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The Appearance of the Schoolroom
—Alice Mary Aiken

Mental Scores and Academic Standing
—M. Boyd Coyner

Improving Geography Tests
—Raus M. Hanson
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THE APPEARANCE OF THE SCHOOLROOM

"St. Thomas, who was as simple as he was wise, defined the beautiful as that which, being seen, pleases—Id quod visum placet."

"The teacher is fortunate who has an ideal schoolroom; but perhaps the teacher is more fortunate who has not, for the opportunity to produce one with the co-operation of the children is not to be despised."

HENRY TURNER BAILEY

The phone bell rang; I picked up the receiver; a distressed voice complained, "I am painting my furniture green and it is much, much too green. I have worked so hard. Oh! what shall I do?" Whereupon I donned my hat and coat, hurried to my car, and rushed down Main Street in order to answer the call and return before the next gong. The green was indeed green, and the housewife was near a nervous collapse as she said, "I have mixed black and then white and then gray with it, and I absolutely cannot make the green I wish." I poured a small portion of rose into the pure green, very much to the horrification of my companion, and the result was a very desirable soft gray-green. She was happy, and I went on my way rejoicing and forgot it in ten minutes—forgot it because this was only one incident of many similar ones.

One summer while teaching in a college in Ohio I made my home with the head of the science department, who possessed a passionate love for beautiful objects and surroundings. After school hours we divided our time between furniture, drapery, rug and paint shops. We mixed paint for the living room walls and compounded paint by mixing five colors of the color card together to produce the desired color. This we poured, with a layer of oil on top, into several gallon buckets and stored them away in the cellar for safe keeping until a half year should roll around and bring ample opportunity for painting the huge sleeping porch which every night I enjoyed so greatly. On the lawn were small latticed structures, shaped like churns, made to hold up young shrubbery and vines. My friend rightly decided that they could be more pleasing in color, and consequently they were made to fade into the landscape. When this good lady asked me how much she owed me and I answered, "Nothing," as most art instructors would have answered, she said, "That is queer. I paid fifty dollars for doing only about a third of the work which you have done." Then I thought of the city doctor, who for a few seconds looks over his glasses at his patient, then administers some pills, and presents a bill for three or five dollars. Sometimes I should almost like to be that doctor.

An art instructor is asked numerous questions and receives many letters of inquiry regarding the appearance of the schoolroom. We shall review these simple problems which so often confront us.

Schoolroom walls are very often lacking in color, for generally they are a pure white. Even the most unattractive color is frequently more desirable than white, because no article of furniture, no pictures, no draperies hold their place in the general harmony of the room as a unit against a white background. They all seem to jump forward as separate units, causing a disturbing and spotty appearance. This is because of the extreme contrast of value of the dark or half dark objects against a pure white wall. Note how the objects fade into the
background and become related and harmonious all together when a soft and appropriate color is added to the walls as an intermediate value note. White walls not only make impossible the harmony of the room but they are extremely undesirable from the physical standpoint. The white and the gloss, separate or combined, add greatly to the discomfort of the eyes.

What value (lightness or darkness) shall your schoolroom walls be? This depends mostly upon the amount of sunlight received and upon the woodwork coloring. If, unfortunately, the room is inclined to be shadowy, the wall color may be keyed high in the scale of values; however, the room with the average amount of light may take a color which approaches almost a medium. The general inclination is towards too light a color. Many walls are so high in value that there is no tying together of the integral parts to form a complete and harmonious unit, as in the incident of the white walls. The sum total is equal to the sum of its parts.

We know that any wall color should be grayed in effect to form a soft background and setting for the more interesting units placed against it. An old rule says the larger the area, the softer the color. The brighter and smaller dashes of pep and contrast should be found in the smaller objects—as pictures, pottery, colored chalk blackboard sketches, table covers, pillows, and drapery design. Kindergarten children often delight in painting their small individual chairs in very bright color, and the result is very satisfactory; however, this would not be advisable with grammar-grade desks or the teacher's desk, for these large-area articles of furniture should echo in a measure the woodwork or wall coloring.

Of necessity, there are many makeshifts in these small objects which give the note of color contrast. We may not be able to buy even the cheapest lovely bit of pottery, but there are plenty of glass jars of good proportion to be painted a beautiful color. If window drapes are desired, muslin and dye coloring are cheap. There are many good makeshifts if one has the initiative to find them.

The wall color (hue) should be related to the woodwork. Much woodwork is stained a dark or medium brown which contains some red but much more yellow—hence soft yellow or yellow gray walls are always harmonious with it. Too often we see yellow walls which are keyed high, chalky and harsh. There is a certain gray green color showing much yellow, which is seldom used but which, when found, is very exquisite with the medium brown woodwork. Of all hues, soft gray green is the most restful and soothing to the nervous system.

The Creator understood this when He so wisely clothed the earth in beautiful greens. If the woodwork is enameled in cream, light ivory, or light gray (few schoolrooms are), any wall color will harmonize with it. The most charming schoolroom I have ever seen had cream woodwork painted in a flat non-gloss, or almost non-gloss, paint. Why use the high gloss enamel, which is not half so lovely, when the non-gloss or slight gloss gives a lovelier effect and is equally serviceable and washable? Blue gray or soft yellow green is very desirable for walls with light cream or pearl gray woodwork; however, if the room receives insufficient sunlight, soft yellow or soft yellow-green is the color which will introduce cheer and sunshine. If the room receives a flood of bright light, gray and blue gray may be used to soften the light.

The expense of painting walls is not great. Two five-pound packages (fifty cents each) of good grade calcimine will paint an average-sized room. If purchased in bulk, the expense is less. Oil wall paint is more expensive but more durable. The larger boys can apply sizing and paint, and they love to do so. I twice painted the walls of my living apartment. The most desirable wall colors are made by mixing several colors; and, if one will remember the related and opposite hues in the spectrum, the mixing is not difficult. But it is unwise to trust
the mixing to most commercial painters. A few desirable colors are to be found on the color card which require no mixing. I was sorry on one occasion to see paint added to school walls when they consisted of a sand finish plaster, which was naturally a delightfully even, smooth gray.

Window drapery adds much finish, comfort, and hominess to the room. The great majority of classrooms which come to my mind are without drapes, although I receive many inquiries from teachers regarding them. I recall lovely ones in a first grade room made of unbleached muslin on which the children had stenciled a surface pattern of various colored animals. If one is in doubt about the drapery coloring, she may make sure that a grayed tan pongee or cotton suiting, unfigured, will harmonize with any yellow, tan, gray, or soft green wall, and also a soft blue wall if the tan is considerably grayed. When a patterned material is desired, one is safe in selecting a fabric in which the large color area, which is always the background, is related in color to the wall, with opposite coloring in the figures to give a note of brightness and life. If the room contains much dark furniture or is naturally dark and has gloomy walls, care should be taken to avoid dark or medium dark colors in the drapes. A material without figure, of opposite color from the walls, may be used if few drapes are needed and if kept subdued in tone; however, to use many of these would create discord, as it would cause the use of two opposites, both in large areas. White walls take drapes of no strong color value—perhaps cream, light tan, or light yellow. Window shades of soft tan are much more desirable than dark green, which is greatly used and is seldom harmonious. Glass curtains, which are generally made of cream marquisette, are practical only for the occasional schoolroom which receives too much light.

