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# THE VIRGINIA TEACHER

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February, 1925



CHRISTOPHER MORLEY  
A MIRROR FOR MAGISTRATES

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A SURVEY OF ENGLISH TEACHING IN  
BRUNSWICK COUNTY, VIRGINIA  
GERTRUDE BOWLER

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THE TEACHING OF SCIENCE IN  
VIRGINIA HIGH SCHOOLS  
CLARINDA HOLCOMB

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VIRGINIA BOYS' AND GIRLS' 4-H CLUBS ..... Florence Shelton

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BOOK REVIEWS

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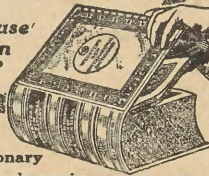
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# THE VIRGINIA TEACHER

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## A MIRROR FOR MAGISTRATES

THE URCHIN and I were coming home from Baltimore with a suitcase full of old books, good old juvenile treasures such as *The Plant Hunters* (by Captain Mayne Reid, I hope I don't have to tell you) and *Voyage au Centre de la Terre* and *At the Back of the North Wind*; and even the tattered family copy of *Tom Holt's Log: A Tale of the Deep Sea*. I don't know who wrote it, for the binding and title-page are both gone; and I don't know whether I dare re-read it, for it's sure to be a disappointment. But it contains Polly, the first girl in fiction I ever fell in love with.

Of course quite a nice piece could be written about the sentimental pleasures of going along the shelves of vanished boyhood and bringing back, with an eight-year-old Urchin, some of the things that will now be his excitement. But while he was deep in *The Boy's Own Indoor Book* (Lippincott, 1890), seduced by the same fascinating chapter on How to Make a Toy Locomotive that used to delight me, I was getting out some old schoolbooks from the suitcase. Here was the edition of Milton's "Minor" Poems that I had used—no, not so awfully long ago; in 1905, to be exact. I fell to reading the Notes, which fill 71 pages of small type. (The poems, only 56 pages of much larger.) Then, in the sweet retired solitude of the B. & O. smoker, Contemplation began to plume her feathers and let grow her wings.

Reprinted, with the author's permission, from his column, "The Bowling Green," in *The Saturday Review of Literature* for January 17, 1925.

\* \* \* \* \*

I don't know how to admit you to the traffic of my somewhat painful meditations except by quoting a few of the notes my startled eyes encountered. I had forgotten that schoolbooks are like that. It is astounding that anyone ever grows up with a love for poetry. Was anything ever written more wholesomely to be enjoyed than "L'Allegro"? You remember the lines:

To hear the lark begin his flight,  
And, singing, startle the dull night,  
From his watch-tower in the skies,  
Till the dappled dawn doth rise;  
Then to come, in spite of sorrow,  
And at my window bid good-morrow . . .

Fairly translucent, aren't they? Mark you then what the fifteen-year-old finds in the Notes:

Then to come, etc. This passage is obscure. (1) It may mean that the lark is to come to L'Allegro's window and bid him "good-morrow." In this case we must make *to come* and *bid* depend on *to hear* (41), and suppose that the unusual *to* before *come* is made necessary by the distance between it and the governing verb. But such a construction is awkward. The interpretation, moreover, forces us to make the phrase *in spite of sorrow* almost meaningless by applying it to the lark; it makes it difficult to account for L'Allegro seeing the performance of the cock described below (51-52); and, finally, obliges us to suppose Milton ignorant of the lark's habits, since the bird never approaches human habitations—an ignorance we are not justified in assuming if the passage can be explained in some other way. (2) Another interpretation makes *to come* and *bid* depend on *admit* (38). "Awakened by the lark, the poet, after listening to that early song, arises to give a blithe good-morrow at his window. Other matin sounds are heard, and he goes forth," etc. (Browne). Those who adopt this view explain that he bids "good-morrow" to "the rising morn," "the new day," or "the world in general." (3) Masson, however, thinks that L'Allegro is already out of doors. "Milton, or whoever the imaginary speaker is, asks Mirth to admit him to her company and that of the nymph Liberty, and to let him enjoy the pleasures natural to such companionship (38-40). He then goes on to specify such pleasures, or to give examples of them. The first (41-44) is that of the sensations

of early morning, when, walking round a country cottage, one hears the song of the mounting skylark, welcoming the signs of sunrise. The second is that of coming to the cottage window, looking in, and bidding a cheerful good-morrow, through the sweet-brier, vine, or eglantine, to those of the family who are also astir." This last interpretation is perhaps more in keeping with the good-hearted sociability of L'Allegro's character. But see Pattison, *Milton*, p. 23.

A little farther on we read in the poem that "every shepherd tells his tale Under the hawthorn in the dale."

Tells his tale. Counts the number of his sheep (Warton, on the suggestion of Headley). For *tell* meaning "count" and *tale* meaning "number," see *Psalms* xlvi. 12, *Exodus* v. 8, though it must be confessed that when *tell* and *tale* are combined, as in the present passage, "the almost invariable meaning is to narrate something" (Keightley). In view of this last fact, *tells his tale* is also interpreted as "relates his story"—*tale* being taken either in the general sense of "any story" or in the particular sense of "a love-tale." "But (1) this [particular sense] would be a somewhat abrupt use of the word *tale*. (2) The *every* shows that some piece of business is meant. (3) The context too shows that. (4) The early dawn is scarcely the time for love-making.

Signor Allegro mentions mountains. The Notes retort smartly "There are no mountains in the vicinity of Horton, where Milton probably wrote these poems." The poem refers to "towers and battlements"; Notes give us: "These," says Masson, "are almost evidently Windsor Castle." "With wanton heed and giddy cunning," writes Milton, having a gorgeous time (his pen spinning merrily for the instant) but Notes pluck us back with "The figure is an oxymoron; consult a dictionary and explain."

Truly, like the drudging goblin, the editor's

shadowy flail hath threshed the corn  
That ten day-laborers could not end.

Fortunately our friend Morning Face, at fifteen, pays little attention to the insinuating questions and cross-references of the editor. Nor do I wish to seem unkind. This sort of smallbeer parsing has, I dare say, its usefulness. In the voice of genuine magistrates it may even be thrilling. But heavens! Do you intend children to read

poetry as though it were a railway timetable?

\* \* \* \* \*

I turned over to the Notes on "Comus." And—

I'm sorry: I can't go on quoting these nonsenses. If the pupil paid any genuine attention to them, which probably he doesn't, he'd get a queer kind of notion of how Milton wrote. He'd imagine that "Comus" was put together with the author's eyes on Homer, Virgil, Ovid, Horace, Shakespeare, and what not, picking out the plums. Of course, a thing like "Comus" is likely to pass like a swoon over the head of Fifteen anyhow; it is too full of the things that no gross ear can hear. Yet it would seem that an annotator might say less about the Earl of Bridgewater and more of the fact that the masque was written by a boy of twenty-five, which accounts for so much that is gloriously Bachelor-of-Artish in it. Instead of memoranda about "pleonasms" and "quadrisyllables" it would perhaps make the thing more human to the luckless pupil if he realized that the Lady was so obviously a phantom of a high-minded young celibate's imagination. How delightfully young-Miltonian she is: how differently he would have done her after his marriage to Miss Powell. And the simpering and gooseberry-headed Brothers. . . . But I'm not a teacher of literature; I have no right, probably, to expose my own ideas about such matters. After reading through the Notes on "Comus" in this very reputable edition (still used by thousands of children) I seemed to have been present at a murder. I could see the corpse of Milton in the ditch, and the bloody Piedmontese—or was it the Modern Language Association—marching in lock-step down the highway.

\* \* \* \* \*

The disturbing part of it all is that it renews the unpleasant suspicion that the professional teachers of "English" do not always have any very clear idea of what literature is all about, or how it is created.

Such pitiable haggling over absurd irrelevancies is, in Don Marquis's fine phrase, to play veterinary to the horse with wings. Poetry, God help us, is men's own hearts and lives; it is both a confession and a concealment. It rarely means exactly what it seems to. If we knew why Milton reached his most magnificent vibrations of eloquence when speaking for Comus and for Satan we might know why—in the good old Lexicographer's phrase—he suffered at Cambridge “the publick indignity of corporal correction.”

Poetry happens when a mind bursts into a sudden blaze; and the annotators gather round, warming their hands at a discreet distance as they remark that such and such a glowing ember is an echo from Horace or Virgil, or a description of Windsor Castle. As though a poet like Milton, in his godlike fit, gives a damn where the mysterious suggestion arose. To margent loveliness with such trivial scribble is (let's adapt one of Comus's own lines) to live like Poetry's bastards, not her sons. How shall we justify the ways—not of God to man, but of teachers to literature? And you will hunt in vain in the textbooks for the most human tribute ever paid to Milton. It is this: the only time Wordsworth ever got drunk was when he visited Milton's old rooms at Cambridge.

CHRISTOPHER MORLEY

---

PAINTINGS AT PEABODY

Alumni and students of George Peabody College for Teachers are attempting to beautify the interior of the college buildings by hanging reproductions of America's best paintings on the walls. As a beginning, eighteen reproductions of mural paintings have been hung in the reading room of the library at a cost of \$800. Each class is now undertaking to raise funds for similar pictures for one or more rooms. It is hoped that Peabody may thus become a center for ideas on school decoration.

## A SURVEY OF THE ENGLISH TEACHING IN BRUNSWICK COUNTY, VIRGINIA

LAST spring the English teachers in District “D” organized. The purpose of this organization was the formation of a group of teachers who would work for the establishment of definite standards of English in the grades and high schools of the district. These teachers realized that before any definite scheme for the improvement of the status of English could be advocated, a study of the existing conditions in the schools of the district must be made. The first survey, the results of which furnish the material for this article, was made in Brunswick county.

The first section of the survey was the standardized test given the high school children of the district. The Briggs English Form Test (Beta), published by Teachers College, Columbia University, was used. This test, according to the bulletin which accompanies it, concerns itself with the seven simplest of the minimum essentials in written composition. They are (1) the initial capital, (2) the terminal period, (3) the terminal interrogation point, (4) the capital for a proper noun or adjective, (5) the detection and correction of the run-on sentence, (6) the apostrophe of possession, and (7) the comma before *but*, co-ordinating the members of a compound sentence. The test is so arranged that the children are graded on only thirty-five errors.

One hundred and twenty-nine freshmen took the test. They made 1659 errors, or an average of 14.61 errors.

Ninety-one sophomores took the test. They made 1104, or an average of 12.13 errors.

Seventy-two juniors took the test. They made 824, or an average of 11.44 errors.

Fifty-nine seniors made 623, or an average of 10.59 errors.

The best freshman class averaged 2.7 errors less than the worst senior class, which averaged 14.8 errors.

The best class average, which was 8.1 errors, was made by a senior class, the membership of which contains twenty-five of the fifty-four seniors in the county.

One item of the test is a run-on sentence. Since the eradication of this error is an ever-present problem of the English teacher, the problem and the children's reaction to it will prove interesting. The word group is as follows: *Last Monday the boys began working fortunately skilled labor was unnecessary*. Failures to put either a semi-colon or a period after *working* were distributed as follows: freshmen, sixty-two per cent; sophomores, fifty-six per cent; juniors, forty-four per cent; seniors, forty-two per cent.

Since this test concerns itself with the minimum essentials without which the pupil cannot do satisfactorily the English work of high school, it can be readily seen from the given results that the English teacher in Brunswick county is facing the everlasting problem of catching up. She may plan, in a spirit of enthusiasm, to have her Seniors "do a sheet" in the local paper. As a preliminary she may start reviewing quotations and punctuation. Alas! she usually finds that it is not a review that the class needs; it is drill, drill, on apparently unheard of material—clauses, parts of speech, *sit, set, shall*. Her spirit of enthusiasm gives way to shrewish tendencies as she finds that she must fathom every tool for even the crudest sentences.

In reply to the questionnaire, which formed the second section of the survey and which was sent to the nine teachers of English in the county, the following self-revealing facts were gathered:

Three of the nine teachers are teaching for their first year; one has taught English eight years in five different schools; one eight years, in two different schools; one six

years, in four different schools; one three and a half years, in three different schools; one four years, in two different schools.

In only three different schools of the county are there teachers who teach English only.

One teacher in the county teaches sixty-nine English pupils and one hundred and ten other pupils; another teaches thirty-nine English pupils and five grade subjects.

