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

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February, 1928

NORMAN ANGELL
DISCUSSES THE REASONS FOR OUR OBVIOUS FAILURES IN EDUCATION

THE BARTON REPORT
PART II
PRESENTS RECOMMENDATIONS ON THE INSTITUTIONS OF HIGHER LEARNING

Knighthood in the Third Grade ................. Hazel Brown Welsh
La Maison Francaise ......................... Mary Moore Aldhizer

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REPORT OF THE COMMISSION TO SURVEY THE EDUCATIONAL SYSTEM OF VIRGINIA

PART TWO

Higher Education

INTRODUCTION

In presenting the Report on Institutions of Higher Learning, the commission is clearly aware of the many difficulties involved. Virginia is rich in the number of her institutions. Most of them are surrounded by a wealth of tradition and sentimental memories on the part of many of the citizens of the State. Most certainly, if Virginia were to establish a new system of tax-supported higher education she would not find it necessary to build so many institutions as she now has. The problem of the commission has been that of studying each institution sympathetically and striving to fit it into its special place in the wholeness of the educational program. The commission has tried to retain everything of value in the things which the State now possesses, and to discard only those things which seem to be useless or outworn. In the report of the survey staff will be found many and varied recommendations which may guide the educational leaders for the future. The commission, for the present, contents itself with definite recommendations upon matters which are imperative in their importance, leaving for the future consideration of those responsible for educational development such matters as may be impossible of realization, under the limitations of the present budget. The recommendations which follow represent the best judgment of the commission in the light of the facts disclosed by the investigation of the survey staff.

THE HIGHER INSTITUTIONS OF LEARNING IN VIRGINIA

Virginia has ten separate and distinct tax-supported higher institutions of learning: The University of Virginia, The College of William and Mary, The Virginia Agricultural and Mechanical College and Polytechnic Institute, The Virginia Military Institute, The Medical College of Virginia, The State Teachers College at Radford, The State Teachers College at Harrisonburg, The State Teachers College at Fredericksburg, The State Teachers College at Farmville, The Virginia Normal and Industrial Institute.

With the exception of the teachers colleges, each institution is governed by a separate board of visitors appointed by the Governor. One board, also appointed by the Governor, serves the four teachers colleges.

The University of Virginia consists of the college of arts and sciences for men; and the department of graduate studies, the department of education, the department of engineering, the department of law and the department of medicine, all admitting both men and women.

The College of William and Mary admits both men and women to curricula leading to the degrees of bachelor of arts, bachelor of science and master of arts.

The Virginia Polytechnic Institute, as it is generally known, consists of the department of agriculture, the department of engineering, the department of business ad-
ministration and the department of applied science.

The Virginia Military Institute is a college of arts, sciences and engineering. The institute is operated on a strictly military basis.

The Medical College of Virginia consists of the department of medicine, the department of dentistry, the department of pharmacy and the department of nursing.

The four teachers colleges train white women teachers, and the Virginia Normal and Industrial Institute trains colored teachers.

Each higher institution is crowded and forced to turn away applicants every year.

**ENTRANCE REQUIREMENTS**

In Part I of its report the commission stressed the importance of pupil guidance in the elementary and secondary schools in order that no one may gain admission to a higher institution who is not qualified to pursue successfully its curriculum. The report of the survey staff shows conclusively that there are a great many actual and potential failures among the first year students in higher institutions, due either to a lack of native ability, preparation or a desire to succeed. Such students are the product of both public and private schools. They take up room that could be occupied by students who are better prepared, and who possess the type of ability that is required for success in collegiate work.

The commission believes that a careful study of the records made by students during their school courses and of the results of educational tests, added to the judgment of the members of the faculties of the schools they attend, will eliminate those candidates for admission to the higher institutions who can more profitably spend their time elsewhere. Adoption of such a policy will not only save both State and student money, but it will also lessen the demand for the expansion of the physical plants of all institutions, and will make it possible for each institution to serve better than it is now doing those students who are capable, on the basis of intellect and character, of doing high grade work.

The commission recommends:

*That all institutions of higher learning establish a more rigid system of selecting candidates for admission.*

**DUPLICATION**

**As to Specialized Courses**

One of the chief reasons given for the appointment of the commission was that of seeking to overcome the duplication of courses in the several institutions. The commission believes that the giving of certain basal courses, such as English, mathematics, etc., in all institutions, is essential to a sound education in any field, and, therefore, cannot legitimately be called duplication. On the other hand, it is extravagant and unwise to offer in one institution specialized courses which belong properly to another institution as a part of the field which it is especially designed to cover. This latter program is duplication and should be discontinued with the cheerful assent of all concerned.

The commission recommends:

1. That the University of Virginia be given the field of all graduate instruction or work beyond that for the baccalaureate degrees, and that no work of graduate standing or credit be offered at any of the other State institutions. As soon as the State’s finances will warrant it, the facilities for graduate instruction should be generously increased at the University so that its higher degrees in all departments shall be unexcelled by those of any other State university in America.

2. That all liberal arts work as such should be restricted to the University of Virginia and the College of William and Mary and that no other State institution shall be permitted to invade this field.

3. That at the Virginia Polytechnic Institute all work of the nature of liberal arts should be eliminated. Practical courses in
business administration and home economics should be given only as a preparation for more efficient lives in the fields of agriculture and mechanical arts, for which professions Virginia Polytechnic Institute was established. These courses should never be expanded into major departments of instruction in competition with the University of Virginia or the College of William and Mary. The pre-professional courses for law, medicine, pharmacy and dentistry should not be given at Virginia Polytechnic Institute except as the regular courses in agriculture and mechanical arts offer these professional prerequisites. Such pre-professional courses are offered at all liberal arts colleges, both publicly and privately supported. Virginia Polytechnic Institute should be strengthened by an intensive development in its particular field rather than by an extensive program in fields for which it was not established.

(4) That at the Medical College of Virginia all basal sciences or premedical work should be eliminated. These should be restricted to the other institutions which are already amply prepared to give excellent courses leading up to entrance to the Medical College of Virginia.

(5) That the University of Virginia and Virginia Polytechnic Institute so coordinate their engineering offerings that the quality of engineering education in Virginia may be greatly improved, and the duplication of expensive equipment required for effective instruction may be eliminated.

(6) That the higher institutions devote their resources to improving the work now being generally elected by students rather than to increasing the range of their offerings in order to become more comprehensive or complete universities. A maintenance of the high quality of instruction is preferable to a large quantity of offerings.

(7) That, in the interest of economy, all of the State institutions of higher learning study the possibility of revising their curricula so as to eliminate courses of study for which there is an unusually small demand. At the University of Virginia, Virginia Polytechnic Institute, Virginia Military Institute and the College of William and Mary combined there were given in 1926, 359 courses, showing an enrollment of less than five students each, and 271 courses showing an enrollment of between six and ten students each. The commission realizes that a number of such courses must be given in each institution in order to care for advanced students and full departmental programs, but it believes also that there are some courses which may be offered only in alternate years and others which may be offered only when there is a minimum enrollment of ten students, thus making possible some reduction in instructional costs.

As to Legal Education

The attention of the commission has been called to a possible duplication in the facilities for legal education in Virginia as a result of the establishment at William and Mary of the Wythe-Marshall School of Government and Citizenship as a memorial to the great chancellor and chief justice. The commission is reliably informed that all expense in connection with the legal courses taught in this school are defrayed from the income of a substantial endowment fund.

As long as the scope of the school is confined to the objects of the endowment and the teaching of the Constitution of the United States, its history and fundamental principles, the Commission does not feel that the continuance of the school unnecessarily duplicates the facilities of other tax-supported institutions.

As to the Virginia Military Institute

The commission believes that the most serious and expensive item of duplication in Virginia is to be found in the continued maintenance of the Virginia Military Institute at the public expense. Aside from the military features of its program, there
is no educational service being rendered at Virginia Military Institute which is not already duplicated or can be more advantageously and less expensively duplicated at the other tax-supported institutions. Liberal arts courses are being given to better advantage at the University of Virginia and the College of William and Mary; the entire field of engineering can be covered, if necessary, at Virginia Polytechnic Institute. The State cannot afford to maintain three engineering schools, with a triple capital outlay or costly, up-to-date laboratories. The military training at Virginia Military Institute is too exacting and time-consuming for young men who are preparing for civilian life. The excessive number of hours given to military theory and practice impinges greatly upon the time that the student should give to real intellectual or vocational preparation for his work in life.

In view of these facts, the commission has found it a most difficult task in arriving at a recommendation. We realize the association of the Virginia Military Institute with the name of Stonewall Jackson, that great leader of the past, whose life and works would seem to set apart Virginia Military Institute forever as a shrine for the people of the South, as well as large numbers from the North. But we cannot believe that this should be done by the expensive duplication now in operation, which requires funds which could be more advantageously invested in strengthening elementary and secondary schools, blotting out illiteracy, or making more effective investment of the taxes paid by the people of Virginia for coördinated liberal scientific and professional education in the field of higher learning.

Our study of this entire problem has led us to recommend the following:

(1) That all appropriations for scholarship aid of every kind for students at the Virginia Military Institute be discontinued, effective at the earliest possible date;

(2) That no further appropriation for capital outlay at Virginia Military Institute be made;

(3) That only the funds absolutely necessary for maintenance be appropriated for the next biennium;

(4) That the Governor and the board of visitors of the Virginia Military Institute confer for the purpose of negotiating with the alumni of the Virginia Military Institute, or other substantially interested persons, to the end that the institution may be taken over by them and operated privately through a legally constituted board of trustees, who shall finance the operation from tuition fees and private benefactions from persons interested in the type of education which the trustees may propose;

(5) That so long as such board of trustees shall operate the Virginia Military Institute without cost to the State of Virginia, the present physical plant and all appurtenances thereto shall be rented to said trustees for the sum of one dollar per annum, the said trustees to assume the responsibility for keeping the buildings in repair and adding to them as new needs may arise;

(6) That in case the said trustees shall ever discontinue the operation of the Virginia Military Institute as an approved institution of learning, then all present physical properties and appurtenances thereof shall revert to the State of Virginia, together with any improvements which may have been made thereon.

(7) That, in case the board of visitors should fail in finding alumni or other substantial interests who might be willing to assume the responsibility for carrying on Virginia Military Institute as a non-profit producing educational institution, then the said board of visitors shall be instructed to discontinue as speedily as possible the type of education now provided, and, in its stead, shall establish an institution providing for vocational work and preparation for professional courses as outlined at length in the
several chapters of Division X of the report made by the survey staff and submitted with this report by the committee.

We attach hereto excerpts from the report of the survey staff in order that additional facts upon which these recommendations are based may be made clear.

"In 1839, in order that the arsenal established at Lexington might be most adequately protected, and in order that the young men might be given an education while protecting it, the Virginia Military Institute was established and the first corps of cadets, thirty-two young men, was mustered into the service of the State. In 1842, the military institute was given by legislative act the distinctive mission of preparing teachers for the public schools of the State. In 1860, the institute was expanded into a general scientific school, including agriculture, engineering and fine arts. Following the War Between the States, in which the cadets and ex-cadets played a most distinguished part, the Institute assumed the role of a college of arts, sciences, and engineering, which it still maintains. Throughout its long history it has consistently retained its military character, and a most impressive list of military heroes owe their training to this institute.

