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State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

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CONTENTS

Inaugural Address of the President of the University of Michigan
Clarence Cook Little 31

Freeing the Creative Spirit .................................. Hughes Mearns 45

Building Stones ........................................ Ethel R. Jones, Marie E. Alexander 48

Shall Teachers Think? ..................................... Harold Bright 51

English Notes .................................................. 54

Educational Comment ....................................... 55

Books .......................................................... 57

News of the College and Its Alumnae ..................... 60

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INAUGURAL ADDRESS OF
THE PRESIDENT OF THE
UNIVERSITY OF
MICHIGAN

IS THE ultimate object of higher education to train youth merely to utilize successfully the existing conditions of life, or is it to train it to attempt to build the future of our civilization?

There seems to be little need for hesitation in deciding that it is the latter. No leadership and no progress for humanity can come from a people or from an institution content to expend all its energies in utilizing the existing physical, mental, and moral conditions of their surroundings.

Policies for a state university therefore must come not from all the people of the state, but from a group of men who are giving their lives to show the state how to educate itself and its people. The people of the state must trust these men absolutely and hold them rigidly responsible for the fulfillment of that trust.

A state is born when its constitution is adopted. Its period of infancy may extend for decades or even centuries. It may never—as a unit—go to school, become educated, and progress in self control and self criticism which are essentials of growth and development.

Its attitude towards its duties and obligations may remain as unformed and as primitive as those of a three-year-old child. It may even remain in the cradle discovering and playing with its very absorbing indus-

Delivered by President Clarence Cook Little November 2, 1925, and reprinted here by his permission and that of the editors of School and Society, where it was first published.
Someday, in what we hope may be the not too distant future, those who are obviously unfit to profit by the opportunities of a college education will be, in larger numbers than at present, detected and discouraged from entering. Under the present system we are so negligent that the vast majority of freshmen before their appearance on the campus have never been seen by an official of the university.

The university has received a standard blank containing their high school record—itself a compilation of grades known to vary considerably under the influence of the personal equation provided by pupil and teacher. So uncertain and alluring are the elements which go into the awarding of such marks and grades that I have often wondered that graduate students in education, physiology, or psychology have failed to utilize as thesis topics such material as “The effect of dyspepsia in the teacher upon the prospects for graduation of the student” or “the variation in blood pressure of teachers forced to attend interscholastic (or intercollegiate) athletic contests—a comparative study of the phenomena of enthusiasm and rage.”

To the high school record itself is appended a “certificate.” This states that in the opinion of the principal of the high school, the student is mentally equipped for college training. It is undoubtedly true that most certificates of this type are honest estimates. There is, however, every possibility that the offspring of an aggressive parent who holds a position of political power may at times be seen with a more rosy-hued halo than the child of one who has no particular influence upon the future of the teacher or principal. This is a necessary situation in any community, but as such should be recognized and discounted rather than essentially ignored as at present.

The written examination, another refined instrument of torture, is also looked upon with great favor by most institutions. A written examination is usually the amount of information which can under unnatural conditions caused by nervousness be unloaded in legible form by the student within a limited period of time. The result is then numbered and handed in to be corrected by a group of men, centrally located, whose chief recommendation is familiarity with the process of grading on a mathematical scale the written agony of students whom they do not know.

If we were asked to trust a boy or girl with several thousand dollars of our own money for a term of years, we should selfishly desire to have a personal conference with them before accepting the proposition. If we were going to give them a similar amount of public money we should, as a matter of duty, have to make at least an equivalent effort to judge their qualifications. Add to this the fact that the hopes and life work of parents and friends may be based upon the future of a given boy or girl and we are forced to certain conclusions concerning our handling of the sub-freshman.

First: That the present method of admission, resulting as it does, if one considers recent figures based on a large number of our colleges and universities, in approximately 33 1/3 per cent. “mortality” during freshman year, is wasteful and cruel.

Second: That it is good business and good humanity to spend more time and money in informing ourselves concerning the maturity, honesty, financial responsibility, fixity of purpose, and strength of character of the applicants for admission to college.

Third: That the establishment of methods for acquiring such information must, for a time, be frankly a matter of experiment and research.

A beginning in this direction was made by us at Maine last year. Personal conferences were conducted for prospective freshmen at Maine schools. The university sent as interviewers only men whose human interest in, and judgment of, boys and girls
were proved. These men, on the basis of the conference, gave each candidate an approximate rating in the qualities above mentioned. They tried to determine whether the applicant was decisive, frank, interested and fixed in purpose. They inquired into his plans for financing his college course and his reasons for desiring to come to college. They insisted in doubtful cases that he seek the advice of parents or guardian in these matters. Time can not be taken to go into further detail, but the blanks filled out by the examiner contain an estimate of the applicant's ability, which opinion I believe will be more closely correlated with the student's record as a freshman than will any other single test at present in use. Students qualified under the present scheme for admission were not excluded. If they seemed unfit for college, the interviewer advised strongly against their coming and outlined a course of action which he deemed advisable. This information was given to parents or guardian and the decision left to them. The responsibility was thus also placed on them, where it properly belonged. Unsolicited communications from the principals of several of the larger schools stated that marked improvement in attitude toward school work, with resulting advance in scholastic standing, had been shown by those students interviewed. Some four hundred students were thus examined at the cost of less than twenty dollars per student—not a great expense if by this method those not ready for college can be deterred and those ready can be recognized, encouraged, and advised. This matter is one of great and immediate concern to those of us who are charged with wise expenditure of public money.

The New Freshman

A continuation in an acute form of the transition period from school to college is met with on the arrival of the freshman on the college campus. Like a row boat thrown blindly from a wharf he is likely to be completely swamped by the tremendous confusion of his environment. Three years ago we tried at Maine for the first time an experiment which we have called "Freshman Week." It has been continued at Maine and adopted by many other institutions.

The freshmen who have been officially admitted are required to report on the campus one week in advance of the upper classmen. Fraternities and sororities, by agreement, do not "rush" during that period. The freshmen are divided into groups of not more than twenty individuals. Each group has a faculty leader and an assistant leader. Each group is given headquarters in some college building—usually in a classroom. Whenever their schedule does not require them to be elsewhere they are required to report at the room assigned to their group.

There are two major objects of Freshman Week. The first, already hinted at, is to give the freshman a chance to hear about the organization of the university, the aims of the particular college in which he is registering, the customs and traditions of the student body, the methods of taking notes on lecture courses and on reading, and the method of taking a written examination. He also receives demonstrations covering the use of the library, the whereabouts of the offices of the administrative officers and of the college buildings in which his courses are likely to be held. These are all efforts toward orientation.

The other object of Freshman Week is to give the university a chance to learn something more about the freshman. With this in mind he is given a careful physical examination, a general mental test and specific tests in English and in mathematics and chemistry, if desired. On the basis of these tests he is assigned to either advanced, intermediate, or elementary sections in the large introductory courses in these subjects.

His evenings are taken up with meetings or social events which are aimed to make
him well acquainted with the members of his own small group and to give him a larger circle of friends among other members of his class. It will not be of value to go more fully into the detail of the program at this time. Certain general effects apparent after each of the three years' experiments at Maine may, however, be mentioned.

*First:* The almost complete disappearance of the "lost" and "homesick" feeling which, if it does not actually drive students away, seriously interferes with their adjustment.

*Second:* The opportunity for freshmen to become a unit as a group and class before being rushed off their feet by returning upper classmen.

*Third:* The formation of habits of regularity and mental activity instead of drifting rudderless and stern first up to their college work.

*Fourth:* More intelligent distribution of students in the introductory courses. The tests given, although not ideal, are a far more satisfactory basis for judgment of ability than are examinations taken at some period in the past, or than high school records which at times are three or more years old.

It is true that to conduct such a "week" is a large and difficult undertaking. Trouble and time are, however, in themselves, no arguments against it if boys and girls are aided by it. An objection on the grounds that an institution has not enough faculty members fitted to lead such groups of freshmen may be temporarily valid, but is in itself one of the greatest arguments in favor of a needed change.

*Transition in College Work from Absorption to Digestion of Material*

A third great transition period is more and more becoming a matter of importance in the shaping of curricula. It occurs at that point at which the student is ready to shift the emphasis from efforts merely to acquire information to what may more accurately be considered an attempt towards inter-relation of, and correlation between, facts. This type of transition is far more difficult to handle intelligently than either that from high school to college or from residence at home to matriculation on the campus. It is, in fact, a change in activity which unfortunately is never even attempted by some individuals. This criterion alone is sufficient to remove it from the universality of application which characterizes the first two transitions. The efforts towards the establishment of comprehensive examinations, tutorial or preceptorial systems, honor courses, and indeed of various fields of concentration and distribution, are all interesting and valuable steps in the direction of separating the sheep from the goats and in precipitating the crisis of the transition, as well as in dealing with it while it is in progress. Such efforts are, or should be, considered as being frankly experimental. They are, however, logically conceived and should be continued, encouraged, and expanded wherever possible.

*Transition from Digestion of College Work to Creative Efforts*

This change is one at present given little attention in our curricula or administrative methods. It is not of importance to the majority of college students, for they will never experience it. It is the step from the correlative and inter-relative stage just referred to to that of research and creative work. Some are to be found who, in the early stages of undergraduate life, show an inherent desire for and devotion to creative work. Others have to dig through a mass of preliminary subject-matter and undergo a gradually built-up power of correlation before they develop the undying spirit of research. No matter how the result is attained, however, the product is precious—beyond almost any measure. Such individuals have at the moment when the spirit for research has its birth, graduated from
“college” as an institution and have become a part of the eternal fellowship of scholars. I wish that there might be in every university a great hall, many panelled, and that on each small panel might be written the date of “birth” of a scholar—a student at that university. I should not wish the date of his physical birth, but rather that on which he turned from the routine procession of students and took up the tools of the builder. Further than that I should never write upon the panel the date of his physical death—for as an influence and force in the furtherance of human knowledge, once having lived he can never die. It should be a happy duty of all our universities to remove such research students from the routine of course work. Why bother them with “concentration and distribution” of knowledge or with this or that requirement? They have found the spring from which the sources of these very matters arise—let them drink of it as fully and as deeply as they will.

Transition from Undergraduate to Alumnus

Finally, there comes the great and difficult transition from college to the life of an alumnus. Here ordinarily there exists a break as stupidly and as poorly dealt with as is that between school and college. The average graduate attempts to apply the information which he has acquired during his college work to some field of human endeavor. He finds, however, that the rules of the game are all different and that the “pill-feeding” of the well-organized lecture and recitation system is no more. He experiences a sensation of “great smallness”—if we can use that phrase—that is a big first cousin to the “lost freshman” helplessness. He feels the need of the chance to recognize some method of behavior common to his position as a recent alumnus and to his past experience as an undergraduate. He searches, and he finds—first—athletics—football. Men he played with or saw on the playing-field only a few months before.

Does one wonder that he grasps that interest and clings to it like the hand of a long-lost friend? Second—he finds some sort of physical or mental relaxation which formerly was available to him—club-life, golf, squash, evenings “à la motor” and so forth. During his working days he tries gloomily to fit ready-made mental clothes on a most abnormally shaped job whose humpy shoulders and too large legs refuse to conform to the standard garment applied.

