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CONSIDERATIONS IN SCHOOL ORGANIZATION

Nearly four hundred school systems, found in all the states but four or five, have adopted some form of the junior high school. Many educational associations, state superintendents, and professors of education have endorsed the movement. The number of schools reorganized increases each year. These facts indicate that within the next few years the scheme of education in this country will include six years' elementary and six years' high school education.

It remains to be seen how far this will be merely a change in form. In many schools the outward form has been changed, but the fundamental principles calling for the modification have been but lightly regarded; in some schools—perhaps a small number—the fundamental principles of education have been grasped in the first instance, and the organization of the school system has been modified accordingly.

Proportionately more work in reorganization will be done in the last two of the grammar grades, but it will not be confined to these. If the proposed program is carried out, the curriculum of the last six years of the public school and the first two years of the college will be recast. A change so profound in nature must not be made quickly; we cannot afford to be mistaken, for instance, in eliminating a part or all of one course and in substituting new subject matter in its stead. But this principle does not wholly explain the fact that in many schools the outward form alone has been changed; the
explanation lies rather in the professional equipment of school superintendents. If any one thing will insure the success of the junior high school, it is a grasp of the problem by those in immediate charge; and if anything will defeat the purpose of the junior high school, it is failure to grasp the problem. The real need is for schoolmen who are thorough students of current educational problems and who have the courage to make conservatively-progressive experiments. Men of this type launched the first junior high schools, and have today worked out the soundest curricula. Doubtless they, also, realize most keenly the experimental stage the junior high school is in, and will see to it that their teachers, as well, get the junior-high-school idea. They, also, are looking to modern psychology and pedagogy for data to guide them in the continuous adjustment of the curriculum to the individual and social needs of the pupils.

In the work being done on the curriculum is seen a desire to fix and standardize the courses of study. A certain fact in history or geography is deemed of sufficient value to warrant its being kept in the course; an operation in arithmetic, on the contrary, may be rejected on account of its small relative value. As a further principle in standardization it is frequently asserted that a certain grade should possess certain abilities in the subjects as measured by scales or tests. There is no gainsaying that tests may be applied to advantage, nor that non-essential subject matter should be eliminated. But the thing to be guarded against is the tendency to set up certain abilities in arithmetic or certain constants in history, and then to consider the question of the curriculum settled. If this is done, it is difficult to see how formalism can be escaped, or the vital touch given to instruction. Rather, emphasis should be placed upon the acquisition of permanent interests and the processes of learning, so that instruction and training may not degenerate into routine. It should be remembered that the value of a subject is relative, and that a fact which today seems important may tomorrow be proved to be so unimportant as to warrant its being called a "non-essential."

Perhaps a majority of superintendents believe that the junior high school should first of all make provision
for the individual needs of its pupils. They also desire the pupils to be "socially efficient" members of society. It is difficult to give each of these educational ends its proper weight. In other words the question is: Shall we require all pupils in the junior high schools to take the same work; or shall we allow them some elective privileges? If the latter, how shall we decide upon the work that all must do? One way of striking a proper balance might be to train each pupil to participate in the demands made upon him as a member of the school community, and to train him in English, community and national civics and history, as representing those activities in which he participates as a citizen. More differentiated courses could then be built up from the other subjects to meet individual capabilities. It does not follow that such differentiated work would make for unequal educational opportunities unless it is designed directly for the more lowly occupations and as a consequence does not permit growth and development beyond a certain point. The important considerations are to keep the pupil learning, to awaken him intellectually, and to follow his interests as they arise. From this point of view, a particular curriculum may be regarded as the setting in which facts are presented, or as the viewpoint from which facts are assimilated and work is done.

To get the pupil into the right course or curriculum presents the greatest difficulty. We have no satisfactory means of determining what the capacity or "natural bent" may be. It seems a mistake to assume that a child has an inherited gift for a definite line of work, and that we must trust to some happy occurrence to show what the line of work is. It would be more nearly correct to say that on account of the environment to which a pupil has been subjected he has developed certain habits and interests, which should be looked upon as the apperceptive basis to be drawn upon for present habit formation. If this is true, detailed records of previous school work, the kind of home the pupil comes from, the way he spends his time in work and play outside of school and during vacations, his interests outside of school and in school, as well as his future prospects, might well be taken into consideration in making the selection of the
curriculum or electives. An industry in a community need not demand that training be given in the schools for the sake of furnishing workers for the industry alone; it will mean, if the industry affects the lives of a considerable number of children, that instruction will be based upon that industry as a basis from which instruction can radiate.

Experimentation is greatly needed along the lines of the psychology of early adolescence and the psychology of learning. More precise knowledge must be gained with reference to the supposed traits of the pubescent and the adolescent, and experimentation must decide the method of instruction that is of the most value. Experimentation furnishes the only way of finding out the optimal length of the recitation period; whether five periods a week is better than four or three; and whether five periods a week for one semester is more advantageous than two or three recitations a week for a year. At present there is a tendency towards a longer school day for both the junior and senior schools; a careful experiment comparing the work of the short session and its large amount of home study with the longer school day and the laboratory plan would be a valuable addition to the literature on this subject. The principle of self activity—learning by doing—is recognized as fundamental, yet the question may well be raised as to whether the emphasis is placed on self activity or upon covering a certain amount of subject matter. The length and distribution of periods of exercise should be regulated with reference to mental hygiene, and the only means of determining the most hygienic distribution is careful experimentation. The same thing may be said with reference to many more features of administration.

To summarize briefly: It seems safe to say that within the next few years the scheme of education in this country will include six years' elementary and six years' high school education. In order that the benefits which this change is supposed to bring may really be gained, it is absolutely necessary that superintendents, principals, and teachers be thorough students of every aspect of the junior high school. If the schools are to be improved year by year, the superintendent must be an experiment-
er. He will definitely formulate the problem he proposes to study in the light of existing pedagogical and psychological data, and will approximate as nearly as possible the conditions of any scientific investigation.

It is suggested that work in English and the social sciences might well be required of all, even beyond the junior high school, and that the other courses might be differentiated according to the individual needs of the pupils.

Aubrey A. Douglass

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PAL O' MINE

If all the days were gray days
And the sky had no gleam of blue,
I'd still believe God's sun would shine,
For you would come, O Pal O' Mine!

If all the winds that ever blew
Would cease and blow no more,
I'd still believe a breeze would come,
For you'd be near, O Pal O' Mine!

If all the flowers that ever grew
Would cease to grow and bloom,
I'd still find a garden fair,
For you'd be here, O Pal O' Mine!

If all the stars in the distant sky
Should lose themselves from view,
My star of hope would never die,
For I'd have friendship, O Pal O' Mine!

Madge Bryan
SOME PRESENT FACTORS IN THE FOOD PROBLEM

When the price lists show that American foodstuffs are selling for lower prices in London than in New York, then is the time to investigate. Many theories have been put forth as regards the high cost of living, but no one can state the definite reason for this. The United States Government has carried on and is carrying on investigations, but they seem to add nothing to our present knowledge of the situation, nor have they so far reduced the cost of many items.

The food problem deserves consideration along four definite lines, namely, production, conservation, distribution and consumption. The United States has made wonderful advances in increased production in the last ten years. Scientific farming has rapidly taken the place of the old methods. Agriculture colleges have offered courses in the most improved methods of farming. Farmers who have not the time to take longer courses in improved methods of farming, may enroll for six weeks in one of the winter courses. Demonstration agents, experiment stations, and work carried on by the United States and State Departments of Agriculture have helped to increase the production of foodstuffs. And we are proud to consider ourselves a self-supporting nation.

The wheat crops of 1914-15 and 1915-16 were the largest in our history as a nation. There were two hundred million bushels above the requirement of the United States; and yet at the end of 1916 we were "scraping our wheat bins," and flour was selling for ten to twelve dollars a barrel. This year the wheat crop is estimated at twenty million bushels shortage. With flour already high and a short crop of wheat the price of flour may rise even higher. The reason for this may be accounted for by the fact that the United States, thru her speculators, saw at the beginning of the war a chance to get rich. Not only wheat, but other foodstuffs were exported with no thought of the effect upon the home market. We practically fed the nations at war at the expense of our own people. With millions of men, all consu-
mers, in the armies of the European countries, and the United States feeding them, in a large measure, we may expect high prices.

To place an export embargo on foodstuffs would protect us and probably lower the price of the necessities of life, but at the same time, it would starve the foreign countries. The chances are that such an embargo would lessen production. Farmers, no doubt, would not have the same inducement to raise large crops, for they could not be sure of such good prices, when nothing is exported. The question is, can we take the risk of decreased production from placing an export embargo on all foodstuffs, or shall we continue paying the high prices that are demanded today?

It is a well known fact that the greed of American speculators has almost robbed many of sustenance. What are we to do about it? Dictatorial power will have to intervene, or else in the conflict that is upon us, we may suffer more than the foreign nations. In time we may have to resort to the card system of distributing food that is now used in many foreign countries. To relieve the situation some regulation must be made with regard to the amount of foodstuffs that can be exported. There must be provided enough for our own people before anything can be exported. This may in a measure relieve the situation. We speak of conservation of forests, water power, and other natural resources. Just what have we done towards the conservation of our food supply? In the desire to make one dollar more no thought has been given to the condition that would likely arise in our own country, when, with ruthless exporting, a shortage of food occurs.

Lack of proper methods of distribution raises the price of our own foodstuffs. We are today employing the same methods of distribution that were used fifty years ago. In our progress to a more complex social organization we have thought little of better means of distribution. If consideration has been given to the matter, very little, above the establishing of a few municipal markets, has been done. Of course better railway facilities, and especially the use of refrigerator cars, have aided quicker and better distribution, but, as yet, there is no direct route between producer and consumer.
Our supplies must go thru the hands of countless middlemen and speculators, each of whom adds a small and sometimes a large amount to the present price of the particular item.

There seems only one effective method of distribution, that is thru governmental authority. There have been established municipal markets in large cities, whose aim is to secure foodstuffs at the lowest possible cost and in the most direct way, and retail these at the minimum price. If such markets under city control have in a small measure decreased the cost of living, would not markets under government control be even more effective? It is necessary to have these markets under government control, for the chances are, there would be some cities and towns which would not be progressive enough to see the value of municipal markets. In other words, some would be forced to accept a method of distribution which they themselves should have instituted.

Another instance of the lack of efficient means of distribution is in the fact there is so much waste in the transit of perishable articles. Carloads of meat, vegetables and fruits are condemned and destroyed in compliance with the laws of sanitary inspection. The consumer is then charged exhorbitant prices, for he must pay for that which the merchant has lost.

To have a regulation passed by Congress and approved by our President, providing for markets under government control and better means of distribution, would mean the interest and support of influential men of affairs. At present these men are not particularly concerned about the portion of their income which goes for food. As long as this is true, we need not expect whole-hearted support from them.

Consumption means using things. Our standards of consumption determine the market. In other words “we create the market.” When we demand rare articles of food or useless luxuries, the chances are that the supply of well-known articles of diet will decrease relatively. The foodstuff that a particular farmer or a given section decides to produce is based upon the demand that marketmen make for that article. The marketmen base their demand on the demand that the consumers make. We
may feel that as consumers we determine the article of production. If we are so directly concerned with production, we should know how to modify our demands.

The basis of scientific consumption of food is education. If we wish to make the best use of foodstuffs from the standpoint of economy and nutritive value to the individual, we must make a study of this. The efficiency of the nation will in time be measured by the amount of time which we give to this subject. It is with pride that we look upon the valuable work done thru the household arts departments of our schools and colleges, the work of our home demonstration agents, and all those employed in extension work. Just as much praise must be given those engaged in scientific research work in dietetics and other related subjects.

Education as to means of scientific consumption cannot be theoretical and serve its purpose. The housewives of today must not only know what demands to make, but they must know how best to buy, to combine and to serve the different foods. With knowledge of the substitution of cheaper foods for the more expensive they can reduce the cost of their food requirement.

To place production on a scientific basis, to regulate the amount of foodstuffs exported, to provide a more direct method from producer to consumer, and to educate along lines of scientific consumption will mean a reduction in the high cost of living.

MARY CLIFFORD BENNETT
THE MINIMUM ESSENTIALS OF PHYSICAL EDUCATION

In his report on minimum essentials of physical education, Louis W. Rapeer, Professor of Education, of the Pennsylvania State College, says, with regard to aims, administration, subject matter, methods, and results, there is probably more variability in physical education than in any other subject of the school curriculum; that there is probably no objective means available for determining minimal essentials in this field; that we can, however, bring together certain tentative essentials by methods of analytic consensus, expert opinion, and practical common-sense experience, such as have been used by our national committees on various phases of the curriculum; we cannot discover minimal essentials in this field until we construct and standardize a fairly satisfactory scale for measuring the results of physical education, such as health, normal growth, several types of physical ability, and bodily development.

Any attempt to devise the minimal essentials of physical education must at every point consider all the aims of education, all the instruments for meeting them, and the three factors—the nature of the children, present-day society, and the school. From several misconceptions of the nature of the children, inherited from the middle ages, physical educators are now trying to free themselves. They are getting away from the old idealistic separation of mind and body in which one phase of education or schooling is supposed to take care of merely physical, another of merely mental development, and are entering into a more functional view in which mental and physical activity are a unified whole.

The nature of society entails upon about half of our population highly artificial and unnatural, largely sedentary, indoor, nervous work. Children must be prepared to cope with such an environment. Artificial exercise must be resorted to in adult life by many persons who should probably have been trained in them at school. However, on the whole it is probably true that the more
artificial the adult life-to-be of children, the more normal and health-promoting should be their school life.

The school in most places, especially in cities, is a highly artificial institution, largely ignoring physical needs, and probably contributing rather to ill health and physical deterioration than to vital efficiency.

With forty pupils in a class room with seats screwed to the floor and little or no place to do physical work or play, the provision of motor activities must be of the nature of an antidote to, and a correction of, the injury done by a lopsided schooling. Physical educators who wish most to make their work normal find that they must devise or select exercises largely of an unnatural, formal character. But such exercises are probably no more formal and unnatural in the typical school environment than the spelling of long lists of words from a spelling book, or the drilling in formal grammar.

Physical education can thus be seen to be closely related to the attainment of vital efficiency, to avocational efficiency, to civic, and to moral efficiency. Co-operation thru group games and athletics, with efforts to carry out the ideals and practises into our democratic life, may be as largely contributory to civic efficiency, for example, as the teaching of citizenship in the school.

Physical education has a large and growing opportunity and responsibility in providing wholesome recreation and harmless enjoyment for our youth, who both as children, and later as adults, come to harm and misguided ways because of a lack of recreational employment and training. Moral aims, civic aims, and recreational aims go together here; the eight-hour day of labor leaves more time for recreation, while efficiency in the eight hours of labor necessitates physical efficiency such as has never before been demanded of a people.

The types of psycho-physical education which can be differentiated within our school limitations are about as follows:

Free and supervised play, including dancing.

Boy Scout, Camp Fire Girl, and other simple activities.

Handicrafts, and other simple physical avocations.
Formal physical training or gymnastics.
School excursions, tramps, and hikes.
School dramatics.

Some specific aims of such work in schools are: to promote health, bodily resistance, and physical endurance; to promote alert, accurate, and graceful movements in pupils; to promote good posture in and out of school; to promote recreation that can be carried out into "life"; to promote good mental work in school; to promote knowledge, habits, and aspirations more or less directly related to vital and avocational efficiency, and if possible to the other great aims; to attract adults to the school and promote community ideals and practise of physical education.

We now have before us the problem; with all the conditions just described, the aims, and the instruments at hand, what are the essentials, and what are the minimal essentials of physical education? The essential for physical education in the elementary schools is a playground and recreational center; this playground should be in connection with the school, and should vary according to the number of pupils. Another requisite is apparatus and equipment, which may also vary according to the conditions of the school.

Some of the best equipment is: volley ball, basket ball, tennis; two playground balls and bats; slides, swings, sand piles, combination apparatus with rings and ladders.

The natural center for a community and recreational center is the public school. Every school should have a playground or gymnasium or both. Such rooms should be well lighted and dry; well ventilated. Movable school desks and seats in class room are essential for the best use of such rooms for physical as well as mental education. The apparatus to be used for indoor gymnasium for both boys and girls is: swinging rings, adjustable as to height; balls, bats, stall bars, basket ball equipment, Indian clubs, dumb bells, wands. The school building should be made as sanitary in the way of lighting, heating, and ventilating as modern science recommends. At least two recesses of not less than fifteen minutes each on every ordinary school day are essential.
The essentials of physical education are: free play in classroom; play room, or gymnasium, or playground; relaxation and breathing; physical exercises of a more formal character for the ordinary school of not less than ten minutes a day. Longer periods are desirable where there is a gymnasium, probably at least an hour a day; also, good posture in walking, standing, marching; vigorous trunk exercises combined with arm and limb movements; rhythmic steps; folk and gymnastic dancing; rhythmic games; walking, tramps, excursions by groups and classes; public school athletics; games for all pupils.

It appears so trite as to be absurd to say that physical education is essential; and yet there is so little physical education in the public schools, that it would seem as though the statement had never been made.