"The Virginia Military Institute had in 1926-27, 724 students, of whom 305 were residents of Virginia and 419 were residents of other States and foreign countries. The staff consists of thirty-three professors of the various ranks and fifteen instructors, in addition to nine officers of the United States army who are stationed at the institute to offer instruction in the various branches of the military service.

"The Virginia Military Institute has played a very important role in the civic, political and educational life of Virginia and the entire South. Many of the most distinguished military, as well as civic leaders of Virginia and of the nation, have received their education at the institute. But the need for the particular type of education which is found at Virginia Military Institute has largely passed. The liberal arts work can be done somewhat better at the University of Virginia and the College of William and Mary, and the engineering work can be better done at the Virginia Polytechnic Institute. The military mode of life at the Virginia Military Institute affects the character of the educational work so that it is more formal, conventional and static than is needed in Virginia today. In an earlier day, when education was merely disciplinary, the Virginia Military Institute's formal educational régime was quite satisfactory; but it has already been pointed out that Virginia is in need today of a dynamic type of education which cannot be conducted most efficiently under the conditions made imperative by the military mode of organization and conduct. If the State of Virginia were adequately supporting rural, elementary and secondary and higher education of a modern type, and if it had abundant resources to meet all educational needs, neither of which is true, then it might perhaps continue to appropriate funds for the education of men at the Virginia Military Institute; but in the circumstances it is not educationally justifiable for the State to continue to make appropriations it has been making for education at Virginia Military Institute. So long as there are children in Virginia of elementary age who are growing up in illiteracy because there are not adequate provisions for their education, and so long as the State is not making adequate provision for the higher education of women, and so long as the University of Virginia, the College of William and Mary, and the colleges for the training of teachers are inadequately supported so that they cannot perform the tasks properly falling to them, up to a reasonable standard, Virginia should not continue to appropriate funds for the maintenance of students at the Virginia Military Institute, when they can be cared for very well at other State-supported higher institutions.

"It has been shown in previous chapters
of this report that Virginia is not giving adequate support to any phase of the public educational work of the State. In the circumstances, Virginia ought not to spend funds upon an institution which is not in a high degree meeting the educational needs of the State."

The above statements of the survey staff are elaborated in its printed report and the commission suggests that persons desiring a full review of this matter shall read carefully this detailed treatment of the staff.

THE TEACHERS COLLEGES

The commission has received with great satisfaction the report of the survey staff indicating the generally satisfactory work which is being done by the four teachers colleges and the colored normal institute in the field of teacher training. Their service becomes increasingly important as the demand for trained teachers grows and the ability of the State to pay trained teachers increases. Virginia is not now training a sufficient number of competent teachers for the rural schools and the elementary city schools, which lack must be overcome.

The colleges at Fredericksburg and East Radford do not have adequate facilities for practice teaching in the high school, and it does not seem wise for the State at present to provide such facilities. The University of Virginia, the College of William and Mary and the teachers colleges at Harrisonburg and Farmville are equipped to prepare all the teachers for the high schools of Virginia for the present and probably for some years to come. If Virginia establishes a college of liberal arts for women, a teacher training department should be provided for in that institution.

The commission recommends:

1. That the colleges at East Radford and Fredericksburg devote their resources entirely to the training of teachers for rural and for elementary city schools.
2. That all the teachers colleges shall immediately establish a one-year training course for teachers in rural schools, the work in this course to relate specifically to the needs of rural school teachers.
3. That the minimum tuition fee of $25.00 per quarter be charged to all students of teachers colleges who pledge themselves to teach in the public schools of Virginia for at least two years, and that for those who do not so pledge themselves the minimum shall be $40.00 per quarter.
4. That the loan fund recommended in another section of this report shall be available for the use of the students of the teachers colleges upon the same terms that may be laid down for the administration of said fund in the interest of students of the other State institutions.

JUNIOR COLLEGES

The junior college movement is growing by leaps and bounds in some sections of the United States. Efforts are being made in some communities in Virginia to establish junior colleges as extensions of high school courses.

Junior colleges should not be established in this State until the rural, elementary, secondary and higher education and teacher training institutions are put on a par with the public school system in States with which Virginia wishes to keep abreast.

The commission, therefore, recommends:

That the State do not contribute to the support of junior colleges so long as the now established forms of education are failing to receive adequate financial support.

COORDINATION AMONG HIGHER INSTITUTIONS

The commission is convinced, both from its own study of the subject and from the report of survey staff, that there is urgent need of careful efforts to coordinate the work of all the institutions of higher learning into a single unified system. The commission in another part of this report recommends the elimination of certain definite and unnecessary duplication now existing. We are, however, more gravelly concerned
over the duplication and competition which may grow and become more and more aggravated in the future. The commission is confident that the higher institutions of learning cannot hope to continue to enjoy the confidence of the people of Virginia unless there is created some instrumentality which will be able to study their problems and to seek to adjust the activities of each institution to the educational needs of the State rather than to continue to permit them to compete with each other in a desire to expand purely for the sake of individual expansion.

After a careful study of a number of plans proposed to meet this need the commission recommends the creation of the office of chancellor of higher education. The chancellor, if created, should be charged with the responsibility of securing coordination among the higher institutions so that the scope and character of the work of each institution should be such as will be of greatest service to the State. He should not assume the function of president or exercise control over the internal administrative work of any institution. In conjunction with the presidents and the boards of visitors of several institutions, he should work out such a program of higher education that each institution will be responsible for the type of work that it is best equipped to perform and that is most needful for the progress of the people of the whole State. He should further be charged with the duties of developing such financial plans as will assure the support of the program in each institution, but guarantee a balanced financial support to the institutions, according to the ability of the State to pay. The commission is well satisfied that the salary paid such an officer will be saved to the State and institutions many times by the exercise of the duties it is proposed to confer upon him. The duties of the chancellor should be defined in part, in the words of the survey staff, as follows:

a. To study the needs of higher education in Virginia, and by conference and counsel with the several institutions seek to secure adjustment within those institutions such as to avoid duplication and to provide adequately for the educational needs of the State.

b. To represent the cause of higher education in the councils of the State and before the people at large, in order that the place and function of higher education in developing the State’s human and material resources may be the better comprehended.

c. To insure uniform standards of admission so that no student not by nature, training or inclination qualified to pursue successfully a higher education will be admitted to a higher institution.

d. To examine the budgets submitted to the Governor by the several institutions of higher education, and to indicate his recommendations to each item for the consideration of the Governor and the Director of the Budget, thus assuring the development of each institution in conformity with a single unified system of higher education in the State.

The commission recommends:

1. That a chancellor of higher education be chosen by the State Board of Education on nomination of a special committee composed as follows: The Governor of the State; the State Superintendent of Public Instruction, who shall act as chairman; one member appointed by the Board of Visitors of the University of Virginia, one by the Board of Visitors of the Polytechnic Institute, one by the Board of Visitors of the College of William and Mary, one by the Board of Visitors of the Virginia Military Institute (if continued), one by the Board of Visitors of the Medical College of Virginia, one by the Board of Visitors of the State Teachers Colleges, and one by the Board of Visitors of the Virginia Normal and Industrial School.

2. That the budget of the office of the chancellor be approved by the State Board of Education, and the funds to meet this
3. That the salary of the chancellor be determined by the Board of Education and be such as to insure the selection for the position of a person of high standards and abilities.

Liberal Arts Education for Women

In an earlier day it was believed in Virginia that State-supported higher education should be provided solely for men. But not until the State took over the College of William and Mary were women permitted to pursue liberal arts courses on the same basis as men. However, even at the College of William and Mary provisions are not adequate for the number of women who are seeking a liberal collegiate education. By practice, if not by statute, the proportion of women students at the college is kept below that of men only 45 per cent of the students may be women. The commission has learned that a large number of women applicants for admission at the College of William and Mary for the session 1927-1928 were rejected because the dormitories for women had been filled. Women are not admitted to the college of liberal arts at the University of Virginia, and are not admitted at all to the Virginia Military Institute. They are admitted only to a limited range of work at the Virginia Polytechnic Institute. The commission has received requests from many distinguished women of Virginia praying that a recommendation should be made that women be admitted upon a parity with men to all the courses at the University of Virginia. From this review of the situation it can be easily discerned that Virginia historically has discriminated against women as compared with men in the matter of admission to the institutions of higher learning. Even in more recent times, when the barriers to the admission of women have been broken down in certain instances, the experiment has been accompanied by many evidences of reluctance and disapproval on the part of the alumni and other interested people.

The fact remains, however, that the present position of women in the life of Virginia makes exceedingly reasonable and just, to say nothing of desirable, that equal opportunities for higher education be given to the men and women of the State alike.

Two solutions to this problem are possible:

(1) The University of Virginia might be thrown open to the admission of women as students in all of its undergraduate and graduate schools. This would mean vastly increased facilities which must be supplied by the State, both for increase in physical plant and also for additions to the teaching staff. It would mean essentially the giving up of Virginia's traditional allegiance to the idea of separate education of the sexes and would commit the State to the increasingly popular idea of coeducation.

(2) A separate liberal arts college might be established for the education of women in the undergraduate field of liberal arts. It might be possible to place such institution reasonably close to the University of Virginia and under the control of the same administrative personnel. This would mean a continuance of Virginia's traditional allegiance to the idea of separate education of the sexes and would mean essentially the system of coordination which is reasonably popular in many States of the Union and among many privately-supported institutions.

After a careful study of this difficult situation your commission recommends:

That the second plan be adopted and that because of its advantageous location, its excellent physical plant and its room for expansion, the State Teachers' College at Harrisonburg be converted into a liberal arts college for women coordinated with the
University of Virginia, and that all graduate and professional courses for women be continued at Charlottesville. In order that this may be carried into effect it is recommended that the General Assembly of Virginia, as speedily as possible, devise means for making suitable appropriations to make this recommendation effective and at the same time to enlarge, as far as may be necessary, the three remaining teachers colleges so that they may be able to care for all applicants who may desire to prepare for the profession of teaching in the elementary and secondary schools of Virginia.

THE FINANCIAL SITUATION OF THE HIGHER INSTITUTIONS

Appropriations to Higher Education

Virginia has not been very generous to her higher institutions of learning. Indeed, she has been parsimonious, and much of their growth has been due to the generosity of others. In 1915 the total State appropriation to all higher institutions, including the teachers colleges, was $733,250.00; in 1927, $1,559,705.00, an increase in twelve years of $826,455.00. In the same period the number of students has greatly increased, while the purchasing power of the dollar has decreased 38 per cent. The aggregate expenditures of the higher institutions in 1927, according to the staff report, were $5,877,337.00. The difference between the amount appropriated by the State and the total expenditures is made up by income from endowment funds, tuition fees, board and other miscellaneous items.

