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THE NORMAL BULLETIN

MAGAZINE NUMBER

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ONE DOLLAR A YEAR
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HOME DEMONSTRATION WORK

This has been a great year in the history of Home Demonstration Work in the fifteen southern states.

Under the co-operative agreement between the several state colleges of agriculture and the U. S. Department of Agriculture there are 60,000 girls who are enrolled to make demonstrations in Canning Club and Poultry Club work; and 30,000 women in country homes through the South have undertaken definite work for the improvement of the home and the up-building of country life. All of this work is directed by the organization of state and county agents. They work together with great unity of purpose and bring about each year definite results in the training of girls and women. All of these activities selected have fundamental connection in every country home and are difficult enough to require skill and need for accurate information. The usefulness of these activities has already become a part of the life of at least 75,000 southern homes. If by some means we could take a bird’s-eye view this minute of the fifteen southern states where this work is in progress, we would see most of the 400 agents abroad in the open country, traveling by divers means over their counties,—some in their own automobiles or buggies, some by invitation from farmers in their wagons, or some on horseback or on foot in the mountain regions where travel otherwise is impossible. It is significant that these workers are today moving because the results of their work show, not in their own activities, but in the demonstrations which they inspire and direct in homes.

In order to understand how the county agent gained entrance and a welcome place as adviser and helper in the most progressive, as well as in the poorer, homes,
it is necessary to relate briefly some steps taken in the development of the work.

During 1910 the work began with about 300 girls organized into Canning Clubs in South Carolina and Virginia. The work was founded upon such fundamental activities as gardening, preparation of vegetables for the table, and canning, which still hold the same place in the scheme of work. These girls cultivated one-tenth acre plots of tomatoes and canned the surplus, following some simple instructions furnished by the Office of Farm Demonstration Work. In 1912 the number of states organized increased to eleven under the leadership of women who were appointed to take charge of each state with the aid of 160 county workers. Results in 1914 show that in the Canning Clubs of the fifteen southern states 32,613 girls were enrolled. Of these 7,793 put up 6,091,237 pounds of tomatoes and other vegetables from their one-tenth acre gardens. These products were put into 1,262,953 cans, jars, and other containers. They are estimated to be worth $284,880.81 and nearly $200,000 of this is profit. The average profit per member was $24.01. Furthermore, these girls have put up thousands of dollars worth of other products from the farms and orchards. More than 9,000 girls have done good work in the poultry clubs and 3,000 have undertaken bread demonstration.

Some people have gotten the idea that Home Demonstration Clubs in the South are simply Canning Clubs where canning is taught on a commercial basis. The canning is only a means to an end. It is the proper means of approach and a most worthy one. For many years the preparation, the cooking, and the serving of food have been preached far and wide, but it is obvious that definite results are not obtained in any number of instances, except where the productive side of the problem is first developed. There is no need to tell people to cook a great variety of vegetables when we know they have only collards in their garden. The garden is fundamental and the canning follows, giving numerous opportunities for incidentally teaching sanitation. In the study of food why should we not consider with more interest the "canned food"? It has been said that "familiar" music is "popular" music. The case in can-
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ning is similar. We are not familiar enough with the subject and it has been neglected. New York City alone spends $150,000,000 for canned goods,—almost as much as is spent for milk, bread, and eggs combined. In view of these facts it seems to me the consideration of canned products is a most important factor in the study of food economy.

The policy of having a state agent, a woman well qualified for organization and supervision of the state as a unit, and the employment of efficient women county agents, with the county the smallest unit in the organization, has been well established.

The state agent must be a good organizer, because she is not only responsible for work in counties already organized, but it is important to seek new fields and organize new counties. She must supervise the work of others. In order to do this she must be a good judge of people and a fair and sympathetic judge of the work which these women associated with her are doing. The state agent is, in an important way, the connecting link between the county agent and the force of extension workers whose headquarters are at the state colleges and in the U. S. Department of Agriculture.

The importance of the county agent is indicated everywhere. Successful demonstration work depends upon the existence of a leader, who, thru personal contact, gives the practical information necessary to do some work so skillfully as to make it an object lesson for others and then inspire her to carry out the demonstration successfully. First of all the county agent must have the qualities of a leader and organizer. She must be sound of judgment and possessed of such enthusiasm and devotion as to inspire others to work for the cause she represents. She must have a full and sympathetic knowledge of conditions and people in her county.

The agents' duties can perhaps be better illustrated by giving some typical activities of the club members in different seasons. First, a girl becomes a member of the club by agreeing to do the work outlined, and just such members as will make good demonstrations are wanted. Co-operation of the teacher is essential. In the organization days meetings are often held at school houses where the girls can meet in groups. The teacher's aid must be enlisted to help the girls read and
follow the first instructions. Sometimes a hot bed and cold frame is built on the school grounds and plants for home gardens are raised there. Upon the next rounds made by the agent, meetings are conducted at the home of one of the girls where all members report work done, show records to date, and receive further instructions. The next meeting is probably held on the one-tenth acre plot to show how soil has been prepared and to transplant tomatoes. The girls do the work and the agent directs them. Midsummer brings the canning season; and here again, at the home of the club member having the first ripe tomatoes, the girls of the community meet to work together, with the county agent demonstrating how to take each step in the canning, while the girls do the actual work under her supervision. By one or two such demonstrations the girls have acquired sufficient skill to give a public demonstration in canning, at which the neighbors are taught what the girls are already expert in doing. The neighbors will come either thru interest or curiosity and in nearly every case become more interested and eager to get the information.

An Oklahoma agent sent in the following: "One of the girls from the southern part of the county, who was in the work last year, is a member again this year. She cleared over fifty dollars last year; so, when I had a chance to talk with her, I said, 'Eva May, what did you do with your money?' 'Mrs. Hudson,' she replied, 'that money put three of us girls thru school.' (Bought their books and clothes) Not so bad for a little tomato patch."

Instances of neighborly co-operation are interesting to note. A Virginia agent writes as follows: "One girl visited this week informed me she had already booked orders amounting to $168 for the summer. When I asked her if she could fill them all, she said: 'Oh, I don't know. I expect to have a good many more orders than that when all my letters are answered, but then there are eight of us in our club and we can do it.' A Florida agent sent in the following: "On September 21 my daughter was married and during the same week I had to get two others, a boy and a girl, off to school, one to the Women's College, the other to the University of Florida, so you see the week was full. Now then, while seeming personal affairs are connected with the club work, the girl, who was married, was formerly
a Canning Club girl and the bit of preparation for her new home that interested her most of all was in filling her own pantry with all sorts of good things under the label of the 4-H brand. It has done much to attract attention to the work, for her friends have greatly admired the little bride’s store house of canned goods. The account of her marriage told of her talents in these lines and of her beautiful lot of 4-H brand goodies.

Another case of co-operation: a county agent visited an ill girl and found her plants had all been set out by other members of the club. In another instance the home of a club member was destroyed by fire and the president of her club called a meeting and arrangements were immediately made to give a “shower” of canned products to the club member to whose family this loss had occurred. “Canning Parties” have given happy intercourse and aroused a social interest in the communities. It is the duty of the agent to develop this side of county life. One of these meetings might be illustrated by the following: “Saturday my club met under a spreading oak, mothers and daughters; the younger children had to come; so, they were taught cross stitching and how to peel an apple, and how to clean a lamp chimney. All over ten and under eighteen years old read and discussed the bulletin on canning. Every one brought a jar of goods to display which she had put up during the week. Each one did a bit of sewing during the meeting. It was great! Rosy June apples were served from a large home-made willow basket.”

Most states have appointed, during the past year, district supervision agents and specialists in home economics who are to aid county agents in special ways. Aid is secured from Extension Specialists at the colleges, who are constantly contributing information in home economics and different divisions of agriculture, such as horticulture, dairying, and poultry work.

Since the mastery of some definite phase of work is essential for each year, a systematic program has been worked out. During the first year the study and use of the tomato is still the course for the primary clubs. A great deal is learned about the cultivation of this vegetable and how to make both fresh and canned products. Plain canned tomatoes in tin, whole tomatoes in sauce, canned in glass, tomato puree, tomato paste, tomato
ketchup, tomato preserves, and green tomato pickle are some of the products stressed during the first year’s training. The financial records which they keep give them a good business training. The necessity of making attractive uniform aprons, caps, towels, and holders for public demonstrations, which they give for the benefit of the communities, gives sewing a definite place in their work. During the second year two vegetable crops are cultivated. The additional crop is prescribed by the state agent and where possible it is uniform throughout the state. Canning of special products is taken up during this year and many club members market soup mixtures and special products which have been originated for them, like Dixie Relish, B. S. Chutney, and special fruit packs.

Sewing is continued in making uniform dresses of appropriate design and material. The girls in a number of the states have chosen pink or blue shambly for the material and the members have the privilege of choosing the color they prefer. With this combination of attractive pink and blue dresses with white uniform aprons and caps, a group of these girls is as pretty and sweet as a bunch of sweet peas. An instance of the use of such uniform is given in the report of a county agent as follows:

“The meeting at Pheba was especially interesting. Sixteen club girls in uniforms with the club cap and apron took part in the program with songs and yells. Afterwards, they served a two course luncheon to the mothers and rural teachers. The latter were especially interested and declared their intention to go back to their schools and have their club members make dresses, caps, and aprons and learn the yells and songs. It did much to make them appreciate the possibilities for social development thru the club activities.”

During the next two years perennial gardens are started and either small fruits or vegetables, especially suited to the locality, are planted. Most of the girls who have completed the work thus far are ready to make a reputation on special products from southern fruits, such as mayhaws, guavas, figs, muscadine, scuppernong, oranges, grapefruit, kumquats, ajeritas, and loquats. Their success with special products from southern fruits heretofore wasted is indicated by the work of one
Florida agent where the girls under the supervision of the agent put up and sold over $700 worth of guava products. In North Carolina the girls and women in one county will fill an order for a carload of fig and damson preserves and scuppernong products. Nearly 15,000 girls are now raising Spanish pimentos, a large part of which will be canned for market. We now import $2,000,000 worth of this product from Spain. The Canning Club girls in some measure will take care of a part of this trade, when 50,000 to 100,000 cans of their pepper products are put on the market this fall.

Not only is individual initiative aroused, but leadership is developed in communities. As a means of developing leadership many states are giving short courses for prize winning club members from different counties. These girls have proven their efficiency by successful work. When they return to their homes they are inspired to extend to others the same aid and information which they received at the short course. The reports which these girls give of their year’s work is most inspiring.

With the increased supply of wholesome food, by means of the fall garden, canning and poultry club products, the agent has a wonderful opportunity in the fall and winter to get into the kitchens and teach the preparation and combination of these products for the table. She incidentally can suggest more convenient arrangements of the kitchen and suggest various labor saving devices, many of which can be home-made. In many cases the products and expenditures for material can be made, where, before the demonstrations were undertaken, this would have been impossible.

From the enumeration of the results of Demonstration Work among girls one can readily see how this work has made possible the rapid growth of similar work among women. The Demonstration Work for women has made most rapid progress where it has been preceded by at least a year of work among the girls. A valuable part of the agent’s work is to find good practices already in use in the more progressive homes and arouse the women to a sense of obligation in extending them to their neighbors.

Statistics are necessarily incomplete and do not show the extent of the work, since 1915 was the first year
in which formal home demonstration work was undertaken among women. One line of Demonstration work which has been eagerly undertaken by hundreds of women is the making and use of home labor saving devices. It is interesting to note that about 3,000 homemade fireless cookers have come into common use. Many other devices, such as ironing boards, wheel-trays and built-in conveniences are constantly being made. Nearly 1,000 demonstrations in the use of the iceless refrigerator have been reported. The problem of sanitary handling of milk and improvement in butter making are largely solved with the use of this device. The campaign against flies was begun with the making of 1,423 fly traps. The incidental lessons taught along sanitary lines are most valuable.

Women gladly undertake demonstrations which afford an opportunity to increase incomes. Some of these have been in home dairying, and some in poultry work.

An Oklahoma county agent perfected her skill in butter making and then enlisted ten women to follow her methods. Soon many others called for help.

Poultry work is better adapted to women than to the girls and in several states successful egg circles and egg grading and selling associations are directed by county agents. We have an interesting instance of this work reported from Mississippi.

"The first year that I took charge of the club work in our county the blight practically destroyed the entire tomato crop. This, of course, was most discouraging both to me and the club members.

The situation puzzled me—I had no results to show. Finally it occurred to me that poultry and particularly the Co-operative Egg-Selling Associations would be profitable. So, I obtained a list of fourteen Farmers’ Bulletins on poultry. In about three weeks I received a mail sack about four feet in length filled with bulletins. These I distributed and began to talk poultry and co-operative egg selling. As a result there are now five Co-operative Egg-Selling Associations and two Junior Poultry Clubs.

Association No. 1, with packing center at Centerville, has a membership of seventeen. At first the pack-
Home Demonstration Work

ing was done at the home of a member and the officers did the packing. Now a Secretary-Manager is paid 1½ cents a dozen to do the packing, which is done in a room of the old school building in town.

Association No. 2, with packing center at Woodville, has a membership of twenty. The Secretary-Manager is paid 2¢ a dozen. To assist with the grading and packing, the members are divided into committees of three, serving by turns. When first organized, the packing was done at the Dormitory, but after the opening of school the room was needed so the agent at the Y. & M. V. Railway Depot offered to share space with us, the depot being a large and roomy one.

This Association has an electric tester, and scales for weighing the eggs, not accepting less weight than 2 ounces each or 24 ounces a dozen.

At first shipments were made in the commercial cases with fillers. Now they are made in one dozen cartons packed in commercial cases. Shipments are made by express. This association ships both the fertile and the infertile eggs, receiving a premium for infertile eggs. No. 3 and 4 are conducted in a similar way.

Association No. 1 has sold $500 worth of eggs with prices ranging from 20 to 25 per cent above market price. No. 2 has sold 3,815 dozen eggs at an average price of 24 cents a dozen.

The centers of influence in Demonstration Work are the farms and homes where individuals make demonstrations which are good object lessons to the entire community. The county agent who has won the confidence and affection of the people with whom she works has an avenue of approach into every activity of the home. She will influence the development of happier country life. Home Demonstration Work is permanently established and it will be only a few years until there will be a county agent in Home Demonstration Work in every county in the South.

Mary E. Creswell and Ola Powell
THE HOSPITAL DIETITIAN

Society from the earliest historical times has thought of the home as woman's only sphere and of the profession of home making, tho only recently has it been dignified by the title profession, as the only one for which nature endowed her. Closely related to this one sacred and divinely ordained profession we may now find others of secondary importance, but no less womanly.

The social and economical conditions of the present make it necessary for a large percentage of the women to look outside of the home for a profession whereby they may become independent and we see them entering every profession which previously had been open only to men.

The profession of dietitian is obviously a woman's profession. Here she may take up her share in the world's work and solve a problem as large and vital as any that the world has to offer. This is a field of specialized work, one in which woman can direct her efforts to the great food problem in a specialized way.

The food problem is perhaps the most difficult of the physical problems which present themselves to society. It has had a gradual evolution, keeping in step with the development of society until today it implies a knowledge of not only the cost and nutritive value of food materials, their composition and digestibility, but of the balanced ration, the proportion of different food principles necessary for perfect nourishment and the way in which this proportion should be varied to meet the needs of the various individuals in their various occupations. Of no less importance is the knowledge of the principles involved in the preparation of food and in the serving of the prepared product.

Altho it is a comparatively new science, the science of nutrition meets with popular recognition. If you should go into the periodical section of any public library and look thru the scientific magazines, you would find that a great part of the scientific discussions concerns the food problem.

For the same reason that a power plant requires the expert supervision of an engineer, that a steamship de-
mands the expert navigator, and that an army needs a
soldier to direct its movements, an institution for the care
and cure of the sick requires a person trained along
scientific lines to supervise its kitchen.

The work of the hospital dietitian must of necessity
differ from that of the dietitian of other institutions; so
we would naturally expect the training for the work in
the hospitals to differ from that of the dietitian who
would enter other institutions. It is a lamentable fact
that as yet no hospitals are ready to offer a satisfactory
dietitian’s course. The demand for well trained women
ready to enter the profession is great and the supply is
pitifully limited.

Hospital dietitians are now getting their training
in schools of household science and are entering the field
with zeal and enthusiasm. They are working in a scien-
tific way over studies in organic and physiological chem-
istry, nutrition, invalid cookery, and diet in disease; and,
when they enter the hospital, they should be given every
opportunity and encouragement to practise their scien-
tific knowledge rather than to be given the advice, as
has been the case, that “new fangled ideas are not tol-
erated; what we want is something to eat from a cook
with some compassion for the sick.” Surely, a step in
advance is to furnish that “something to eat” in a well
balanced menu of proper caloric values.

The frequently heard complaint about hospital food
is that the amount is too limited. The patients insist
upon the feeling of fullness before they can be satisfied
that they are being properly nourished. People have
too long relied upon the physical feeling of satisfaction
based upon the amount of food which has become the
habit rather than upon the caloric requirements.

Medical men have until recently deplored the fact
that so little attention has been given to the alimentary
possibilities in the hospitals. A scientific dietary study
has long been recognized as an absolute necessity in the
treatment of many diseases. Along with the dietary
system must be an accurate accounting system by means
of which the physician may know not only how much
food his patient is taking, but also how much of each
food element the diet contains and the caloric value of it.

At present a very simple requisition system is used
in most hospitals. The wards and the diet kitchen have
duplicate requisition sheets. The diet is ordered daily or weekly by the physician for his patient. He uses the requisition sheet, ordering the food elements much the same as he would write a prescription for medicine. The dietitian prepares the menu specifying every article and the exact amount necessary for that specific diet. The food which is not eaten is returned to the diet kitchen, weighed and recorded, and the exact amount eaten is calculated. This is recorded on the special diet sheet which is sent back to the ward and filed with the patient’s chart.

Tho the dietitian may never see her patient, she can tell his progress from day to day by the records on his chart. If he does not respond favorably to the diet she may know that her system is failing in some part. Even then her power is limited to a discussion of the case with the physician in charge and the careful fulfilment of his directions.

