually more legible and more attractive than are men’s.”

Use of Secret Signatures

Are secret signatures really used in business?

The teller said they were. “Some signatures filed with the bank have certain secret marks in addition to the regular autographs, and we are instructed to pay checks only when bearing the special signatures.

“The mark may be a certain curve, twist, loop, slant, or shading—as a small ‘t’ made with a loop at the top, or a dot put inside an ‘o’ or inside the top of an ‘i’ or a ‘b’ or an ‘f,’ or a dot omitted from an ‘i’ or a ‘j.’

“The teller may have to consult his card to make sure. Sometimes the customer himself forgets to use the special signature and then gets incensed because the teller refused to honor his paper.”

Forming Proper Habits

A teacher of writing in a business school said that signatures were good or bad as a matter of habit. “I am right now giving to a class of several hundred students, three days of intensive drill on developing signatures alone, to attain clearness, legibility, and individuality. I encourage experimenting with each signature to disclose its possibilities, and confer with each student to arrive at a choice of the best manner of writing it.

“Did it ever occur to you that ‘F,’ as a middle initial, is somewhat difficult to handle in a run-in combination? And that ‘P’ is even more so? The hand is moving to the left when completing the ‘P.’ ‘I’ presents a like difficulty. And other capitals in pairs vary much in ‘combinableness.’

“After their school and courtship periods—and even there the typewriter is encroaching—few men find it necessary to do much
writing by hand. Many men in the higher positions in business do little writing except to sign their names.”

Public schools are beginning to emphasize the signature as an entity, according to a supervisor of penmanship in a city system:

“The signature is the mark of the individual. It deserves special developing, and we give it particular attention. Looking at the autographs of parents, we feel that the rising generation should be taught to write its name well.

“Writing used to be taught as an art; now it is taught for utility. We have done away with the flourishes and scroll work, the unbirdlike birds, the decorative shadings. We study the individual pupil and correct what seems to be the fault in his practice.”

Just a word on the other kind of signatures. Take out your bill case and examine its contents. Of the autographs of bank officers on national bank notes, perhaps the less said the better, but observe the clear, regular, firm, practiced, and assured calligraphy of the present officers of the United States Government now appearing on the paper currency—Frank White, treasurer of the United States; H. V. Speelman, register of the treasury, and A. W. Mellon, secretary of the treasury.

Has ability to write a plain, even elegant signature, become a requirement for such a post?—Thomas J. Malone, in Management.

SCHOOLROOM HUMOR

ABSENCE

Ray: “How do you play hookey from the correspondence school?”

Roy: “I send them an empty envelope.”

THE AYES HAVE IT

Anxious Mother: “And is my boy really trying?”

Tired Teacher: “Very.”

OVER THE FIRE

“And now,” said the teacher, “will someone please give us a sentence using the word candor.”

“Please’m,” said the bright little boy in the front seat, “my papa had a pretty stenographer, but after ma saw her he said ‘Candor.’”

PRETENSE

Teacher: “The sentence, ‘My father had money,’ is in the past tense. Now, Mary, what tense would you be speaking in if you said, ‘My father has money?’”

Mary: “Pretense.”

A REMINDER

A handsome and youthful college graduate was introduced at the morning assembly of the high school as the new teacher in music and art. He began his little speech by saying: “I see before me many bright and shining faces.” And then 187 powder puffs went into action immediately, energetically, and effectively.

EXEGESIS

A teacher whose first year English class had been studying selections from the Old Testament offers this paper as an example of what a masterpiece can be produced by even her poorest student!

Story of Cane and Able

The city of Siam is where they lived and the people were doing mean and God told Cain and Abel that he was going to send a flood and told Abel and Cain to go out and build a ark and take two animals of each kind out with him and he did and he asked God if he could get fifty good people to go out with him—He said No—and Abel said forty God said No and kept on till he got to ten and God consented. And he did and went out and when he was going out God told them not to look back but his wife did and God turned her to a pillar of salt and Abel went on.
EDUCATIONAL COMMENT

RURAL SUPERVISORS FOR VIRGINIA SCHOOLS

PROPERLY trained supervisors are now the great need of rural schools in Virginia. Fortunately, a campaign of education is under way. Under the leadership of Harris Hart, State Superintendent of Public Instruction, the importance of more rural supervisors is being urged. In his recent annual report Mr. Hart states: “If a country school system could be organized with an efficient school superintendent and one well trained special supervisor for every thirty or thirty-five teachers employed, then the supervisory force of control would be considered adequate to guarantee that the large sum spent for instructional purposes will net the largest return.

“Rural supervisors are emphatically necessary, first of all, to guarantee that proper methods of instruction are consistently used. They may serve to help solve the great question of adequately trained teachers everywhere by assisting in training teachers in the service. With trained supervisors in the field to co-ordinate the efforts of our highly efficient teacher training institutions, the State Board of Education can almost at once raise the requirement for the teaching profession without denying to any reasonable opportunity to meet these requirements.”

MEN, WOMEN, AND THE HONOR SYSTEM

PROFESSOR M. V. O’SHEA, of the University of Wisconsin, who last fall directed the survey of Virginia schools, met with the attention of the Letter-Writers, to judge from this mild but pointed communication which appeared in the Chicago Tribune on November 24, 1927.