In 1927 the State appropriated $5,337,084.00 to the common schools, while their total receipts from all sources approximated $24,000,000.00. It is evident that the higher institutions are not being favored by State support to the detriment of the common school system.

The higher institutions in neighboring States receive State appropriations greatly in excess of those made by Virginia. While what other States do in this respect should not be Virginia's measure, the results are manifest, because neighboring institutions are growing and expanding at a rapid rate while Virginia institutions have barely held their own with the assistance of private munificence. Richer institutions are attracting Virginia students and Virginia teachers.

If the fame and prestige of higher education in Virginia is not to suffer, then Virginia must be more liberal in her support of higher education than she has been in the past.

Economies, Business Management and Accounting in Higher Institutions

The survey staff was unable to give a satisfactory answer to the commission's request to ascertain the actual cost of education per pupil in the several institutions and in the several departments of each institution, because of the varying methods of accounting and the absence of satisfactory analyses of receipts and disbursements. Such information is essential both for economic operation and for determining an equitable basis for charges made to students. The absence of the same information has prevented the commission from suggesting economies which sounder and uniform accounting methods will undoubtedly disclose. However, all of the institutions have been so pressed for funds that there has been little room for extravagance in operation and maintenance.

There is an absence, in some institutions, of centralized responsibility for business details without which many economies will pass unnoticed. When it is possible through uniform accounting methods to compare intra and inter-institutional costs, additional economies will become apparent.

The centralized accounting under the State Comptroller required by the reorganization act will make for uniform accounting as to State appropriations, but not for all funds; nor will receipts and expenditures be so segregated as to make possible ac-
curate analyses. For information and comparison, all departmental costs should be calculated in a uniform way.

Institutional rivalry and duplication, as set forth in another section of this report, are responsible for the largest items of avoidable expense. An illustration of rivalry is found in the annual advertising expenditure of the higher institutions, part of which can certainly be attributed to institutional competition, and all of which should be promptly eliminated by institutions which cannot now take care of the students who apply for admittance. The aggregate amount expended on advertising during the year ending June 30, 1927, as reported to the commission, exceeded twelve thousand dollars.

While the chancellor, recommended in another section of this report, should not, if the office is created, interfere with the internal affairs of the higher institutions, it should be one of his duties to coordinate and modernize their business practices and recommend economies both in maintenance and capital outlay.

The commission recommends:
1. That each institution centralize its business management in one person.
2. That each institution, in conjunction with the office of State Comptroller, install the same modern system of accounting, with receipts and expenditures so segregated as to present an itemized record of all items of income, as well as an accurate analysis of costs.
3. That the institutions cease advertising expenditures in the sense the term is generally used.

Endowment Funds

Most of the State institutions benefit from endowments secured from private sources. While such funds are properly administered by the officers of the institutions, they should be reported to the State, both as to capital and income, in a uniform way in all the institutions.

Tuition Fees

In 1818 Thomas Jefferson, the father of public education in Virginia, wrote to Joseph C. Cabell that,

“A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns, in which I shall permit myself to take an interest. Nor am I tenacious of the form in which it shall be introduced. Be that what it may, our descendants will be as wise as we are, and will know how to amend and amend it, until it shall suit their circumstances.”

Jefferson believed the State should provide free education in the elementary grades, but limited free education in the higher grades to students of the “most promising genius whose parents are too poor to give them further education.”

The State of Virginia has long since departed far from Jefferson’s beliefs, and tuition fees proper have been for years and are now wholly absent or of negligible amounts in all Virginia institutions, irrespective of the financial condition of the student or his mental facilities.

But the institutions, in lieu of tuition fees, charge Virginia students varying sums to cover sundry services, such as the cost of matriculation, maintenance, library, etc. There is no uniformity in the items making up these charges, although the aggregate is approximately the same in all institutions. This practice amounts to a holding out of free education with one hand, and taking it back with the other. The son of poor parents pays as much as the scion of the rich. No distinction is made between ignorance and genius.

The increased demand for education in all its forms has, in recent years, far outstripped the financial ability of the State to provide. The time has arrived to exercise the confidence Jefferson reposed in the people and amend the present policy as respects
the cost of education, and determine anew the limit of the State's responsibility.

The commission believes that the first duty of the State is to the elementary school, which is intended to lay the foundations in the lives of all the children. To give free higher education to a comparatively small number of its people at the cost of inadequate elementary education for the masses would, in the judgment of the commission, be a program of folly and an invasion of the ideals of democracy. The commission is of the opinion that the finances of the State warrant the development of a thoroughly adequate system of elementary and secondary education which shall be free to all without distinction of either sex or locality. Beyond that we believe that, in view of the fact that higher and professional education increases the earning power of the recipient throughout his life, and in a measure represents a dividend paying investment of capital, it is, therefore, only just that a considerable portion of the cost of such education should be borne by the person receiving such individual benefits. The State should not seek to evade its responsibility for training its youth in good citizenship and intelligent leadership in all forms of life in Virginia; rather do the circumstances indicate that the State and the individual should cooperate in bearing the burden which neither is financially able to bear alone. Therefore, if the State can supply the capital outlay for buildings and other material equipment and a decreasing amount of maintenance costs, can it not be fairly supposed that the student should bear a reasonably large pro rata, and in time all of the actual cost of the operation of the plant during the years in which he is there registered for study? This view is rapidly commending itself to educational leaders, publicists and philanthropists in America, many of whom have spoken and written in its support. Only by such an alliance of the State with the student does it appear that we can offer higher and professional education in Virginia upon a continuing plane of unchallenged excellence.

The bare salary cost for tuition is conservatively estimated to average $200 per student year in Virginia institutions of higher education. This sum does not include maintenance and other proper charges that enter into the cost of education.

The commission recommends:

1. That in the University of Virginia, the College of William and Mary, the Virginia Polytechnic Institute and the Virginia Military Institute (if continued), the minimum tuition fee for a session of undergraduate work shall be, for the present, $150.00, except as affects the departments of Education which may now or hereafter be authorized for the training of teachers for the public school system of Virginia. This minimum shall apply only to students who are residents of Virginia, and students who are not residents of Virginia should be required to pay as tuition such sums as may more closely approximate the actual operating cost per student for the institution involved.

2. That the chancellor of higher education, if appointed, make a careful study of the several institutions above named with reference to the ratio of tuition income received from students to operating costs and that upon the basis of such study tuition charges shall gradually be adjusted to the end that the beneficiary of such education shall bear a fair share of the cost of what he receives.

3. That in harmony with this policy of the beneficiary's sharing his educational cost with the State, all State scholarships of every kind and character be abolished in each of the State institutions.

Loan Funds

As a democratic substitute for the present undemocratic system of so-called free tuition and allocation of State scholarships to poor and rich alike, and in order that students with limited financial resources,
not necessarily "of the most promising genius," but mentally qualified to pursue successfully courses in the higher institutions, may have the advantages of such courses, loan funds should be readily available. The commission cannot conceive of a more democratic application of Jefferson's principles than that those students who can now share with the State the cost of higher education do so, and that those who cannot, return this cost to the State when their earnings make it possible. Limited loan funds, separately administered, are now available. The commission is informed that the losses on loans to needy students are almost negligible. A centralization of administration of all loan funds will insure uniform requirements and additional safety. Loans should be made only to such students who can produce satisfactory evidence of need, character and scholarship.

The commission recommends:

That a revolving loan be established by the State, under the direction of the Governor, to be administered under regulations to be by him hereafter determined.

Salaries

The commission is satisfied both from the report of the survey staff and its own observations that the salaries now paid in many of the institutions will not suffice either to retain or attract teaching personnel of high character and ability. While the commission does not approve a horizontal increase in all salaries, it unhesitatingly recommends:

That the executive and boards of visitors of the several institutions make such increases in salaries as funds will permit and as will insure the maintenance of that high standard of scholarship for which Virginia institutions are so justly famed.

Future Needs of the Higher Institutions

In the report of the survey staff will be found a listing of the present and future needs of Virginia's institutions of higher learning. The commission believes that it would be unwarranted in recommending the meeting of these needs beyond the amounts contemplated in the Budget for the next biennium. Such needs are always in flux and change from time to time by reason of the development of modern methods and new ideas of educational service. The commission is unable to determine the priority of the many items which would greatly enhance the effectiveness of the several institutions. It can only call the list to the attention of the Governor of the State, the members of the General Assembly, and the executive officers of the institutions themselves, in the hope that together they may devise a cumulative program which will enable the tax-supported colleges and universities to improve their situation as rapidly as funds can be made available.

WHY THE OBVIOUS FAILURES OF EDUCATION

If we are to make of education a better vehicle of world citizenship, we must have some idea of the way in which education has failed in this field in the past. One of the first conclusions we are obliged to come to in considering education and peace is that not too much reliance is to be placed upon a mere knowledge of other peoples, a contact at second hand as it were, as in itself a factor of friendliness and understanding. Sometimes the peoples that we know best are precisely those that we quarrel with most. If you look back at the bitterest conflicts of history, they have often been between people who live in the same street, between Catholic and heretic in the wars of religion, between Catholic and Protestant in Ireland, between Hindoo and Mohammedan in India, between white and Negro in this country: we know of numberless misunderstandings and conflicts between people who know each other by daily contact.

So mere knowledge of external facts
about other people will not suffice unless it
is linked with certain other things as well.
What are they? Again I think we shall get
the clearest idea if we look at three out-
standing failures of education in the inter-
national field.
I say failure of education advisedly. You
know there is a movement now for ensur-
ing that political candidates, statesmen,
politicians, shall be drawn only from edu-
cated and technically trained people. It is
one of the suggestions which is made in
connection with what one might term the
partial breakdown of democracy.
But has it ever occurred to you that where
government statesmanship has failed most
disastrously, in the management of inter-
national affairs, that it was in the hands of
specially trained and highly educated peo-
ple? The old type of European diplomat
and the members of the government that
employed him, were usually, nearly always,
drawn from men of university training.
Heaven knows the diplomat was a man hav-
ing wide knowledge of other peoples; and
yet the Europe which came to an end in
1914, the result which 1914 represented,
was largely due to the policies pursued by
these highly trained, educated people.
I think we shall have to say that here
education failed. You may say: They were
a people thinking merely of the selfish in-
terests of their own order, or at best of
their respective nations. To which I reply
that judged by that standard, even, their
education must have given them the most
erroneous notions of the nature of their
task; for if their object was to advance the
interests of their respective countries they
entirely missed their aim, were guilty of
gross miscalculation and incompetence.
They certainly did not protect the interests
of their nations, because today it is difficult
to say which has the worst prospect, the
victor or the vanquished. They failed from
their own point of view. If their object
was to protect their class, equally did they
fail because their order has all but disap-
peared, and through most of Europe the
class for which they stood has suffered more
even than the others, in the events which
they precipitated.
Obviously there was grave miscalculation
in their management of things. I do
not want to imply that I regard them as
solely responsible. They were not. I am
not one of those who think war is the
result of the special wickedness of a small
class. It is not. But they had a very spe-
cial responsibility, and they did reveal
astonishing misunderstanding of the forces
which they were handling. Think of one
aspect of that failure of education. You
had in pre-war Germany a great state also
governed by a specially educated order. Be-
fore the war, politics and statesmanship in
Germany were confined pretty well to a
highly educated order, which had passed
through the university; and we know what
the management of their state resulted in;
and what happened to the class from which
they were drawn.
In another respect, it seems to me, edu-
cation has failed. Of all the single forces
in Europe making for disruption and dis-
integration, the most insidious is an aggres-
sive, acquisitive nationalism—the type of
nationalism which divides Europe into thirty
quarrelsome and warring states. That na-
tionalism has been in an especial sense the
work of education, as one of your own
authorities, Professor Carlton Hayes of
Columbia has very clearly shown; has been
born and nurtured in the speeches of ora-
tors, the pages of historians, writers, jour-
nalists, editors. They have made the type of
nationalism which very nearly destroyed
Europe; may destroy it yet, and may mean
the end of western civilization. These writ-
ers and politicians have come largely from
the universities and the schools, from those
who had culture. Nationalism has far few-
er-roots in the illiterate of the farm and
factory.
I am not sure that this hasn't always
been so; that often the net result of great
learning has been to worsen and render more permanent error and folly: perhaps I should say the first result rather than the net result, for we learn sometimes in order to unlearn. When we look back in history we find that the Inquisitor, for instance, who racked and tortured, was an extremely well educated man, and the difficulties into which Europe got from this religious problem, the conflicts of the religious groups, were not cleared up by learning and erudition. Much of the difficulty created by those conflicts was due to the attitude taken by highly educated people.