You will never get any appreciable attention to physical education until promotion and graduation depend as much upon what one learns and demonstrates in life physically, as upon his knowledge of the battles in the civil war, the height of the Asiatic mountains, and various kinds of participles. Exercises for health and grace can be taught and practised in schools; these exercises are as essential as intellectual athletics; and they should be insisted upon absolutely, as they rarely if ever are. Look over any school curriculum, and see how much time is allowed for physical exercise as education. What is the remedy? There is but one remedy, and that is to have physical directors for elementary schools and for high schools, and to hold them responsible for results in health and grace of movement.

“Editors write, clergymen preach, lecturers proclaim, that the body is the temple of the soul, that it is sacred; ‘A sound mind in a sound body’ is a time-honored slogan; but we are hypocrites, all of us, if we give no slightest credit for any achievement in physical education.”

RUTH S. HUDSON
THY PEACE

Oh God, our Gracious Father, give us Thy Peace!

Our ears are filled with the sounds of war, the world is red with the blood of men. Fields where grain and flowers are wont to grow are furrowed for attack, for defense—they are smitten with desolation. The fruitful seas, which Thou didst store with food and make to carry laden ships, are now the haunts of fear and death. Even the air above the earth is tortured with whirring iron wings and hot destroying rain. Many homes are broken and empty; many mothers are weeping for their sons and daughters; many little children are crying for their fathers far away; many strong young women are waiting alone for a brother, for a lover, who does not return. The world is full of widows; the world is full of orphans—the world is full of sorrow, for the world is full of war.

O Gracious God, give us Thy Peace!

Give us that peace which darkness saw when Thou didst create the light.
Give us that peace which Eden knew while the gates were closed to sin.
Give us that peace which the troubled waters knew at the Voice in Galilee.
Give us the peace that follows good will.
Give us that peace which halloweth freedom when error learns to know The Truth.
Give us that peace which righteousness makes sweet and justice makes eternal.
Give us that peace, O God, of which the angels sang—Thy Peace, which is born of love.

Give us Thy Peace, even tho we can not understand it.
Give us Thy Peace, even tho we can not tell how it comes.
But help us, O Father, to seek it with a child-like faith. Help us to expect it with a hope like the hope of youth. Help us to lay hold of it thru obedience to Thy Will.

Thy Peace, O God, the world cannot give. Thy Peace, O God, the world can not destroy. Thy Peace, O God, is perfect and eternal.

O God, our Gracious Father, give us Thy Peace!
Every one is or has been the victim of fears. For infancy and childhood these are chiefly of the physical world—of darkness, animals, ghosts, thunder, punishment, disease, fire, gypsies, policemen, the black man, and the like. With the dawn of adolescence fears are more likely to be spiritual, that is, moral, religious, social, intellectual. Then come fears of failure, physical incompetency, of economic adversity, of social blunders, unpopularity, ostracism by the group—fears that bespoke maladjustment to the environment.

Fear is a supreme educator; it drives us all into the paths worn smooth by the race. It saves many from wickedness, social wrong-doing, even physical destruction. Rich and poor, young and old—all are under its compulsion.

Fear of death haunts many, but that is not my greatest fear; nor is it disease, poverty, pestilence, loss of freedom or country; as much as I wish to escape these. My one fear is not of the physical world, not essentially of the moral world. Mine is another fear—fear of decadence, of stagnation, growing old in prime of life. This is an unutterable end, living death. Any assurance of escape is welcome!

It is perhaps true that the average individual grows most rapidly in the late twenties and early thirties. This accelerated growth is likely to cease in the fifth decade of life. Then the so-called ‘dead line’ is crossed. For the clergyman it is said that this comes at forty, beyond which there are few flattering calls to the large cities. At forty the average man seems to grow old. Chicago is reputed to be made up of men under forty; for young manhood is the time for action. It is stated that drunkards are more easily reformed in middle life, at forty-five, for then they begin to see the results of their excesses, metabolism being less active and repairs slower. After forty, individuals commonly realize that the ideals, the ambitions of early years, have not been attained and that their powers are inadequate to the original plan. This discovery brings pain. Then it is that children are often looked to as a means of compensation and this may result in taking a new interest in their achievements.

But the rare man does not stop growing in middle life. If once safely across the ‘dead line’ he seems to speed up and do even better things than in the years before. In fact, then, the accumulated experiences of
the life-span begin to bear their expected fruit. Many master achievements have been wrought in the latter decades of life.

After fifty for many individuals there seems to be a marked expansion of intellectual powers and interests, the latter becoming social in a large sense. It is a time when the self is inclined to expression in ways humanitarian and philanthropic. For woman in particular this is a time when it is natural to return to the professional achievements and duties which she may have taken up before her marriage and is an unanswerable argument for the social and professional training of womankind. This training not only serves her family, including her offsprings, but it later serves the larger human family. This should be looked forward to and expected as seriously as any other aim in life.

In America we lack the artificial stimuli in the honors and rewards provided by imperial Europe to carry the individual across the "dead line." In our day when the dynamic aspect of civilization is so pronounced, society is prone to underestimate the power of the individual who has passed beyond this initial phase of life. Men of action may be too much in demand.

Individuals of superior ability seem to grow old less rapidly than others. Dorland (The Age of Mental Virility, The Century Co., New York, 1908) has undertaken to determine at what period in the life of men of distinction they begin to show evidence of distinct ability to do original research, at what age they accomplish their magna opera and, withal, how long they continue productive in their chosen fields of activity. He carefully compiled and analyzed the records of four hundred eminent men of modern times to get at these facts. He found it convenient to divide these into workers and thinkers, meaning by the former those whose intellectual activities culminated in some practical and visible application of their thought, and by the latter, those whose talent ran to more abstract and metaphysical considerations. The thinkers are possibly best typified by philosophers or natural scientists; the workers by inventors or warriors. He found the initial age of activity to be for the workers, 22 years; for the thinkers, 26 years, a general average of 24 years. On the whole, those to begin their distinctive work first are musical composers, at 17 years; those to begin it latest are the satirists and the humorists, at 32
years. For the worker the age at which the masterpiece was performed falls at 47 years; for the thinkers, at 52 years, the average age being 50 years. The youngest to produce their *magna opera* are the chemists and physicists, at 41 years; the oldest, naturalists and jurists, at 58 years. This study puts the duration of mental activity for workers at 41 years; for thinkers at 39 years, an average of 40 years. The extremes are represented by poets, satirists, and humorists, whose work continued on an average for 33 years, and inventors whose duration of mental activity was 40 years. Computing the ages at which these 400 men ceased their mental activities, 35 percent fall in the seventh decade; 22\(\frac{1}{2}\) percent in the eighth; 20\(\frac{3}{4}\) percent in the sixth; 10\(\frac{1}{4}\) percent in the fifth; 6 percent in the ninth; and 4\(\frac{1}{2}\) percent in the fourth. Of these distinguished men one ended his career in the second decade; three in the tenth, and five in the third. 78\(\frac{1}{4}\) percent closed their life work between fifty and eighty years of age and 85 percent after the fiftieth year. When one glances over the table of workers and thinkers, he discovers that of the number who did not perform their *magna opera* until seventy years or later, among the 290 thinkers there are 21; among the 110 workers there are 5. While it is manifestly difficult to decide upon what the masterpiece of a given individual is, Dorland seems to have gone to great pains to determine this as accurately as possible, and in his table of these four hundred eminent men he lists what he considers to be the masterpiece of each individual. As careful and interesting as this study is, one cannot generalize from it, for it is too much to infer from men of distinction what those of less distinction can be expected to accomplish at the various decades of life. Nevertheless, this study does make it definite that the later years of life may be the best years for some individuals, and this is but a logical expectation, as already maintained. The later years should represent an expression of the accumulated training and wisdom of all the earlier years. This probably can be greatly accentuated by a better worked out program of life which includes in the later stages of life the implications of each earlier stage.

The list of men beginning or achieving signal activities in the later years of life could be extended indefinitely. A few names from this list, following Dorland, may be in place here. Cato at eighty began the study.
of Greek, Plutarch his first lessons in Latin, and Socrates then learned to play on instruments of music. At the same age Gladstone began his great Midlothian campaign which overthrew the conservative government and put himself and party in power, West painted admirably until eighty years of age and Goethe at Weimar completed Faust when as old. Von Ranke began his History of the World when past eighty and lived to complete twelve volumes, dying at ninety-one; Vuffon, the French naturalist was laboring upon his Natural History, a work of forty-four volumes, when he died at eighty-one. When stricken at the same age John Quincy Adams was still a power in the House of Representatives. Bancroft published the last volume of his History when eighty-two, while Charles Willson Peale when as old was still wielding his brush without the aid of spectacles. Tennyson at eighty-three published his Crossing the Bar and at the same age Voltaire published a tragedy, Irene. Newton, Herbert Spencer, Talleyrand, Hobbes, Von Moltke, John Wesley, Isaak Walton, John Adams, Cornoro, these and many others did creative work in the ninth decade of life or later.

How safely to ride over the danger zone of middle life and warm up to the larger activities of the years beyond is the problem yet to be solved. This is especially true for the individual of median ability. To be ever taking up a new hobby and riding it hard is a first prescription. When one finds nothing new of worth, that is a positive sign that stagnation is setting in. When it seems that the new generation is lacking in achievement, either mental, moral, social or material, then it is that there is need of serious inventory-taking. Diligence in the prosecution of new tasks, with an extra supply on hand for middle life, should go a long way towards guaranteeing a safe landing in the later decades of possibilities. Laziness is the certain road to decadence. Soon one lives upon past records and is uncharitable towards the new creative work of others. Patent short-cuts take the place of newly opened fields which might have brought the contagious and impelling enthusiasm of the explorer, and lead on to finer ends. To stay young and growing means joy in the new and a part in bringing the new to pass, means, too, adopting this program before the fires of youth begin to burn low.

William T. Sanger
THE CHURCH AS A FACTOR IN THE MORAL DEVELOPMENT OF OUR SCHOOLS

This is a subject of such extensive scope and profound bearing that one can hope only to touch its borders and estimate some of its more obvious values in a brief paper like this.

Let us begin with the material church—a building dedicated to the worship and service of God, and known as such by every man, woman, and child in the community. Apropos of this, recently I was much impressed by a sentiment expressed by my pastor. "The mere pealing of the church bells on Sunday," he declared, "is a blessing to every home upon which it falls, be that home a Christian home or not—be it one that takes advantage of the privileges proclaimed by this signal or not."

With this declaration I heartily agree. And do not ages agree with it also? Even long before Shakespeare’s keen wit and quick sympathy gave it wealth and beauty in the Forest of Arden the Christian world must have felt its truth and power.

The bells must stir the better feelings of the human heart, however stained and depraved that heart may be. They must arouse the feeling that there is some indefinable satisfaction awaiting the human soul at the portal of the temple. They seem to call, "To worship—to service—to joy!" Since the days of old when one exclaimed, "I was glad when they said unto me, Let us go into the house of the Lord," the bells have spoken blessing. We know that the community that listens often to the music of sacred bells is a community in which all good voices may sound with a clearer and sweeter note.

There is something about the church—the very building—that has an uplifting, inspiring effect. We cannot help being filled with quiet awe, with uplifting reverence, as we see the spires pointing heavenward, or enter the walls where life and death, youth and age, joy and sorrow, faith and prayer, so often meet, and where the eternal promise so often is fulfilled. And as we travel thru the different towns and cities, and the different
parts of rural districts, the churches serve to remind us that we are in a Christian land. Contrast a place with churches with a place that has none; notice the difference in beauty, in order, in cleanliness—in all the conditions that make for normal, healthy life and living.

When we enter the church, the sanctuary of God, we feel or should feel as did Moses before the burning bush. We cannot quite forget that the ground whereon we stand is holy. We must even imagine that the iron heel of a destroyer falls a little less ruthlessly before the broken beauty of Rheims, or grinds a little less crushingly among the ruins of the peasant’s shrine.

What does the church service mean? We, a band of believers, who meet Sunday after Sunday with the same purposes before us, with the same burdens upon our lives, with the same hopes within our hearts, feel each time a sweet revival. And often, too, the unbeliever finds what he did not come to seek. The open enemy sometimes ‘who comes to scoff remains to pray.’ The pastor and other spiritual leaders bring us messages from the mountain-tops. To such we give honor due and the confidence that makes their task of helping us easy. Their profounder study makes for us all a richer lesson, opens the Great Book before us with truer vision and more abundant light. Filled with new understanding, exalted with stronger hopes, we go on our way rejoicing.

As we see more clearly our relation to God we perceive more intelligently our relations to men and women. This church life, given to us thru sacrifice and demanding sacrifice in us, makes one more careful of time, more unwilling to expend gifts, time, accomplishments to no worth while purpose. Accordingly, we develop a sense of stewardship—a sense of economy in resources, of indifference to trivialities, of efficiency in essentials. All this goes out with us into our various places in the community—into the home, where foundations are laid; into the school, where super-structures are erected; into the shops, where the hand shows its skill; into the legislative hall, where national character is portrayed; to the ballot box, where the sons of democracy are tested, one by one; to the tax-collector’s table, where every citizen’s honesty is proved or disproved.
The church stands near the school house. This is forever true, figuratively, if not literally, but always vitally, essentially. The house of God is an object-lesson before the eye of every child. The preacher in his sermons exercises largely the functions of a teacher. As a pastor he builds up the same sort of foundation in sympathy and friendship as that upon which the teacher does his most successful work. The Sunday school is a real school. It first opens the understanding, then touches the heart. The superintendent of a Sunday school does the same kind of work one day in the week that the graded school principal does six days in the week. Both work best when they devote seven days to the task. In the Sunday school the child may pick up many of the links that are missed in other schools. Sometimes parents who work their children for wages thru the week will allow them one day of school on Sunday. The church is ready with this day of opportunity.

The methods and principles of teaching now employed in our churches and Sunday schools are usually sound and effective. Special courses of training are outlined for the training of teachers; special books are written and published for their study; skilled instructors are provided to conduct the teacher-training classes; certificates or diplomas are awarded to those who complete the courses. Thus a powerful stimulus is applied to the ambitions of many fine young men and women, in the ordinary schools and out of them, who, under these conditions, secure excellent professional training. Many of them, sooner or later, find their way as teachers into the week-day schools of the country. There their influence is soon felt, not only because they are trained to teach but also because they are well builded in the sort of character that our schools are expected to develop. Many of the best teachers that work in the schools from day to day are the gift of the church to the cause of education.

As the private denominational schools and colleges that bore the burden of education in years past must give way more and more to schools administered by the government, the task of the church as a factor in the moral development of our schools is enhanced rather than diminished. The work of Christianizing education, which formerly was done directly, must now be done in large
measure indirectly, but it must still be done. The church still must do it.

In the last analysis, or nearly the last, this terrible war that is now distressing the world is a result of faulty education. One of the foremost thinkers of this country, a doctor of philosophy of Berlin University, declares:

“If Germany had possessed a number of Christian colleges and universities entirely independent of state control, this war would, in my judgment, never have occurred. I say this for two reasons. First, the Christian educational institutions would have softened German character to a degree of humanity which would have restrained the ambitions of the military and governing classes; and second, the independence of these institutions would have made it possible for hosts of German men to have gotten a view of history which is now not given to them.”

The truth, in brief and simple terms, is this: Christian education would have saved Germany and have saved the world from the sorrows that miseducation in Germany has wrought.

Now the way to have Christian education is to have Christian teachers. There is no other way. Christian teachers in a school will make it a Christian school, whether it is a public school or a private school, whether it is a state school or a church school. But the task of the church, thru the home, must ever be to put Christian men and Christian women into the schools as teachers. If the church does not do it there is no other institution that will or can. When Christian parents, in Christian homes, inculcate the principles of truth, justice, good will, sympathy, sacrifice, service, reverence, piety, love to God and love to man, they are aiding the church in its great task. In truth, they are operating one of the church’s most essential and vital departments.

Finally, the church stands near the schoolhouse in the sense that it teaches those things upon which education must depend. It teaches of spirit as well as of matter. It teaches of death as well as of life. It teaches of punishments and penalties as well as of rewards and honors. It teaches that the life is more than meat and the body more than raiment. It asks the question, “Why
do you spend your money for that which is not meat, and your labor for that which satisfieth not?" It gives the seeker after truth much knowledge now, and promises him all knowledge as he continues in the way. It exalts character above mere knowledge—just what our best schools have always done. It recognizes man as a personality, akin to God, thus giving man a sense of responsibility and worth that the school alone, as a human institution, could not give in any degree of definiteness or completeness. The church is constantly lighting the fires by which the school works.

PEARL NOELL

THE SECRET

"What is Love?" asked a little child.
"Love is helping," the mother smiled.

"What is Love?" breathed the dreaming maid.
"The heart's unappeasable cry," the poet said.

"What is Love?" Twas a woman's cry.
"Love is sacrifice," was Life's reply.

Then Happiness her story told,
And thus her secret did unfold:

"Helping, trusting, and forgiving,
"Sacrificing, and for others living;
This is Love."

MARThA FLETCHER
THE EVOLUTION OF THE NUMBER SYSTEM
OF ARITHMETIC

The author makes no claims for originality either in the subject matter or in the method of treatment, both being well known to mathematicians; but the inaccessibility of works on this subject to a large number of elementary teachers seems sufficient excuse for the brief notes which follow.

