

and as I recall him during his old age he had heavy flowing locks of snow-white hair. Some of us can remember the striking picture the old gentleman made, driving into Lexington nearly every day in his old high-seated buggy, with a black slouch hat on his head and a long cape around his shoulders. A stranger would involuntarily stop and take a second look at this commanding figure.

In 1850, he married Miss Harriet A. Gray, daughter of Robert Gray, an able lawyer of Rockingham County. She lived as his faithful and devoted helpmate for 45 years. From this union four children were born—two sons, Robert Gray and Henry, both died in infancy; Anne Howell, who married Mr. Howard Barclay; and Sally M., who was the first wife of Dr. Robt. F. Campbell, a well known Presbyterian minister of Asheville, N. C. Mr. Ruffner Campbell, a young lawyer of Asheville, is the only direct descendant of Dr. Ruffner living at this time.

William Henry Ruffner died on the afternoon of November 24, 1908, at the home of his daughter, Mrs. Campbell, in Asheville, N. C., and his mortal remains lie buried in the Lexington cemetery by the side of his wife and children.

H. WADDELL.

SOME THINGS UNDERTAKEN IN THE HANDLEY SCHOOLS

BEFORE taking up this brief discussion of some things being undertaken in the Handley Schools I want to avail myself of this opportunity to disabuse your minds of certain impressions concerning our system which seem to have gained statewide circulation. There is, apparently, the feeling by many of our associates that we in Winchester have become

educational Pharisees, that we have assumed a holier-than-thou attitude, and that we have drawn our skirts about us to keep them from being soiled through contact with the other school systems of the commonwealth.

Nothing could be further from our intentions or desires. Geographically Divine Providence has shuffled us off into the northernmost section of the state and has placed high natural fences around us, but that is beyond our control. Also, we have been favored by a beneficence which has enabled us to erect an unusual building and to carry out certain developments which have been denied to other localities, but just as the same sun which lightens your day and the same moon and stars which glorify your night lend a part of their splendors to us, so do the same educational principles and policies which direct you guide us in our developments. We would have you feel that we are a part of and not apart from the great growing educational system of the State of Virginia. We are not working for ourselves nor for the city of Winchester alone, but that we may develop something which any from the one-room to the large city high school may find useful and adaptable in producing more efficient educational procedure.

It has been my experience in visiting many of the experimental schools such as the Lincoln and Horace Mann schools in New York, the Park School in Baltimore, and many others, that they are doing wonderful things which are not of practical value for our schools. We face the same problems which you have—crowded classes, insufficient funds, and the other ills—and when such are the conditions, the development of systems whose expenditures seem limitless are not adaptable. Toiling under the same conditions and much of the same environment as yours, we hope eventually to give you something which you will find useful, and we give it out of the fulness of the educational heart.

An address before the Educational Conference of District G of Virginia State Teachers Association at Harrisonburg November 7, 1924.

May I dwell for a short time on our aims, as a background for what we are undertaking? There are, I believe, two kinds of education, natural and artificial.

Suppose an adult man, in the full vigor of his faculties, could be suddenly placed in the world, as Adam is said to have been, and then left to do as best he might. How long would he be left uneducated? Not five minutes. Nature would begin to teach him, through the eye, the ear, the touch, the properties of objects. Pain and pleasure would be at his elbow telling him to do this and avoid that; and by slow degrees the man would receive an education, which, if narrow, would be thorough, real, and adequate to his circumstances, though there would be no extras and very few accomplishments.

This natural education is going on every waking hour. We do things, whether by instinct or inherited impulse or by what power I shall not here attempt to discuss, but nature alone is the teacher.

Our occupation is with artificial education. The flowing stream has concealed power in its currents, but not until it is harnessed by man and artificial means are its full strength and utility realized. So with natural and artificial education. There is given us a wonderful foundation upon which to build and new materials are placed at our disposal every day. The superstructure is ours to mold as we will.

Have you formulated for yourself a definition of education or adopted one evolved by another? John Ruskin has said, "Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual,

and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example."

The purpose of education as we conceive it is to teach pupils to do better those things which they would do anyway, utilizing their aims, interests, and aptitudes, and revealing desirable higher activities. This is short, but it carries with it a multitude of possibilities.

I have felt it wise to give this much as a background in order that you may appreciate the governor which controls our whole organization. Rather than enumerate a list of things being undertaken in the Handley Schools, I shall concentrate upon two items: first, the value of the grouping of pupils according to ability; and secondly, the insistence that each teacher have an intimate knowledge of the pupils.