In spheres like these, in diplomacy, in the management of a state like pre-war Germany, in that Europe where nationalism of the more evil type has been kept alive, in fields where religious hatred thrives—education has failed to clear up the difficulties.

Why? The trouble has not been a lack of knowledge, in the sense in which we lack knowledge to cure cancer, but a failure to use the knowledge which we all possess. Europe did not go to pieces because it did not know the relevant facts. Europe had all the necessary facts under its nose. It failed because it didn't use, in the direction of its conduct, the facts which were of universal knowledge.

Indeed I would say that the commonest mistakes in politics—as the most disastrous—arise from a disregard of the self-evident facts which everyone knows.

The kind of failure I have in mind is illustrated by a story which I have sometimes told of a certain very successful parliamentary candidate, whose victory in election after election, was based on the fact that he had married a famous actress, had killed seven Germans with his own hand, and had kicked three goals in a famous football match.

Again and again twenty thousand people, many of them educated, voted for that man. They could not have been unaware of the fact that the capacity to marry actresses, kill Germans, or kick goals was no qualification for dealing with problems of unemployment, trade, and government. You do not need a university education to see that. But I do not doubt that many a university graduate was included among the twenty thousand English men and women who, election after election, voted for that most popular and successful politician.

The motives upon which they acted are on a par with appeals about "native sons" and are the most successful electoral appeals that you can make. The minds which react to these appeals are not utilizing the knowledge they already possess.

Put certain of the phenomena of nationalism to this same test: do facts already known reveal the fallacy of ideas which we profess? An educated banker the other day, who had passed through one of your universities, asked me whether I supposed Germany had repented—because he knew very well, he added, that she had not.

I asked him what America thought about prohibition, and he didn't know. But although he, an American living his life among Americans, could not say what they thought on that outstanding question, he knew perfectly well what 60,000,000 people on the other side of the world were thinking, in their innermost hearts. I further asked him with what organ a Federative Republic repented. And further, whether he didn't loathe people who lived in odd numbered houses. To which he replied, of course that you could not make such a category, since all sorts of people live in odd numbered houses. To which he replied, of course that you could not make such a category, since all sorts of people live in odd numbered houses, tall, dark, short, fair; how could you like or dislike opposites?

I suggested that persons just as diverse lived within the area that we call Germany: That such a term geographical and political, indicating vast diversities of classes and creeds, of little children, old women, invalids, as well as the minority which is alone capable of a conscious part in national politics, could not more be referred to as
"repenting" than it could be referred to as having a cold in its head, or wearing side whiskers.

Yet the picture in his mind was of some personality, as definite as that. He had taken a symbol of speech, convenient and indispensable perhaps, and made of it in a very primitive and savage way, a grossly anthropomorphic reality in his mind.

It is because of errors as simple, as rudimentary, as elementary as that, that Europe, particularly the Europe that has passed through universities, strangles itself, and engages in these vast collective suicides.

Errors as elementary, misconceptions as crude, have permeated economics, even among the captains of industry. We think in Europe in terms of the competition, for instance, of Britain with Germany. We think that growth in the trade of Germany is bound to be disadvantageous to Great Britain, and the German thinks that growth in the trade of Britain is disadvantageous to Germany; although there is, in reality, no such thing as British or German trade in that sense at all.

It is not truer to speak of British trade in the international field than it would be to speak of "Illinois trade" among the forty-eight states. And it is no more and no less foolish to think of the development of Illinois being a threat to the prosperity of Wisconsin than it is to think of the trade of Germany being a threat for Britain, since the real process is a complex of operations going on across frontiers.

A Brazilian planter sells his coffee in Chicago, and with the money buys machinery in Germany, the money so received going to the purchase of food in the Argentine, the money there received going to purchase of cutlery in Sheffield, those proceeds going to buy currants in Greece, that operation making possible the purchase of a dress in Paris. Is that German, Argentine, French, British, or Greek trade?

When your export trade in pianos fell off, it was resuscitated because Americans began to eat Eskimo Pies. What is the connection between Eskimo Pies and the trade in pianos? Why, simply that the consumption of Eskimo Pies stimulated the consumption of chocolate or cocoa produced in South America, and immediately furnished funds for the purchase of American pianos up north.

Again, was the development of the South American trade, the going abroad of your money to South America for chocolate, disastrous to "American" trade?

Mercantilism of the crudest kind dominated commercial policy in Europe for five hundred years—dominates it still. It is rooted in fallacies which ought to be self-evident. They would be self-evident to Zulus or primitive peoples who do not know money. Education in Europe has utterly failed to render these things clear. One may say, indeed, that the modern science of economics has succeeded in making truths which ought to be a universal possession, the exclusive possession of a tiny group.

We are dealing in part perhaps with a failure to understand the meaning of words of everyday use, or so loose a use of words, by educated as much as by uneducated, as grossly to confuse thought. Thus, when we speak of the competition of "Britain" and "Germany" in trade, or of Germany as a deceitful person who harbours evil designs and who is only pretending to repent, we have taken a convenient symbol of speech and made of it something quite other than a symbol. Thus ever since feudal times we have talked of a province "belonging" to a government, or being taken by one country from another, as though there were an actual transfer of property from one group of owners to another, (as there was under feudalism) when in fact in modern times there is only a change of administration, as when a city "annexes" an outlying suburb. It looks perhaps at first sight, an innocent enough extension of the meaning of words.
like "owning," to say that France "owns" Alsace-Lorraine, or Britain Canada—but the confusion and distortion of thought involved is at the root of some of the most obstinate misconceptions out of which international conflicts arise.

Among the motives responsible for causing the nations to drift to conflict in 1914 was the idea that preponderant power would give a nation security and advantage. It was assumed that wealth, either in the form of trade, or territory, markets or sources of raw material, could, as the result of victory, be taken from the vanquished. The British freely attributed these motives to Germany before the war, and feared for their economic security. The Germans accused Britain of using her power to restrict German commercial activity. The notion that wealth or trade could be "captured" as the result of military victory was all but universal before the war, and set up, not necessarily a direct intention to attack others for the purposes of enrichment, but fears that others might be so actuated and a determination to prevent those others from possessing the superiority of power which would enable them to obey such motive. It suffices for each thus to fear the other and act upon those fears, to make war inevitable.

The Treaty of Versailles itself reflected that universal obsession: each power grabbed all it could in the way of territory, and did all it could to destroy the economic competition of the vanquished in the firm conviction that in so doing it would advantage itself.

Yet the assumption from which the whole thing starts, the "axiom" of statecraft so universally accepted, comes near to being a complete fallacy, "the great illusion" of political thinking. Wealth and trade in the modern world cannot be transferred as the result of victory, from vanquished to victor. There is no transfer of wealth when territory is annexed: there is a change of political administration. The delusion is partly due to using loose, inaccurate terms about “ownership” when we are talking of political administration. When Germany or France annexes Alsace-Lorraine, the farms and houses and shops and their contents are not transferred from one set of owners to another; they remain in the hands of the same owners: for the owners are annexed with the goods.

Britain was supposed to be "after the Transvaal gold mines" when she entered the Boer War. But Britain did not capture a shilling’s worth of mining stock; it changed hands on the stock exchanges of the world in the same way after the British victory as before. And today Britain has not even political control over the Transvaal.

When some years before the war the suggestion was made that political thought had gone astray on this particular and that a nation in the position of Britain, for instance, would not be able to use victory for the purpose of “taking” foreign trade or economic advantage, the suggestion was derided as a piece of foolish paradox; the defiance of the obvious. Well, we are in a position now to judge of the validity of mal-suggestion, for it has been put to the test of the experiment. The past war situation enables us to judge whether a nation can in fact turn military power to economic advantage. Britain has had her victory over her great rival Germany. Has the former been able to use its predominance for economic advantage? Is the foreign trade of Britain greater as the result of her power over Germany? If victory can be used for commercial advantage why is Great Britain not using it? Why a million and a half unemployed? Why these articles in the British press asking whether Britain’s day is done? Has German competition been disposed of? If the assumptions that preponderant power can be used for economic enrichment are sound why does the period of complete victory for a state like Britain synchronise with the period of greatest economic insecurity which she has known since
the industrial revolution? The suggestion made twenty years ago that military victory would in the modern world prove economically futile has been put to the test of the event, and the event has pronounced upon it in no uncertain terms.

But my point is that that proposition derided twenty years ago as a paradox was even then already self-evident, that in so far as the public mind went wrong on it, it was because there was no developed capacity in making use of knowledge already possessed. It calls, for its demonstration, upon no economic or political data that are not the possession of any ordinarily well educated man. It is not quite perhaps within the category of such propositions as that because a man can marry an actress, kill Germans, and kick goals he is therefore equipped to deal with problems of government, but not very much more difficult. And as educated men in their thousands vote in elections for just such reasons as those I have touched upon, it does not surprise me that educated men also support the proposition that if we beat the Germans we can "take" their trade; or that as Englishmen we "own" Canada. And it does not surprise me, therefore, that four hundred members of the House of Commons should demand of Mr. Lloyd George that he compel Germany to pay the whole cost of the war in "money, but not goods," and that she be prevented from increasing her foreign trade.

These are only types, instances. With them go other ideas of similar nature. Here is a British Minister telling us that the sure road to peace is to be so much stronger than your prospective enemy that he won't dare to attack you. He stated it as a self-evident proposition. That is to say if two nations or two groups are likely to quarrel the way for them to keep the peace is for each to be stronger than the other. And so on, and so on.

These confusions of thought, these shortcomings of the public mind are failures of education which threaten western civilization.