The social position of the dietitian in the hospital is rather unique. She is subordinate to the superintendent and the head nurse or superintendent of nurses. Her training must have been such that she can co-operate intelligently with the physician in the treatment of his patients, which means that she must be a college trained woman with perhaps post graduate work. Since she is usually expected to live in the nurse’s home, her associations must be mainly with the nurses, a large majority of whom are but student nurses.

The duties may vary greatly in accordance with the size and type of the institution. In some of the less up-to-date hospitals the dietitian may have nothing at all to do with the diets for the sick; but she may be the steward and plan and execute the meals for the staff, nurses, and employees. Here she would be responsible for the store rooms and all the food supplies and would do the catering for three different departments and very probably in each would be served a different type of food. It is very essential to the welfare of the hospital that careful attention be given to the dietaries of the medical staff and the nurses who are usually working long hours under considerable strain and anxiety. Also, for the employees doing heavy physical labor carefully considered diets should be planned.

One phase of the work which is of great importance
and at the same time very interesting is her part in the nurse’s training. The nurse gets her practical training in food preparation in the diet kitchen. During the first six weeks of her training the junior nurse has cookery lessons in the diet kitchen. This cookery course is in harmony with her other training at that stage of her preparation and is accompanied by lectures on the theoretical side of the subject. When she has completed this short course she must be so familiar with the work that she can prepare the special diet for her patient when she has the menu with the exact amounts designated by the dietitian.

To many patients the tray is the chief event of the day and it must be carefully supervised. The linen must be spotless, without wrinkles or folds. The dishes should be attractive and not always of the same design. This is an easy way to lend variety to the monotony of hospital life. The portions should not be so bountiful that there is not left a desire for more. This desire for more is a valuable aid to digestion. An aversion to food is dangerous and frequently has been known to be the cause of death. In the esthetic phase of the work we must know the high water mark and keep up to it. It is sometimes a test for the mental powers to get a variety of foods when the character of the disease places limitations as to the kinds of foods possible for use, but careful study and thought can usually produce the necessary variation of the diet. The patient has not much to occupy his mind and cannot be expected to forget what he ate yesterday, the day before yesterday, and the day before that.

The diet kitchen is the dietitian’s place of business and it is up to her to see that things are as they should be, to further the good work of the institution. She should know if the equipment is such that it will increase the efficiency of the kitchen rather than retard it, for upon the equipment of the kitchen depends largely the efficiency of the workers and the economical production of the food, as well as the quality of the food produced. Everything in the kitchen should be spotlessly clean and the paint and varnish should be frequently renewed. We all know institutions whose kitchens are not a matter of pride to be shown to visitors. If the world were to pass
judgment upon these institutions because of the condition of the kitchens some would not retain the good reputations which they now have.

Within the last decade a multitude of hospitals devoted to the care and cure of tubercular patients have sprung up in all parts of the country. Since the cure of these patients must depend upon good air, cleanliness, and nourishing food, intelligently and scientifically administered, rather than in the medicine professionally prescribed, we believe that the problem must depend for its solution upon the dietitian.

The dietary problem of the children's hospitals differs from that of a less specialized hospital, and is not so difficult. Here the diet must be of a special nature and must be given in small quantities at regular intervals. Usually these little patients do not have their natural food and the diet must be studied to suit the individual need. This problem of course offers many differences. As we consider the ages of the children from the beginning of life thru the first infant months to the age of twelve or fourteen, we see that the diet must be studied to suit the natural stages as well as the pathological conditions.

The hospital for the insane furnishes quite a different problem. The majority of this class of patients are physically healthy with good digestion and a too hearty appetite. In nearly all hospitals for the insane the conditions of the kitchens and dining rooms is pitiable rather than justifiable. Because a man is mentally abnormal seems to be no sufficient reason why he should be fed coarse, unattractive food from rough board tables set with tin utensils of limited variety.

Since these patients cannot be induced to "Fletcherize," but are rather inclined to bolt, the food should be plain, well chosen in regard to nutritive value and digestibility, carefully cooked and in a form easily eaten. Those patients who are over sensitive and depressed are in danger of eating too little. Their diet must be attractive, appetizing, and tastefully served.

In many of the state institutions the commissary department has a unique problem,—that of politically appointed officers and political graft in buying supplies. The dietitian must work with food bought in per capita
amounts of inferior quality and in bad condition as a result of long storage.

In such a situation tact must be used in abundance to insure the proper management of the often incapable superintendent, nurses and attendants. One may even have to contend with politically appointed kitchen servants, with no hope for relief until the next election.

The most unpleasant and perhaps the most difficult phase of the work in any hospital is the dealing with the associates in the work. These must be the constant exercise of tact in management and self control in difficult and unpleasant circumstances. Her associates must be her more or less constant companions, with a peculiar intimacy which would be trying to any person, no matter how well trained she may be in the act of self control and "long suffering."

To the scientifically minded woman this work offers unlimited opportunities. With her preparatory work as a basis for experimental research she can work out problems in a field as yet new to the world of science. She is in an environment full of unsolved problems of unlimited sources, with the material at hand and an atmosphere ideally conducive to study. Surely the scope and the possibilities of the hospital dietitian are as yet not fully realized.

HANNAH BUTTERFIELD CORBETT
SAND MAN'S A'COMIN'

A LULLABY

Sand man's a'comin';
Silver shines the moon;
While you sleep,
Stars will peep;
Morn will be here soon.

Sand man's a'comin';
Lay your wee head down.
Dreams so sweet
Will you meet,
Down in Slumber Town.

Sand man's a'comin';
Close those eyes so bright.
Never fear,
Mother's near;
One kiss now, Good-Night.

Lucile McLeod
THE CULTURAL VALUE OF DOMESTIC SCIENCE

In the beginning the study of industrial arts for women was made merely to gain knowledge of the processes involved, with the result that industrial education has been inefficient. Since then, the interest aroused has grown and developed and educators have begun to realize the fact that in order to make a woman proficient in the work which she is called to do, to make the home, the same kind of education which the man needs to become fitted for any profession is necessary for her; in other words she must have the kind of education that will make her cultured.

The word "cultured" means "improved by study or training; labor and care bestowed in order that the growth may be aided and improved; nourished in such a way that the best may be produced." Therefore, in order that domestic science shall have cultural value, it must be studied in such a way that the highest and noblest results may be obtained. The sole aim of education should not be to make a child immediately productive; life should mean more, it should mean the development of the intellectual, social, moral, and spiritual qualities in man. The right kind of industrial training includes all of these.

Learning the actual processes involved is like learning to run the scales and other exercises necessary to become an accomplished musician. They serve as the means to an end. Learning to cook, wash and iron, and clean in the best way possible results in efficiency, which will give to the home-maker the time, strength, and energy to devote to the highest development of those entrusted to her care. Before the domestic science teacher lies a tremendous opportunity, for her work gives her the power to develop both sides of the pupil, the physical, in developing the physical activities, and the spiritual, in training the ideals of character. The highest aim of the teacher of domestic science should be to train for home-making. With that idea in mind it would seem that a slur is placed upon the very core of society when it is maintained that no cultural value may be attached to this subject, when we say, for instance, that a girl who can not learn history, English, or Latin
had better get married. The motto which has been adopted in many classes in domestic science well expresses the importance of learning home-making:

"The home is the center of all that is best in life; it is the greatest molder of character; whatever affects the home affects the nation, for the welfare of a nation depends upon the home life of its individuals."

Domestic science trains for the gravest of all responsibilities, for it is training for character building; and women who are to become efficient in the management of the home must have trained minds.

No one denies that cultural subjects, as they are commonly understood, are essential to the prospective home-maker; yet, while they serve to make the mind better fitted intelligently to pursue and appreciate the subjects necessary in the profession of home-making, they do not completely fit for that profession.

In the study of home economics very few of the cultural subjects are not involved. Think how much is embodied in the study of food alone. In the study of bread we have the effects of mixing, kneading, rising and baking; the chemical changes involved; the study of micro-organisms in connection with the study of the yeast plant and of mold, with the effect of the finished product on digestion and therefore on the general health of the consumer; and the history involved in the study of the flour used. In this subject is involved the study of chemistry and physics, botany, physiology, bacteriology, economics, and psychology, for a knowledge of the effect of mind over matter, control of the nervous system and its effects on digestion in causing disease and producing cures, as studied in dietetics, is necessary. We may add to this list the study of languages, for a knowledge of Latin helps in the better understanding of the terminology, and, since so many of our most delicious dishes have their origin with the French, a knowledge of the pronunciation and meaning of that language is helpful. In the study of the history of food, a knowledge of Greek and Roman history, a general knowledge of the history of Europe and of our own country is essential, in order to understand how wars have changed the style of cooking, have brought about the introduction
of certain foods in different countries and localities and how the culinary art itself has in turn affected indirectly the history of a state. History is also involved in the study of the home, in its origin and its development, its importance, its value to society, and its laws of sanitation and hygiene. Study of the management of the home includes a knowledge of business and civics, for not only should the laws governing the manufacture of home products be understood, but every law made, for all pertain in one way or another to home life. No one subject as that of domestic science covers such a broad field.

In summing up the subjects necessary to make that of domestic science what it should be, a vital, interesting, and cultural subject, they have been included under the following general headings:

Manual dexterity—in which the mind gains power over the body.

Efficiency in the right use of utensils and materials, saving time, strength, and energy, and planning of resources.

Sanitation—in the study of ventilation, plumbing, care of food, the processes of cleaning, and the effect of bacteria.

Development of the sense of beauty and fitness—in furnishing the home and in the serving of meals.

Desire awakened to know the reason for what is happening and applying this knowledge—thus making life a joy by doing the simplest, homely duties with intelligence and efficiency.

The importance of using life for the best and worthi-est ends.

In conclusion I may say that to teach the process for the sake of the process is not the aim in teaching domestic science, but to interpret the real values of life in their highest and noblest sense. Every teacher of domestic science should strive to attain this end, than which no higher ideal can be found in the teaching of any subject.

Bessie C. Leftwich
BENEATH THE CAP AND BELLS
A Study of the Professional Fool as Seen in Shakespeare's Plays

“This fellow is wise enough to play the fool;
And to do that well craves a kind of wit:
He must observe their mood on whom he jests,
The quality of persons and the time,
And, like the haggard, check at every feather
That comes before his eye. This is a practice
As full of labour as the wise man's art.”
Twelfth Night, III. i. 65.

To say the right thing to the right person at the right time is an art the wisest of us have not acquired. The court jester, as we see him in Shakespeare's plays, was a most practical psychologist and sociologist, the "moods" and "quality" of people forming the field of his study. He can say with as good grace as Prince Hal, "I know you all." He was quite as much at home with kings, as with tapsters. He was in a class all by himself. Tho holding in the social scale, as some one has said, about the position of a big dog, to be petted and kicked at will, he was often above the highest in subtlety of intellect and insight into human nature.

"Some critics," says Tennyson, "object to Shakespeare's aristocratic view of his clowns, because he makes them talk such poor stuff; but they forget that his clowns occasionally speak as real truths as Hamlet, and that sometimes they utter very profound sayings. That is the glory of Shakespeare; he can give you the incongruity of things." It does seem incongruous—paradoxical—to say "wise enough to play the fool," but wisdom and wit come from the same root. Tho the gates have been barred against puns in the realm of wit, "This is a practice as full of labour as the wise man's art," "to check at every feather"—to be a very dictionary of homonyms, a "corrupter of words," as Feste calls himself.

Feste is typical of his profession and is a delightful little fool to watch. His adaptability to environment, pedagogically speaking, is remarkable. He and his music fit exactly into every scene. Heretofore the fool, not connected with the plot, sang a song here and there, danced between scenes, or cracked some jokes to draw the groundlings. Feste, however, is an essential spark
of light to Olivia’s gloomy moods and administers to her the healing truth—“The more fool, madonna, to mourn for your brother’s soul being in heaven.”

Nor in the other half of her household is he less welcome to her kinsmen “with the weak pia mater,” whom he entertains with his “mellifluous voice” and “contagious breath.” He enters into the merry revels of Sir Toby, Sir Andrew, and Maria, and joins with them in their pranks against the supercilious Malvolio. In the garb of Sir Topas, the curate, he goes “to visit Malvolio the lunatic,” and proves Malvolio’s grandam to be a fool, tho Malvolio understands it not.

Again his song well becomes the humor of the lovesick Duke. His bounty, after several pumpings, Feste permits to “take a nap” to “wake it anow.”

Let us first consider the fools of the comedies, of whom Touchstone is the best known and the finest. But we must glance at others, too, to get a well rounded view of the profession.

Costard is a rather simple fool and not nearly so fine as many of the others. This is due, of course to Love’s Labour’s Lost being a work of the apprentice hand. But we must give him some credit even for having rolled off in a moment (or two) that word which takes ten minutes for the average individual to learn—honorificabilitudinitatibus! Thru contact with such scraps from great language feasts and association with the feasters, Holofernes and Ormado, the fool, very naturally, becomes addicted to malapropism, which we see so finely developed in his successor, Dogberry. You remember, the King and his court make a vow to devote themselves to study for three years and on pain of punishment to speak to no woman during that time. Costard very unfortunately is the first to be caught and the only one to be punished for the natural violation of this law, tho all the others break it. In his grief he cries, “Welcome the sour cups of prosperity! Affliction may one day smile again.” However, he hopes in good English that if he must fast, he may do it “on a full stomach.”

Costard is a little fickle. He is ready to take a letter from his rival Armado to his love Jaquenetta for a remuneration—“the Latin word for three farthings.” He gets Biron’s letter to Rosaline mixed with Jaquenetta’s, and, very naturally for him, carries the former
back to the King finally, thereby betraying and disgracing Biron.

But he so distinguishes himself as “Pompey the Big” in the presentation of the Nine Worthies before the court that Biron surnames him “the Huge.”

Trinculo, in The Tempest, is the black sheep of his profession. “Misery acquaints a man with strange bedfellows,” he says. Indeed, we can hardly understand why he should not prefer braving the storm to crawling under Caliban’s gaberdeen, but he never shows much taste in his choice of associates. His morals are by no means the highest. Bacchus, alas, is his patron god. He partakes entirely too freely of Stephano’s bottle, but he does leave himself enough sense to see thru the “very shallow monster”—this “moon-calf”—Caliban and his worship of the drunken butler. “When his god’s asleep, he’ll rob his bottle.”

Their plot to usurp the island, make this besotted Stephano king and—miserabile dictum—the perfect and peerless Miranda queen, is most fortunately discovered and thwarted. Thus is shattered Trinculo’s highest ambition, to be a viceroy with Caliban in the kingdom of Stephano R.

“Almost everybody falls in love with the Countess” (in All’s Well that Ends Well), says Hudson. Lavache, the fool, is no exception. We seldom find him in any one else’s company. But, like too many employers of fools, the Countess is much more interested in the reasons why Lavache wishes to marry than in giving her sanction to such a proceeding. She puts him “to the height of his breeding,” she says, and then beats him for attaining that height; but this is her privilege. He runs to her with everything that happens. He has a great deal to say as an expletive, but little to do with the plot. He is general messenger boy and “property man,” and occasionally downs Parolles in a word skirmish.

Everybody knows Touchstone. He was my first real acquaintance among professional fools, and I have not found a jollier. He comes in first seeking Celia and swearing “upon his honor,” to justify which phrase Rosalind provokes him to recite the amusing tale of the knight, the pancakes, and the mustard. A little later with a great deal of sense he declares to Le Beau that this is the first time he “ever heard breaking ribs was sport for
ladies." Rosalind and Celia love to draw him on—"to unmuzzle his wisdom."

Tho Celia calls him "Nature's natural," we see what she thinks of him when, in preparation for their departure, she tells Rosalind, "He'll go o'er the wide world with me." He proves himself truly "a comfort to their travel." When poor Rosalind, despite her masculine apparel, exclaims, "O Jupiter, how weary are my spirits!" Touchstone rejoins, "I care not for my spirits if my legs were not weary." His spirits are never weary; they keep up those of the crowd. They are a wonderful tonic even to the melancholy Jaques. Jaques is exceedingly pleased with him. Indeed Touchstone made him laugh a whole hour by his dial "sans intermission." These two natures, so different outwardly, and yet so closely akin inwardly, seem drawn together. No one in the play, I think, loved and appreciated Touchstone as Jaques did. He was struck with the fool's wisdom as he lay basking in the sun looking at his dial and moralizing upon time. Jaques met Touchstone quite often in the forest and talked with him. Of the fool who was supposed to speak "all mirth and no matter" Jaques says, "A material fool!" In fact, he goes into ecstacies over Touchstone. "Motley's the only wear," he cries. "I am ambitious for a motley coat."

Henry Giles in his Human Life in Shakespeare calls Touchstone "the Hamlet of Motley." Tho we see in him the philosopher and hear a sad note occasionally, we can not fail to recognize, too, the man in all his moods.

He loves to air his court manners before the simple folks and to propound his philosophy to Corin, who is wise in that he knows "the property of rain is to wet"—often a valuable bit of knowledge. He feels it his duty to give his opinions upon other people's opinions and performs it in a very condescending manner.

Jaques remarks, "There is, sure, another flood toward, and the animals are coming to the arc." To follow the fashion in the Forest of Arden Touchstone falls in love. To follow his own fashion—"a poor humor of mine, sir, to take that that no man else will"—he falls in love with the unlovely Audrey, who can not so much as trip with him, tho he insists, much less appreciate his jokes, which bothers him greatly. Perhaps he will enjoy being gazed at in wide-eyed and openmouthed won-
der a while, but too much of this may "grow something stale," as did even the talk of his first love, for whom he had no rival like the cloddish William. Wanting one, he broke his sword upon a stone, and "bid him take that for coming a-night to Jane Smile. . . . and I remember the wooing of a peascod instead of her, from whom I took two cods and, giving her them again, said with weeping tears, 'Wear these for my sake.' We that are true lovers run into strange capers." He hurls a great avalanche of words upon poor William's head, and in closing, bids him "tremble and depart." Both of these instructions William follows forthwith.