Two things might possibly be done during his days as an undergraduate to anticipate this ineffective behavior. One is the development of the foundation for a “hobby.” Undergraduates demand and cleave to so-called “outside activities”—dramatics, journalism, athletics, debating, and so forth. They must be made to see the proper relation of their participation in these things to the courses that underlie them. Literature, play writing, journalism, editorial work, history, economics, physical training, hygiene, public health, care of the sick, and other similar fields are the parents and relatives of the particular “boy or girl” college activity which is their personal friend. Students must be taught to be at least polite to the elder members of the family and must be encouraged to allow mere acquaintance with such members to ripen into real friendship. The university should later enroll them as new alumni as corresponding and contributing members of the departments in which their interest lies. Generalized and unrestricted giving by alumni appeals to a magnificent sense of loyalty, but giving to one or more of some fifty or one hundred specific objects outlined from year to year as needs of the university by those in charge of its administration will do much more. The factor of loyalty will remain unchanged, but to it will be added continued interest in some special field of its active work, and a definite and ever increasing desire to keep informed and awake mentally in the progress of that field. Together these things
will combine to give to the alumnus a “hobby,” a child for his old age, and a feeling of permanent investment in the training of boys and girls who could and would understand his interest and appreciate it personally and genuinely. There will, of course, be some alumni who prefer to give to all the university’s needs and who are willing to leave it to the authorities of the university to distribute the gifts. These would not in any way be precluded from giving by the fact that the needs are individually outlined and classified. This matter is a step on the road towards taking the alumni into the confidence of those administering the university—a step in my opinion sorely needed in many institutions.

The second thing which can be done to make the transition from undergraduate to alumni existence more natural is, in some respects, more radical. It involves two admissions. First, that the student should spend his summer vacations profitably, and second, that he should in some way be fitted for some type of unselfish social service. In my opinion, every student should be obliged to submit to the university authorities a plan of his summer activities. The plan should be sufficiently detailed to enable the university to know fairly well how his time would be spent. A signed statement should be filed with the university in the autumn as to whether the plan had been carried out—its success—and, if necessary, the reasons for its failure. Those who for no valid reason spend their summers in idleness should have that fact recorded—those who use their summers in constructive work should have that fact recognized as one more proof of their fitness for continued public trust and confidence as a student much of whose education was being paid for by the taxpayers of the state.

In continuation of the second point involving steps to fit the student for some social service, I believe that every male college student who does not need to use all his summers during his undergraduate years for earning money to defray his or some dependent’s expenses should devote one or more of his undergraduate summers to boys’ work, to care of the sick, or to work without pay in some charitable or benevolent organization. Essentially the same program, with the possible addition of care of young children as a valuable field of activity, should be followed by women undergraduates.

These programs would make the transition from the undergraduate to the alumnus status more easy because in using the summers wisely, natural contacts with the world outside of the university can be built up and because the training in social service gives the student a way in which he can, apart from business, enter the intimate life of the community in which he will settle after graduation. These things would also be obviously in the nature of character builders and a step in the direction of turning out alumni and alumnae who were something more than merely well informed. The suggestions are radical only in that they are based on an unpopular premise that the summer is an excellent time of year in which to work as well as to play and that the world must have unselfish youth rather than selfish if it is to make its preachments concerning service and brotherhood more than hollow and lifeless phrases.

To sum up, we have on the basis of the three types of transition referred to:

1. A period of change from recitations in school to lectures, required reading, laboratory periods, section meetings, and quizzes. This is the information acquiring stage.
2. A period of analysis and correlation of the information acquired during the first stage. (It should of course be pointed out that those in this stage can be trusted to acquire information themselves, in their own way, if given instruction as to where they can find it.) Seminars, discussion groups, problems and projects form the methods of instruction.
3. A period of investigation and research (including and continuing the two previous types of training). This involves personal conferences, individual study, theses, and exploration.

As already stated, the time at which these various transition periods occur is a matter
of individual variation. Harvard and some other institutions are planning to require the first and second stages for graduation. Basing their judgment on the average experience of undergraduates they are planning to bring on the transition at or near the close of the sophomore year. So far as I am aware, it has not yet been decided how to treat those who are ready for the transition before that time or who are not ready at that time, although working conscientiously and to the limit of their ability. The very nature of the situation suggests a "pass" and an advanced or "certified" degree to recognize the two types of achievement. The research grade might then be recognized by the award of an "honor" degree.

At present, the last mentioned type of transition has not been fully recognized and utilized. Graduate students naturally come to our mind in thinking of research. The unfortunate truth is, however, that graduate students have among their numbers individuals classifiable under all three of these same headings. The mere fact that they already have a bachelor's degree and are a certain number of years older than are undergraduates does not necessarily mean that they have progressed mentally through the various transition stages referred to.

I believe that graduate schools as well as colleges should recognize the three grades of endeavor by some appropriate means and that this fact should be recorded in awarding the master's degree.

The present methods determining the award of distinction appear to be based upon the degree of excellence shown by the student in the individual courses taken—in other words, primarily upon grades. As compared with distinction based upon an increasing ability to think and to create, the present method is neither biological nor logical. Our scale of values should be reconstituted to utilize natural stages of mental development rather than arbitrary academic grades involving no necessary change in attitude. This should apply at least through the master's degree. At that point the choice is offered either to eliminate from candidacy for the doctorate those who have not shown ability to do research, or else to continue the separation into classes through the doctorate itself.

There is not the slightest doubt but that under the present system the same "Ph. D." or "Sc.D." "label" is placed upon the revised and embellished human encyclopedia who as an undergraduate by high grades alone scaled the dusty heights of Phi Beta Kappa, or upon the somewhat uncouth and intensified youth destined some day to be hailed as a creative genius in some particular field of research. The unsuspecting department head looking afield for young instructors as game fires the shot of opportunity at the excelsior dummy of a scholar just as enthusiastically as at the living scholar himself. Experience gained by accumulating the dried bones of undergraduates who have tried to feed upon the excelsior dummy is the only way at present in which the two types can be distinguished. This whole matter is, of necessity, wrapped up in the reorganization of curricula and in giving more individual attention to students.

For the mind still occupied solely in the acquisition of facts, the freedom of the modified elective system is, I believe, too great. The old prescribed curriculum was designed to meet the needs of such minds. It was a selection made by those responsible for teaching rather than one left to the combined judgment of a number of intelligent undergraduate work dodgers. It included frequently Greek and Latin as foundation languages of our own tongue, mathematics as mental discipline and as a test of reasoning ability, natural science to provide a general introduction to the phenomena of nature, literature and rhetoric to enable the student to read and write intelligently his own language, and logic which was the nearest approach to what we should today try to include under general psychology.
Stiff and unbending as it was, the old system during the purely preliminary stage was, I believe, the very best obtainable. Once its function in relation to later stages of development is clearly recognized, some such curriculum with slight modifications will probably reappear in many of our universities. In the process of readjustment, we shall admit the weakness involved in diversifying the food given to minds not yet ready to "digest" and shall probably reduce and simplify the number of subjects and courses offered to the student who has not passed the transition from the purely acquisitive to the correlative stage.

In the meantime it is possible, by a careful study of the electives chosen by those undergraduates whose major subject is either athletics or outside diversions, to determine programs which should be impossible. As an example of one of the most beautiful of these mosaics built by the combined judgment of several college generations of artful dodgers, I submit the following choice of a prominent athlete in a small college: Appreciation of music, journalism (given by a fraternity brother), history of religion, and fertilizers.

Instruction in the second and third stages, being more advanced, will probably become more informal. Instead of offering to the world an enormous number of formally organized courses in shining array, groups of students with a common interest will be formed. These groups will read, study, correlate, and discuss material in a general field. At least two or three weeks of the more than thirty which go to make up the college year will probably be passed in deciding upon the personnel to be included in the various groups. Assuming a directive function, the faculty members in charge of such groups would normally shape the course of study, sum up discussions, and at times point out topics worthy of emphasis. Most of the work, however, should be done by the students themselves.

In the research phase the contacts should, of course, be more individual. All faculty members of a department should be available to the student for consultation. Most of the work by any one student would, however, normally fall under one or two such men. This phase, as I have said, would very rarely be reached in the undergraduate stage. Still, if only one per cent of our undergraduates were ready for such privileges they should be given the right to work at the level which is commensurate with their mental ability. Not until the label "open to graduate students only" is removed from research courses shall we be doing our duty by the advanced student, the brilliant mind which is, in many ways, our most precious responsibility.

Reorganization of Student Body Within the University or College

When a living organism has reached a certain size it must either differentiate by division of labor and organize into smaller units or it must remain more or less inert; alive but not aware. Two thousand, or four thousand, or eight thousand boys and girls of college age form, if left unorganized, as inert a group as would a colony of single-celled animals consisting of a similar number of cells. They become locally interested in small groups for social or other purposes just as a group of cells in the colony of protozoa might be busily engaged in digesting some food article. All that the rest of the undergraduates glean from the localized activity is what permeates slowly from cell to cell or is spread by infection. Life has always progressed by organization of its diffuse elements of this sort into some sort of workable unit. In such a unit there should be enough diverse elements to give a fair opportunity for the development of a great number of different types of activity. What has held true of life in general since it first began its upward climb to greater socialization of function is surely true of man—supposedly the highest of social organisms.
The freshman or other "group" dormitories tried at various universities are a wise physical attempt to meet the problem. They serve to segregate a group whose contributory units should have problems and interests roughly comparable to one another. So far everything is well conceived. Unless, however, experienced and inspiring persons are put at the head of such groups, in residence, thus providing a directive agent, mere geographical proximity in a group of freshmen may engender quite as much time-wasting activities as desirable habits, and as many hatreds as friendships.

One real need for the college boy or girl is intimate contact with young men and women of from thirty to sixty years of age—I mean spiritually young—who are before everything else their guides, advisers, and friends. How can one expect group loyalty on the part of two or three hundred young men or women living in a dormitory—no matter how beautiful a building it may be—if no effort is made to make life there mean something more than walls and floors? We have shamefully neglected the obvious value of the intimate friendly leader as an example to college youth. The time is ripe for efforts to utilize him in his proper place. Men or women in charge of such groups need not necessarily be faculty members or world-renowned scholars. If they are fine and outstanding human characters, familiar with the institution, they will have fulfilled all that is needed to arouse the force of hero worship inherent in every boy or girl, who for a term of years is separated from the natural object of that hero worship, the parent, or other older relative or guardian.

With the coming into being of such a process of suborganization of unwieldy student bodies there would come a natural relief of petty police duty from the office of the dean. Under a reorganization into units of about five hundred or less students, discipline and advice would, in most cases, fall upon the shoulders of the leader of the group. The leader living with the students could administer such matters at short range, and with a degree of intelligence impossible under the present system. To bring about such a reorganization of an existing institution is tremendously difficult, but is, I believe, worthy of the attempt. If the principle is sound, we can begin to work toward its establishment gradually and carefully after deliberate study of the material and psychological factors which, in any one institution, are to be considered.

Social Adjustment of the College Student

The social adjustment of the college student in relation to sex, liquor, and automobiles is another matter of extreme importance at the present time. The usual reaction of administrative officers of universities appears to fall under one or two types. In some cases the attitude is one of severe restriction and chastisement of the offender who is suffering from over-emphasis of social interests not wisely conducted. An example of this sort is to be found in the case of a dean of women who is reported as having recently said that it is immoral for girls to be beautiful and immodest for them to ride in automobiles with men. Undoubtedly she has been misquoted to some degree, but the statement as given typifies one treatment of the problem.