How should drapes be made and hung? Figure 1 is a window or group of windows which has a width in excess of its height; therefore, a valance in figure 1 is inappropriate, for it exaggerates the width. Number 2, with no valance, gives height to the wide proportion. A wooden pole, to which the drapery may be attached, painted the color of the drapes to carry the color across, may not have quite the horizontal effect of the valance (figure 2). Number 3 is a window much higher than wide, and may properly take a valance. The drapes in figures 1, 2, and 3 repeat the general line and structural form of the windows and therefore are completely harmonious with the window. In figure 4 the drapes form slightly curved lines, which have a tendency towards softness, and yet they still repeat the general structure of the window and are entirely inharmonious. Figure 5 shows drapes with abrupt curves which do not repeat the lines of the window and are entirely inharmonious. This type suggests a draped costume to conform to the curves of the body rather than to a straight-line, rectangular window. It brings to mind the draped costumes of the Three Graces which were originally in one of the pediments of the Parthenon. Figure 6 shows much of the window casing, which gives a strong structural line; and in figure 7 most of the casing is hidden. Either is correct. I personally prefer figure 6. Drapes which hang below the window casing and touch the baseboard create a long, graceful line and serve to heighten the appearance of the wall in a schoolroom with a low ceiling, but if there is much sweeping and dust, they are generally impractical.

Furniture, pictures, and other objects should be arranged so as to form related units rather than a haphazard, unrelated, and inharmonious mixture. Unity, which is orderliness in grouping, is one of the first and simplest elements in design or in any other art problem. It is, in fact, one of the first requirements of almost any task undertaken. Figure 8 represents a bookcase, with a waste basket, a small picture, and a group of pictures, which are all separate units and are so arranged as to bear no relation to each other. In figure 9 the small pictures
are so placed that they seem to belong to the bookcase as a unit. However, the whole unit is made very uninteresting because the four pictures are all the same size and the same distance apart and because they form a group the same width as the bookcase. Number 10, although it does not look so broken, again repeats the exact width of the bookcase, and the flowers are also arranged in a very horizontal line. In figure 11 the contrast in size between the bookcase and the extremely small picture is too great. Number 12 shows a picture which is in a desirable proportion to the bookcase, and the flowers have a slight vertical line to help tie the two objects together. This is a harmonious unit of a formal-balance type. In number 13 we have a harmonious unit of an informal-balance type.

Very recently some fifth-grade children undertook the arrangements of their bookcase, pictures, and several small objects as a related unit. They did it successfully and with much understanding.

Now let us discuss not only the unity of objects, furniture, and pictures, as in the foregoing paragraph, but the proper hanging of pictures and their relation to wall spaces. Number 14 not only shows a lack of relation of pictures to pictures but to the wall space and also to the desk (as in figure 8). There are entirely too many pictures for the wall space, which causes a lack of desired repose and simplicity. They are hung so high that to view them would cause much straining of the neck. In order that we may enjoy the beauty of any picture, it should be placed on the eye level or very slightly above. The one wire which suspends each picture forms a triangle shape, which carries the eye to a point and upward and is not in harmony with the main vertical and horizontal lines of the pictures and the room. In figure 15 the picture is (as in 11) too small for the large wall space—the contrast is so great that it reminds us of a postage stamp upon the wall or a fly upon a horse. This very small picture may rightly be hung with one straight wire, but never with a triangle wire, as in 14. Number 16 shows a picture which repeats the wall space in shape, is large enough for the wall space, and is in good size-relation with the desk. It is hung, as any picture should be, except a very small one, with two vertical wires which repeat the vertical lines of the picture, furniture, and walls. I prefer strong, small cord, the color or near the color of the wall, instead of wire, and I prefer molding hooks, which hold the strings, painted the color of the molding. This causes the more unattractive accessories of picture-hanging to be made nearly invisible, and the attention is focused on the beauty of the picture. In figure 17 the two very slender pictures which are placed close together as companions form the same desirable effect as in figure 16.

Some rooms have blackboards which run almost around the room; therefore the only space left for pictures is above the blackboard, which is much above the eye level and causes them to lose much beauty and worth. However, it is better to place them too high than to have a room totally without pictures. This is illustrated in figure 18. Here, although in shape it fits the wall space, it rests upon the upper blackboard molding and hangs at a decided angle or slant from the wall. Why should a picture be so inharmonious as to hang away from the vertical lines of the wall, almost approaching a right-angular direction from the wall? This is like a twig which has been slightly broken from its branch and has lost the beautiful direction and harmony of growth as it is pulled downward by the laws of gravity. How very much better the picture appears when pushed a few inches above the molding and flat against the wall as in figure 19. A picture should always hang flat against the wall or with a slant that is hardly noticeable. These two mistakes are perhaps the most commonly found in the schoolroom.

Exhibits should be placed in an orderly arrangement upon the bulletin board (figure 20). It so often happens that the only place
to exhibit children's work is high above the blackboard but, though this may be a fact, the work can be arranged in some uniform, orderly, and balanced manner, as in figure 21, and not as in figure 22.

"How should my picture be framed?" This is a question frequently asked by housekeepers, professional people, and teachers. A frame should be so subordinated to and harmonious with the picture as to be hardly noticeable. If it is noticeable, then something is wrong. This is the test of good framing. It is the beauty of the picture that we wish to enjoy, and this can be accomplished only by the use of very plain moldings which seem to be a part of the picture (figure 26). Elaborateness in moldings (figures 24 and 25) cause one to see only the frame and hence destroy the merits of the picture. The color of the frame must harmonize with one of the prominent, medium, or dark colors in the picture and should be of medium or dark value according to the general value (darkness or lightness) of the picture as a whole. Oil paintings which are generally rich in color often require gilt or bronze frames which have been toned down in effect. Highly colored prints may sometimes take a colored frame containing gilt also. If a mat is used, it should be related in color to one of the leading colors in the picture and to the frame color but should, however, be lighter in color than the frame. It is better for the mat to have a slightly deeper margin at the bottom, for this gives a feeling of stability, as does the deep margin at the bottom of the printed page.

The American Federation of Arts asked, "What is the greatest service in the cause of art that can be rendered by a great national organization?" Mr. Huger Elliott, of the Pennsylvania Museum and School of Industrial Art, answered, "See that every school in the United States, from the metropolitan high school to the smallest schoolhouse in the backwoods, has upon its walls at least one plaster cast of a superb piece of sculpture and one fine color print of a masterpiece of painting." This great organization is now trying to work out a scheme by which this may in reality be accomplished. At present I hold in my hand a booklet which lists the art possessions of a public school system located in a town of six thousand population. This catalogue says: One hundred and thirty large colored master prints, three large mural paintings, sixteen large photographs, and five bronze tablets adorn the walls, and forty-two large plaster copies of masterpieces in sculpture are grouped about the corridors.

Pictures in the schoolroom should include more than framed wall pictures. The most successful teachers are those who hold the enthusiasm of the children by putting a new, bright, colored-chalk picture each month on a single blackboard or on the large blackboard in a space set aside for this purpose. Figure 23 shows a tree sketch for the month of October.

Most schoolrooms lack the life and sparkle which bright patches of color introduce into the drab interior. This may be accomplished by flowers in window boxes (figure 23), which children love so well, potted flowers, fernery, and cut flowers, which children bring as expressions of devotion to room and teacher. We know also how the children love to care for the plants and to watch them grow.