Can one make a guess as to the cause of the failure—or reduce the complexity of the cause or causes to something capable of brief and simple statement?

I suggest that your great educational authorities are agreed as to the main fundamental defect of traditional education. All alike, in lesser or greater degree, have attacked what might be called the "informational," memoriter, theory of education, the theory that education consists in learning a number of facts and trying to remember them. The conviction that such a process is not and cannot be education; that not merely does it not promote, but that it inhibits, thought, is now all but universally agreed among those most eminent in pedagogical science and the laymen who interest themselves in the subject are for the most part at one with the professionals. H. G. Wells said recently that he doubted very much whether it was necessary that any fact subject should be part of a curriculum at all. "If you have the right mental habits, you can get your facts as you want them. If you haven't got the right mental habits, no fact which you happen to have acquired will be of any use to you." But I suggest also that while that agreement as to what education is not is pretty widespread, there is no similar agreement as to what education is; or how the new method or methods shall be carried into effect.

And the truth is that when one descends from educational theory as expounded by its masters, to textbooks actually used in schools and the methods there employed, one finds the older conception of education still predominant. It is not due to the teacher. The teacher is almost helpless. The continued momentum of that old "informational" conception is derived from sources that he finds it extremely difficult to reach. One is the parent's and the general public's view of what education is, and another is the college entrance examination,
or the examinations for professional diplomas.

Perhaps most teachers would challenge the view that the public do not grasp the nature of real education. Living to some extent in his own circle, the teacher probably has the impression that things so familiar to him are familiar to the public and the parent. They are not. You still find most parents insisting that if Johnny or Mary does not know the list of Presidents of the United States or the names of those who signed the Declaration of Independence, Johnny or Mary cannot possibly know history. And that is not merely the test of education with the parents, but sometimes, if I am not too heretical, with those who hold the power of admittance to your universities.

We have still a long way to go in destroying this notion of education as a knowledge of isolated facts. And here perhaps those of us who are outside your profession and who, as journalists or publicists, get a little nearer to the public, can help to carry your message to them. We can go on insisting that, to be able to remember dates and occurrences is not to have a knowledge of history and that if what a boy or girl acquires in school does not help him to be wiser as a citizen, then it is not education. But those who deal with the public are aware how long it takes to get a new conception home, or an old one modified.

I once asked the most successful of all English newspaper proprietors, Lord Northcliffe, if there was any one principle which explained his success in reaching the public mind. (This was at a time when the most advertised thing in England was Pears Soap.) And he replied this: "Yes, there is. It is based on a fact which I think I have learned and which my competitors have not: The fact that most people have never heard of Pears Soap," which is like saying that most Americans have never seen a Ford car. Do not therefore suppose that because the defects of the informational theory are familiar to you they are familiar to the public.

But this informational theory vitiates the adult education of the public quite as much as the education of children. The citizen as a voter has to make decisions in public policy which touch a vast number of subjects. How shall he be educated to come to sound judgment therein? At present we have only one answer: to get to know facts about them. It seems the only possible answer. And so poor Mr. Babbitt has to get facts about such trifles as the tariff, free trade, and protection, the Federal Reserve System, inflation, deflation, and the relation thereto of the farmer's interest and the cost of living; trust legislation; the payment of foreign debts; immigration; the League of Nations, world court, navy disarmament, the Monroe Doctrine, prohibition, evolution, the crime wave and capital punishment, the relations with Mexico, with Japan, with Russia, the Red menace, the Catholic menace, the Ku Klux Klan. . . .

Well, of course he cannot do it. And if, to come to sound decisions about those things, he has to know all the facts or many facts about them, then he can never come to wise decisions.

In other words we have not yet learned to make the distinction between what is the job of the layman in these things and what the job of the expert. Our education helps us very little to disentangle underlying general principles, gives us extremely little training in the interpretation and handling of evidence. In order to get some sort of guide in the way of general principles we catch at words and sometimes attach fierce emotions to them without even knowing what they mean. "I never said I did not believe in the Monroe Doctrine," said the patriotic citizen in the terms of the ancient jest. "I do believe in it. Of course I would go to war for it. I would lay down my life for it. What I did say was that I did not know what it meant."
For a century more or less the nations of the west have sworn by Liberty. Democracy was supposed to be its outcome and political expression; great political communities like the United States were founded upon that word; for generations the children in such communities have been taught to sing hymns to it, to recite orations, "give me Liberty or give me death"—and all the time nobody, speaking broadly, had the faintest belief in liberty (of discussion, that is, because without that freedom none other is of any worth) or regarded as anything but a dangerous and immoral fad. The word moved millions profoundly, but, except as it had some vague connotation of historical liberation from long-dead knights, that emotion had no relation to any understanding of what the principle of freedom of discussion implied, in the ascertainment of truth, in the maintenance of democracy, of government by discussion. And there was no understanding because there was no effort in education as it reaches the mass—never has been anywhere in the schools so far as I have been able to ascertain—to make freedom of discussion as an intellectual method, liberty as a principle of social action, understood by all. Probably not one in twenty thousand of those turned out by our schools could state the argument for free discussion as outlined by Mill. The assumption seems to have been that it is self-explanatory, and that there is no alternative or competing principle of political and social life. The truth being of course that liberty is only workable when we can reconcile it with the principle of authority, with the need for uniform action, and that there are a score of points where it becomes very challengeable indeed, and the case for its denial extremely plausible. We have taken great pains to excite a vague emotion—these songs about Liberty and the orations about giving me death are often compulsory law—but no trouble to get understanding. The intense emotions which words like "liberty," "democracy," "country," "defense," "independence," "security," "Prussianism," "Socialism," excite, are undeniable. But they are the reaction to symbols of whose meaning we have apparently no clear notion.

We urge our sons to die for democracy and liberty and then become utterly contemptuous of the very words we used in those appeals. Not a nationality but claims "independence or death"—and denies independence to its own minorities. We have deep fears about security, and in truth see every security of life deeply shaken; but are quite complacent about the forces which have produced that instability. We are ready to put everything in jeopardy again in order to satisfy some momentary prejudice or passion.

I do suggest that before it is much use attempting to educate the public by acquainting it with the number of nationalities that make up Poland, or the aspirations of the Czecho-Slovaks, we should try and induce it to make up its mind what it wants; what, that is, it regards as good and what as evil; what it regards as the meaning of the words which so profoundly move it; to make clear that, if it is to swear by liberty, then it should have some notion of how freedom works as a social method or principle; that if we demand "independence and sovereignty" as the guiding principles of international life we should be prepared to show how those things are to be made compatible with an organized society of nations; and if we don't want such a society just how we are to live in anarchy; whether, if each nation is to have the right to be its own judge of its rights, we are prepared to let our rival in some international dispute be its own judge. . . .

All very elementary, and all strangely confused in the mind of the average man. It is not easy perhaps to clear up those confusions; nor is it impossible. And in any case, while such confusions exist, the more facts we are asked to learn the more puzzling is the maze apt to become.
The facts are indispensable, even for Mr. Babbitt whose vote settles it all. But their place is a library where he can get at them when he wants them and knows how to use them. Dictionaries and those who can compile them are indispensable also. But the way to make the product of the lexicographer or the encyclopaedist of real use to the average busy citizen is not to ask him to "learn" the dictionary or encyclopaedia beginning with A, hoping that some day before he dies he may come to Z, but to let him go to it, when he wants it and it can give him help. His education consists in creating the want and then teaching him how so to use the tool as to satisfy the want.

A final word as to motive. I have heard people talk of teaching youngsters to like foreigners and love humanity. I doubt if it is possible or desirable to do one or the other. For myself I can't love humanity. There are too many of them and I have not been introduced.

But there are motives deep and strong in all youngsters to which we can appeal in these matters. One is the sense of fair play, of sportsmanship, a hatred of bullying. By the help of these we can reconcile patriotism and internationalism; make pride in our country a pride in the fineness of its behavior; in the fairness of its policy rather than the bigness of its size. "Our country is not the kind that brags and boasts and bullies, that behaves like a cad." Three-fourths of the imperialism and jingoism would be impossible if patriotism took the form of hating to see small and weak countries humiliated and coerced or bullied, and foreigners made the victims of smallness and meanness. As it is, much that masquerades as patriotism is the assertion, in the name of our country, of a savage egoism which we dare not so crudely assert as individuals. If I were to shout: "Myself first; myself alone; myself right or wrong," you would know me for a savage unfit for civilization. If I shout "My country first; my country alone; my country right or wrong," you know me for a good patriot. The ultimate case for arbitration, for internationalism, is that unless we have it we shall always be asking other countries to take a position which we should not take if they asked it of us; always asking for predominance of power in order that we, a party to the cause, may be its judge. Unless we resort to third party judgment it must be judged by us or by the other fellow. If by us, we do the other fellow an injustice; if by him, he does us one.

That brings one to a second motive strong in young people: the artist's sense, pride in doing a job well, to say nothing of the artistic sense in the more limited meaning of the term—a sense for harmony, a distaste for the ugly. If one can make youngsters feel that life together is an art; that we all have to follow well or badly that art; that its big failures, like war, are due to stupidity and incompetence; that the old ways which produced war were due to philistine disharmonies of conduct and a crudity of thinking which sets on edge the teeth of those who have a finer sense of the art—why then there will be a certain pride, a vanity, but a useful vanity enlisted on the side of doing well one's bit, however small, of running the world and society.

If we could make the youngster see that the intelligent people of the world are now trying to get away from the older incompetent methods which were bound to fail, and are now engaged upon a great experiment, a great adventure which may fail if we cannot conquer dullness and stupidity, we shall then enlist also the sense of drama. If we can somehow manage to appeal to the sense of drama, of adventure, of sportsmanship, and of playing the game fairly, of pride in doing our bit well, I do not think we shall appeal in vain.

Norman Angell
HOW THE THIRD GRADE BECAME KNIGHTS

A Unit for Primary Grades on the Study of Chivalry

BELIEVING that good social habits and good working habits are the most important things a child in the elementary grades can learn, the Supervisor of the 3-B grade set about to find a project that would awaken in her class a desire for these habits. The topic "Chivalry" was chosen; first, because it was the most attractive way to present definite training in honesty, helpfulness, punctuality, generosity, kindness, truthfulness, responsibility, and courage; second, because it would give children the opportunity to read stories of true literary value; and third, because a nine-year-old feels the need of hero worship.

The project was introduced by reading the story of King Arthur's birth and boyhood to the class. This aroused much curiosity and enthusiasm. The children at once began to find stories in books in the school library, in books which they brought from home, and in the supplementary material from the college library. Besides this the following background was given them in discussions to explain the setting of the feudal system: Power was invested primarily in the king who divided his kingdom into fiefs which he gave to favorite barons. Transportation was so limited by bad roads and vicious robbers, that he was unable to rule, except by thus parceling out his dominion. The serfs, who belonged to the land which they tilled, gave their labor and allegiance to the local baron in return for homes and protection from outlaws. This explained why there were not towns in the early period of feudalism—only castles and stretches of forest which were infested with robbers and wild beasts. The castle was the inn; the great hall, the theatre, restaurant, and department store; and the whole structure was a fortress.