So Touchstone, whose associates have been dukes' daughters, who cites ancient history and quotes Ovid with great fluency, who recites and explains the seven stages of the lie, deducing that "there is much virtue in an 'If' as a peace-maker, who has 'trod a measure' and 'flattered a lady,' presses in 'amongst the rest of the country copulatives to swear and to for-swear.'" But he adds the secret of it all—"a poor virgin, sir, an ill-favored thing, sir, but mine own." And let us wish him all happiness.

"For a cap and bells our lives we pay." It is an established fact that in any profession the professor must put his whole self into his work to be successful. He must give the best in him. There is the story of the professional tumbler who wished to give the best he had to his Creator, and after he had doffed his parti-colored jerkin for the cowl and robe, he tumbled his best every day before the image of the Virgin Mary.

A man once went to a London physician and told him he was suffering terribly from melancholy—was simply "down and out." The physician replied, "I know the very man for you. Go around tonight to hear the humorist, Galala. He makes it his profession to cheer men up, and he can cure any man of the blues." The man replied, "I am Galala."

The professor of wit had a harder life, no doubt, than we think. He must have had the blues sometimes. Still there is a story of a man who had lost friends, fortune, and his right arm, who sought consolation in donning the motley coat and playing the fool in a distant town. He filled his place so well, and everybody loved
him so that years later when he died "the whole town mourned because a fool was dead."

There is no doubt about it that the man beneath the cap and bells was not a machine, but a mind, a heart, and a soul. Nor did he fail to meet sorrow. He had it in his own life and found it in those around him whom he loved. We can never forget that heart rending wail of Dagonet's as he clung to Arthur's feet on his return to find Guinivere gone—

"I am thy fool,
And I shall never make thee smile again."

So, in Shakespeare, as Brandes says, "a mildly playful note is struck in the very midst of horror . . . . But the clown's merriment is subdued as Shakespeare's merriment at this period always is." The Clown in Othello relieves the tension between very nerve-trying scenes. For instance, the second time he appears is immediately after Iago lies to Othello most basely about his wife and the latter resolves upon her death. Then in the very gloomy story of Timon of Athens a fool appears once as a flickering bright spot amid this darkness. His talk calls forth the characteristic remark upon the fool, "Thou are not altogether a fool," and he returns the typical rejoinder, "Nor thou altogether wise man."

Who does not love the Fool in Lear?—the true tender-hearted man who loved Lear? Notice him in Von Heckel's picture of Cordelia Disowned by Lear. His head is turned away and there is a pained look on his face. You know so well that he sees thru the shallowness of Goneril and Regan and you see how he loves Cordelia and how this hurts him. Some one tells the king later that since Cordelia has gone to France, "the fool has much pined away." C. A. Brown describes him thus: "He appears to me of a light, delicate frame, every feature expressive of sensibility even to pain, with eyes lustrously intelligent, a mouth blandly beautiful, and withal a hectic flush upon his cheek." Furness says, "The Fool, one of Shakespeare's most wonderful characters, is not a boy, but a man—one of the shrewdest and tenderest of men, whom long life had made shrewd and whom affliction had made tender; his wisdom is too deep for any boy, and could be found only in a man, removed by not more than a score of years from
the king's own age; he had been Lear's companion from the days of Lear's early manhood.'"

Lear, having called for his dinner, his fool, and his daughter successively without response, cries again, "Where's my fool, ho? I think the world's asleep." A knight comes in and confirms his belief that he is "not entertained with that ceremonious affection as he was wont." After the third attendant has been dispatched, the Fool appears. Throughout this whole scene he tries to show Lear his extreme folly and warns him that if he can not "smile as the wind sits," he may "catch cold shortly" from being turned out of doors. Lear encourages him to go on with his jests. He wishes to be pulled away from himself and from the "monster ingratitude" around him. He instinctively feels, as do men in the first stages of insanity, madness coming on, and cries, "O let me not be mad, not mad, sweet heaven! Keep me in temper; I would not be mad!—"and the Fool realizes all this, understands his nature, and loves him; so he does all in his power to keep him "in temper."

When Lear is finally turned out into the tempest in "a night that pities neither wise men nor fools," there is with him

"None but the fool, who labours to outjest His heart strook Injuries."

This scene is pitiful. The poor old man, "more sinned against than sinning," wars with the elements and tears his white hair, while the Fool begs him to seek shelter somewhere. The faithful Kent finds a hovel. This arouses him. "My wits begin to turn," he says, and turning to his shivering, loyal servitor,

"Come on, my boy; how doest, my boy? art cold? I am cold myself. Poor fool and knave, I have one part in my heart That's sorry yet for thee."

He is quite as surprised as if he had been asleep to find himself cold, and you note the tenderness with which he speaks to the Fool.

Surely there was never a madder, wilder scene in all literature or life than that of the mock trial of Lear's daughters, where he sat as a judge, Edgar, disguised as a madman and uttering most uncanny speeches to the foul fiend, as another, and the
“sapient” Fool making up the triumvirate. It makes us mad enough to think about the trial in Wonderland equaling it in absurdity. But there is a weird awfulness about it that strikes us at once with horror and with pity. These three, each mad in his own way, vie in their rueing, raving, and railing with the raging of the storm outside and the dreary, then angry, howling of the wind around the corners.

When at last from mere exhaustion “oppress’d nature sleeps,” and the old king is borne away, Kent turns to the Fool and says,

“Come, help to bear thy master,  
Thou must not stay behind.”

No, he must not stay behind. He follows his master out, and we see him no more. White says, “The situation becomes too grandly pathetic to admit the presence of a jester, who, unless he is professional, is nothing (as a jester he must mean) ... And so the poor Fool sought the little corner where he slept, turned his face to the wall, and went to bed in the noon of his life for the last time—functus officio.”

MARY E. SCOTT
Our Morning Prayer

Benjamin F. Wilson

Our Heavenly Father, we who are bound together in common work and help, faith and worship, love and service, thank Thee for this new day. Let no selfishness hinder or lessen our good will and friendship, our sincerity and truth, our sympathy and loving kindness during the day. Forgive us when we have been quick to see the failings of others, and slow to feel the worth and tenderness of our friends and fellow-workers, to whom we owe much of the joy and blessings of life.

May this day be free from all unkind thoughts, all unfair judgments, all misread motives, all sharp words that wound or pain, or any jar that may lead to ill will. Suffer us not to grieve and disappoint those friends and loved ones Thou hast given us, as our joy and comfort, who sweeten life for us.

May the dreams and aspirations of our hearts be worthy, and blend with the high purpose and inspiration of this school, and so may our lives here become larger, truer, richer for use in tender and gracious ways of life thru the coming years. Cleanse our selfishness, steady our faithfulness, uphold us in temptation, shame our littleness, soften us thru our disappointments; discourage our misunderstandings, increase our sympathy, widen our sincere appreciation. May love, not just duty, be our master. Then we shall think no evil, treasure no wrongs, because we have that faith in God and truth, in work and fellowship, that purifies the heart. So shall we consecrate the commonplace this day and every day.

Father of us all, we lift our hearts to Thee in this new day, praying that we may be kept clean of evil thoughts and desires by Thy forgiving grace, and full of love to Thee, and of good will and loving kindness to each other. And so may we come to the end of this year undishonored and full of the joy of living; for Christ's sake.—AMEN.
EDUCATION FOR SERVICE

An Alumna Message

In the history of the world there has been one thing for which all men have striven—happiness. The Greeks sought it thru learning, the Romans thru law, and today men are seeking it thru wealth. Many and various have been the paths trod in the search for happiness, and yet to a great many it has always been as a golden bauble just beyond man's reach. Men have tried to find the way thru literature, only to find their souls not satisfied. Others have striven thru adventure and travel, and they too, have been disappointed. Many, in the pursuance of business and wealth, have given up everything else, only to find that all the money in the world cannot satisfy. Just as Ponce De Leon of old left home and loved ones, and, starting out on an unknown voyage over strange and dangerous waters, sought the fountain of Eternal Youth, so men have sought out many seeming fountains of happiness, only to find their waters bitter.

Yet there have been those who have found happiness often when least they have expected it. There have been lives that in living and giving of themselves unto others have all unexpectedly found for themselves peace and joy. So the only real happiness that the world can give comes thru man's unselfish, loving service for his fellow-man, keeping ever in mind that One who said, "Greater love hath no man than this, that a man lay down his life for his friends." The happiest lives are those most filled with service. Ask the minister what the joy of his work is, and he will say, "The opportunity of service for God and for man." Why is medicine considered by the world at large as one of the noblest professions? Not because of the money in it, not because of the opportunity for scientific research, but because it opens a door of great service.

So it is with the consecrated teacher. His joy and his happiness are in the service he can render to his pupils, the ideals he can set before them, the standards to which he can help them rise. Thus, when modern education has for its aim social efficiency—efficient service—it can go no higher, it can grow no broader. If, accordingly, thru education this aim can be realized in
individuals, a great many of the problems that are staring the world in the face to-day will be solved.

It is but natural, furthermore, that with this change in the educational aim there should come also a change in the educational process. When we realize the greatness and the breadth of the word service, we can perhaps realize the ground which modern education must cover in order to reach its aim in each individual. Since by the laws of heredity and environment each individual must differ from each other individual and thus in himself be fitted for different kinds of social service, there must be many departments of education.

The sewing, cooking, handwork, and manual arts that have been put into the graded schools are an attempt to meet the various needs of the different types of children that enter the schools. The business courses of the high schools, the domestic science, and selective courses are put in, that our boys and girls may be enabled to become useful citizens, efficient for special or general service to society. Our colleges and universities are offering special courses to those who would serve the world as lawyers, as mechanics, as engineers, as professors, as physicians, etc. Our normal schools are offering special courses in dress-making, millinery, house-keeping, domestic science, and household arts, as well as in the kindergarten and professional work for teachers. A great many of our American girls of to-day say, "Oh, I don't expect to go any higher than thru the high school. I am just going to stay at home and help with the house-work until, perhaps, I shall get married and have my own home." O girls, who have the chance to take the best and only take the good, how far short are you falling! How deaf you are to the call and meaning of real service! For you the normal schools are offering a special course. In endeavoring to carry out their aim of social service, they are reaching out even to you and offering you a course in home-making that will better enable you to reach the best. It is not the thing done, but the way it is done, that matters. There is no field that offers greater opportunities for social service than the home; and since its opportunity is so great, those who engage therein should attain to the very highest degree of efficiency. Well-equipped home-
makers and house-keepers would probably settle the divorce problem more quickly and more satisfactorily than hundreds of lawyers. Thru these, then, and thousands of other channels modern education is striving to attain its great aim of serving society and training each individual to be a social worker.

But education in its broader meaning embraces much more than school courses and college curricula. It means more than industrial and social institutions. Education in its broadest sense means all experience. With this idea in mind the thought immediately arises that, while these educational and institutional courses are necessary for those who can take them, they can not be classed as absolute requisites before one can be fit for efficient service. In looking over history, we find many of the greatest men have had very few school advantages. Real fitness for service rests primarily with the individual. Modern education as a system may aid and direct, but the requisites are entirely personal.

First, there must be the great vision of unselfish service. Each must hear the King's call, tho he, like Edryn of old, may have to "awaken at dawn and listen in high places." The call may come thru joy or happiness. It may come thru pain or suffering. It may come thru an awakened consciousness of human need, or a sudden realization of power within one's self. Come as it may, come when it may, there will be some sacrifice called for—a sacrifice of self. The call must come and be answered with a "Ready, aye, ready," before any one can be educated for service.

But the call is simply the bottom round of the ladder. There must be also a broad human sympathy—a love for all humanity. It must be a love that looks out and around rather than down—a love that is sympathy, not pity. There must be in the love a realization of the needs of society and an understanding of human nature. This love, so true and strong, so understanding and sympathetic, so full and free, must be for others not simply as needy individuals, but as children of one Heavenly Father, and creatures of one Great Creator. It is only when this love, this broad human sympathy, is an expression of a great love for Him that it can accomplish its best. This great loving sympathy is the "Pearl
of Great Price” which those who are seeking to be educated for service will ever be finding more and more valuable and necessary.

Then there must be with all things else the readiness, the desire, indeed the earnest purpose, to take advantage of the very best opportunities possible in this educational process. No two individuals have the same environment; no two individuals can have the same opportunities. The call comes to each not from beyond, but from within, his environment, so long as that environment is the very best he can make it. No one can be educated for really efficient service until he has done the very best with what he has.

“A craven stood on the battle’s edge
And thought, ‘Had I a blade of keener steel—
That true sword that the King’s son wears—
But this dull thing! He snapped and threw it from him
Then came the king’s son, wounded,
Sore-bested and weaponless,
And saw that broken sword, hilt buried
In the dry and sodden sand,
And ran and snatched it, and with battle cry
Lifted afresh, hewed his enemy down
And saved a great cause that heroic day.”

So education for service is broad, wonderful, ready, open to all. None need miss it! Many may miss it. Have you heard the call, have you this broad human sympathy, have you ‘exhausted the best educational opportunities open to you? Then you are educated for service and for the greatest happiness the world can offer.

Agnes B. Stribling
LABORATORY WORK
FOR OUT-OF-DOORS SUBJECTS

For years we have been in the habit of talking of the value of out-of-doors subjects in the curriculum, the desirability of creating a love for nature, and accepting as a much desired model of femininity Wordsworth's *Education of Nature*:

"Three years she grew in sun and shower;
Then nature said, "A lovelier flower
On earth was never sown . . .
The floating clouds their state shall lend to her . . .
The stars of midnight shall be dear to her . . .
And beauty born of murmuring sound
Shall pass into her face."

Yet to attain these ends we have, for the most part, reverted to antiquated methods of teaching. We give to the child a text-book, saying, "Learn of trees, animals, mountains, rivers, instead of following Longfellow's suggestion, wherein—

"Nature, the old nurse, took
The child upon her knee,
Saying: 'Here is a story book
Thy Father has written for thee.'"

Or, to quote Wordsworth again,

"Come forth into the light of things,
Let nature be your teacher."

With that idea in mind, a number of people last summer who were interested in nature study, formulated the slogan, "A child has as much right to be able to read the roadside as to be able to read a book." I wish that that slogan might be on the desk of every teacher, to keep in mind the unquestionable right of the child to be able to interpret the out-of-doors.

And what are the things to be learned along the roadside? All of the branches of the great earth science, botany, zoology, agriculture, geography, and nature study; tho the last is not so much a science, demanding exactness, as a friendship. Credit is accepted for few of the above if unaccompanied by laboratory work; yet little of that work has been done in the proper laboratory. Take, for instance, botany and the study
of the plant with the functions of all its parts; teachers complain of the time which is required to collect "specimens." Why collect "specimens" when the knowledge gained from them will certainly be less complete than if one had studied from the entire plant? If the fields be too far for the period allotted, there is invariably a weed growing at the door steps or the wealth of the school garden which may be used for the purpose of studying the formation of roots and root hairs, with the particles of soil actually clinging to them, and the adjustment of root, stem, and branch in relation to moisture. The structure of the flower itself, the aid of insects in pollination, the peculiar position of stamens or pistil or corolla to receive that aid, the response of stem or bloom to the laws of heliotropism, the perversion of leaves into prickles or tendrils, the formation and use by the plant of chlorophyll are all so much better understood in their own environment, as well as the formation of seed and its means of distribution.

Why not, as a portion of the work, study those plants which are common pests among the farm crops of Virginia? Why not learn to recognize, not only these plants, and the best means of eradicating them, but the seeds, such as dodder, mustard, chickory, cockle, plantain, and the others only too often found among the seeds purchased for planting? Many states legislate against thirty weed seeds; we have no such laws, but at least let us as individuals be able to protect ourselves and our neighbors from them.

Another interesting phase of the subject is to work from the standpoint of weeds used in medicine, finding their habitat, their time of bloom and ripening, the parts used for the specific purpose, when best plucked, as well as the financial value of them by a pound or ounce.

In the study of the growth of the trunk, taking up the annual rings and the medullary rays, the trees of the locality and their economic importance can be studied. The technical reasons for the difference in grain and durability will explain the differences in their use, such as interior decoration, furniture, ship or implement purposes. The wood working industry of Virginia is both large and important, but little attention is paid to it either in botany or commercial geography.
We talk of "the struggle for existence" among the branches, the mosaic arrangement of leaves and the age-denoting scars of the twigs—where can they be more comprehendingly understood than at the tree itself? For the study of the leaves, why strip them from the stem or a twig from a branch to determine whether they are opposite or alternate, sessile or petioled, privately or palmately veined or lobed? We strive in nature study to teach the love of growing things, why then encourage the destruction of the same in a different class? Some things indeed it will be necessary to put under a microscope, but the larger portion of the work can be done in the open where the relative values of the parts to the whole may be seen in their proper perspective amidst their natural surroundings. We deem it essential that the child should know the names of the trees, yet we usually succeed in teaching them only to recognize leaves as one might recognize an acquaintance by an oft-worn suit. Take them to the trees at all times of the year, remembering John Burrough's saying that "The bare trees write their autographs against the winter sky." The tree as it is, with all of its individuality, shows forth when bare, and afterwards no foliage can confuse or hide its peculiar characteristics.

In zoology why not study the activities, rather than the structure, of animals? Study their adaptation to their needs and environment, their economic value for good or for bad; and above all be not afraid to cast aside the allotted plan for the day's work if something unexpected turns up, such as an ant hill, a swarm of bees, a nesting bird, or a worm or a slug. Teach insects in garden or meadow or orchard, on a spray of goldenrod or a shade tree on the streets. The bark of any tree has unfortunately an inexhaustible supply of them from the larval thru the pupa to the adult stage. Why indeed do we not more frequently relate the study of bacterial plants to the fungus diseases of our trees, combining it with the agricultural instruction for spraying?

In the same manner go to the pond or the stream for the study of water life—striders, crayfish, dragon flies, tadpoles, and the myriad others that may thus become real, mentally as well as physically, to the child. We learn from the text that the mother crayfish carries
her babies on her swimmerets; we can buy plenty of specimens with the eggs attached, but of how much more interest is it actually to watch the funny little young ones, who in no wise resemble the parents, clinging, as if for very life, to the mother’s legs? If we watch the queer looking “culex” come to the surface to breathe an incredible number of times in a minute, we understand better the value of oiling stagnant water to eliminate mosquitoes. A butterfly emerging from a cocoon is always an occasion for wonder and reverence; not less so is the final liberation of the dragon-fly after the slow, painful crawl of its “Nymph” up the stalk of a sedge-grass.