What kind of container should we use for cut flowers? The bowl and vase in 28 and 29 are surely too decorative. Like the picture frames in figures 24 and 25, the strong pattern kills the beauty of the flowers and draws the attention to the containers instead. While the general shape and proportion in figure 29 are very good, the same cannot be said about figure 28. See how much more graceful, with its long subtle curves, is figure 27 than figure 28. Figures 27 and 30 are appropriate and well proportioned flower containers—one for short stem flowers, the other for long—and because of the absence of pattern would, if subordinated in color, bring forth the elegance of the flowers. Figure 29 is in itself a beautiful and
beautifully decorated piece, ornamental in character, made to enrich the color and pattern of the room if placed in the proper atmosphere. However, it was never designed for a flower container. Flower containers should be very soft and subordinated in color. The colors harmonizing with most flowers and leaves are soft greens, blues, blue-greens, tans, and yellows.

Ikenobu, a Buddhist priest, several hundred years ago first started the art of flower arrangement in Japan; and the Japanese people, both poor and wealthy, with their inherent artistic natures, have made the most of this highly developed art at all times. At first the arrangements, although always based on art principles, had only religious meanings, with certain lines and shapes symbolizing heaven, man, and earth. Later, social significance and suggestions of history and legend were added.

In America, flower arrangement means simply beautiful line, balance, and vibration of color. In figure 32 a slender vase with long modulated curves is chosen to accommodate and harmonize with the long slightly curved stems and leaves. The stems, leaves, and flowers are arranged simply and gracefully to bring out the beauty of shapes and characteristics of growth of this particular subject. There is rhythm of line and good balance in this complete composition. Amateurs in flower arrangement many times make the mistake of cutting the stems too short and crowding the arrangement so that the effect is that of a very heavy mass in which one is unable to recognize any distinct shapes or characteristics of the plant (figure 31). Some flowers which depend more upon their rich and variegated coloring than upon the characteristics of growth for their beauty, as pansies and sweet peas, may be grouped in tighter masses. Another mistake often made is that of not only overloading the arrangement but spreading it in too vast an area for the container used (figure 34). Notice how top-heavy the composition appears in figure 34 and how very pleasing is figure 33. One should watch also the vibration, or balance of color—that is, flowers of the same color should not occur in only one place in the bouquet but should be balanced throughout. One of my friends once placed a beautiful composition of roses upon the top of her upright piano (figure 35). She stated that they were too tall in composition for the top of the tall piano and out of harmony in shape with the environment, which was certainly a true statement. So saying, she spread them to a more horizontal arrangement in the same container (figure 36). You will agree with me, I am sure, in saying that while the bouquet (figure 36) does now take the shape of the top of the piano yet it is out of harmony again because the arrangement is overdone and topheavy with the container, inharmonious in shape with the container, and therefore inharmonious with the piano. The problem would have been adequately solved had she used a low horizontal container (figures 37 and 38).

Well do I remember the strong impressions created by my early childhood surroundings—the simple paneled woodwork of my bedroom with whatnot above, wall paper, vases upon the mantel, and portraits above; the walls of the schoolroom, and a picture of the gallant man, in the boat on icy water, whom I did not know, but met again years later and found to be George Washington Crossing the Delaware—by Leutze—not a very great masterpiece after all. The impressions of youth are the strongest and most lasting, and this is why the schoolroom should be near perfection in orderliness and beauty. Will your school children retain the memory of a room with foul air, mishung pictures and maps, cluttered table, unswept floor, misplaced furniture (figure 39), or will they remember you as one who believed with William Morris, “If you accept art, it must be a part of your daily lives and the daily life of every man.”

Alice Mary Aiken
THE RELATION OF MENTAL SCORES TO HIGH ACADEMIC RANKING

At the Farmville State Teachers College each freshman class is given a test of mental ability soon after entering college. Scores of the students who have been tested over a period of nine years show a normal curve of distribution, and the medians and standard deviations are quite uniform from year to year. Scores on the test are assigned certain letter grades, the upper 10% of the scores being rated "A," the next 20% rated "B," the next 40% "C," the next 20% "D," and the lowest 10% "F." Because of the approximate uniformity of the distributions from year to year, a certain score on the test in any one year will be given the same letter grade as in any other year, with the exception of a small variation in the "A" and "F" groups.

Thirty minutes of actual working time is allowed in taking the test; with ten minutes for distributing and collecting papers, a total of forty minutes of the student's time is required. This short expenditure of time is significantly helpful in selecting from students who are just entering college those who will rank high in their last year in college.

At Farmville certain distinctions are given to students in the senior year who have made A or B on all their classes in the preceding quarter, except that C is allowed on floor work in physical education classes. Students who attain such rank are on what is popularly known as the "Dean's List." A senior may be on this list one, two, or three quarters. What relation is there between presence on this list in the fourth year in college and the mental test scores made during the first month of the first year?

Tables 2, 3, and 4 give respectively the number and percent of those who were on the Dean's List one, two, and three quarters.

This paper was read before the section of Psychology and Education of the Virginia Academy of Science, meeting at the State Teachers College at Harrisonburg on May 4, 1934.
furnish more students on the Dean's List than chance would allow. In only one case does the "C" group furnish more than expected; that is the case of those who were on the list only one quarter, as shown in Table 2. Chance would give the "C" group 40%—the group actually has 41%.

If we take the number on the list from the "A" group as a basic 100% and compare the quota furnished by the other groups with this basis we have the following display:

<table>
<thead>
<tr>
<th>Mental Test Grade</th>
<th>Percent of quota on Dean's List</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any 1 qr. 2 qrs. 3 qrs.</td>
</tr>
<tr>
<td>&quot;A&quot;</td>
<td>100 100 100</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>60.9 68.7 93.7 40.4</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>24.2 50 25 10.9</td>
</tr>
<tr>
<td>&quot;D&quot;</td>
<td>10.9 18.7 18.7 3.1</td>
</tr>
<tr>
<td>&quot;F&quot;</td>
<td>6.2 12.5 12.5 0</td>
</tr>
</tbody>
</table>

Taking one case to illustrate: There were eight on the list for one quarter who came from the "A" group, as shown in Table 2. On this basis the "B" group, being twice as large, should furnish twice as many, but in fact that group furnished only eleven which as shown in Table 5 is 68.7% of its quota. Similarly the "C" group in the same table furnished 16, which in Table 5 is shown to be 50% of the quota of that group.

Another interpretation can be made as follows: The chances of a "B" student getting on the Dean's List for three quarters are 40% as great as the chances of an "A" student; those of a "C" student are about 11% as great; and those of a "D" student are about 3% as great. No. "F" student has yet attained this ranking.

The fact that an "F" student can attain Dean's List distinction at all probably needs some explanation. One case can be mentioned to show that there is as much unreliability in average academic success in one quarter as there is in mental test scores. A student who was rated "F" as a freshman failed several classes as she slowly progressed through the third year. She did have considerable determination and a fair personality. In her teaching quarter she was assigned to a lower grade and, being very much interested in the children, she was able to do above average teaching, as judged by the supervisor under whom she worked. This accounts for the presence of one "F" at least on the Dean's List.