It is the author's hope that the suggestions given here may make the teaching of arithmetic more lively, and may, perhaps, open new avenues of interest to those who have already begun to love mathematics.

The Nature of Counting—Every one learns to count very early in life, but few realize what the process of counting really is. Let us attempt to answer the question: "What do we do when we count?" The answer is: we apply a previously memorized set of ordered number words in their proper order to the group of objects to be counted. These number words are said as the objects are touched (or otherwise indicated). This process of saying the number words in connection with the objects is called counting the objects, and the number word said as the last object of the group is touched is the number of objects in the group.

Counting may then be defined as the setting up of a one-to-one correspondence between a set of ordered number words and the objects of a group. The number of numbers is unlimited, for it is only necessary to add new names to the ordered set of number words to extend it as far as we wish.

One number is greater than another if it comes after it in the ordered set of number words, and likewise the second number is less than the first.

Addition—If we have several groups of things and if we count the objects in each group separately and then count all the objects as if they constituted a single group, the number of objects thus determined is called the sum of the numbers obtained by counting the several groups. The process of obtaining the sum of several numbers is called addition. Addition, then, in its inception is extended counting. The process is shortened by memorizing certain combinations and their sums.
We now have a series of numbers, and an operation, which if performed on any two numbers of the series will give some number of the series.

**Subtraction**—If, when two numbers are given, we can always find their sum, then when the sum and one of the numbers is given we should be able to find the other number. This process is called subtraction and the result of subtraction is called the difference of the two given numbers.

If we decide, that if we can subtract a single given number, then we must be able to subtract any number from any other number, we find that in order to do this we shall have to extend our number system. This is easily seen, for if we attempt to subtract 10 from 6 we certainly do not get any number of our system.

This is called the 'principle of no exception' and may be stated in general as: every operation which can be performed on two given numbers of the series can be performed on any two numbers of the series and the result will always be a number of the series.

Subtraction is the inverse of addition, as we shall see. Suppose we wish to find the difference between 9 and 5.

From the nine given things we count off five, then begin again and count until we have counted all the rest. This is indicated by writing $9-5=4$.

If we attempt to subtract 5 from 5, after we have counted off five we find we have nothing left to count. Hence we must introduce a new name, zero, into the series to denote *nothing*. This new number we shall call zero, and write $5-5=0$.

If we attempt in this way to subtract 9 from 5, we find that we cannot count off 9 from 5. Our first attempt gives $5-9$. But if we add 4 to 9 and subtract, then subtract four, we have $9-9-4=0-4=-4$; we call this new number $-4$, read 'minus 4.' In this way we introduce a new set of numbers called negative numbers into our number system. The negative numbers have a very ready interpretation as having a meaning in any sense appropriate to the corresponding positive numbers.

For instance, if we ask in how many years will James be twice as old as John, and the answer should come $-4$ years, it means that James was twice as old as John four years ago. From the above we readily see
that the addition of a negative to a positive number is equivalent to the subtraction of the corresponding positive number, and the subtraction of a negative number is equivalent to the addition of the corresponding positive number.

We have now a number system composed of an infinite number of positive and negative numbers such that the sum or the difference of any two numbers of the series will always be a number of the series.

**Multiplication**—In order to avoid the labor of finding the sum of several equal numbers, we learn that the result of adding a number to itself several times is the same as the result of counting the same number of things several times without beginning over.

Multiplication is, then, simply extended addition. To facilitate this operation we memorize a set of combinations and their products, saying three times four are twelve, etc., and we introduce a new sign x, read 'multiplied by,' as, $3 \times 4 = 12$, read, 'three multiplied by four is equal to twelve.'

It is easily seen that $3 \times 4$ gives the same result as $4 \times 3$, and the 'principle of no exception' gives us the law that the result of a multiplication is the same regardless of the order of the factors. This is necessary in order to extend our definition of multiplication so as to include the negative numbers. It is evident $-4 \times 3$ or 3 times $-4$ is $-12$. And since the order of the factors is immaterial, 3 multiplied by $-4$ must also give $-12$, or $3 \times -4 = -12$.

From this it appears that a multiplication by a negative number gives the same result as a multiplication by the corresponding positive number, except that the sign of the result is opposite to the sign of the multiplicand. From which it appears that $-3 \times 4 = 12$.

This gives us the following rule for multiplication: If the two factors have the same signs their product is positive. If they have different signs the product is negative.

In this way multiplication is made general and the product of any two numbers of the system will be a number of the system.

**Division**—Given two numbers of the system, it is always possible to find their product. Hence, if we have two numbers, the product and one factor, we must, by the
‘principle of no exception’, be able to find the other factor. This process is called division and may be considered as continued subtraction (in which case we should logically say three comes out of twelve four times rather than three goes into twelve four times), or as the inverse of multiplication. Division may be indicated thus: \( \frac{3}{\pi} = 4 \), read ‘twelve divided by three is equal to four.’ \( \frac{3}{\pi} \) is another way of writing the number 4.

Consider the numbers \( \frac{1}{\pi}, \frac{1}{\pi}, \frac{1}{\pi}, \frac{1}{\pi} \). \( \frac{1}{\pi} \) and \( \frac{1}{\pi} \) are numbers of our system, viz., 4 and 5, but \( \frac{1}{\pi} \) and \( \frac{1}{\pi} \) are not.

Therefore, in order to be able to divide any number of the system by any other number of the system, we must introduce new numbers of the form \( \frac{1}{\pi} \) into the system and give them meaning.

\[
\begin{align*}
\frac{1}{\pi} &= 4 \\
\frac{1}{\pi} &= 12 + 1 = 12 + 1 = 4 + \frac{1}{\pi}, \\
\frac{1}{\pi} &= 12 + 2 = 12 + \frac{1}{\pi} = 4 + \frac{1}{\pi}, \\
\frac{1}{\pi} &= 12 + \frac{1}{\pi} = 12 + \frac{1}{\pi} = 4 + \frac{1}{\pi}.
\end{align*}
\]

We take three equal steps to get from 4 to 5; hence, each step is one-third of the way from 4 to 5, and we may, if we choose, read our numbers as four and one-third, etc., and thus connect our new fractions, which mean indicated division, with our old fractions, parts of a whole.

In the indicated division the dividend is called the numerator and the divisor the denominator of the fraction. That fractions with the same denominator are ordered according to the size of their numerators is evident from the method of obtaining them.

If we ask which is greater \( \frac{1}{4} \) or \( \frac{1}{5} \), I may say \( \frac{1}{4} \times 9 = \frac{9}{4} \), also \( \frac{1}{4} - 9 = \frac{9}{4} \), and since, if we multiply a given number by something and then divide by the same thing, the result is the original number, we see \( \frac{9}{4} = \frac{9}{4} \). In like manner, \( \frac{9}{4} = \frac{9}{4} \). Hence \( \frac{9}{4} \) is greater than \( \frac{1}{4} \).

It is evident that if we count \( \frac{1}{4} \) and then count \( \frac{1}{4} \) we will have \( \frac{1}{4} \), and our rule for addition holds for these numbers, provided the numbers have the same denominator, and their numerators be added. The rule for subtraction is the same, except that the numerator must be subtracted instead of added.

It is evident that \( \frac{1}{4} \times 5 = \frac{1}{5} \), and that \( \frac{1}{5} - 4 \) will give \( \frac{1}{5} \times \frac{4}{5} = \frac{1}{5} \). This is equivalent to multiplying \( \frac{1}{4} \) by \( \frac{1}{4} \) or \( \frac{1}{4} \times \frac{1}{4} = \frac{1}{4} \).
\[
\frac{\frac{2}{3}}{\frac{4}{5}} = \frac{10}{12} = \frac{5}{6}, \text{ and we get our rule: To multiply two fractions we multiply the numerators together for a new numerator and multiply the denominators together for a new denominator.}
\]

As division is the inverse of multiplication, if we wish to divide \( \frac{2}{3} \) by \( \frac{4}{5} \) we must now multiply where we divided before and divide where we multiplied before; and this is equivalent to inverting the divisor and proceeding as in multiplication. That is \( \frac{5}{6} \div \frac{4}{5} = \frac{5}{6} \times \frac{5}{4} = \frac{25}{24} \). That this is always true can be easily verified by multiplying the quotient by the divisor and getting always the dividend as the result.

Our number system now contains all whole numbers and all fractions such that any of the four fundamental operations performed on any two of the numbers gives some number of the system, except that division by zero is not allowable.

Our number system now consists of an infinite number of integers and between each two integers an infinite number of fractions.

**Irrational Numbers**—We can raise any number to an integral factor; for instance, we may square any number. The square of 2 is 4, and the square of 3 is 9. By the ‘principle of no exception’ we must be able to take the square root of any number, i.e., to find the number which when squared will give the given number. The square root of 4 is 2, the square root of 9 is 3. And if we attempt to find the square root of any number between 4 and 9, by the ordinary rules of arithmetic we obtain a new kind of number, not a fraction nor an integer but a number whose value will be found to fall between the fractions which are as near together as we wish, but which cannot be absolutely expressed in integers or fractions.

These numbers are called irrational numbers and it can be shown that the irrational numbers will satisfy in full the ‘principle of no exception.’ To do this it would be necessary to discuss fractional and negative powers and roots, but this is a matter for algebra rather than arithmetic and had better be omitted here.

For those who are interested, a fuller treatment will be found in Schubert’s *Mathematical Essays and Recreations*, Fine’s *College Algebra* or Clifford’s *Common Sense of the Exact Sciences*.

Henry A. Converse
MEETING THE CHILD’S LUNCH PROBLEM SCIENTIFICALLY

The same underlying principles which apply to other meals apply to the school lunch also. It is not wise to study one meal as a separate unit; the three meals must be considered as satisfying the needs of the body.

What are the needs which must be met by food?

The most urgent need is energy, which is supplied by starch, sugars, and fats. This energy is transformed in the body into work and heat. A definite amount of energy is needed to carry on body processes, while the amount needed for activity will vary with the individual. The body also needs building material, which is furnished by meats, fish, poultry, eggs, cheese, milk, beans, peas, cowpeas, and peanuts. Another need is the regulation of body processes. This is met by the ash content of such foods as milk, eggs, fruits, and green vegetables. The ash content also has a part in tissue building. Water is an important factor in regulating body processes since it is the great carrying agent of the body; but we shall take it for granted that the child drinks plenty of pure water.

In considering the lunch for the child, let us bear in mind these needs of the body and select such foods as will meet them. It is not always convenient to make each meal a balanced ration but the day’s menu must be balanced or the child will suffer. If the tissue building material is deficient in one meal, it must be made up at the other two meals, while the energy producing foods must be sufficient in each meal or the child will be fatigued before the next meal. If the mother holds in mind the special value of each group of foods, she is not likely to provide a lunch which consists of only starches and sweets, nor will she serve meat, cheese, and eggs at the same meal. The lunch must provide for plenty of energy. This may consist of bread, butter, macaroni, rice, potatoes, cereals, plain cake or cookies, etc. Sweets are valuable as energy foods and should have a place in the diet. They should be given at the end of the meal because of their high flavor and ease of absorption. If eaten first,
the child is satisfied and leaves the meal feeling he is
sufficiently fed, when as a matter of fact he is not, but his
appetite for other foods has been destroyed. Candy is
a very concentrated food and should be given in small
quantities only. If given in large amounts, it is irri-
tating; if eaten between meals, it is likely to cause indiges-
tion. The child’s need for building material is immediate
during the period of growth, that is, up to the twenty-
fifth year. After that time the tissue building foods may
be decreased in amount as the body requirement is not
so great. Little meat should be given before the seventh
or eighth year, then it may be added to the diet to sup-
plement milk, but not to replace it. The meals should
also contain green vegetables or fruits. A meal in which
all classes of food are represented in the right propor-
tions is the most important factor in keeping the child in
good condition and leads to the development of a sane
appetite. If these principles are carried out, the child
will not suffer from malnutrition whether he carries a
lunch, goes home to lunch, or buys a hot lunch at school.

At best the basket lunch is a makeshift. It is much
harder to plan and to prepare than the home lunch. Many foods can be served at home which cannot be in-
cluded in it. They may be unpalatable, when cold, or incon-
venient to pack or carry. This cuts down the variety, and
greater care must be taken to avoid sameness. The bas-
et lunch may consist of sandwiches filled with tissue-
building material, as chopped eggs or meat, nut paste or
cheese. Bread and butter, sweet sandwiches or cookies
will furnish the necessary, energy. Fruit, an essential
factor, is appetizing and easily carried. Milk is a valu-
able addition, tho water may be taken. The lunch should
be attractively wrapped and packed. The basket or other
container should receive special care and should be un-
covered when not in use.

For the child who goes home, there is a greater
variety. There is no reason why the usual family dinner,
consisting of meat, vegetables, dessert, bread and butter,
should not be planned to meet the needs. In case of the
small child, milk may be substituted for meat, and fruit
for a rich dessert. The wholesomeness of the meal will
depend not only on the food but on the method of cooking
and manner of serving. There is one precaution which
must not be lost sight of—the noon hour is often too short to permit of proper mastication. This can be remedied in a measure by having the meal ready on time and serving the child first. Even then the child eats rapidly lest he be late to school.

In fifteen cities of the United States, medical examinations have brought out the fact that 29,019 children (or between 5% and 6%) are suffering because they are underfed. To meet this condition, the hot school lunch has been established. In some communities the work has been undertaken by private philanthropists. The penny lunch had a good deal of criticism in that it led to pauperizing, created wrong values, relieved parents of their responsibilities and in many cases promoted wastefulness and disorder. This has been replaced in most cases by selling the lunch at cost or at a very small profit. The tactful teacher can always provide meal tickets for the children who are not able to buy.

The plan of serving the school lunch varies in different schools, but to my mind the best plan is where the child may select between several combinations rather than choose at random individual dishes. In this way such foods as are needed by the child are grouped together, giving him a balanced ration.

Such combinations as the following are good and are easily prepared:

- Baked beans and two buttered rolls...........5c
- Vegetable soup and two buttered rolls........5c
- Macaroni with cheese and tomatoes..........5c
- Creamed salmon and roll........................5c
- Milk, two buttered rolls, apple..............5c
- Potato soup and fish, buttered roll..........5c

"My idea of a prosperous country," says Dr. Wiley, "is a well fed, well nourished country, and that is the kind of country which produces moral people. You cannot be moral if you are hungry."

We are all familiar with the story of Jack the Dullard who retarded his whole class. His mother was an excellent woman in many respects, but knew nothing of food values and little of how to prepare the foods purchased. It is not always the children of the poor who suffer from malnutrition. They suffer often because of
crowded quarters in the home, lack of fresh air and sunlight, employment after school hours, insufficient and unsuitable food. The children of wealthy parents are often undernourished because their food is not of the right kind and proportion. During the first few years of school life the child is facing many new conditions and needs more than ever to be safeguarded against unsuitable food. No extra strain should be put upon him in the way of caring for more food which is not meeting his needs. It has been said that 90% of all children are very well born, but only 10% are well fed. At the close of the Boer War, it was found that two out of every five Englishmen who applied to enlist were rejected because of physical unfitness. At the same time 45% of the conscripts for the German army were disqualified for the same reason. It remains to be seen how our American citizens will show up in the physical test. Investigation has led us to believe that this physical unfitness is due to undernourishment during the period of growth.

In view of the fact that the feeding of children is the foundation of citizenship, is it not worth while to give special consideration to the preparation of the midday meal during the twelve years of the school life?

PEARL POWERS MOODY
EDUCATIONAL VALUES OF SOCIAL ORGANIZATIONS

For many years education was thought of as a body of knowledge obtained only after a careful and diligent study of books lasting often thru one’s lifetime. Education consisted only of “book learning,” as we term it today, and concerned itself only with the development of mental power in the individual. It was a thing entirely separate and apart from the life of the times and did not prepare the individual for active participation in life’s duties. The educated man, because of his seclusive student’s life, was very often less fitted to serve his fellowman in the practical problems of life than the poor workman who knew not one letter from another.

But “the old order changeth, yielding place to new,” until education today means life itself. Every experience that comes to an individual is immediately woven into that educative process, which is eternal. Whether that experience tends to lead upward or downward, whether it improves or degrades, it leaves on the individual an indelible mark which all time cannot efface.

Furthermore, since so many of the experiences which add to this educative process are those which have to do with individuals in their relationship to other individuals, modern education must emphasize and bring about not only mental, moral, and physical development, but also social development. When it is remembered what a vast number of the experiences of life come to one thru, and only thru, the medium of society, it will be recognized that social development is no small part of the great general aim of modern education.

Because, then, of the recognition of the great importance of social development in order that education may fulfill its high and holy mission of preparing for efficient and effective social service, and make possible for the individual the best kinds of experiences, our schools and colleges are emphasizing this phase of their school life as never before. To this end many and varied social or-
ganizations have been formed within these institutions, organizations made up of individuals bound together by one purpose, working together for one end, having ever before them the common good of all.

The value of these social organizations is felt in two directions: by the institution encouraging and fostering them, and by the individuals comprising such organizations.