Five of the nine teachers teach composition to all their pupils.

Six teach five periods a day; two teach seven periods a day; and one teaches four periods a day.

Two have for consultation one period each a day, of which they make regular use.

All nine make use of the course of study as a suggestive guide.

Seven of the nine teachers have changed their present courses of study to meet the suggestions of the new State Course of Study.

In four of the schools there is more than one teacher of English, but in only one of the four are there departmental meetings.

The teachers of English in this school have through the departmental meetings accomplished the following: the course of study has been adjusted to meet suggestions of State Course; a uniform system of grading has been agreed upon; uniform requirements for the mechanical appearance of all written work in all classes have been made.

Four of the nine teachers give separate terms to literature and composition, and three of the four give separate marks.

Four teachers give one period a week to oral composition; three give two periods a week to this form of expression; one gives three periods a week; one gives no definite time to oral composition.

Two give one period a week to written composition; five average two periods a week; two give no definite time to written composition.

In one high school spelling is taught daily as a required senior subject; in one school



it is taught one period a week to the entire high school.

The history of literature is taught in the five accredited high schools and a book of reading, which is given primary consideration, accompanies each course.

Each teacher requires home readings, the books required averaging from six to twelve a year. Of these readings one school keeps records for only one year; one keeps no record at all; three keep card index record; three keep outlines; one keeps record on the pupil's regular high school record sheet.

Three of the six schools have good libraries.

Two schools have undertaken projects—one runs columns in the weekly county paper; the other has the junior and senior papers, has dramatized stories, poems, etc.

Only one school in the county has used standardized test.

In two schools there is some system of supervision.

In five of the six schools the works of modern writers are taught.

Two English teachers use the magazine in teaching current events; one uses the magazine in teaching parts of speech; one uses it to study types of modern literature. She also has the different magazines compared as to purpose, features, popular appeal, etc.

In only two schools of the county are the English courses so organized as to establish parallels of thought. In these schools American government and American literature are closely associated; government and current events are made the types of oral reports.

The English departments in all the schools take some part in outside activities.

Four of the six schools have literary societies; all the schools belong to the county Literary and Athletic League; in two, children have charge of chapel; in athletic association meetings, literary societies, special attention is given to parliamentary law.

Two teachers use interesting devices to enliven their school work. One uses pictures, magazine articles, newspaper clippings; holds the class responsible for interesting programs on certain days; has the children grade themselves; interviews interesting town people; visits historic spots; enters contests; and hold socialized recitation. The other teacher encourages parallel reading for enjoyment only; has marks posted; encourages rivalry between boys and girls; lets the pupils teach class; and gives credit for letters actually sent.

The English teacher in the small-town and rural high school frequently is inexperienced or unprepared. But she is "the English department." Her problems are manifold; there is no one to whom she may go for help in their solution. Though through constant readjustment she learns much, she needs the direction of an experienced supervisor—one who is a specialist in English. The English teachers in District "D" hope to have, after the complete survey of the district is made, a case so strong that they can initiate a movement that will result in the securing in every small-town and rural high school persons—call them what you will—who can effectively direct the teaching of English.

GERTRUDE BOWLER

#### RIGHT THINKING AND RIGHT LIVING

ONE of the most notable addresses made at the recent Virginia Educational Conference was that of Dr. Edwin Mims, of Vanderbilt University. Dr. Mims stressed the obligation of the schools as that of teaching the student *to think, to think straight, to think right, and to be able to think through his problem.* We may talk about morals, right living, and such, the speaker assured his audience, but these are the results of right thinking, and it is the business of the schools to teach right thinking. Right thinking must precede right living.

## ENGLISH NOTES

## POPULAR CROSSES

CASUAL observers would be mistaken should they assume that the Cross English Tests have a common origin with the Cross Word Puzzle. Yet a similar popularity will probably not surprise the World Book Company, publishers of the Cross English Tests.

Dean E. A. Cross, of the State Teachers College, Greeley, Colorado, has prepared three similar tests of equal difficulty, the purpose of which is to measure accurately the ability of high school and freshman college students in respect of their English habits. Each test includes exercises testing habits of spelling, of pronunciation, of punctuation, ability in sentence recognition, in the use of correct verb and pronoun forms, in the use of idiomatic expressions.

"Its field," says the author in the manual of directions, "is the sentence, the fundamental unit of composition. The author has observed that there are certain key errors. The person who pronounces *then* as if it were spelled *thin*, or says *genuwine* and *labatory*, or writes *fourty* and *seperate*, will probably exhibit all the way through the test similar evidences of crudity or lack of education. In every section of the test the author has drawn upon his extensive observation of what young people say and write, and has selected as far as possible these 'key' errors."

The tests have been in use in their preliminary form for a half-dozen years, and tentative percentile norms are now offered; after users of the test have reported their data to the author, more reliable norms will be made available.

The English teacher has for several years had at his disposal a variety of tests for measuring specific English habits, but here for the first time one finds bound in a single pamphlet a test that can be administered in 45 minutes and scored with rapidity, offering a composite grade on so many distinct abilities and habits.

The price for a package of 25 copies of any form, with manual and key, is \$1.30; or a specimen set will be sent postpaid for 25 cents.

## ENGLISH NEWS FROM LYNCHBURG

Debating and public speaking are activities so closely related that in the E. C. Glass High School it has been considered advisable to place both under the same management. In addition to the two literary societies which give programs miscellaneous in nature, two clubs which aim only at training in public speaking have been organized among the students. The Senior Debating Club, which meets every Thursday night, is composed of Juniors and Seniors; the Junior Debating Club, which meets every Monday afternoon, is composed of Freshmen and Sophomores. Membership in the first club totals sixty and in the second, forty. Both membership in a club and attendance at its meetings are entirely voluntary. Instead of making an iron-clad constitution with penalties for absences and provisions for expulsion, those in charge of the club have directed their attention toward making the programs so attractive that members will be unwilling to miss the meetings. This plan has been working successfully during the three months in which the clubs have been functioning.

The making of programs is in the hands of the program committee, which is composed of five members and of the debating coach. At each meeting of the club there is scheduled a regularly prepared debate on some topic of local or national importance. An impromptu debate—frequently humorous in nature—has proved to be an important drawing card insofar as attendance is concerned. Those members of the club who prefer public speaking to debating are given every opportunity to develop in their chosen field. Thus far each student who has been placed on the program for a speech

has been asked to deliver one of his own composition rather than to hold forth on some choice gem of oratory. This plan has the two-fold advantage of causing the speaker to arrange his own thoughts and of providing for him experience very similar to that which he will have later in life.

These are the lines along which debating and public speaking are being managed in Lynchburg this year. The enthusiasm which was manifest at the initial meetings of these clubs has not lessened; interest continues to run high. The debating clubs, now in the midst of a successful season, are giving valuable training in self-expression and are filling a long-felt need in the school.

HOWARD M. REAVES

For the past few terms, instead of having the regular recitation periods on Friday in my English classes of the second, third, and fourth years, I have let them organize into literary societies, with the usual officers: president, vice-president, secretary, and censor. We adopted a constitution and try to proceed in regular parliamentary fashion. Each class is divided into four groups, or committees, to be responsible, in turn, for the Friday's program. The programs have consisted of debates, recitations, story-telling, short plays, read or presented, talks, papers, music on the victrola, etc. Sometimes the programs have been quite creditable, at others, very poor. I feel, however, that the pupils are being trained in assuming responsibility, developing initiative, and in learning to express themselves in a way that is not possible with the regular recitation. It gives them, also, a wholesome insight into the teacher's work and its difficulties. At the end of the period the censor points out any faults of the program, or any especially good features, and, perhaps, makes suggestions for the next week. Some pupil is always asked to write up the program for the school paper. Of course, any pupil who does not take part in the program

is required to hand in to the teacher a written composition.

HELEN H. NELSON

#### STUDENT PUBLICATIONS

Some West Virginia schools are achieving results quite worth while in the publication of pupils' writings from the English classes. *The Amateur Reporter*, a monthly, issued by the Central Junior High School of Charleston, bears evidence of the individuality of the boys and girls themselves. Although these papers have been edited, they appear not to have been tampered with too much.

The same is noticeable in the publications from the West Virginia schools for the deaf, dumb, and blind, at Romney.

Some rural schools of our own state where separate periodicals have not been feasible have found the county paper quite willing to grant space for their best written products when these could be counted on with regularity.

#### MIMEOGRAPHED NEWSPAPER

At the Handley High School in Winchester a plan has been hit upon for issuance of the school newspaper in mimeographed form. Every other week *The Trail Blazer* appears as an eight to ten-page stapled booklet; the same cover is used in successive numbers, but the reading matter is always new. All the advertisements appear on the inside and back of the cover except those of the local movie house, which requires a change of copy each issue.

The mimeographed pages are of standard typewriter paper size, and the reading matter is arranged two columns to the page.

#### GAMES FOR IMPROVING ENGLISH

Professor W. W. Charters, of Carnegie Institute of Technology, and Professor Harry G. Paul, of the University of Illinois, recently compiled a bulletin on "Games

and Other Devices for Improving Pupils' English" which should be of untold assistance to the teacher in the intermediate grades.

Assuming that correct linguistic habits are acquired, not through definitions and classifications, but through practice, the compilers have presented here such language games as, "filled with life and motion, and bristling with the excitement of competition, tend to evoke the pupil's habitual oral responses." But they believe that a good language game is "never 95 per cent game and 5 per cent language."

This bulletin (1923, No. 43) has only recently been published, and is available from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 10 cents per copy.

"IF THIS BE TREASON," SAYS YALE  
ENGLISH PROFESSOR

I emphatically nominate for the Ignoble prize Edmund Burke's Speech on Conciliation with America. Its sentiments are fine, and did the orator credit; but what a bore it is to read! I cannot tell exactly what a bore it is to read through, for I was never able to finish it. Of all the tedious books forced on children who wish to go to college, this deserves particular execration. Think of the innumerable boys and girls who have been compelled to study this dreary essay, divide it into logical paragraphs and write of its "structure," and of its formal rhetorical qualities! No wonder so many boys run away to sea; it is more fun to con a ship than to con such stuff as this.—WILLIAM LYON PHELPS, in *Scribner's Magazine*.

#### ROSTER OF ENGLISH TEACHERS

A second installment of the list of Virginia's teachers of English is to be found on pages 49 and 50 of this issue. If you find omissions or errors, will you please notify Miss Anna Johnston, Woodrow Wilson High School, Portsmouth, Virginia?

## SCIENCE TEACHING IN THE HIGH SCHOOLS OF VIRGINIA

SO FAR as I know there has been published no study of the extent of science teaching in the high schools of Virginia. To get complete information the following questionnaire was sent to one hundred and fifteen high schools. Forty-eight questionnaires were returned, or 41.5%, on which this report is based.

1. Name of school
  2. Location
  3. What science is taught in How many students in each class?
    - a. First year?
    - b. Second year?
    - c. Third year?
    - d. Fourth year?
  4. How much time is given per week in each year to lecture and to laboratory work?
 

1st year	2d year	3d year	4th year
a. Lecture			
b. Laboratory			
  5. How many volumes relating to science are there in the school library?
  6. In the following blanks, indicate the estimated value of apparatus used in:
 

	1st year	2d year	3d year	4th year
A.				
B.				
C.				
- Explanation:*
- A. As general apparatus, that is, given out by teacher as needed by student.
  - B. As individual apparatus, that is, assigned to each student.
  - C. As demonstrational apparatus, that is, used by teacher for demonstrations.
7. How many full time science teachers are there?  
How many part time science teachers are there?  
What other subjects are taught by the latter?
  8. How many teachers hold:
    - a. Collegiate Professional Certificates?
    - b. Collegiate Certificates?
    - c. Normal Professional Certificates?
    - d. Special Certificates for High School Subjects?
  9. Approximately, what proportion of time is given to teaching the application of science to everyday life?
  10. Check below the method you customarily use:
    - a. Each period divided: first part discussion, second laboratory, third summary of lessons.
    - b. Lecture one period, laboratory two periods, on different days.

- c. Demonstrational or individual experimental work.
  - d. Lecture (no laboratory work or very little).
11. What are you doing to get away from the cut-and-dried method of question and answer formerly used? (Use reverse side of sheet.)