This article in not intended to show that a student ranking "A" will be a great success nor that one ranking "F" will be a total failure. When one considers, however, the large number of factors that enter into and modify college success, it is remarkable that a short thirty-minute test given in the freshman year does single out as well as it does those who have possibility of attaining high rank in the senior year. The student who ranks "F" may improve herself mightily in one or two years in college; but judged from the point of view of superior attainments she is a desperately poor risk. As a matter of fact, approximately half of those rated "F" on entering college leave before the end of the first year or do not return to college for the second year.

M. Boyd Coyner

HOW WE MAY IMPROVE GEOGRAPHY TESTS

Passenger traffic in Europe has first-class, second-class, and third-class coaches. This plan provides passenger transportation with accommodations which are unquestionably distinct. The European custom suggests a way of classifying geographic material into first-rate, second-rate and third-rate geography.

Some months ago, teacher-prepared examinations were gathered from nine counties which represented different sections of the state. Because I have found students unable to discriminate regarding the importance of all the material which geography claims, and because of the study of the teacher-prepared examination ques-
tions, I have attempted an evaluation of the subject-matter of geography. This evaluation proposes that the subject-matter of geography may be classified in three divisions such as have been mentioned.

The teacher-conductors of the geography passenger train have crowded coaches in the third-rate division. Here are to be found:

List A:
1. Place locations
2. Boundaries
3. Soil formation and composition
4. Land formation
5. Sun behavior
6. Earth movements
7. Angle of land slope
8. Air composition
9. Wind behavior
10. Ocean movements
11. Rock formation
12. Minerals
13. Earth changes
14. Volcanic behavior
15. Mechanical work of streams and underground water
16. Chemical work of streams and underground water
17. Glacier formation and movements
18. Description of streams, valleys, oceans, mountains, weather conditions, etc.

List B:
1. Statistical information
2. Altitudes
3. Latitudes and longitudes
4. Land forms

Other information similar to that included in the above lists should be grouped with third-rate geography. This is not saying the above subject-matter is valueless. It is material which needs to be known in order to have an adequate basis for first-rate geography. To know the combinations of numbers does not make one a mathematician, but unless a person has mastered the combinations, he has difficulty in becoming a mathematician. First, second, and third-class coaches all provide transportation facilities, but the third-class coaches are very largely patronized by those who perform the hum-drum tasks of life. The items of the two lists belong to the hum-drum phase of geography. The items in list A need to be familiar to the student. But to be able to name them and their sub-divisions gives only a casual acquaintance. Many of the items in list B should not be regarded as the kind of information which would be acquired for keeps. Instead, each person needs to learn where he can readily locate such information and immediately make it contribute to his purpose. Think of third-rate geography as on a par with combinations of numbers. The distinguishing expression to be associated with third-rate geography is information regarded as lifeless.

Second-rate geography includes material dealing with that which is living. In order that there may be a more evident comparison between second-rate geography and third-rate, a partial register of the passengers found in the second-rate coaches is given:

1. Description of man's work in any occupation
2. Chronological report of individual or community undertakings
3. Description of man's utilization of any natural resource
4. Description of the growth of a plant
5. Statement of other plant activities
6. Description of animal activities
7. Report of the undertakings of a social group
8. Directions for the construction of any project

In contrast with third-rate geography, this division of geography includes the activities of that which is living; the idea by which this type of geography may be distinguished is description of living activities. First-rate geography is interpretative. The reasons giving the interpretation may include natural, cultural, social, or economic
conditions. It is essential that the undertakings of man or the behavior of plants or animals be related to one or more of these four kinds of environment. Note that second-rate geography omits the interpretation of any activity or behavior. A much more distinguished group of passengers are found in the first-rate coaches:

1. Reasons why surveyor selected specific highway route
2. Explanations of community crop-specialization
3. Conditions producing luxuriant plant growth
4. Causes of adjustments made by animals in any region
5. Explanations of disease-prevention methods
6. Environmental factors affecting transportation costs
7. Reasons for developing specific power-sites
8. Conditions affecting successful pest-control
9. Environmental factors affecting food selection
10. Causes underlying any conservation program

Many other items might have been added to the above list, part of which would have been opposites of those which were given. Interpretation of living activities distinguishes first-rate geography.

Illustrations may help to differentiate the subject-matter of the three divisions. Autumn days have decreasing amounts of sunlight. This statement would be true if there were no life on the earth, and therefore is classified as lifeless information. The leaves on the trees are turning red. This sentence is a description of a life-activity; it classifies as second-rate geography. Since days have fewer hours of sunlight and the sun's rays are less intense, the green color in the leaves is breaking down and the other leaf colors can be seen. The sun-behavior mentioned in this sentence gives the explanation or interpretation of a life-activity, and the whole sentence belongs to first-rate geography.

Another selection of illustrative sentences includes people. Third-rate geography is illustrated by the sentence: Harrisonburg is in the Shenandoah Valley. The second-rate division includes the sentence: The teacher is driving from Harrisonburg to Richmond. Much might be added to describe the drive from one locality to another, but limited to description, it would remain second-rate geography. When the reason for the drive is given, the sentence would classify as first-rate geography. In order to attend the programs of the Virginia Educational Association, the teacher is driving from Harrisonburg to Richmond. Much might be added to describe the drive from one locality to another, but limited to description, it would remain second-rate geography. When the reason for the drive is given, the sentence would classify as first-rate geography. In order to attend the programs of the Virginia Educational Association, the teacher is driving from Harrisonburg to Richmond. In this sentence, Virginia Educational Association gives the factor which is the social environment. This factor gives the purpose or the interpretation of the drive, so the sentence belongs to first-rate geography.

In studying the questions of the teacher-prepared examinations which were received, those questions which were third-rate geography or belonged to the Inanimate fact or Information type were marked "I." They are illustrated by such questions as: What city is located at the mouth of the Hudson River? What is the largest island of the West Indies? etc.

Since modern geography is attempting to emphasize man's undertakings, the questions which asked for that type of information were classified as "U." These questions were similar to the following: What is the chief occupation in Cuba? What type of live stock production belongs to the Great Basin? What is the capital of France? The third question tends to the "information" group, but "capital" suggests man's undertaking in government.

But to go all the way in geography, there should be a study of man's undertakings as influenced by his environment, whether that environment is physical, cultural, or social. Various geographers have pointed out that geography is a study which considers cause
and result, or one which gives the reasons or shows the relationship between what people do and their environmental conditions. Questions which asked for the Reason or included the Relationship idea were marked "R." In a true-and-false test, this sentence was marked "R": A train from Lima to the Plateau goes to such elevation that some people have to use oxygen tanks to live.

In a multiple choice this question ranks as one including relationship: The people of China and Japan have developed terraced farming because:

- a. they think it is beautiful;
- b. they can use more land in that way;
- c. in that way, they can raise crops on steep hillsides

As an example of a completion sentence, which includes the reason, the following was selected from one test: Three things which hinder the development of Brazil are ______________, ______________, and ______________.

From the tests studied, it would seem that the essay type tends quite easily to include reasons. The following question from an essay type is similar to many which might have been selected: Why do most of the people of Canada live along the southern boundary?

It is easy to make general statements regarding what a test should be. Also, since the true-false type seemed to have about the least "R" questions, one such examination was selected to indicate the marking plan used in the study. Excepting for the letters "I," "U," and "R," the test is copied as it was received.