The other reaction frequently met with is one comparable to that of the biblical gentlemen who "passed by on the other side of the road." It is typified by the college administrator who once said to me, "My girls are all wonderful; they never do anything they ought not to." Upon being asked by me through inexcusable ribaldry as to how they passed their spare time evenings, the gentleman (I regret having to confess his sex) looked deeply pained and said, "Why, I haven't the remotest idea—that's never worried me."

Between these two extremes there seem to be courses of some degree of promise. Let us try to analyze for a moment the elements in the situation.
First, we may all, I think, agree to the general proposition that the time to undertake the solution of any important problem is when it can be normally presented, clearly perceived, and freely, and if necessary, uninterruptedly pursued. All these things are true of the academic phases of higher education during the student's residence in a college or university. It is the focal point of his whole career in this respect. Let us see whether this is true of his social problems, as above defined.

Can such problems be normally presented at a university? Can they be clearly perceived? Can the student without interruption give his time to their solution? I believe that for college students all these questions must be answered in the negative. The environment of care-free, financially vagrant, imitative youth which characterizes our large undergraduate groups does not fairly present problems of automobilizing, liquor, or sex as they will have to be met in later life. In all probability nowhere again will such a large group of irresponsible contemporaries with so much excess energy be met with.

The environment of undergraduate minds, untrained in judgment of values, untrained in the causes of human suffering, untrained in self-discipline, is unable to give a clear picture of the true magnitude or importance of some of the problems to be faced, the decisions to be made, or the habits to be formed. The problems, therefore, can not under these circumstances be fairly perceived.

Finally, it is obvious that the student can not give his or her whole time to the study of these social problems without neglecting academic work and thereby defeating the prime purpose of their attendance at a university.

With these facts in mind, it is logical and I believe imperative to insist that some other locality besides our schools, colleges, and universities be selected as the battle ground of social and sex adjustment. We can not train a mind in the development of its greatest and highest scholastic powers in an atmosphere of a veritable Gettysburg of social activities, where after a prolonged artillery preparation of jazz and fast-traveling joy-rides, a Pickett's charge of "dates" and of petty but absorbing gossip resulting therefrom, and relating thereto, is in progress.

Over-emphasis of, and intemperance in, automobilizing, use of liquor, and petting among the students of our universities must be stopped, because it is not the time or the place to investigate or to decide these matters. No taunt of impropriety need be chanted by the virtuous. It is merely a matter of commonsense. For a student to insist that these matters be continually forced upon a university is a just cause for his or her dismissal on the ground of unintelligence.

Athletics

Just as in the case of difficulties in academic policy, a mistake in criticizing athletics has been made by trying to consider all causes and all curative or corrective measures on a single plane. All efforts seem to have been directed toward modification by restriction of athletic privilege rather than toward a more complete analysis of the underlying factors which should be the real matters of concern.

Few of us who really think the matter through carefully will, I think, deny the great value of athletics in teaching lessons of self-control, judgment, rapidity of thought, power of decision, team play, good sportsmanship, and other most essential traits.

Many of us, however, are aware of certain unpleasant sentiments within us, when we consider the great business organizations which have grown up in almost all American universities to handle the hundreds of thousands of dollars paid by the spectators for the privilege of witnessing the various forms of intercollegiate contests. Let us for a moment try to analyze the situation by
asking and attempting to answer certain questions.

The first question to be asked is whether "earning power" is one of the chief objections to intercollegiate athletics and if so, why?

A moment's thought shows that "earning power" or amount of money received from the public is a very real factor in shaping a great deal of adverse faculty and alumni opinion. Thus we find no very great faculty opposition to intercollegiate rowing which has, for the colleges involved, practically no earning power. On the other hand, football with a tremendous earning ability is accursed.

Why is this attitude so general among faculties?

I think that several elements are involved. First, organized athletics make no financial contribution to academic expenses. It shows little interest in academic excellence but much and most effective interest in maintaining the minimum eligibility requirements. Second, the salaries of coaches, paid largely from the receipts from athletics, appear large to the faculty member who considers the relative length and expense of his own period of training compared with those of the average athletic coach. Both of these things trace back to a feeling akin to jealousy. A man who for years has been begging for a $5,000 piece of equipment with which to conduct some experiment dear to his heart can not but become slightly green when the receipts from a single football game total, let us say, twenty times that amount. In such situations as this, there is a constant pull away from the rational and toward the emotional treatment of the problem.

The second matter of inquiry is on the ground of the amount of publicity. Does this produce adverse sentiment and if so, why?

Once again, I believe, the answer can be given in the affirmative. Little publicity is given to the fact that the number of men engaged in rowing may, and sometimes does, exceed greatly the number playing football. It, therefore, is not so generally noticed. In playing football, however, men are singled out and marked as proficient; in a crew, the eight men are very nearly a unit—with the possible exception of the stroke, who as a pace-setter may be singled out to some degree. Again, the coach of football at present is able to substitute men and exert a directive pressure on the course of the most important games. The coach of the crew obviously can not do so during the race itself. Why are these things objectionable to faculty members? Once again I believe that a very human jealousy is involved. For some nineteen-year-old youngster, blessed with a powerful physique, a clear eye, speed, and courage to receive public recognition far surpassing that given to the discovery of fossil eggs thus proving that certain of the dinosaurs were oviparous, is to certain minds, anathema. As an afterthought the cry is raised that it is bad for the boy—it supersaturates his ego until he crystallizes conceit. This at times certainly is true. The publicity of athletic success is an acid test for youth—the weak dissolve, the strong remain. It is one of the few means of natural selection of the truly humble and unselfish among youth that a soft civilization has left to us. Moreover, for conceit producers we should have to eliminate clubs, fraternities, class officers, honorary societies, student dramatics, debating and finally even Phi Beta Kappa itself, if we are to spare our college youth from temptation rather than to teach them to overcome it.

The third matter of importance is attendance at intercollegiate contests. Does large attendance arouse ire, and if so, why?

There is no doubt that in many cases the crowds which attend athletic contests have a very great influence in creating antagonism toward the game which brings them. Two main reasons seem to be involved, first, the old jealousy again. Eighty thousand
watch a football game and less than five hundred attend a lecture by the world's greatest living authority on the origin of atolls. It is not right; it is not just; but it is human nature.

The second reason is given as the waste of time for thousands of students involved in the attendance at a football game and in their journeys and discussions both ante and post bellum. This objection does not seem to me to be particularly serious. A counter question might be pertinent. Will the critics guarantee that the mental energy and physical powers of the thousands of individuals in question will be better employed if football and all that goes with it be wiped out? I believe that they can not do so. In a day of the highly explosive mixture of youth, gasoline, and liquor borne swiftly on balloon tires to remote retreats; in an era of college comic publications and terpsichorean efforts skating on the thinnest possible ice of decency, it would take Hercules himself to guarantee a fair substitute and I believe that he would cheerfully admit that the Augean stables were, in comparison, an early season practice game. Youth might be doing—and possibly would be doing—in finitely worse things than watching open-mouthed and open-hearted the fortunes and misfortunes of their college teams.

One could go on asking and answering questions about intercollegiate athletics, but time is too short to do so at present. Let us review some of the main efforts which have been made to "correct" the situation.

1. Amateur head coaches have been substituted for professionals, but are frequently poor teachers and relatively unskilled in the finer points of the game.
2. Elimination of pre-season practice has proven largely ineffectual because it (a) brings the team to its games physically unfit; (b) loses the greatest opportunity for building team play, thus smothering individual interests.
3. Attempt to limit the schedule to one or two games would probably be no real remedy, for an excellent way to intensify all the present evils would be by the production of a narrowed point of contact which naturally penetrates the undergraduate mind more deeply.

A tremendous climax of two games looked forward to for the whole season would not solve the difficulty.

4. Intra-mural athletics at present are half-hearted because no natural intra-mural units except the fraternity have been evolved. The class is too big and too diffuse—the dormitory has no personality. Not until leadership shapes the organization of units and a personality is provided, as before stated, to which loyalty can be pledged, shall we have true intra-mural competition. When these conditions are provided, we shall have greatly increased enthusiasm for competition within the university; and a chance to judge its relative value compared with intercollegiate athletics. Before that time it is wasted energy to compare the two, for a true type of intra-mural competition has not yet been built in this country. These are some of the weaker but more recent efforts. Others, such as the limitation of coaches' salaries; the restriction of professionalism; and the three-year rule, are wise and constructive.

Certain other modifications are worthy of consideration. They are, in the light of present conditions, radical. On the other hand, I believe they are possible and if established that they would do much to correct some of the present evils.

(a) Help to meet the criticism that too few men are aided by intercollegiate athletics by having three teams of each institution compete and awarding the victory either to the highest total score or to the institution winning two out of three.
(b) Help to meet the criticism of the too great importance of the professional coach by the development of undergraduates to direct the team while in competition. Time does not suffice for a detailed presentation of this point but it is possible and I believe desirable to move towards its consideration.
(c) By intelligent organization of the undergraduates into groups as already suggested, provide intra-mural units large enough to develop group activities and possessed of leaders who can build the living loyalties necessary for competitive games.
(d) Increase the cooperation between athletics and academic points of view by requiring that a certain proportion of the gross receipts from athletics be applied to purely academic matters such as graduate fellowships or research. This arrangement is only fair, for a certain proportion of student fees and of the time of faculty members, as well as exemption from taxation on real estate, are already being applied in the service of athletics.

In general and in particular I am in favor of intercollegiate athletics. They bring us
into contact with our neighbors—they build
loyalties and character. They are in my
opinion quite as valuable for women as for
men. They contain too many deep personal
memories of friendship otherwise missed
and of examples of courage otherwise un-
recognized for me to turn traitor to them
now. They must be prepared to evolve and
to work toward improved methods just as
must all other phases of our universities,
but they have a fair right to point to some
of the jealousies and narrowness which have
made some otherwise brilliant individuals
forget the enthusiasms of youth; and to re-
peat the injunction, “Let him who is with-
out sin among you cast the first stone.”

Factors Influencing Higher Education

Up to this time we have been considering
the problem of modifying our treatment of
our students in institutions of higher edu-
cation. This, as we have seen, will require
that we recast many of our former ideas.

You have a right to expect and to receive
some general statement of ideals which may
be considered as the activating motive force
for a program along the lines already men-
tioned. Naturally, as one approaches gen-
eralities, one must either state truths as one
sees them, leaving them plain and unadorned
in a somewhat dogmatic fashion, or else one
must be prepared to explain their points of
strength in detail, attempting to combat and
to overcome criticisms. I shall adopt the
former of these two courses of action to
save you both time and patience.

Let me then, at the outset, state my belief
that our present day civilization has in it no
more elements of permanency than had all
those that have gone before.

In terms of achievement in relation to re-
sources we are no better than the ancient
civilizations which have passed on. We are
much more comfortable and more skilled in
defeating natural selection but we are most
obviously the slaves of our comforts.

Thus we find that our higher educational
system—that potential builder of leaders—
is designed very largely for mass produc-
tion, convenience of teachers and adminis-
trators, and what is most tragic—for the
production of material success at middle
age.