In order to secure a representative group of schools, questionnaires were sent to each of the twenty cities and to one high school in each county. The county high schools were selected at random, some being small and some larger. All were accredited.

beginning of the second year 31% of these drop out—17.6% at end of second year and 26% at end of fourth year.

In view of the fact that so many drop out before graduation, is not applied science needed in at least the first and second years of high school? Maurice A. Bigelow defines applied science as "science that presents the great facts and leading ideas which touch human life in its combined economic, industrial, hygienic, intellectual, and aes-

TABLE NO. I.  
The total enrollment in each of the four years of high school:

Year	Total Number Pupils	Average	Range	Per Cent Dropped from 1st Yr. to 4th Yr.	Per Cent Graduating
I	2232	46	7-350	74.6	25.4
II	1533	32	4-513		
III	1137	23	3-300		
IV	565	12	3-84		
Total	5467				

This report represents a study of 5467 students taking science in accredited high schools of Virginia. Of these, 2232 are in the first year of high school and only 565 in the fourth. On the basis of these figures 74.6% of the girls and boys who enter high

thetic outlooks. <sup>1</sup>Mr. Bigelow also says the movement for reorganization of the general foundational work in science has been the most important one in science of the last ten years, and in most places has taken the form of a course in general science.

TABLE NO II  
Showing sciences taught, what years, and hours each week given to lecture and laboratory.

Science	Year Taught	Number of Schools	Number of Pupils	Average No. Hours of Lecture	Average No. Hours of Laboratory	Range of Hrs. of Lectures	Range of Hrs. of Laboratory
General Science	I	31	2094	2 1/6	2 1/4	1 1/3-3 2/3	1 1/3-3
	II	4					
Biology	I & II	1	1194	2 1/4	2 5/12	2-3 2/3	1-3 1/3
	II	16					
	III	5					
	IV	4					
Chemistry	III	27	1242	2	2 5/12	1 1/3-3	1 1/3-3
	IV	13					
Physics	IV	20	452	2 1/3	2	2-4 2/3	1 1/3-3 1/3
	III	20					
Geography	IV	4	485	2 1/2		2-3 1/3	2/3-2 2/3
	II	2					

school drop out before the beginning of the fourth year. Only one-fourth of those who start the race stay in for the last quarter and statistics show that many of these fall out before the goal is reached. Before the

In Virginia chemistry seems to be the science most usually taught in the high school. Of the 48 schools reporting, 40

<sup>1</sup>SCIENCE IN THE MODERN SCHOOL. *Teachers College Record*. March, 1917.

offer chemistry; 27 of these offer it in the third year, and 13 in the fourth. While chemistry holds first place, general science ranks next with 36 of the 48 schools offering it. Biology is usually offered as the second year science. Geography is offered by six schools. The large number of students enrolled in the subject is due to the fact that in one of these schools there are 350 students taking geography. One large high school is providing for geography to be introduced next year.

edge is my ultimate end." If we are only seeking a knowledge of scientific facts, all efforts are in vain, for they are absolutely useless to anyone if not put into practice.

The range of the value of apparatus is very great and the lowest are far below the average. The average value of physics apparatus is \$329.99 and one school has apparatus valued at only \$40. This is one of the largest problems we have to meet in science teaching, the practical application of the principles learned.

TABLE NO. III  
VALUE OF APPARATUS

First year apparatus is for general science. Second year apparatus is for biology. Third year apparatus is for chemistry. Fourth year apparatus is for physics. No apparatus for geography.

Year	Total Value of Apparatus	Average per School	Average Per Pupil	Range Per School
I	\$ 9,184.50	\$191.34	\$1.68	\$20-2,500
II	6,480.00	135.00	1.00	25-2,800
III	14,996.00	312.41	2.74	50-4,650
IV	15,835.00	329.99	2.89	40-2,500
Total	\$46,495.50	\$968.65	\$8.21	

Many of the smaller high schools meet the problem of small classes by alternating the sciences. For example, one school gives general science to first and second year pupils one year and agriculture the next. To third and fourth year pupils it offers biology one year and chemistry the next. In this way each student gets four years of science but only two sciences are taught each year. The classes are larger and better teachers can be obtained. Another common alternation is chemistry and physics in the third and fourth years.

Only one high school reported no apparatus in the science department. Several schools have apparatus valued at \$125 and \$150. This plan of teaching science without the aid of the laboratory reminds one writer<sup>2</sup> of a character in a 17th century comedy who declared, "I content myself with the speculative part of swimming. I care not for the practice. I seldom bring anything to use; 'tis not my way. Knowl-

Table No. II shows the average amount of time given to lecture and laboratory. One school gives almost twice as much time to lecture as laboratory; this same school devotes only one period or forty-five minutes each week to the teaching of the application to everyday life the facts learned. Another school gives four hours and forty minutes a week to lecture and eighty minutes to laboratory in physics. From all the reports I found that an average of 48% of the time was spent in teaching the application of science to everyday life. There was the widest range of difference in the answers to this question. Replies varied from "none" to "100%." One school which answered "none," has no science library and employs two part-time teachers to teach 38 pupils. Many answered this question, "every possible opportunity." One said, "as suggested in text and pamphlets."

The number of books relating to science in the school library varied from none in some cases and as few as 5 in others to 200, with an average of 35 books for a

<sup>2</sup>GENERAL SCIENCE IN SECONDARY SCHOOLS—  
Thomas H. Briggs. *Teachers College Record*.  
January, 1916.

school, or about one book for every three science pupils.

One of the most interesting phases of this study has concerned the certificates held by teachers. There are 109 teachers represented in the questionnaire returns. Of these 50 are full time and 59 part time teachers. Mathematics leads as a subject taught by part-time science teachers; 22 teachers, or 37% who teach other subjects, teach mathematics. English is taught by 27%, as the other subject; 18% teach history, 6 teach foreign languages, 1 physical education, and 3 teach in the grades.

TABLE IV

CERTIFICATES HELD BY SCIENCE TEACHERS

Number of science teachers .....	109
Per cent holding collegiate professional ....	37.6
Per cent holding collegiate certificates .....	31.2
Per cent holding normal professional .....	15.6
Per cent holding special certificate for high school subjects .....	15.6

A Collegiate Professional Certificate is granted to a four year graduate of a teacher training institution; a Collegiate Certificate to a four year graduate of an A-1 academic

Professional Certificates. Each year the two year graduate finds it more difficult to go into an accredited high school to teach.

I obtained the following information from certain sections of the freshman class of The State Teachers College, Harrisonburg, Virginia. To get these data each student answered the following questions:

1. The number of students in the high school from which you were graduated.
2. Did the science teacher teach other subjects?
3. What was your grade the first and second quarter at The State Teachers College?

These students represented 62 high schools with an enrollment of 13,698 pupils. The average grade for those who came from a high school in which the science teacher did teach other subjects was "C," while those from a high school in which the science teacher did not teach other subjects was "B."<sup>3</sup> These students have been under the same instructors and the same conditions during this time.

TABLE V

NUMBER CHECKING QUESTION 10 AND THE METHOD OR METHODS CHECKED

A	B	C	D	A, B, & C	B & C	B, C, & D	A, B, C, & D
4	25	3	2	3	9	1	1

college; a Normal Professional Certificate to a graduate of a two year course of a teacher training institution; and a Special Certificate for High School Subjects upon the completion of certain special work required.

A large per cent of the teachers holding collegiate certificates are in the larger high schools. This is explained by the fact that many of these teachers held their positions before the teachers colleges of Virginia were equipping many graduates each year. These larger high schools are gradually increasing the number of teachers holding Collegiate Professional Certificates and requiring those who now hold Collegiate certificates to attend summer school and have their certificates converted into Collegiate

Of the 48 schools answering, 25 checked only—lecture one period, laboratory two periods, on different days. Only 2 schools checked lecture (no laboratory work or very little), while 4 schools combine the discussion, laboratory and summary into one lesson. As shown in the table, many schools combine the various methods and use the one most applicable to the lesson to be taught. One teacher answered this question: "I never use any method to any but a limited extent." Some answered it: "As suggested by text."

Many helpful suggestions were given as answers to the last question of the ques-

<sup>3</sup>According to the grading system at State Teachers College, "A" is excellent; "B," good; "C," fair; "D," passing; "E," conditioned; and "F," failure.

tionnaire. Some of these individual methods used to depart from the formal presentation of subject matter are as follows:

1. Supervised study.
2. Competition between sections of class for speed and accuracy in reports and experiments.
3. Questions on day's lesson which require research on part of pupil.
4. Reports from current literature.
5. Individual assignments and reports.
6. American Chemical Society contests.
7. Demonstrations.
8. Topical outline made by instructor and definitely assigned to students.
9. Bulletin board—kept by students.
10. Visits to local industries.
11. Visual education by use of Bray Motion Pictures, University of Alabama.
12. Socialized recitation—half of class ask questions which are answered by other half.
13. One school makes use of class debate.

#### CONCLUSION

After making this study I endeavored to find what other states are doing along the same line for purpose of comparison.

In California 50% of the schools offer a course in general science, in Massachusetts 87 of the schools teach general science, over 100 schools in Iowa and Pennsylvania offer it as a part of the high school course. On the basis of the returns from my questionnaire, 75% of the high schools in Virginia offer general science and 64% of these give it the first year. One school requires it first and second year. Of 459 reports from California, Iowa, and Massachusetts as to whether general science was more effective and economical in time as an introductory course than specialized science, 414 reported in favor of the affirmative and 45 for the negative.

From a report of an Iowa Committee on Elimination of Subject Matter in 1916, it was found that of all persons in the United

States engaged in gainful pursuits, 33.2% were engaged in agriculture and 27.9% in mechanical, industrial, and manufacturing work. Among women 31.2% were engaged in domestic arts and 22.4% in agriculture. For these occupations representing 61.1% of the people a practical knowledge of science is needed. According to Mr. Bigelow's definition of applied science, given above, we find in science just what the majority of the people need.

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CLARINDA HOLCOMB

Awards of fifty \$500 scholarships have been made by the American Child Health Association of New York City to teachers of a competing group of 1,639, who submitted examples of classroom work in health education directed by them during the school year. The contest was made possible by an appropriation of \$25,000 from a life insurance company.

To determine a student's fitness for entering an institution of higher learning, Chicago, Princeton, Minnesota, and Northwestern Universities and Dartmouth College are cooperating under the direction of the American Council on Education in preparing psychological tests. These tests will be given to freshmen of more than 100 colleges and universities.



## VIRGINIA BOYS' AND GIRLS' "4-H" CLUBS

CLUB work is the best thing I have struck yet," is what one eleven-year-old club boy thinks about the work of the Boys' and Girls' 4-H Clubs. If each boy and girl could give you his opinion of the work, it would most likely be similar to the opinion of this boy. Interest and enthusiasm have grown quite remarkably, as the clubs have only been established in Virginia since 1908.

"The demonstration system was founded by Dr. Seaman A. Knapp," says Mr. Charles G. Burr. "Dr. Knapp believed that by teaching country boys and girls better farm and home practice they would develop agricultural efficiency, become more largely interested in agriculture, increase the prosperity of rural life, and thus benefit the nation as a whole."

The first club was organized in Holmes County, Mississippi, in 1907. This was the result of the interest taken in the problem of ridding the southern states of the boll-weevil in cotton.

Dr. Knapp requested Mr. T. O. Sandy to develop farm demonstration work in Virginia. In 1908 Mr. Sandy employed Mr. Southall Farrar and he organized the first boys' club work in Virginia. Dr. J. D. Eggleston, then State Superintendent of Public Instruction, became intensely interested in this activity and did much to promote its development.

Miss Ella G. Agnew was the first woman agent employed. In 1909 the canning and poultry clubs were started in Amelia, Nottoway, and Halifax counties under her supervision. At this same time work was started with colored girls by Mr. Jackson Davis.

The work has grown steadily. In one year it had spread to seven states. By 1912 every state was encouraging the work. The first year there were about three hundred members; in 1923 the total enrollment in

Virginia had increased to fourteen thousand.

The following table shows the progress made in boys' club work.

Year	Enrollment
1917.....	3,994
1918.....	5,721
1919.....	5,961
1920.....	6,647
1921.....	6,778
1922.....	7,313

The quality of the work has also been greatly improved.

In girls' club work the progress has been just as great and the total enrollment per county is higher than for the boys' clubs.