Students who come to such institutions as our normal schools are just at the age when social life appeals to them most. Many of them for the first time have left the quiet seclusion of their homes, and the influences which have surrounded them all their lives, and are thrust out into the larger world. Here they are to see new people, are to live different lives. Their ideas are to change, unknown possibilities are to be developed, new worlds are to be conquered, ideals and standards for time and eternity are to be formed. Many of these students have come with splendid latent possibilities to be realized, with long cherished desires and unspoken ambitions to be fulfilled. These facts, then, present great opportunities to our institutions, the realization of which will mean untold value to any institution in accomplishing those things for which it is established and maintained. It is the great privilege of our institutions, thru their encouragement, thru their fostering care and enthusiastic interest, to provide such social organizations as will best fill the needs of these hearts and lives.

There is always what we call an "atmosphere" in each school, and, while this atmosphere or spiritual environment is entirely individual, there are always a few essentials of its success which are common to all. Some of these are co-operation, school spirit, loyalty, and a wholesome desire for unselfish service. No institution can afford to be without these; and, however empty her coffers may be, however small her enrolment, the richest school in all our land is that institution which has most highly developed these essentials of her spiritual environment. Each one of these, furthermore, is largely increased and greatly developed thru the means of social organization. In their group work the students learn co-operation with each other, and thru the interest shown
and the help given by the faculty this soon develops into co-operation between the student body and the faculty. Thru these organizations, also, a fine school spirit, a deep interest and love for the common good, and a constant unchanging loyalty to the standards of the organization and to those for which the school stands is developed. Without these no school can attain to the highest and best, or most efficiently train for social service.

Besides this, wholesome social organizations make the school a miniature social community and foster life and growth, giving great opportunities for useful service for others. Even from a business standpoint they are valuable, in that they keep the institution ever before the eyes of the public in a pleasing way. They also enable the institution better to prepare its students to meet the demands of life, and the best advertisement for any school is the efficient and effective workers who go out into the world as graduates from that institution. But, after all, the greatest value that an institution can receive from its social organizations comes indirectly thru the value received by the students themselves.

Man is inherently a social being and the finest qualities of character are those which are developed thru intercourse with others. Many students who come to our institutions have lived narrow lives, bound by personal lines, with a horizon determined by the interests of their own lives. Our social organizations help them to see themselves in relationship to others. At home each student was all important. In school the student is only one among many. There is no sheltering mother's love to overlook faults and excuse failures. Each must stand on her own feet, judged by what she is or is not, by what she can do or cannot do. One of the most important lessons an individual must learn is that of his own limitations, and it is here that social organizations, societies, and wholesome clubs of all kinds, prove very valuable. They enable the student to find herself in her proper relation to others.

Another splendid thing which social organizations do for students is to develop fine qualities for leadership. Students learn gradually, all unknown to themselves, perhaps, to lead other groups of students. Thru actual
duties in some society or club they learn how to work with people, to know and love human nature, how to organize, how to preside. Thru programs of literary societies, they become accustomed to reading or speaking before an audience. In these times as never before the world is calling for men and women who can and will lead others. All social life is divided into different groups, different organizations, and different societies for which leaders are needed, and the success of any social group will depend to a large extent on the ability of its leader. It is especially important that this quality of leadership be developed in students who have chosen teaching for their profession, and who as teachers will have such great opportunities for leadership along all lines.

Besides this, the participation in social organizations develops a sense of responsibility both for one’s self and one’s fellowmen. This is one of the great values derived from a student government system, because its very life depends upon the fact that each student feels the responsibility of upholding her constitution and backing her officers. Nor is she responsible simply for herself, she is also responsible and should be held so for every other member of the student body. Again is this especially important in a normal school, for there is no greater responsibility than that laid upon the teacher’s shoulders, the responsibility of molding and shaping character for the eternal process of life.

One of the many aims of education is happiness, and, while too narrow to embody the whole purpose of education, it is no unworthy aim. The flowers, the birds, and all the beauties of the mountains and the valleys are evidences of the ways in which a loving Creator has planned for our happiness. And so social organizations are valuable because of the happiness they give. Many of the happiest moments of school life center around the societies, and the clubs, and the social activities of all kinds. Very often it is these things that add the joy and zest to school days, which make those days so full of life, ever growing and ever changing. The pleasures enjoyed, the duties well done, the commendation of friends, and the loving companionship of comrades along the way
are flowers which students are ever plucking from this part of their school lives.

But the finest and best gift that social organizations give to the individual is a spirit of unselfishness and loving service for others. There are not many times or many places where there is more need for unselfishness and more call for loving service than in the social activities in the busy days of school life. Before there can be any success in any organization there must be developed these two finest qualities of moral and social character. Since the very life of the organization depends upon them, there is necessarily a splendid opportunity for their development and growth. At the base of all school spirit, of all co-operation, of all loyalty, of all leaderships, of all responsibilities, and of all happiness, are unselfishness and loving desire for service.

Therefore, if social organizations foster and develop the great desire for loving, unselfish service for others with an appreciative sense of responsibility, and an understanding knowledge of life’s opportunities, they are among the dearest and most cherished possessions of any institution and of any student body.

Agnes Brown Stribling
PATRIOTISM

The following brief extract was taken from an address delivered before the Chapel Assembly July 4, 1917.—Editor.

On July 4, 1776, one hundred and forty-one years ago today, the members of the Second Continental Congress acquiesced in the suggestion of the famous Virginian, Richard Henry Lee, and declared ours to be a nation of free and independent states. This anniversary, the birthday of freedom for America, and thus a noted day for democracy throughout the world, should gladden and thrill the hearts of every true American with patriotic emotion.

Humanity pays homage to patriotism because of its supreme worth. This attribute is far more valuable national asset than gold or precious stones, than commerce and industry, than citadels or worship, than battlemented turret or labored moats. Patriotism is the spark of national honor, the fountain of national prosperity, the shield of national safety. Without patriotism, the national soul has fled; bloom and beauty have vanished from the national countenance; the salt of national life has forever lost its invigorating savor.

Again, humanity pays homage to patriotism because of its supreme loveliness. Its absence indicates a perversion of human nature and the beginning of national decadence.

It was the apprehension of such a condition in England that Wordsworth had in mind when he compared the materialistic tendencies of his day to the patriotic ideals of the Puritan Era:

"Milton, thou shouldst be living at this hour;
England hath need of thee; she is a fen
Of stagnant waters: altar, sword, and pen,
Fireside, the heroic wealth of hall and bower,
Have forfeited their ancient English dower
Of inward happiness; we are selfish men.
Oh! raise us up, return to us again;
And give us manners, virtue, freedom, power."

In this brief discourse most of the qualities in which America excels all other nations and for which she claims our love, our loyalty, and cheerful support must be passed over with a mere mention. I must pass
Patriotism

over in silence her rich fields and vast forests, her accessible rivers and navigable seas, the boundless riches hidden beneath her soil and amidst the rocks of her mountains, her refreshing and life-giving air, her inexhaustible wealth of nature’s fairest and most precious gifts and of her matchless inventive genius. I cannot speak of her embodiment of the best attributes of all other civilized nations, her being endowed with the intellectualty of the German, with the polished manners of the Frenchman, with the artistic taste of the Italian, the staunch heart and indomitable spirit of the English, the steadfast piety of the Scot, and the lightning wit of the Celt. I must not even recount the noble deeds and robust qualities of her sons, skilled in commerce and industry, valorous in war, and prosperous in peace. In all these respects America surpasses every other nation; but beyond and above these qualities lies America’s unique and singular greatness, in addition to which her material splendor is merely the fitting circumstance.

America, the last born member of the family of nations, stands forth the highest peak in humanity’s evolution and the crowning effort of ages in the development of human institutions. She has become the land of human dignity, the cradle of individual liberty, the protagonist of human rights, and the protector of the world’s democracy.

When the builders of our Republic declared “that all men are created equal, etc.,” there was enunciated a principle, whose truth was as old as the race but whose practical realization was unknown. For thousands of years, down-trodden humanity, amidst sufferings and revolutions, had been striving for liberty and the pursuit of happiness. Save in the Ideal Republic of Plato freedom of the individual had always been denied among the ancients. Not until the coming of Christ was there proclaimed aloud the doctrine of the common fatherhood of God and the universal brotherhood of men.

Eighteen hundred years, however, went by, and still the Christian world had not harmonized its civil and political institutions with the spiritual faith which it professed. During all this time the Christian faith and learning, old and new, were penetrating and leavening society, preparing it for a time when the idea of individual liberty should become a concrete reality. The
time at last came, and America was the nation. Individual liberty was developed on our soil, first proclaimed in our Declaration of Independence, and it has been since further asserted and maintained by subsequent warfare and legislation.

America, our country, is the only land in which all men are civilly and politically equal. Here all have the same rights and privileges, and enjoy the equal protection of the law. Here our government takes from the liberty of the citizen only what is essential to the welfare of the nation, and this the citizen of his own will freely concedes. In America there are no royal masters who govern in their own rights, for their own interests, or at their own will. We have no Hohenzollern, announcing that in his acts as sovereign he is responsible only to his conscience and to his God.

Here the state is an organization for the benefit of the individual and is subordinated to his interests. Ours is 'a government of the people, by the people, and for the people.' The government is our organized will. Among us rights begin with and go upward from the people to the state. In all other lands rights begin with the state and come down to the people, thus subordinating the people to the state, and what concessions are actually enjoyed by the citizens have been painfully wrenched from the governing powers. Here our nation was born in a struggle for freedom, rocked in the cradle of liberty, and reared into adolescence in the subordination of statehood tyranny to individual freedom.

James T. Walker
A SIGNIFICANT BOOK OF THE MONTH

General Types of Superior Men

General Types of Superior Men, by Osias L. Swartz, published by Richard C. Badger, Boston, is not altogether happy in the name, for it is not so much a description of superior men, as it is a discussion of types and qualities of men who, in the author's judgment, help or hinder in man's social well-being.

The book seeks to analyze the psychological differences between superior men and the pseudo-superior men and the philistine, and to show their relative influence upon social life, and their products on the economics of civilization. The superior man is the man of rare ability, the "genius," the mobile "progressive or dynamic" element in civilization. "The pseudo-superior man is an interested, insincere worshiper of success. He never attacks a harmful social institution, a misleading and erroneous system of beliefs, as long as they are in power and in favor with the majority, as long as it pays better to be on good terms with them."

The philistine is no devotee, except to the status quo, and "has a blind disinterested respect for established institutions, for established opinions." The superior man is an unselfish, creative benefactor among men; the pseudo-superior man is a smart, selfish promoter of his own interest, or that of his class; while the philistine is the stupid, inert material which the pseudo-superior man uses for his own advantage.

The book has nothing new in psychology, but it is painstaking in analyzing the motives that enter into human workers, exploiters, and drones in social life. The author in this prevailing aspect of the book is fertile in ideals and suggestions; but is lacking in constructive hints or processes.

The main purpose of the book is its social teaching and implications. He has only contempt for the pseudo-superior men, in work or thought, regarding them as exploiters of others, being moved by "either vanity or greed."

What he says on this line needs thinking upon, and
if not willingly thought upon now will be unwillingly forced upon men’s thought before long.

The book is suggestive in its psychology; arresting and thought provoking in its sociology, even tho some of his classifications of men and professions discount some of his economic conclusions. The book is in some ways younger than one would expect. The problems which the author discusses have to do with life in complex ways, and his discussion leaves one feeling that his own thoughts are still in solution, with no clear precipitate. But, it may be, after all, that is the strength of the book. It is no small matter to make a thorough diagnosis; that is essential in disease to an intelligent and effective cure for the body social no less than the body physical.

Benjamin F. Wilson

LIVING LIGHT

Sunset, twilight, dusk, and the dark;
Myriads of flitting lights arising
Thru the gathering summer evening mark
Where the wooded grove is sought.

He who made those living lights
To dart, to flash, to trail by night,
Made you and me with power to be
A living light for men to see.

Linda Carter
GRADUATING ESSAYS—JUNE, 1917

It is a source of genuine pride to us to have the opportunity of presenting the annual list of Senior Essays. They are not only an interesting study of the range of thought and activities of the woman of the present day, but they suggest a broadness of training and a truly liberalized outlook upon life that promises much for the future of our schools. As the topics are freely chosen, they indicate a trend of interest on the part of the student and are full of significance in reference to what her enthusiasm may lead to. The authors and their essays are as follows:

ALEXANDER, ANGELYN—The Value of Moving Pictures in Education.

ANDERTON, EDNA ERNESTINE—Chincoteague Island.

ARMSTRONG, ROBERTA—The Country School of Tomorrow.

BAGLEY, FRANCES—The Attitude towards External Nature from the Anglo-Saxon Period thru the Wordsworthian Period.

BALLARD, ANNIE—Development of Education for the Child.

BENNETT, MARY CLIFFORD—Some Factors in the Present Food Problem.

BERREY, ADA LEE—The Waste in Human Life.

BOWMAN, DICK—The Rise of Democracy in English Literature of the Eighteenth Century.

BUCKLEY, MIRIAM—The Value of a School League.


CLARY, KATE E.—The Historical Development of Industrial Education.

COLE, HAZEL D.—Need of Home Economics in Rural Schools.

DAVIES, NELLIE LOOMIS—Two Types of Boarding School.

ELEY, EMILY GAY—The Servant Problem in Institutions.
EPPES, VIRGINIA P.—Our Shakespeare Tercentenary.

EVERETT, RUTH—The Picture: Its Place in Modern Education.

FITZPATRICK, MAY—The Call of the Teacher to the Country School.

GLASSETT, MARY SPOTTSWOOD—The Cultural Value of Art in the Curriculum.

GLENN, AMMIE ELIZABETH—Improved Health Conditions in Our Public Schools.

HALDEMAN, EMILY M.—The Microbiology of Milk.

HUBBARD, ZOLA Y.—The Rural School as a Social Center.

HUFFMAN, KATHLEEN—The Girl’s Position in the World.


KABLE, ELIZABETH L.—Household Chemistry in Cooking.

KEAN, THELMA LEAH—Industrial Education in the High School.

KEETON, BESSIE R.—Why Teach Industrial Subjects in the Public Schools?

KENDIG, MABEL LONG—Prison Reform.

KIRACOFÉ, MABEL—Protective Instincts and Resemblances of Birds and Animals.

LAM, G. ELIZABETH—The Value of Tests in the Educational System of Today.

LOCKSTAMPFER, BESSIE—The Relation of the Kindergarten to Education.

MARSHALL, RUTH—The Value of Good Literature in the Elementary School.

MASSEY, LILLIE—The Purification of Water.

MITLER, ELSIE—The Development of the Present Aim and Method in Education.

MOWBRAY, ELIZABETH—The Improvement of the Rural School.

NICOL, ELIZABETH HENDREN—A Study of Nutrition in Institutions.
PAYNE, NELLIE S.—Poultry as a Business.
PERRY, KATHLEEN—Extension Work in the United States.
PHILLIPS, EVA—Romantic Love in English Literature.
PRUDEN, KATIE—The Social Value of Supervised Playgrounds.
RANKIN, LILLIAN—The Value of a Vivid Imagination.
RODGERS, RACHEL—The Influence of Science on Industry.
ROLLER, KATHRYN BROWN—The Value of Drawing in Public Schools.
ROLSTON, FRANCES—An Observation Lesson from Nature’s School Room.
SAUNDERS, LUNA—Is the Goal of Modern Science Ethical?
SHIFLETT, NETTIE L.—Rural Conditions and Ways of Improving Them.
SHUMADINE, FLORENCE M.—The Values of the Playground.
SPITZER, LUCY—Some Reasons Why Pupils Leave High School and How to Prevent Their Leaving.
SPITZER, NORA—The Progressive Farmer and His Wife.
SMITH, ANNE ELIZABETH—A Plea for Moving Pictures in the Educational World.
STANTON, CHRISTINE—Dietetics and Health.
STANTON, LOUISE—The Relation of Art to the Home.
THOMPSON, STELLA—What the State is Doing for the Advancement of Agriculture.
VAIDEN, RUTH—The Value of Folk Dancing in Education.
WARD, HELEN—What Extension Work has Done and Is Doing for the Rural Districts.
WARREN, MARY J.—The Relation of Bacteriology to Home Economics.
YANCEY, LOIS—Teaching as a Profession.
ZIRKLE, VIRGINIA—Slang: Its History and Usage.
EDITORIAL

DOES THE PUBLIC KNOW WHAT IT WANTS?

Whenever suggestions are made in reference to unsatisfactory conditions in any of the great fields of human endeavor dependent upon public approval, such as journalism, the drama, the moving picture, and so on, the stereotyped reply on the part of those responsible is that they are giving only what the public wants—what, in fact, they demand. The newspapers, it is confidently asserted, are what they are just because the reading public will have what they are furnished and nothing else. The moving picture managers tell us that it is not because they approve of what they are showing, that certain types of objectionable and inartistic pictures persist as apparent screen favorites, but because the people who attend picture shows indicate by their presence their desire for these things. The "legitimate theater," moreover, now that they realize that they should have been less positive that they knew what the public wanted, try to throw the burden of their failure on a public that has lost its desire for the truly artistic.