Madison, Wis., Nov. 16.—My mail is heavily laden with communications inspired by the story that was printed in The Tribune a few days ago concerning my views of the effect of women upon men. You made me say that men are good and honest until they come in contact with women, when they begin to lie, steal, and cheat. The “Inquiring Reporter” ascribed this view to me in one of the questions which he recently propounded.

The facts upon which your story was based are as follows: I am directing a survey of the educational system of Virginia. Among other things my colleagues and I have studied the University of Virginia. This university was founded by Thomas Jefferson for men, and women have never been admitted to the College of Liberal Arts, and are not now admitted to any professional work below the junior class. Jefferson told the students that only gentlemen would be tolerated at the university, and no gentleman ever would be found guilty of lying, cheating, or stealing. This sentiment has prevailed at the University of Virginia for a long time. The men have enforced the honor system, according to which any student found guilty of lying, cheating or stealing was cast out of the university by his fellows; and the system is operating efficiently today, as it has been operating for a long time.

Leading women of Virginia are urging that all the courses at the University of Virginia should be open to women on the same basis as to men, but the alumni of the university advise that the College of Liberal
Arts at any rate should be retained as an institution for men, in order that the honor system may be continued. It is believed that if women should be freely admitted to the university, the men would not be willing to apply the honor system to them as they apply it rigorously to any one of their own number. They will not hesitate to discipline any man who is found guilty of lying, cheating or stealing, but they would probably not treat offending women students as they will treat any offending man student.

This is the only statement I have made that has any reference whatever to the effect of women upon men. I have never said, and I do not believe, that men are good and honest until they come in contact with women, when they begin to lie, steal and cheat. I have never made any statement that could possibly be interpreted to mean that I think women cause men to lie, steal and cheat. Whether the presence of women on a campus makes it impossible to enforce an honor system is a question that nobody can answer.

M. V. O'Shea

CARE FOR VIRGINIA TEACHERS THREATENED WITH ILLNESS

A “preventorium” for Virginia teachers who need preventive medical treatment has been provided by the Virginia Education Association. It will be located at Charlottesville, in the hospital unit of the University of Virginia, now under construction, and will embrace 20 rooms, accommodating 20 patients at a time. Under the arrangement entered into with the university, a contribution of $40,000 is made by the association toward the cost of the building, $20,000 of which has already been paid, the remaining $20,000 to be paid upon completion of the building.

The charge to teachers will be $4 per day, with a minimum charge of $15 to any patient. This will cover the cost of professional service, room, nursing, board, etc. Physicians and surgeons of the hospital agree to make no charge to patients in the preventorium. Their services include examinations, diagnoses, laboratory tests, X-ray examinations, operations, prescriptions, medical treatment, nursing, and other necessary services.—School Life.

SUBSIDY PROPOSED FOR CHILDREN OF COLLEGE PROFESSORS

IT IS not necessary to overlook the compensations which college teaching has in order to show that it is an underpaid trade. Chief of the compensations are love of the work and opportunity for service. In return the teacher will always be called upon to make material sacrifices. The question is one of degree. The strain is peculiarly hard on the American college teacher because of the greater temptations which lie outside. It is humanly much harder to be a poor professor in a rich country than in a poor one. It testifies to American idealism that so many young men are turning for their life work to the classroom and the laboratory when the attainable rewards are so much higher in business and the professions. The young American who goes in for teaching accepts, proportionately, a lower pay and a much lower prestige than the teacher in a European university.

Beyond the specific problem lies a higher social problem touched upon by Ellsworth Huntington and L. F. Whitney in their recent volume “Builders of America.” The underpaid college teacher must not only do his work under economic harassments, but under the economic strain he is compelled to be extremely cautious in raising a family. For the encouragement of reproduction among the best American stock, say the writers, we need the endowment not of buildings but of professors’ children. They urge the next man who is thinking of handing over $5,000,000 for a college hall to give
only $1,000,000 and to fund the rest to provide a $1,000 annual subsidy for every child of a faculty member from birth to graduation.—The New York Times.

PENSIONS INVOLVE NO EXPENSE TO NASHVILLE TEACHERS

Contributions to the pension fund are not required from public-school teachers of Nashville, Tenn. Taxation not exceeding one-tenth of 1 mill of assessed valuation provides the moneys required.

Pensions correspond with the pay of beginning teachers, the idea being that the beginning teacher receives the minimum for living requirements. The pay of the pensioner varies from time to time, therefore, with the changes in the pay of beginning teachers. This unique provision will prevent the distressing conditions that came to pass during the inflated period when set pensions did not provide a living.

The salary scale adopted in October, 1927, provides $1,200 a year for beginning teachers, although 20 'cadets,' teachers in training, receive $720 a year each. No pension may exceed one-half the salary of the teacher at the time of his retirement, however, and it happens that the smallest pension paid is $600 a year. Seventeen teachers are now on the retired list.—H. C. Weber, superintendent of schools, Nashville, Tenn.; in School Life.