A collection of dead and mounted specimens has slight value when compared with the actual work of the living animal. It is practically of no more worth than pictures, which indeed have their own place, as a means of recognizing unknown things when eventually seen.

We talk glibly enough of the farmer’s three best friends, toads, worms, and birds; but how many of us know them as one should know friends? How many of us have watched the tongue of the toad strike at every flying insect or the worm add lime and humus to the soil or a bird feed its young? Let each child make a friend of a bird during the year; learn to know the song, the call, the food (and the structure of bill and feet for obtaining that food), the favorite position, in low shrubs or high trees, up and down the bark or at the tips of the branches and the dozen different characteristics of each. Birds cannot be studied by a large class, but may be known and loved by each individual. One remembers with an inward joy the account of a bird class in The Garden of a Commuter’s Wife. Feed them, give them water, shelter, protection from cats, a nesting place, and assuredly reread to the children Longfellow’s Birds of Killingworth.

I think that agriculture is being taught more and more in the field; that spraying, pruning, studies of soils and crops are no longer matters of mere words, but overbalancing that gain in the right direction is the distressful lack of outdoor geography. “Geography is the study of the earth in it’s relation to life; a study of control and response.” Yet, instead of going to the earth itself for the cause and seeing the effect, we ac-
cept the printed words of a text-book, rather than trying to find the proof. Is it not in the same category as hunting up the answer in the back of an arithmetic?

The geography of the past generation was of an earth, sculptured and finished, static and at rest, whose chief phenomena were the unusual, the unnatural, and alarming, such as earthquakes, volcanoes and geysers. Today, we know the face of the earth is ever changing, slowly and for the most part peacefully. Why not watch the change as it takes place; see the drop of water carry its particle of sediment oceanward? Even the smallest of streams may be used to illustrate the ages and stages of rivers, the economic use of each stage, the formation of water tables, alluvial plains and highlands produced by erosion. I often think that the story of the small boy who was kept in because he insisted on watching a circus parade from the window, instead of studying a lesson on the wild animals of Africa, is applicable to most phases of physical geography.

We study clouds and winds and weather cycles. How often do we apply them to our other outdoor subjects? After all, "pigs is pigs." All of the work is woven and interwoven together; yet too frequently each subject is boxed up by itself as a thing alone and isolated.

I am not asking for long trips with the students. The sky above and the earth beneath are not far; and when one sees clearly the immense gain to the child in outdoor laboratory work, the effort to combat obstacles will not be wearisome. We can all strive to make the children feel with Henry Van Dyke the same things that he expresses in his beautiful poem, "God of the Open-air":

"These are the things I prize
And hold of dearest worth:
Light of the sapphire skies,
Peace of the silent hills,
Shelter of forests, comfort of the grass,
Music of birds, murmur of little rills,
Shadow of clouds that swiftly pass,
And, after showers
The smell of flowers
And of the good brown earth—
And best of all, along the way friendship and mirth."

MARGARET GODDARD KING
WEAR A SMILE

Let us ever be wearing a smile to cheer,
Tho all worn out with the cares of the day;
A smile that will gladden a heart that is drear,
And add to the mirth of the one that is gay;
A smile which will lighten the sufferer’s pain,
And brighten the gloomiest mind,
One which brings comfort in sorrow again,
A “help-along” smile—that’s the kind.

Then, let us be wearing a smile to cheer
The neighbors we meet by the way;
For a smile is as cheap as friendship is dear;
So let us be wearing a smile of cheer,
Let us be wearing a smile!

Let us ever be wearing a smile to cheer;
It’s as easy to smile as to frown anyway,
And the cost of a smile is never so dear
As to keep us from wearing it every day;
So be letting the ends of your mouth turn up,
To ripple and wrinkle with cheer;
You’ll find that the joy which fills your cup
Will surely o’erflow every year.

Then, ever be wearing a smile to cheer,
And ever be happy and gay;
You’ll always be finding a friend close and dear,
If you will be wearing a smile of good cheer,
If you will be wearing a smile.  

MARY J. DAVIS
STEPPING STONES TO EFFICIENCY

IN THE HOME

The cry for efficiency is heard all over the land. "What is efficiency?" we ask, and the answer comes back, "Efficiency is the power to secure the largest possible returns from the smallest possible outlay." Therefore, the business world is calling for more capable managers, the industrial world for more intelligent workmen, the professional world for more thoroughly trained specialists, the educational world for better qualified teachers, and the social world for more complete individuals. Thus we see that the standards of society are progressing upward to the universal goal—efficiency.

"The wealth of a nation is in its men and women." America is realizing more each day that education is the most powerful factor in producing the type of individual that can lead the fullest, most useful, and most productive life—the highest asset to a nation. Hence the increasing number of public institutions of learning she is establishing each year—the public schools, normal schools, state colleges, and universities. But, while the school occupies a very necessary and responsible place in the education of the individual it is not the only powerful educational agency with which he comes in contact. "All the world is a school and the whole of life is education."

The first and most fundamental factor in the educational process is the home. Here the foundation is laid on which all other knowledge is built. "The home is the center of all that is best in life. It is the greatest molder of character. Whatever affects the home, affects the state. The moral standing of a nation depends upon the homelife of its individuals." Realizing then the responsibility of the home and the more urgent need for efficiency let us consider how we may reach this "mountain-height."

The first and largest stepping stone to pass is called "knowledge." Knowledge is the prime essential in the home, for here each phase of the child's life—physical,
mental, and moral—must be fostered and developed. In caring for the physical life of the child health is the first consideration. Fundamentally important is a thorough knowledge of sanitation. The best methods of heating, lighting, ventilating, and plumbing should receive the careful study of every housewife, for study alone discloses the intimate relation of health to each one of these problems.

Another very essential aspect of sanitation is the cleaning that must be done in a home. Often this is made a very laborious and tedious process. But modern invention is seeking to aid woman in the home, by providing devices that greatly lighten her work in cleaning. The vacuum cleaner, carpet sweeper, wall mops, and floor mops—all are designed to assist her in this respect. The progressive housewife gladly welcomes the conveniences offered on the modern markets, and keeps herself informed as to the latest improvements and methods.

The mistress of the home should be familiar with, and should put in practice all the general rules for health. Prevention of disease, rather than cure, is the aim of our wide awake age. She should also know the diseases common to children, their outward signs of approach, and practical methods of dealing with them until a physician can be secured.

A common saying among us is quoted in the following statement, "A man's heart is reached thru his stomach." While the eager wife strives to reach her husband's heart she is also considering his health. Food—good food, enough food, suitable food—is a most vital question in dealing with the physical man. In order that each meal be appetizing and nourishing, all food must be well prepared. Perhaps the mistress need not do the actual cooking herself, but she must know how it should be done that she may intelligently supervise her cook. Every vegetable and fruit is best in its particular season of the year—a fact which calls for a knowledge of the markets with their varying prices, also the conditions under which the food is bought and handled while in the store. There are certain foods which the young child should never be allowed to eat. Instinct alone cannot be relied on to
guide the mother in providing proper nourishment for her child. She must know what is the best food for the growing cells of the small child and what will furnish heat and energy for the grown man. A solid foundation, based on physiology, chemistry of foods, dietetics and cookery, is needed to produce an efficient mistress in the kitchen.

Health is dependent, in a large measure, on the protection given the body by clothing. The changing seasons demand suitable and appropriate change of dress. Perhaps the family is in very comfortable circumstances and the wife finds it unnecessary to spend her time and energy at the sewing machine, still a knowledge of the fundamental steps in garment-making will prove both satisfying and satisfactory, as she watches with interest the methods employed by her dressmaker or tailor. Then, too, she will not willingly give over to another the privilege and pleasure of selecting the materials to be used in her garments, or the garments themselves. In this age when so many kinds of beautiful fabrics are being placed on the counter, so many that may be called “pure textiles” and many others that are adulterated, only the trained eye, the fingers, and the mind of the intelligent woman can tell when she is getting her value for the money expended. Every woman has a desire to be well-dressed, but taste, too, must be cultivated. Nowhere can she show her idea of refinement and common sense in quite so striking or public a way, as in her costume, and in that of her child’s.

The mental and moral life of the child as well as the physical must be developed in the home. The subject of psychology—child psychology—dealing mainly with the complex development of the mind of the individual, is more widely studied today. A thorough understanding of the natural laws of development should form a part of the education of every woman, that she may guide with understanding intelligence the mental and moral life of those placed in her care.

No other factor quite so largely influences the moral life of the child as the example of the parent. Imitation plays an important part in the small child’s life. “Train up a child in the way he shall go and when he is old he will not depart from it.”
Altho fundamental, knowledge alone is powerless to produce an efficient mistress of the home. Another big stepping stone is "methods." The modern housewife must needs seek to economize in time, labor and money, in order to give herself freely to the varied duties demanding her attention. In the first place the planning of a day's work is absolutely necessary. The order and system resulting and the time and energy saved amply repay all the time spent in thinking out the plan.

At first thought, the arrangement of a kitchen seems to play a very insignificant part in economy. But after studying the matter a "best way" for placing kitchen furniture can be found, which results in a great saving of steps taken, and is therefore an economy of energy and time. So it is with the arrangement of the whole house—a subject which should receive serious attention.

In order to do her best work in the best way woman must have the proper instruments with which to work. This has, of late, been more fully realized, as shown by many labor-saving devices available for her use. The dish-washing machine, the electric iron, electric and gas stoves, the fireless cooker, in addition to the instruments for cleaning, are produced to lighten the labor and to save the time and the money of the housewife.

Ability wisely to manage the affairs of the household is another fundamental requirement of the mistress. Housekeeping needs to be placed on a more business-like basis in order to economize in the energies expended. Why should not the housewife keep accounts? To be serviceable they must, of course, be kept in an orderly and systematic manner. The buying of supplies and the making of bills play a very important part in the housewife's duties. Discrimination and wisdom are called forth and must be exercised, to buy to the best advantage.

No woman can do all of her housework unassisted. And why should she be so selfish as to desire such a condition? The servant question has indeed become a problem. But the wide-awake mistress will use such tact and good judgment in planning her servant's work and leisure, and will be so reasonable in her demands,
as well-nigh to abolish the servant problem as far as she individually is concerned.

Good management ever results in system and order. When once the value of planning each day's work is realized, and the habit is established, no other method will suffice. The household affairs will be performed in an orderly manner and the day's tasks accomplished leaving the mistress as composed, sweet-tempered, and agreeable, tho perhaps somewhat weary, as at the beginning of the day.

Indeed the welfare and happiness of the home is dependent on the attitude of the mother "toward the world." When planning her daily schedule she must not neglect herself, for her program will be incomplete if she does not daily set aside a rest period—for rest, and rest alone. She must also have time for recreation and diversion. Interests outside of her home should claim a share of her attention. There are certain conditions in the business and commercial world that only the concerted action of women can change. An influential merchant has said, "When women learn to know what they are buying, they will get what they think they are getting."

A part of each day should be reserved for the companionship of the parent and the child. This hour of the day will be an anticipated pleasure, an hour when the child looks forward to learning something of the wonders and mysteries of nature, the relation of the individual to the individual, and the relation of the individual to the Great Friend of friends. "Friendship is not only a beautiful and noble thing for a man, but the realization of it is also the ideal for the state; for if citizens be friends, then justice which is the great concern of all organized societies, is more than secured. Friendship is thus made the flower of ethics and the root of politics."

What then are the stepping stones to efficiency in the home? The first, we will say, is knowledge, with methods as a close second. Then follow ability to manage the affairs of the household, system and order in performing the every-day duties, and lastly leisure—for rest, recreation, and social obligations.

Carolyn Eisenberg
THE DEACONESS.
A Story

It was Saturday afternoon—a golden day in November. Six-year-old Dewey Knight was toiling slowly up the mountain toward his home. He had left the winding path, and was following the edge of the woods at the lower side of an old field in which his father sometimes raised a little corn or buckwheat, with some puny tobacco and a few potatoes; sometimes corn or buckwheat; nearly every year some potatoes; always the puny tobacco.

The Blue Ridge ranges are dotted from foot to summit with such clearings, of larger or smaller size; some of them made a hundred years ago, others but yesterday. Some are farmed with more or less regularity, some are planted in orchards, while many are used only as pasture fields for cattle, sheep, or horses.

The Knight clearing was an old one. It had been made by Dewey’s great-grandfather soon after he had come back to the mountains from the great victory at Yorktown, carrying a big musket with an iron ramrod. A tradition, sacred in the Knight family, had it that this musket had been taken, in a fair fight, from a German soldier in the British army, who parted with the old piece almost in tears, exclaiming, “Mein vater carry him at Mollwitz, unter Schwerin und Friedrich!”

None of the Knights knew who Schwerin and Frederick were, or where Mollwitz is; but they kept the gun with jealous care. Dewey often looked at it as it rested in the two strong hickory forks above the fireplace, and dreamed, as boys will dream.

But to return to the Knight clearing. It was large, free from stumps and boulders, but very steep. Here and there small clumps of scrub oak and huckleberry bushes had grown up, openly defying the half-hearted plowing of Dewey’s half-hearted father. Dewey did not know that his father was weak and shiftless; but he had heard his tired-looking mother remark that morning to his big sister Carrie, “Somethin’ is sure goin’ to happen: pap’s took a notion to cut some stave wood.”

Dewey recalled the words now, as he heard the sound of axes out of sight up on the mountain above him. His father and two grown brothers were cutting logs at the upper side of the clearing, near the stable lot. These logs were to be sawed into the lengths proper for barrel
staves, rolled or sledged down the mountain side, and then hauled to the stave mill on the bank of the little creek, far below.

Dewey walked slowly, and frequently he paused. He had a task on hand—rather, in mind. The Deaconess at the Mission School had given him the task, and he wanted to perform it; for he loved the Deaconess.

In this last important particular Dewey was just like the great majority of the simple mountain folk, far and near. They all loved the Deaconess. It might be more nearly the truth to say that they adored her. She had come to the mountains even before the Mission House at Lydia was finished; and for the five years past—nearly all of Dewey’s brief lifetime—she had lived and labored among his people—her people—the turbulent, yet loyal and trusting, children of the hills. She and her helpers taught the boys and girls in the mission school five days in the week; on Sundays the same boys and girls went to her again. With kindly tact she aided the housewives with their problems, gradually leading them into better methods of work, and once in a while getting their dull eyes lifted to the fairer and farther vistas. She taught the girls to sew and to cook, as well as to read and to write. She helped to nurse the sick and the wounded—men are wounded not infrequently in these mountains. When death entered some gloomy cabin, she came as a gentle, ministering spirit. Once at least she had been a peacemaker between two bitter foes; and more than once she had stretched out an uplifting hand, seconded with a strong word of fair hope, to the wayward and falling of her own sex. And so the rude, rough people of the wild, rough hills loved the Deaconess: they adored her. Even in their uncouth speech they spoke her name with a soft, caressing accent. Her full name many of them did not know—what it was they did not care: to them all she was simply and sufficiently, “Sister Elizabeth.”

The task that Sister Elizabeth had given to Dewey Knight she had given also to his classmates. The good Archdeacon—the Apostle of the Blue Ridge—who had been the leading pioneer in founding schools and missions among the mountain folk, was coming to visit the school at Lydia: he was expected the following week: and, according to custom, the children of the school were to respond to his fatherly address by rising in a body
and repeating in concert a verse of Scripture. It was with a fine spirit of loyalty to the aged minister and overseer that Sister Elizabeth had on this occasion selected for the children the 7th verse of the 52d chapter of Isaiah. To learn this verse—to repeat it rhythmically and distinctly—this was the task she had given to the boys and girls. Little Dewey was the youngest of them all, but none was impressed more thoroughly than he with the gravity of the situation; and none was trying harder than he to master the task.

He kept saying the words over as he went along. As he paused from time to time he would turn and gaze back, across the tree-tops in the deep hollow below him, at the Mission House on the opposite slope. How tastefully it was set among the pointed, dark-green cedars, the cross upon its gable front lifted toward the gates of morning!

The boy sat down upon the ground, not merely because he was tired, but mainly because he liked to gaze upon the Mission House, and think of the sweet face of his teacher—his friend. He began to say over again the words of the verse she had asked him to learn:

"How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth—"

He got no further at this time because he thought again of what had been puzzling him ever since he had heard the verse. He really thought there must be some mistake; surely it ought to be:

"How beautiful upon the mountains are the feet of her that bringeth good tidings," etc.

He lay down upon the warm hillside, with the mellowing haze of Indian Summer crowning all the surrounding heights, and kept on wondering, his gaze still fixed upon the Mission House, nestling over yonder among the pointed cedars.

"How beautiful—how beautiful"—it ended finally in a dream. He slept.

As with many a dream, the waking was sudden and full of pain. Dewey lay moaning and crying for a time, then became still, as a strange faintness stole upon him. In the meanwhile darkness crept up from the deep hollows, tenacious and brooding, until it wrapped in silent blackness the highest peaks. Even High Top at last reached up vainly after the fading rays, shot backward
across the distant Alleghaniies, and caught only the faint twinkle of the evening star.

At intervals during the next several hours other wakings came to the boy lying at the edge of the woods. At last, in one of the conscious periods, he saw a light, and thought he heard voices; he imagined that he heard a deft, swift footstep coming nearer. A little later he was certain that he felt himself lifted from the ground; then he fainted again from the benumbing agony in his thigh. After a considerable interval he revived, to find himself in his own hard bed at home; his parents, his older brothers and sisters, with white, dumb faces, huddling near; and with the Deaconess bending over him.

It was the Deaconess who had found him, tho it was his father who had carried him up the hillside to the rude cabin. He had first been missed at the supper hour. His mother had called him from the door, her voice ringing sharp and far down the hollows. Then his brothers had gone out seeking him. Finally his father had started up, and the search became general. It was not long until some of the family reached the Mission House—naturally they went there. Sister Elizabeth heard their brief, broken story; then she lighted her lantern, and hurried out upon the mountains. Following, after a while, upon the direction from which she thought she heard a faint wail of anguish, she found him at the edge of the woods, at the lower side of the old clearing, his right thigh broken—almost crushed—by one of the logs rolled down by his father and brothers from the new clearing far above.