After the group had read for two days, they decided to construct two castles, one of clay and one of cardboard, to make a great hall, my lady's chamber, the servants' quarters, a forest; to write a book of King Arthur stories, to write poems of knighthood, and a play. The last three things were to be illustrated by members of the group. These units were worked out simultaneously; while one group built the clay castle, another was writing a story, another illustrating it, another making furnishings for the rooms, and yet another constructing the cardboard castle.

The cream-colored clay castle surmounted with red cardboard roofs was made by copying a picture of a Norman castle. Grey-colored suit boxes lined with black crayon to represent stone were the materials for the other castle which had a thatched roof of moss and leaves. Both castles were built on rock cliffs on opposite ends of a sandtable. Towers were reared and moats and drawbridges made them appear impregnable. Between the two fortresses lay the forest which was inhabited by wild boar, deer, bears, foxes, and dragons; in which knights strode plunging steeds. The last named objects were all of paper, cut free-hand by the group.

The rooms were furnished like the Saxon castle Rotherwood described in Ivanhoe. The manor-hall had a fireplace at each end; skins, weapons, and trophies of the chase were hung on the walls; benches were placed near the fireplaces for the more favored of the serfs; giant tapers in crude wooden candle sticks were arranged about the hall to give light. The feast table was made of willow sticks halved to represent hewn logs. The floor was a lime and dirt mixture trodden hard and covered with rushes. A canopied dais for the lord of the castle and his family was opposite the feast table. In my lady's chamber there was a crude at-
tempt at elegance and comfort. A canopied bed was curtained in purple; tapestries were hung on the walls. For these tapestries the children painted and drew with crayons on cloth scenes from the Holy Land or of tournaments. The furnishings of the servants’ quarters which resembled a bare cell were only a rough table and a bag of straw with a sheep’s skin for covering.

The results of this project were interesting and various. First, the children read widely on the subject. Reading stories of such true literary value affected the children’s vocabulary and style, as illustrated in the following group poem.

**Sir Galahad and the Holy Grail**

Sir Galahad in silver white
Prayed in the holy church at night;
Prayed to see the Holy Grail;
Prayed to see the crystal cup.

He rode through storms and thunder
To see the crystal cup.
He rode through frightful forests
To find the Holy Grail.
He dared the right to wrong,
He fought the fearful knights.
He dared to sit in the magic chair
Where none but the pure could sit.

He followed the Grail to heaven;
On a shining steed he rode;
Red fire flamed from every hoof,
And a crimson light appeared—
He saw the Holy Grail
Clearly, without a veil!
The others were not pure enough
To see the Holy Grail!

Second, penmanship and composition were improved when they composed and copied their stories and original poems for their books. A play was also written and its dramatization will give much opportunity for further activities. Third, they learned to master difficult problems in construction and to draw well ten animals. Not only did they learn to master their difficulties in construction, but also in number. They called their subtraction difficulties “dragons” and were more eager to attack them.

Good social and working habits were emphasized as follows: The ideals of chivalry were applied in a definite and practical way to the improvement of habits. A poster was made which listed these ideals as knightly qualities:

1. I am kind to others.
2. I can control my tongue.
3. I am polite.
4. I am truthful.
5. I am generous.
6. I tell on myself, not others.
7. I do not kick, push, or pinch.
8. I do my own work.
9. I am punctual.

Each child’s name was on the poster and opposite the child’s name was a small slit. As a child developed these traits he was given a sword or scepter which was placed in this slit. If he fell from grace in one particular he took his trophy away from himself until he improved again. They wished to keep their swords so badly that they would voluntarily tell on themselves. One child said, “I have something to tell you. I cheated in arithmetic this morning.” As that child kept two precepts and disobeyed one he was praised for his moral courage in admitting his error. Gaining mastery of these habits was a slow process, but after they had been worked on for four weeks there were a few children ready to be knighted.

The ceremony of knighting consisted of this: The group was asked which child they thought had all the qualifications of a knight. These qualifications were read again after the child’s name was mentioned and the group discussed whether or not he had all of them. If they decided he was eligible, he came to the front of the room and stood by the poster. First he reread the requirements as listed on the poster, next he told the group in which habits he was weakest, and last he took this oath, “I will try to do these things.” After this the teacher touched him on the head and said, “James Westover, I dub thee knight.” His sword was placed opposite his name on the poster and he was called Sir James until he failed to keep his vows.

All the children’s names were brought up for discussion. Each child in this way dis-
covered his weaknesses. After eight or nine weeks of real work every child in the room had been knighted. This did not mean that all had these habits to perfection, but when a talkative child could control his tongue three times better than he did at first his growth in control merited reward. In all discussion the criticisms were given in a spirit of helpfulness and were accepted without anger.

This unit gave a well adjusted balance between the real and ideal and showed how the necessary habits may be instrumental in solving the children’s immediate problems. It also proved that chivalry is not dead, but merely lies dormant waiting the awakening touch.

Hazel Brown Welsh

**LA MAISON FRANCAISE**

*A Unit for a Beginners’ French Class*

At the beginning of their first year in the study of the French language pupils usually have trouble in memorizing long columns of French words and expressions which they must necessarily use frequently in order to obtain a speaking acquaintance with this language. In order to vitalize French and to overcome the above-mentioned difficulty, the following “unit” should prove helpful.

I. **What the Children Will Do**

A. They will decide to make a scrap-book containing pictures of “La Maison Française,” giving both exterior and interior views.

B. They will study French books to get an idea of a French house and its surroundings.

1. They will look for French gardens, flowers, etc.
2. They will get a definite idea as to the exterior part of the house.
3. They will decide what rooms they will want to put in their house and what furniture they wish to place in each room.

4. They will list the words they will have to use in 1, 2, and 3 above.

C. They will carry on class discussions, using French nouns as frequently as they can.

D. They will collect for their scrap-books pictures from books and magazines.

1. They will select pictures good in composition, in color, and in placing.
2. They will find pictures which are typically French.

E. They will make their scrap-books.

1. They will design attractive covers for them.
2. They will plan and arrange the material in their books and paste it in.
3. They will label each article placed in the scrap-book, using the French name.

F. They will criticize constructively each others’ books, and will suggest any improvements they can.

G. They will play a game in which they use the words learned in making their books.

1. They will select two leaders from the class.
2. They will choose sides, the members of each side having their scrap-books.
3. They will, carefully covering the names but showing the pictures, each in turn ask a member of the opposite side what a certain article is.
4. They will ask and answer all questions in French, using complete sentences.
5. They will give a point to the side which succeeds in asking the opposite side a question which they can not answer.
6. They will declare winner that side which has the greatest number of points at the end of the game.

H. They will sometimes exchange scrap-books with another French class of another school, or will sometimes donate them to a French class in a different community.
II. What the Children Will Learn

A. They will learn a great many useful French words which they will be able to employ in conversation.

1. They will learn the following list of words which apply to the garden, flowers, etc.

- le jardin — (the garden)
- la cour — (the yard)
- l'arbre — (the tree)
- l'herbe — (the grass)
- la rose — (the rose)
- la pensée — (the pansy)
- des fontaines — (the fountain)
- des bancs — (benches)
- le clôture — (the fence)
- le portail — (the gate)
- le balancoire — (the swing)
- les pommes de terre — (potatoes)
- la betterave — (the beet)
- la carotte — (the carrot)
- l'asperge — (asparagus)
- la tomate — (the tomato)
- la salade — (the lettuce)
- le haricot — (the bean)
- le chou — (the cabbage)
- le navet — (the turnip)
- des petits pois — (peas)
- le chou-fleur — (cauliflower)
- le radis — (the radish)
- le céleri — (the celery)
- l'oignon — (the onion)
- le concombre — (the cucumber)
- le muguet — (the lily-of-the-valley)
- le lilas — (the lilac)
- la violette — (the violet)
- la pâquerette — (the daisy)
- le coquelicot — (the poppy)
- des cerisiers — (cherry trees)
- des pruniers — (plum trees)
- des poiriers — (pear trees)
- des pommiers — (apple trees)

2. They will learn the following list of words that apply to the exterior of the house:

- l'extérieur — (exterior)
- le grenier — (the attic — store-room)

- le mansarde — (the attic — good enough to live in)
- le toit — (the roof)
- la cheminée — (the chimney)
- la cave — (the cellar)
- le premier étage — (the first upper-story)
- le rez-de-chaussée — (the first floor)
- la porte d'entrée — (the entrance door, front door)
- la fenêtre — (the window)
- le balcon — (the upper porch)
- la véranda — (the lower porch)
- le volet — (the outside blind, or shutter)
- la serrure — (the lock on the door)
- la clé — (the key)

3. They will learn the following list of words in regard to the interior of the house:

- Le Vestibule — (The Hall)
- un porte-manteau — (a coat-rack)
- un porte-parapluie — (an umbrella stand)

- les marches de l'escalier — (the stair-steps)
- les murs — (the walls)
- le plafond — (the ceiling)
- le parquet — (the polished floor)
- la pendule — (the clock)

- La Cuisine — (The Kitchen)
- une table — (a table)
- un escabeau — (a stool)
- une armoire — (a cupboard)
- un rayon — (a shelf)
- un fourneau de cuisine — (a kitchen stove)

- des pots — (pots)
- des casseroles — (sauce pans)

- La Salle à Manger — (The Dining Room)

- des chaises — (chairs)
- un buffet — (a sideboard)
- un tableau — (a picture)
- une cheminée — (a fireplace)
- un tapis — (a rug)
- une vitrine — (a china-closet)
- une desserte — (a serving table)
une nappe—(a table cloth)
une assiette—(a plate)
un couteau—(a knife)
une fourchette—(a fork)
une cuiller—(a spoon)
une cuiller à soupe—(a soup spoon)
un verre—(a glass)
un verre à eau—(a water glass)
un verre à vin—(a wine glass)
une corbeille à pain—(a bread basket)
une carafe—(a carafe)
une assiette à dessert—(a dessert plate)
une tasse à café—(a coffee cup)
une tasse—(a cup)
un soucoupe—(a saucer)
une serviette—(a table napkin)
une bouteille—(a bottle)

*Le Salon*—(The Parlor)
une carpette—(a carpet, a drugget)
un canapé—(a sofa)
des coussins—(cushions)
des fauteuils—(armchairs)
une chaise-berceuse—(a rocking chair)
des rideaux—(curtains)
des tentures—(draperies)
des stores—(shades, inside-blinds)
des statuettes—(statuettes)
un casier à musique—(a music cabinet)
une bibliothèque—(a bookcase)
un piano—(a piano)
un tabouret de piano—(a piano stool)
des poufs—(footstools)
des cache-pots—(ornamental flower pots)
un guéridon—(a small table)
un phonographe—(a phonograph)
des disques—(records)

*La Chambre à Coucher*—(The Bedroom)
un lit—(a bed)
une table de toilette—(a dressing table)

une coiffeuse—(a dressing table)
une commode—(a chest of drawers)
un réveil-matin—(an alarm clock)
un téléphone—(a telephone)

*La Salle de Bains*—(The Bathroom)
une baignoire—(a bathtub)
une douche—(a shower bath)
un lavabo—(a lavatory)
des robinets—(faucets)
un porte-savon—(a soap dish)
du savon—(soap)
des serviettes de toilette—(bath towels)

B. They will learn through continual repetition the gender of the words listed under (A).
C. They will learn indirectly something regarding French ideals and customs.