FOUR MARKS OF A FINE MIND

A good mechanic studies the tools of his trade continuously and critically. The better he knows his tools, the better he can use his tools. He knows that good craftsmanship is impossible unless he keeps his tools adjusted to his tasks.

Our brain is, of course, the major tool we bring to the task of living. Like good mechanics, we profit from keeping our brains under continuous and critical study. As a sort of primer to guide us in such a study of our own minds, I suggest that a first class mind bears these four marks:

First, humility. A first class mind is never cocksure; it is always willing to admit that it may be wrong; it is never afraid to say that it does not know; it does not specialize in closed questions; all questions are open questions to it; it is always ready, in the presence of new knowledge or fresh challenges, to question the soundness of its earlier observations and the sanity of its earlier conclusions.

Second, curiosity. A first class mind is never satisfied with surface observations; when, in its humility, it has admitted that there is a question to be considered, it turns a restless and ruthless curiosity on the question; it is never satisfied with a sweeping judgment; it ferrets out every detail and tries to see just what bearing each detail has on the whole question.

Third, courage. A first class mind is marked by a subtle blending of courage and imagination, the result of which is that it takes the results of its analysis of a problem it has worked over and puts these results into various new combinations in an effort to find some new and better theory for action; it is never afraid to set up a tentative new theory of action; it is willing to follow a new idea, if it is sound, even if it upsets former notions and former ways of doing things.

Fourth, responsibility. A first class mind has a sense of responsibility in handling its new theories; it puts them through all sorts of tests to prove both their logical soundness and their practical utility.


Glen Frank

A community without a library is a community whose soul is asleep.
REVERENCE FOR LAW

Let every American, every lover of liberty, every well-wisher to his posterity, swear by the blood of the Revolution never to violate in the least particular the laws of the country and never to tolerate their violation. . . . Let every man remember that to violate the law is to trample on the blood of his father, and to tear the charter of his own and his children's liberty. Let reverence for the law be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling-books, and in almanacs; let it be preached from the pulpit, proclaimed from legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the Nation, and let the old and young, the rich and poor, the grave and the gay of all sexes and tongues and colors and conditions sacrifice unceasingly upon its altars.

ABRAHAM LINCOLN

THE CREATION OF LIFE

Scientists at the University of Chicago have disclaimed any ability to "produce life" on the basis of experiments in which star fish and sea urchin sperm were stimulated into growth with violet rays. "There is no 'creation of life' in such experiments," said Dr. Anton J. Carlson, chairman of the Department of Physiology. "Life is there to begin with."

Dr. M. A. Hinrichs, who performed the experiment under the supervision of Professor Ralph Lillie, said that although the violet ray had been used as a means of stimulation for the first time in the experiment, similar experiments employing other stimuli had been carried on for more than thirty years. Dr. Hinrichs' experiment was completed and the results published four years ago in the Anatomical Record.

Dr. H. Hackett Newman, Professor of Zoology in the University, explained that the first investigation of the sort had originated with the late Jacques Loeb, formerly a member of the University of Chicago Faculty. "Dr. Loeb's hope was to produce chemically or mechanically a simple form of life, but he was unable to do so, and so far no one has accomplished such a result," he said. "Sea urchin eggs and other eggs of like classes can easily be stimulated without action of the male sperm. Simply by placing eggs of some species in sea water, or by pricking with a pin, growth can be started.

"Theoretically, it is possible to do the same thing with the human ovum, but there are technical difficulties for one thing, and realization of that possibility lies a long way in the future, if it is ever to be accomplished. The male sperm is not essential to the development of many forms of life."

DEMANDING THE TRUTH

If the cynicism of youth is the kind which does not sneer but which on the contrary asks for figs not thistles, demands truth not veneer, then it will be attended with no great danger; if youth still wishes to learn and is willing to pay the price of learning and at the same time does not seek the destruction of tradition and convention merely for the sake of destroying them; if it will pay heed to the wisdom of the ages and profit by the advice of the sages, then will cynicism give way to insurgent realism. The determined demand to know the truth is nothing but the manifestation of a healthy mentality whose glorious fruitage is yet to come.

L. D. COFFMAN

Poetry can help us to share many experiences through which we ourselves have never lived. It can also help us to think and feel in new ways about experiences through which we have lived. Poetry can be to us the battle never fought, the prize never won, the love never realized, or it can be a new faith in fighting, a new dream of the prize to be won, a new realization of old loves that we have known a long time.

MARGUERITE WILKINSON
TEACHERS FROM FARMS
Sixty-five per cent of all students in the five state teachers' colleges of Missouri come from farm homes. In the Louisiana State Normal College thirty-six per cent, and in the four Michigan state normal schools thirty-four per cent of all students gave farming as the occupation of their parents. Even in the industrial states of Massachusetts and Pennsylvania eight per cent and nineteen per cent, respectively, of normal school students are farmers' children. Of the students granted masters' degrees in the department of education of the University of Chicago during the period 1924-1927, forty-two per cent of the 197 reporting on this matter gave farming as the occupation of their parents.

FRENCH MUSEUMS OFFER BUSTS OF GREAT AMERICANS
Exact replicas in plaster or bronze of busts of Washington, Franklin, La Fayette, and John Paul Jones, originally modeled by the famous French sculptor, Jean Antoine Houdon, are offered to American schools and institutions by the National Museums of France. Houdon came to the United States at the invitation of the American Congress for the purpose of making a statue of Washington. He became acquainted with many of the leading men of the country and sincerely admired them.