Such refusal to give a reasonable consideration to unbiased criticism was based, we are inclined to think,
upon a false assumption. Even a superficial examination into the nature and state of the public’s desires reveals the fact that the public does not often of itself know what it wants. It becomes only too readily evident, in fact, that the vague mass of undefined desires is shaped only after an individual’s view is presented with real conviction. The public’s adoption of this view, however, is not at all because this meets its wants or fulfils a long felt desire, but rather because it gives the public something to want. The public is in no respect different from the individuals that compose it; and it is not a striking characteristic of individuals that they have quite so definite conceptions of their needs, their desires, as that commonly imputed to the public. Public institutions indeed reflect the sentiments of the public, but that sentiment is awakened by an individual or a group of individuals before it becomes the property of the public.

That public, in awe of which we are supposed to stand, is constantly in need of having its views and opinions shaped and molded; and the process is exactly the same as is found effective in the case of the individual. The individual’s growth is determined in no small measure by the number and kind of things he is made to want; and this is identically the case with that group of individuals we call the public. The effectiveness of an institution is to be measured, therefore, by the way in which it molds opinion, the degree in which it furnishes things of value to want, and the type of standards it gives by which to measure values. Any institution of high merit, based on rational appeal, succeeds, not by pandering to abnormal tastes, but by giving a definite thing that has something in it worth the having.

Making Use of Her Knowledge to Help Others

It has been the pleasure of those who have been in attendance upon the second summer term of this school for the past two years to be in more or less close association with the ambitious and the splendidly efficient group of girls constituting the prize winners in the different counties of the state in the various canning club activities. The prize awarded for the best work in the county is a free trip to Harrisonburg for a short course canning club. The course is under the general direction of Miss Ella G. Agnew, the State Home Demonstration Agent.
It is customary to have each of the girls in attendance write a brief paper on the benefits received from this course. In view of the tremendous significance of this work at the present time and for the benefit of the one hundred girls who will be in attendance from July 21-30, we wish to publish the best paper of last summer's group. Tho only in a short course, the author learned the best lesson the longest course could give her: "When I reach home, my aim is to help everybody that I can in every way I can."

**The Benefits I Have Received From This Course**

The three courses from which I have received the most good are cooking, jelly making and preserving, and canning. The cooking course conducted by Miss Sale was very interesting and beneficial. I learned the different cuts of meat and the methods of cooking them, how to cook certain vegetables and prevent any odor, the order in which to mix the ingredients used in making breads, and several helpful ideas that will make many processes shorter and easier.

From the preserving and jelly-making course, conducted by Miss Hughes, I learned the essentials of good jelly-making and preserving, the proportions of the main ingredients, how to test jelly, and the proper ripeness of the fruit to be used. I feel that tho I learned a great deal from both of these courses, I really learned more from Miss Slocum's canning course. I knew a little about each of the first two courses, but I had never seen a canner and had no idea of the way in which to manage one. I feel that now, if I were to use a canner, I could can with a fair amount of success. Tho these courses will be of great value, I learned many things from the other courses.

When I reach home, my aim is to help everybody that I can in every way I can. I intend to help mother with the canning, cooking, preserving and jelly making by using the recipes and ideas that I have received while here. I intend to do all that I can to help meet expenses by making every minute count. This I will do by sewing, preserving and canning, and by teaching my younger brother and sister with the ideas received in the course in Manual Arts. I shall try to interest my
girl friends in the Canning Club work, that they may secure such splendid benefits as I have received. I shall work to try to return next year to take the next steps in this work.

Tho I feel that the courses offered are very good ones, I believe that a course in gardening would add still more value to them. When the girls are able to can fruit and vegetables in good shape and can find such good markets for these products, it seems to me that such a course would help the girls to produce better vegetables, and this would make the finished product more perfect; therefore, it would bring better prices and be of more value to both producer and consumer. This is why I think gardening would be a good course to add.

CORA JOHNSTON,
Bedford County, Va.
1st Year Worker.
In this time of national need, when all resources of the country are being called upon, the schools must be made to respond in the fullest possible measure. The United States Government, thru the Commissioner of Education, is urging with all the force that may be brought to bear upon the people that care be taken to prevent any lowering of the efficiency of our system of education. Attention is called to the fact that if the war should be long and severe there will be a great need in its later days for many young men and women who possess scientific knowledge, technical skill, and professional training; and should the war end in a few months the demand will be no less great, for the world must be in large measure rebuilt and America must play the most important part in it. All fields of human endeavor will need the most capable minds and the most skilful hands for this constructive work—in art, in literature, in music, in science, in agriculture, in manufacture, in commerce, and in all divisions of human knowledge and culture. For this reason our educational institutions must be maintained as before and even on a greater scale than before because of the increased demand upon them. We cannot afford to reduce the number of teachers, or the equipment at their disposal. At the same time teachers must be ready to make such sacrifices as may be necessary to promote educational efficiency, even at the expense of their own personal advancement.

All types of schools are called upon to put forth greater activity. School plants should be run to full capacity for forty-eight weeks in the year, and should be open in the evenings, and on Sunday, if necessary, for community meetings, for groups of women working on hospital supplies, clothing, and food for the soldiers, for instruction in first aid, for headquarters for home defense companies, and for instruction in regular school branches, in home economics, and in technical work of various kinds, for those who are employed...
during the day. It is particularly appropriate that all manual training shops, science laboratories, and domestic science equipment be used to their full capacity; and the work should be directed along practical lines and to the production of useful articles for the Red Cross or local charities. Lectures and demonstrations should be given to show the people, young and old, methods of conservation and economy in the use of food and the elimination of waste along all lines.

The wonderful success of the home garden idea in the cities and towns all over the land has called attention to the importance of impressing upon the children in the schools the necessity for utilizing their out of school time for productive work of some sort. The school leaders have a great opportunity to direct this out of school effort along the most useful lines both economically and educationally. This effort should not be limited to industrial production, but should extend to moral and civic development as well. While our soldiers are fighting for the preservation of our national liberty, those who remain at home must make every effort to ensure preservation of our homes and of the ideals of American life. The school should, therefore, find the greatest opportunity in its history for becoming the community center for the propagation of the principles of civic righteousness. Indeed the school itself should be a community, wherein the children will have instilled into their daily lives the important elements of community living, of co-operation, and of social duty. It is fine to have the children salute the national flag each morning, but they must not be led into thinking that their patriotic duty is fulfilled when they have done this. Patriotism must manifest itself in the cheerful performance of the commonplace tasks of the home, the daily chores, and the prevention of waste of every kind; and it must show itself in the conduct of the pupils on the streets and wherever they are gathered together or associated with older people.
The recent commencement exercises all over the land were characterized by the emphasis placed on war topics. The Federal Government made an effort to bring this about as far as possible by the suggestion of suitable themes and other helps. It is believed that the graduates of our educational institutions have gone out this year as never before with lofty ideals of patriotism and with practical ideas as to ways in which to serve their country. In many of our institutions for men the commencement exercises were brief and devoid of all frivolity. A touch of pathos was added in some instances by a mother receiving a diploma for her absent son, or by gaps in the line of young people standing to receive their tokens of graduation. Many institutions hastened their final examinations and conferred degrees on men absent from the closing exercises.

The following excerpts from a bulletin issued by the United States Bureau of Education are so timely that we reproduce them here and call especial attention to them: “In few states is the supply of broadly educated and well-trained teachers equal to the demand. In some states the normal schools do not yet prepare half enough teachers to fill the vacancies. The need for better schools to meet the new demands for a higher level of average intelligence, scientific knowledge, and industrial skill, which will come with the re-establishment of peace, makes more urgent the need for more and better trained teachers......The normal schools should double their energies......Appropriations for the support of normal schools should be largely increased, as should also the attendance of men and women preparing for service as teachers......Practically all women students should remain, and all boys and girls graduating from high schools should be urged to enter college, technical schools, or normal schools......Patriotism and the desire to serve humanity may require of these young men and women the exercise of that very type of self-restraint that will keep them to their tasks of preparation until the time comes when they can render service which cannot be rendered by others......The desire to
render immediate service is praise-worthy, and the spirit which prompts it should be fostered, but it is effective service that finally counts. Schools and school officers, teachers, and students should ever keep this goal of effective service in mind."

The National Education Association meets this year July 7-14, at Portland, Oregon. The officers of this great organization, recognizing the unusual conditions facing the entire country at this time, took up the matter with President Wilson and he advised that the meeting be held as planned. It is thought that the President took this prompt stand in the matter in line with his frequently expressed policy that we must take care to avoid the mistakes made by both Germany and England, namely, neglecting because of the war the work of the schools and educational interests in general. There is evidence that Germany at least is trying to correct the mistake she made at the beginning of the war. It is considered advisable to make every effort for the success of this meeting because of its moral effect in counteracting a possible inclination in some sections to cut down on education. It is understood that an unusually attractive program has been arranged and that broad plans have been made by the great western section. It is a splendid trip for eastern educators to take this summer.

In measures for national defense women are playing a most important part, and graduates of professional and technical institutions for women have an excellent opportunity to use their special training. Particularly is this true of young women trained along household arts lines. Many of these are going into the Red Cross work as dietitians and in other capacities. The National League for Woman’s Service has organized branches in every state and in almost every district. The object of this organization is to co-ordinate and standardize the work of women along lines of constructive patriotism, which includes home duties, community betterment, and supplementing the work of the Red Cross and other such agencies. "For God, For Country, For Home." Some
of the numerous ways in which women may help are: assisting in providing recreational and social facilities of a wholesome type in communities where troops are quartered; providing proper housing conditions where large industries are located; serving hot lunches at certain railway stations and other centers where needed for troops and industrial workers; establishing day nurseries for the children of working mothers; serving as dietitians, stewardesses, cooks, telephone and telegraph operators, motor drivers, office employees, etc., making hospital supplies, canning food supplies; and many other lines of useful occupation. Surely every woman, old and young, can find a chance to share in so big a work.

That every one should do his bit in the avoidance of waste finds unique emphasis in a recent request of the United States Post-Office Department as to the use of postage stamps. Attention is called to the loss incurred by the Government if two stamps are used where one would suffice. For instance, two one-cent stamps on a letter cost the writer the same as one two-cent stamp, but the cost to the Government is twice as much for paper, ink, and labor. Incidentally it costs the sender of the letter twice as much licking to put on two one-centers and they do no more good than the one two-center would do. In addition to the loss in material and labor entering into the manufacture of the stamp, the Government must reckon in the additional weight to be transported and the extra cancellation required. So far as is known the waste of mental energy and time involved in the examination and summing up of the amounts of stamps, particularly on parcels, has not been considered; yet it is obvious that when a parcel is posted, say, with fifty one-cent stamps or what is worse a variety of staps of small and different denominations instead of one or two stamps of large denomination, it consumes the valuable time of postal clerks and interferes with the efficiency of the mail service. These seem like small matters, but when we consider the enormous volume of mail handled every hour we realize the real meaning of the request. We have often wondered why the majority of young women students use two one-cent stamps in-
stead of one two-cent stamp on their letters. Is the habit to be charged against the ubiquitous post-card?

Speaking of postage, it may be remarked, that at this time when everybody is being exhorted to practise economy, the over-payment of postage is quite an item for consideration. Un-familiarity with the postal laws costs us many dollars, and observation leads to the thought that women more frequently than men are ignorant along this line. It seems strange that so often a woman will write a rather voluminous epistle to—well, to anybody she pleases—and desiring to save the recipient from paying overdue postage will affix the usual two cents and then add an extra one-cent stamp, confidently believing that this takes care of the extra weight. It seems so easy, too, to forget that odd amounts never pay postage on mail matter that is sealed, the amounts must always be even. So, young ladies, after paying the usual two-cent postage on your heavily laden missives, be sure to put on another two cents if the weight is even the smallest fraction over one ounce, for Uncle Sam is cranky and charges you as much for the privilege of sending the extra one-tenth ounce postscript as he does for a whole extra ounce, and you and—he—might just as well get the benefit of all that your uncle allows you.

How would you, my dear young friends, like to live where mail can be received only about once a year, and not always then? Such a place is Pitcairn Island. If your sweetheart lives there, your letter will have to cross the continent to San Fransico, then across the Pacific to Yokohama, then take a little jaunt to Tahiti—wherever that may be—and if the little love god happens to be around and on his job perhaps after reposing there for a long period of months a tramp freighter will happen along and agree to stop at Pitcairn to deliver it—and this happens just about once a year, not oftener. Well, perhaps this is a good place to go to escape from the clutches of "high cost of living" and to flee "wars wild alarums," but it is not very promising for the correspondence method, is it?

J. A. B.
The Peabody Campus Reflector is conducting a symposium thru members of the summer faculty. The general topic is, "The Educator's Part in World Reconstruction." Mr. Heatwole is to contribute an article on moral adjustment to this world crisis.

The needs of the rural schools are among the most discussed topics at educational gatherings. This summer Peabody Teachers College is affording much opportunity to the rural supervisor and rural teacher. Every Saturday morning a Rural Life Conference is conducted by Dr. Eugene Clyde Brooks, of Trinity College, N. C. Mrs. Brown of Winthrop Normal School, N. C., is conducting a model rural school on the campus. During the second term, a conference of rural supervisors will be held. The majority of the state supervisors in the south will be in attendance. There will be round table discussions upon topics related to the present needs of the rural schools.

Virginia is well represented on the summer faculty of George Peabody Teachers College; Professor Heatwole, of the State Normal School at Harrisonburg, has classes in History and Philosophy of Education; Mr. Robert Cecil Beale, one time of the University of Virginia, is in the English department; Dr. John Jennings Luck, of University of Virginia, has classes in Mathematics; Miss Grace E. Mix, of Farmville State Normal School, is in charge of Kindergarten Education, Miss Rachel Elizabeth Gregg, of State Normal School, Harrisonburg, has some of the classes in Primary Education. Other teachers on the faculty, who at one time were connected with educational institutions in Virginia, are Misses Margaret W. Haliburton, Margaret A. Lemon, Rhea Scott, Dr. John M. McBryde, Jr., and Dr. Edwin Mims.

The Virginians had their first meeting of the summer quarter Saturday evening, June 23d. A good percent of the state's delegation was present.

Mr. C. K. Holsinger was elected President and James E. Hillman, Reporter. Prof. C. J. Heatwole, chairman, and Mr. G. N. Guy and Miss Armstrong were appointed to constitute the Pageant Committee. Misses Briggs and Lyle constitute the social committee.

The social committee announced the first picnic of
the summer for Wednesday, at 6:30 p. m., on the lower campus.

Virginia expects to be on the map during the summer as usual.

Two graduates of the State Normal School at Harrisonburg, Miss Mary Lyle and Miss Mary Simmons, are in attendance at the George Peabody Teachers College this summer.

The Summer School has kept pace in many other respects with its growth in numbers. While this year's school is unprecedented in point of attendance, it is apparently no less so in the quality of work and the ability to do fine things. In the patriotic pageant held in celebration of July 4, the resourcefulness, the intelligence, and the untiring energy and enthusiasm of those who took part was splendidly demonstrated. It is only just praise to say that it was a magnificent spectacle, every detail of which was carefully planned and admirably executed. It set a new standard for the future in such undertakings. The management of the affair was under the general direction of a committee of the faculty, of which Miss Kate Kelley, the Supervisor of the Summer Observation School, was chairman.
SCHOOL AND ALUMNAE NOTES

The recent announcement, that our professional and technical courses will be extended by the addition of two post-graduate years leading to a degree, has met with much enthusiasm on the part of graduates of the school. The diploma of graduation will be awarded at the end of two years of professional work or work in household and industrial arts as in former years. Graduates who may so desire will be able now to continue their work at once or to resume it after teaching; and at the end of one post-graduate year a special Post-Graduate Diploma will be awarded, while at the end of two post-graduate years the degree of Bachelor of Science will be conferred. A number of young women graduating at the recent Commencement will return in September for this post-graduate work, and several who graduated one or more years ago will also return for it; so that the prospect is good for a number of B. S. degrees to be conferred in June, 1919.

The extension of the work of the institution is justified by the increasing demand for high school teachers, teachers of departmental work, principals, normal training class teachers, critic teachers, supervisors, and similar positions carrying an unusual degree of responsibility. The fact that many young men are being called away to serve the nation at this time creates an extraordinary demand for young women prepared for the more responsible teaching positions and also for administrative positions. On the technical side there is great demand for broadly trained young women, as dietitians, managers of institutions in various capacities, home demonstration agents, community workers, etc. This demand will not only not decrease but it must increase as the war continues or even if peace comes speedily. Great opportunities are coming in the near future to women who are thoroly prepared and our school will make every effort to help prepare them.
The summer schools in a number of places are explaining a decrease in attendance as being due to the unusual conditions brought on by the war. Happily, our own school has no need to find an explanation for a decrease, but rather might be called upon to explain an immense increase. The summer school enrolment this year has reached almost seven hundred, and the advance registration for the August term indicates that the total enrolment for the summer quarter will go considerably beyond that record-breaking figure. This represents an increase of about one-fourth over last summer. If we had more dormitory accommodations there is no doubt that this number would be even greater than it is.

Inasmuch as sometimes misinformed or purposely prejudiced persons make statements reflecting upon the spiritual side of student life at our public educational institutions, it is interesting to note the recent publication of a large volume containing the results of a survey made throughout the United States of a "nonsectarian movement to encourage Bible study." From this it will be seen that a large number of public educational institutions are doing serious work along this line, and that public school systems in a large number of states have arranged for systematic study of the Holy Scriptures for school credit. This book is briefly reviewed on a following page; and the purpose of this reference is merely to call attention to the fact that our own normal school is cited as one of the pioneers in this movement and its plan is commended, several pages being devoted to our work as well as numerous brief references at various places in the volume. A letter from the author informs us that our plan has features different from those found at any other institution in America, and he considers these features a great advantage.