Write true or false before each statement:

U 1. The chief wealth of the Southern states is found in their minerals.
R 2. There are many cotton mills along the Fall Line.
R 3. Many tourists go to Maine to enjoy cool summers.
R 4. Rice must be grown in a dry region.
U 5. It is cheaper to transport cotton on cars than on water.
U 6. Fulton invented the cotton gin.
U 7. There are large iron mines in Minnesota.
I 8. Montana is the largest state in the United States.
I 9. St. Louis is the largest city on the Mississippi River.
U 10. North Dakota is noted for wheat production.
U 11. Michigan is noted for the lumber industry.
I 12. The North Central States have greater rainfall than the Western States.
I 13. St. Paul and Duluth are called the "Twin Cities."
U 14. Chicago has the largest stockyards in the world.
I 15. The Grand Canyon of Colorado is in Colorado.
I 16. The Mississippi River system drain the North Central States.
U 17. Arizona and Montana are both noted for copper production.
I 18. There are no forests in the state of Maine.
R 19. The rush of water in Niagara Falls is used for making electricity.
I 20. The Mississippi is the largest river in the United States.

In re-writing part of the questions of the above test, if a question was one of the true group in the original test, it was worded so it would remain true in classification in the revised test. Likewise, if a question was false in the submitted test, it is false after its wording was changed to express relationship. It may be observed that three-fourths of the questions can now be labelled with an "R." The unrevised questions of the original test are omitted from the following:

R 6. While visiting a cotton plantation, Fulton invented the cotton gin.
R 7. The University of Minnesota has received support from taxes levied on the large iron mines of the state.
R 9. Since St. Louis is an important railroad center, it has become the largest city on the Mississippi River.

R 10. With a short growing-season, North Dakota has become a well-known wheat-producer.

R 12. Grazing is the occupation of the Western States because of their small amount of rainfall.

R 13. Flour-milling has promoted the growth of the “Twin Cities,” St. Paul and Duluth.

R 14. Surrounded by hog and cattle areas, Chicago has developed the largest stockyards in the world.

R 15. The Grand Canyon of Colorado is a tourist attraction in Colorado.

R 17. The low percentage of copper in the ore of Montana and Arizona favors copper-mining in those two states.

R 18. With no forests in the state of Maine, much lumber is purchased from other states.

R 20. The control of the flood problem of the lower Mississippi is increased by the large size of the stream.

A study of the completion tests which were received showed that nearly all questions classified under “I” or “U.” A sixth-grade examination was selected and it has been copied as it was received, with the labelling letters added.

COMPLETION

U 1. The most important industry in New England is .................

U 2. The chief occupation of the people of the Southern states is .................

I 3. The Mississippi river flows into the ................. of .................

U 4. The state that produces the most coal is .................

U 5. The boll weevil is an enemy of the ................. plant.

I 6. The prairie region is found in the ................. states.

I 7. Mt. ................. is the highest peak in the Appalachian Mountains.

U 8. Rich iron mines are found around Lake .................

U 9. Great salt deposits are found in the state of .................

I 10. The climate is ................. in Florida.

Rewriting this completion test, the author kept the questions to a sixth-grade level, but it seemed well to word them all to show relationship. Often it is necessary to write longer sentences in an examination if they express first-rate geography, but as they explain so much more regarding life behavior, that sentence length is desirable. The above test re-written follows.

R 1. The ................. soil has caused ................. to become the most important industry of New England.

R 2. Because there is a well-distributed rainfall in the Southern states, the chief occupation of the people is .................

R 3. Because the Mississippi river flows into the ................. of ................., its usefulness for navigation is .................

R 4. Because ................. is the state leading in coal-production, much ................. is brought there for smelting.

R 5. Many experiments have been made to find how to control the boll weevil, which is an enemy of the ................. plant.

R 6. Large crop returns caused high-priced land in the prairie region of the ................. states.

R 7. Tourists are interested in visiting Mt. ................., which is the highest peak in the Appalachian Mountains.

R 8. The ore from the rich iron mines around Lake ................. supplies much of the tonnage shipped through the “Soo” Canal.

R 9. Chemical manufacturing occurs near the great salt deposits in the state of .................

R 10. Many wealthy people have moved to Florida to enjoy the ................. climate.

Of the sixty-four tests received, only one deserved to have every question marked
with an “R.” The writer does not mean, however, to say that the essay type is the only one which can be safely used for geography. But probably all types of tests used in geography do need to be continually checked to make certain that there is sufficient testing of relationships. Here is the test which was notable for its questions about relationships:

1. What factors have contributed to the industrial and commercial development of Europe?
2. Describe the climatic and geographical conditions of the Central Plains and show how the lives and occupations of the people in different regions of the Central Plains are influenced by these conditions.
3. Explain why so many small nations, with distinctly differing languages and customs, have grown up in Europe.
4. To what extent has the vast colonial expansion of the English people made possible the great industrial development of Great Britain?
5. What conditions made possible the development of Germany into a great industrial nation?
6. Explain the industrial growth of Russia since the World War.
7. Why are the Balkans called “The Powder Keg of Europe?”
8. Why are there no large inland cities in the Scandinavian Peninsula?
9. Name the chief occupations of the people of Denmark and give the geographical conditions which determined the rise of this occupation.
10. a. Why is it extremely important to France that she have a seaport on the Mediterranean?
   b. Give four reasons why France desired to possess a colonial empire in Africa.

It may be noted that all of the above questions can be stated objectively, so they indicate geographic material which might be included in other types of tests.

Certain questions may be asked regarding the planning of geography tests. How much of any test may be asking for information? How much should group around man’s undertakings? How much should deal with reasons or relationships for man’s undertakings? This study was not planned to get an answer to the three questions, and the writer does not know of an answer which has been secured as the result of an investigation. So he will suggest a plan of procedure and hope that some investigator will soon supply the answer.

By the end of the fifth-grade geography, a minimum of one-fifth of the geography test should deal with relationships, three-fifths should be man’s undertakings, and not more than one-fifth should test information.

During the sixth-grade geography an increasing amount of relationships should be taught, so that by the end of that year, a minimum of two-fifths of the geography test should ask for reasons for the specific undertakings of man in the areas studied. If man’s undertakings claimed four-ninths of the test, almost one-seventh would remain for information questions.

During the seventh year, there should be additional emphasis on relationship, so that by the end of that year, at least three-fifths and perhaps three-fourths of that test would come up to that standard. It is observed that both information and man’s undertakings are included in relationship questions, so a reduction in information questions and undertaking questions is not omitting that material. The teacher in arithmetic finds out whether a seventh-grade pupil can add or multiply without depending on a problem in addition or a problem in multiplication. In much the same way, well-planned questions in first-rate geography will find out whether the pupil has the basic geographical information and the needed knowledge regarding man’s undertakings. Since the study of relationship is the distinctive
contribution of geography, it is desirable that such material should become the greater part of geographical consideration.

A proposal giving numerical divisions is open to criticisms, but the fact remains that unless some one suggests some definite standards to be realized, it is easy to continue in previous habits and not make the desired improvement.

Two comments bearing on the questions studied may be added. One teacher named the publication which had been her guide in the preparation of the questions used. While titles of various publications suggest that they will reduce the difficulty of geography teaching, such books may be responsible for leading teachers astray in the preparation of geography tests. Often such publications omit mention of the weaknesses of true-false tests, for instance, because such mention may invite opposition to the sale of the "teacher-help."

