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The Functional Approach in Learning Latin

THOMAS McNIDER SIMPSON, Jr.

on

Mathematics Basic in the Sciences

Samuel P. Duke on Teachers' Salaries

The School: A Place to Practice Living Better—Luther F. Addington; On Searching the Scriptures—Walter Williams

Published at the State Teachers College of Harrisonburg, Va.

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### TRESSLER

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ONE of the characteristic features of the new program in secondary Latin, as it is commonly described, is an increased use of functional methods in contrast with formal methods in teaching the pupil those various knowledges, abilities, and skills which are believed necessary to the learner if he is to attain to any degree the ability to read and understand Latin. And the ability to read and understand the printed page is all but universally acknowledged as the primary immediate objective in the study of any foreign language. Knowledge of the facts about the language or ability to write or speak the language are, in theory at least, put in secondary and ancillary positions and given value only in so far as they are believed to contribute to the primary immediate objective. To take a specific instance, the acquiring of the ability to give all the forms of a given Latin noun in that orderly arrangement known as a paradigm is usually defended, on the theory that the “overlearning” of forms in this fashion will pay for itself in the speed and accuracy with which the pupil can identify one of these forms and select its appropriate function when it is seen or heard in sentence context.

The present speaker does not have sufficient scientific data, and he does not know of anyone who has, to provide a convincing answer to the question here involved as to the extent to which the active control of forms and vocabulary necessary to the ability to write Latin or even to recite a paradigm contributes to the passive control which is necessary to ability to recognize and interpret Latin forms when seen in sensible sentence context. I hope that the day is not far distant when scientific studies can be made to give us at least some light on this and related problems in the teaching of foreign languages.

Whatever one’s opinion may be on the question just raised, there can be little doubt that a too early emphasis upon the formal phases of language study (of which parrot-like repetition of paradigms is typical) is almost sure to produce merely specific skills and knowledges rather than those desirable abilities and habits which are necessary to achievement of genuine power over the language and to the cultivation of initial and continued interest,—without which, of course, there can be no teaching and no learning.

I do not wish to be misunderstood on this point. I believe that knowledges and skills have their place in an orderly development of any worthwhile ability. The question I am raising is what and where that place is.

Perhaps I can better illustrate what I mean by the functional approach in a learning situation if I take an example from the realm of sports. Suppose your boy decides that he wants to learn the game of tennis. What would you do first? Wouldn’t you take him to a tennis court and put a racket in his hands, even at the risk of having him drive the ball into the net many times and knock it out of the lot many more? Or would you insist that he must first practice in a gymnasium or in the back yard until he achieves a hundred-percent mastery in driving the ball within a given space just over a given line on a gymnasium wall or on the back fence? The formal approach just suggested might result in producing a tennis champion, but it probably would quite
successfully drive the young aspirant to elect some other subject in the sports curriculum. The time might come when the boy himself saw the need for just such perfection of skill and would be willing to subject himself to long hours of practice in some such formal fashion. But this latter type of drill, however formal, would then possess vitality and validity because it had been motivated by the functional approach, that is, by actual experience with the game as it is played.

Or suppose your daughter shows an interest in learning to play the piano. Would you first give her long hours of practice on finger exercises or would you encourage her interest by having her begin with some one of the modern music books, like “The Melody Way” or “Tiny Tunes for Tiny Tots”? Wouldn't you, in other words, let intensive practice on specific skills and perfection of technique await a natural motivation through a functional approach? Some of us can testify to what the formal approach to the study of music did for us.

The perfectly defensible idea of education as the process by which a pupil is led from where he is to where we think he ought to be is certainly applicable to interests and attitudes as well as to knowledges and skills. Now what are some of the dominant interests and attitudes of the boys and girls who take up the study of Latin or might profitably do so? These interests will, of course, be many and varied. However, one of the most important sources of interest for the average pupil is to be found in the use of the Latin language itself—in the pupil’s desire to find out how the Romans said things and to try himself to do as the Romans did. Strangely enough, many teachers of Latin fail to make any effort to satisfy this perfectly natural curiosity on the part of their pupils, and in far too many instances the pupil’s budding interest in Latin as a language is killed by the teacher’s interest in facts about the language; when the pupil asks for the bread of living speech, he is given a stone of grammar and syntax.