The originals of the busts of Washington and Franklin from which it is now proposed to make casts are in the Louvre; the bust of La Fayette is in the Chateau of Versailles, and that of John Paul Jones is in the Pennsylvania Academy, Philadelphia. The casts were executed in the ateliers of the National Museums by expert artists, either in plaster patiné as the originals or in bronze mounted on marble pedestals. Circulars describing the busts and the conditions under which they are obtainable may be had of A. Gaulin, American consul general, Paris, France.—School Life.

TO THE HEALTHY ALL THINGS ARE ADDED
Health workers have my wholehearted admiration and cordial good wishes. I never see the district nurse going about her daily occasions without raising my hat to her and the idea for which she stands.

The prizes of life for which we strive can never be attained in completeness and joy unless there is health in us. We may gain wealth, but, if we are ill, the fun goes out of living and what good is living without any fun?

We may succeed in reaching the coveted place in the sun but if, when we arrive, our bodies fail, what use is the place which we cannot keep?

We may strive to acquire merit in the eyes of good men but unless health is in us the merit is scant. Health is spiritual as well as physical. There can be little of it unless body and spirit alike are whole.

Let us have health first. All else will be added.

ANGELO PATRI

PACIFIC COAST TO HAVE AN "INTERNATIONAL HOUSE"
An "International House," similar to that in New York, will be built at the University of California, Berkeley. John D. Rockefeller, Jr., has donated $1,750,000 for it. Individual rooms will be provided for nearly 500 students, about two-thirds of whom are expected to be from other countries, and about one-third to be Americans. A part of the building will be reserved for women. The plans include social halls, dining rooms, and committee rooms, to facilitate the intermingling of students of different nationalities. Permanent friendships are expected to result, which will have a strong influence for international peace.—School Life.

Library work as it is understood by the best librarians today ranks with the highest movements afoot for the fulfillment of the gospel of democracy.
IN PRAISE OF LIBRARIES

I would like to see over the doorway of every free library the inscription: “Hope, learn, and achieve, all ye who enter here.”
—VICTOR KING, mayor of Camden, N. J.

The library should be a mental irritant in the community; it should help to make the old fresh, the strange tolerable, the new questionable, and all things wonderful.—JOHN COTTON DANA, librarian, Newark.

The library is . . . the noblest exponent of the American spirit. It is the most vital, indispensable public utility in town. It means beauty, happiness, intelligence and well being, the prosperity and thrift of its community.—W. F. SEWARD, librarian, Historical Society, Binghamton, N. Y.

The function of the library as an institution of society is the development and enrichment of human life in the entire community by bringing to all the people the books that belong to them.—SALOME CUTLER FAIRCHILD, late of the New York State Library School.

CONCERNING BOOKS

A borrowed book is like a guest in the house; it must be treated with punctiliousness, with a certain considerate formality. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

But your own books belong to you; you treat them with that affectionate intimacy that annihilates formality. Books are for use, not for show; you should own no books that you are afraid to mark up, or afraid to place on the table, wide open and face down. A good reason for marking favorite passages in books is that this practice enables you to remember more easily the significant sayings, to refer to them quickly, and then in later years it is like visiting a forest where you once blazed a trail.

WILLIAM LYON PHELPS

BOOKS

PUBLICATIONS OF THE AMERICAN AND CANADIAN COMMITTEES ON MODERN LANGUAGES


These monographs are the first of a series to be issued by the American and Canadian Committees on Foreign Languages, under the auspices of the American Council on Education. Volume One consists of studies of the character and results of objective language tests applied in the junior high schools of New York City in 1925 and 1926, with a searching comparison between the old-type and the new-type examinations, which were used in equal numbers by the Regents of the State of New York in 1925.

The Committees are convinced that these new-type tests “have been given a stern try-out” and are proved, roughly, to be “twice as reliable and valid” as those of the old type. The tests actually employed in this investigation are those known to modern language teachers as (1) the Columbia Research Bureau Tests and (2) the American Council Beta French Tests for junior high schools—both published by The World Book Company, of Yonkers, New York.

The monograph is filled not only with scientifically tabulated data but with nuggets of old truths newly discovered, or at least demonstrated anew. “Learning students is pre-requisite to teaching them.” . . . “The individual classroom situation is
more potent in determining the progress of the class than any other influence that we can isolate.... "The only excuse for grades .... is to convey accurate information." And again, "Constructive usefulness is the only justification for tests and examinations." Repeatedly there flashes out righteous indignation at the "time-serving conception of achievement and preparation which was born in sin and perpetuated in iniquity" which, being interpreted, means let us give credit, not according to how much French a pupil has "had" or "taken," but according to what he can do in that tongue.

The second monograph of the series is the report of a careful scientific investigation of the reading of foreign languages (1) by pupils of the fourth and fifth grades, (2) by high-school students, and (3) by experts. Photographing the eye-movements counted for much in this research, as symptoms of the manner in which one reads—not primarily as a test of the comprehension of the reader. This latter must be more definitely determined in other ways—by questions and conversation, for instance.