III. **Skills Selected for Emphasis**

A. Skill in the use of the French language
1. In asking and answering questions in French
2. In discussing conversationally what they were reading

B. Skill in the use of books and magazines
1. In choosing the best material from the books and magazines given them
2. In the handling of vocabularies in French books
3. In using the table of contents to help them find the material they desired

C. Skill in the artistic arrangement of pictures in the scrap-books
1. In spacing material properly
2. In matching, blending, and contrasting the colors

IV. **Attitudes and Ideals Fostered**

A. Appreciation and love for the French language

B. Good citizenship
1. Choosing good leaders in the game
2. Using fair play in the game

C. Appreciation of French customs and ideals
1. Studying the house and thus seeing the people
2. Indirectly getting a picture of French ideals

**V. BIBLIOGRAPHY**

**Books**
- Camerlynck, Mme. et G. H.—*France*. Allyn and Bacon, New York.
- Garden and Weeks—*A La Maison Française*. Silver, Burdett and Company, New York.

**Magazines**
- *The House Beautiful*—House Beautiful Corporation, 10 Ferry Street, Concord, New Hampshire. 20c.
- *Kittlinger Company Catalogue*—1897 Elmwood Avenue, Buffalo, New York. (Free).
- Other commercial catalogues of various kinds.

**LESSON PLAN**

The following lesson plan is made according to the suggestions given by Miss Katherine Anthony in her article on “Helps in Lesson Planning,” *Virginia Teacher*, July, 1927. It is given here to show how the daily lesson planning is related to the large unit of work previously planned, and how each day’s lesson may develop naturally and spontaneously out of the major activity.

**PART ONE. PRELIMINARY DATA**

**Grade:** Eighth.

**Time Allowance:** Five forty-minute periods

**Major Unit:** “La Maison Française”

**Minor Unit:** “Making the scrap-book”

**Materials:** Examples of attractive covers for books of this sort
- paper for making the cover
- Library paste
- Water colors

**PART TWO. STEPS IN THE LESSON**

(Note: The material for the scrap-book has already been collected.)

1. **Making the Cover**
   1. Examining examples of attractive covers
   2. Discussing the qualifications of a good cover
   3. Designing an original cover for the scrap-book

**Subject Matter**

**Qualifications of a Good Cover**
1. It must be simple and neat.
2. The coloring should blend or harmonize.
3. It should suggest the content of the book.

**II. Arranging and placing of materials in the books**

1. Getting pupils’ suggestions as to the suitable arrangement of material in books
2. Giving further ideas for arrangement
3. Pasting material in the books

**Subject Matter**

1. Materials should be placed in an orderly way.
2. They should be definitely placed before pasting.
3. They should be pasted very carefully in order to produce a neat effect.
4. The pages should not be crowded.
5. Material should be arranged in the following order: (a) exterior, (b) hall, (c) parlor, (d) dining room, (e) kitchen, (f) bed-room, (g) bath-room.

**III. Labeling material in the books**

1. Asking questions as to how to label effectively:
   (a) Should we print or write words in labeling?
   (b) Where should we place words—at the top, bottom, or side of article?
   (c) Should labeling be uniform throughout?

2. Practicing printing words
3. Putting the words in the book

**Subject Matter**

1. Printing is preferable to writing in labeling, because it is clearer and neater.
2. Use the same style of letters in labeling.
3. Write straight; be sure your labels do not run down hill.

**IV. Assignment**

For to-morrow bring your finished scrap-book to class. Before you bring it, think of some improvements you could make in it were you to make another. Then, tomorrow, in class, we shall see whether we can suggest improvements which could be made in other books.

**Mary Moore Aldhizer**
VIRGINIA PUBLIC SCHOOL LIBRARY REGULATIONS

The following regulations for libraries in accredited high schools were adopted by the State Board of Education at its meeting on January 17, 1928. Through their observation it is expected that the general standards of Virginia high schools will be improved, for of course the library is an essential laboratory unit of every educational institution.

Equipment

1. Enrollment of 100 or fewer students.
   Separate classroom or space acceptable to the State Department fitted up with shelving, tables, and chairs; always accessible to students.

2. Enrollment of 101 to 300 students.
   Separate room or space acceptable to the State Department equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, and other essential office equipment; always accessible to students.

3. Enrollment of 301 to 500 students.
   Separate room equipped with materials as listed under Number 2.

4. Enrollment of 501 or more students.
   Same as listed under number 3, with additional equipment to meet needs. If possible, separate rooms for conference and instruction in the use of the library and for repair work are desirable.

Books

1. Enrollment of 100 or fewer students.
   Five hundred well-selected books, exclusive of government documents, textbooks, and duplicates, to meet the needs for reference, supplementary reading, and cultural and inspirational reading. Newspapers and periodicals suitable for students' use should also be included.

2. Enrollment of 101 to 300 students.
   Five to seven hundred well-selected books in keeping with the description given under Number 1. Also newspapers and well-selected list of from five to ten periodicals suitable for students' use.

3. Enrollment of 301 to 500 students.
   Seven hundred to 1,000 well-selected books, and in addition newspapers and ten to fifteen suitable periodicals.

4. Enrollment of 501 or more students.
   One thousand or more well-selected books, and in addition newspapers and twenty to thirty suitable periodicals.

The following description indicates the nature of the books that should be in the library. As schools increase in size the library should increase in direct proportion thereto.

Reference—

At least ten per cent of the total number of books in the library should be of reference nature. Among these should be a standard unabridged dictionary of recent date for the library and a secondary-school dictionary for each class-room, a standard encyclopedia of recent edition such as the New International Encyclopedia, Compton's Pictured Encyclopedia, and The World Book, and other books of miscellaneous nature such as atlases, year-books, books of synonyms, allusions, etc.; summaries of history; school dictionaries of Latin, French, and Spanish.

Science and Practical Arts—

At least twenty per cent of the total number of books in the library should deal with science and practical arts. Among these there should be books dealing with Agriculture, Home Economics, Manual Arts, Shopwork; industries, commerce and vocations.

Standard Literature—

At least thirty-five per cent of the total number of books in the library should deal with standard literature. Among these should be fairly complete editions of the works of standard American and English poets; also volumes dealing with standard
fiction. Well-chosen volumes of general literature of recognized standing, including dramas, essays, orations, sketches, mythology, appreciation of pictures, music and literature should be included.

History, Biography, Geography and Travel—
At least twenty-five per cent of the total number of books in the library should deal with geography, biography, history and travel.

Physical and Health Education and Current Literature—
At least ten per cent of the volumes in the library should deal with physical and health education and current literature. By current literature is meant magazines, newspapers and periodicals.


Librarian
1. Enrollment of 100 or fewer students.
   Provide a librarian for a minimum of one period per day. Schools with fewer than four teachers should provide a librarian for at least two periods per week.
2. Enrollment of 101 to 300 students.
   Provide a librarian for a minimum of two periods per day.
3. Enrollment of 301 to 500 students.
   Provide a librarian for a minimum of four periods per day.
4. Enrollment of 501 or more students.
   Provide a full-time librarian.
In each case the librarian should have a six weeks' course in library work, and may be a teacher in the school or a librarian doing work in the public library, whose education is equivalent to that of the teachers in the school.

The service will frequently be more efficient and more economical if the school library is a branch of the public library and they both cooperate in paying the salary of the person in charge of the school library. The problem of adequate library service to the rural schools and those of the small towns can be greatly benefitted by the traveling library.

Sufficient student help, if necessary, should be trained by the librarian to keep the library open the entire school day. The library should be open, however, only under careful supervision.

Appropriation
1. Enrollment of 300 or less students.
   Annual appropriation of at least 50c per student per year for books, periodicals, etc., exclusive of salaries.
2. Enrollment of 301 or more students.
   Annual appropriation of at least 35c per student per year for books, periodicals, etc., exclusive of salaries.

Courses in Use of Library
A course of at least 12 lessons in use of the library should be given by the librarian or teacher-librarian, preferably in first year high school. It is suggested that this training be given at the activities period, which is provided in every high school, or at some other convenient time to suit the schedule and organization.

Organization
Adequate shelf-lists should be made and adequate loan schemes installed in all high schools. It is highly desirable that card catalogs and accession records be had for all libraries.

The above stated standards shall be gradually introduced and required in all high schools of the state. It should not require more than two or three years for
the accredited high schools and those seeking to be accredited to reach the above stated standards.

Each high school should have a copy of Certain: *Standard Library Organization and Equipment for Secondary Schools of Different sizes*, published by the American Library Association, Chicago.

SCHOOLROOM HUMOR

(WHY TEACHERS STAY YOUNG)

In a Sentence

Teacher: “Who can use the word avaunt in a sentence?”
Ikey: “Avaunt what avaunt when avaunt it.”
Teacher: “Very good. Now try the word cavort.”
Ikey: “Our milkeyman he bring us a cavort of milk effery morning.”

The Low Down on Arnold

Prof.: “Why do you say that Benedict Arnold was a janitor?”
Freshie: “Because my book says that after he betrayed his country he spent the rest of his days in abasement.”

Go—Went—Gone

Teacher: “I have went. That is wrong, isn’t it?”
Johnny: “Yes, ma’am.”
Teacher: “Why is it wrong?”
Johnny: “Because you haint went yet.”

The Newer Physics

Teacher: “You have learned that heat expands and cold contracts. Now, can you give me an example of the effect of cold?”
Bright student: “Yes, ma’am. The days are shorter in winter.”

All Famous

Prof: “What is meant by ‘The Four Horsemen.’ Who were they?”
High I. Q.: “Paul Revere, Phil Sheridan, Theodore Roosevelt, and Barney Google.”

“It’s not the school,” said the little boy to his mother, “it’s the principal of the thing.”

A TRIBUTE TO THE UNKNOWN TEACHER

And what of teaching? Ah, there you have the worst paid, and the best rewarded, of all the vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame, but they, to whom it is dear for its own sake, are among the nobility of mankind.

I sing the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, “king of himself and servant of mankind.”

HENRY VAN DYKE

PERSONAL DIFFERENCES

The Bishop of Hereford looks to the human side of his calling. He writes: “I occasionally exhort the clergy of my diocese to learn to conjugate ‘I am firm, thou art obstinate, he is pig-headed.’”
EDUCATIONAL COMMENT

THE BARTON REPORT

THE intelligent and courageous report submitted to the General Assembly of Virginia by the commission of which Robert T. Barton is chairman has been made available in large part through the public press. But because of its permanent value in constructive analysis of Virginia’s educational system, it deserves enduring form and easy access to all teachers. It is therefore being published in the Virginia Teacher, Part I having appeared in the January issue, Part II being published in this number. But for the considerable length of the O’Shea Report, this document would also be reprinted here, for its statement of the facts, of course, is the source from which the Barton commission has drawn its recommendations.