The teacher’s first task, as I see it, is to strengthen the pupil’s natural interest in Latin as a language and to create and minister to his interest in Latin as a science only as rapidly as the need becomes apparent; that is, only when and if the formulation of grammatical principles and the gathering up into paradigms of stray grammatical forms will result in desirable clarification of the pupil’s ideas and in his increased power to read and understand the printed page.

But some one will say that pupils are or can easily be interested in the rote learning of paradigms and rules and word lists. It is true that they can be so interested and there are in use many effective devices, such as “baseball games” and other forms of artificial motivation based on competition or rewards; but the fact remains that this type of motivation is artificial and external instead of vital and convincing. Interest must be intrinsic and not extrinsic if it is to last. Furthermore this sort of artificial motivation is usually applicable only to the more formal phases of the study of Latin. If therefore it bulks too large or is brought into the course at too early a stage, it is sure to produce in the pupil an attitude toward Latin that makes it all but impossible for him to think of it as a language, that is, as primarily a vehicle of thought the printed words of which are arranged in horizontal lines from left to right and not in vertical columns. Furthermore the question is rarely raised in formal drills of this sort as to whether the various forms of the particular noun being declined or the verb being conjugated could ever be used in a sensible sentence. As a matter of fact many of the forms of specimen words used in textbooks and classroom practice to illustrate the various declensions and conjugations could not possibly be used in sensible sentences. In a classroom where a pupil is allowed or required to write in synopsis or conjugation drill such a verb phrase as
interfectus sum Latin is not merely dead—it has been murdered.

And the "exercises for translation" which usually accompany the drill materials in forms and syntax being "learned" in this formal fashion do not help much in creating in the pupil the idea that a "sentence" etymologically (and everywhere outside a drill book in a foreign language) means a thought.

A horrible example of the results of the teaching of Latin by the formal method I am here deprecating came to my attention only a short time ago. A teacher of Latin in a neighboring city was with considerable mirth reporting to a group of colleagues the result of an experiment he had just tried on his first-year class. He had written on the board for a brief test in sight translation the following sentence:

Magnae filiae pulchri agricolae magna cum cura columbas parvas in via nocte gladiis longis terrabant.

A bit disappointed that no one cracked a smile or raised an eyebrow, he asked if anyone saw anything queer about the sentence. One boy thought that the adjective pulchri should follow instead of precede its noun and a girl raised a question about the quantity of the u in cura! But no one apparently saw anything queer in a Latin sentence which said that the large daughters of the beautiful farmer were with great care frightening small doves in the road at night with long swords.

This teacher really had no right to be surprised or disappointed that none of his pupils saw the point to his little joke. That sentence differs only in length from dozens of sentences which his pupils had already encountered in their books as exercises for translation. Almost all the stock words and phrases are there. How the queen and the sailor escaped, I don’t understand.

And instead of being amused at the gullibility of his pupils this teacher should have wept repentant tears over his own part in cultivating in them an attitude toward Latin which would thus convincingly illustrate the cynical definition of translation as an interlingual exchange of verbal symbols without meaning at either end.

In the first place such a Latin sentence as the one just quoted would not have been possible in a connected passage of narrative or of dialogue. Nor would the pupils have failed to give such a sentence the merry ha-ha if from the beginning of their experience with Latin they had read exclusively or chiefly connected, meaningful Latin.

Another case in point is revealed in an incident related by a former colleague of mine at the University of Michigan. A young woman student had come in to find out why she had received so low a mark in a recent test in translation. The teacher called her attention to one of the pages in her examination book and asked her to read it aloud. She did so without betraying any sense of guilt. “But, what does it mean?” asked the professor. To which the young lady answered with surprise and almost with tears of vexation, “Why Professor So-and-so! It doesn’t mean anything. It’s a translation.”

Now I can’t prove that this young woman’s attitude was the result of an exclusively formal approach to learning her elementary Latin and of four years of secondary school experience in which she had satisfied her own and her teacher’s conscience by a mere interlingual exchange of verbal symbols, but I should be willing to bet on it. On the other hand I should be willing to bet that she could have been saved from the vicious habit of stringing meaningless words together and calling it “a translation,” if she had been given in her elementary Latin much experience with spoken and written Latin which always meant something and through being frequently asked to tell in her own words what a given Latin sentence or passage meant instead of merely translating it. Pupils may make
wrong responses to such a request, but they rarely make silly, stultifying responses.