If the goal is the ability to read a foreign language silently in a manner closely resembling good reading in the mother-tongue, Dr. Buswell thinks that reading must be kept in the foreground throughout, both in method and in course content: that a direct method produces far more desirable reading habits than does translation, and that one learns "to read thought-content by abundant experience in reading thought-content from the beginning." The student is urged, of course, "to set up direct associations between foreign symbols and their meaning rather than to allow intervening vernacular symbols to be introduced. ... It is better to approach the reading of French with a proper reading attitude, even with unsuccessful results, than to go to the other extreme of deciphering."

Other conclusions are (1) that there is no notable difference between students who begin the study of the language in high school and students who begin at the college level, but that children who begin the language in the elementary grades fall very much below the level of maturity of the high-school and college students at the end of two years; (2) that during equal periods of time approximately equal degrees of maturity are reached in the study of French, German, and Spanish.

Elizabeth P. Cleveland

FRESHMAN BIOLOGY


For some time there has been a growing tendency to introduce biology into the curricula of secondary schools in the early years because this subject has been recognized as fundamental as a preparation for right living. Still more recently it has been realized that it is logical to begin this course with the study of botany. It was with this idea in mind that the authors have written these companion books.

The most striking feature of the text is that an unusually large amount of vital botanical information is given in such simple and understandable language. It is almost the equivalent of a college freshman botany course reduced to terms that a high school student can readily understand. Another excellent feature is the large number of well-selected illustrations.

The book begins with the general principles of botany and a study of cells, tissues, and organs. Leaves, stems, roots, flowers, and fruits are next studied. Four chapters are devoted to economic botany. Six chapters are given over to the morphology of the four great divisions of the plant kingdom.

The laboratory manual is in keeping with the text and is heartily recommended for the library of all teachers of secondary
biology. Both books are recommended for the consideration of all people interested in textbook adoption.

G. W. Chappelear

A TRUTHFUL GENERAL SCIENCE


This is one of the very best of general science texts for high school students. The book starts right by beginning with Matter and Energy. The authors have selected appropriate topics, and have told the truth about them. The latter statement can not be made concerning all books of its kind. The book is very readable, yet not filled with "jazz." Facts are presented in a logical order. Due attention is given to such vital topics as Care of the Body, Food Values, First Aid, Protection Against Disease, etc. The authors are to be commended for including chapters on Narcotics and The Effects of Alcohol on Cell Life. The pictures and illustrations are to the point. An excellent glossary is to be found at the close of the book.

Newton S. Herod

**WORLD HISTORY FOR HIGH SCHOOL PUPILS**


Believing that our ancestors have made our world for us, the authors have given on the first 150 pages of their book a short preview of world history from the beginning of time to 1700. The interesting manner in which this is presented makes it ideal reading matter for a class which is taking up world history for the first time. It is excellent, too, for a class that is about to review world history, in that it contains a wealth of facts and demonstrates the art of putting emphasis on the proper historical movements.

Knowing that our world has been remade for us since 1700, the authors have devoted the rest of their 821 pages to the study of modern world history. Russia, India, China, Japan, Africa, France, Germany, Italy, England, and Latin America each come in for their share of the limelight. The relation of each one to the rest of the world has been fully developed.

The sane position from which these authors have viewed the vital questions and forces of world history makes this an excellent reference book for the world history class. It is a favorite reference with high school pupils and should be a satisfactory textbook. It is written in an easy, readable manner, the print is clear, and the illustrations plentiful and unusually well-chosen. The few questions given at the close of the paragraphs provide opportunity for a quick check on the understanding of the pupil.

Sarah Elizabeth Thompson

**IMPROVED QUESTIONS IN CHEMISTRY**


This book contains a variety of types of questions as follows: 1. The old type questions requiring the answer in essay form. 2. True-false questions. 3. Completion questions. 4. Evidence questions in which the pupil gives the reason for the truth or falsity of the statement. 5. Wrong statements to be corrected. 6. Home tests. These involve much thought on the part of the student as well as careful searching of the text.

The questions are conveniently grouped under topics such as oxygen, volume of gases, molecular weights, etc. Questions are asked on such modern topics as Atomic Numbers, Atomic Structure, Radium, and Radioactivity. A large number of equations for balancing are listed. Many of the questions are asked in such a way that a very brief answer can be given, and the answer
papers can be corrected rapidly. In connection with the addition of several very useful specimen examination papers as an appendix, it would have been better had the author stated the source of these examination questions, e. g., College Entrance Board.

Altogether this concise handy volume will prove a great aid, as well as a time-saver to progressive high school teachers of chemistry.

Fred C. Mabee

MUSIC APPRECIATION


Practical, simple, and interesting is this new tool for the professionally interested reader and the intelligent layman in the field of music appreciation.

The author has avoided mere theory, centering the attention upon concise fundamental facts and methods with few detailed descriptions.

Discussions of composers, fundamental musical forms, rondo, minuet, fugue, suite, sonata, opera, oratorio and song are clearly presented. The author simplifies the technicalities making it a valuable working manual that will challenge its readers to further study.