While the Deaconess bent over the boy in the dimly lighted cabin, James Knight, the oldest son of the family, was racing frantically over the clearing and thru the deep surrounding woods, trying to find one of his father’s horses. Once he rushed to the cabin door, then back again to the hillside and heights, followed by two other figures. For hours they scoured the mountain before the horses were found, cornered, and driven in. Then James drew the saddle-girth tight, flung himself upon the bay gelding’s back, and the wild ride down the mountain began. To right, to left, swerving along the zigzag path the faithful, sure-footed animal went, downward, ever downward, with that straining, jarring motion so wearing upon horse and rider alike. Now they begin to
strike rolling stones along the hollow of the little creek; now they pass the widened nook in the little valley, occupied by the stave factory; after awhile they dash out upon the open, but boulder-strewn road that winds down the last ridges of the giant range, and on thru the numerous foothills, into the open country westward. More hours pass, and faint shafts of light begin to shoot far over the heads of the lone rider and his panting horse, as they toil steadily onward, and finally the rich full light of sunrise bursts gloriously upon the wide valley; but still the lone rider and his panting, foaming horse toil steadily, and now more heavily, onward. It is thus that horses, more than once, have been ridden to death in the mountains: James Knight was going out into the Valley to find a doctor.

Moreover, people in the mountains, sick or hurt, often die before a physician can be gotten to them. It was the second day before the doctor reached the hard little bed of Dewey Knight.

And it was then that some of the unimagined difficulties of even benevolent work among these people were encountered. The boy, shy of strangers, and often delirious with the pain of his inflaming wound, would not let the doctor touch him, or even come near him; and the parents, superstitious as well as ignorant, would have died themselves, and let him die, rather than cross his will.

In the dilemma it was the Deaconess, of course, that met the situation. She had some training in a hospital before coming to the mountains, and with the doctor standing just outside the door, preparing the necessary appliances and giving her directions, she reduced the fracture and set the boy’s thigh. With the stalwart James, whose head was still clear and nerve still steady in spite of his terrible ride, as her assistant, she straightened out the limb, adjusted it to the proper length, put on the strips of adhesive plaster, bound on the padded splints, fashioned the stirrup for the toes, and rigged on the traction cord. The foot of the small, rough bedstead was then hoisted three inches off the floor, help up by two maple blocks; the pocket at the end of the traction cord was weighted with a pair of iron wedges, such as are used in splitting logs. The pulley over which the cord passed was an empty thread spool,
thru which was thrust, resting snugly in a deep notch at
either side of the narrow bedstead, the iron ramrod from
Mollwitz. Some of the appliances may have been primiti-
ve, and some far-fetched, but the job was finished, and
well done. The Deaconess did it.

In a few days little Dewey began to question Sister
Elizabeth about the Archdeacon, and the visit he was
expected to make to the school. "I did so want to see
him," said the child, "and I wanted to help say the purty
verse."

There was a wistful quaver in the tone that went
straight to the woman's heart.

"You shall see him, Dewey. When he comes to Lydia
I am going to bring him here, and you shall say the
pretty verse for him, all by yourself."

The boy's face grew radiant, and his eyes, so many
times of late burned with the hot streams of pain,
sparkled with the tears of joy.

With great care the Deaconess rehearsed Dewey for
his pleasing task; and at last, under her gentle and pa-
tient guidance, he said the verse perfectly.

When the Archdeacon came, Sister Elizabeth came
with him. They walked over from the Mission School,
toiled up the long winding path to the Knight cabin, and
the Deaconess softly pushed open the door. The boy
opened his eyes, as if from another dream—a sweet
dream. His gaze rested in mild wonder upon the ven-
erable man, and with kindling joy upon the fine-faced
young woman at his side.

Advancing to the bed the Archdeacon laid his hand
gently upon the child's forehead, saying, "May the Lord
bless you, my boy, and may he bless your home;" and
the boy promptly responded, from the fulness of his
soul:

"How beautiful upon the mountains are the feet of
her that bringeth good tidings, that publisheth peace;
that bringeth good tidings of good, that publisheth sal-
vation."

The Deaconess blushed deeply and exclaimed, "O
Dewey! how could you make such a mistake, after all
the pains I took to have you learn the verse correctly."

But the good old Archdeacon smiled and said, "Say
it again, my boy, just the same way."

JOHN W. WAYLAND
COURSE OF STUDY IN PHYSIOLOGY AND HYGIENE

The following is a part of a Course of Study prepared by the instructors of the Normal and graded schools of Harrisonburg for use in the Training School. So many requests have been made by summer students and others for copies of this outline of the work in Physiology and Hygiene that it has been decided to make it a part of this issue of the school quarterly.—Editor.

PURPOSES OF INSTRUCTION IN PHYSIOLOGY AND HYGIENE

(1) To help each child to form such habits as will tend to the highest development of body and mind.

(2) To create in each child a desire to keep his body in as perfect condition as possible, in order to attain comfort, happiness, and usefulness.

(3) To impress upon him the importance of sanitation and disinfection as a prevention of disease, the importance of laws regarding sanitation, and the importance of keeping such laws.

(4) To teach readiness in emergencies and, in case of accidents, what to do till the doctor comes.

References:


In the first four grades little formal instruction is necessary; no textbook should be used by the children, and no special periods need be devoted to the teaching of physiology and hygiene; it is to be the natural outgrowth of the regular work suggested by present, vital interests. This is the period for establishing health habits, and such habits must be largely automatic; the child is not yet ready to grasp the scientific reasons for such habits; tho the teacher may sometimes find some explanation advisable. A daily inspection will be necessary as to condition of hands, face, hair, nails, teeth ears, clothing, and shoes.
FIRST GRADE

Daily inspection. The little child fresh from home surroundings may be taught much hygiene in connection with the situations and activities of daily life in the home. On Monday, washing day, the need of washing, the dependence of health upon cleanliness, etc., may be emphasized. On Friday, cleaning day, the necessity for cleaning, the causes of dirt, danger from it, best methods of dusting, etc. On Saturday, or some other day adopted as baking and marketing day, the best kinds of food to buy, keeping it clean, etc. These things may be correlated with other studies, such as nature study, manual arts, songs and games, etc. Let neatness count on grades all thru course.

Also, teach the children:

- How we may keep well thru the winter. Why keep well?
- Warm clothing, day and night, but not the same
- Dry clothing. Why not damp?
- Clean clothing
- Clean face, hands, teeth, nails
- Clean drinking cups (one's own)
- Clean water and milk to drink, not tea or coffee

To put nothing in the mouth that has been in anybody else's mouth, and nothing except food and drink—and a tooth-brush.

To have fresh air in the schoolroom and in sleeping rooms. To breathe properly.

To sit up in a proud, strong way; to stand "tall," walk with light, elastic step.

Games may be played illustrating points of hygiene; as the "Getting-up" game. Have the children first play getting ready for bed, taking off all their clothes, hanging them on a chair to air; washing hands and face, brushing teeth, opening the bedroom windows; then pretending to be asleep for a moment. At a signal they awake and make their toilet in the proper way, with due attention to skin, hair, teeth, nails, and clean clothes. Dramatization may also be used in connection with many situations calling for hygienic procedure.

SECOND GRADE

Daily inspection. In this grade also hygiene may be taught as related to the home life, by informal talks with the children, or in connection with other subjects. Work of first grade may be continued and adapted as seems best.

Also:

- Care of plants; sunshine needed by plants and people
- In connection with food preparation
  - setting the table
  - preparing lunches
  - use of napkin
  - proper chewing of food
  - washing hands before meals, teeth after meals
  - keeping room free from flies.

It would be well to serve at intervals a simple lunch to illustrate these points; other forms of dramatization may be used.

Teach the children:

- To make individual drinking cups
- Not to spit
- Not to put fingers on face
- Not to wet fingers to turn leaves.
Not to sneeze or cough except with handkerchief before mouth
Not to eat with unwashed hands
Not to sleep with windows shut

THIRD GRADE

Daily inspection. Review of previous facts.

Also:

**Fresh air Why?**

**Sunlight Why?**

How tell whether air in the room is pure or impure?
How wide open should windows be?
Why is a draft dangerous?
How can windows be opened to avoid drafts?
How breathe so as to use all your lung space?

**Eating**

What to eat—milk, eggs, cereals, bread, fruit, vegetables
Time of year makes a difference. Winter, more butter and meat; summer, less meat. A little candy is good if eaten at meal time.
When to eat—regularly; not too often.
How to eat—not too fast; chew well
How much to eat—not until you feel stuffed

**Drinking**

Water often, from an individual cup; milk at meals; no tea or coffee

**Sleeping**

How long? What clothing should you sleep in? How much air in the room?

**Walking**

What posture? Stand tall. Walk lightly.

**Sitting**

Back in chair, not lounging

In all three lower grades much of the work may, thru action in games and stories, be made very enjoyable action work.

FOURTH GRADE

Review of work in previous grades. Daily inspection. Simple lessons on personal appearance:

{ how often?
  how much?
  when? Not just after eating; not in cold water when overheated.

Use of handkerchief

Teeth—care of; demonstration of proper ways of brushing by town dentist will be impressive. Let each try to find out with a little pocket mirror whether he has any bad teeth.

Hair—combing, brushing, washing, arrangement

Nails—best ways of keeping in condition; find out who bite their nails

Clothing—best kind for day and night. Why not wear outdoor wraps in schoolroom?

Shoes—care of: dry or wet? why keep clean?

Air and sunshine—effect on plants; on people; on a house. "Where the light cannot come, the doctor must."
Food—flies, fruit from grocer’s, clean dishes, cup-towels; candy, etc., from some one’s pocket; exchanging apples, gum, etc.

Effects of cigarettes on boys who want some day to be on a baseball or a football team

First-aid talks and demonstrations or dramatizations. Have one of the children act as if hurt, cut, apparently drowning, having a burn, a broken limb etc., and have the others help him.

**FIFTH GRADE**

Hall says of this age: “Never again will there be such susceptibility to drill and discipline, or such ready adjustment to new conditions. During the primary grades imitation and example are prominent; during the Intermediate grades authority and precept are prominent.”

A textbook may be used in this grade, but only as a help, not as an end.

**Review of previous work.** Daily inspection of

- Personal cleanliness
- Ventilation of room
- Position of shades for best light
  - Have pupils help judge of this, and also of the need of ventilation; committees having charge of these might be appointed, and changed every week or two.
- Posture
  - Breathing habits—watch for mouth breathers.

**Care of the body**

- Skin, hair, nails, teeth, ears, eyes, clothing (ink stains, etc.), shoes
- Danger of common towel, comb and brush, etc. Care of brush and comb
- Are you at liberty to do and look as you please? How do your personal habits affect others? (Citizenship)
- Name the things necessary for a pupil to possess a healthful and helpful personal appearance. Does it cost much? Does it pay? Can one afford not to be a well-cared-for citizen?

**Air**

- Best kind; best temperature; why not too dry?
- Lungs and mechanics of breathing
- Ventilation day and night

**Sleep**

- Why needed (nerves, cleaning-up work of lymph, etc.)
- How much (nine hours for average in this grade)
  - quiet
  - dark room
  - airy room
  - different clothing from waking time
- Best time: during first part of night

**Eating**

- What to eat for:
  - breakfast
  - lunch
  - dinner
  - supper
- When
- How much
  - breakfast
  - lunch
  - dinner
  - supper
  - winter
  - summer
Cost
Nutritive value       } children; grown people
Care and preparation of food
Milk—in bottles or in cans
Meat—how to keep
Water; use to body  } inside
                     } outside
When should it be boiled before drinking?
Use of hot water bottle
Danger of common drinking cup
Children may make notebooks of pictures cut from papers, etc., or of drawings made by themselves, of fruits, vegetables, etc., suited to each meal, and thus make illustrated menus.

Cleanliness
Inside       } get rid of wastes every day (bowels)
            } drink much water
Outside     } bathe whole body every day
            } wash hands, especially before eating
In home      } inside—clean shoes, put trash in waste basket, etc.
             } outside—avoid trash in yard, etc.
             } (Help mother)
In school    } inside—paper, dirt and from shoes, toilet, etc.
             } outside—litter in yard, etc.
             } (Help teacher)

Microbes love  } dirt
                } dampness
                } darkness
Microbes hate } cleanliness
              } dryness
              } sunlight

First Aid:
Cuts and bruises, deep wounds, burns, fires, poisons, dog bites, carrying one injured, drowning.
Demonstrate with pupil; have pupils practise on each other. If any pupils belong to Camp Fire Girls or Boy Scouts, it will be helpful to allow them to give talks describing the activities that go on in the camps.

SIXTH GRADE

Daily inspection. Review of previous work.
This is the period in the life of the child when co-ordination of muscular action and feeling seems to be of especial import; it is a period of great physical activity; hence the study which may be profitably taken up first is that of

Bone and Muscle

References: Johnson's Education by Plays and Games; Physiologies.

Why man is called a vertebrate. Why bones are necessary; why we are not like jelly-fish. What animals carry their skeleton outside—oysters, turtles, etc. What part of our skeleton is outside (nails). Bones, dry or fresh, should be examined and simply described; also a piece of gristle. Explain the change in the number and composition of bones as the child grows up. By means of a chart give pupils some idea of the adaptation of structure to use in the shape, size, etc., of bones; how they are light, yet strong (twice as strong as oak; one cubic inch will support 5000 pounds)—hard, yet not
brittle. Why some children become bow-legged, why some round-shouldered, why a dentist can straighten crooked or projecting teeth, etc. What kind of food will make good strong bones (milk, cereals, etc.) How bones may be broken; which are most often broken; why children's bones are more easily mended than grown people's. What to do in case of a broken bone until the doctor can come. Have one of the children imagine he has broken a bone, and another show what should be done. A number of such accidents might occur, giving pupils practise on successive days; explain how the healing of fractures takes place. The use of joints; different kinds; thumb joint. Dislocations; how to treat; demonstrations. If possible, have one of the nurses from the hospital give pupils a lesson on bandaging, demonstrating with a pupil; pupils can then practise on each other, bringing the materials for bandages from home.

Muscles (flesh), means of movement—life; stillness—death; as in machines (a "dead" engine)—in animals, in plants. The body a living machine; to do anything it must move. Motion attractive; train, auto, race horse, dancing, ocean, field of grain, etc. Muscles move bones by shortening and relaxing. Two classes; nearly half of body, giving shape. Five hundred in all. Biceps best known; many other shapes and sizes, according to use. Locate dancing muscle; laughing; trumpeter; climbing; sneering; frowning; tailor; many others interesting. Largest, smallest. Muscles of expression; where besides in the face? How do actions speak louder than words?

Muscular machinery different from other machinery; the more it is used the better its condition, tho it must not be used too long at a time; also it repairs itself if we furnish the material. If not used, why does it grow small and weak? Why weak muscles, weak body? How make them strong? How much exercise? What kind? Why are boys in military schools so different-looking from most others? Muscles stay in the position in which they do their heaviest work, and pull the bones in the same position; so we are straight or crooked according to the position we hold the muscles for most of the time; expression of face, etc.) Have children give examples of trained muscles, (musicians, dancers, acrobats, wrestlers, baseball pitchers, etc.) How may we have muscles that will help us be of "some account" in the world, as well as make teams and win prizes in field-day exercises? Muscles use up more oxygen and make more carbon dioxide than any other part of the body—being so large a part of the body—hence much fresh air is necessary. They use up most of the food we eat: good food, good work, like horses, etc. But like horses, again, our muscles must not be over-worked; explain danger to heart, especially, and why a race or a game, like baseball, must be practised for only a short while each day. How should the body be cared for after games to keep from getting stiff? What is hip disease; white swelling; tuberculosis; how contracted; how avoided; how cured? Use tuberculosis catechism.

We learned of animal matter and mineral matter in the bones; how has it been shown that the whole body is composed of these two kinds of matter, with some gases also? As our bodies are constantly working, hence wearing out, the worn-out places must be patched with the same kind of material. We do this by eating food, which if taken to the chemical laboratory would be found to be composed of just the same things, in different combinations, that make the bones, flesh, and other parts of the body. All living things also need to be warm, and to have power to do things, and both these necessities are also met by the food we eat. All the body is composed of tiny particles called cells, each doing its own work, yet connected with all other cells in such a way as to make the whole body work as one. Each cell must wear out and must be repaired by food. The food must be changed to blood in order to be easily carried around to the cells.
This making of food into blood is called digestion. Three classes of foods; proportion of each in a day about three parts of carbohydrates to one each of proteins and fats. A number of interesting lessons may be given in correlation with geography lessons on external digestion, or the preparation of the food to be ready to eat; the gathering of different articles from foreign lands; the different processes many must go thru before they reach us; the effect of cooking on food; and a review of what was learned in previous grades as to the sanitation of foods. Also, the need of variety in diet; and how good behavior and attractive serving help appetite and digestion. What should children bring to school for lunch? Why is it better not to eat alone?

Why do foods spoil? Different kinds of bacteria; all busy just making their living and taking care of their families which increase often at the rate of 24,000,000 in 24 hours, but making their living often at the expense of ours. Good and bad bacteria; only five per cent bad, that is, disease-making bacteria. Good bacteria—scavenging, helping soil, tanning, cheese-making, etc. Great industries and inventions to keep food from spoiling—canning, cold storage, refrigerators, meat-curing and packing, drying fruits, preserving, etc.

**Internal digestion**

Food must be changed to a liquid of such composition as the cells will use—blood

- Two kinds of changes
  - chemical—nature
  - physical—form

Physical and chemical laboratory—alimentary canal; mouth, teeth, esophagus, stomach, intestines

- Physical changes
  - chewing, mixing with digestive juices,
  - breaking up into finer particles by muscular action of stomach

- Teeth
  - why necessary; how many; why different shapes and sizes; compare with teeth of animals; why take care of them—explain how decayed teeth are a favorite home of germs of all kinds; how many disease are thus caused. How often should one visit the dentist? Ask dentist to give talk.

- Chemical changes
  - changing starch into sugar by enzyme ptyalin of saliva in mouth, and amylase of pancreatic juice; changing proteins to peptones by enzyme pepsin of gastric juice and trypsin of pancreatic juice; changing fats to emulsions by bile and steapsin of pancreatic juice.