A large percentage of any success with which our efforts have met, it seems to me, is due to the homogeneous grouping of pupils. How many of your pupils have suffered the castigation of "dumbbell" or "blockhead" or some other such stigmatizing term? Are you rightly designating the youngster, or is he suffering because you are trying to make him run out of his class?

I remember very distinctly that before the Winchester system was reorganized I went over with the visiting commission of experts the distribution of intelligence abilities and in one instance we found a girl with an intelligence quotient of 75 and another of 149. What had we here? Almost a border-line case trying to run against a genius, and teachers using the same methods and expecting the same results from each, censuring the one because she was holding back classes.

What is the result of such heterogeneity? Either that the slow pupil is failed from year to year, or becomes discouraged and drops out of class, or the other becomes restless and lazy from being retarded for her slower companion. Not only were the

poor results evident in the two pupils themselves, but upon the disposition and accomplishments of the teacher and the school.

Since our regrouping we have not become a superior system, but we have made wonderful progress and have brought a system which was below normal in its accomplishment up to and above normal and we hope eventually to reach superiority.

Don't misunderstand me that this has been the only factor causing improvement. There have been others, but this was the beginning and without the reorganization our handicap would have been almost insurmountable.

There may arise in your minds some skepticism because you feel that any reorganization will mean large expenditures and a heavy tax on effort. The former is not necessary, but you cannot avoid the latter. However, should both be contingencies, you will, I am sure, find the end justifies the means. A tentative regrouping may be made by the use of one of the general intelligence tests such as Otis, Terman, Dearborn, the National, or any one of a number of excellent ones. The expense is nominal and the administration comparatively simple.

Remember, though, not to let this be your only guide. Take into consideration every possible factor, including chronological, mental, and school ages, the degree of accomplishment as shown through school grades or accomplishment tests, and any other factors which might be utilized.

Of course, where possible, the use of the individual intelligence test of Binet is productive of the most satisfactory results, but this requires special training and a long time for administration. The Handley Schools were reorganized through the use of general tests with the individual test in questionable cases. Now every pupil is given a Binet test upon entering school.

If it is not possible to organize on the basis of intelligence, something of a homo-

geneous grouping may be gotten simply by a use of the class grades of the previous year. Almost any form of homogeneity is better than the conglomerate masses we have suffered in former years.

There may arise in the minds of some of you another objection. You may teach several grades in one room or have even a one-room school and feel that this regrouping is not possible. I am not sure but that you have an advantage which we in the graded systems do not enjoy. It is possible with your multiplicity of groups to adapt a child into the section in which he rightly belongs with greater ease and less disruption than in any other type of school.

In our reorganization we have formed at least three sections in each grade—the accelerated, the normal, and the retarded—and we plan to adapt the state course of study to these three classifications in such a way as to put into operation the three track system. Whenever this is effective we hope to be able to minimize and possibly to eliminate failures. Should you have all the children of one grade in your class, it is just as possible for you to make the classification within your group as it is where there are several sections to the grade.

Let me caution you, however, that a grade or system once classified will not continue to run smoothly without adjustment. It is necessary for you to keep your finger continually upon the pulse of the situation and to be able to make changes and adjustments when necessary.

In Winchester there has been an outgrowth of the reorganization, which is to me the most interesting single piece of satisfactory improvement we have shown. It was found as a result of our testing that we had a number of subnormal children—"morons" they are frequently called, but the term has been so abused that I refrain from using it. These youngsters have been formed into a special class with a teacher thoroughly qualified in this type of work.

The sexes are segregated and at present each group is on half-day schedule and each section is kept below twenty in enrollment. With a thorough understanding of the mental ability of each child the teacher carries them as far as possible through individual instruction in the fundamentals and devotes considerable time to manual work. The room is equipped inexpensively with work benches, a loom, and a sewing machine; the community furnishes us with some of our working materials such as chairs for repairing. The girls are learning weaving by making rugs, book bags, and the like, sewing, and basket-weaving, and the boys rug-weaving, toy-making, carpentry, and chair-caning. The youngsters receive slight compensation for some of their work and the receipts from the sale of rugs and other articles and from chair-caning nearly pays for the maintenance of the department other than the teacher's salary. As the work develops, it is our hope to increase the opportunities for these boys and girls and our ambition is to equip them to become wage-earners instead of wards of the public.

Under the old system what would have become of this class? They would have been completely submerged; their interests would have been wiped out and they would have gone into life handicapped and helpless. If nothing else ever resulted from the handsome bequest of Judge John Handley, I believe he would feel amply rewarded through this development.

