

continuously as the legal counsel of this college.

In 1910 Governor Swanson appointed Mr. Conrad as a member of the Governing Board of this college, and we consequently have the following action recorded in the minutes of the Board, March 23, 1910: "On motion of Mr. King, George N. Conrad was elected secretary of the Board for the unexpired term of A. H. Snyder, deceased."

On March 28, 1911, we have the further entry in the minutes of the Board: "The election of officers for one year from this date, etc. . . Secretary—Julian A. Burruss, Treasurer—George N. Conrad.

In the capacity of Treasurer of the Board Mr. Conrad continued to serve the college most efficiently until 1914 when the legislature abolished the separate Boards of the individual Normal Schools and placed the four schools under one Board known as the Virginia Normal School Board.

In 1923 Mr. Conrad was appointed a member of the Board of the Virginia Normal Schools by Governor Trinkle, became Vice-President of this body, and remained a faithful and efficient member of the Board until it was replaced in 1930 by the State Board of Education.

Mr. Conrad saw more clearly than any layman I know the potentialities and possibilities of our schools as great colleges for the education of Virginia women.

He fought continuously for more liberal support of these colleges on the part of the State and contended that the State made no expenditure or investment of its funds that produced greater returns to the Commonwealth than its expenditures for its teachers' colleges.

Mr. Conrad wrote the bill which was introduced into the General Assembly of 1924 and passed as an act February 13, 1924, changing the names of the institutions from Normal Schools to Teachers Colleges.

Mr. Conrad commented frequently on the splendid appearance and behavior of our

college students as hundreds of them passed by his home on Main Street every day. He had an abounding confidence in the good character, the ability, and the fine purpose of our students. He measured their usefulness and service to the State as second to none.

He remained a loyal and unswerving friend of every student and faculty member of this college. In this conception of him I accept with pleasure, and shall place in a position of honor, this portrait of Senator George N. Conrad.

## THE TEACHER'S LETTER BOX

EDITOR'S NOTE: Because so many letters asking for help on practical problems of the elementary school come to the desk of the Director of the Harrisonburg Training School, we have asked Miss Katherine M. Anthony to let THE VIRGINIA TEACHER publish each month a few of these requests with her replies.

While not attempting to compete with Emily Post or Kathleen Norris or Beatrice Fairfax, she has agreed to summarize a few requests each month and to give her answers. Perhaps the citation of sources and references along with other advice on how to do will even add a Frederic J. Haskin touch.

Readers are invited to write to Miss Anthony concerning their problems in elementary school management and instruction.

Dear Letter Box:

I have been asked to speak at the fall meeting of our county teachers' association on the following subject: "The enrichment of the lives of our pupils through the development of understandings relating to the practice of courtesy, friendliness, neighborliness, mutual helpfulness, and through an appreciation of our interdependence." May I ask you to help me prepare this work? If you have any suggestive units or activity plans that may be used or any other material on this subject, I shall appreciate your sending them to me.

MARTHA

Could you state the topic for your speech in simpler language? For instance, are you trying to show how the things that children learn change their attitudes and even their actions? Or, to put it in another way, how does knowledge underlie what we feel and what we do? And doesn't the Bible phrase it very clearly, "As a man thinketh in his heart, so is he"?

Once you have thus phrased the topic in everyday language, sit down and write out what you yourself really believe about it. This short statement can then be enlarged to make your speech. Be sure you keep to simple terms and that you use only such general ideas as you fully under-

stand. We have too much use of meaningless big terms in education today.

And now for materials to help you! One reference you should study thoroughly is the Tenth Yearbook of the Department of Superintendence, *Character Education*. Ask your superintendent to lend you his copy. If he doesn't own it, the price is \$2.00 and the address, Department of Superintendence, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Look in your superintendent's or supervisor's office for files of educational magazines. You will there find not only descriptions of units but also articles discussing your topic. The women's magazines nearly all have a department containing such material. Mrs. Shultz's articles in *Better Homes and Gardens* are particularly good. And both *Parents* and the *Parent-Teachers Magazine* will be of real help.

As to books with descriptions of units, I suggest particularly Porter's *The Teacher in the New School* (World Book Company, Yonkers, New York) and Waddell and Others' *Major Units in the Social Studies* (John Day Company, 386 Fourth Avenue, New York City). Each of these books describes a series of related activities in which children come to have sympathy for foreign children by learning more about them.

Dear Letter Box:

Help! S. O. S.—Save Our School!

I need material that will instruct me just how to teach manuscript writing to beginners. I want to know all the *whys* as well as *hows*, for I've never even observed a lesson in writing in beginning first grade. You see, since leaving school I have been teaching in the middle grades in an adjoining county. Then this year I got a chance to come back home to teach a "primary grade." Imagine how I felt when it turned out to be first grade!

Until now, no manuscript writing has been taught in our town. But after a long talk with our supervisor, I received permission to try it. Do you wonder that I am sending a distress call? Do you think I am doing right to attempt the task at all?

JANE

Yes, you are right to try manuscript writing with your first grade. It makes beginning reading easier. It also gives the child command of the writing tool much earlier and with less strain. My only question has to do with the attitude of the second-grade teacher. For she is the one who must help the children change to cursive writing. But she must be willing, since your supervisor encourages you to go ahead.

Dr. Frank N. Freeman, of the University of Chicago, is an authority on penmanship. I am mailing you a reprint of his article from the *Elementary School Journal*, February 1936, entitled, *An Evaluation of Manuscript Writing*. Extra copies of this reprint can be secured from the Zaner-Blosser Company, Columbus, Ohio. They also publish a two-book practice series entitled, *From Print to Script*. Book One is for first grade and Book Two for second grade. Both books contain valuable suggestions to the teacher.

The A. N. Palmer Company, 55 Fifth Avenue, Department P, New York City, publishes materials for manuscript writing. For fifty cents this company will send you a sample of *Show Me How to Write*, Books One and Two, and also the *Teacher's Guide*. For \$1.00 they will include a set of *Blackboard Wall Cards* containing the complete manuscript alphabet for display in the classroom.

Of course you know that this writing should be a real experience for the child. That means that his main aim is to write, to label his drawing, or copy his story. But always the teacher has a second aim, to build good habits so the child will not have so much to unlearn later on. The difficult problem of teaching muscular arm movement is eliminated from manuscript writing. But correct position for paper and for body, correct methods of holding the pencil and correct letter formation should be taught. The teacher must know all of this technique thoroughly. But she teaches the children only a small part at a time, first studying their work carefully to see where help is most needed. Whenever she can, she forms groups according to common needs, but much of the work has to be done with individuals. For no child should be taught a point in technique until he is ready for it. And never should he have so much teaching at one time that he becomes confused.

## THE READING TABLE

EDUCATIONAL, PSYCHOLOGICAL AND PERSONALITY TESTS OF 1936. By Oscar K. Buros. New Brunswick, New Jersey: School of Education, Rutgers University. 141 pp. 1937. 75 cents.

This second issue brings up to date the author's earlier study and includes reviews of books on measurement as well as reviews of the newer tests. Despite the criticism under which the testing movement finds itself there seems to be little let-up in the flood of new and revised tests of all sorts. The trend of the year would seem to be toward high school materials, with some new college and a good many elementary tests as well. This is a painstaking and carefully done piece of work that will be useful to all directors of research, and to teachers and principals of schools.

W. J. G.

THE MOTION PICTURE IN EDUCATION. (American Council on Education Studies) Washington, D. C.: American Council on Education. 24 pp. April, 1937. 10 cents.

The study concerns the status and needs of visual education in this field with reference to all levels of instruction. The American Council is undertaking a very