The kinds of clubs have increased as well as the membership. At first there was just the corn club; now we have twenty-six different kinds, namely, corn, peanuts, Irish potatoes, sweet potato, sweet clover, tobacco, garden, birds-eye bean, soy bean, seed cotton, fattening pig, breeding pig, sow and litter, sheep, fattening beef, breeding beef, dairy calf, dairy heifer, dairy cow, bees, poultry, bread, canning, cooking, sewing, and room improvement.

The insignia of the club emblem is explained in a leaflet, "The Story of the Emblem." As the boys' and girls' club work gives a "Four-Square" training to its members for the "Four-Square" needs of citizenship and home life, they have chosen as their emblem an open book with a four-leaf clover on it with the lamp in the center of the clover and an "H" in each petal. Above it all at the top of the book is the word "demonstrator." The four "H's" represent the equal training of the head (mental), hands (service), heart (religious), and health (physical). The purpose is to train the head to think, plan, and reason; to train the hands to be useful, helpful, and skillful; to train the heart to be kind, true, and sympathetic; to train the health to resist disease, enjoy life, and make for efficiency. The book, which is used as a background, signifies the need for education and definite knowledge of farm and home interests in order to make for better rural life. The

four-leaf clover represents the principles of scientific farming, rotation of crops, soil building, and larger production and greater profits on less acres. The lamp signifies intellectual enlightenment and accomplishment through diligent study. The word "demonstrator" means that every club member is a demonstrator of the best known methods in modern agriculture and home economics.

When "All-Star Club" work has been done the fifth "H" is added for the home, since it is in the home that the real training is received for the work of our nation.

The club pin cannot be worn by a boy or girl until he or she has completed at least one year of successful work. The enrollment button is worn by any boy or girl who enrolls as a club member.

Each club member makes the following pledge:

"As a true club member, I pledge my head to clever thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, and my country."

"To make the best better" is the striking motto of the club. No matter how good a crop of corn or garden a boy has or how well a girl can sew, cook, and can, their goal is to do it just a little better each time.

The "4-H's," the regular emblem of the club, is the label found on all standard products of the club members and is their trade-mark.

Any boy or girl in Virginia, between the age of ten and eighteen, is eligible for membership in the club. It is not necessary to be attending school. A boy or girl may join any club project, but boys prefer to raise corn, poultry, calves, pigs, potatoes, sheep, etc., while the girls prefer canning, cooking, sewing, and poultry.

A "4-H" Club is made up of members of one or more of such groups as the beef, canning, cooking, pig, potato, garden, etc. In a single community each kind of club may be represented. It depends upon the

various interests of the children. If there are different groups in the club and if these groups are very large it is best to arrange for separate times of meeting so the work may be more thoroughly discussed.

Each club has its own officers. The different groups meet as one club and elect a president, vice-president, secretary-treasurer, reporter, and leader. These officers are elected at the first regular meeting in January. Each officer has his specific duties outlined for him.

The clubs should have at least twelve regular meetings during the year. A regular order of business is followed and it is surprising how well these meetings are conducted. They are conducted according to parliamentary rule and give good training for citizenship. After the regular business of the club at large is completed the different groups may meet and discuss their special problems. The meetings are varied and made interesting by the use of songs, yells, and games. Some clubs have a question box which is helpful to all the club members whether the questions are along their particular line of work or not.

Each kind of club has its own requirements. The requirements for the home garden project are:

1. Grow a garden of not less than one-fourteenth of an acre (3111 square feet) if cultivated by hand, or one-tenth of an acre (4356 square feet) if cultivated by horse.
2. The project begins at time of plowing and ends December 1st.
3. Draw a garden plan which shall include not less than 10 spring and summer planted vegetables and at least 5 succession vegetables on at least one-half the garden space.
4. Prepare and operate hotbed or cold frame if directed to do so by County Agent.
5. Prepare soil for planting as directed by County Agent.
6. Plant garden according to plan.
7. Fertilize and cultivate as directed by County Agent.
8. Control insects and diseases as directed by County Agent.
9. Plant one or more succession vegetables according to plan.
10. Grow cover crop on all unoccupied space as directed by County Agent.

11. Harvest and store vegetables as directed by County Agent.
12. Keep a record in the Garden Club Record Book and send in within 30 days after project ends with "A Story of My Garden."
13. Make an exhibit at local fair.
14. Read carefully the articles published and referred to in your monthly Club Letter mailed to you from the Extension Division.
15. Attend and take part in meetings of your club.

The canning club for girls has a very definite goal, as can be seen from this extract from the Hand Book of Information:

#### THE CANNING CLUB PROJECT

It is a known fact that the average rural family does not save sufficient food for its need through the winter months. Until comparatively recent times canning was a very uncertain process and a large per cent of canned foods was wasted by spoilage. With present methods based upon scientific facts, not only are products better, but time and labor are saved. Every member of this product is given sufficient training and practice work to enable her not only to can fruits and vegetables for home use, but to enable her to put her products on the market. The first year is devoted to canning tomatoes; in the other three years not only are other vegetables and fruits canned, but instruction is given in drying, preserving, pickling, etc., so that a girl who completes this project gets a thorough course in this branch of home economics.

The objects of this project are:

1. To teach the best methods of saving fruits and vegetables.
2. To create more interest in the home and garden.
3. To develop household economy through the saving of by-products.
4. To encourage thrift by turning fruits and vegetables into money.
5. To encourage the use of more fruits and vegetables in the diet.
6. To develop business ability by the keeping of records and accounts.

Not only do the boys and girls work out these individual projects, but they are also called upon to judge the products or to give a demonstration in judging. I once saw a boy and girl give a demonstration on the culling of poultry. Points that are considered in the culling of poultry were started and the birds were used to demonstrate these points. In a few minutes they could tell you more about the kind of chickens that make profits than you could learn by reading in a week. These judging contests are held within the clubs and the best teams

are chosen to compete with other clubs in the county. In turn the best team in each county competes in the state contest. Finally, the winning team from the state is sent to compete in a national contest, with all its expenses paid, or perhaps in a contest arranged by some large industrial organization.

The following extract from a letter from a Princess Anne County boy will give an idea of what activities he took part in during one summer:

"This summer I attended four Short Courses, one at Drivers, one at Cape Henry, and two at Blacksburg. When I went to Blacksburg, I had classes in poultry which consisted of grading, candling, and judging eggs.

"On the last day all the poultry teams gave their demonstrations and my teammate and I gave ours. When we were assembled in the Field House at Blacksburg that night the winning teams in every subject were announced. The winning teams got a free trip to Camp Vail, Springfield, Mass. We had a wonderful time there.

"Club work not only gives you pleasure in your work, but you get trips to Short Courses in the summer. This, with all the good times we had traveling around and seeing other parts of the country, goes to make this past summer one of the best I have ever had and of great educational value."

The work of the clubs is unlimited. You never know how far the influence of the work will reach when a boy or girl enrolls in one of the "4-H" Clubs.

The work of the boys and girls is exhibited at fairs where many prizes are won. The usual prize for the winning team in a judging contest is a trip. For instance, in the summer of 1923 many boys and girls from Virginia went to Camp Vail, Springfield, Mass. There they competed with teams from other states.

There are nine scholarships being held out in Virginia as rewards for good work.

There is one for \$500 given by the State Fair Board through V. P. I. to the boy or girl showing the best baby beef at the state fair. There are two for \$100 given by the Baltimore and Ohio Railway to the boy and the girl making the best club record in their territory. There is one for \$500 given to the girl making the best record in room improvement work in Albemarle county. There are also five \$300 scholarships given in this same county to club members making the best records in cooking, poultry, canning, gardening, and sewing. These scholarships prove to be quite an incentive for good work by the club members.

The champion "4-H" club in Virginia last year was the Linville-Edom Club in Rockingham county.

Each club has its leader. These are known as Home Demonstration Agents and County Agents. Sometimes a person in the community is chosen as a leader, but works under the guidance of these two agents. The Home Demonstration Agent works mostly with the girls and women, while the County Agent's work is with the boys and men of the county. They are in charge of the different clubs in the county in which they are employed.

The salaries of the agents are not all paid in the same way. In some places the appropriation is made by the county supervisors and then matched by the state. In other counties the school board appropriate the funds and sometimes the supervisors and school board arrange it jointly. There is one Home Demonstration Agent in this state who is co-operating with the Health Unit. The amount appropriated is matched by the state through the extension division.

In most counties the agents have an office centrally located, and this is known as the headquarters for the demonstration work in that county. This office is usually maintained by the county.

The agents attend the regular meetings of the different clubs and guide and supervise the work done by the children. Some-

times demonstrations are given either by the agent or under his guidance. They attend the short courses with the children and carry on the work in such a way as to try to interest the boys and girls and cause them to want to attend the short courses and thus be able to do better work.

These counties having both a Home Demonstration Agent and a County Agent are Albemarle, Amherst, Augusta, Bath, Bedford, Brunswick, Campbell, Chesterfield, Dinwiddie, Fairfax, Grayson, Halifax, Henrico, Henry, James City, York, Loudoun, Mecklenburg, Montgomery, Norfolk, Nottaway, Powhatan, Prince Edward, Princess Anne, Prince William, Roanoke, Stafford, Sussex, Tazewell, and Wythe.

Those counties having only a county agent are Amelia, Appomattox, Botetourt, Buckingham, Caroline, Carroll, Charlotte, Craig, Culpeper, Dinwiddie, Essex, Frederick, Giles, Gloucester, Greensville, Hanover, King and Queen, King William, King George, Louisa, Lunenburg, Nansemond, Nelson, Orange, Patrick, Pittsylvania, Prince George, Pulaski, Rockbridge, Rockingham, Surry, Warren, Clarke, Warwick, Elizabeth City, and Washington.

Those counties having only a Home Demonstration are Goochland, Greene, and New Kent.

The agents are, of course, responsible to higher authorities. Mrs. M. M. Davis is the State Agent; Mr. Charles G. Burr is the State Boys' Club Agent, and Miss Hallie Hughes is the State Girls' Club Agent.

The club headquarters are at the Virginia Polytechnic Institute at Blacksburg, Virginia, in co-operation with the United States Department of Agriculture, States Relations Service. From here all material concerning the work is sent out to the different counties. The work is so organized that many bulletins and pamphlets may be secured from the United States Department of Agriculture or from headquarters which give full instructions for the work to be done by the boys and girls.

The agents receive their training at Blacksburg, Virginia, and short courses for the training of the boys and girls are held there, too.

The extension work is carried on from Blacksburg under four groups. Farm Demonstration Work, Boys' and Girls' Club Work, and Specialists' Work. The County, Farm, and Home Demonstration Agents carry on their work through campaigns of publicity and education, field and home demonstrations.

Short courses are held at the Driver Agricultural High School and at William and Mary College as well as at Blacksburg.

Here the boys and girls receive concentrated training along the lines of their special work.

Club work has certainly proved its worth in this state. Many boys and girls have been given larger opportunities through the work than they would have received otherwise. Home conditions have been made better. As Mrs. Davis says, "Home Demonstration Work is the biggest work in the world because it helps people to help themselves and makes better homes and better people in them."