The other comment recognizes the desire of teachers to improve in their geography teaching. With a number of the submitted questions was a note from the supervisor saying the teachers were anxious to have the results of the study and that they had been glad to cooperate. A few teachers who had been in the classes of the college since the writer joined the faculty added a note saying that criticisms would be appreciated. It is with the hope of supplying some help to those who cooperated that this article has been written.

The teacher who keeps her geography teaching linked with relationships is more certain to lead her classes to an appreciation of the principles of geography. Otherwise, too often, she will be satisfied with having taught some significant facts. As a guiding idea, it may be said that first-rate geography should be taught and then relationships should be emphasized in the tests.

Raus M. Hanson

DID HOMER NOD?

"For thus I estimate the qualities of the mind: 1, good humor; 2, integrity; 3, industry; 4, science. The preference of the first to the second quality may not at first be acquiesced in, but certainly we had all rather associate with a good-humored light-principled man than with an ill-tempered rigorist in morality."—THOMAS JEFFERSON in a letter to Dr. Rush, January 3, 1808.

The schools stand between the generation which is passing out and has no adequate understanding of the new social order and the oncoming generation which is eager to take its part in the world and unwilling to be bound by the fetters of a narrow program conceived and established in a day when machinery was new and cities were uncommon. Our present task is one of consolidation and organization of improvement and amplification of education.—CHARLES H. JUDD.

There is always something green and immature in an institution that hangs much on a single person. It is in unstable equilibrium. Solid organizations welcome great men, but are not dependent on them. A Western college may die if it does not get a suitable president; the great universities of Germany change their rectors every two years, and are totally unaffected.—GEORGE HERBERT PALMER, in 1887.

The reactionary is like the man who has missed his train, in that both have been left behind. There is this difference, however; the man who missed the train knows why he missed it. The reactionary doesn't know why the world has gone off and left him.—LESLIE D. KLINE.

Every democratic citizen's life is a chain of moments in some of which he initiates and leads and in some of which he appreciates and follows.—HENRY SUZZALO.
EDUCATIONAL COMMENT

CHILDREN AND MOVIES

The time seems to be near when the schools will exert an influence on standards of motion picture production. This desirable end promises to be the outcome of an experiment started two years ago by the National Council of Teachers of English to determine whether the motion picture tastes of high school pupils could be improved through the medium of the English class, according to Holland D. Roberts, chairman of the Council’s Public Relations Committee.

The experiment was so successful that at the annual convention of the National Council in Detroit last December, the thousand teachers present voted the adoption of the report of William Lewin, Weequahic High School, Newark, chairman of the Photoplay Appreciation Committee, recommending that photoplay instruction be introduced in the schools and that courses of methods in teaching photoplay appreciation be given in schools of education.

The response of educators to these proposals would seem to indicate that motion picture appreciation will eventually be taught in secondary schools from coast to coast. Already curriculum commissions in New York, Virginia, Maryland, and California have recommended the inclusion of such courses in junior and senior high schools.

Motion picture producers and theatre managers, anticipating the higher standards that will be demanded by young people trained in discriminating criticism of photoplays, are now beginning to cooperate with teachers in the making and selection of films.

Sixty-eight English classes in cities scattered throughout the country took part in the National Council’s experiment. Boys and girls attended selected pictures in a group and then in their class-rooms discussed frankly the plays they had seen. Frequently they were more critical than adult theatre-goers. They quickly adapted principles of story structure and fundamental values taught them in studies of the classics to their judgments of current photoplays.

One of the significant findings of the Council’s study was that pupils in the experimental groups soon formed the habit of seeking the teacher’s advice before seeing a picture. Ordinarily this is the last thing a pupil would think of doing.

Other findings were:

Photoplay appreciation can be taught to boys and girls of normal intelligence in grades nine, ten, eleven, and twelve.

Pupils under guidance show 85 per cent superiority in reporting examples of films that have influenced their behavior, the chief influence being in the direction of higher ideals.

Class instruction excels in developing appreciation of honesty, bravery, devotion, and self-sacrifice among the ideals portrayed by screen characters.

Pupils enjoy photoplay discussion so much that it is eager and rapid.

As their first step in formulating some sort of criteria for judging photoplays, the Council committee prepared study guides for three important films, “Emperor Jones,” “Little Women,” and “Alice in Wonderland.” These were distributed to high
schools throughout the country, and pupils were invited to submit critical essays on the pictures. The response to these method suggestions was so great that the National Council is planning the regular issuance of photoplay instruction material.

The entire project fits in with the research program of the National Council's Curriculum Commission which is working on a modernized English curriculum to extend from elementary school to university, but it has a broader base. As Mr. Lewin said in presenting his report, "If our millions of high school students can be taught intelligently critical standards for judging photoplays, the level of taste among the rising generation of motion-picture-goers will be raised, and the whole standard of motion picture production will be improved."

ULTIMATE CONTROL OF MOVIES WILL COME THROUGH THE SCHOOL

Thoughtful parents view the influence of current movies upon their children with apprehension and alarm. This fear is well founded, for the Payne Fund studies have shown that even young children remember more than they miss in the pictures. High-school boys and girls have their attitudes toward important values changed to a measurable degree by a single exposure to some pictures, and this influence is both cumulative and permanent. Manners, clothes, and play are modified by the characters who move upon the silver screen. The movies are a very powerful influence for good or bad. They are potent in raising the standards of a nation or in debasing them.

The apprehension of parents is born of the belief that the commercial movies are made by adults for adults without regard for effect upon the social customs of a nation or for the influence upon the immature who, on the average, see a movie once a week. On such visits the children are exposed to pictures of sex, crime, and love in about equal numbers three out of the four weeks in a month. And this is an unbalanced diet for the children. A social instrument has been developed by human genius which needs to be controlled in the public interest.

One method of control has been devised and placed in practical operation in many states. Censorship has been established by law, but that device is a rough screen capable of eliminating only the grossest infractions of mores, and incapable of influencing picture-making until after the product is ready for the market. Useful to a degree, it cannot completely solve the problem.

Other methods of control are advocated, however, and of these one is peculiarly powerful over the long range. If the public exhibited discrimination such that it would ignore poor pictures and patronize good pictures the producers would be quick to respond to the best of their ability. Up to date the public has not shown great discrimination and for a cogent reason: It knows little about how pictures are made and what makes pictures good or poor.

At this point the schools can render a signal service through appreciation courses. They have for the last twenty years demonstrated their ability to raise appreciably the artistic discrimination of a nation. They have aided materially in the development of a more intelligent appreciation of literature and music. They are, therefore, favorably situated to add to their repertoire the photoplay—probably the most powerful of all the arts and certainly the most spectacularly interesting to children. Through an understanding of the nature of the photoplay children will learn discrimination, and the children of today are the adults of tomorrow.