I am not here protesting against the kind of English so often used and almost as often permitted in classroom translation,—which, if it does not actually injure the pupil's English, certainly can do it no good. I am here protesting against English words so strung together as to have no meaning and to prove conclusively that there is no thought back of their utterance.

I believe with Inglis that the process of getting the meaning from the printed Latin page and of expressing that thought in correct and adequate English is a peculiarly valuable instrument for developing pupils' mental powers "by increasing the extent of vocabulary, by rendering vocabulary more precise and accurate as an intellectual instrument, and by aiding the development of the habit of interrelating words so as to facilitate consecutive thinking and consecutive discourse,\(^1\) but the results revealed by such studies as those made by Miller and Briggs\(^2\) and by Miss Woodring\(^3\) have convinced teachers of Latin who did not already know it that this important value which Inglis so beautifully describes, is not being attained by those pupils who in so large numbers after three and four years of Latin write so-called "translations," which by any reasonable standard must be classified as having no meaning.

Another reason why I should urge the functional method of teaching Latin is a belief, as I have already indicated, that Latin so taught can be made a much more effective instrument in cultivating in the pupil good mental habits than Latin taught in the old, formal way. And I say this in spite of the belief in some quarters that the old formal way was best, because, even if the pupils didn't learn to read and understand Latin, they did get excellent training in accuracy and thoroughness in their memorizing of hundreds of Latin forms and dozens of rules of syntax.

I shall not mention the fact (as Cicero would put it), that there lurks in such a contention as the one just quoted some very faulty psychology. And I certainly would not depreciate the value to the pupil of acquiring habits of accuracy and thoroughness. I will only say that in this none too clearly understood field of general discipline the average teacher is all too prone to place emphasis upon those formal types of practice in accuracy and thoroughness which are the easiest to administer and the results of which, such as they are, are easiest to test. And the average teacher is all too prone to say that pupils must "learn to work" without setting up for the pupil a worthy end to work for, or to say that pupils must "know" their vocabulary, forms, and syntax without stopping to think just what he means by such a statement or to realize that the method by which his pupils are to acquire a knowledge of these elements should be consistent with the use they are to make of them. Any teacher can, if given time enough and patience enough, teach formally any boy or any girl or any parrot to say a given paradigm, but such knowledge thus formally acquired might not contribute very much to the obviously important ability to recognize accurately and promptly these same grammatical forms when seen in a sentence and to select the appropriate syntactical function of that form in a given context.

One learns to do a thing by doing it, not by doing something else. That is the essence of the theory back of the functional method.

I am not here saying that formal drill on paradigms has no value, I am only saying that whatever value it has can best be gained not before but after the pupil has had actual...
experience with the forms in their natural setting, that is in meaningful sentences and paragraphs—and plenty of them. Forms have no value or meaning apart from function, and drill on forms apart from function is comparable to finger exercises apart from tunes or the batting of a tennis ball against a wall, unless that drill has been undertaken in a conscious and purposeful effort to perfect a skill which the pupil has found needful in actual experience in playing the game.

It must be admitted that the functional approach takes time—and the early results when measured by formal tests and standards often seem meager. This apparent lack of results sometimes creates a situation which is a bit hard on parents. Recently a father of a high school boy, who knew nothing of my own attitude on the question of method, was complaining to me that his son had studied Latin for two months and didn't yet know what a genitive was. I asked the father if he did, and he promptly answered “You bet I do. It’s the second one down from the top.” Just so.

Yes, the functional approach takes more time than the old way to reach a letter-perfect memorization of the some two thousand grammatical forms commonly included in a first year Latin program, but when the pupils finally master these forms after they have functioned in their reading experience they mean more than “eeny, meeny, miny, mo,” and a genitive case form, for example, will have more significance than that it is the “second one down from the top.”

I must admit, too, that the problem-solving element which is an essential feature of the functional approach has its perils, especially in the hands of a teacher who lacks sense of proportion. Intelligent guessing at the significance of new forms and new words when seen in sentence context is an essential feature of the intellectual process involved,—and there is always a chance that the pupil will guess wrong. One clever critic has described the functional approach as the method by which the pupil is allowed to stub his toe, fall down and hurt himself, and then go back and find out what it was that tripped him. Well, common sense as well as modern psychology would admit that such a learning process has its merits however cruel the criticism just quoted was intended to sound. Without mental annoyance there would be no problem solving.