FLORENCE SHELTON

(CONTINUED FROM LAST MONTH)

TEACHERS OF ENGLISH IN ACCREDITED HIGH SCHOOLS AND JUNIOR HIGH SCHOOLS OF VIRGINIA, SESSION OF 1924-'25

SCHOOL	COUNTY	TEACHERS OF ENGLISH
Lee-Jackson	Mathews	
Lee-Maury	Caroline	A. R. Williams, Virginia Gregory
Leesburg	Loudoun	Elizabeth Thomas
Lexington	Rockbridge	Mary Richeson, Margaret Wade
Liberty Hall	Washington	Lavonia Widener
Lincoln	Loudoun	Mrs. Mabel N. Lybott, Louise Hiatt
Linville-Edom	Rockingham	Katheryn Bowman
Lloyds	Essex	Nellie Cooper
Lochleven	Lunenburg	Edith Harris
Louisa	Louisa	O. M. Rhodes
Lovettsville	Loudoun	Virginia Fenton
Lovingsston	Nelson	Mildred Kidd, Elizabeth Heath
Lowesville	Nelson	Thelma Miller, Miss J. E. Thornton
Lucketts	Loudoun	Gladys Nuchols, M. J. Simpson
Luray	Page	
Lynchburg (E. C. Glass)	Lynchburg (City)	Ruth H. Blunt, Evelyn Moore, Helen H. Nelson, Mrs. Mattie H. Nicholas, Mary S. Payne, Howard M. Reaves, Elsie V. Talbot, Evelina O. Wiggins, Mrs. Addie T. Eure, Kathryn W. Hodges
Madison	Madison	John H. Fray, Rachel V. Crigler
Madisonville	Charlotte	Emily Rice
Magruder	York	
Manassas Agri.	Prince William	Frances McAheny, Elinor C. Johnson
Marion	Smyth	Mrs. W. J. Horne, Miss J. Sheffey
Marshall	Fauquier	
Martinsville	Henry	H. R. Hamilton, Pocahontas Wray, Mary Moose
Marye	Spotsylvania	H. A. Buckner, Stella Hammond
Matthew F. Maury	Norfolk (City)	Julia G. Annspaugh, Lucy A. Brickhouse, Eliza- beth Eades, Warren S. Fleming, Bettie M. Goodwyn, Mary Love Green, Alice W. Hardy, Virginia H. Johnson, Virginia Old, Elizabeth K. Peck, Judith Y. Riddick, Mary C. Stahr, Benjamin T. Tatum
Maywood	Craig	
McDowell	Highland	Martin M. Folks, Jennie Vaughn
McGaheysville	Rockingham	Elizabeth Boggs, Florence Stickley
McKenney	Dinwiddie	Mary Darby
Meriwether Lewis	Albemarle	
Mica	Caroline	Camilla Moody
Middlebrook	Augusta	Maud Orndorff

Middletown	Frederick	Susie A. Smith
Midlothian	Chesterfield	Fred D. Thompson, Helen E. Coleman
Midway	Dinwiddie	Mrs. Lilla G. Diehl, Elizabeth Fuqua
Millboro	Bath	Mrs. M. I. Dunn
Mineral	Louisa	Mabel Levorsen, Mrs. Mamie J. Mille
Monterey	Highland	Ellen Minor Jones
Montpelier	Hanover	
Montross Agri.	Westmoreland	Daisy Spivey, Thelma Garland
Montvale	Bedford	
Morrison	Warwick	Genevieve H. Bonnewell, Nellie Carr, Hazel Thorpe
Mt. Jackson	Shenandoah	W. J. Stirewalt
Mt. Sidney	Augusta	David I. Suter
Narrows	Giles	Clara Belle Smith
Naruna	Campbell	Rosa M. Gilliam, Arthur P. Coleman
Natural Bridge	Rockbridge	Mary Burger
New Castle	Craig	
New London Academy	Bedford	
New Market	Shenandoah	Miss M. Gale Bushong, Florence Hounshell
New Hope	Augusta	Mary O. Miller
New Point	Mathews	
Newport	Giles	Cleo Duncan
Newport News	Newport News (City)	Lois Evans, Olivio Meredith, Anne Parker, T. G. Pullen, Jr., Mildred Rucker, Margar Sayre, Mrs. A. P. Scruggs
Newtown	King and Queen	Inez Watkins
Norcom (Col.)	Portsmouth (City)	Raymond W. Allmond, Olivia Anderson, M. L. Nichlos
Norton	Wise	D. R. Hutcheson, Miss Barron Hyatt
Oak Grove	Westmoreland	Lucy Y. McKenny
Oak Level	Halifax	Irline Copeland, Harry E. Cornpropst, Jr.
Oakton	Fairfax	Mary A. Booth
Onancock	Accomac	Virginia Good, Susie Fitchett
Onley	Accomac	Sara G. Wessells
Orange	Orange	Pauline Fry
Painter	Accomac	Mrs. M. E. W. Downing
Palmyra	Fluvanna	O. F. Northernton
Pamplin	Appomattox	Rosa P. Sanders, Mary Taylor Gills
Peabody (Col.)	Petersburg (City)	Vera Guilford, Fannie Fayerman, Clara Sargeant
Pearisburg	Giles	Nancy E. Pearson
Pembroke	Giles	Mary Stafford, Kathleen Worley
Petersburg	Petersburg (City)	H. Augustus Miller, Frances Miller, Dorothy Zirkle, Vida Murfee, D. Pickney Powers, Charlotte Gilliam, Elsie L. Ribble, Lelia Huddle.
Pleasant View	Amherst	Clara L. Moseley
Pocahontas	Tazewell	Virginia Holler, Annie Lee Falin
Poquoson Agri.	York	
Portlock	Norfolk	M. Eloise Vaughn, Robert L. Beale
Portsmouth (Woodrow Wilson)	Portsmouth (City)	Anna S. Johnson, Emily Dashiell, Helen Derrick, Hilda Devilbiss, Mary Gibbs, Nannette Hudson, Shannon Morton, Mary K. George, Lillian E. Hutchins, Madge Winslow.
Powhatan Agri.	Powhatan	Marguerite Butler
Prospect	Prince Edward	Mary Looney
Pulaski	Pulaski	Evelyn Finks
Pungoteague	Accomac	Margaret R. Mears
Robert E. Lee	Spotsylvania	Dorothy O. Hay
Radford	East Radford (City)	Julia Roop, Enola Dobyns, Miss L. Griever
Rappahannock District	Essex	Nell Horne Powell
Red Hill	Albemarle	
Reedville	Northumberland	Mrs. C. S. Towles

(CONTINUED IN NEXT ISSUE)

## FROM ILLITERATE BOY TO SCHOOL PRINCIPAL

**H**OW an illiterate boy of 21 became the principal of a large and growing school at Crossnore, N. C., within the space of ten years was told recently by C. McCoy Franklin. He is one of those sturdy Appalachian mountaineers whose Scotch Irish forefathers settled in the Southern States nearly 200 years ago.

"I come from the section of the Appalachian Range known as the Great Grandfather Basin," he began, singing out his words in his rich Southern speech. "It lies in the northwest corner of North Carolina. That venerable old mountain, the Great Grandfather, rises 5,962 feet above the sea level. That may not seem very high to those of you who have travelled, but down there we are completely shut off from the rest of the world. No roads have been built into our country, the beds of our streams are oftentimes the only 'roads' over which the lumber wagons can get up the mountain sides. Bicycles and automobiles are unheard of. I can talk to you in one of two languages—in English, or in our own mountain tongue.

The mountain language to which Mr. Franklin referred is the so-called dialect spoken in the highlands of Kentucky and the Carolinas. Some protest that it is wrong to call their way of speaking a "dialect," for many of the words used can be found in Chaucer. Who has not heard them talk of their poor "beest," or say that they were never "afeerd," or that Johnny would be in "afore dark," or that Eliza had "clomb" that mountain?

### THE SCHOOL HE WENT TO

As he related his story, Mr. Franklin only occasionally burst forth with a native expression. "You want to hear about the mountain folks down South, and I reckon I can best give you a picture of their lives by letting you take a peep into my own

home. My family was typical with one exception, mammy and pappy only had fifteen children while most of our neighbors had twenty or thereabouts. I was the oldest and had to help to bring up the family. From the time I was a wee little lad I wanted 'larnin' more than anything else. My pappy couldn't understand. He said he'd never had any 'larnin',' and he did not see why I needed any. There was land for me to cultivate as he had done. He expected that some day I would work for my family from dawn to sunset as he had done for his.

"My dreams were other than that. I had heard that afar off there was another world where people had books; that was where I wanted to go, to the land of the 'ferreigners,' as they say up there in the hills I came from.

"Oh, I went to school, yes. But come with me up the mountain side and let me show you the schoolhouse. There are no roads or paths, so we will walk up the bed of the stream, and if you prize your shoes you had better take them and your stockings off. The schoolhouse is a little log cabin with one big room. In it sitting around the walls, for the benches have no backs, are boys and girls ranging from 8 to about 16. One speller suffices for us all; from it we learn reading and writing. Please don't for a minute imagine that we have school every day. The teacher visits from village to village. Some years there is not money enough to bring him to our schoolhouse but one week out of the year. All in all, I had six weeks' schooling up to the time I was 21 years old!"

From a different source we have another picture of a Carolina mountain school much in appearance like the one described by Mr. Franklin. In the middle of the floor two planks had been raised, leaving an open space about two feet square. All around the room sit boys and girls, "chawin'!" We are told by our informant that neither they nor the teacher ever missed the mark!

## LEARNING NOT ALL IN BOOKS

"But," he went on, "there are a hundred things a boy can learn without books if he loves the great out-of-doors. My real school and church were in the forests and in the farm yard, such as it was! In the open, among the trees, the bushes, the flowers and the animals I learned many of nature's secrets. Early of a morning I would go out in the woods and, sitting quietly hidden by the shrubbery, I would wait for the call of the hermit thrush caroling to his mate, then the mocking bird awoke and soon the bob white joined in the chorus." Just to prove that he really knew their songs, Mr. Franklin imitated them all.

"Full well I knew that I must be content with Nature's teachings until I was 21, for up to that age I was my father's property, subject even to corporal punishment if he chose to exercise his authority—which, let me add, was never administered unless deserved. There were no idle hands in the family. When the spring came we all set out the crops and helped bring in the harvest in the autumn. Our farms down there in the Great Grandfather Basin aren't like the vast acres of open country that the word 'farm' conjures up to your mind. They are tiny little plots of ground clinging to the steep mountainsides.

"One day mammy left me to mind baby—I was 12 and he was the tenth—while she and the others worked in the field. My particular duty was to see that no snakes bit my little brother where he lay in an improvised cradle on the ground. Somewhere up in a tree a mocking bird sang—I forgot my charge! As I moved away to look for the songster, baby turned over and rolled from the ledge on which he lay. Over and over he went so fast that I couldn't catch him until some shrubs stopped him in his course. That night I felt the sting of the birch rod!"

John Fox, writing of the Appalachians, tells of a man who fell from his own cornfield and broke his neck! A mountaineer

trying to give a "ferreigner" an idea of the swiftly mounting sides of the hill in his "neck o' the woods," said: "Goin' up you mighty nigh stand up straight and bite the ground; goin' down a man wants hobnails in the seat of his pants."

"There is no machinery to help us in our farming," Mr. Franklin continued. "Fields are cultivated with a hoe, and the small amount of wheat we raise is flailed out on the bare ground and winnowed by pouring the grain and chaff from basket to basket while some one stands by and fans with a cloth. The women work as hard as the men. They not only bear the children, help with the crops, cook, wash and iron, but they make all the clothes as well. My mother spun the cloth for our clothes and even made our hats. Pappy made our shoes, brogans we called them, from the hide of our own cattle. You can imagine the crude things they were.

AT TWENTY-ONE, STARTS OUT TO GET  
"LARNIN'"

"The end of my twenty-first year approached. I had three pets which at odd times my father had given me—a rooster, a calf and a pig. The last had been frozen and given up for dead, but seeing its ear wiggle I knew that it had a fighting chance and begged my father to let me have it. These three beloved creatures were my capital; in them lay my future. The day before my twenty-first birthday I sold them and got \$25. Never had I dreamed that there was so much money in the world. The next morning I rose early and donned 'my best,' packed my few belongings in my trunk—a wooden box constructed for the purpose of accompanying me on my voyage.

"'Whar' yo' goin', son?' asked my father, seeing me thus attired.

"'I'm a goin' to town to get larnin.' I'm free today—I'm twenty-one.'

"No amount of persuasion could dissuade me. Mammy and pappy stood in the doorway watching me as I left and my brothers



and sisters, those of them that could walk, followed me through the woods, until weary they dropped, unable to make the sixteen miles I had to tramp to the station.

"I can't describe my sensation when I saw the train. I started to get aboard with my trunk on my shoulder and was terribly worried when I learned that I had to relinquish it, receiving in exchange only a little slip of paper. I bade farewell to my little wooden box forever, but trunk or no trunk, I was going to Berea, Ky., where I had heard there was a school.

"The train pulled out. I watched from the windows and exclaimed out loud as I saw what I thought was a giant picket fence whirling by me.

"That ain't no fence. Them's telegraph poles,' explained a fellow traveler. I did not understand; telegraphy was unknown to me.

"When I arrived at Berea and walked up the main street trudging under the burden of my luggage, I could not imagine why the children pointed at me and laughed. Now I know what a funny sight I must have been. Six feet tall, thin as a rail, my obstreperous hair standing upright through a hole in the crown of my home-made hat, my strange looking clothes hanging loosely on me, and my brogans making a weird noise as I moved along. I learned where the school building was and made my way to the registrar's office.