We trust that we shall not be considered immodest in remarking that again Harrisonburg has shown that it is a leader and not entirely a follower of others, and surely there could be no more important line of leadership. Incidentally we should think that anyone
who really wishes to inform himself as to the spiritual
life and opportunities of our students will have still less
reason to remain uninformed after the publication of
this book.

The coming session will bring several changes in the
faculty. The position of Matron will be abolished and
the duties heretofore falling upon this
official will be divided among others.
Miss Corbett, the efficient dietitian and
instructor in institutional management,
will have general charge of all the housekeeping. This
will afford excellent facilities for the instruction in insti-
tutional management, while at the same time co-ordinat-
ing the work on a much better basis. A professional
registered nurse will be in residence in the dormitories
and will care for the sick. The other duties formerly
carried by the Matron will be assumed by Miss Natalie
Lancaster, who will become Social Director. Miss Lan-
caster has been connected with the school as instructor
in mathematics since the beginning, eight years ago, and
during this time has very closely identified herself with
all the social and religious interests of the school. Her
personal characteristics and her experience as adviser to
the Young Women’s Christian Association and the Stu-
dent Association fit her for this new position in a fine
way, and this announcement will no doubt be received
with joy by all former students of the school to whom she
has endeared herself in the past.

With the opening of the Fall Quarter, Professor
Heatwole will resume his work in Education. He has
been on leave of absence during the last academic year,
studying at Columbia University. Miss Agnes Strib-
ling, who has so faithfully helped fill the big gap left by
Mr. Heatwole’s absence, will be regretfully missed next
session. In May Miss Gertrude Button resigned her
position in the Household Arts Department to accept a
position as Home Demonstration Agent in Greeneville
County. She writes us glowing accounts of her experi-
ences with her “Ford” and other things; and we are
sure that her training and enthusiasm will make her one
of the most valuable agents in Virginia.

Dr. T. C. Firebaugh, who has been School Physician
since the opening of the institution, has received his
commission as Captain in the Medical Corps of the
United States Army, and has left for Fort Oglethorpe,
Georgia, in compliance with orders received from head-
quarters. It is probable that Dr. Firebaugh will be sent
for hospital duty in France at an early date. The
school owes much to his close attention and fine work,
particularly along preventive lines, as our health record
has been extraordinarily good. In his place as School
Physician the institution has secured Dr. J. H. Deyerle,
one of the ablest and most favorably known physicians
and surgeons in this section. His training, experience,
and personality qualify him in a superior degree for the
important responsibilities which will devolve upon him
as guardian of the health of our school.

The many friends and former students of Miss
Margaret King will regret to learn that she was com-
pelled to give up her work as instructor in the Summer
Quarter at the end of the first week, in order to go to a
hospital for treatment. At this time it is not known
when she will be able to undertake teaching again. The
work formerly done by Miss King in the regular session
will be in charge of Professor Paul R. Little, who holds
the B. S. degree from the Maryland Agricultural
College, and has had special work at the University
of Minnesota. For the past five years Pro-
fessor Little has been an agricultural director
in Minnesota and has made an enviable repu-
tation along practical lines as well as in his teaching.
It is our plan to extend the work in agriculture consid-
erably during the coming year, particularly in view of
participation in the Federal appropriation derived from
the so-called “Smith-Hughes Bill”. Professor Little
will also develop the new course in biology.

To fill the important position of resident nurse, the
school has secured Miss Ethel Godfrey, R. N., of Athens,
Georgia. Miss Godfrey is a graduate of the Charing
Cross Hospital, London, England, and has had long ex-
perience in general practise in South Carolina, was for
two years resident nurse at Chicora College for Women,
and during the past two years as been doing similar
work at the State Normal School at Athens, Georgia, and
in the Crawford Long Infirmary at the University of
Georgia. Miss Godfrey will have entire supervision of
the sick in the school, under the directions of the School
Physician, Dr. Deyerle, and will also give instructions in
"Home Nursing", in Red Cross work, and later in
"Institutional Nursing".

In the Household Arts Department the work will be
reorganized so that all of the courses in theory and prac-
tise will be under the direction of Miss
Sale, all the courses in foods and cookery
under the direction of Mrs. Moody, all
of the courses in institutional manage-
ment under the direction of Miss Corbett, all of the
courses in clothing and textiles under the direction of
Mrs. McMichael, and the courses in nursing under the
direction of the resident nurse. Mrs. Carrie B. Mc-
Michael, who takes the work formerly done by Mr.
Shriver, is a teacher of wide experience and strong per-
sonality. She holds the A. B. degree from the Female
Institute at Jackson, Tennessee, and the B. S. degree
from Peabody College for Teachers at Nashville. At the
latter institution she specialized in domestic arts, and in
addition to this has completed a trade course in Phila-
delphia.

HONOR ROLL FOR THIRD QUARTER

The following students made Honor List grades in
their classes during the Spring Quarter, ending June 5,
1917:

Grade "A" on all subjects:

Misses Mary C. Bennett (Senior 2d Consecutive Qr.
Rosalie Brock (Sophomore)
Bertha Burkholder (Special) 3d Consecutive Qr.
Nellie Critzer (Junior)
Viola Keefe (Junior)
Anna Lewis (Sophomore)
Ruth McGhee (Sophomore) 2d Consecutive Qr.
Inez Marable (Junior)
Ruth Marshall (Senior)
Elsie Miller (Senior)
Elizabeth Primrose (Junior)
Verlie Story (Sophomore)
Genoa Swecker (Sophomore)
Grade “A” on all subjects except one, which is “B”:

<table>
<thead>
<tr>
<th>Misses</th>
<th></th>
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<tbody>
<tr>
<td>Angelyn Alexander</td>
<td>Frances Kemper</td>
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<tr>
<td>Frances Bagley</td>
<td>Hazel Davis</td>
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<tr>
<td>Madge Bryan</td>
<td>Mabel Kendig</td>
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<tr>
<td>Sadie Cox</td>
<td>Mildred Kidd</td>
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<tr>
<td>Cora Davis</td>
<td>Susie Marks</td>
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<tr>
<td>Esther Derring</td>
<td>Kathleen Moomaw</td>
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<tr>
<td>Mamie Eppes</td>
<td>Elizabeth Nicol</td>
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<tr>
<td>Andrey Girard</td>
<td>Kathleen Perry</td>
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<tr>
<td>Mary Glassett</td>
<td>Eva Phillips</td>
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<tr>
<td>Susie Hawkins</td>
<td>Gertrude Pierce</td>
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<tr>
<td>Mae Hoover</td>
<td>Mary V. Rodes</td>
</tr>
<tr>
<td>Annie Johnson</td>
<td>Katheryn Roller</td>
</tr>
<tr>
<td>Mary Jones</td>
<td>Margaret Watson</td>
</tr>
<tr>
<td>Sallie Zabawa</td>
<td></td>
</tr>
</tbody>
</table>

Grade “A” on all subjects except two, both of which are “B”:

<table>
<thead>
<tr>
<th>Misses</th>
<th>Mrs. Madie O’Rork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juliet Coffman</td>
<td>Ella Peck</td>
</tr>
<tr>
<td>Annie Dunn</td>
<td>Elizabeth Pugh</td>
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<tr>
<td>Virginia Eppes</td>
<td>Dorothy Richardson</td>
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<tr>
<td>Gaylord Gibson</td>
<td>Florence Shumadine</td>
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<tr>
<td>Mae Kellam</td>
<td>Grace Snedegar</td>
</tr>
<tr>
<td>Helena Marsh</td>
<td>Ennis Strupe</td>
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<tr>
<td>Merla Matthews</td>
<td>Dallas Warren</td>
</tr>
<tr>
<td>Estelle Mohler</td>
<td>Mary Warren</td>
</tr>
<tr>
<td>Maude Moseley</td>
<td>Margaret Webb</td>
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<tr>
<td>Elizabeth Mowbray</td>
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</tbody>
</table>

The Commencement this year was an exceptional one in many respects. The Senior play, an old favorite, *The Lady of Lyons*, was by far the best amateur performance ever produced at the school—and this is said with the full knowledge of the superbly rendered plays given by the Seniors of other years. The following students composed the caste: Angelyn Alexander, Annie Ballard, Virginia Eppes, Zola Hubbard, Mabel Kendig, Elizabeth Mowbray, Elizabeth Nicol, Elsie Miller, Nellie Pace, Kathleen Perry, Kathryn Roller, Florence Shumadine, Lucy Spitzer, and Ruth Vaiden.
Fifty-eight full graduates were awarded their diplomas at the final exercises of Commencement. The list is as follows:

The list of students graduating since June, 1916:

**July, 1916**
- Beulah Gladys Anderson
- Lillian Long Elliot
- Margaret May Rowbotham

**August, 1916**
- Marie Bingham Baird
- Mary Emma Scott
- Harriette Lorraine Eldred
- Kathleen Sylvia Warner

**December, 1916**
- Lizzie Miller Jarman

**June, 1917**
- Angelyn Eliza Alexander
- Bessie Alma Lockstampfer
- Edna Ernestine Anderton
- Ruth Marshall
- Frances Lee Bagley
- Elsie Rebecca Miller
- Annie Elizabeth Ballard
- Ann Elizabeth Mowbray
- Mary Clifford Bennett
- Elizabeth Hendren Nicol
- Dick Alma Bowman
- Nellie Scott Payne
- Miriam Buckley
- Kathleen Dickinson Perry
- Emma Elizabeth Byrd
- Eva Lillian Phillips
- Kate Edwena Clary
- Sarah Katherine Pruden
- Hazel Dorothy Cole
- Lillian Rankin
- Nellie Loomis Davies
- Rachel Rodgers
- Emily Gay Eley
- Kathryn Brown Roller
- Virginia Pegram Eppes
- Frances Rolston
- Annie May Fitzpatrick
- Luna Elizabeth Saunders
- Mary Spottswood Glassett
- Nettie Lee Shiflett
- Ammie Elizabeth Glenn
- Florence May Shumadine
- Emily Margaret Haldeman
- Anne Elizabeth Smith
- Zola Younge Hubbard
- Lucy Elton Spitzer
- Kathleen Huffman
- Nora Lelia Spitzer
- Elizabeth Leftwich Kabler
- Christine Stanton
- Thelma Leah Kean
- Louise Stanton
- Bessie Reid Keeton
- Stella May Thompson
- Mabel Long Kendig
- Helen Grace Ward
- Mabel Ruth Kiracofe
- Mary Jarman Warren
- Grace Elizabeth Lam
- Lois Yancey
- Virginia Zirkle
Following an excellent precedent set some years ago, the Seniors presented a gift of great value in many respects to the school. It is in the form of a handsome panel, representing "The Landing of Columbus," and is placed over the mantel in the room at present used as an Auditorium.

In addition to the usual graduates of this school, the Bible courses, conducted on our special plan of co-operation with the churches, sent out their first class; thirty-three young ladies completed their two-year course and were accorded some special exercises at their churches.

The Alumnae features of the Commencement were unusually attractive this year. It was the year for the reunion of the class of 1912. Service, loyalty, patriotism, were the dominant notes of every meeting; every one seemed to be bent on making her training count for something; and besides the social benefits and pleasures of such an occasion, there were other values, even more permanent, that they succeeded in carrying away. The list of those who registered is as follows:

Anna Allen, 1914
Florence Allen, 1914
Elizabeth Mitchell, 1914
Ruth Grove, 1916
Margaret Ropp, 1916
Lillian Elliot, 1916
Mary Scott, 1916
Jennie Loving, 1916
Pearl Haldeman, 1912
Josephine Bradshaw, 1914
Olivine Runciman, 1913
Lizzie Miller Jarman, 1916
Marie Johnson, 1915
Maria Murphy, 1915
Mary Alexander, 1915
Frances Cole, 1915
Anna Ward, 1913
Nan Morrison, 1912

Caroline Eisenberg, 1916
Lilla Gerow, 1915
Agnes Stribling, 1915
Frances Mackey, 1913
Grace Rhodes, 1912
Louise Holland, 1914
Ione Bell, 1913
Ethel Sprinkle, 1911
Delucia Fletcher, 1916
Edna Dechert, 1916
Vadga Whitesel, 1912
Freida Johnson, 1915
Ruth Witt, 1916
Ellen Engelman, 1916
Mary Bosserman, 1915
Mary Thom, 1912
Tennie Cline, 1915
Mary L. Smith, 1914
Virginia Dudley, 1912        Florence Keezell, 1914
Sadie Davies, 1912          Erma Cline, 1914
Mattie Brunk, 1916          Edith Suter, 1913
Anna Brunk, 1916            Eva Massey, 1912
Ida Via, 1914              Lucile Early, 1916
Frances Carpenter, 1914     Mary Early, 1916

The classes in Red Cross work have spent a busy spring and summer at the school. A number of students and instructors are qualifying as instructors under the training of Miss Bishop, a Red Cross nurse, the superintendent of our hospitals. Dr. James H. Deyerle, a local physician and surgeon, has given a course of lectures on first aid work. The sewing classes, taught by Mrs. Pearl M. Moody, of the Household Arts Department, are busy on garments for hospital use. Miss Frances Sale is county chairman of the Council of Safety, while Mrs. W. T. Sanger is president of the Harrisonburg organization of the same nature. They are working on the different phases of war-time needs, such as food conservation, labor, hospital supplies, etc. Interest in all phases of the work is widespread and lasting, and big things are being accomplished.

NAMING THE BUILDINGS AT THE NORMAL SCHOOL

As a feature of the Commencement exercises, President Burruss announced the names of the buildings hitherto referred to more or less according to personal preferences. As the buildings increased, it became more and more inconvenient to use a haphazard list of names, however dear some of them may have become through association; hence, a change seemed advisable.

A list of names of persons distinguished in local history was submitted to the student body, the alumnae, and the faculty. The separate balloting resulted in the following choice:

Science Hall is to be Maury Hall.
Domitory 2, Ashby Hall.
Domitory 3, Spotswood Hall.
Students’ Building, containing the library, offices, etc., Harrison Hall.
Dormitory 1 was named by the graduating class of 1913 Burruss Hall in honor of President Burruss; but as the policy has been adopted of not using the name of any one still living, it was decided to change the name, with the permission of the class of 1913 who will have their reunion next year and thus have an opportunity to re-name the building at that time.

Science Hall is to be “Maury Hall”, in honor of Matthew Fontaine Maury, scientist, author, educator, born near Fredericksburg in 1806, distinguished at home and abroad for his investigations and discoveries in navigation. He was the first to give a complete description of the Gulf Stream; the first to suggest the establishment of ocean cable communication; practically the founder of the science of hydrography. His own country has singularly failed to honor him in any specific way, but twelve European nations bestowed orders of knighthood and other honors upon him; his Physical Geography of the Sea was translated into six languages. The French emperor offered him the superintendency of the Imperial Observatory at Paris, but he accepted the chair of physics at the V. M. I. at Lexington, Va., where he died in 1873. He is perhaps most familiarly known as the author of a series of geographies studied for some years in the public schools.

Dormitory 2 is to be “Ashby Hall,” which seems very fitting as the Ashby monument is so near. Turner Ashby, of Fauquier County, at the outbreak of the civil war raised a regiment of cavalry, and being a fine horseman, a soldier by nature, and possessed of a remarkable personal daring, soon distinguished himself and was made a brigadier-general a short time before his death near Harrisonburg in a skirmish preceding the battle of Cross Keys.

Dormitory 3 was named “Spotswood Hall,” for Alexander Spotswood, soldier, statesman, explorer, governor of Virginia, who in 1716 with the knights of the golden horseshoe discovered the Valley of Virginia and marked it for the English king. He came to Virginia in 1710, bringing with him the writ of habeas corpus hitherto withheld from the province; introduced many reforms in law, etc., exerted himself in behalf of
William and Mary College, and supported every measure conducive to the general welfare.

The Students' Building, containing the offices, library, etc., was named "Harrison Hall," in honor of Gesner Harrison, born in Harrisonburg in 1807, one of the family for whom Harrisonburg was named. He had degrees in the schools of ancient languages and medicine from the University of Virginia and was professor of ancient languages there for twenty years.

Cleveland Cottage will retain its name, in honor of Miss Annie V. Cleveland, a member of the faculty until her death in December, 1916.

CONTRIBUTORS TO THE ALEXANDRIAN FREIZE IN THE LOBBY OF HARRISON HALL

The copy of the famous Thorwaldsen Frieze, "The Triumphal Entry of Alexander into Babylon," placed in the lobby of Harrison Hall, has been completed; the generous contributions of the friends of the school made an easy task of the ambitious undertaking of adequately adorning the hall of this building. The list of the contributors, representing the order of the slabs, tho not that of the donations, is as follows:

The Faculty, 1916-1917—Slabs A, I, II, III, IV.
Lee Literary Society—Slab V.
Harrisonburg High School Club—Slabs VI, VII.
Piano Students, 1916-1917—Slab VIII.
Lanier Literary Society—Slab IX.
Class of 1919—Slabs X, XI.
Art Appreciation Class, 1916-1917—Slab XII.
Industrial Classes, Main Street School—Slab XIII.
Class of 1918—Slabs XIV, XV.
Summer School, 1916—Slabs XVI, XVII, XVIII.
Kindergarten Club, 1914-1917—Slabs XIX, XX, XXI.