This obligation has been sensed by many schools. Teachers of English in whose field motion-picture appreciation naturally lies, are beginning to insert ten lesson-units in
their English courses to the great benefit and interest of senior high-school students. The National Council of Teachers of English is actively supporting the idea. Organizations such as the International Council on Religious Education, the Y. M. C. A., the Y. W. C. A., the Jewish Welfare Board, the National Catholic Welfare Conference, in their own educational groups for adolescents are all addressing themselves to the problem. It would appear that the appreciation of motion pictures is on the way promptly to be included in high-school curriculums. And if agencies such as these deliberately underwrite the project, it is only a matter of a decade or so until the public will intelligently discriminate between good and poor pictures, which discrimination will have a direct effect upon the box-office receipts of exhibitors—than which there is no more powerful influence known to producers. Such a public will also evolve techniques of control that seem to be beyond the ability of the present generation of adults to whom commercial pictures are a mystery, and seem to be a menace.

W. W. Charters,
In Educational Research Bulletin.

THE READING TABLE

Out of the mass of confusing educational theories now current this practical treatment of teacher and pupil growth and development seems particularly clear. The integrative aspects of teaching and learning are kept in mind.

Only through integration of theory and practice can one develop in independence and power in teaching. This book makes this integration seem within range of accomplishment of most teachers by dividing teaching into two major phases. The first phase is that of administrative procedures which have to do with pupil growth in independence and power to get things done by giving him opportunity to develop such attitudes and skills as insight, self-direction, self-appraisal, self-improvement, cooperation, leadership, initiative, and self-control. The second phase is that of teaching techniques which have to do with the ways and means by which a teacher stimulates, guides, and encourages pupils in his efforts to control subject matter and acquire desirable learning techniques. These teaching techniques are clearly made synonymous with learning techniques.

This book makes integration of personality the aim of learning. Pupil growth or learning is divided into three main lines: 1. Development of independence and power in getting things done; 2. Acquisition of learning techniques; 3. Gaining mastery of subject matter. Child study is made the most important basis of teaching. Many guides and suggestions are given the teacher to aid her in meeting individual differences. The appendix includes helpful lesson plans for diagnostic work in the classroom and also illustrating the use of the principles of problem solving, appreciation, and drill type lessons for various grades.

This book should be helpful as a text in educational psychology, in a course preparatory to student teaching, or as a text for student teachers. The problems and suggested tests at the close of each chapter should stimulate interest and thinking on the part of the students.

THE READING TABLE

This is something new in a history textbook. It presents, not merely the activities of men through the ages, but the growth and development of civilization through ancient and medieval history. The subtitle, "The Rise of Classical Culture and the Development of Medieval Civilization," reveals
the true purpose. "We cannot understand the last part of the story unless we know its beginning. . . . The making of our modern civilization will be the main theme of the story in this book." This gives a new meaning to the study of history.

The book is illustrated with maps and numerous well-chosen pictures from the life of the people of the time. Charts graphically summarize the material of each chapter.

M. S. T.

** Everyday Problems in Classroom Management. **

Dr. Brown believes "that the case-problem trained student not only better understands the principle underlying the fundamental practice which is under consideration, but is inclined to make the underlying principle a part of his thinking when confronted with the actual problem situation."

He has, therefore, organized his book around 170 tested problems illustrating all phases of school management.

** Karl and Gretel: Children of the Fatherland. **

This supplementary reader for the third or fourth grade is one of a series, *The World's Children*. Charmingly written and well illustrated, it offers a good picture of life in pre-Hitler Germany.

** Evaluation of Types of Student Teaching. **

An experimental study of types of student teaching. Results favored distributed rather than concentrated practice.

** The Story of Long Ago. **

An introductory textbook in history distinguished by its maps and illustrations.

** Corrective Physical Education. **

For the student of physical education who wishes to specialize in corrective physical education. Various types of orthopedic handicaps and methods of alleviating or compensating for these.

The basic facts of anatomy and physiology, causes of retardation and faulty development, methods for retraining the body.

A final chapter of special interest to school principals and parents.

** NEWS OF THE COLLEGE **

Enrolment figures for the first term of summer school approximated the enrolment for the first term of the summer of 1933. The number of boarding students showed an increase of fourteen over last year, while the number of day students is 134 compared to 174 in 1933.

The second term of summer school opened July 27, with an enrolment of 128 boarding students and 88 day students.

Virginia cities represented with the largest number of students are Lexington, Richmond, Petersburg, and Winchester. Maryland has a number of students, several being from Hagerstown. Students from as far North as Maine and New York and from as far south as Mississippi are registered.

With the opening of the summer session, June 18, the following officers elected at the close of the last summer session began their duties as administrators of Student Government: president, Mary Duncanson; vice-president, Hazel Holter; secretary, Martha Garbee; recorder of points, Virginia Hankla.

The following were elected officers of the Senior class: First term: president, Mrs. Cecilia Alderton; vice-president, Louise Allred; secretary-treasurer, Virginia Sloane; business manager, Mrs. Josephine Hinkle. Second term: president, Helen Burtner; secretary-treasurer, Virginia
Courses designed to aid Virginia teachers in the use of the New Curriculum this fall were very popular at H. T. C. summer school.

Perhaps one of the most interesting courses offered is listed in the catalog as Education 395. Under the direction of Miss Katherine Anthony supervisors in the Training school demonstrated the use of the New Curriculum daily in one hour periods. The hour of teaching was followed by a conference period during which problems concerning the curriculum were discussed. Efforts were made to meet the needs of every teacher observing, whether during the coming year she expects to teach a one-room school, a combination of primary or upper grades, or a single grade.

Other courses basing the work around problems arising from the use of the New Curriculum were: Homemaking Materials for the Elementary and Grammar Grades, Music Supervision, and Arithmetic.

Eighteen new members were admitted to Alpha Chi chapter of Kappa Delta Pi during the summer session. Those initiated included Paul Behrens, Timberville; Virginia Beverage, Monterey; Hortense Eanes, Danville; Martha Garbee, Evington; Charlena Grim, Winchester; Anna Haley, Flint Hill; Annabelle Kilgore, Norton; Elizabeth Kingsolver, Clarendon; Rosa Lane, Petersburg; Charlotte Mitchell, Gorham, Maine; Olive Smith, Hagerstown, Maryland; Virginia Stickley, Stephens City; Mrs. Anna Withrow, Lexington; Audrey Lauck, Shenandoah; Sue Neal, South Boston; Annie Pierce, Luray; Catherine Thomas, Lynchburg; and Ridgely Jackson, Winchester.

Chapter officers of Kappa Delta Pi for the summer were: president, Mrs. Cecilia Alderton; vice-president, Roy Black; secretary-treasurer, Virginia Sloane. The second term Irene Matthews succeeded Mrs. Alderton as president of the organization, other officers continuing.

Mrs. Rosa H. Loving, itinerant teacher trainer for Home Economics in Virginia, directed the work done by the Home Economics committee working on the curriculum production program which met at Harrisonburg for a period of two weeks during the second term of summer school.

Revisions considered in this two weeks meeting were limited to work in the second and third years of high school. This meeting followed the work done last summer toward revision.

In attendance were Louise Neale, Jane Abbitt, Frances Sanders, Alice Crutchfield, Olive Moorefield, Carrie Vaughn, Olivia Malmgren, Beth Jordan, Nettie Yowell, and Evelyn Glick.

Elizabeth McGuffin, Warm Springs, a graduate last June, received the Snyder Prize for the best piece of literary work contributed to The Breeze for her review of *Men of Good Will* by Jules Romaine, which appeared in the April 13, 1934 issue of *The Breeze*.