Higher education and the spirit or ideals
of any educational project should be freed
from such encumbrances. Then ideals
which should replace the aims above out-
lined are roughly:

First, To realize our own inadequacy.
Second, To be unafraid.
Third, To seek for truth.
Fourth, To recognize it when found.
Fifth, To preserve it for the use and not the
abuse of mankind.

Some results of our present day civiliza-
tion show us in no uncertain way that we
have delayed facing the issue up to the last
possible moment.

The keynote of the revision of our ideals
may be given in a condensed form as fol-
lows. One great change must come over
all of us if our works and our descendants
are to survive. The emphasis of our civil-
ization and our criterion of success must be
shifted from materially comfortable middle
age to clean, fearless, idealistic, and spirit-
ual youth. Youth movements the world
over are the somewhat pathetic and inade-
quate demands of youth for recognition,
which it only sees at present as freedom
from restraint. True progress toward ideals
will come only when “civilization,” so-
called, becomes unselfish enough to center
its hopes on and live its life for the next
generation and not for the present.

This course of action means far much
more than mere continuation or extension
of the present by use of slightly better
equipment or by quantitative changes in
things already started. It means a complete
recasting of our present aims and habits and
it also means the statement and recognition
of certain facts uncomplimentary to our
present civilization. I state these facts re-
alizing that they may be misinterpreted and
misunderstood. If they arouse an antago-
nistic emotional response in you, I am sor-
ry, but still feel that their truth demands attention.

The world is already over-burdened by a population whose physical and instinctive appetites have far outrun its ability for mental and spiritual digestion. Man has built and started a giant human machine seeking food, comfort, and relaxation, and he can not stop it. The problem of overpopulation is an essential menace to human progress and therefore to higher education. It involves the source of the future generations.

The uncontrolled and unintelligent addition of more people to a surfeited world by the production of undesired and neglected children is therefore in my opinion quite as great a sin as murder of these children by slow means. It is also quite as un-Christian, crude, and cruel as is the killing outright of weak or undesired offspring by races which we, in our pseudo-sanctity, brand as barbarous. They send their children to the hereafter with whatever equipment nature has given them. We further handicap ours by a poorer environment, slums, filth, over-crowding, failure to give them the best possible chance during development. We find all about us in our great cities these battered, pathetic figures of children, the unwanted results of our animal nature, only partly controlled by chance and fear. This is no treatment for childhood, the foundation of the next generation, which should come to us only when desired and when love is waiting for it at the portal. Our recognition of the right of the child to be wanted, to be cared for, to be loved—is the first step in the conversion of our aims and ideals. Such a change is, I believe, approaching swiftly and silently.

Following a change in our attitude towards the production of the next generation comes naturally a revision in its care. We should follow much more closely than at present the physical, mental, and moral development of the child. The first great opportunity to do this comes in the study of the pre-school child. Time can not be given to this subject now beyond expressing unbounded confidence in its value and future development. Elementary and secondary education follow in order, and are in need of revision along many of the same lines that I have outlined for college students. Focussing attention on the pupil rather than the subject is a guiding principle applicable at all stages. It is now, I hope, easy to see that the changes which I have suggested for higher education are merely one section of a great problem in the study of the development of youth. In this whole problem one finds at every stage common principles and continuity if one considers the developing individual and nothing but confusion and discontinuity if one tries to develop systems and institutions alone.

It may be too late even now to prevent tremendous social tornadoes due to overpopulation. If such great storms should come to shake our civilization, it is the duty of higher education to try its best to see to it that the survivors are the strong, the liberal, the adaptable, the idealistic. The contribution of our generation to the future may be narrowed to a fine drawn thread of humanity and we must make that thread of pure gold, ready and unafraid to stand the test. That is indeed an inspiring challenge to our universities. One can gladly come to Michigan, in this service, because all that you wish this university to be has been so completely welded with the great qualities that outlast Time that it lies in the heart and souls of all loyal men and women ready and willing to build toward the goal.

We must have high hopes that lead always to higher standards of achievement. If the Church is organised religion, then Michigan as an institution for higher education has and should claim the right to be a representative of that force in religion which is unorganised.

As such a representative she will do well to remember that to be worried about the state of one's soul and to expect a receipt
from an ecclesiastical cashier for all deposits on the credit side, is quite as material as though the account was in the physical coin of the realm rather than in spiritual values. She must lose herself in order to find her true life.

It will also help her to remember that civilization which depends on educational or religious institutions demanding blind obedience and using form and pomp to impress the ignorance of their constituents can not last. Such things do not suggest the simple greatness of the person of Christ. To imitate humbly that frank and abiding simplicity is the greatest privilege which Michigan can crave.

We must cherish that phase of education which is a living Force and must always realize that our material progress is a means to an end, cold and empty as a tomb unless the unselfish and co-operative energies of our combined efforts and ideals are used to people it and to give it life.

Michigan must be and can be so close to humanity that it is housed, not in great buildings or in ceremony, but in the hearts of its men and women, whenever and wherever they meet. An institution which is to endure must be built not upon rules, edicts, and punishments, but upon the intangible and eternal qualities of spiritual strength.

Again and again in the future we shall be faced with disappointments and with apparent failure. Ignorance, superstition, and prejudice are age-old enemies of mankind, but the time has come to call upon Youth to help destroy them. It is my hope that in this work Michigan may never falter or waver. Let us blend our personal desires in a common task and let us imagine again and again three great qualities applied to three great purposes. Three great attributes of Christ which we pledge ourselves to bring if we can to three great potential agents for the service of humanity. Faith, Hope, and Love to Michigan, to our country, and to Youth.

Clarence Cook Little

FREEING THE CREATIVE SPIRIT

Richer results may be obtained from the school child than has ever been believed possible in any other period of public education. What would have been called the work of genius a few years ago is now the expected product of a whole class of school children. From the educational laboratory comes the proof. In an educational experiment covering a period of five years a class of children were furnished with a literary environment different from the usual and accepted curriculum of the schools wherein they were allowed to roam at will and choose, without “lessons” or reprimands, the food on which creative young spirits rightly feed, and the results, as partially shown in Creative Youth (Doubleday, Page) are a continuous astonishment to parents and educators generally.

“The exhibit is nothing short of astonishing,” writes Louis Untermeyer in Living Literature. “I doubt if any school in either hemisphere, short of Franz Cizek's amazing department in the Kunstgewerbeschule in Vienna, could show nearly an average of downright accomplishment.” James Oppenheim hails it as a sign of the awakening of America to an appreciation of the arts and declares that what has been done once under special laboratory conditions may be reproduced anywhere in America, provided only the same spirit of approach to young life is maintained.

It is my privilege tonight before this professional audience to touch on some of the phases of that experiment and to present concrete illustration of the results. And in so doing I am aware that I shall be giving only one side of the story; for in the environment set up as part of the experiment, wherein free play was given to the instinctive artistry of childhood, where their fears of precise authorities were put at rest, where they were invited by sympathetic teachers to summon the best that was in
them, self-expression found its culmination in achievement in all phases of school work, history, mathematics, science, music, and the graphic arts generally. Creative Youth gives illustration of the literary enrichment of the lives of these children; there is abundant other material from the first grade through the high school classes which has not reached the public, except by way of traveling exhibitions, because of the difficulty and expense of adequate reproduction.

All of this, if rightly known and comprehended, would justify our faith in the creative powers of childhood, of our faith in those native impulses which the usual curriculum and the usual method of class instruction either conceals or deliberately kills.

To narrow the discussion to a single phase, we began our literary experiment with certain definite bits of knowledge about children; children do have natural artistic gifts; nearly all children draw in various media of chalk, pencil, and paint, invent stories and jingles expressive of their rich imagining lives, play the serious actor in vivid dramas of their own spontaneous construction; and they do all these matters with an energetic absorption in the performance that makes our own exertions seem in comparison tame and lifeless. We knew, too, that they do their very best work at tasks that are self-initiated. We knew of the enormous energies of childhood, the patience and self-control of children, their persistence in the presence of failure, their untiring pitting of strength in the solution of the significant problems of their own significant lives. These facts we knew and sought to use for our own purposes in the schoolroom.

We also knew how abruptly all the quick spirit of their lives is destroyed by ignoring the children's own conception of life values and substituting our own. We knew how easily they were stilled by authority, and how easily they could be induced to surrender their own free spirits at the word of command from us. Of their obedience to our wishes we had ample evidence, so we began with something new in education, and salutory—we began with a distrust of our own power to lead! Youth, we felt, had something to teach us, a worthy something heretofore inarticulate; and we resolved, if possible, to discover it.

First, then, we set ourselves the task of finding those secret products of the expressive side of youth which are done, as we knew, with all the intense striving of the artist-verse, imaginative stories and sketches, "books" in imitative print, puzzles, mysterious languages, plans of startling new "inventions," a life that is rarely if ever shown to teachers—and while all of these types and more came forth shyly when we had won the right to have them shown to us, we centered our interest, we "English" teachers, upon prose and verse.

At the very start—it was an eighth grade—I found three girls who had been secretly writing verse ever since they could remember. They had already composed veritable books, but at no time had they dreamed of exhibiting this precious work to a teacher. One of these verses I present here as a type of dolly-lullaby which is common enough as an expression of young girl interests, but not by any means commonly expressed:

**THE WIND IS A SHEPHERD**

*A Lullaby*

The wind is a shepherd;
He drives his clouds
Across a field of blue.
The moon puts her face up
Behind them now
And sings a song to you.

So sleep, my baby,
And the wind will keep the clouds,
And we'll look at them tomorrow,
Me and you,
As he hurries them through meadows
And they lay them down to rest
In a field of blue.

The mere assumption of interest in these early scrawling efforts to express the emo-
tonal side of their lives was enough to stir these young people to a continuous making of verse. It led to a gradual growth in expressive power until one of them, the author of the poem printed above, was represented some three years later in Braithwaite's *Anthology of Magazine Verse* as worthy of a place among the best contemporary poets. Another of the group has been praised by Louis Untermeyer, in the article quoted at the beginning, as among the poetic wits of America; and all three have received recently, five years after their first juvenile attempts were welcomed into the classroom, the tribute of a publisher's request for a volume of their combined verses.

Here is the way one of these girls expressed last year her thought about the first swirling night of December snow:

**FIRST SNOW**

Pierrot
Shows off to the stars
Tonight!
In his spotted costume
Spotted white,
Painting the skies,
Gilding the moon,
Balancing pearls
In a silver spoon—

Pierrot
Shows off to the stars
Tonight!
Paling winter
In violet light,
Spilling the spoon—
And laughing to see
Pearl upon pearl!
Falling on me!

Is it any wonder that publishers take notice, even if teachers commonly do not!

One of our discoveries was of a youth with a remarkable facility in clearcut unconventional rhyming. Whether it was due to our encouragement or to a native gift that would have survived even the coldest or least discerning of school teachers, we may never know, but his muse grew increasingly prolific and skilful until one April day he gave us a spring song that—I judge from its constant reprintings—must already have given joy to thousands:

**SPRING VENDERS**

O, blessed be the venders in the street
That haunt their jaunty splendors in the street:
Violets and daffodils,
Whirligigs and windmills,
Bright balloons,
Rusty tunes,
Doughnuts strung on spindles.
Yet, the doughnut-vender never sells his crullers;
Just the odor serves to make the children sigh;
While balloons and toys sell only for their colors—
The flimsy stuff they're made of who would buy?

No one wants the music or a flower.
Who flings coins to hear machinery start,
Or pays for blooms that wither in an hour?
He only buys the April in his heart.