LIST OF DONATIONS TO THE NORMAL SCHOOL MUSEUM

The school is looking forward to having during the coming year a fireproof room in the basement of Harrison Hall for the proper deposit and arrangement of such gifts and loans as are being more and more frequently made of museum and art material. While the school has
already made a beginning of furnishing this sort of laboratory material for a number of its classes, such as Virginia history and art appreciation, greater emphasis will be placed on the matter now that suitably lighted and well protected space can be provided for such articles. A partial list of articles now in hand, with the names of the donors, is presented below:

C. S. A. Bayonet—Miss Julia Glastok.
Bomb Shell from Port Republic Battlefield—Mr. S. F. Wagner.
Relic from Big Bethel Battlefield—Miss Rosa Tinder.
Old Straw Bread-Basket—Mr. J. M. Kagey.
Old Flail formerly used in threshing grain—Mr. J. M. Kagey.
Gavel from the Ashby Tree—Turner Ashby Chapter, U. D. C., Harrisonburg.
Slab from the Ashby Tree—Mr. J. L. Reiter and Daughter, Alma.
Piece of Home-Made Rag Carpet—
Old Wooden Weaver’s Shuttle—Miss Bertie Mundy.
Relic of Johnstown Flood—Miss Florence Allen.
Old Bank Notes—Shenandoah Valley National Bank, Winchester.
Relic from Baltimore Fire of 1904—Mr. J. L. Reiter.
Relic from Old Washington House—Miss Idell Reid.
Grain Sickle—Miss Annie Heatwole.
Carpet Bag—Miss Elizabeth Heatwole.
Old Record Book, Sons of Temperance—Miss Nina Randolph.
Small Hand Sausage-Stuffer—Dr. E. R. Miller and Sister.
Colored Pictures of the Mardi Gras at New Orleans—Miss Helena Marsh.
C. S. A. Calendar—Miss Evelyn Culton.
Old Flax-Break—Rev. M. B. Miller.
Letter from the British Sovereign, 1912—Miss Rhea Scott.
Bayonet, used in Civil War—Fred Switzer.

A LETTER FROM DR. WAYLAND

Among the members of the faculty who are spending the summer in other fields is Dr. Wayland. We wish to share with the readers of this section of our magazine the letter which it was our privilege to receive from him. The portion of the letter of general interest follows:

Just here I may say that I have before me a letter written June 11 from Denbigh, Va., by Miss Annie Sale, in which she says:

“I am to go into Newport News the first of July to take charge of a cannery there that is being run under the auspices of the chamber of commerce. It is for the benefit of the housewives of Newport News and surrounding counties who want to conserve food for winter. We have a splendid National Steam Pressure canner and all the conveniences for canning and will have a good evaporator for drying. My assistant will have charge of the county work, with what help I can give her. I am looking forward with pleasure to my work in town.”

Here at Knoxville I am teaching three classes daily, five days in the week, at the University of Tennessee. The school now is known as the Summer School of the South, and is attended by men and women from many states. In my classes I have about 100 pupils, representing 12 states, lying geographically from Maryland to Louisiana and Oklahoma. Oddly enough I have nobody from Virginia, and I have not, thus far, been able to find a single student from Virginia. The only way I can
account for this situation is by theorizing thus: Virginia has such good summer schools of her own that it is not necessary for the teachers of Virginia to go outside of her borders for training.

However, we Virginians that are here are preparing to make a noise that will sound like patriotism in the 4th of July pageant. President Ayres’s wife and one of his daughters are natives of Virginia. So also are Miss Mary W. Ball, the Y. W. C. A. secretary, and Mrs. Campbell, wife of Professor John P. Campbell. Mrs. Campbell was a Miss Hunter of Winchester, a daughter of Major Robert W. Hunter, well known over the state. We are not telling anybody yet what we are going to do. The stunt that each group “pulls off,” as well as the number of students in attendance at the summer school, is supposed to be a profound secret until the 4th of July, when each one is given to the winds in the pavilion dignified as “Jefferson Hall.” By the way, the room in which I meet my classes is in a handsome red brick building called “Science Hall.”

The University of Tennessee is located on a high hill, overlooking the Tennessee River. It is in the southern part of the city, and is familiarly known as “The Hill.” Four of the buildings, Old College, West College, East College, South College, stand in a group on the crest of the hill. They are nearly a hundred years old and are soon to be replaced, I understand, by new structures, for which the state of Tennessee has recently made liberal provision. One of the newest buildings here is the Carnegie Library, erected in 1910. In it I find a well classified lot of books, and bound volumes of magazine files of unusual scope and value.

I have my room near the Knox County courthouse, which stands at the intersection of Main Street and Gay Street. In the courthouse yard are three stones—markers. One shows the spot where Governor William Blount made a treaty with a number of Cherokee chiefs; another shows where the first blockhouse stood; and the third is a tall granite shaft over the grave of John Sevier, six times governor of Tennessee. Sevier, by the way, was born in Rockingham County, Virginia, not far from Tenth Legion. Perhaps sometime our people will
honor him with a monument. He was one of the greatest men of the Revolutionary period in this part of the country. John Sevier’s second wife was “Bonny Kate” Sherrell. At the table where I sometimes eat in Barbara Blount Hall sits a tall brunette by the name of Sherrell. She says that she is of the “Bonny Kate” family.

I left Harisonburg on June 12 and made several stops on the way to Knoxville. On the way, too, I saw a number of Harrisonburg girls. At Buena Vista, Miss Elizabeth Mowbray, president of the graduating class, came into the train and almost touched me before she noticed who it was. At Natural Bridge station she pointed out to me the home of Ruth McNair. We rode together until the train passed Roanoke. There Miss Mowbray took another train to go to her home at Graham. Among the crowd at the Roanoke station I saw one of the girls who was at Harrisonburg last summer, and who took an active part in getting up the Roanoke City stunt in the pageant. She said that she was homesick for Harrisonburg this summer. Her name is, I think, Miss Frazier, but I cannot be certain—and I was ashamed to ask her.

At East Radford I got off and stayed till the evening of the following day. Dr. John Preston McConnell, President of the Radford Normal, was the first man I learned to know among the students in my classes when I first went to the University of Virginia in September, 1900. He has been my good friend ever since. He and Mrs. McConnell entertained me most hospitably, and the Doctor took me around to see the various historic places in the vicinity: for example, the monument to Mary Draper Inglis, the first white woman married in Virginia west of the Alleghanies, and whose fortitude in escaping from the Indians forms one of the most wonderful chapters in pioneer history. He also pointed out to me, at a distance of perhaps half a mile from the Normal campus, the white monument that marks the grave of Stockton Heth, whose name was recently much read in the press of the country.

While I was at Radford it happened that Professor Gilbert, the history teacher, was sick, so I tried to make
myself useful by meeting several of his classes. Among other friends I met there were Professor Avent, Miss Walker, a sister of Professor J. T. Walker, Miss Mary Simmons, one of our former students, and Miss M'Ledge Moffett, whose genial spirit will always enhance the early history of Blue-Stone Hill.

From Radford I went on to Rural Retreat, famous for its cabbages. It is the goodly land of a thrifty people. There I was entertained from one day to the next in the comfortable home of Mr. and Mrs. J. H. Hufford, whose daughter Nancy was a member of our graduating class last year. At Marion, while the train rested, I had a pleasant chat with Maude Shapleigh, a member of the class of 1913. She, like Miss Hufford and Miss Beulah Anderson, whose home is near Marion, has been teaching successfully.

At Bristol I took a train for Big Stone Gap, via the famous Natural Tunnel of Scott County. The Tunnel was passed shortly before dark, and from the vestibule of the car I got a fair notion of it. It probably is as wonderful among natural curiosities as the Natural Bridge. It is wide enough to accommodate a good-sized stream alongside the railway track, is arched high over head in certain parts, and is much longer than I had imagined. The opening is not straight thru the mountain, but elbows rather sharply about halfway. At Big Stone Gap I was told that the prototype of the Red Fox in "The Trail of the Lonesome Pine" used to live in the mountains near the Natural Tunnel.

Big Stone Gap is an attractive town, lying in a level plain that is walled in on all sides by towering mountains. Around the plain on both sides run branches of the river, just as John Fox tells in his famous story. In fact, so far as I could see, all the descriptive touches in "The Trail of the Lonesome Pine" are true to the place. Under the guidance of Miss Janet Bailey, who will be remembered as one of our former students, I went around the town. I saw Imboden Hill and near to it the schoolhouse where June attended school. I saw also the old lodging house where she had her room, and just behind it the place where the old mill stood. The mill has been gone for years, but the waters still make the same music that sweetened the homesick life of the girl from the mountains. I saw John Hale's old office
and one of the lawyers who figured in the trial scene. As we passed the quaint home of John Fox, Jr., I was disappointed to learn that he was out of town. But we went up the Gap and paused a moment where the road leads westward toward Black Mountain, Kentucky, and the Trail of the Lonesome Pine.

Miss Bailey is teaching successfully in the handsome school building at Big Stone Gap. While there I saw also Maude Wolfe and Myrtle Cawood, former Harrisonburg students. Nannie Sword and Juanita Stout I heard of but did not see. Virginia Slemp had just married and moved into a state far south, so I did not see her either.

From Big Stone Gap I went by the Louisville & Nashville Railway to Cumberland Gap, where is located Lincoln University. It was from that institution that Malinda Chance took a degree only a month or two ago. Cumberland Gap is a huge notch in the Cumberland Mountain, a range that stretches itself tall and steep far across the southwest. The gap is not low enough to allow the streams to pass thru—it is perhaps 700 feet above the lowest parts of the adjacent valleys; but it is the best crossing place for long distances either way, and consequently it has been haunted by the feet of travel ever since the white men have known of it. Long before they came the buffaloes and Indians used it.

Daniel Boone's famous trail into Kentucky led thru Cumberland Gap, so I was glad that I had to wait there several hours between trains. It gave me time to climb up the road under the brow of Pinnacle Peak and cross a hundred yards or two into the "Dark and Bloody Ground." Right in the saddle of the notch, near the point where the three states of Virginia, Kentucky, and Tennessee meet, is a massive square monument, erected to Boone's memory by the Daughters of the American Revolution of four states—Virginia, Kentucky, Tennessee, and North Carolina. At different places nearby I could see the old earthworks used in the Civil War, for Cumberland Gap was a strategic point to Blue and Gray.

As I came straight down the hill by an old path I met four boys in khaki climbing up. They were from Nashville, Tennessee, they told me, and were evidently going across the gap to guard the mouth of the railroad tunnel where it shoots out into Kentucky. At the Cum-
berland Gap station, on the Tennessee side, the guard was an old flagman with a double-barrel shotgun. He told me that the mountain-top in the Gap had often been a bloody and deadly place even in times of peace. Now a splendid macadam road makes travel easy, and an almost continuous stream of automobiles, wagons, equestrians, and pedestrians may be seen going into Kentucky or coming into Tennessee.

Another acquaintance I made in the Gap was a little boy named Luther. He came down from one of the terraces of the Pinnacle, carrying a dinner pail in his hands. He was taking it to his uncle who worked at the rock quarry down at the railway station. "How old are you, Luther?" I inquired. He looked to me about five. But he said "Eight." "Have you ever been to school?" "No sir," he replied, "but I think they’re goin’ to send me next year." He was very polite, putting particular measure and emphasis on the "sir" in every instance.

In the Pinnacle, far above the town of Cumberland Gap, and almost overhanging it, is a huge cave, and in it a lake fed by great springs. It is a natural reservoir with stream enough to run a mill and supply a city.

From Cumberland Gap I came direct to Knoxville. Last week Dr. Lincoln Hulley, president of Stetson University, who was here lecturing on Wordsworth, Burns, Tennyson, Kipling, and Browning, told me that he had seen our Y. W. C. A. representatives over at Blue Ridge, in North Carolina.

No more for this time. Pardon me for making it so much.

Yours very truly,

John W. Wayland
FEATURE ARTICLES IN THE LEADING MAGAZINES

Two Generations—1850-1917

*Harper’s Magazine* for June is the 67th anniversary number, and contains a feast of good things unusual even for this valued visitor to our grandfathers’ and our own libraries. E. S. Martin in an article with the above title recounts some of the many changes in times and manners during that period. He suspects that there are fewer really cultivated Americans now than then. We have been busy in providing the materials of cultivation, and in time we shall have it, and more of it than any people who have ever lived. Everything that interferes with it is to be abolished, such as rum, and the selfish habit of male voting.

Knowledge of certain kinds has increased abundantly. The doctors know appreciably more; they fight infection better; and they invade, excise, and repair the human frame in a way that would have been unthinkable in 1850. Ministers have learned something; how to shift emphasis, for example, from doctrine to philanthropy to a large degree; tho it is realized that philanthropy is not able to maintain itself without religion. Lawyers have organized, and are men of business now; they have learned to use all the apparatus provided by the business world for getting work done without doing it. Nowadays a truly great lawyer needs only a chair and table and telephone; the mechanisms of his office do all the rest; forty years ago, even, he had an inkstand and pen, papers, and some books.

The innumerable devices to save time and distance and manual labor, especially the automobile, have affected our habits. This modern life draws heavily on all resources. The multiplication of efficiencies, of organizations, does not bring safety, but only greater danger if set going in the wrong way. Up to lately, the opinion prevailed that our civilization was certainly on the right track, that its mechanics, its scientific knowledge, must work out for the happiness of mankind. But now we see all these resources applied either to destroy humanity or to palliate a little that destruction; we see the
world overwhelmed by a horrible disease that nothing avails to check; that makes us wonder if the thirteenth century were not, after all, a better period than the twentieth. It behooves us to watch for the cure of this disease and take it earnestly when we find it. The war, like any other disease, is a symptom, a tremendous effort to throw out some poison from the human system, and is a commentary not to be avoided or ignored on the two generations that are considered. Whatever the cause, however immeasurable, incalculable, the process and the results, we must believe they will work towards civilization, and civilization consists mainly in the diffusion of love, without which even a just and well-ordered world would be a mere purgatory that we live in for our sins.

Our Upstart Speech

Under the above title, Robert P. Utter, associate professor of English in Amherst College, describes, in the June Harper, the slang of Americans as “speech from the heart,” and discusses in an entertaining manner its origin, its frequent merging into accepted English, its changes with the times, its omnipresence. He says finally: “Slang is the boiling surface in the melting-pot of language; we burn our fingers if we try to handle it without a sense of humor and an intimate knowledge of its ways. It is one of the critical stages of language, and is constantly in the focus of our attention. We might learn much that we do not know about language from slang if we were to study it scientifically—but what has science to do with humor? Or what can science do without it?”

Military Training in the Schools and Colleges

This much-discussed subject is ably treated in the report contained in the June Educational Review of a committee of the N. E. A. submitted at the Kansas City meeting of the Department of Superintendence this year. This committee, composed of educators from seven states, north, south, east, and west, is decidedly opposed to military training in the schools and colleges. The following are some of the reasons given:

As the great majority of those in the high schools are under sixteen years of age, they are
too immature intellectually and physically to grasp the meaning of the training and its responsibilities, or to perform satisfactorily the arduous work of training. The twentieth year is the earliest time to begin without danger of physical injury.

Military training would occupy time and divert the attention of pupils so as greatly to interfere with the development and operation of vocational education so necessary to success in after life.

The duty of the national defense would be imposed upon those who seek a better education, exempting those who will not be educated to serve their country in ways other than military.

Those who do not wish military training might evade it by leaving school, thus undoing the many means used to keep them in attendance.

Military training has no real educational value as compared with other courses carefully arranged with a view to the results to which they lead and which have an influential bearing upon adult life.

The great military nations do not approve of the military training of boys; nor do leading military authorities of our own country.

The value of military exercises for purposes of physical training is denied by such authorities as the instructor of physical training at West Point, D. A. Sargent, of Harvard, etc. They agree, however, that all pupils of the schools should have thorough physical training graduated and adapted to their ages and needs.

The committee favors and recommends the adoption of a plan of compulsory, intensive and specific military training for young men of nineteen years and over to be conducted during the twentieth and twenty-first years.

A New Requirement for College Graduation

In the Educational Review S. B. L. Penrose, of Whitman College, Wash., describes an experiment made in his college, beginning four years ago, in
adapting to American conditions the Oxford system of grouping the student's work about one subject, the application to this of three or four years of continuous effort, and the holding him responsible at the end of this period for the whole of his subject. Thus an effort was made to offset the criticism concerning American education that it is piecemeal in character, lacks continuity and fails to give the mental strength which comes from steady and long-continued application to one subject or group of subjects. As at Oxford the final examination is set by the university, not by the college, so here the examination is set by representatives of the entire faculty instead of by the instructor alone; thus inducing breadth, thoroughness, and up-to-dateness as well as the cultivation of sympathy among the several members of the faculty.

In response to a questionnaire sent out recently, those who have had experience with this system express themselves almost unanimously as approving it, and as grateful for the effect it had upon them.