Absorption of changed food into blood thru villi of intestines.

Besides the three great classes of foods, have pupils realize the equal importance of the inorganic salts as a part of the diet; hence the necessity for fruits and vegetables. Can we learn to like these things if we do not like them naturally? Why water is also classed as food; at least three pints needed each day. The Japanese drink three quarts a day. Review work of fifth grade as to foods. What is your idea of “good blood”? Why are rosy people generally happy? Show that the rosy color is caused by the red corpuscles of the blood—little red wagons carrying oxygen—and unless these wagons are full the cells cannot use the food; hence the necessity for plenty of good air. See previous grades.

Is all that we eat turned into blood? What becomes of what is left, what cannot be absorbed thru the tiny, hair-like villi? What the body refuses we should get rid of as soon as possible; stress evils of constipation.
SEVENTH GRADE

In this grade the children may use a more advanced text book, such as Ritchie's *Human Physiology*, tho this should be supplemented by the books mentioned in introduction, and also by material gathered by the pupils themselves from papers, magazines, etc. The teacher should use some of the books referred to for her own preparation. Eddy's *Textbook in General Physiology and Anatomy* is especially good to help in comparing the bodies of animals with the human body, and their development as they rise in the scale.

A review of the work of other grades and addition of new matter may be obtained as follows: Have the pupils tell what are the two fundamental objects of our physical life—of the physical life of any animal. They will probably decide them to be (1) to get food (2) to avoid danger of losing life. Tell them that we are to find out by the study of physiology how our bodies are adapted to the attainment of these two ends. Explain that every animal body begins with one cell which divides rapidly into a group of cells all exactly alike, possessing the same characteristics. Soon from this group smaller groups are formed which specialize in some one characteristic such as sensitiveness to stimulus, contractility, etc.; these groups being called tissues, as blood, nerves, etc. Tissues unite to do some special work; and are called organs, as the hand, the eye. Organs unite to do some special work, and are called systems. Seven great systems all working together make up the body.

Have the pupils decide in what order the systems shall be studied, according to their importance in furthering the two great purposes of the body—to get food and to avoid danger. With some guidance, they will probably decide that the motor system—bones and muscles—is most important in this respect, as neither of these ends can be attained without movement.

As no muscle can move without the stimulus of the nervous system, and no bone can be moved except by the pull of a muscle, this system will probably be the next in order.

Both of these systems wear out rapidly because of much use, hence the digestive system will probably be decided upon the next to be considered.

After the food is taken and digested, some means must be found to have it reach the cells; thus the necessity for the circulatory system.

Only by the help of oxygen can the cells use the food brought to them, so the respiratory system is necessary. The process of oxidation, similar to any other union of oxygen with another substance, results in the production of waste matter, as ashes in case of a fire; some way must be provided to rid the body of such wastes, and also of the solid wastes rejected by the villi, hence the excretory system. The life of a plant or animal is comparatively brief, and some way must be provided to keep the earth replenished with other life, hence the reproductive system.

In this way, help the pupils to realize for themselves the unity of the different parts of the body; how each is dependent upon the other—upon all the others; that to neglect or mistreat one injures all.

As each system is taken up they should be helped to find out what habits affect that particular system especially, and how they may keep it in order; what to do in case of injury to it; and how each is affected by its surroundings outside. Each system should be compared with that of animals; the pupils will be able to find
out much for themselves, by means of pictures, books of natural history, etc. Also, it would be interesting to compare the functions of our bodies with those of plants, and to realize the interdependence of plants and animals.

The work of this grade should lead to the idea of good citizenship, which will be carried out more fully in the next grade. The pupil should be so impressed with the wonderful complexity and delicacy of the human mechanism as to realize the need of taking great care of it; also that a well body means a happy, useful body; that in every respect it pays to be well; that even a well body can be injured by the carelessness of his neighbors; hence he must himself be a good neighbor. Have them find out about the Department of Health of his town, county, state; its duties; how administered, etc. What other departments of the town or city government apply to the preserving of health? It might help to impress these facts upon the pupils if they should form themselves into groups representing each of these departments, hold meetings, discuss questions, etc.

The text book should be finished in this grade, and should be supplemented as suggested above, also by charts, models, pictures, and sketches of main parts of the different systems made by the pupils themselves. The sketches need not be finished drawings in any sense, but should be sufficiently accurate to fix an impression of the general structure.

EIGHTH GRADE.

In this grade there should be a review of the work of preceding grades, but this review had best be made thru the medium of special problems involving health in its relation to the activities of life. Much of the work can be presented thru the study of history, geography, English composition, and civics. By reference to the outlines of the course for the fourth, fifth, sixth, and seventh grades, the relation between those grades and this one may be impressed.

Preserving the order in which the systems of the body were taken up in the seventh grade, the following problems may be used as suggesting others:

**The motor system:** Review main facts of structure, etc.

Chaps. 3, 4, 5

Health Habits
O'Shea & Kellogg

A committee may report on conditions in their own room or others in the building as affecting the posture of the pupils; what faulty postures are observed, both of sitting and standing; how they may be corrected.

What parts of the body are most benefited by exercise? What do Boy Scouts and Camp Fire girls do to develop their muscles? What to do in case of accidents to bones and muscles. Debate as to whether athletics should be encouraged in schools.

**The nervous system:** Review main facts of structure, etc.

Chap. 13, *Making the Most of Life, O'Shea & Kellogg*

What is bone tuberculosis? Is any form of tuberculosis hereditary? What is being done by the State to help fight it? How can we help in this fight? Ask some doctor friend to help gather information. Why is spitting punished by law? Is the law kept here?

How much sleep should a child of fourteen years have? Why does one dream? Should boys and girls drink tea and coffee. Quote authorities
and reasons. What is the relation between the nervous system, habits, and character? What do physicians say about the effect of tobacco on the nervous system? What is the strongest argument you ever heard against alcohol? Why do people become insane? What provision does the State make for insane people; for feebleminded people; for blind and deaf people? Why?

The digestive system: Review main facts of structure, etc.

Let each member of the class make a statement of the food and drink consumed in a day, giving its constituents and estimating its weight, bulk, and cost. Make out a hygienic "ration" for a day, using tables of food values, and preserving the proportion of about three parts of carbohydrates to one each of fats and proteins; also suitting it to the time of year. Separate ones may be made for young children; especially for lunches to carry to school. What is the source of drinking water for the school? for the town? Is the location and are the surroundings of this source desirable? Why is this important? What diseases are especially communicable by drinking water? Select some sources of possible additional supply for water for this town, and decide which is best. Why is the best one the most economical? What are Pure Food Laws? Why made by the U. S. Government? Are these laws kept in this city?

The circulatory system: Review main facts of structure, etc.

Why do some people have pimples, boils, etc? What do you understand by "good blood"? In what respects are the white corpuscles like our standing army, in work, necessary care, etc.? What effects do alcohol and tobacco have upon these corpuscles? How many pale children in this school? Why pale? Write a list of reasons why exercise helps make good blood. What is antitoxin? how used? where obtained? What does the State Department of Health do for the people of the State? Who compose this department? Who compose the State Board of Health? What are its duties? Is there a board of health in this city? Who compose it? Give practical demonstrations of what is best to do in case of nose bleed; of bleeding from cuts.

The respiratory system: Review main facts of structure, etc., stressing the fact that while all cells depend on oxygen, none are so greedy for it as nerve cells.

A committee might be formed to attend to the ventilation of the room, and to keep thermometer records. Also it might report on the system of heating and ventilation used in the school as a whole, and how it is carried out. With the standard requirement of 2000 cubic feet of pure air per hour for primary children, and 3000 for upper grades, find out how often the air must be changed in each room. What temperature
Chap. 7
The Body in Health

Open Air Crusaders

should the room be? what degree of humidity? Find as many ways as possible to ventilate without drafts. Why do people get sleepy in church? Why did people get along in old times without thinking much about ventilation? How should dusting be done? Why is outdoor dust not so hurtful as indoor dust? How does singing help the health? Make a plan for a school house, so as to fulfil best the requirements of health as regards ventilation and light. What are open air schools? What advantages have they? What should be done with an apparently drowned person? Give demonstrations. If possible, have some Boy Scouts help with these.

The excretory system: Review main facts of structure, etc., of liver, kidneys, skin, lungs, intestines.

Why did the ancient Greeks and Romans spend large sums of public money in building and equipping bath houses? What was the general plan of their construction? What did it cost to take a bath in one of them? What other nations encouraged public baths? What is being done in this country and others to encourage bathing? What is a Turkish bath? a Russian bath? What are the advantages of sea bathing?

Have the boys and girls collect all advertisements they can find of cures for kidney troubles, and find out from their books why such advertisements are misleading, and buying the medicines for this or any other ills mentioned in newspaper advertisements a useless expense. What could be done with the one hundred millions of dollars spent every year in the United States for patent medicines? What is the Food and Drugs Act passed by Congress a short time ago?

How may the principles of the excretory system of the body be applied to the outside world we live in? What kind of wastes are to be removed? Contrast a yard, a town, a farm, where this is done regularly with one where it is done only occasionally if at all. Which neighborhood would be preferred by people seeking a place for a new home? What is done in your town to keep it clean? Whose business is it to see that this is done? How can everybody help?

Reproductive system: The teacher should use her own judgment as to how much of this system had best be taught to pupils of this grade. It is suggested that the girls be required to read "For Girls and the Mothers of Girls" by Dr. Mary G. Hood and that the boys be given a straight talk at some class period in a separate room by one of the town physicians.

When a pupil has reached the end of the elementary course, he should have a knowledge of the main facts concerning the structure and the functions of the body; the conditions necessary to keep it in good working order; the nature of contagion and safeguards against it; the nature and values of foods; the necessity of self-control; his duty to those with whom he associates or by whom he is surrounded in regard to sanitation, and the agencies employed by community, State, and nation, for the protection of health.

MARY I. BELT
EDITORIAL COMMENT

Honor to Whom Honor is Due

It is a source of no little satisfaction to the officers and instructors of the institution under the auspices of which The Normal Bulletin is published to be able to call attention to the number of contributions in this issue from the alumnae. That they have caught the spirit of the professionally trained teacher is evidenced in their willingness to give of their time and energy to the service of others. They are manifesting, moreover, that ability, resourcefulness, and praiseworthy ambition which characterized them as students; and the large space devoted to their contributions on this occasion is but a fitting tribute to an efficient body of wide-awake teachers. The ever-widening influence of their kind means much to the promotion of the highest interests of the schools of the state.

College Education for Every One

As a testimony to the value and effectiveness of correspondence work the September bulletin of the National Association of Corporation Schools tells of the progress of this movement, especially as it has been
officially recognized in Massachusetts, under the no less pretentious caption than that of "College Education for Every One." The plan combines the better features of the usual type of correspondence work with university extension endeavor. Courses have been arranged in every accessible part of the state for those who want general, industrial, and commercial subjects, as well as those of a college grade; and the work is conducted under the supervision of the State Department of Education.

While the purposes of the enterprise are not different from those carried on upon a less ambitious scale by private institutions, the plans are somewhat unique and the scope of the undertaking considerably broadened. It is, in essence, State University Extension, and is organized on a scale that makes use of all the available means of bringing the university to the worker. It is the state's recognition that in no other way can it be of higher service to its citizens than by assuming the functions which in the past have been left solely to the choice of such schools as felt they were in a position to undertake work of this character. Not only will the usual method of individual correspondence be carried on for rural districts, but a method of instruction in correspondence-study groups has been developed, and even class instruction has been introduced, when the size of the groups justify this more direct method. Another feature is the formation of training schools for immigrants.

Educational authorities are watching the development of this movement by Massachusetts in the belief that similar movements may be inaugurated in other states. If any form of extension work has merit, such as may be claimed for this, it would seem eminently fitting that it should be carried out by the State Department of Instruction.

**Blundering Forward**

In announcing his intention of supporting President Wilson in the coming election, Thomas A. Edison, capable of saying, as well as of doing, things of striking significance, makes this observation:

"They say he has blundered. Perhaps he has; but I notice that he usually blunders forward."
There can be no more effective answer to the critics of any administration, whether it be that of government or of schools.

The critics of the schools are exercising their full and unhampered right to condemn the failure of the modern system of education to meet their unreasoning demands. Such criticism of public institutions, as well as of public officials is, however, inevitable in a democracy; and inexpert and stereotyped, tho it may be, it doubtless indicates progress. It is just as well, indeed, for professional educators to realize that their opinions will be set at naught, both by their own profession and by others. The teacher is the fair game for everybody; and his views are scorned by people who have no appreciation of the principles back of them. The schools, moreover, are regarded as a legitimate target for anyone who wants to make sure of an audience, whether the notoriety-seeker has ever seen the inside of a school-house or not.

From the nature of the institution, in its many and delicate relationships, it is not rational to expect any large number of people to be satisfied at one time with the purposes, matter, methods, or spirit of the schools. Whatever the nature of the indictment brought against them, however, that of educational progress being a series of blunders, the product of uncertain and repeated experimentation, is the least valid as a condemnation of this basic institution. Educators are, indeed, experimenters and blunderers, but all progress is due to experimentation, and blunders are inevitable to advancement; and blundering forward is the highest achievement of the human race.

Is Your Community Habitable for Young Folks?

Notwithstanding the halo of charm which poetry and fiction have lent to the simple, rustic life of the village, there is an unmistakably discordant note in all this song of village beatitudes, which the merciless "survey" of this sordid age has presented in its unpoetical investigations. These survey investigations over a large area of the Middle West claim to have found that American village life is today one of the most depressing and destructive forces at work in retarding our national progress,—social, industrial, and moral.
Tho we would infinitely prefer to stand by the poets and maintain that the village life of our early memories enters the sufficient denial of the charges of such "survey" reports, yet our mature judgment, based upon painful observation and experience, forces us to grant that the village life, even of this day, does not offer special opportunities for broadening one's life or outlook. It is, in reality, not a difficult thing to duplicate the doleful note of Goldsmith's *Deserted Village*, and to find communities, tho still inhabited by human beings, yet from which all life and vigor of thought and action have departed. This hopeless and depressing condition of village life must come in large measure from the character of the people inhabiting the villages; as the matter actually stands in these days, the inhabitants are mostly old people and people past middle age. This quite naturally results in the distressing and intolerable conditions so pronounced in the eyes of the young.

It is all very well for the old folks to feel the content and peace of the shut-in village and to be satisfied to end their days under its soporific influence, but what of the young folks? These have not lost their zest for life; they are not tired and world-weary; they want life, amusement, something with which to build a forceful type of mind. They need companions of their own age; they need social entertainment. It is to meet their natural demands that attention should be devoted to bringing about more satisfying conditions in the life of the small community. It may be a difficult problem to remove the undesirable and to replace it with the constructive and edifying; but that is the problem requiring a solution in the life of the village; and we cannot say that it is beyond the possibility of satisfactory solution —too much depends upon it.

**Teaching the Rules of the Road**

Tho no form of mere instruction can be expected to eliminate the dangers of the various modes of locomotion, yet, undoubtedly, a knowledge of the simple rules of the road, strictly practised, would tend to diminish the great number of daily accidents. The peculiar dangers of the less common ways of traveling are usually appreciated and proper precautions taken to avoid them; but those intimately and continuously con-
nected with the public highway belong more or less to every one's life, and, hence, should receive the largest share of attention. They are, notwithstanding their obvious value, the dangers quite the least realized.

We are inclined to suggest, therefore, that it would be time admirably spent, if more attention were paid to this matter in the school room, where children can be impressed with such things of everyday life as relative rights, "safety first," and the value of preventive measures.

In the first place, it is important that every driver, of whatever kind of vehicle, thoroly grasp the fundamental fact of the relative rights of the pedestrian. To avoid accidents requires in these days great alertness, both on the part of pedestrians and on the side of the drivers of various vehicles. To the motorist, moreover, special information and training are necessary, if a clean record is to be kept. He should be a master of his craft, and only the maxim that it is "the unexpected that often happens," constantly present to his mind, can prevent accidents. Even the stupidest drivers of cars can cultivate to a considerable degree foresight and caution by setting their minds to it.

There is, however, absolutely no excuse for accidents that happen from ignorance of the rules of the road. If one is to use the road, one should learn its rules, and abide by them, whatever his individual opinion may be as to the necessity or value of them. A very few simple rules, properly illustrated by diagrams, would be sufficient to teach the ordinary rights of the users of the public highway. It is the duty of the schools to give this practical bit of information to the children, who indeed are the greatest victims of the dangers of such traffic. Not only would many accidents be avoided, but much of the chaos, risk, and disorder of our traffic would be averted.
EDUCATIONAL NOTES

Schools have opened and are opening all over the land for another year of work. It should be, in general, the most satisfactory year. There is a better understanding of standards. The various grades of educational institutions are adjusting themselves to one another better than ever before. Constant improvement is everywhere noticeable, generally speaking, despite individual instances here and there—and there are too many of them—of the predominance of the "moss-back," the "good-enough," and the penurious. In Virginia perhaps the item for which to be most thankful is the fact that the standard for teachers' certificates has been raised and professional training is being emphasized as never before. Teachers now in the work should surely use all of their influence to have this good work go on, until the entire teaching force of the state is "professionalized."

Many schools in the cities have delayed their opening on account of the prevalence in epidemic form of the dreaded scourge, infantile paralysis. Boards of Health have issued the strictest of regulations and the clearest of directions for handling the situation so far as the schools are concerned. Fortunately, due in large measure to the efficiency of our State Department of Health, Virginia has suffered much less than her sister states to the north. As horrible as have been the results in many places, still, should we not see some good resulting, inasmuch as the attention of the public at large has been turned so decidedly toward the necessity for proper precautionary measures, not only to ward off this particular disease, but also as regards general sanitation? It is probable that teachers will give more time than ever before to the study and application of the laws of hygiene. For this reawakened interest in what is of first importance in school work we should be thankful, even tho the immediate cause of it is of so dreadful a nature.