All this and more I have illustrated in *Creative Youth*, along with the method, so far as there was a definable method, that led these young persons not only to create literature but to read literature with joy and understanding. One might test one's own appreciation and knowledge of literature, be he teacher of letters or mere lay reader, by an inspection of the titles of an anthology of the best modern poetry which these boys and girls selected in their eleventh grade. Some two thousand poems were examined during the year by committees of the pupils; of these about five hundred were thought worthy of a public reading; of these, again, about two hundred were chosen finally as worthy of a place in a permanent collection. Space does not permit more than a listing of the first forty, those that they rated best of all:


**Class II:** William Rose Benet, *The
Asylum; Rupert Brooke, The Dead, The Great Lover, The Soldier; Nathalia Crane, My Husband; Adelaide Crapsey, The Warning; H. D., Oread, The Pool; Walter de la Mare, The Listeners; Robert Frost, Birches, Good-bye and Keep Cold, the Road Not Taken, Wild Grapes; A. E. Housman, From Far from Eve and Morning; Orrick Johns, Wild Plum; Alfred Kreymborg, The Tree; Vachel Lindsay, The Congo, The Leaden-Eyed; John Masefield, Sea-Fever; Alfred Noyes, The Highwayman; Carl Sandburg, Cool Tombs, Fish Cryer, Fog, Grass; Alan Seegar, I Have a Rendezvous with Death; R. L. Stevenson, Requiem.

The point to be emphasized here is that the beginnings of a genuine artistic taste, both in creative power and in appreciation of the creative power of others, is probably lying undiscovered in every classroom in the country. The beginnings are represented concretely in the strivings to write which are kept as secret as first love, and which the schoolroom, because it is really love, rarely discovers. To find them and to touch them with delicate sympathy is the new work of the artist-teacher; and to encourage that first faint spark into a glow is one of the richest possibilities of the new education.

Hughes Mearns

BUILDING STONES

I. What the Children Did

A. They made a survey of Harrisonburg to find what kinds of building stones were used.

B. They made a table showing:
   1. The name of the stone, the part of the building for which it is generally used, and where it is found.
   2. The distribution of building stones in the United States.

C. They made hectograph maps showing distribution of building stones in the United States.

D. They gathered and identified samples of the following stones: limestone, sandstone, shale, marble, slate, and granite.

E. They gave individual reports and discussed in class these topics:
   1. The history of the great ice sheet.
   2. The lasting effect of the great ice sheet on New England and the prairies.
      (a) Upon manufacturing
      (b) Upon farming
      (c) Upon transportation
   3. The disintegration of rocks.
      (a) Mechanical changes
      (b) Chemical changes
   4. The value to man of the disintegration of rocks.
   5. The formation of limestone, marble, shale, slate, and granite.

F. They took the following excursions:
   1. To a nearby stream to observe worn stones and banks.
   2. To a rocky cliff to observe furrows and the effect of plant roots upon rocks.
   3. To a cave to study stalactites and stalagmites.
   4. To see the cross-section of stratified rock.

G. They performed these experiments:
   1. Pour hydrochloric acid on a piece of stone; if it is limestone or marble, the acid will cause a foam as soon as it touches the stone. Marble may be distinguished from limestone by its crystalline structure.
   2. Put a bottle full of water outside on a cold night. Tell what happens.
   3. Break open a limestone rock; compare the outside with the inside.
   4. Boil a gallon of lime water from a stream until it evaporates; or look on the inside of a teakettle which has been used a long time. Explain.

H. They collected pictures of caverns, glaciers, volcanoes, Natural Bridge, Colorado-

I. They summarized the study by discussing the Grand Canyon of the Colorado River under these heads:
1. The Canyon as it was formed.
2. The Canyon as Major Powell found it.

J. They made a notebook for keeping:
1. Observations made on excursions.
2. Results of the experiments.
3. Pictures collected.
4. Summaries, outlines, and tables made by the class.

II. Information Gained

A. The most used building stones in Harrisonburg are: blue limestone, Indiana limestone, river rock, sandstone, granite, marble, and slate.

B. The most commonly used substitute for building stones in Harrisonburg are stucco, concrete, and brick.

C. Building stones are distributed throughout the United States as follows:

THE OUTSTANDING REGIONS OF U. S. WHICH FURNISH STONES

<table>
<thead>
<tr>
<th>Name of Stone</th>
<th>Regions Where Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limestone</td>
<td>Valleys of Appalachian Highland, South Central Plains, Pacific Slope</td>
</tr>
<tr>
<td>Slate</td>
<td>Appalachian Highland</td>
</tr>
<tr>
<td>Granite</td>
<td>Appalachian Highland, Western Highland, Central Plains, Pacific Slope</td>
</tr>
<tr>
<td>Sandstone</td>
<td>Atlantic Slope, Valleys of Appalachian Highland, Central Plains</td>
</tr>
<tr>
<td>Marble</td>
<td>Pacific Slope, Valleys of Appalachian Highland</td>
</tr>
</tbody>
</table>

D. Rocks are formed by the following processes:
1. Sedimentary rocks are formed by deposits of sediment in layers and changed to rocks under great pressure.
2. Igneous rocks were once great masses of lava. By pressure and cooling this lava has changed to rocks.
3. Metamorphic rock may have been either sedimentary or igneous which has undergone a great change due to intense heat and pressure.

E. Rocks may be identified in the following ways:
1. Limestone and marble effervesce when put in contact with hydrochloric acid.
2. Marble can be distinguished from limestone by its crystalline structure.
3. Sandstone has quartz crystals in it; it is easily crushed.
4. Shale is made of fine particles of mud in layers.
5. Granite contains quartz, mica, and feldspar. It is very hard.

F. The formation of the great ice sheet was a gradual process.
1. Great snowfields were changed to ice by the melting and freezing of the top layers of snow.
2. Very great pressure was added to these layers by more snow falling.

G. The effect of the great ice sheet on New England and the prairies was lasting.
1. The grinding of the glaciers as they gradually melted rounded the peaks of the Appalachian Highland. Top soil was moved to the valleys.
2. The moving glaciers changed the courses of streams.
3. Lakes were formed when the glaciers stopped—the larger the glacier and the more rocks it had dug up, the larger the lake.
4. Deposits of marble and granite were exposed in New England, deposits of iron in Minnesota.
5. Manufacturing in New England owes its progress largely to the waterfalls which were formed during the ice age.
6. The Great Lakes, formed by glaciers, furnish cheap transportation
between the Central States and the East.

H. Rocks are continually being changed to soil. This is disintegration.
1. The wind sweeps the sand against exposed surfaces and wears particles away.
2. Rain beats away the softer parts of rocks.
3. Water seeps into the crevices of rocks and freezes; thus, the expansion of freezing water splits the rocks.
4. The continual contraction of the rocks by cold and expansion caused by the sun’s heat make particles chip off.
5. Roots of trees push into the crevices of rocks and break them.
6. Acids from the roots of trees and other plants react on the rocks and break them.
7. Burrowing animals help to break the rocks.

I. Weathering agents are not always beneficial to man.
1. Stones in buildings are often softened and destroyed.
2. Iron rusts.

J. The Colorado River formed the Grand Canyon by many years’ wear.
1. This river rises in Colorado and flows through Utah, Arizona, and California. It empties into the Gulf of California.
2. It flows across mountainous, plateau, and desert land.
3. The Grand Canyon is located in the plateau section of the Colorado River.
4. The Grand Canyon is 200 miles long, ten to twenty miles wide, and one mile deep.
5. Limestone, marble, slate, granite, and sandstone are the kinds of rocks in the Canyon.

K. Major Powell found:
1. Cliff dwellings in the side of the Canyon occupied by Indians.
2. A very muddy river containing rapids and falls and fish living in it.

III. Abilities Selected for Emphasis
A. In map-making accuracy in the location of places was of most importance for this class.
B. In English the most important abilities were: (1) proper outline form for the summaries, (2) correct spelling, and (3) the use of the index in reference books.
C. In art good page arrangement was the most needed improvement.

BIBLIOGRAPHY

Ethel R. Jones
Marie E. Alexander

Dormitories for non-resident students continue to be recognized as an essential part of the high school plant in a number of Montana schools. During the past two years, however, several dormitory homes were discontinued because of low enrollment and consequent increased per capita cost to students.
SHALL TEACHERS THINK?

Since public school teachers are servants of the public, it is well for us to give some attention occasionally to expressions concerning us in the current literature written for the general public and read by the public. It is encouraging and exhilarating to read articles that are commendatory of the schools and of our work; but it may be more helpful and stimulating to read some of the criticisms. So I am choosing a few critical expressions from current literature that may serve as a goad to our professional thinking.

On pages 31 and 34 of Education, the Machine and the Worker, a book by H. M. Kallen, published this year by the New Republic, New York, we find the following:

"The bulk of the teachers are quite content professionally to take the easiest way. Standardization relieves them of the responsibility for initiative and the burden of thinking; if they can get by the requirements of the administrative bureaucracy, it is enough. In fact, they show no spontaneous professional interests and no sense of professional integrity. And there is nothing in the system to produce either"

"Free public education and private instruction purchasable at a price are both the community's device to meet the present needs by transmitting the past unchanged. They provide a grammar of assent, not a logic of inquiry. The mental posture they habituate the young in is not the posture of reflection. The mental posture they habituate the young in is the posture of conformity. They require belief, not investigation. They impose reverence for the past and idealization of the present. They envisage the future as a perpetuation of the past, not as a new creation out of it."

On pages 21 and 22 of The Nation of July 1, 1925, Mr. H. L. Mencken has this to say:

"When a pedagogue takes his oath of office, he renounces his right of free speech quite as certainly as a bishop does, or a colonel in the army, or an editorial writer on a newspaper. He becomes a paid propagandist of certain definite doctrines and attitudes, mainly determined specifically in advance, and every time he departs from them deliberately he deliberately swindles his employers.

"A pedagogue, properly so called—and a high school teacher in a country town is properly so called—is surely not a searcher for knowledge. His training unfit him for it; moreover, he would not be a pedagogue if he had either the taste or the capacity for it. He is a workingman, not a thinker. When he speaks, his employers speak. What he says has behind it all the authority of the community. If he would be true to his oath he must be very careful to say nothing that is in violation of the communal mores, the communal magic, the communal notion of the good, the beautiful, and the true . . . . Liberty of teachers begins where pedagogy ends."

Mr. Mencken does not confine his caustic remarks to elementary and high school pedagogues. He seems to have even less respect for the pedagogues in the colleges and universities. He contributes an article each week for the Chicago Sunday Tribune, and in a recent one of these, he said:

"One of the cheerful signs of the times is the spread of revolt in the American universities—not against the Ten Commandments, the Supreme Court of the United States, or the Coolidge idealism, but against the imbecility of pedagogues. The rebels do not whoop for the bolsheviks or birth control or pacifism; they simply protest against being caught by jackasses. Nor is the movement sectional; for two of the principal storm centers are at the University of Indiana, in the heart of the G. A. R. belt, and at the University of Georgia, where the woodbine twined."