#### HOW HE REPAID HIS BENEFACTOR

"Want to go to school, do you? Well, read this.' He thrust a reader at me. It might have been Greek.

"I reckon I didn't larn that,' said I.

"Try this.' He handed me a simple problem in arithmetic.

"I reckon I didn't larn that neither.' The golden gates of my Paradise of learning seemed to be closing in my face.

"Well,' he snapped, 'you can't come here.'

"A warm arm was laid about my shoulder, and I felt a kind hand take mine.

'Yes, there is a place here for you if you want knowledge badly enough to come so far in search of it.'

"It was the principal of the school who, sitting somewhere in the background, had seen and heard me. I was entered in the first grade with boys and girls even less than half my age. Many were the jibes and taunts they flung at the big fellow who stood so long a time before the blackboard trying to work out his problems. Outside of school hours I worked to pay for my living. The years passed, I was graduated from the Berea School and went to the Kentucky State College, of which I am a graduate

"Now I have gone back to my own people and am helping the boys and girls in the part of the country where I came from to get the thing I sought without having to fight so hard for it. For one year I have been Principal of the Crossnore School.

"Mine is the story of thousands upon thousands of young people in the mountains who yearn for 'larnin' more than all else. Once the opportunity comes to them they are quick to grasp it. Theirs is the same blood that flows in the veins of the early New England settlers, only less fortunate. Their ancestors turned their eyes toward the South, where they were locked in the stern embrace of the mountain fastnesses. Unable to get beyond or out of them, they have stayed, proudly living their lives in complete isolation. Today a way is opening to them. By means of it they will not go out into the world, but the world will be brought in to them."

The Crossnore School of which Mr. Franklin is the Principal was not founded until some time after he left home to seek his education. Its founders, Mr. and Mrs. Martin Sloop, who were tramping through the Linville River Valley, saw and appreciated the need of the mountain children. They reclaimed a small log cabin and turned it into a schoolhouse. Today a modern, well-equipped building stands on the old site.

—*The New York Times.*

# THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editors of *The Virginia Teacher*, State Teachers College, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### "HIGH SPOTS" AND "LOW SPOTS" SURVEY IN THE NEW YORK CITY SCHOOLS

THE survey recently inaugurated by William J. O'Shea, superintendent of the New York City schools, makes use of the entire teaching staff of the city system. Superintendent O'Shea is putting into effect a notion frequently enough discussed before teachers' conferences, but too rarely adopted as a matter of practice by school supervisors, that of giving the classroom teacher a say in the matter of conducting the system. The New York Superintendent is finding what any other superintendent will find, that if he gives the teacher a chance to help, his problems will reach a saner and earlier solution. Few of the educational slogans of the day—projects, contracts, Dalton, learning by doing, visual instruction, socialized recitation, intelligence tests, objective measurements, pupil government, or what not—can have much value unless the wholehearted cooperation of the class-room teacher is secured.

Here are some of the "high spots" Superintendent O'Shea is given a chance to think over:

1. Brighter pupils, instead of skipping grades and going ahead with older pupils, stay with children of their own years, but learn more of poetry, history, and manual arts.

2. Each pupil compiles a history of New York, illustrates, types, and binds it in book form.

3. When supervisors see a lesson of particular merit, opportunity is given to all teachers in the school to observe such a lesson.

4. Careful record is kept of the children's intelligence tests and tests are given at different periods. If, as has happened in several cases, children do much better for their age in a second or third test, the principle notes the fact and raises a question whether the intelligence tests give satisfactory evidence of children's native abilities.

5. All textbooks are brought every Wednesday morning to a teacher or principal for inspection as to the care which the pupil is taking of the public's property.

6. Among 25 experiments reported is a kindergarten orchestra.

7. Among methods of promoting teacher happiness at work, one school has groups of teachers visit classrooms to see demonstrations of excellent work.

8. Among ways of promoting teacher participation in school management, they cited a school where teachers rate themselves in efficiency and characteristics for conference with the principal over ways of increasing efficiency.

9. Grammar school graduates are recruited into high school by means of scholarships procured for promising pupils who, if helped even a little, are enabled to continue in school.

10. Individual differences among pupils are recognized in the character and amount of instruction given through a Help Club by which pupils who understand coach other pupils who need help.

11. Learning by doing is furthered by giving pupils experience in radio broadcasting on selected civic topics.

12. Among many ways of furthering student help, one school sends parents balanced diet charts, with special reference to wholesome breakfasts.

13. Free piano instruction is given by a teacher as one way of promoting extra curricular activities.

14. In character training one school concentrates on some special habit each month, and has pupils make progress reports as to undesirable habits broken.

15. In deciding what work to try, pupils about to graduate are aided by the privately supported Vocation Counsel for Juniors.

16. In the study of current national, state, and local problems, one school calls upon pupils in assembler for two-minute speeches.

17. In studying world problems, one school had the Washington Disarmament Conference dramatized at commencement exercises.

18. Among improvements in office firm and devices, one school reports printed directions and suggestions for all substitutes and new teachers.

19. Among ways of securing co-operation of parents, one school reports a chain of letters, typed in Italian and setting forth the need for early and constant correction by parents of pupils' faults discovered in school.

20. Among gifts or other help from citizens, a Coney Island school reports that every prominent civic social, and philanthropic agency of Coney Island has presented a picture or other gift to that school.

21. Among other advance steps, one school, built in 1908, says it has preserved its original freshness by the untiring care of the custodian-engineer who takes a personal pride in his plant.

But it is just as significant for us to look over some of the "low spots," if this survey is to help us. Here are some from the same source:

1. More nature materials are needed in classrooms, such as many schools now obtain from the Museum of Natural History and the Brooklyn Museum.

2. Once every term, teachers should be provided with simple, printed lists for children to take home so that parents will be reminded to visit our city's many museums, with their wealth of objects of artistic, historic, and scientific interest.

3. More films and lantern slides should be supplied for the study of geography.

4. Slower pupils should be given different kinds and quantities of matter to study and should be taught by different methods from those used with children able to go faster.

5. For their own sake, and as a social service, bright pupils should be allowed to coach the slower ones during the study period.

6. More opportunity should be given children in their history, geography, and arithmetic courses for the kind of oral expression that is called for in the English course.

7. Make the child a participant in a world of experience, rather than a mere listener in a mature world of talk by having more manual experience.

8. Help teachers realize that the chief business of a school is learning rather than teaching and that when programming children's time more emphasis should be placed in each school on the learning process.

9. The board of education itself should give instruction to teachers in new methods and see that attendance at such instruction is credited toward promotion.

10. There should be itinerant model teachers. Not only young teachers, but also older ones should be given opportunity "to go back to training school for special help where results show they are weak in their actual teaching."

11. More help should be given to pupils with speech defects.

12. There should be more working with the pupils and less working for them.

13. Many teachers do too much work for their children.

14. Ways of finding out what each pupil is like and of fitting instruction to his individual need should be demonstrated in different parts of the city by model teachers.

#### RECENT RELEASES FROM THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

Few changes were made in the standards for Virginia elementary schools as revised recently by the State Board of Education, it was reported at the State Department of Education recently. Superintendents throughout the state have been notified of the revised standards for 1925-26.

For next session it is provided that teachers in standard elementary schools shall hold an elementary certificate with at least one year's experience, or first grade certificate with at least three years' experience. Hitherto the teacher in the standard elementary school was required only to hold a first grade certificate, it is pointed out.

The standard salary of \$85 for a nine-months' term, as previously prescribed, is maintained. The Department of Education, however, is given discretion to accredit schools with teachers' salaries below that amount provided no individual salary in such school is less than \$70 per month, and the average salary in the elementary schools of the division seeking standardization is not less than \$75 a month for a nine-months' term.

It is said at the State Department of Education that primary emphasis is laid upon the qualifications of the teacher and the character of the instruction in standard schools which must run for at least nine months each session. Another important requirement provides for ample playground facilities of not less than two acres, under the control of the school board, that children may receive as an integral part of their schooling proper physical education. Requirements covering the standards for schoolrooms, lighting, heating, and ventilation, sanitary provisions, and character of equipment have not been changed in the revision recently effected.

The State Board of Education has had printed a bulletin on standards for rural elementary schools for general circulation throughout the state. In the spring of the year the State Department of Education sends out blanks on which reports on elementary schools are made to the State Department. Many of these schools are visited during the year by state school officers. When the proper standards are met the state aid of from \$150 to \$300 is provided, depending upon the size of the school. These funds are intended as a supplement to local funds in order that the complete standards set up may be reached.

Last year, it is pointed out, the check on standard rural schools was very much closer than it had been possible to make before. The same general policy will obtain for the current session, because it is believed that it is quite as fundamental to provide proper standards for elementary education as it is for high school education.

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#### THE EDUCATIONAL RATING OF COUNTIES

Every county in Virginia last session received a general educational rating of 50 or higher, with an index number of 100 as the assumed standard of excellence, according to ratings just completed at the State Department of Education, it was announced by Superintendent Harris Hart, State Superintendent of Public Instruction.

In 1919-20, the first year of rating the school divisions of Virginia by index numbers, there were 23 counties with general educational index numbers of less than 50, and for the first time last session all counties were able to attain index numbers of 50 or higher. It is pointed out that this record is worthy of careful consideration.

Last session Elizabeth City county was ranked first among the counties, as it was the previous session; Arlington county ranked second as against fifth the year before; Norfolk county ranked third as against ninth the year before; Henrico

county ranked fourth as compared with second the year before; Wise county ranked fifth as against tenth the year before; Nottoway county ranked sixth as compared with third the year before; Warwick county ranked seventh as against eleventh the year before; Highland county ranked eighth as against fourth the year before; James City county ranked ninth as compared with sixth the year before; Prince George county ranked tenth as against twelfth the year before.

These records of the ten counties ranking at the head of the list are typical of the ratings of the other counties; a good many shifts of positions are shown among the counties whenever rated, but it does not mean necessarily that when a county takes a different rank its own educational efficiency is lower than that of the previous session, but that it has been outstripped by another county.

Nansemond as an individual county made an unusual gain in total points last session as compared with the year before, it is reported.

The final index number for all the counties of the state last session involving five financial and five academic factors was 75.43, which indicates that the educational efficiency of the schools of the state, outside of the cities, is about twenty-five per cent below the standard set for them. There was a clear gain made last session as compared with the session before, it is pointed out.

In 1922-23, 48 counties received a rating of from 70 to 100 points on a scale of 100; in 1922-23, 58 counties received the same rating. In 1922-23, 37 counties received a rating of from 60 to 70 points; last session 33 counties were so rated. In 1922-23, 12 counties were rated between 50 and 60; last session only nine counties were rated so low. In 1922-23, 3 counties were rated below 50; last session no counties were so rated.

"These ratings," said Superintendent Hart, "give a somewhat rough but significant picture of the educational situation in Virginia at this time. While index numbers to the average individual may not mean as much as to the statistician, nevertheless no better system has yet been devised for measuring educational efficiency. Indeed, it is gratifying that such an effective instrument of revealing actual educational progress has been devised, and it is hoped that educational changes going on in Virginia, as revealed in index numbers, will be carefully scrutinized by every citizen."

CARTER W. WORMELEY

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#### PRIZES FOR ORATIONS AND ESSAYS

The Commission on Interracial Co-operation is offering three prizes, of one hundred dollars, fifty dollars, and twenty-five dollars, for the three best orations or essays on some phase of race relations, submitted by students of Southern colleges on or before June 15, 1925.

The only condition of entrance of any oration or essay is that it shall have been delivered on some public college occasion or printed in a college periodical during the present school year.

The contest is limited to the white colleges of the thirteen Southern states, including Kentucky and Oklahoma. Contestants are free to choose any phase of race relations and to treat it as they see fit. Papers must reach the office of the Commission not later than June 15 and prizes will be awarded as soon thereafter as possible.

For further information, including suggestive topics and reading list, write R. B. Eleazer, Educational Director, Commission on Interracial Co-operation, 409 Palmer Building, Atlanta, Ga.

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The briber and the bribed are both lawless, but the worse of the two is the briber  
—DR. CHAS. W. ELIOT.