Teachers and students will find the review and test questions and book list at the conclusion of the book very helpful.

Ida Pinner

OTHER BOOKS OF INTEREST


The new movement for combining the useful in arithmetic, algebra, and geometry is producing a number of valuable texts. Something of their value may be seen from the headings of the chapters in Part I of this text:

I. Strengthening the Foundation. Whole Numbers
II. Breaking up Whole Numbers into Fractions for Fine Work
III. Fractions as Ratios Pictured in Graphs
IV. Pictures of Line Relations in Geometry and Algebra
V. Using Geometry as a Tool
VI. Simplifying Arithmetic by Geometry and Algebra

Part II concerns the use of the New Mathematics in our everyday business, and deals with a rational application of the mathematics received in Part I to the business of today, almost entirely eliminating archaic forms.


A clear and concise supplement to general nutrition and physiology with special reference to dietotherapy, this book should be especially valuable to nurses and student dietitians who wish to increase their professional ability. It contains many diet charts.


The aim of this book is to give the student a thorough grasp of the essentials of Spanish grammar, and, by teaching him, as far as possible, to think in the foreign language, to start him on the road to a speaking and reading knowledge of Spanish. To accomplish this aim, the author has combined the grammar method with certain effective principles of the direct method, and in applying the combination he has made every effort to make the lessons simple and thorough. The book contains many illustrations closely related to the text, and which may be used as a basis for conversation or written description in Spanish.


This book is intended for the use of students who have completed the study of a Spanish grammar, and who have done a little reading in some simple text. The chief aim is to drill the student thoroughly in the essential points of Spanish grammar and to fix them in his mind in order that he may construct sentences in Spanish with a proper degree of correctness, and in order that he may write short compositions with greater ease of expression.


Aside from a larger application of modern psychology and a stronger insistence that English is a tool for achievement in all subjects, the author has modified very slightly the excellent study first published ten years ago. Three matters are given such emphasis as their growing importance seems to merit—new methods in the teaching of spelling, standardized tests and scales in the field of English, and the use of the precis, or summary.

In almost every field of language, teachers are feeling more and more the need of some textbook which reviews briefly the fundamentals and which is adapted to the second or third year of study. Meyer's *Fundamentals of German* seems to be a book to fill this need—as praiseworthy for what is left out as for what it contains.


Here are fifty-four essays, inspiring and interesting, appealing—all of them—to the high school student. They are classified under five heads: essays, addresses, biographical sketches, book reviews, and editorials. Two reviews of each of three books offer opportunity for comparisons in method; the group of editorials include those awarded the Pulitzer prize in 1919, 1922, 1923, and 1924. Simple notes and helpful reading lists are offered. The collection is wide in its range of interests; it should admirably serve to awaken in young people an interest in the prose form which they quite usually seem to regard with indifference.

**NEWS OF THE COLLEGE AND ITS ALUMNAE**

**NEWS OF THE COLLEGE**

The list of honor students for the first quarter, 1927-28, as announced from the Registrar's office, is as follows:

**Seniors:** Course III—Rowena Lacy, Oak Park. Course IV—Mary Moore Aldhizer, Broadway; Mary Armentrout, McGeheysville; Hilda Page Blue, Charlottesville; Martha Derrick, Pulaski; Helen M. Goodson, Norfolk; Mamye Snow Turner, Stone Mountain; Virginia Mae Turpin, Norfolk. Course V—Pattie Waller Callaway, Norwood; Beth Cornelia Jordan, Roanoke; Annie Kathryn Womeldorl, Lexington.

**Juniors:** Course III—Kathryn T. Pace, Hampton. Course IV—Elizabeth Roberts Miller, Smedley. Course V—Mrs. Mary Finney Smith, Parkesly.

**Sophomores:** Course II—Elizabeth Larned Knight, Westfield, New Jersey; Mary Elizabeth Malone, Roanoke. Course IV—Mary E. Crane, Waynesboro; Kathryn Necess Compton Harris, Wheeling, West Virginia; Janet Elizabeth Houck, Harrisonburg; Elizabeth Lee Kaminsky, Norfolk; Nina Gray Pifer, Mt. Crawford.

**Freshmen:** Course I—Harriet Virginia Harris, Winchester. Course II—Gladys Gray Green, Saxe; Virginia Margaret Wilson, Harrisonburg. Course IV—Lola Katherine Davis, Harrisonburg. Course V—Lois Watson Winston, Hampden-Sidney.

Two students whose names appear in the above list attained the highest grade given in all subjects: Pattie Waller Callaway, Norwood; Beth Cornelia Jordan, Roanoke.

The past month has been an eventful one in several respects. The establishment of Kappa Delta Pi, a national educational fraternity, came January 23 as an outgrowth of Pi Kappa Omega, formerly the only honorary society on the campus and now dissolved. Dr. T. C. McCracken, dean of the school of education in Ohio University, and president of the national organization, came to install the chapter and to initiate the charter members: Mary Armentrout, Hilda Page Blue, Lorraiye Gentis, Helen Goodson, Lucy S. Gilliam, Frances Hughes, Mary McNeil, Kathryn Pace, Florence Reese, Virginia Turpin, Sarah Elizabeth Thompson, Virginia Buchanan, Bertha McCollum, and Dr. W. J. Gifford.