Books in Camp, Trench, and Hospital

Military Training Camps and Libraries

These two articles in the *Library Journal* for July, the first by T. W. Koch, of the Library of Congress, the other by W. E. Henry, of the University of Washington library, treat of a subject that is worthy of consideration in connection with preparations for our share in the great war. Mr. Koch tells of what has been done by the English to supply their soldiers, sick and well, with reading matter. Mr. Henry gives reasons why we should care for this phase of the well-being of our soldiers.

As soon as war was declared, the English began to consider how the long hours of waiting in the trenches or in the hospitals might be alleviated by supplies of reading matter for the soldiers. Appeals were made to public and private sources, and books and magazines poured in in great numbers as well as great variety. A large force of volunteers was kept busy sorting and distributing these books in response to calls from hospitals, training camps, and the battle front; as, for
example, "Send to Gallipoli 25,000 books at once, light
and good print." All sorts of literature are sent as
preferences are reported; detective stories, love stories,
poetry, books of travel, histories for those occupying
places famed in the past; and pictures for those wound-
ed and convalescent but too weak to hold books. Branch
libraries are formed in camps and hospitals, and a regu-
lar scheme of distribution and exchange is carried out.
Hundreds of letters are received at headquarters from
men who wish to show their appreciation of this way of
helping them. One says, "There's nothing like a book
for taking one's mind off what one has seen and gone
thru." An officer writes, "The lads were never so
pleased in their lives as when I told them I had some
books for them. May we have more?"

Mr. Henry urges that our people shall begin at once
to send reading matter to the training camps where thou-
sands of young men will be for many months. One of
the problems of such camps is that of recreation, and
doubtless a liberal supply of books and magazines would
help much in that direction.

THE SERVICE ARMY—FOOD ECONOMY FOR THE
ELEMENTARY SCHOOL

Magazines of every type are so filled with writings
on different phases of war conduct and preparation, that
we wonder how the editors managed before 1914. Ernest
B. Kent, Director of Manual Training, Jersey City, N.
J., writes in the July Industrial Magazine of the
responsibility resting upon teachers in American
schools to find a way to make even the youngest child
feel his part in the common effort and also feel that this
effort counts in the result. All agree that food service
is next in importance to military service; and that con-
servation of food has been placed in the same rank with
the production which has enlisted the boys for the farm
or the garden. The younger children may be aroused
to realize that they may serve their country by getting
their own consumption of food upon a proper war basis.
This teaching is simplest in domestic science classes be-
ginning with the sixth grade. The regular course in
Newark has been set aside, substituting a series of
lessons from recipes on dried fruits, and vegetables,
meat substitutes, etc. The work is repeated at home, recorded in notebooks and countersigned by the mother. The boys who have no sisters in these classes attend the discussion and copy some recipes to take home.

The regular class teachers hold daily discussions emphasizing the necessity of food economy and the national and international situation in regard to food.

The author expresses the hope that other suggestions from other teachers may appear in print, in order that by co-operation the emergencies of the present situation may be better met.

**Red Cross Work for Sewing Classes**

This issue of the *Industrial Arts Magazine* contains also some practical suggestions for sewing classes in schools, and recommends that personal sewing be laid aside, that regular sewing periods and as much extra time as possible be given to the making of garments for the Red Cross Association. This work may be done in co-operation with a local Red Cross Chapter, independently in order not to delay the work. Information concerning articles needed, patterns, directions for shipping, etc., may be obtained from Circulars 154 and 164 furnished by the American Red Cross Association, Washington, D. C.

**American Shipbuilding—A Real Renaissance**

Winthrop L. Marvin, in the July *Review of Reviews*, has an interesting illustrated article describing the growth of American shipbuilding from a pygmy in two years; how in the great war, and because of the war, the United States has stepped into its rightful position as the foremost shipbuilding nation of the world. As in war and in peace among the most glorious chapters of American history are those which portray the achievements of our race upon the ocean, it is confidently hoped that this shipbuilding revival may not be a brief spurt of activity, but a true and lasting renaissance.
How Men of Science Will Help in Our War

In the June *Scribner*, Dr. George E. Hale, chairman of the National Research Council, describes some of the ways in which physicists, chemists, physiologists, mathematicians, astronomers, etc., are being organized to help solve the innumerable problems connected with the conduct of the great war. The National Research Council, formed in 1916 by the National Academy of Sciences, has charge of this work, and has brought into active co-operation the heads of departments of the army and navy, and of the various scientific bureaus of the government, representatives of educational institutions, and branches of engineering and applied science.

The Rockefeller Medical Institute will establish a special hospital, perfectly equipped, in which Drs. Carrel and Glavis while on leave will instruct our army surgeons in the new methods of surgery, especially the irrigation of wounds, which has had such extraordinary results abroad. This Institute is also preparing for the army and navy the serums used against tetanus, pneumonia, meningitis, etc., while many research laboratories will assist in the preparation of typhoid and other serums easily manufactured in large quantities and which have almost abolished typhoid and other diseases formerly the scourges of army camps.

The problems of submarine detection, devices for detection and absorption of hydrogen gas so abundant in submarines; the fixation of nitrogen to offset the vast quantities used for explosives in the form of nitric acid; the manufacture of the optical glass so long obtained from Germany; range-finders and other apparatus connected with the manufacture and management of airplanes; and many others will doubtless be solved by all the resources of science at the disposal of the country thru the National Research Council. Our soldiers will be provided with every possible device for attack and defense, for the preservation of health; and if wounded will be cared for with every means which science has devised or can devise.
A Return to God in Education; A Pedagogical Lesson From the War

In *School and Society* for June 30, Carl Holli-day, of the University of Montana, traces the causes of the failure of all the mechanic perfection of the educational systems of Europe to produce real civil-  

ization, but seemingly only a worse condition of sav-  

agery than in the days of Babylon and Carthage, be-  

cause of the ingenuity and inventiveness that only a highly specialized training could bestow. As our Ameri-  

can educators have lauded for almost a century that very form of intellectual training, it is all the more confusing for them to discover that in it some vital quality is absolutely lacking; that it has failed to give the individual as well as the masses those elements considered most essential to genuine civilization; frank-  

ness, openness of purpose, regard for the rights of others, gentleness, absolutely fair play, and, above all others in importance, mercy.

All that esthetic environment, artistic cultivation, in addition to scientific training and an enormous acquisi-  

tion of facts can do for those people has been done; are they any more merciful, any less greedy, any more civilized, because of it? All these factors may be help-  
ful in advancement toward civilization, but if civilization is to become a reality, it is necessary that the heart of the individual be strongly moved—that there be a de-  

velopment of the moral emotions, an education of the soul—in short, some form of religious training. “As matters now stand the development of mere intellect has failed. Our educational theory has developed a fatal weakness; in the moment of our greatest confidence it has broken down and the primitive instincts and prac-  
tises of savagery have gained the supremacy. No nation in history has been able to survive without a God; it is not probable that America is an exception.”

Mary I. Bell, Librarian
A COLLECTION OF TIMELY BOOKS
IN BRIEF REVIEW

American Government, by Frank Abbott Magruder.
(Allyn & Bacon, New York. Price $1.75.)

Students and teachers of civil government will soon feel like giving Dr. Frank A. Magruder a rising vote of thanks for his excellent textbook on the subject, just issued from the press of Allyn and Bacon. The main title, "American Government," does not stir one's expectations beyond the ordinary; but the sub-title and its antecedent phrase, "with a Consideration of the Problems of Democracy," gives one a hint of the good things coming.

From the standpoint of research and scholarship this book leaves but little to be desired. In pedagogical fitness it meets the needs of clearness, easy arrangement, and completeness. Its practical and up-to-date aim is indicated right at the beginning in this quotation from Gladstone: "It is the duty of the government to make it easy for the people to do right, and difficult for the people to do wrong." Students in high school will find "American Government" within their easy reach because of its fine order, simple style, and wealth of illustration; college students will find it rich with many things they do not know; and the intelligent citizen who reads it for pleasure or information will get both and a healthful stimulus besides.

Readers of the Normal Bulletin will take a special interest in this book because Dr. Magruder, who teaches in Princeton University most of the time, has taught in our summer school for several sessions past. He is a native of Woodstock, Virginia, and one of the pictures that he has found worthy of a place in his book is an excellent halftone of the county courthouse in Harrisonburg. But in sober truth this book needs no special pleading. Its general character gives it a place among the best. Indeed, it is the opinion of the writer that "American Government" is the best work of its kind now available.

J. W. W.
School and College Credit for Outside Bible Study, by Clarence Ashton Wood. (World Book Co., Yonkers, N. Y.)

In this volume the author has presented the results of a recent careful and comprehensive survey which he has made of what he calls "a nonsectarian movement to encourage Bible study." The plans adopted in various states and institutions of learning are here explained in more or less detail, offering rich suggestions for introducing such work in other school systems and institutions. The results of Bible study under the conditions cited are unquestionably of great value. It seems inconsistent in the extreme to exclude the greatest of all books from our courses in literature and history; indeed, it is inconceivable how any claim to completeness can be made for a course in literature which does not include a study of the greatest literary production of all ages, or for a course in history which omits the history of one of the most remarkable races of people that ever lived. The subject is discussed from the standpoint of elementary, secondary, and higher education. The syllabi used in North Dakota, Colorado, Oregon, and Virginia, are given in full as typical of what may be done. All sections of the country are considered, by states, with reference to their activities along this line. Virginians should be proud that their state, thru its University, State Normal Schools at Radford and Harrisonburg, and its Department of Public Instruction, has taken a foremost place in this most important movement.

J. A. B.


This volume of essays originally printed in the "New Republic" and presented now with some additions, sets forth in a striking and interesting style the latest tendencies in our American education in the direction of bringing the school to bear more intimately upon the problems of everyday life. Perhaps the title might well have been "Education as Living," for one feels after reading Mr. Bourne's impressive chapters that education is nothing unless it is life itself. The educational and philosophical theory of the great apostle of the new
education, John Dewey, breathes thru every page. Only by permitting the children to participate as partners in the work of their own school can the teacher meet the challenge which is being constantly presented. The author praises the work of the Gary schools, which he evidently has studied with much care. He considers this the ideal system. Among other desirable results he sees obtained here may be mentioned the lessening of the strain of discipline, the cultivating of initiative, the solving of the vexing and important modern problems of part-time schooling, of industrial and vocational training, and of individual instruction. He sees here the realization of the Pestalozzian idea of "learning by doing." His conclusion is that these Gary schools carry out the best ideals of American democracy and culture, preparing the youth for a genuinely vocational life but at the same time making of him a critical citizen ready to affect the standards of the community life—man and workman—good citizen and skilled worker. A chapter is given to a discussion of the new school to be established according to the ideas of Dr. Flexner in connection with Teachers College and under the auspices of the General Education Board. Other chapters deal with the vital present-day problems of vocational education, continuation schools, and the democratizing and modernizing of the colleges and universities. The author is an enthusiastic advocate of experimental education and school surveys of the right sort, as he sees in these a means of "making over our theories of democracy, social reform and social progress." The book is interesting and stimulating not only for the educational worker but also for the general reader.

J. A. B.


The authors of this book state their position as follows: Just how much the ability to handle language is indicative of intelligence is a question. The Binet Scale and revisions of it depend upon the ability to make an adequate language response. Consequently, the foreign child, the speech defective, the deaf child, and other children with language difficulties will have to be tested with
a performance test. Moreover, a scale of performance tests should be a valuable addition to scales which depend entirely or in part upon language tests.

From this point of view fifteen performance tests were selected. These are described and presented in the order in which they were generally presented to children. The authors state that more adequate standardization of most of the performance tests is needed, and that this "has led to an effort on our part to supply such a delinquency." The results of their work are left in such a way that they may be utilized by other workers.

This book is written in a clear and concise manner. The bibliography, which is in the form of footnotes, is quite complete. The authors regard their work as tentative, but hope that they have made a step forward in the construction of a different type of scale for the measurement of mental ability.

A. A. D.


The book is made up of nineteen chapters, each dealing with a particular phase of the management of the home. The subjects treated include the house, plumbing, lighting, ventilation, laundry, marketing, division of income, foods and their values, care of children, foods for infants, prevention of disease and home care of the sick, and city waste. There is much valuable material in condensed form. The information is accurate and well organized. The book is readable and easily understood. It is suggestive of an outline to be used in a general course of Home Economics. There is probably a need for a book of this type where only a few courses are offered and the subjects can be merely touched upon. In addition to the information above, the book contains three hundred recipes. The inexperienced or untrained house-wife will find this book almost invaluable.

P. P. M.

The book, The Rural School From Within, by Marion G. Kirkpatrick, is entertaining, easy to read, and contains most valuable suggestions to teachers, county school superintendents, and members of school boards. It is not like many books on this subject—all theory, which will not work out in actual practice, but contains real experiences and helpful suggestions that can be given only after deep and earnest study of the rural school as it really is.

While the book is primarily for rural schools, the good common sense principles may be applied to any school in any community.

After thoughtfully reading Mr. Kirkpatrick's book, earnest but inexperienced teachers will not make the mistakes he so clearly describes. It is not only a definite contribution to its subject, but is thoroughly enjoyable and eminently pleasing in its manner of presentation.

S. F. S.

Burns: How to Know Him, by W. A. Neilson. (Boobs-Merrill Company, New York).

When the whole world is at war, and democracy at stake, it is fitting time to become better acquainted with a most ardent democrat of a most independent nation—the people's poet—Bobby Burns. His fellow countryman, William Allan Neilson, has written a book which so deservedly wears its title—Burns: How to Know Him. This is an especially useful book for teachers. The first chapter is biography chequered with characteristic poems of various periods of his life. Neilson then emphasizes "the aspect in which Burns is most nearly supreme, the writing of songs." He further discusses the poems as satiric, descriptive, and narrative, there being no close lines of distinction, of course, but a perfect treasure house of Burn's finest poems selected with an eye watchful for the nature of the poet's insight and his power of expression, the two things upon which, Neilson says, depends an author's success.
Training the Children, by James L. Hughes, (A. S. Barnes Company, New York.)

Training the children will always be an interesting subject, parents and teachers being always on the lookout for something which may be of help to them. Mr. Hughes gives an interesting interpretations of the subjects. He contrasts the old and the new educations; the old based on coercion; the new, on self-activity and freedom; the old stressing negative powers; the new, positive. The old training created a multitude of sins for children by treating as wicked some of the best elements in the child's character. The bad child was made conscious of the badness of his act.

The new training meets the boy with a situation. It treats him respectfully and not with contempt. It receives him as a member of society and not as an outcast. It gives him a smile and not a frown. It leads him to see that life has higher, broader interests and ideals, and gives him opportunities for general culture.

M. L. S.

How to Choose the Right Vocation, by Holmes W. Merton. (Funk & Wagnalls Company, New York. Price, $1.50)

Does a young man choose his vocation, or does he have his vocation thrust upon him? Too often men who would have been of great value to the world are failures because they were put into work for which they were not fitted.

As who has studied the problem of how to fit a square peg into a round hole, the author gives us a clear, definite, and complete discussion of existing wrong conditions in the vocational field, and possible solutions for those conditions.

The various natural characteristics necessary to those individuals who seek to become successful in any typical phase of business are clearly discussed. The baker must have a highly trained sense of taste and of smell. The successful business administrator must know how to organize and must be able to manage and develop workers. All occupations and the personal characteristics which make for harmony of work and worker are
laid before us in such a way that any one can easily test himself for those qualifications necessary for the efficient fulfilment of the duties of any profession.

At this time when the conservation of time, material, and workers must be carefully considered no book could be more timely than is this one.

RECENT BOOKS RECEIVED WHICH WILL BE REVIEWED AT LENGTH IN THE NEXT NUMBER OF THE NORMAL BULLETIN

**An Introduction to Educational Sociology**, by Walter Robinson Smith. (Houghton Mifflin Company, Boston. Price, $1.75)

A social interpretation of our modern educational progress, of value as a textbook for students of educational theory and administration and of interest and service to teachers and school officers. It is distinctive in many respects, but probably in none more so than the fact that it is a book on social education, not by a psychologist, but by a sociologist.

**How to Write for Moving Pictures**, by Marguerite Bertsch. (George H. Doran Company, New York. Price, $1.50)

A manual of instruction and information by the director and editor for the Vitagraph Company and the Famous Players Film Company, in which the author has crystallized the fruit of her extraordinarily valuable experience. Marguerite Bertsch has often been called "the foremost photoplay writer in America."

**Mental Adjustments**, by Frederick Lyman Wells. (D. Appleton & Company, New York. Price, $2.50 net.)

A discussion of the conduct of the mind from the standpoint of its adaptation to the world we live in. It points out to the individual how a better self-control and a wiser ordering of one's actions along the normal paths of happiness may be obtained.
THE STORY OF BIBLE TRANSLATIONS, by Max L. Margolis. The Jewish Publishing Society of America, Philadelphia.)

A scholarly presentation of the interesting story of the Bible as it has come down to us. The account is given in an attractive and wholly readable style.


A brilliant answer to the modern opponents of a cultural education as represented in the training in Greek and Latin. It is probably the most systematic and complete, and at the same time pleasing, thing of the kind produced in our language.
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