Honorable mention was given to Elizabeth Bywaters for a feature article entitled “Troubles of a Mascot,” which appeared in the issue of November 10, 1933, and to Sarah Lemmon, who wrote an editorial titled “From a Senior” published in the issue of June 1, 1934.

Lois Sloop, Harrisonburg, has been awarded a prize of one hundred dollars as the winner in the nation-wide essay contest on *The Educational Advantage of Soap Sculpture*. The essay was submitted following a class project in Freshman English under Dr. C. H. Huffman.

Miss Sloop, a freshman last session, was a member of the Schoolma’am staff, *The Breeze* staff, Lee Literary Society, Debating club, Alpha Rho Delta, Hiking club, and was actively engaged in class sports including basketball, baseball, and hockey. Miss Sloop also made the honor roll for the school year 1933-34.

Speakers at the Wednesday assemblies during the summer session included the following: Mrs. Alice Thornton, assistant...
to the National Director of the Junior Red Cross; Miss Frieda Koontz of the Co-operative Education Association; R. E. Burson, Director of Parks in the Virginia Conservation Commission, who urged the beautification of school grounds; Rev. Dr. L. J. Jockel, professor of theology at the Presbyterian Theological Seminary, Austin, Texas; Rev. Dr. J. Dean Crain of the Greenville (S. C.) Baptist Church; Rev. Dr. Frederick W. Norwood, pastor of the City Temple, London; and Dr. Sidney B. Hall, Superintendent of Public Instruction, who spoke on the New Virginia Curriculum.

**ALUMNAE NOTES**

Only twenty alumnae were present at the alumnae meeting on Saturday, June 9. Both the president and vice-president were unable to attend, it was decided to let various business matters continue until the March business meeting, which is now becoming the most important alumnae occasion of the year.

President S. P. Duke made an interesting talk, emphasizing what the alumnae meant to the college and pointing out how they could help. Mrs. Cook also welcomed the alumnae. An alumnae luncheon was served in Harrison Hall, and was attended by both faculty and alumnae.

Mary Armentrout, one of the speakers at the Alumnae Homecoming last March, received her doctorate from the University of Virginia, June, 1934. She received high honors during her work there.

Ethel Hinebaugh Stubbs, '26, stopped over in June to see the changes that had taken place at H. T. C. She and her husband were traveling through the valley. Ethel is teaching Home Economics in Baltimore. Her sister, Alberta Hinebaugh Myers, is now living in Norfolk.

Another visitor on campus was Ruth Sanders Fuller, '15, who also was traveling through the valley with her husband. Ruth was formerly a police woman in Richmond.

Clarice Guthrie English is teaching in the elementary schools of Glen Burnie, Maryland.

Virginia Richards, '33, will teach Home Economics in the Berryville High School this coming year. She is taking the position held by Louise Ramsburg, who resigned to be married this fall.

The Alexandria chapter donated five dollars towards the furnishings of Alumnæ Hall. The money was turned over to Mrs. A. B. Cook, who is planning to use it in purchasing a tea table for the reception room.

**Marriages**

LUCKY-LUCK

Grace Luck was married to Clyde Arthur Lucky on June 16 at her home in Ashland, Va. Mrs. Lucky has been teaching for some years at Westhampton High School in Henrico county. Mr. Lucky is a graduate of the University of Virginia and at present is in business in Pittsburgh.

On June 18, Virginia Maude Hughes was married to Benjamin Grant Rogers at Concord, Virginia. Mrs. Rogers has been teaching in the Greenwood High School. Mr. and Mrs. Rogers are living near Crozet.

Mae Virginia Claytor, of North River, was married to Stewart Alanson Pike on June 19. Mr. and Mrs. Pike are living at 1226 Staples St., N. E., Washington, D. C.

Vesta Landes was married to David Adam on June 19. Both Mr. and Mrs. Adam are from Rockingham county and are living near Harrisonburg.

Beatrice Maria Shorts, daughter of Professor and Mrs. Clyde P. Shorts, was married to Everett Dulaney Ott, Jr., in Washington, D. C. on June 27. Mr. Ott is a teller in the First National Bank of Harrisonburg. Mr. and Mrs. Ott are living in Harrisonburg.

A wedding of much interest to faculty and students was solemnized in Washington, D. C., on June 27, when Ruby A. Norford of Cismont, Va., became the bride of Samuel A. Beazley of Beaver Dam, Va.
Miss Hamrick's Verse to be Published

Garnet Hamrick, Winchester, a graduate of '32, is the author of a book of verse entitled One to Another, which has been announced for publication in September.

While on campus Miss Hamrick was house councilor of a freshman hall, secretary and business manager of the Glee club, a member of Kappa Delta Pi, Y. W. C. A., Debating club, Scribblers, president of the Aeolian club, and poetry editor of The Breeze.

Miss Hamrick has unusual poetic ability; her familiarity with a wide variety of poetic forms and moods, and her definite rhythmic patterns give a charm to her work.

The school song Alma Mater was written by Miss Hamrick while she was a student here. Many of her poems were published in the Schoolma'am of '32 and in The Breeze.

Sylvia Herzog and Betty Jacobs who graduated from this college in '34 will attend Columbia University this winter.

The following placements of graduates from this college have been announced: Anne Davies, Arlington county; Elizabeth Burner, Shenandoah County; Pauline Hawkins, Warren County; Doris Marr, Brownville, Maine; Catherine Minnich, Rockingham County; Madeline Newbill, Norfolk County; Virginia Saunders, Prince George county; Janet Tapley, Rockland, Maine; Frances Whitman, Round Hill; Martha Bailey, Cypress; Todd Beery, Wytheville; Rebecca Bennett, Vienna, Maryland; Rowena Brill, Campbell county; Lois Bishop, Norfolk city schools; Dorothy Williams, Norfolk city schools; Hilda Hisey, Edinburg; Sarah Lemmon, Arundel county, Md.; Vada Steele, Linville, Rockingham county; Emma Henry, Home Economics, Withernere County Life School, near Danville; Louise Stickley, Home Economics, New Market and Mt. Jackson; Ocic Huff-}

mond, Home Economics, Pittsylvania county.

Dorothy Cox (1928), now Mrs. Charles Yates, of 405 North Shields St., Richmond, Virginia, was a visitor on the campus during the latter part of August.

Mrs. Mary E. Rhodes, of Norfolk, who was enrolled as a student for the summer session, had her five-year old daughter, Katherine Anne, with her. This was Katherine Ann's third summer at H. T. C.; she first "came to college" at the age of twenty months.

A SOCK AT CANADA!

When very young, this scribe lived on the border near Canada at a time and place where it was considered humorous to poke fun at Canada. This tale was then current:

The purchaser of a pair of hose reluctantly shelled out fifty cents in payment. "I could buy the same hose in Canada for a quarter," he grieved. "Then why did you come here?" the seller retorted. "Why not stay in Canada where you can buy hose for a quarter?"

"Well, you see," the buyer explained, "in Canada, I never had a quarter."

The Kalends

SAME HERE

Teacher—Is there anything you can do better than anyone else, Tommy?

Tommy—Yes, I can read my own writing!

Geography Teacher: "Why are there so many mountains in Switzerland."

Pupil: "Switzerland is so small they have to heap the dirt up."

OUR CONTRIBUTORS

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