A simplified election system has been planned and is to go into effect for the nomination and election of the new officers who will take their positions at the beginning of the spring quarter, with the supposition that they will be better prepared to do their work next year if they have this one quarter training. The nominations come from a convention consisting of five representatives elected from each of the four classes together with the president of the Student Association, the president of Y. W. C. A., the editor of the Breeze, the Schoolma'am, and the president of the Athletic Association.

The vice-president of the Student As-
sociation, the vice-president of the Y. W. C. A., the vice-president of the Athletic Association, the dean of women, and the president of the college, constitute an electoral board to pass on the nominees and to plan for the election days. Elections will be complete, with polls, ballots, and all necessary equipment. No candidate shall be recognized by the Board for more than one office at a time. At least two nominations must be made for each office and an officer is not eligible for re-election.

In connection with the election program a committee is working on the problem of improving the point system which determines the amount of extra-curricular work a student may carry, with scholarship work counting as points.

The college is in the thickest of the basketball season and everyone is deeply interested in the team's record. Frostburg Normal School, in Maryland, Leaksville Y. W., from North Carolina, Farmville, Fredericksburg, and Radford have been defeated by the local basketeers. The return games are to be played off in the very near future. The freshmen met and defeated a team from Alderson Junior College in West Virginia.

A large number of new books for each department has been added to the library. New hymnals for chapel have been purchased and are in service now.

February 13-18 was celebrated as Drama Week and received due attention on the campus. The Stratford Dramatic Club presented a program in chapel, and the expression department gave two short one-act plays one evening for the enjoyment of all those who could come.

The Y. W. C. A. did a big piece of work in arranging on the campus the Christian World Education Conference. Among the speakers who visited the campus February 16, 17, and 18, were: Sherwood Eddy, noted author; Dr. R. B. Eleazer; Mr. Charles Corbett, professor for many years in Peking University, China; R. Wilbur Simmons, secretary, Intercollegiate Prohibition Association; and Mrs. Lucia Mead, prominent Y. W. worker.

The speakers not only gave talks at regular and special Y. W. services, but they spoke in the various history and education classes.

In conjunction with this meeting the famed quartet from Hampton Institute came to charm the school with their plantation songs and spirituals.

The Y. W. also had Dr. Walter Lingle of Richmond to come to the College to speak at vesper and chapel services.

The Schoolma'am and The Breeze sent three representatives to the first meeting of the newly organized Intercollegiate Press Association held in Farmville, February 10 and 11. Catherine Guthrie and Mary Armentrout were sent by the Breeze and Lucy Gilliam by the Annual. Every college in Virginia, with the exception of two, was represented at the conference.

February 14 the Glee Club went to Richmond to broadcast a program which consisted of solo and concert singing. Sallie Norman and Lillian Spain accompanied the group and played piano solos. Previous to the trip, tune-in cards had been mailed in order that friends and patrons of the College might be informed of the event.

Chapel has been unusually interesting recently. Several periods have been filled by the children from the training school, one notable program being that put on by the kindergarten with its miniature band. The literary societies continue the custom of giving one program a year at the assembly hour.

Undoubtedly hearts were trumps on the night of February 11, although the authentic time was scheduled for February 14. But on that night of nights the College gave its annual dance, sponsored by the Cotillion Club under the able direction of Bernice Wilkins, president of the organization. The
Cavaliers from the University of Virginia furnished the music. It was a charming dance.

ALUMNÆ NOTES

Mary Cook (Mrs. Lane), who has spent seven Christmases as a missionary in Brazil, is expected home on a furlough soon.

Grace Henty is teaching in Roanoke. Some of our college girls saw her there on their recent trip to Radford.

Evelyn Chesser is teaching at Bloxom, Accomac County. Her fifth grade is working out an interesting project in the study of ten famous Virginians.

Josephine Bradshaw (Mrs. Rea) delighted us by calling on November 11. She and her husband were just returning from Europe. Josephine was planning to tarry for a month or two at her old home in Highland before returning to her new home in the far west, at Gilroy, California.

Bessie Keeton writes from her school in Danieltown, Va. She is as much interested in English as ever.

Eleanor P. Jennings is teaching in Bluefield, W. Va. Her address is 1105 Highland Avenue.

Claire Lay is doing high school work in Bluefield, Va. She sends her remembrance to all the workers at Blue-Stone Hill.

Anna Allen is teaching in Grove City, Pa. Her address is 154 E. Pine Street.

Lillie Garver writes from Berryville, where she is teaching 5th grade.

Frances Herrick sends greetings from Norfolk. She is finding her work as a teacher interesting.

Louise Hite, of Lowesville, Va., still remembers her friends here at the college, and lets them hear from her now and then.

Velma Moeschler is making a fine success of her tea room, “The Meiringen,” in Roanoke City. Her address is 23 Church Avenue, W.