Now, it is not sufficient answer to such criticisms merely to ask sneeringly: "Who in the world is Mencken?" For Mencken is a sort of meteor blazing across the literary firmament just now. He may be a barbarian, but he is the editor of a magazine of his own and a contributor to numerous others. His tirades may be harsh, but they appear in newspapers of wide circulation among all classes of people—his weekly articles in the Chicago Tribune, for instance—and his rough-and-ready style and the very fierceness of his attacks attract attention, win applause, and produce effects in this age of the apotheosis of the fighter. Rather than ignore his criticisms entirely, we ought to ask ourselves what basis there is for them. If we find there is reason for such criticism, what shall we do about it? Surely we dare to think whether or not we do think!

Mr. E. G. Doudna is secretary of the Wisconsin State Teachers' Association and editor of its official organ, the Wisconsin
In a recent number of that journal he published an editorial in which he said:

"The college has not stated its objectives clearly in terms of a modern democratic society. It is still a subject-centered institution; it places but little emphasis upon good teaching and requires no professional preparation. That the schools of education in most universities have made and are making important contributions that could easily be learned by some of the professors in the liberal arts colleges is apparently still unknown to the scholastic gentlemen who continue to laugh at 'pedagogy' and to repeat 'if you know your subject, you can teach it.'

"The college still uses the lecture method—if it is worthy of being called a method—it prefers mass instruction, the pouring-in process that Page ridiculed almost a century ago. Poor freshmen, herded into a great classroom, are arranged alphabetically and sit in 'stolid and magnificent inattention' while a bored and indifferent professor delivers himself of a fifty-minute discourse, usually scrappy, ingenuous, unorganized, uninteresting, and unheeded. An instructor checks attendance, gives tests, and marks papers. There is a stone wall of indifference between professor and students. The wonder is that half of the freshmen adjust themselves to the new situation."

Now, in order to learn what happens when pedagogues do think clearly and express themselves with spirit and emphasis, let us go about as far from home as possible and consider an example in California. Early last spring a change was to be made in the presidency of San Jose State Teachers College of that state. State Superintendent of Schools, Will C. Wood, in accordance with his legal powers and duties, nominated for the position William John Cooper, superintendent of schools at Fresno. The appointment could not become effective until such nomination was ratified by the State Board of Education. But four members of the board were appointees of the Governor, and Mr. Cooper had dared criticize the attitude of the Governor toward educational finance. For instance, at a meeting of the California Association of City and County Superintendents, Mr. Cooper had spoken in criticism of the Governor's budget and had supported a resolution that was unanimously adopted and was as follows:

"We affirm that 1923 will stand conspicuous in the annals of California for an unwarranted assault made upon the educational and humanitarian functions of the state by the reactionary forces of society, and for the single purpose of enabling favored classes of property to evade just and equitable taxation for the support of these functions of the state."

It happens that two of the Governor's appointees on the State Board of Education are editors, and both of them admitted in the columns of their newspapers that their refusal to ratify Mr. Cooper's appointment was based upon his "participation in the resolutions that were passed by that remarkable body of men," as one of them said. The other editor said: "It is true that the state board did take this disgusting political performance of the superintendents into consideration in withholding approval of Cooper."

The Sierra Educational News, the official organ of the California State Teachers' Association, in commenting on the editorials from which the above brief quotations are made, said:

"Extended comment on these editorials is unnecessary. It may be remarked in passing, however, that by carrying this reason to its logical conclusion no school man or woman or other citizen, however interested in the welfare of the children in the schools, should presume to raise voice or pen against any executive edict. All professionally-minded men and women feel intense humiliation in the attitude shown by the four members of the State Board of Education. When we consider the ability and equipment of Mr. Cooper, and his manifest temperament adaptability for the position in question, the action of the four gubernatorial members in obstinately and politically refusing to ratify his appointment, stands as a vote of approval and compliment to Mr. Cooper, rather than as cause for adverse criticism of him. It is a strange situation indeed when, with undoubted character, training, and experience, an outstanding school man is refused ratification on political grounds only."

Some of you may say: "But that was a case in which a teacher dared to criticize 'the reactionary forces of society' and thereby imply criticism of the Governor and the legislature." Some of you will answer by saying that one necessary feature of all progress is opposition to reaction and that this teacher, as a leader of teachers who are to teach good citizenship and as an intelligent citizen himself, should not have been
punished for frankly avowing his civic principles. Isn't it probable that he would make a better president of a teachers' college than some subservient tool of reaction-ary forces and a political ring? The question seems to be: How far shall a teacher go in expressing his civic ideals? Shall he express his ideals of human progress and welfare, or shall he be a mere machine to teach such non-controversial things as the multiplication table and Euclidean geometry?

Let us answer these questions also in the words of current literature written by a man in high standing in our profession. Dr. Henry W. Holmes, of the Graduate School of Education, Harvard University, gave an address at Washington, D. C., on December 31, 1924, as the retiring Vice-President of Section Q of the American Association for the Advancement of Science. This address was entitled, "The New Social Order as Seen from the Standpoint of Education," and was published in School and Society March 28, 1925. We shall not give here his ideals of "the new social order," but shall quote only those paragraphs in which he answers the questions asked above. He says:

"Is education to be 'residual' in the sense that educators shall not have their own ideal of what society is to become because of their effort? Are they to take on the left-over jobs, without asking why and to what end such jobs should be done at all? If industry has its social ideal and calls on education to help attain it by doing a specific task, ought we not to say, 'Show us first the ideal we are thereby to serve?' Education has its own angle of vision if it cares to use it."

"Can education, however, reach out toward a new social order? Has it any commission to do that? Is it not the business of education to 'hand on inheritances' and to fit the coming generation to the life it must live in the social order that now is? No doubt this is a part, perhaps the larger part, of the business of education; but surely it is not the whole of it. We have in education a great social force which has already worked many changes in our life. It is actually disruptive of old conditions. It does not leave labor as once it was, nor the family, nor government; and as it becomes more powerful—as we actually succeed in making 'universal education not only universal but also educational'—it will become more disruptive. Therefore, we who are supposed to be guiding education ought to ask ourselves what we expect education to accomplish."

What is this force we are letting loose in the world going to do? If it breaks up the old order, what kind of an order do we hope it will help establish in its place?

"The state looks toward a well-governed society: what does that mean? The church looks toward a religious world: what does that mean? We look toward an educated world: what does that mean? What kind of a world do we want when we set to work to get an educated world? What conclusions can we draw concerning the social ideal which we as educators ought to espouse? The time has come for us to formulate this ideal constructively and let it take its chances in the world. Education does not exist merely to fit individuals into the social order as it now stands. It does not exist to do what other institutions leave undone. It need not accept as its own the ideals of any other institution or the unconscious trend of its own activities. It need not be blind or complacent as to the direction of its own activities. It is our duty to think out the main outlines of a new social order toward which we shall consciously work. Our hats ought to be in the ring."

And now, my fellow members of the Illinois State Teachers' Association, we are here to think. The executive committee of this Eastern Division has prepared a program that will arouse thought, possibly about a new social order and surely about our civic and professional duties. If we are to hurl back the stinging criticisms of Kallen and Mencken and Doudna, it behooves us to give our most earnest attention to the speakers, to gather information, absorb inspiration and formulate ideals, and then to go forth to our daily work with a new vision and the courage, energy, and ability to make it a concrete reality in the lives of our pupils and in the future social order.

Harold Bright

It cannot be too often repeated that the educational process is an unending one. While it is based on infancy and its prolongation in man, it reaches out to include the whole of human life, with its constantly new adjustments between man and his environment. The right balance between work and leisure, the development of those wants which increase the value of work and of those tastes which increase the value of leisure, are at the bottom of the problem of human education—President N. M. Butler
ENGLISH NOTES

NEW ENGLAND LEADS

The annual meeting of the New England Association of Teachers of English, to be held March 13, 1926, will mark the completion of twenty-five years' activity. The New England Association is probably the pioneer organization of English teachers in the United States, and it has accomplished large results in that section. In its *English Leaflet*, distributed monthly to all members of the association, have appeared numerous timely papers of a stimulating character.

The February number of the *Leaflet* is devoted, for instance, to "The English Teacher's Laboratory Equipment," and presents an abundance of specific suggestions for improved equipment. It is urged that "if English teachers are as insistent as the science and gymnasium teachers have been in demanding materials for the better performing of their work, we shall not have long to wait."

Equipment discussed includes the classroom itself, its pictures and charts, its room library, magazines and newspapers, a small stage, the phonograph—and for oral teachers, the dictaphone—the lantern, and its screen for projection, the filing cabinet and the card catalog, the hectograph or the rotary mimeograph.

DRAMATICS

Little Theatre groups continue active in the state. In Harrisonburg a new group has just been organized under the leadership of Mr. H. P. Morehead, and it is planned to offer several plays during the spring months. The presence of the Carolina Playmakers at Harrisonburg under the auspices of the State Teachers College on February 15, the first day of National Drama Week, ought to serve as a stimulation to the little theatre movement in Harrisonburg, since the Carolina players are probably the most successful of the kind in America.

At the University of Virginia the Players Club, consisting of faculty members, is now preparing to offer Shakespeare's "Twelfth Night." The Virginia Players, a student organization, are now working on three one-act plays.

In Richmond the Little Theatre League is rehearsing Kaufman and Connelly's popular "Dulcy," which they will present in Charlottesville the latter part of February.

VERSE BY A VIRGINIA PUPIL

Again Miss Frances Vaughan, a pupil in the E. C. Glass High School of Lynchburg, Virginia, has had a piece of her verse published in *The Gleam*, bi-monthly magazine of the School and Poetry Association, with headquarters at Simmons College, Boston. Appearance in this national bulletin is a distinct honor both to Miss Vaughan and to the high school which she attends.

NIGHT

Silver rose leaves
Dripping with dew . . .
Silver grape vines
Turning on shadowy frames
Slender lily leaves
Bending in the moonlight . . .
Sparkling peony leaves
Like silver canopies spread . . .

O! listen, my heart,
I hear the tread of silver feet . . .
I hear the music
Of an ancient silver harp . . .
O! listen, my heart . . .
Lovely Sappho
Walks on nights like these.

—Frances Vaughan

HE SAID IT

"Is there a word in the English language that contains all the vowels?"
"Unquestionably."
"What is it?"
"I've just told you."

—The Boston Transcript.
EDUCATIONAL COMMENT

VIRGINIA'S HIGH SCHOOL SYSTEM WILL BE HANDICAPPED IF THE STATE DOES NOT AID HER COLLEGES

Have you examined the last pamphlet published under the auspices of the Central Committee of the Institutions of Higher Education in Virginia? If not, by all means read it. You will get some important facts about the State-supported colleges of Virginia that will not be a source of pride to you, but which it is your place to know and help to remedy.

It is plain that if something is not done to take care of the increased number of applicants to Virginia colleges, there will be an inevitable reaction on the public high school system of the State. Our State high schools are just getting squarely on their feet; in ten years more they will be graduating 10,000 boys and girls annually. But the colleges are overcrowded now and are even refusing entrance to large numbers of applicants. If something is not done to help the colleges to care for the rapidly increasing numbers of graduates, however, they will be compelled to leave the State for advanced work. It is, therefore, up to the high schools, as well as the colleges, to get behind the movement for better provision for caring for the high school graduates of our State.