A most aggressive campaign for better rural schools is being waged by the United States Bureau of Education. Commissioner Claxton at the Nashville Conference last summer pointed out the following agencies as
a means of bringing equal opportunity to every country child as well as to city children: (1) a school term of not less than 160 days; (2) a sufficient number of adequately prepared teachers; (3) consolidation of schools with an average area of about twelve square miles to each school; (4) a teachers’ home and a demonstration farm of from five to fifty acres as a part of the school property; (5) an all-year session adapted to local conditions, (6) a country library with branches at centers of population, the schools being distributing centers; (7) community organization with the school as the intellectual, industrial, educational, and social centers; (8) a modern high-school education for every boy and girl in America, in the country as well as in the town. A broad program for the fulfilment of which every teacher and every patriotic citizen should work! The Bureau is now issuing a series of “talks” particularly with reference to the lengthening of the rural school term. These may be had for the asking and should be published by the newspapers in every community, large and small. Will you help get this done?

“Making manual training practical” seems an incongruous or altogether superfluous combination of words, yet it must be confessed that much of the school work that goes under the head of manual training is everything but practical. It is frequently merely a formal training in certain processes of more or less doubtful value, whether viewed from the psychological, pedagogical, or social standpoint. In New York City and some other places a real motive for manual training has been found by turning it into the channel of repair work on the school buildings and equipment. In one school building alone it is reported that $2,000 was saved in one year by means of the repairs made by the pupils in their manual training classes. In schools where funds for equipment and upkeep are very limited, such as in the small rural schools, this plan is full of promise, as well as in the city schools; for much may be done in a practical way with a very small outfit of the common tools usually found on the farm and with materials easily obtained without expense.

In a high school with which some of us are familiar the commercial course students are given practical ex-
perience in office work by being called upon to do real work for the superintendent of schools. Not only is he thus saved much personal labor but the city is saved the expense of employing clerical help for the school office, the students find a motive for their work which magnifies its importance, they are urged to accuracy by the responsibility placed upon them, and they gain a familiarity with real business practise which gives them a great advantage when they enter business life. The superintendent we have in mind is quite generous in helping his professional associates with their office work in the same manner, as occasions arise, for the students have time enough to do outside work in addition to the service they render their own superintendent.

It appears to be quite obvious that the best way to teach civics is thru the practical experience of boys and girls in self-government, yet how comparatively few schools have encouraged or even permitted their pupils to inaugurate such a system. "Learning to do by doing" should find application here as well as in other lines. To make a good citizen, catch him early, give him some responsibility and some authority, and just enough guidance from maturer minds and stronger hearts to keep him from ruining things. Pupil self-government is usually a success, perhaps never a failure where given a fair chance to make good.

Harvard University has a special faculty committee on "English in other than English courses." The general improvement of the use of the mother tongue on the part of students is a problem that has weighed heavily on school authorities for a long time, and many plans have been tried with more or less success. Opinion seems to differ among teachers of subjects other than English as to the advisability of grading students on the English used in their written work in these subjects; but it seems to be generally admitted that all departments of an institution should co-operate with the English Department as far as practicable. One engineering college has adopted the plan of grading all written work on a basis of 85 per cent. for subject-matter and 15 per cent. for form, language construction, spelling, etc.,—it is said, with good results. The subject is now a live one
in institutions all over the land, and no doubt a way will be found.

The value of the local newspaper to forward school interests is being recognized more clearly than ever before. Few newspapers will refuse to give a liberal assignment of space to the public schools, and there is no better way of keeping educational matters before the public and arousing interest and enthusiasm for improvement. Whether or not the school year just begun will be a progressive and successful one will depend in almost every city and in many smaller communities largely on what news and what editorials the school authorities can get the local press to publish. Most editors are willing to co-operate. Surely the superintendent, principal, and teacher should embrace the opportunity.

Two valuable members of the State Department of Public Instruction have been recently lost to the work. Mr. John B. Terrell, who did a monumental work in grading and classifying the high schools of the state, was called from his desk by death. He will be greatly missed as a conscientious and thorough worker, but the foundation which he laid for the high school system will remain as a living monument to his career of valuable service. Mr. Jesse H. Binford, who is so favorably known to every teacher in Virginia, and also perhaps to a larger number of children and patrons than any other educational worker in the state, has recently resigned his position as Inspector of Rural Schools to accept the position of Second Assistant Superintendent of the Public Schools of Richmond City. The former has been succeeded by Superintendent W. W. Edwards of Prince George and Sussex, and the latter by Superintendent W. T. Hodges, of Alexandria County. Both of these officials have made enviable records as Division Superintendents and will no doubt prove worthy successors of those whose duties they have assumed. The policy of State Superintendent Stearnes in promoting Division Superintendents to such positions will doubtless be heartily commended on all sides.

J. A. B.
Juniors: Madge Bryan, president; Phyllis Page, vice-president; Laura Henley, secretary; Georgie Foreman, treasurer; Annie Johnson, business manager.

Sophomores: Dorothy Richardson, president; Frances Kemper, vice-president; Ruth Rhodes, secretary; Mary Stalling, treasurer.

Freshmen: Sara Wilson, president; Margaret Proctor, vice-president; Charlotte Yancey, secretary; Lena Rector, treasurer.

Miss Frances Bagley was elected editor-in-chief of *The Schoolma'am.*

The joint meetings of the faculties of the Normal School and the city schools were so enjoyable and profitable last year, that a similar arrangement has been made for this session with even a more elaborate plan of work. The special programs for each monthly gathering are made broad enough to appeal to all who may have any sort of interest in educational matters. To this end, therefore, a set lecture of thirty to forty minutes length on a matter of current and general interest will open each meeting. After this, a discussion, in the form of a disputation, of a mooted question of more or less direct educational bearing, will be entered upon. At least two persons will represent each side of the proposed subject of discussion; and when the question has been squarely looked at from opposite sides by the appointed leaders, it will be thrown open to general discussion in seminar fashion, the leaders being expected to defend their original positions. A splendid set of topics has been selected and speakers have been appointed for the first formal meeting.

An unusually rich offering has been provided in the way of entertainments for the year. Among them may be mentioned at this time Saslavsky's Stringed Quartet, Weber's Male Quartet, Angelo Cortese, harpist, accompanied by Miss Laura Combs, and Jules Falk, for musical numbers; Mr. Walter Bradley Tripp, lecturer and reader; Mr. John B. Ratto, impersonator; Sir Douglas Mawson's Motion Pictures of the Antarctic Region, and The Birth of a Nation, representing the art of the moving picture; and, as an artistic necessity, the Coburn Players will present their trio of plays in the spring.
The former students of this school who have had the privilege of carrying their work to the practice teaching stage and have performed that pleasant duty at the Training School, as well as the large numbers who have been in attendance here during the summer sessions, are greatly gratified, we feel sure, at the promotion of Supervising Principal W. H. Keister to City Superintendent of Schools. When Harrisonburg was made a city, thereby necessitating a separate school district, every one felt as a matter of course, the superintendency could come to no one more deservingly than to the man who had spent his life in the up-building and perfecting of this efficient system of schools. It is needless to say, that whatever progress the community may believe to be possible for its schools, the accomplishment will be brought to perfection by the new City Superintendent. May his superintendency extend thru no shorter period than his principalship has covered!

Sixty counties of Virginia are represented among the students enrolled for this term; forty-five of these counties lie in the eastern part of the state and include nearly half of the whole number of students. Albemarle has nineteen representatives; Norfolk, fifteen; Pittsylvania thirteen. Delaware, Maryland, North Carolina, and South Carolina have eight students divided among them.

Various clubs have been organized: the "Albemarle Pippins," the Norfolk Club, the Tidewater, the Piedmont-Midland, the Harriosnburg, etc. The Glee Club numbers fifty-seven—the school wit has named it the "Fifty-seven Varieties." The officers are: Zola Hubbard, president; Mabel Kendig, vice-president; Mary Clements, secretary; Mary Lifsey, treasurer; Gertrude Waldron, librarian.

The classes elected officers as follows: Seniors: Martha Hauch, president; Bessie Mowbray, vice-president; Nellie Pace, secretary; Emma Byrd, treasurer; Hazel Cole, sergeant-at-arms; Helen Ward, business manager; Virginia Zirkle, athletic representative; Miss Mackey, honorary member.
Juniors: Madge Bryan, president; Phyllis Page, vice-president; Laura Henley, secretary; Georgie Foreman, treasurer; Annie Johnson, business manager.

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The withdrawal of Mr. W. R. Smithey from the school, to accept a position in the University of Wisconsin; the absence for a year of Mr. C. J. Heatwole, for the completion of his work at Columbia University; and the graduation of Miss Marie Meisel—have necessitated some changes in the editorial board of The Normal Bulletin. Mr. Raymond C. Dingledine, instructor in mathematics, has been appointed as manager, to succeed Mr. Smithey; Dr. William T. Sanger, the registrar, is the new faculty adviser in the place of Mr. Heatwole; and Miss Mary Clifford Bennett has been chosen as the new student representative on the editorial advisory board, in the place of Miss Meisel.

Not alone will The Normal Bulletin miss the efficient services of these unselfish and capable representatives, but every department of the school so closely touched by them will greatly feel their absence. The Bulletin, however, wishes to express its profound indebtedness to Miss Meisel, Mr. Smithey, and Mr. Heatwole for the splendid service which they have always so generously and intelligently rendered. The present achievements of the magazine are in no small degree due to their counsel and efforts.

Since the Annual Catalog was sent out, a number of new courses have been arranged for, that are of striking significance. In the Department of Household Arts the following deserve mention:

**House Planning, Construction, and Decorating**—Mr. Shriver.

**Home Furnishing**—Mr. Shriver.

**Nutrition**—Mrs. Moody.

**Extension Methods**—Miss Button.

**Institutional Cookery and Catering**—Miss Corbett.

**Institutional Management**—Miss Corbett.

**Special Problems in Supervision**—Miss Sale and Miss Button.

In the Department of Natural Science should be mentioned:

**Bacteriology for the Home**—Miss Button.
HOUSEHOLD SANITATION—Miss Button.

PHOTOGRAPHY—Mr. Johnston and Mr. Devier.

In arranging these courses, it is the desire of the school to meet more effectually the demand for trained household and institution workers, such as dietitians, directors of dining rooms, managers of lunch rooms, institutional housekeepers, matrons, etc. To meet also the increased demand for community workers and demonstration agents, the school has added instruction in extension and demonstration methods, in supervision, in bacteriology for the home, household sanitation, and photography.

Honor List for the Third Quarter, 1915-16

The following students made Honor List grades in their classes during the Spring Quarter, ending June 6, 1916:

Grade "A" on all subjects:

Misses Marian Chalkley
   Hazel Davis (3d consecutive quarter)
   Caroline Eisenberg
   Selina Hindle
   Frances Kemper (3d consecutive quarter)
   Kathleen Perry
   Virginia Ridenour (4th consecutive quarter)
   Helen Ward
   Ruth Witt
   Mary V. Yancey
   Virginia Zirkle

Grade "A" on all subjects except one, which is a "B":

Misses Ellen K. Bowman
   Esther Buckley
   Stella Burns
   Catherine Brown
   Anna Brunk
   Mattie Brunk
   Nannie Clarkson
   Irene Elderkin
   Martha Hauch
   Zola Hubbard
   Elizabeth Kabler

   Jennie Loving
   Marie Meisel
   Elsie Miller
   Elizabeth Nicol
   Nellie Pace
   Lucy Parrish
   Mary Quigg
   Emma Thompson
   Gertrude Waldron
   Rachel Weems
   Emma Winn
Grade "A" on all subjects except two, both of which are "B":

Misses Angelyn Alexander  
Frances Bagley  
Mary C. Bennett  
Dick Bowman  
Bradley Clarke  
Edna Dechert  
Virginia Eppes  
Emily Haldeman  
Helen Heyl  
Esther Hubbard  
Mabel Kendig  
Margaret Magruder  
Winifred Maurer  
Geneva Moore  
Elizabeth Mowbray  
Dorothy Richardson  
Frances Rolston  
Florence Shumadine  
Lemma Snider  
Dorothy Spooner  
Rosa M. Tinder  
Flossie Winborne

Personal Mention

Lilla Gerow, who finished our professional course in 1915, is teaching successfully near the city of Petersburg. She is principal of a rural high school and is entering upon the second year of her work in this capacity.

Helen Harris has returned to Cleveland, Tennessee, to resume her position there as a teacher of domestic science. Miss Harris graduated here in 1915.

The graded and high school at Timberville, Virginia, has employed this year no less than five young women who have been students at the Normal: Misses Bettie Pence, Bessie Swartz, Bertha Spitzer, Lelia Heatwole, and Lottie Miller.

Florence Keezel, a graduate of 1914, taught last session at Mt. Clinton, Virginia, but this session she has returned to a position in Madison County that she filled with much success two years ago.

Lillian Millner and Ruth Brown, both members of the class of 1915, are teaching again at Broadway, Virginia. Misses Mattie Brunk, Callie Bowman, and Mary Yancey are teaching in the same school.

Ethel Sprinkel, a member of the class of 1911, has had charge of the kindergarten at the Waterman School, Harrisonburg, since her graduation. The number of our graduates in the Harrisonburg schools has steadily increased from year to year. At present no less than
seven young women who have attended the Normal are holding responsible positions in the schools of the city.

Mary Thom, who completed the kindergarten course in 1912, has returned to Miami, Florida, where she holds a good position as teacher in her chosen field.

Eva Massey, who has been teaching with great success since her graduation in 1912, has been elected as teacher in charge of the normal training department in the Woodstock high school.

Virginia Earman, a graduate of 1912 in the kindergarten course, has been teaching for several years in Pittsburg. She has recently returned to the Smoky City to resume her work there.

No less than five of our girls, Hildegarde Barton, Ruth McGahey, Lillian Shafer, Carrie Strange, and Tenney Cline, hold positions as teachers in the school of Elkton, Virginia.

Ruth Taliaferro, who completed the professional course in 1915, taught successfully at Marion, Virginia, last year, and has entered upon the second year of her work in the same position.

Josie B. Warren, a member of the class of 1915, taught the first session after her graduation in Russell County, Virginia. During the past summer she did fine work in a vacation school in Madison County, and for the present session she has accepted a position in one of the schools of Henrico County.

Ella Heatwole, following her graduation in 1912, taught successfully at Clintwood, Virginia, and elsewhere. At present she is holding a good position in Montana.

Maude Wescott, one of our graduates of 1911, who has taught with marked success in Harrisonburg and other places, is this year holding a responsible position as teacher in one of the schools of Nashville, Tennessee.

Ruth Conn and Lizzie McGahey, two members of the class of 1912, have returned to the city of Williamsburg where they have been doing fine work for the past year or two.

At least six of our former students, most of them graduates, are teaching in the city schools of Charlottesville, Virginia. The ones whose names are at present recalled are Stella Meserole, Janie Werner, Helen Hous-
man, Marcia Morris, Elizabeth Greaves, and Myrtie Ballard.

Ethel Harman, who graduated in the household arts course in 1912, is teaching this year at Dayton, Virginia, having charge of a department of her work recently opened in the Shenandoah Collegiate Institute.

During the past summer no less than seven of our graduates were special students at Columbia University—Teachers' College. The seven were Frances Mackey (1913), Ione Bell (1913), Janet Farrar (1913), Kate Taylor (1912), Inez Coyner (1912), Ruth Round (1912), and Maud Wescott (1911). Miss Mackey is a member of the Normal School faculty; Miss Bell teaches in Harrisonburg, Miss Farrar in Clifton Forge, Miss Taylor in Hampton; Miss Coyner has established an enviable reputation in Roanoke, Miss Round holds a good position in Richmond, and Miss Wescott has just been called to a place of much honor in Nashville.

Ruth McCorkle, a member of the class of 1911, has taught with much success in West Virginia and elsewhere. At present she is at home in Harrisonburg, and is devoting herself more or less to literary work. Some of her work in this field has already met with encouraging favor.

Agnes Stribling, an honor graduate of 1915, after a year of successful work in Dinwiddie County, Virginia, has been called to a position in her alma mater. She has most of her work here in the department of English.

Vergilia Sadler (Professional, 1911) is teaching this year in the high school at McGaheysville, Virginia. This school has an excellent record and is to be congratulated upon securing the services of Miss Sadler.

Mary Cook (Professional, 1914) is teaching again this year in Danville, where she has established herself firmly in the hearts of the little folks.

Marion Lockard, of the class of 1914, is a member of the teaching staff at Strasburg, Virginia.
HOME LABOR-SAVING DEVICES, by Rhea C. Scott. (J. B. Lippincott Co., Philadelphia.)

This publication will certainly be welcomed warmly by housewives in all sections, particularly those who live in the country. It is thoroughly practical in character, giving by means of drawings and descriptions clear and full directions for the construction of a large number of ingenious devices for helping in woman's work in the home. The manufacture of these articles is accomplished with the ordinary tools to be found in every household and by the use of the most inexpensive and common materials. These devices have been gathered together from various widely separated communities where they have been tested and have proved their worth. Many of them have been designed, made, and used in the Household Arts Department of our own Normal School and in its extension work in the schools and homes of the surrounding district. Some of them will be altogether new to most readers. All may be accepted as entirely worth while. The book is divided into six chapters, each containing descriptions of a number of devices, under the following heads: kitchen conveniences, diningroom conveniences, porch equipment, miscellaneous equipment, poultry devices, and dairy devices. The author, by reason of her varied experience in extension work in rural sections of Virginia and her present official position as Assistant State Agent of Home Demonstration Work under the direction of the United States Department of Agriculture, is peculiarly well fitted for her task. She has a sympathetic touch with the country woman, she knows the problems facing the country housewife, and she has successfully worked out practical means of assisting her. There can be little real improvement in rural social life without leisure time, and this can be obtained only by shortening the time and making lighter the burden of the routine duties of the household. The devices described in this book, as simple as most of them may appear to be, will undoubtedly go a long way toward saving muscles and nerves, and conserving energy and time for mental, social, and spiritual development.