#### AMERICA FIRST

Not merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "America First"—From a sermon by THE RT. REV. G. ASHTON OLDHAM, Bishop Co-adjutor of Albany.

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#### BOOKS

##### A JOB ANALYSIS FOR THE TEACHER IN TRAINING

AN INTRODUCTION TO TEACHING—A Manual for the Guidance of Teachers in Training, by Katherine M. Anthony. Harrisonburg, Va.: privately published by the author. 1924. Pp. 37. 50 cents.

In the work of teacher training no need has been quite so acute as that of a suitable manual for the student teacher. This gap in materials has been admirably provided for by Miss Katherine M. Anthony, who from a long experience in supervision writes an *Introduction to Teaching*. The manual may confidently be expected to be equally helpful to the student teacher in giving direction and focus to her work, and to her supervising teacher in bringing about more

ease of systematizing and following up her critical suggestions.

The author in the foreword recognizes that there are several well-defined purposes to be served by this and similar manuals. First, it offers one of the best means of setting up a common body of standards or ideals of practice in both teaching and management. It also affords a convenient method of assembling and arranging materials such as bibliographies, outlines, lists of stories and so forth. To this end this manual has been stapled and can easily be taken apart for the insertion of additional leaves while the lefthand pages are left blank for notes.

However, the major purpose cited and clearly evidenced in a review of the material is to afford a job analysis for the elementary school teacher. In this respect the author has prepared a superior outline based on the more recent findings of psychology and experimental education.

After a preliminary chapter setting forth the organization and administration of student teaching, eight more chapters deal with the whole teaching job. Some chapter headings are: Problems concerning Technic of Instruction, Problems concerning Teaching Personality and Improvement in Service, and Problems concerning Selection and Organization of Materials. Approximately two hundred problems or exercises for study are grouped under natural heads and, as a whole, form a series of developing tasks from the minor and less complex to the most difficult ones facing the typical teacher.

The effectiveness of the problem and discussion methods of teaching has already been well established in the last decade. Their usability for the conference periods in the course in student teaching may best be illustrated by quoting sample problems:

III. Study the children in your class as to their ability to do school work, being careful to distinguish what the child can do from what he is doing. Then separate the class into five ability

groups: average, good, superior, fair, and poor. (p. 11)—IV. Show how the playground may develop many desirable character traits. (p. 12)—III. Prepare a story and tell it to your class. Secure criticisms from your fellow students, as well as from your supervisor; then try another story with especial care to strengthen weaknesses. (p. 13)—X. Use the Score Card to study your personal qualities. Determine whether outstanding weaknesses are inherited or merely habit; plan a definite program of improvement. (p. 16)—I. Show how the conference may be used to set up standards of behavior in such a period. What is satisfactory behavior in a working lesson? (p. 21)—VI. Choose any subject from your grade and make an outline for a month in the form of goals. (p. 23)—X. Why do children enjoy writing rhymes? In what way does this develop appreciation of poetry? Show how you would guide children in writing rhymes. (p. 29)

The *Introduction to Teaching* should be particularly valuable in aiding to dispel at the outset such erroneous notions as young teachers sometimes show even more by actions than words; for example, that teaching is to be learned by imitating the supervisor, that preparation for teaching consists to a large extent in putting in a certain amount of time in participation, and that the training for a few weeks or months in a model school creates a finished product rather than simply affords a period of finding one's self in the new job.

The author follows the commendable practice of introducing the chapters and sections with brief introductions setting forth the underlying psychological or social or educational philosophy for the problems that follow. Another feature that stands out is the stress laid upon the student's doing things for herself, such as the activities she is expected to meet with in teaching and also many of the activities which she will expect of her children.

At the end of the manual and serving as a summary of the whole presentation is a Score Card for Teachers in Training. It comprises four main topics: personal qualities; some essential abilities, such as hand-work, English, and so forth; professional equipment; and management. The supervising teacher is expected to make four ratings of the student during her period of training and to give a final rating on a score

of significant traits, one hundred explanatory questions leaving little doubt as to the meaning and significance of these traits. While the author clearly recognizes that new researches and co-operative thinking will bring about some necessary revision, the reviewer finds this to be a splendid climax or review of the whole manual, and to offer especial helpfulness to the student teacher in affording her an opportunity for self-analysis of her own growth and to the supervisor in checking the achievements of her students in other than subjective and largely personal terms.

In conclusion the reviewer finds that in this volume Miss Anthony has set before teachers not only an interesting and unique series of problems arising in the teaching process, but also fundamentally a course in self-development as a teacher, which if followed with some care should lead to excellent results in teaching and management. It is easily seen that, while the author had in mind teachers in training and in particular her own students, the manual has a much wider scope of usefulness. Instructors in colleges and teachers colleges in courses in teaching and management and in courses in supervision will find in it much valuable material. The supervisor, either rural or urban, working with relatively untrained teachers or with teachers whose training needs freshening up through contact with the newer literature in education, will find this manual a very useful guide in his conferences and discussions. Moreover, teachers in the field with or without good supervision who are interested in their own growth and promotion will turn to it as a means of development of much the same sort of skill as could be gotten under the personal direction of the expert supervisor. The author has given to her fellow teachers a fine tool that will serve its purpose as should all supervision and supervisory technic in the improvement of teaching in the typical teaching situation.

W. J. GIFFORD

## MAKING CHEMISTRY EASILY INTELLIGIBLE TO BOYS AND GIRLS

CHEMISTRY FOR BOYS AND GIRLS, by Carlotta C. Greer and John Cora Bennett. New York: Allyn and Bacon. 1925. Pp. 844. \$1.80.

This is a carefully prepared text in elementary chemistry, developing the principles of the science through just such questions as any intelligent boy or girl would likely ask, if his interest in the physical world about him could be aroused. It is orderly, well arranged, and presents the essential matter of chemistry; it is not to be confused with the ordinary jumble of questions with which we are so familiar in general science texts developed through questions. Though presented in very simple language, nothing essential to an understanding of chemistry is omitted. It lacks nothing in illustrative material, experiments, and such aids to the study of this science as are found in the more formal texts. Scientific soundness, however, with interest as a big motive, is present throughout. I regard it as a triumph in the matter of approach to a rather difficult subject.

JAMES C. JOHNSTON

## A NEW BIOLOGY FOR USE IN VIRGINIA HIGH SCHOOLS

BIOLOGY AND HUMAN WELFARE, by James Edward Peabody and Arthur Ellsworth Hunt. New York: The Macmillan Co. 1924. Pp. 583. \$1.68.

This book is based on *Elementary Biology* by the same authors, which is the text used in the high schools of Virginia. In the new manual for science courses, however, the State Board of Education suggests that the new book, *Biology and Human Welfare*, may be used instead of the former text.

The new book has three very definite values to commend it. First, it is revised and completely rewritten and has its sub-

ject matter brought up to date. Second, the work is centered around the idea of human welfare and the old divisions of botany and zoölogy are taught not as independent and unrelated topics, but rather in relation to man. Third, as has been suggested, there is no separate treatment of the branches of biology, but plant and animal life are taught together and the principles so learned are applied to the life of man.

This is an adaptation to the most widely approved methods of teaching the subject. This book is decidedly superior to the old one and should entirely replace it.

GEORGE W. CHAPPELEAR

#### NEW MATERIALS IN GEOGRAPHY

HOME AND WORLD SERIES, by James Franklin Chamberlain. New York: The Macmillan Company. 1924. (HOW WE ARE FED. Pp. 200; HOW WE ARE CLOTHED. Pp. 160; HOW WE ARE SHELTERED. Pp. 156; HOW WE TRAVEL. Pp. 182). Each, 88 cents.

Our methods in geography are fast outgrowing our materials. True, the teacher who centers her work around an activity will find the children bringing in much information secured from books and from parents. But until she reaches the artist stage she will have difficulty in heading the work up, unless there is in the hands of all something fuller than the usual text in geography. Moreover, there are certain experiences in using tables of contents and indexes, as well as in selective reading for reports, that are better gained in the geography or history class than in the reading. This series has been brought up to date in order to meet such needs. The style is better than in the average textbook, the illustrations are carefully chosen and plentiful, and the books are well bound. One wishes that fewer topics had been dealt with in each volume so as to permit of a more exhaustive treatment, and that an index to each book had been provided.

KATHERINE M. ANTHONY

#### "WHAT SHALL I READ?"

THE LITTLE BOOKSHELF, by Grace Conklin Williams. Chicago: Rand McNally & Company. 1924. Pp. 174.

Teachers and those who are training to be teachers will find this a valuable reference book. It shows the great need in our schools for more and better books for the children to read and offers suggestions for the remedy. In fact, the book is one suggestion after another, with many ideas and thoughts for the reader to consider and settle for himself.

The book lists are especially valuable. To begin with, there is a list of books that children of the various grades from one to eight like best, and with it a list that grown-ups think best for children. "The primary teacher's and the primary child's lists are almost identical. The divide begins at the fourth grade."

There are lists of books classified according to grade, subject, and author. There are chapters giving methods of arranging the books in shelves and cases, of cataloging, and of circulation. One aim of the writer is to start a "browsing ground" for children in the public schools.

As the author states, "this is a simply written little book—almost a one-syllable affair—in the hope that the overworked grade teacher will read it where the big book would be passed by."

MARGARET V. HOFFMAN

#### BRIEF REVIEWS

HOW TO TEACH READING, by Mary E. Pennell and Alice M. Cusack. Boston: Houghton Mifflin Company, 1924. Pp. 298. \$1.80.

This book on the teaching of reading is unique. It offers more actual help to the classroom teacher than anything else I know. Yet along with each set of suggestions the authors have lined up the underlying principles so that the teacher gains in her grasp on elementary education through her use of the book. Lists of materials for each grade are included, also a bibliography for the teacher.

K. M. A.



THE IMPROVEMENT OF TEACHING, by George E. Freeland. New York: The Macmillan Company. 1924. Pp. 290. \$1.60.

Dr. Freeland visited more than a thousand classrooms in making his analysis of good teaching. Then for several years he tried his plan for teacher improvement out with student teachers. As a result this book has something very definite to offer the growing teacher, whether she be apprentice or veteran. It is well written with a good balance between procedure and theory.

A SCHOOL IN ACTION, a Symposium with introduction by F. M. McMurry. New York: E. P. Dutton & Company, 1922. Pp. 344. \$2.50.

This is an account of an experimental school in the summer colony at Peterborough, New Hampshire. Musicians of note were employed to teach music; literature was taught by Padraic Colum; a resident psychologist co-operated in guiding the children's growth. The accounts of the work, written by these experts, are detailed, including stenographic reports in most cases.

THE PROJECT METHOD IN CLASSROOM WORK, by E. A. Hotchkiss. Boston: Ginn and Company, 1924. Pp. 258. \$1.48.

The major part of this book consists of concrete illustrations of projects actually worked out. In reporting these Mr. Hotchkiss makes clear the relation between the project and the traditional school subjects. These children reached out after subject matter because they needed it. An outline of a year's work in an informal primary room is given.

THE HIGH SCHOOL PRINCIPAL, by Leonard V. Koos. Boston: Houghton Mifflin Company. 1924. Pp. 121. \$1.20.

The duties of the high school principal, their relative claims on his time and energy, the specifications for his training, all summarized in brief scope, with numerous graphs to reinforce conclusions, make this book valuable not only to the principal himself, but also to superintendents and school boards.

THOUGHT QUESTIONS FOR STUDENTS OF AMERICAN HISTORY, by Fayette E. Moyer. Boston: Allyn and Bacon. 1924. Pp. 57. 25 cents.

Believing that the teacher of history has large opportunities to develop honest thinking through the use of questions involving the reasoning process, the author has here presented 353 such questions chronologically arranged. They are suggested for advance assignments. An index is wisely included for the convenience of the teacher.

HELPS FOR THE STUDY OF OUR CONSTITUTION, by Grace A. Turkington. Boston: Ginn and Company. 1925. Pp. 153. 40 cents.

Since the teaching of the Constitution of the United States is required by law in more than half of the states, a little book like this, designed for use anywhere above the sixth grade, should have a large field of usefulness. It is illustrated with stimulating pictures; there are excellent tables analyzing the Constitution; all the editorial accessories are well done.

TEXTBOOK IN CITIZENSHIP, by R. O. Hughes. Boston: Allyn and Bacon. 1923. Pp. 748. \$1.60.