The January pamphlet, entitled “Important Facts About the State-Supported Colleges of Virginia,” is an effective exhibit in the plea for better provision for our colleges. It makes clear the fact that the colleges are faced with critical situations. The State must enlarge them, if they are to keep pace with the development of the high schools. Unless the colleges are enlarged, they can not do the job the State asks them to do—the job to which they are willing and eager to devote their energies. Virginia can not look solely to private munificence for the enlarging of her colleges. She must do her share, and her people must bear in mind that both endowed corporations and philanthropists will help much more freely those who help themselves.

A NEW MAGAZINE—AND A USEFUL ONE

The Teachers Journal and Abstract is a new magazine just issued from the Colorado State Teachers College at Greeley. It offers in condensed form a summary of the more important magazine articles of the preceding month. The purpose of the editorial staff is to publish about seventy abstracts in each issue, classified in the general field of education under seven heads, in the teaching of special subjects under ten heads. The editors also announce that the Teachers Journal and Abstract will publish annotated references to special phases of education and abstracts of research publications.

Such a service has long been needed. Not only will it aid the teacher in supplanting the “up-to-date schoolman” pose with a simple but accurate knowledge of the ideas that are actuating progress in educational procedure; it will offer students in teacher-training institutions a most valuable textbook on current educational thought.
It is worth noting, too, that the undertaking of the editorial staff will redound to the credit of the Colorado State Teachers College, for this self-imposed task of reading and digesting the large number of magazines in the field of education will be such a stimulation to the Greeley faculty as can not be measured.

A SHORT-SIGHTED POLICY

"Ten years more of the present neglect of these institutions will have three results. The first will be that the living quarters and laboratories will become obsolete. The second will be the loss by death or resignation of most of the professors who now give prestige to the institutions. The third will be the unwillingness of capable instructors to associate themselves with decadent schools, and the refusal of the most desirable type of student to come to 'dead' colleges. These are not hypothetical possibilities. They are admitted probabilities that already are taking shape. Unpleasant as it is for Virginians to make the admission, the downward trend has already begun, in comparison with some other States. And it has begun tragically enough, at the very time when the new high schools of the Commonwealth are stimulating hundreds of students to go to colleges from homes that have never had contacts heretofore with higher education. By short-sighted policy Virginia stands to lose the greatest of the blessings that should have come to her from the establishment and support of her high schools."

News-Leader editorial comment on address delivered by Dr. Edwin A. Alderman, President of the University of Virginia, before the State Teachers Conference in Norfolk, November 25, 1925.

Eighteen educational surveys in eight states—Kentucky, New York, Ohio, Oregon, Pennsylvania, Tennessee, Virginia, and West Virginia—were made by the Interior Department, Bureau of Education, during the fiscal year 1924-25.

WE LEARN TO EAT BY EATING

One does not always agree with the opinions of Arthur Brisbane as expressed in his syndicated newspaper comment. But this recent paragraph brings pointed query to bear on a topic that usually receives little thought from those who talk about it most.

It is a mere platitude to say that "the school must teach children to think." But how, without their thinking?

"One solemn Chicago editor, thinking swiftly backward, says 'an elementary schoolroom is not a forum for the discussion of problems that puzzle fully developed intellects.' Why not? And where does the editor find his array of 'fully developed intellects'? Does he mean 'adult minds'? They are, 99 times in 100, so many units of well-set mental concrete, upon which a new idea makes as much impression as a rubber tire on a concrete highway."

DR. BOWIE AT HAMPTON

Speaking at the Founder's Day celebration at Hampton Institute January 31, Dr. Walter Russell Bowie, for eleven years rector of St. Paul's Church in Richmond and now rector of Grace Church in New York City, told his audience that for the Negro to be ashamed of slavery would be as though the children of Israel had deliberately cut out of the Old Testament all reference to the bondage of Egypt or the captivity of Babylon.

"It is out of the days of slavery," he told his audience, "that you can bring your most incomparable contributions to American life." Among these contributions he mentioned Negro spirituals, the gift of laughter, and the priceless heritage of loyalty.

"What is the responsibility of the white race in the progress of the Negro?" Dr. Bowie asked. "The desire to know the truth and to deal with all matters in that calmness of spirit which the truth begets. Nothing is more wholesome in the South today than the spirit of conference, the interracial committees, the recognition that the attitude of the white race must be Christian."
A. L. A. PROJECTS

The Committee on Library Extension of the American Library Association at its meeting December 30 decided that its first task is to determine how many people are without library service, and where they are. Statistics of the number and location of tax-supported and privately-supported libraries, of county libraries, the total tax support, circulation, number of volumes, are to be collected. Canada is to be included and the territories and outlying possessions of the United States, as well as the States.

The second part of its work is to study the application to library extension of the various methods which have been used for development in other fields, such as demonstrations, surveys, field agents. A constructive report is then to be prepared, embodying the facts upon which the conclusions were based, as well as the conclusions, and including a program for action. Actual promotion work, it was decided, must be deferred until the preliminary study is completed.

ABOVE CONQUERORS

No conqueror can make the multitude different from what it is; no statesman can carry the world affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can create a new vision and liberate the latent powers of our kind.—H. G. Wells.

Per capita expenditures in the 248 American cities having a population of more than 30,000 shows some surprising comparisons. In 1903 schools cost $3.86 per capita, libraries 19 cents per capita; in 1923 these two municipal activities had advanced to $12.87 and 43 cents, respectively.

BOOKS

A SCIENCE BOOK FOR THE GRADES


It is here! What? A science text which may be used for the middle grades. Teachers who have, up to this time, attempted or endeavored to teach science without a text in the fifth, sixth, and seventh grades will find Everyday Science Projects a big help. The book contains a wealth of material from which various types and projects may be selected to be studied and worked out for each individual grade.

With the text as a tangible guide, the possibility of a correlated science course for the grammar grades is hopeful. There are quite a few teacher's helps, namely:

1. An appropriate reference list at the end of each chapter.
2. A scheme for scoring projects which have been successfully completed by the individual pupil or by the group.
3. A division of the content by seasons, as fall, winter, etc.

The mechanical appearance of the book is attractive and doubtless will add to the interest of the pupils. Unquestionably, Everyday Science Projects will be an asset to the library of the grammar school, even if no definite course in science is offered.

Dorothy S. Garber

A TRUSTWORTHY GUIDE


More than a decade ago Metcalf’s American Literature took its place with the best books on the subject. Many adoptions and continuous use attest its merit. But notable advances of our life and literature since 1914, when the work first appeared, have made a new and enlarged edition extremely desirable. The same clear, logical, and convincing method and high literary qualities of the old give dignity, grace, and
charm to the new. For the new book, parts of the material of the old have been rearranged, some insertions made, new illustrations given, and a chapter of twenty-seven pages added. Our present-day poetry, novel, drama, and short story have been briefly but crisply analyzed and appraised. Students of American literature will find this history a charming and trustworthy guide. Indeed, the volume is itself a distinct contribution to our literature.

C. H. H.

WRITING DRAWN FROM EXPERIENCE


No surer testimony to the value of this series can be offered than the statement that their reviewer has been too busy using them to write the review. By talking about them in her classes, she has passed on her own enthusiasm to many teachers in the training school, even before this review appears in print.

The series at present includes volumes for the fourth, fifth, and sixth grades only, but when completed there will also be books for the seventh and eighth grades.

The general aim of the books is to bring out the pupil’s individuality and to develop his personal power of expression. Stress is laid upon composition, both oral and written, based upon experience first and then upon pictures for invention or creative imagination and upon stories for reproduction and dramatization. The grammar that is given is that which is of practical use. The material, the poems, pictures, and stories are well chosen to accomplish the aim. The entire make-up of the books is attractive.

Methods in Elementary English belongs to this series. It serves as an introduction to the other books and also as a manual to accompany them. It presents a definite program of instruction for the first three grades with illustrations, materials, devices, and games.

M. V. H.

TO STIMULATE THE LIBRARY HABIT


The material in this series of extension or supplementary readers is particularly well chosen. There is very little duplication of other readers and there is ample factual and informational material.

The readers are forward-looking in their method. The Primer and Book One contain unique review exercises in the form of stories which do not introduce new words. There is a clear differentiation between reading for pleasure and reading for information, carried out in choice of material as well as in the study guides. Constant suggestion for further related readings are interwoven with the study helps so that the alert teacher can use the books to stimulate the library habit.

K. M. A.

THAT BOOKS MAY BE CHEWED AND DIGESTED


Teachers of literature generally find it helpful to require of their classes some permanent record of their readings and the impressions received as they read. Advantages of the bound form over the looseleaf sheaf
of notes are obvious. Hence the steady demand for a blank book in which students may keep a sort of diary of their reading experiences.

These two booklets are quite similar in their general purpose. Dr. Huffman's provides 22 blanks for use in classes where literature is approached from the point of view of type; Miss Wiggins's is prepared for the high school pupil and provides for 12 long reports on parallel readings and 64 short reports.

Both contain useful lists. The latter includes the high school parallel reading lists in use in the E. C. Glass High School, Lynchburg.

C. T. L.

MORE PRONUNCIATION IN FRENCH


Simplicity, thoroughness, and careful grading characterize the lessons in Professor Bird's new French grammar. The study of pronunciation is carried on in easy stages through fifteen lessons instead of being compressed into an ordinary chapter, as is sometimes the case. The method of instruction is informal. The book contains a number of interesting dialogues for memory work in order to fix certain idioms or verb forms. The reading lessons are permeated with an atmosphere that is thoroughly French.

A. P. T.

NOVELTY OUT OF THE MIDDLE AGES


For instructors looking for diversion from the routine of Caesar, Virgil, Horace, Catullus, and the other Latin authors that are read in secondary schools and colleges, this book of Medieval Latin will furnish varied and interesting material. The selections represent history, anecdote, argument, the epistle, the drama, the essay, the dialogue, the novel, and epic, lyric, pastoral, didactic, and satiric verse. The passages that are simple in construction and vocabulary can be used for sight reading.

One interesting feature of the book is the numerous illustrations of medieval churches where Latin flourished for a thousand years or more.

L. B.

OTHER BOOKS OF INTEREST TO TEACHERS


Two live American boys tell of their travels over the United States. They investigate boy-fashion all the industries that are typical of each section of the country. The authors have succeeded in getting a lot of "real boy" into the book.


A delightful edition of this world-famous story, well illustrated. A vocabulary within the Thorndike word list for the fifth and sixth grades insures its fitness for use there as a silent reader.


As a supplementary reader for a science course, Thinkers and Doers will be of untold value. Written in a clear, simple manner, the contents of this publication consist of stories of science and invention from the earliest times to the present day. The material is woven about the lives of those who stand out as great scientists and inventors. This delightfully humanistic little volume should be of interest to the advanced student as well as to the pupils of the grammar grades.


These stories offer an excellent sampling of contemporary America's most popular literary form. Wilbur Daniel Steele is represented by two stories, these others by one each: Grace S. Mason, Leonard H. Robbins, Ben Ames Williams, Booth Tarkington, Frederick Otis Bartlett, Frederick R. Buckley, Anzia Yezierska, Irvin S. Cobb, Ahmed Abdullah, Octavus Roy Cohen, Katherine Fullerton Gerould, Charles Caldwell Dobie. The editor's notes and questions following each story are designed to send students to further reading and to involve them in real analysis of the stories.


A queer pot-pourri of rules, exercises, language stunts in verse and prose, catch questions about pronunciation, spelling, lists of "world's best books," etc. etc. Perhaps this volume's greatest appeal will be to the stenographer who wishes to get on in the world in spite of deficiencies in her earlier training. The author has prepared it for
adults who "have forgotten" or who "never knew."