In a recent issue of the Virginia Teacher reference was made to the untimely death of Mary Shields Alexander, a popular member of the class of 1915. From a letter of January 24, written by her sister Angelyn (Mrs. L. H. Justis of Littleton, N. C.) to Lillian Millner (Mrs. David Garrison of Norfolk), president of the class, the following items are obtained:

Mary Shields died Sunday night, November 20, 1927, in a hospital near her home at Wilson, N. C., as a result of heart trouble following other conditions not regarded as serious. On November 6, 1920, she had married Mr. John D. Weeks of Wilson. She leaves two children, Mary Alexander, aged five, and John David, Jr., aged four.

GENERAL SCHOOL NEWS

To mark the formal inauguration of William Fletcher Russell as Dean of Teachers College, Columbia University, its Trustees have issued invitations to a Conference on Education and the Future America, to be held at Teachers College on April 10 and 11.

It is the desire of the Trustees to make this inauguration ceremony an occasion for reflecting together upon the achievements of American education in the past, upon its obligations in the future, and upon the part that all public-spirited citizens must play in helping our country to fulfill the dreams of its founders. In particular do they desire the counsel and advice of educators of America and other lands.

Randolph-Macon College, which was the first institution in Virginia to offer courses in physical education, has after many years succeeded in its campaign for a new gymnasium. This structure, a gift of alumni and friends of the college, was formally opened Wednesday, February 8, with a basketball game between Randolph-Macon and the University of Richmond.
A new $36,000 swimming pool has been completed in the Student Service building at the State Teachers College at Fredericksburg and was dedicated on February 18. The pool is 25 by 60 feet, inside measurements.

Brown University announces an increase in its tuition of $50 per year, effective next September. This puts Brown in the $400 class along with Yale, Smith, Wellesley, Dartmouth, and Williams. Both Yale and Brown are announcing at the same time more liberal provisions for scholarships and student loan funds. The former during this past year is reported to have aided its students through scholarships, long-term tuition loans and short-term emergency loans, to the extent of $396,660.97.

That 90 out of every 100 freshman students who grade 60 per cent or better in the Thurstone intelligence test will turn out to be good students has been indicated in three years of experience in the University of Chicago. Only 6 per cent of the students who were marked below 20 per cent on the test have proved capable of making a success in college. The test, devised by Dr. Louis Thurstone, psychologist at the university, is designed to measure the student’s “capacity for abstraction”; it is a test of brightness.

School attendance in the Virginia public school system for 1927 totaled 429,161 as against the 422,695 for 1925, and the 259,394 of 1910, the annual report of Harris Hart, State superintendent of public instruction, shows. Enrollment in the schools totaled 549,317 in 1927 as compared with 554,079 in 1925. Mr. Hart’s report, just off the press, indicates extensive educational expansion and development in the school system.

Disbursements for 1927 amounted to $25,680,973.89 while in 1925 they amounted to $24,889,847.71, and in 1910 they totaled $4,994,154.24. The valuation of school property has increased from $8,535,343 in 1910 and $50,105,816 in 1925 to $59,289,271 in 1927. There are 10,874 teachers holding higher than first grade certificates in 1927 as compared with the 9,919 for 1925 and the 2,820 of 1910. In 1927 there were 17,051 teachers in the schools, in 1926, 16,630, and in 1910, 10,443.

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Growth in education associations promotes educational progress. It is no mere coincidence that the achievements indicated by the table above have been secured during the decade of unparalleled membership growth in state and national associations.

These achievements of the past decade are inspiring, but they must be surpassed during the decade just ahead. The educational advantages of the best communities must make further advances. Strength lies in uniting the educational forces of the nation. The National Education Association gives every teacher opportunity to have a part in this great program of progress.
MORE SILVER SPOONS

Because of the odd nature of the bequest, the Associated Press recently carried the announcement that the State Board of Education of Virginia was to receive a half-dozen teaspoons under the will of the late Miss Winifred Stuart Gibbs. Miss Gibbs was a newspaperwoman, who conducted a page on foods.

FLOWER KILLS SPEAKER, WIDOW WINS AWARD

When Professor John Davison, of Ohio Northern University, Ada, Ohio, accepted a rose from the hand of a girl of the Green Springs High School graduating class May 24, 1924, he was in the course of his regular duties and under protection of the workmen's compensation law at the time, the State Supreme Court ruled recently.

Dean Davison was making a commencement address when a girl member of the class handed him a rose. A thorn on the stem pricked his thumb, causing his death.

Clara Davison, the widow, filed a claim with the State Industrial Commission which refused to grant compensation. The case was taken through the courts. The Ohio Supreme Court ordered the State Industrial Commission to pay the claim.

TEACHERS WANTED—Choice placements now for high school and grade teachers for next fall. Interstate Agency, Athens, Georgia.

TECHNIQUE IN ORGANIZING LARGE UNITS

by

Katherine M. Anthony

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

OUR CONTRIBUTORS

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ETHEL DAVIS is a teacher of history in the Danville High School; she is a B. S. graduate of the State Teachers College at Harrisonburg.

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LUCY S. GILLIAMS is a junior in the college at Harrisonburg and is specializing in primary grade teaching.

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FREE

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B. S. graduates accepted as teachers in secondary schools of Southern Association.

Sixty-four holders of B. S. degrees granted collegiate professional certificate by the State Board of Education, year ending July 1, 1926.

During same year 738 students of the college were certified to teach in Virginia.

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