I mentioned as my second feature our requirement that all teachers learn to know their pupils. This is a personal hobby of mine and I should like to dwell on it at length, for it has, I believe, tremendous possibilities; but I have devoted so much time to the first item that I shall have to be very brief.

Each teacher is required to keep a folder for the individual pupil and in that folder the accumulated data is kept from year to year. There should be evidence of the pupil's intelligence quotient, accomplishment

quotient, traits of character, interests, and the results of personal interviews with the pupil. In addition, the teacher must visit the home of each pupil at least once in the first semester, preferably before or during Education Week, there to become acquainted with parents, home conditions, study facilities, and general environment, and to acquaint the parents with the aims of the school and any particular item of interest at the time. A record sheet is furnished for the enumeration of all of the results of these visits and these are passed on from year to year.

We have throughout the system an adviser system and in so far as possible the same teacher has a pupil for three years. In the junior and senior high schools the boys and girls are in separate adviser groups instead of having them arranged by grades.

What is the result of this system and all of the accumulated information? You know that the children under your tutelage are as sensitive as the strings of a harp and in order to produce harmony it is necessary for you to create a sympathetic vibration. If you do not know your instrument, you can effect nothing but discord and displeasing results. If you are acquainted with the fineness and peculiarities of it, you will perform as the finished artist.

It is also our hope that this process will lead us to the next step which we have in mind for our system, namely, the predominance of individual instruction. Of that I hope in future years we shall be able to give you something truly constructive.

If I had unlimited time I should delight in going into detail concerning other of our undertakings. Our efforts are devoted to making school an attractive place for the child not only by furniture and other physical surroundings, but also, as stated in my definition of purpose, by utilizing his interests and making his school work real to him. For the past two years through the aid of local civic clubs we have been able to make

provision for the physical upbuilding of the smaller children other than by the physical education work by giving them milk morning and afternoon and the results have entirely justified our efforts in this direction. There is hardly any excuse for not making school an alluring place with the multiplicity of devices now at the teacher's command.

Let me commend to you the use of the Red Cross organization if you have it available, and you can have it through junior units in your own school. We have derived wonderful benefits and secured excellent results from the exchange of scrap-books with the school children in many foreign lands and this has made elements real which previously were merely parts of a printed page.

I had the privilege last fall of addressing a joint meeting of superintendents and the Federation of Women's Clubs in Mississippi on practically this same subject and I spoke more than an hour and then felt I had merely scratched the surface; today my problem has been where to concentrate. I have selected what I considered the foundation or beginning for any future success.

In conclusion let me emphasize the fact that we are working on the principle that very few communities are blessed with any excess of funds for school purposes and if our experiments are to be of value to the brotherhood of school systems, they must be economical and not involve large expenditures. May I venture to evolve a formula: efficient, professional teachers plus carefully and economically selected physical equipment plus a reasonable sum for instructional supplies and devices equals the embryo of a superior school system.

Peter Cooper, the founder of Cooper Union of New York, who had as his purpose the establishment of educational advantages for the working classes, once said: "Let our schools teach the nobility of labor and the beauty of human service, but the superstition of ages past—never!"

May we accept this as our guiding star. I know not whether you are engaged in teaching as a profession or merely as a way-station, but it is important that you realize a grave charge. Placed in your hands is the future of this nation, threatened as it is with doubtings and upheavals, when all the world is being torn by dissensions. From hill and valley, farm and factory, mansion and hovel, come the rumblings, and no work is more important than yours, the evolution of the citizen of tomorrow.

HUGH S. DUFFEY.

COTTAGE PLAN OF HEALTH AND HOME ECONOMICS IN VIRGINIA RURAL SCHOOLS

YOU have to understand rural Virginia before you understand the situation, because rural Virginia is remote from anything by which you may be confronted in other sections.

Our minimum requirement is fifty pupils in the high school. We speak in tens and hundreds while the majority of school officials speak in thousands and tens of thousands.

Our home economics has fallen down a little bit on health. We have made very pleasant conversation about health, but we seem to have accomplished very few results as far as health is concerned. I feel quite sure that if home economics had done its duty there would be no American Child Health Association.

My schools are limited to the schools that are state-aided or those aided by the Smith-Hughes provision. We have cottages in five rural sections. The cottage represents the home that the income of the community could afford. Our food work is based on the income of the community, and

Given at Health Education Conference, Cambridge, Massachusetts, June 23-28, 1924. Arranged by Health Education Division, American Child Health Association.