Here are two most attractive volumes; that they are so inexpensive is a triumph of publisher's philanthropy. The reading matter is interesting and well-written. The Burton Holmes illustrations are both artistic and informing, of course. One finds pleasure in these two volumes not merely at first blush; they bear rereading and the pictures are worth re-examination.

Offered as a fine quality of supplementary reader, the books will serve the better in the upper grades because manuals of teaching suggestions have been prepared in which are reading rates, comprehension tests, activities, and bibliographies.


Pointing to courage as the dynamic quality in all Barrie's dramas, Professor Phelps comments: "His heroes and heroines have it; his villains do not. Maggie saves John Shand by courage; Crichton conquers an island and saves a family; the schoolroom on Quality Street contains more courage than a battlefield. . . ."

Six plays are included: "Quality Street," "The Admirable Crichton," "What Every Woman Knows," "The Twelve-Pound Look," and "The Old Lady Shows Her Medals." Such a collection will meet a need of drama teachers, for Barrie's plays have heretofore been accessible only in separate volumes.


Teachers will find these tales of Little Bear good material to read to first graders absorbed in the tribulations of Goldilocks: third and fourth graders will read the stories for themselves with much pleasure.


*Quatrevingt-Treize* is an episode of the insurrection of the people of La Vendée and Brittany against the First Republic. Although written after Hugo was seventy-five years of age, it lacks none of the vigor of his earlier work. It presents excellent pictures of the French Revolution. Purely as fiction, it ranks among his best work.


A collection of short stories adapted from Hugo, Coppée, and others. These are representative of French life, and especially feature inspiring heroic deeds. More than half the book is given to full vocabulary, notes, and exercises.
will return for the spring quarter. Miss Pamela Ish is now teaching a class in geography at the college. Miss Rebecca Spitzer has resigned her position as supervisor at the training school and has been succeeded by Miss Katie Ralston.

There have been several faculty parties of interest. Just before the holidays, the faculty was visited by Santa Claus at a regular Yule-tide party given in the reception room of Alumnae Hall. The campus faculty gave a dinner and radio party for Miss Gertrude Lovell, who has been a visitor on the campus. Miss Gertrude Greenwalt gave a bridge party for the faculty women.

The custom of observing "twilight hour" was resumed Sunday afternoon, January 31. A program of music is given every Sunday afternoon under the direction of the Aeolian Club. A unit of work for the winter quarter has been started by the Choral Club. The Glee Club has resumed work and is planning its big program for some time in the spring. The combined orchestras of Harrisonburg and Bridgewater Colleges gave a concert January 16 under the direction of Miss Elizabeth Trappe. The Bridgewater quartet pleased the audience with several selections. January 15, in chapel, Miss Shaeffer conducted a hymn contest, preliminary to the real contest which the National Music Teachers Association has planned. The Blue Ribbon Orchestra of Harrisonburg gave a program in chapel January 22. Their music was modern and snappy; young and old responded to the call of rhythm.

Speakers who talked in chapel during the month of January were Reverend J. S. Garrison on "The People in Life Who Laugh"; President S. P. Duke on "History of the College"; Reverend Walter Williams on his trip to France.

The list of honor students for the first quarter, 1925-26, includes twenty-nine girls: Seniors—Sallie Blosser, Virginia Buchanan, Annie Councill, Emma Dold, Thelma Eberhart, Louise Elliott, Bertha McCollum, Frances Sellers, Helen Walker; Juniors—Elizabeth Ellmore, Nora Hossley, Sarah Elizabeth Thompson, Helen Yates; Sophomores—Mary Armentrout, Hilda Blue, Elizabeth Buck, Elizabeth Everett, Helen Goodson, Annie Osbourne, Pearle Rector, Katie Lee Ralston, Thelma Taylor, Virginia Turpin; Freshmen—Grace Clevenger, Elizabeth Mason, Mary Gordon Phillips, Madeline Whitlock, Mildred Williamson, Gertrude Younger.

The literary societies and clubs have taken in their new members for the winter quarter and work has begun with renewed zest. The Lee Literary Society gave a program in chapel January 20 in commemoration of Robert E. Lee's birthday.

Pledges of the Y. W. C. A. have been received for this quarter, and results were extremely satisfactory. The money received amounted to $120. Miss Helen H. Smith, of Mt. Holyoke College, gave a talk at a Y. W. service on "Why I Want to Go Into Foreign Missionary Work."

Varsity basketball season opened with a bang and has become more and more promising as the season advances. The games with Bridgewater ended in overwhelming victories for H. T. C., the score running 36-16 in the game played there January 8, and 30-12 in the game played here January 16. The Roanoke Y. W. C. A. played the home team here Saturday night, January 30. The student body turned out with enthusiasm unrivaled and the team was spurred on to another victory for H. T. C. The glad tidings were recorded in the score 37-9.

"The Task of the Twentieth Century" was the topic chosen by Henry Clay Risner in his lecture Friday night, January 22, in Sheldon Hall. This was the third number of the entertainment series for the year; each number seems to get better. The student body felt the sincerity and truth of the man and seemed inspired by his message. Dr. Risner stated that our task is the task of comprehending and understanding.
Several members of our faculty and some of the students paid a visit to the Grottoes January 8. Favorable reports were brought back concerning the trip and the cave.

Many new books have been added to the college library in the past few weeks and the shelves are full to overflowing. Not only textbooks have arrived, but some of the newest and best of modern novels have been accessioned, too. Such books as "Drums," "The Portrait of a Man With Red Hair," "Barren Ground," "The Perennial Bachelor," "The Chicken-Wagon Family," "Porgy," and "Soundings," are likely to tempt confirmed textbook-worms into fresh fields and pastures new.

SARAH HUMPHREY SHIELDS
At midnight, India time, January 1, 1926, Sarah Shields died at Albert Memorial Hospital, in the city of Lahore, Punjab. Funeral services were held at Lahore on Monday, January 5; and on Thursday, the 7th, her body was laid beside that of her aunt, Dr. Sarah Seward, also a missionary, in Allahabad, on the Ganges. Miss Shields’s father, Rev. G. W. Shields, well known in Harrisonburg and Rockingham County, Va., died at his home in Cincinnati on November 10, 1925. The news of his death, added to the telling effects of long years of strenuous labor in school and mission field, no doubt contributed a hastening factor to her final illness. The immediate cause of her death was meningitis. During her last illness, however, it was ascertained that she had fought successfully with tuberculosis at some past time and was entering upon another contest with that dread disease. Her family and her schoolmates were far away, scattered in distant lands; but love and care followed her wherever she went, and in her last hours she lacked nothing that tender care and skill could give. Thirty-five years is not long to live, so far as the ordinary life goes; but hers was not an ordinary life. It was too short to satisfy her friends, but it was long enough to serve God and to leave a record which any woman or any man might well be proud to own.

Sarah Humphrey Shields entered the State Normal School at Harrisonburg some time during the summer or autumn of 1910, with advanced standing, and graduated in the professional class of 1911, the first graduating class of the school. Some of her classmates were Amelia Brooke, Charlotte Lawson, Ruth MacCorkle, M’Ledge Moffett, Vergilia Sadler, Elsie Shickel, and Lillian Simmons. The next session she took up work here again, and in 1912 graduated in the household arts course. This June she was president of the class, Annie T. Wise being vice-president, Inez Coyner secretary, Mary Thom treasurer, and Francis Wayland mascot. In school Sarah was noted for her sunny disposition and her tremendous energy, which were always matched by a mountain of work that just naturally came her way. The classmate who wrote her up for the 1912 School-ma’am did the job to a “T.” Here is what she wrote:

“Life hath no dim and lowly spot
That doth not in her sunshine share.”

“Sarah is the only one of us who holds the distinction of being a full grown ‘Yankee.’ Her many friends and honors during the past two years show that she has a deep place in the hearts of us ‘Little Rebels.’ And, too, she has always been very loyal to the name of Lee.

“We all agree there is nothing like being a ‘Professional’ and learning to sew too, especially when one girl can hold two diplomas to that effect.”

Sarah’s aunt, Dr. Seward, had been one of the first medical missionaries—the very first woman medical missionary, certainly, in northwestern India. Sarah looked across the wide waters and the wide world. Her heart was the sort to be fired with similar ambitions. She received her appointment and was going to India in 1915, but the World War delayed her—as it did many others. But in 1916 she went. Her work as a missionary and mission teacher at Hoshiarpur, Punjab, was notably successful. Some of the delightful letters that she wrote describing her work there are still treasured by her friends here in the homeland. In
1923, after seven years of devoted, efficient service, she came back to America on furlough. In the fall of that year she conceived the idea of doing post-graduate work in the university of her home city. Her leave in America was lengthened to enable her to carry out this purpose. She entered the University of Cincinnati in November, 1924, working with her characteristic enthusiasm, and was awarded the M. A. degree in June, 1925.

At Easter, 1924, Miss Shields spent a week in Harrisonburg, renewing acquaintances at Alma Mater, and charming audiences in both school and town with her delightful talks on India.

In the late summer of 1925 Miss Shields set out on her return to India. The ship on which she engaged passage was a slow vessel, so she took advantage of the situation and went on a fast ship to Europe. There she toured England, France, and Italy, overtaking her slow ship at Trieste. There getting on board, she was carried to Bombay, which lies about 900 miles south of Lahore, her new place of work. She had charge of a department in the American Presbyterian College at Lahore, the chief task of which is to bring about understanding and cooperation between the Mohammedans and the Hindus. It was the work of her choice, and was all the more appreciated because the position came to her without her asking for it. Arriving in India on October 1, 1925, she laid hold of her tasks with a vision that extended into the years again, but only a few weeks remained for work, and only a few months for life. But they were enough — her work was done, and well done.

The sad news of Miss Shields’s death reached Harrisonburg indirectly from Cincinnati on Wednesday, January 6, while the casket was still on its long way southeastward to its resting place in Allahabad. The name is significant. Speech is different on different tongues, but when the heart speaks it voices the same hopes, the same faiths, the same kinships. All nations and all creeds are alike in that they look with longing eyes towards the city of God. Allahabad is a beautiful place to rest.

On January 11 Mr. Paul Shields of Cincinnati, brother of the deceased, was in Harrisonburg, and it was from him that many of the particulars given above were learned. He, with his mother and his sister Mary, all of whom have friends at the College and in Harrisonburg, may be assured of the sincere sympathy of our whole community.

OUR CONTRIBUTORS

CLARENCE COOK LITTLE is the recently inaugurated president of the University of Michigan. For the clarity of its vision this address has occasioned widespread comment among journals that see problems of statesmanship in education.

HUGHES MEARNS, last year a teacher of Lincoln School, Columbia University, where he achieved such remarkable success in creative writing, is now an associate professor of education in New York University. This address was delivered before the New York Society for the Experimental Study of Education.

ETHEL R. JONES, is a two-year graduate of the State Teachers College at Harrisonburg, class of 1925. She worked out this educational unit while doing her student teaching.

MARIE E. ALEXANDER is supervisor of the fourth grade in the Training School at Harrisonburg.

HAROLD BRIGHT is president of the Illinois State Teachers Association. His provocative topic served to stimulate the teachers of that state at their meeting on October 9, 1925. The paper is here reprinted from the Illinois Teacher of January, 1926.

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