Every teacher, no doubt, will wish to study the O’Shea Report, and it is to be hoped that it will be available in every school library.

THE DEPARTMENT OF EDUCATION

THE PROPOSAL to create a Department of Education has its roots deep in our educational history. Washington, Madison, Adams, all recognized education as a function which the federal government should encourage. Not long ago President Coolidge, in an address to the National Education Association, stated:

For a long time the cause of education has been regarded as so important and so preeminently an American cause, that the National Government has sought to encourage it, scientifically to investigate its needs, and to furnish information and advice for its constant advancement. President Coolidge, before the Congress is the report of a committee which proposes to establish a Department of Education and Relief, to be presided over by a Cabinet officer. Bearing in mind that this does not mean any interference with the local control, but is rather an attempt to recognize and dignify the importance of educational effort, such proposal has my hearty indorsement and support.

The need for the measure cannot be doubted. It is supported by the great mass of people who have given thought to the measure. Edward W. Bok has stated:

When we stop to think that the United States is today the only great Nation in the world which has not an officer of the Government devoting himself to education, it seems to me that the question of whether we should have a Secretary of Education in the Cabinet answers itself. With a country so needful of the extension of educational advantages, there are few more urgent necessities than that the Federal Government should work with the states along educational lines. Almost every question has two sides, but this, it seems to me, has only one.

Fifty years from now we will look upon the opposition to the creation of a Department of Education as we now view that advanced against the creation of a Department of Agriculture. Then, we shall have come to recognize as Frank Crane has said that:

The real business of every man and woman in the country is education. Everything else is a side line. One hundred years from now the most amazing thing in our present form of government will be that we had a Secretary of War, a Secretary of the Navy, but no Secretary of Education.

And so we have the case for the Educational Bill. Only an agency enjoying the prestige of a federal department can expect to bring thousands of school systems into voluntary co-operation.

A Department of Education could effectively co-ordinate and interpret the results...
of the educational research throughout the country. When other agencies attempt such a co-ordination of research, their findings are likely to be influenced by special interests. Exposed to the influences which would play upon a Department of Education, there is little likelihood that a Secretary of Education would be able to distort the facts with success even if he desired. He would be quickly brought to time by the other educational research agencies in the field.

The creation of a Department of Education would insure education an adequate agency whereby its problems would receive the attention of the people of the nation. The words of a Secretary of Education would receive general attention. Possessed of adequate information, there need be no fear that the citizenry of the nation will fail to take action in their local school systems essential to sound educational advance. At present, educational progress too often lags behind advances in other fields. The solution is the creation of a Secretary of Education who might hope to claim for the schools the share of the nation’s constructive thought which their importance to national welfare justifies. The issues are clear.

A Department of Education is badly needed to undertake fact-finding investigations for the use of school officials throughout the nation. It is needed to increase the efficiency of federal educational work already in existence. The creation of such a department is clearly in line with the development of our governmental system. It does not involve the adoption of educational policies or principles that have not been accepted and applied with success for generations.

VIRGINIA SCHOOL NEWS

Edward C. Glass on January 9 began his forty-ninth year as superintendent of the city schools of Lynchburg. He has served continuously in this capacity and is said to be the oldest school superintendent in point of service in the United States.

Dr. Charles J. Smith, president of Roanoke College, made the principal address at the annual meeting of the Danville Chamber of Commerce on January 17.

President Julian A. Burruss, of Virginia Polytechnic Institute, was the chief speaker at the annual meeting of the Harrisonburg Chamber of Commerce on January 10. Dr. Burruss was for ten years president of the State Normal School, now the State Teachers College at Harrisonburg.

Former Governor E. Lee Trinkle was recently elected president of the Association for Higher Education in Virginia, an organization which was founded several years ago in the interests of the higher institutions of learning.

The most recent of many attempts to establish an intercollegiate press association in Virginia is that announced to be held in Farmville, February 10 and 11. The initial plans for the organization are being made by the editors of two college newspapers, the Rotunda, of the State Teachers College at Farmville, and the Tiger, of Hampden-Sidney College.

To encourage the accomplishment of its objective in raising $215,000 for St. Paul’s school at Lawrenceville, Virginia, Julius Rosenwald, Chicago philanthropist, has contributed $10,000 toward the building and equipment program, to be available when that amount will complete the total fund. Mr. Rosenwald has long been a generous contributor to the cause of Negro education in the South.

C. W. Dickinson, Jr., State Supervisor of Textbooks for School Libraries, reports that 42 publishers and dealers filled 377 unit orders for $16,511 worth of books for public school libraries between July 1 and December 31, 1927.
During the calendar year 1927, 55 publishers filled 909 unit orders for $38,906 worth of books as against only 37 publishers who filled 648 unit orders worth $27,195 during the preceding year. The wise policy of the State Department of Education in organizing this activity under the direction of Mr. Dickinson has been amply justified.

**BOOKS**

**MATH TEXT FOR TEACHERS**


This next text for teachers treats first of the formation of a curriculum in mathematics for the junior high school with various recommendations as to how the course might be begun and outlines the objectives to be attained. It gives particular attention to the abilities which ought to be developed in the four subjects: arithmetic, algebra, geometry, and numerical trigonometry.

Under the head of Teaching of Arithmetic, in particular, stress is laid on the pruning of non-essentials and teaching arithmetic for the specific purposes for which it will later be used. A chapter is given also to each of the following subjects: The Teaching of Intuitive Geometry, The Teaching of Algebra, The Teaching of Numerical Trigonometry, The Teaching of Demonstrative Geometry. These chapters are followed by one on Supervision and Instruction in mathematics, a discussion of model lessons and the place of tests in the teaching of mathematics.

The book is made more interesting by the introduction of a description of home-made mathematical instruments, the method and purpose of organization of mathematical clubs and contests, and to this is added a chapter on Mathematical Recreations.

As a whole, it appears to the writer that this book is full of valuable suggestions to a teacher of mathematics. Whether or not such a book would be directly serviceable as a textbook for a short course in this subject is doubtful, but for interesting and helpful reading, and as a reference book for a teacher it appears to be of great value.

H. A. Converse.

**OTHER BOOKS OF INTEREST TO TEACHERS**


The author is no stranger. As the editor of _El Eco_ he has mingled freely in our American school life. Besides, Dr. D. B. Easter, of Washington and Lee University, and Miss Holt, of the Richmond schools, had some share in the revision of his manuscript.

It is an inviting textbook for beginners, generous of white spaces to rest the eye and to breathe up the student's hope of mastery. There are graphic devices, a variety of drills and exercises, and frequent word reviews for fixing the carefully standardized vocabulary. With maps of Spanish countries are found many suggestive scenes from those lands. The rules of pronunciation are distributed, not massed in a heavy introduction written only to be omitted.


This is a reprint of Part I of _The Report of the National Committee on Mathematical Requirements_ published first under the auspices of _The Mathematical Association of America, Inc._ in 1923, with an appendix which consists to a large extent of significant extracts from Part II of the report, and is issued as one of the Riverside Mathematical Monographs, edited by John Wesley Young, Cheney Professor of Mathematics, Dartmouth College.

To those who are familiar with the report nothing need be said, except that Part I and the most important parts of Part II are now accessible in a convenient form.

To those who are not acquainted with the report nothing need be said, except that Part I and the most important parts of Part II are now accessible in a convenient form.

One can hardly outline the report without giving a somewhat too long summary of its content. And while some of its suggestions are radical, it should be borne in mind that courses of study and treatises on the teaching of secondary mathematics based on the findings of this report are beginning to appear, and these cannot be properly appreciated unless one is familiar with the report.
NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE COLLEGE

Miss Bessie Johnson Lanier, of Danville, Kentucky, was appointed assistant professor of education at the beginning of the winter quarter. Miss Lanier is a graduate of Transylvania College in Kentucky, and has the M. A. degree from the University of Chicago.

Miss Alberta Louise Ross, of Wilmington, Ohio, has accepted an appointment in the home economics department in the place of Miss Gertrude Greenawalt. Miss Ross has the bachelor's degree from Wilmington College and the A. M. from Teachers College, Columbia University. She has had teaching experience in Ohio and also in Alabama College at Montevallo.

Miss Greenawalt was married to Mr. John Earl Givens at her home in Harrisburg, Pennsylvania, on January 18, according to announcements recently received here.

Dr. H. C. Minnick, of the School of Education, Miami University, Oxford, Ohio, was the speaker at convocation exercises for the winter quarter. His charm and character gave influence to his address, which centered around the thought that this generation must strive for high-poweredness in thought and action.

Mme. Renee Chemet, noted concert violinist, was brought to the College through the efforts of the Choral Club, and the recital which she gave on January 7 proved brilliant and entertaining.

The Y. W. C. A. has entertained the new girls and is planning to bring Alfred Carleton to the college as a speaker on the Student Volunteer Movement.

The college is returning to its old course of granting spring vacation at the end of the winter quarter instead of at Easter. Examinations will be held on March 15 and 16, the vacation beginning the evening of the 16th and lasting until the 21st.

ALUMNÆ NOTES

An interesting letter has just been received from Estelle Anderson, one of the Rock-
bridge twins. Estelle is teaching in East Lexington again. Aline is back at Brownsburg.

Florence Myers is also teaching in Lexington.

Mary Wallace Buck, now Mrs. George D. Rowe, lives at 318 E. University Parkway, Baltimore. Her two little boys are growing rapidly and already show many fine qualities of inheritance.

Claire Lay is teaching history in the high school at Bluefield, Va., and enjoys her work; but she declares that she gets homesick for Harrisonburg now and then.

Jennie Dean Payne teaches at Mineral, Va. She recently worked up an interesting program for celebration of the birthdays of Lee and Jackson.

Myrtle Haden is still teaching in the high school at Gretna, where she has made an unusual record.

Mrs. Alexander Millar writes from Bedford, where she is so well known, and where she has made such a fine record in the schools.

Marion Olgers teaches in Hopewell High School. We have good reports of her work.

Dorothy L. Brown's address is 169 McKay Street, Ottawa, Canada. We have not had the pleasure of seeing her at Blue Stone Hill for several long days, but we hope she may pass this way soon.

Eunice Lipscomb has charge of twenty-odd boys and girls in one of the schools of Henry County. She is thinking of coming back to Harrisonburg next summer term.

OUR CONTRIBUTORS

NORMAN ANGELL is the well known publicist and author of The Public Mind. This paper was prepared from a radio address before the Chicago Conference on Education for World Citizenship, and first appeared in The Chicago Schools Journal, October, 1927.

HAZEL BROWN WELSH is supervisor of the 3-B grade in the training school of the State Teachers College at Harrisonburg.

MARY MOORE ALDHIZER is a senior in the college and worked out this French unit with Miss Emily Goodlet. Miss Aldhizer has had three years experience as a teacher in the Blue Grass High School at Crabbottom, Virginia.
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