So far this paper has dealt largely with questions concerned with the learning of grammatical forms. It must be obvious however that the writer does not believe that principles of syntax should be introduced apart from forms in sentence context any more than he believes that forms should be introduced apart from their syntax.

However, after several examples of a given construction have been thus introduced in the reading material it is not only permissible but desirable (if the construction is important enough) to encourage the pupil to discover and formulate the syntactical principle into a working rule. Such a procedure undoubtedly aids in clarifying the use in the pupil’s mind by giving it a habitation and a name, saves time in classroom discussion, and gives the pupil conscious practice in discovering identical elements in similar but not identical situations and in making true generalizations on the basis of those discoveries. And no teacher of language or of mathematics or of any other subject needs to be ashamed of providing opportunity for that sort of practice, since the mental processes involved are those fundamental to all reflective thinking.

I do not believe I need to elaborate this point. It must be clear that the method of dealing with principles of syntax here advocated differs fundamentally from the one in which the pupil is handed a package of ready-made labels and told to stick them where they belong. The mosaics which
commonly result from such a procedure cannot be pointed to with pride by those who would advocate training in either deductive or inductive thinking.

And what shall one say of the functional approach to the learning of vocabulary? In this phase of language work the formal approach seems to the present writer even less defensible than in the learning of forms and syntax. Words have no meaning except in a context, expressed or understood. They are never used except in context, expressed or understood. It seems reasonable, therefore, that they should be learned in context, that is to say, functionally. And yet if we examine some of even the newer elementary textbooks in Latin, we find explicit directions to the pupil to "learn" the lesson vocabulary before attempting to read or to translate the story or exercise of that particular lesson. One can easily discover what a given textbook writer considers the proper approach to the learning of vocabulary by noting the position which he gives to the lesson vocabulary in relation to the reading material of that lesson. Vocabulary first means the formal approach; reading material first means the functional approach. That is to say, reading first means that the pupil is to be given an opportunity to discover the meaning of a new Latin word from its context or from its similarity to a known English or Latin word and that the lesson vocabulary, if provided at all, is to serve only for a check-up or as a last resort.

Word lists for purposes of review and drill may have considerable value, but the teacher should never allow himself or his pupils to forget that what is really needed in reading Latin is the ability to take in the meaning of a Latin word when seen in sentence context, and not when detached from its context.

I have said that the formal approach to the learning of vocabulary seems to me indefensible. I must admit, however, that adequate provision for a thorough-going functional method in learning vocabulary is terrifyingly difficult. It would mean the reading of many, many more pages of simple Latin than are provided in any series of textbooks now available. It would mean, according to one authority, that there should be introduced only one new word in not less than fifty running words already familiar, and that this new word should be repeated several times within the next few pages. Now the average first-year book in Latin contains a reading vocabulary of some 1,000 different words. Granting the validity of the statement quoted above to the effect that only one new word can be assimilated in every fifty running words, and granting the possibility of so spacing the introduction of each new word in the Latin reading material, our pupils would need to read not less than 200 pages of Latin during their first year's work. In view of this estimate, which I do not of course accept as conclusive, the recommendation as to the minimum reading content made in the Report of the Classical Investigation seems quite modest. Some of you may recall, however, that no American elementary Latin book on the market in 1924 when the Report was published met the recommendation, namely that the work of the first two semesters should include not less than forty pages of connected Latin. I am glad to say that most of the elementary Latin books published since that date considerably exceed this minimum. I know of none however that approaches the 200-page standard which a thorough-going reading method would seem to demand.

The problem of building up functionally a reading vocabulary for the second year's work is still more serious; for the average second-year book contains not less than 3,000 different words and there are about 3,600 different words in the first four books of Caesar's Gallic War. Remember, however, that I am here advocating a functional approach to the learning of vocabulary, as well as of forms and syntax, and not the exclusive use of a functional method in our
Latin classes; and that I am advocating this approach in contrast with the formal and highly rationalized approach to which most of us were subjected and which is, I fear, too commonly practiced today.