A combined community, economic, and vocational civics providing a full year's work in the upper junior high school or lower senior high school. Even Comenius would have marvelled at its pictures.

ROMANTIC AND VICTORIAN POETRY, edited by C. E. Andrews and M. O. Percival. Columbus, Ohio: R. G. Adams & Co. 1924. Pp. 986. \$3.50. (Also issued in two volumes: Romantic Poetry. Pp. 384. \$2.00; Victorian Poetry. Pp. 602. \$2.50.)

An excellent collection. In addition to the usual selections from Romantic poets, Hood, Moore, and Praed are well represented. In the Victorian poetry are found notably sound selections not only from Tennyson, Browning, and Arnold, but also from the Pre-Raphaelites—the Rossettis, Morris, Swinburne—and from Meredith, Patmore, Bridges, Blunt, Stevenson, Henley, Dobson, Kipling, Dowson, Symonds, Yeats, Thompson, and A. E. Housman. An excellent collection.

NEWMAN—PROSE AND POETRY, edited by George N. Shuster. Boston: Allyn and Bacon. 1925. Pp. 196. 60 cents.

*The Idea of a University* broken up into numerous small sections; two sermons; two poems, *The Pillar and the Cloud (Lead Kindly Light)* and *The Dream of Gerontius*; and various shorter pieces.

CIRCUS ANIMALS, by Elizabeth Gale. Chicago: Rand McNally & Company. 1924. Pp. 112.

An attractive supplementary reader telling how the animals came to the circus. Well illustrated by Warner Carr and Donn P. Crane.

DANDIE, THE TALE OF A YELLOW CAT, by Florence Hungerford. Chicago: Rand McNally & Company. 1924. Pp. 126.

A supplementary reader for the early grades.

ELEMENTARY ALGEBRA—FIRST COURSE, by Elmer A. Lyman and Albertus Darnell. New York: American Book Company. 1924. Pp. 336. \$1.24.

A first-year course in elementary algebra to satisfy the requirements of courses of study in various states and of the College Entrance Examination Board.

LA MARE AU DIABLE, by George Sand. Edited by Leopold Cardon and Alice Cardon. Boston: Allyn & Bacon. 1924. Pp. 214. 80 cents.

All in French, including Preface, Table of Contents, List of Illustrations. "Explications et Exercices," chapter by chapter, give large opportunity for the assimilation of the text.

PIECECITAS ESPANOLAS FACILES, by Ruth L. Henry. Boston: Allyn & Bacon. 1924. Pp. 105. 80 cents.

A revised edition of Henry's *Easy Spanish Plays*. They offer to the pupil practice in speaking Spanish, in memorizing. Idioms and common expressions are fixed better by this means, the author claims, than by typical dialog in foreign language classes.

LAS DE CAIN, by S. and J. Alvarez Quintero. Edited by Z. Eilene Lamb and Norman L. Willey. Boston: Allyn & Bacon. 1924. Pp. 194. 80 cents.

A witty comedy by two popular Spanish dramatists who write in modern colloquial Spanish.

LESSONS ON THE USE OF BOOKS AND LIBRARIES, by O. S. Rice. Chicago: Rand, McNally & Company. 1923. Pp. 178.

High school graduates entering college frequently have difficulty in using the library. They do not know how or where to secure information when they need it. For such students this book should be helpful.

It is a text for the upper grades, but can well be used in high schools or even in the lower grades, and would be most helpful in teacher training classes. Definite exercises are given on every phase of library work—the physical make-up of a book, the use of dictionaries and encyclopedias, the card catalog, reference reading, note-taking, reading of periodicals, and fiction.

## NEWS OF THE COLLEGE AND ITS ALUMNÆ

### NEWS OF THE CAMPUS

President Paul Bowman of Bridgewater College was the speaker at Convocation January 9. Taking "Scholarship and Democracy" as his theme, President Bowman developed the idea that the primary function of a college is "scholarship buttressed by morality, inspired by ideals." He suggested three tests of the scholar: first, the ability to discover truth for himself, to stand alone, if need be, amid the current of conflicting ideas; second, the ability to convince others that the truth that he has discovered is real truth; third, the ability to translate truth by weaving it into the lives of the community. It is as an apostle of life and as a constructive moral force that the scholar must serve his purpose in the community of a real democracy, asserted Dr. Bowman.

On the occasion of his visit to Harrisonburg to attend a meeting of the Shenandoah Valley, Incorporated, Governor E. Lee Trinkle accepted an invitation to address the student body in assembly on January 16. The Governor called attention to the large

increases in the appropriation of public monies to the purpose of education, asserting that against the \$4,223,000 spent on public schools in 1914, the State of Virginia in 1924 spent \$10,851,000 in support of its public schools. Whereas in 1914-16 \$498,000 had been appropriated for teacher training purposes, in the biennium of 1924-26 \$709,000 would be expended in the same way. Impressive as the evidence was of continually larger expenditures in education, there still remained to be noted the fact that larger enrollment of students necessitated still further expenditures in order to keep up with the standard of 1914.

Another prominent visitor on the campus in January was William W. Ellsworth, a former president of the well known publishing firm, The Century Company, who came here to give his illustrated lecture on "Shakespeare and Old London." During his visit Mr. Ellsworth generously agreed to speak at assembly Wednesday on "The New Poetry" and Thursday morning on "The Joy of Writing." The Stratford Dramatic Club managed the lectures and invited as special guests for the Thursday morning lecture the staffs of *The Breeze* and *The Schoolma'am*. Mr. Ellsworth was entertained at dinner by the members of the Stratford Dramatic Club, who afterwards at their regular meeting were favored with an informal talk by Mr. Ellsworth on actors he had known. Mr. Ellsworth's visit to the campus was a source of much inspiration and his fund of anecdotes and stories about well known writers he had known were only less interesting than his genial personality.

The Bluestone Cotillion Club has blossomed forth twice during January; first, at a little dance in the gymnasium on the tenth when Bernice Wilkins and Virginia Blankenship were awarded a prize in a dancing contest, and again on the twenty-fourth when the regular german for the winter quarter was held in Harrison Hall.

To music furnished by the Augusta Military Academy orchestra, more than a hundred couples enjoyed the festive occasion to the full.

At the January birthday party Mr. and Mrs. John N. McIlwraith were the guests of honor along with Miss Wittlinger and Mrs. Wittlinger, Miss Turner, Mrs. Milnes, and Mr. and Mrs. Varner. Evelyn Cheshire, as toastmistress, called on Mr. McIlwraith at the conclusion of an evening that began with a mock-wedding ceremony.—The faculty women living on the campus entertained Miss Alimae Aiken at dinner Thursday evening, January 22, preliminary to Miss Aiken's departure for New York City, where she will be doing work in art during the rest of the present session. During Miss Aiken's leave of absence her classes are being taught by Miss Margaret McAdory, of Birmingham, Alabama.—Still another party in honor of the McIlwraiths brought most of the faculty plowing through the snow to Alumnae Hall the evening of January 27.

In addition to a recital given by students of expression and music on January 16, three one-act plays were presented by students of expression, under the direction of Miss Ruth S. Hudson, the evening of January 23; "The Far-Away Princess," by Hermann Sudermann; "Barbara," by Jerome K. Jerome; "The Wonder Hat," by K. S. Goodman and Ben Hecht, were presented with pleasing effect.

A "miscellaneous shower" was the device hit upon by the officers of the Y. W. C. A. as a means of refurbishing the Y. W. C. A. rooms and kitchen.—Two speakers at Sunday meetings of the Y. W. C. A. have been Miss Louise Foreman, Secretary of the Young Peoples' Work of the Baptist Church, and Miss Roberta Carnes, a field worker of the W. C. T. U. Dr. E. R. Miller, of Harrisonburg, was also a speaker at the Y. W. C. A. services.

The basketball schedule has begun auspiciously. Three games have been played and Harrisonburg has won them all. At Bridgewater on January 9 the "Star-Daughters" won from the girls of Bridgewater College by a score of 28 to 3. On January 17 in a return game at Harrisonburg, played this time under modified girls' rules with only five players, Bridgewater lost again—this time by a score of 49 to 15. Farmville played here on January 30 and on account of ominous advance reports Harrisonburg supporters were rather nervous over the outcome. In spite of Jessie Rosen's banded hand, Sadie Harrison's damaged knee, and Ruth Nickell's heavy cold, however, the Star-Daughters rallied round the flag and won by a score of 38 to 19.

Three recent movie entertainments put on by different campus organizations have been a picture based on *Les Miserables* and picturizations of *If Winter Comes* and *This Freedom*. Assembly programs have included the concert of the junior high school Glee Club; a talk by Rev. L. S. Rudasill and music by the Misses Ada and Ida Howard; another program by the college Glee Club (in which was sung a very mathematical song); and a very entertaining program of readings by Rev. J. C. Copenhaver from various popular verse writers.

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#### ALUMNÆ NOTES

Bessie Stuart is teaching at Cumberland. She has the fourth grade and is enjoying her work very much.

Marceline Gatling sends a message of good cheer from her home in Norfolk. Her school is near at hand.

Richie L. Colvin writes from Waterloo in Culpeper county and says: "I am teaching the fourth and fifth grades at Amissville."

Nellie Gray is located at Lorton. She is teaching in several grades in the Pohick

School. She is planning to be in college again next summer.

Bessie Long may be addressed at Oriskany in Botetourt county. From all accounts she is doing good work there.

Lucille Keeton's address is Alberta. She is preparing her pupils to take part in a county literary contest, the chief feature of which is a debate on tax reform in Virginia.

Janie Hart is teaching at Smoots P. O. in Caroline County. She is giving good evidence of a progressive spirit in her work.

Leslie Fox is assistant to Supt. H. D. Hite of Warren and Rappahannock. She takes a keen interest in the professional reading of the teachers.

Hallie Starling writes from Lone Oak in Henry county. She wishes to be remembered to all her friends at Blue-Stone Hill.

Emma Holland sent us a recent message from Shiloh in Southampton county. She is doing fine work if one may judge from good evidence.

Mrs. Mayo Reames writes from Hebron. She is making a good contribution to the schools of Dinwiddie county.

Tacy Shamburg Fansler wishes to be remembered to her old friends at college. She is teaching at Lost City, W. Va.

Ollie Lee Hogshead is teaching at Stuarts Draft in Augusta. She is having her pupils work up a project on Stonewall Jackson's Valley Campaign.

Holly L. Moorefield is teaching in Washington county, and her address is Damascus.

Eleanor Jennings should be addressed at Saltville. She is showing a fine professional spirit in her work.

Blanche Jones is teaching at Galax. She is keeping up finely with the progressive Southwest.

Ruth Dellinger is doing good work at Victoria in Lunenburg county.

Mae Stegemon sends a word of greeting from Remo, Northumberland county.

Mrs. Norma R. Davies holds a good position at Manassas.

Mattie Worster's address is 322 London street, Portsmouth. She sends a good word to all her friends—and she has a great many.

Lena Dodd writes from Roseland. We have some good reports of her work there.

Please attend to the following wedding announcements:

December 24, Hazel Bellerby to Mr. John Washington Burke, at Washington, D. C.

December 27, Annie Douglass to Mr. Jesse Ewell, Jr., at Charlottesville.

December 31, Eunice Lambert to Mr. Whitfield Y. Mauzy, at McGaheysville.

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#### OUR CONTRIBUTORS

CHRISTOPHER MORLEY is the author of that charming book, *Where the Blue Begins*, only less witty than wise. For many the high quality of his songs about home, as in *Chimney-smoke*, are completely un-Guest. One of his services to English teachers has been the unconventional but appropriate editing of two volumes of *Modern Essays*. He is contributing editor of *The Saturday Review of Literature*.

GERTRUDE BOWLER is head of the English department in the Lawrenceville High School, and read the report here printed at the annual meeting of the English section of the State Teachers Association at Richmond Thanksgiving week.

CLARINDA HOLCOMB is a teacher of science at the Agricultural High School at Driver, Virginia. Miss Holcomb graduated last June from the four-year course at Harrisonburg.

FLORENCE SHELTON is a supervisor of science in the junior high school of the Harrisonburg Training School. She received the bachelor's degree from the State Teachers College at Harrisonburg in June, 1924.

W. J. GIFFORD is dean of the faculty of the State Teachers College at Harrisonburg. He is the author of several syllabi for use in the teaching of psychology and the history of education.

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