J. A. B.
Vocational Psychology, by H. L. Hollingworth. (The Macmillan Co., New York City. Price, $2.00.)

This significant contribution to the rapidly growing field of applied psychology begins with an historical sketch of the motives and antecedents of vocational psychology as found in primitive magic, medieval clairvoyance, and such systems as phrenology and physiognomy. The development and application of psychological tests is treated at length. Psychographic methods, special vocational tests and methods, self-analysis and the judgment of associates, the experimental study of self-analysis, the school curriculum as a vocational test, the determination of vocational aptitude, the theory and principle of psychological tests as applied to vocational analysis, together with a notable chapter devoted to the vocational aptitudes of women,—these are the principal subjects discussed. The detailed conclusions, given in Chapter XII, are tempered with the conservatism of the judicially scientific and reflect the nature and spirit of the whole work. An extended bibliography, along with tests, blanks, standards and forms, are added in an appendix. Vocational Psychology merits the attention of the general reader and aggressive business man as well as the trained psychologist. As a pioneer volume, to it special praise is due.

W. T. S.


This is another book inspired by the Great War. The author is English, aflame with deep conviction that his people need a philosophy, one just as true as Germany's is false. The English school child should be taught a valid philosophy, be taught the absolute values of life and the universe, just as effectively as the German school child has been taught perverted German philosophy. The author holds that the German child has been taught with phenomenal success that the absolute value of the universe is the German Empire, that the reason the individual must be honest, industrious, efficient, etc., is the ultimate good of the state; the crimes of Germany are attributable to this philosophy. Says
the author, "If the great evil in Germany is the con-
scious worship of Germany, the great evil in England
is the unconscious worship of money, and against that
our boys and girls have no philosophical protection
whatever."

The philosophy of the spirit alone is tenable. By
the spirit is meant that part of us which has desires
that are not desires of the flesh. These desires are said
to be desires for goodness, truth, and beauty, each for
its own sake, yet not without relation to one another.
In three chapters devoted to these desires or activities
a neat little philosophy is simply and entertainly set
forth. All may not accept this philosophy without
change; nevertheless it is thought provoking. America,
as well as England, might well scrutinize its current
philosophy or lack of philosophy and see to it that
the school child is grounded in the verities essential to
the highest nationalism.

W. T. S.

The Legend of Lai-Chow, by Annie B. Gay Gaston.
(Fleming H. Revell Company, New York. Price,
60 cents.)

The story of the local hero of the city of Lai-Chow,
China, telling how he gave his life for his people in the
long ago. The author, a Virginia woman, has for years
worked with her surgeon-husband as a medical mission-
ary in Lai-Chow, where she found this legend deeply
rooted in the hearts of the people. The tale as she has
written it breathes with the spirit of the nobler Chinese,
and is in a peculiar sense "true"—true to the history,
traditions, and atmosphere of that ancient city. A busy
mission worker might well have been pardoned if she
had heard in the tones of these midnight bells only the
call to a heathen temple; but Mrs. Gaston's sympathetic
ear has gone out to meet the soul of the artist who made
the bells in the days of hoary antiquity—has caught the

"Moan of wood-doves, song of south-wind."

and the various sounds of nature and humanity that he
was able to blend in their tone. In the ponds outside
the city wall she has seen—instead of mere malaria—the
stately lotus blossoms, "fair and pink-lipped," beckoning and lifting the soul of man at least "a little toward the blue." Best of all, the author has known how to give sincere honor to "a deed of simple duty." This little volume of verse is one of Revell's dainty gift-books, short enough to be read in a quarter of an hour—no minor consideration in our day. There are half-a-dozen colored full-page illustrations, painted by a native Chinese artist, working under Mrs. Gaston's eye. These are very delicate in tint and suggestion, and full of the mysterious charm of the Orient.

E. P. C.


This book might be used profitably as a basis for club work by women who are interested in feeding their families properly. The subject matter is both interesting and simple. The book takes up the needs of the body and how these needs are met by the different classes of foods. The question of how the high cost of living must be met so that the body is neither underfed nor wrongly fed is discussed. It goes further than this—the underlying principles upon which the balanced diet is based are brought out. Tables are given showing the composition of foods and their fuel value with the explanation of their use. Having a knowledge of these principles and the data given, the housewife can work out her own menus. The requirements of food as influenced by age, sex, and occupation are taken up so that she may properly feed the small child and the man who toils in the field. The effect of the unbalanced diet is shown by the development of certain diseases as beri-beri. Comparative values are placed before the woman by giving the amount of different foods yielding 100 calories. The division of the family income has its place in the discussion. Thru this book the woman is put in touch with valuable references, among them the Farmers' Bulletins, which may be obtained by writing to the Department of Agriculture.

P. P. M.

This book marks the change of attitude towards health since the old days when all illnesses were regarded only as visitations of Providence, in that it emphasizes the responsibility placed upon each individual for controlling his own health in a large measure by observing the laws of hygiene, and also the health of his neighbor by observing the laws of sanitation. Since most of the mistakes and failures in this control occur thru ignorance, this book with its clear, concise, and practical, yet scientific, presentation of the various phases which must necessarily enter into the government of health, must be of great assistance to all who are trying to solve their own problems of health or to teach others to do so.

M. I. B.


This little book will supply an hour's profitable pleasure to any intelligent and serious-minded woman or girl, and may be read with benefit by the earnest parent or teacher. In fact, the chief appeal is made to parents and teachers, who are urged to follow certain great outstanding facts, demonstrated by reason and social experience, in the education of girls. The parent, the teacher, the sociologist, the citizen will find therein many statements that arrest attention.

J. W. W.


Mr. Moore has taken a legend of the early church for the theme of his novel—a legend which stated that Christ, taken from the cross for burial, revived, was nursed back to mental and physical health by Joseph of Arimathea, and finally went down to the Brook Kerith to join the Essenes, with whom he had formerly lived in the years preceding his baptism. To these, the legend says, he eagerly returned to take up his old occupation as a shepherd. He spent the next twenty years among his sheep, until, convinced that his body could no longer stand the winter rains, he returns to the Cenoby to live
under shelter with the remaining brothers. Here Paul of Tarsus meets him, when he comes begging for a night's shelter and guidance to Cesarea, where he hopes to find Timothy and embark for Italy and Spain. Jesus acts as a guide, convinced that he should go to Jerusalem to proclaim the fact that he has not risen from the dead; but after long talks with Paul, he decides that it would do no good and parts from him, undetermined as to his future route, tho confident that he will not return to the Brook Kerith.

The story is told with a charm of words not frequently met, word pictures which bring before one's mind's eye the country around Jerusalem, Jerico, the Lake of Galilee, and the great desert. One sees the beauty of the Plains of Gennesareet by day and night, hears the ecstasy of the song of the bird in the myrtle with the same clearness that one sees the great overhanging gray ledges and cliffs of the robber dens, of the home of the Essenes shadowed about with gloom. One searches until fatigued for pasturage with Jesus and rejoices with a sense of personal gain at the finding of the young ram to improve the stock. The words of the book, whether descriptions of scenes or character portrayals, hold one fast in a grip from beginning to end.

The pictures of Jesus are not of the Master of our thoughts and associations. We think of Christ moved to righteous indignation, throwing out the money changers from the Temple, but that indignation as being an unusual occurrence with him; whereas, Mr. Moore starts with the Jesus of gentleness, and develops him into constantly increasing moods of rage and darkness. The Apostles, throughout the year preceding his entry into Jerusalem, seem to be afraid of him—"The master is in a black mood, we can only follow." Dear Apostles, painted with all the frailties of common men, quarreling over their chairs in heaven, failing to understand the parables, looking until the end for an earthly kingdom, frequently full of doubt and uncertainty—yet following and afraid.

A scene of great clarity is the one in the wood, when Judas, with a face half-mad with worry, beseeches Joseph and Nicodemus to prevent Jesus from entering Jerusalem. A new light is thrown on the character of the traitor by his agonized cry, "If ye cannot prevent
his going, I must save him from himself," explaining that as surely as he entered the city the pride that was growing intolerable in him would cause him to commit the unpardonable sin, that of blasphemy against the Holy Ghost, by proclaiming himself the Messiah. One recalls it in the latter part of the book, when Jesus reviews for the Essenes and Paul the three years of his life following his baptism. He feels that his great fault was trying to preach John, not himself; regrets the rage with which he attacked Joseph for leaving him to nurse an ill father, and the many other things that occurred, until, finally, in his pride he announced himself the Messiah to Pilate.

However much one may dislike the legend, however much one may resent the picture of Christ denying his Messiahship, one closes the book with a distinct feeling of peace, "that God is in our hearts."

M. G. K.

OTHER RECENT PUBLICATIONS RECEIVED


A profound expression of the realities of living, clothed in perfect beauty of color, image, and sound.

Open That Door, by R. Sturgis Ingersoll. (J. B. Lippincott Company, Philadelphia. Price, $1 net)

An effort to bring to our realization the fact that there is a means by which all of life's doors may be opened, all of life's great questions answered—that is, thru books, those personal records of what leading men and women of all ages have thought and accomplished.


A list of books with a commentary and an essay on books and reading. It has the unusual merit of presenting books that are read purely for the pleasure of reading, rather than those that are supposed to transform
one by some mysterious process into what is called "a cultivated person."


One of the few books that meet the requirements for Registered Schools of Nursing. It not only includes the essentials of physics and chemistry, but gives the emphasis of the modern training schools to the chemistry of cooking and cleaning.


In this book Mrs. Hogan covers the question of diet; tells what foods to give children and at what times; discusses pure foods and its value; furnishes a profusion of recipes and menus, recognizing throughout that each child is a law unto itself.
WITH THE MAGAZINES

The Educational Review

A very striking and forceful address made last May before the City Club of Chicago by Dr. Ernest C. Moore, Professor of Education at Harvard University, is printed in the October issue of the Review and entitled "Contemporary Ideals in Education."

The author’s definition of ideals is what a person or a people desire with all their hearts, souls, and minds, and strength; not fancies, nor opinions, but purposes, principles, resolves. He urges that the influence of ideals should be especially considered in these days when the ways of life which we call civilized seem to be either lost or forgotten in so great a portion of our globe, so that our age may be said to deserve the name given by Fichte to his "The Age of Completed Sinfulness."

Yet even where this condition exists, there is also a devotion to the old fidelities, an eagerness to serve, a sublime surrender of goods, of friends, of self, taking place in Europe at every instant of time, which constitute a triumph of ideals such as the world has never seen before. All these Dr. Moore attributes to the teaching the people have had, the imparting of ideals by education in its true sense. His ideal of such education is that which so trains the mind and heart as to enable each child to become a person who thinks, desires, and acts as the embodiment of social laws; not only that he may fit into his environment, but make it over into a better social environment, and thus attain the truest, most unselfish patriotism.

In the same number, Dr. Joseph Y. Collins, Professor of Mathematics, Wisconsin State Normal School, writes of "Metric Reform in the United States" in a way that should arouse the interest of all. The article was suggested by a recent report of a committee appointed to make an investigation which resulted in the finding that children in Germany and France are full two years ahead of children at the same age in the United States. Some of this difference may be accounted for by the better preparation of European teachers, and the greater difficulty of learning the English language. But doubt-
less another reason is the time required for the mastery of an arithmetic made difficult by an antiquated system of weights and measures instead of the metric system used in France and Germany.

Foreign programs of study show that American children need about seven-fourths as much time to learn arithmetic as the French and German children need. Expert testimony has shown that two-thirds of a year of a child’s school life is wasted, at a cost of $200,000,000 annually for the whole country, in learning the arithmetic made necessary by our system of weights and measures. In Germany, also, little or no home work is required; here most of the time spent in home study is used on arithmetic; yet most persons are ignorant of it after all, so far as weights and measures are concerned.

Nearly everything else has changed in our progressive country; the old measuring units with their varying, uncertain values, remain to puzzle and baffle the minds of young and old. Dr. Collins declares that the only hope of release from this burden of unnecessary labor and expense lies in the educational world, in the spreading by teachers and school officers of information concerning the defects of our present denominate numbers and the keen advantages of the metric ones. If men, women, and children were properly informed on the subject, it would be easy indeed to have the new system introduced.

The Atlantic Monthly

“A Literary Clinic,” by Samuel M. Crothers, in the September number, is a clever and fanciful semi-story depicting an experiment in “Bibliotherapy” supposed to have been made by a friend of the writer. He says “A book may be a stimulant or a sedative or an irritant or a soporific. The point is that it must do something to you and you ought to know what it is. A book may be of the nature of a soothing syrup or it may be of the nature of a mustard plaster.

The true function of a literary critic is not to pass judgment on the book, but to diagnose the condition of the person who has read it. What was his state of mind before reading and after reading? Was he better or worse for his experience?”
"The Second Year of the War," by J. B. W. Gardiner, is an excellent summary of the year's events in the great contest. He says the year has left the Allies poorer in territory, but richer in experience and in the practical needs of the present, as well as in full possession of ample material resources.

**JOURNAL OF HOME ECONOMICS**

"Public Health in the Past and Future," by Dr. C. E. A. Winslow, Professor of Public Health, Yale Medical School, is an interesting sketch of the development and achievements of modern hygiene and sanitation. The author also makes a plea for the encouragement of the practise of preventive medicine as the common-sense safe-guard of the future.

"Mathematics Applied to the Household Arts," by Katharine F. Ball, describes a course in household mathematics used in the Plainfield, New Jersey, High School to emphasize the economic aspect of household problems, and to make the girls skilful in solving the problems of the home. The work has been grouped, not according to mathematical content but according to subject matter. They study the budget system and how to apply it to their own personal expenditures; the keeping of household accounts; investments, methods of purchasing and furnishing homes; building and loan associations, mortgages, life insurance—all types of household problems that involve mathematics in their solution.

"Thrift by Household Accounting," by Emma A. Winslow, gives practical suggestions for keeping household accounts, of especial interest in these days of soaring prices.

"Hired Men's Meals," by Emily Allen, a farmer's daughter, applies the principles of dietetics to a common and often vexing problem of farm life. The editor asks for suggestions from others who may have had experience in such matters.

**THE ENGLISH JOURNAL**

"Grammar Based on Errors," by Miss Annette Betz and Miss Esther Marshall, in the September *Journal* is an account of an interesting study made in Kansas City.
under the direction of Professor W. W. Charters, undertaken with a view of finding out what parts of technical grammar a child does not need, in order to be able to emphasize those parts which he needs most. Every bit of written work done in the seven grades of the elementary schools (Kansas City has no eighth grades) for a period of four weeks was collected, the children being ignorant of the fact that this was done for a purpose. The errors in grammar and composition were then tabulated according to errors made and their relative frequency, classified as to punctuation, language, and grammar. The result of this study is that the teacher will know that lessons should be arranged which will tend to correct these mistakes, and drills that will prevent their occurrence. This intensive work should give the pupils a more adequate foundation in grammar which will show itself in purer speech and better composition.

"Why Is a School Paper?" by Dudley Miles, gives the experience of the Evander Miles High School, New York City, in starting and carrying on a school paper; tells what discouragements were met; what difficulties overcome; and how the undertaking was made of real value to the students, especially in imparting interest to the English work.

"The Oral Interpretation of Literature;" "English Composition in the High School;" "Reading Clubs instead of Literature Classes;" "Concerning Outside Reading;" are short, suggestive articles under the "News and Notes" department of the magazine.

**INDUSTRIAL ARTS MAGAZINE**

"Related English of Cooking," by Alice L. Gook-in, Lowell Vocational School, Washington, D. C., in the September number, gives practical suggestions as to the correlation of two departments not usually considered nearly related. Process work—that part of the training which gives manipulative skill—is the core of the English instruction. The teacher of cooking sends to the English teacher every two weeks an outline of the work covered during that time, and conferences are held as to phases of English needing especial attention. Writing recipes affords good practice in clear, precise language; oral
description should, however, precede the written work. Subjects for expository themes may well be drawn from the experimental work of the pupil in the chemistry or cooking laboratory, such as "The Value of Sunshine," "Cake Making," "Care of a Refrigerator," etc.

Another phase of English involves the writing of formal and informal invitations to luncheon, dinner, etc.; place cards, menu cards; also business notes. The work in literature may be varied by using material from the masterpieces, such as "Bob Cratchit's Christmas Dinner" in Dickens's *Christmas Carol*; "Gypsy Cooking" in Scott's *Guy Mannering*; "The Banquet to Elizabeth" in *Kenilworth*; "The Workhouse Dinner" in *Oliver Twist*; *Essays of Elia*, *Roast Pig*, and *Grace before Meat* by Charles Lamb, and the many dinners described in *The Pickwick Papers*.

The October issue has the following especially interesting contributions: *Differentiation in Art Training to Suit Individual Pupil's Needs*; illustrated by clever drawings by pupils of various schools; *A Practical Outline for Co-operation between the Art and Manual Training Departments*; and a digest of the Smith-Page Vocational Bill recently passed by Congress, providing for national grants to be given to the states for stimulating vocational education in agriculture, including household arts, and in the trades and industries.

**The Manual Training Magazine**

""The Incidental Teaching of English in School Shops,"" by F. A. Norris, Gary, Indiana, is another contribution to the list of suggestions of ways in which the teaching of English may be made vital. In learning to spell and to use the terms for the tools, the materials, and the mechanical operations properly, and in accurately describing different kinds of work, he enlarges his vocabulary and power of expression and is incited to more conscientious study of English in the classroom, because his work there can be related to some definite end.

""Reference Work with Grammar Grade Boys,"" by A. P. Laughlin, Supervisor of Manual Training, Peoria, Illinois, describes the working of a plan whereby the manual training is combined with reference work and
English work so as to establish the right relation between theory and practise and thus attain efficiency. The looking up of facts relating to a particular tool or process, writing them down, discussing them in class with others who have used different reference books, then classifying the statements according to their relative importance, has resulted in real thinking and development in judgment, as well as in training for oral and written language.

THE WORLD'S WORK

"The Life of James J. Hill," illustrated, is the leading article of the October number, and is written by J. G. Pyle, long-time personal friend and chosen biographer of the great railroad man. "The Case for Wilson" and "The Case for Hughes" present in a striking manner the relative merits of the two presidential candidates as seen by their friends. "Stalking for Nine Million Votes" is another and very striking way of discussing the same subject. "Taming the Liver" is a very readable and yet scientific exposure of some common fallacies concerning that very important but little understood organ. The wealth of good illustrations adds much to the interest of this magazine.

THE NORMAL BULLETIN
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