And I am advocating a functional approach and, as far as is possible in a school situation, functional methods in drill and in testing throughout the course, because, as I have tried to show, I feel sure that these methods are more useful in gaining and holding the pupil's interest, in creating in him desirable attitudes toward his Latin, in giving him those abilities, knowledges and skills, which are necessary if he is ever to learn to read Latin, and in concurrently increasing in him those knowledges, abilities and skills which will function in his various other school activities and will continue to function in those activities in which he will be engaged throughout his life after his study of Latin in school or college has ceased.

W. L. Carr.

MATHEMATICS BASIC IN THE SCIENCES

SOME years ago I read a sentence or two from a teacher proud of his profession in which, borrowing the vocabulary of economics, he used some such expression as this, "The educational distributor is a factor in production." It was a vigorous way of saying that the teacher, by passing on the results of research and by stimulating the scholarly instincts of his pupils, becomes himself a factor in productive scholarship.

Speaking as a teacher of mathematics to teachers of mathematics, who like myself may not aspire to classification as scientists, I wish to claim for our profession a position of basic importance for the ongoing of science. If mathematics is basic in the sciences, the teaching of mathematics is a basic function in a scientific age. It may be our privilege to teach mathematics to young scientists whose genius far outstrips our own talents. If we do, we shall have a right to glory in their achievements, even perhaps to claim a modest part in them.

Mathematics is basic in the sciences. What mathematics? Basic mathematics. Let no teacher of elementary arithmetic think that her work is not basic. The ability to perform accurately and expeditiously the fundamental arithmetic operations is an incalculable asset in the study and pursuit of science. Ease in the use of fractions, power of quick mental conversion from common to decimal fractions and the reverse, perfect familiarity with the language of variation and the statement of proportions,—these are much more important and also much rarer than one might suppose unless he has heard the complaints of teachers of the sciences. I have had occasion to give an elementary course in the mathematics of investment; the binomial theorem and geometric progressions dominate the theory.

My point is simply this, that there is no mathematics too elementary to be basic in the sciences. I do not propose here and now a catalog of the applications to science of the various processes of the more advanced branches of mathematics. I prefer to direct our thought to the question, "Why is mathematics basic in the sciences?"

The broad answer is that mathematics is basic in the sciences because mathematics is a language in which science can express itself. That which characterizes science is its constant striving to classify, to correlate, and to interpret what it observes. That which characterizes mathematics as a language is its precision, its unambiguity, and its coherence. Essentially then to be logical is to be mathematical, to speak exactly is to speak mathematically. This is not mere mathematician's boastfulness; it is a definition of mathematics.

But there is a finer reason yet, I think,
why mathematics is basic in science. Not only is mathematics the language in which science can speak, it is the language in which science can think. I suppose some sort of language is necessary to any thought but certainly not all language provokes or encourages thought. There are forms of language which impede rather than promote thought, such, for instance, as the poverty stricken vocabulary of the profane or the effervescent vocabulary of the garrulous.

The use of mathematics as a language requires thought but it also greatly aids thought. The history of scientific thought and discovery shows how often great advances have had to wait on the discovery or invention of more powerful mathematical symbolisms. It shows, too, how often mathematically guided thought has outstripped experiment and experience. The wireless and radio were inevitable after Clerk Maxwell had built his electro-magnetic equations, but we had to wait many years for the laboratory to catch up with the implications of his thinking.

Someone has suggested that mathematicians have hindered science by imposing their forms and restrictions upon it. Well, when one begins to philosophize he runs the risk of saying clever things which are not so. Mathematics, as such, has no prejudices. It is entirely willing to adopt new symbols and new processes, but it does demand clear statement. It cannot abide vagueness or vagary and hence it stimulates clear thinking and urges one who takes the trouble to state his observations accurately to follow on whither they point.

Does nature obey laws? On this point there are sceptics who have become quite vocal. Some say there is no law for the individual but a strong probability for the group. Very well, says mathematics. If there is no law, at least there are facts. I should just as soon state facts as laws and I am as ready to formulate a calculus of probability as one of inevitability. If we push scientific indeterminism to the limit and decide that there is nothing we can safely expect, I daresay mathematics will be the preceptor who will teach us how not to expect.

It is possible to overemphasize the power of mathematics as a tool of science. May I mention briefly some of the limitations of mathematics in its application to science?

First there is the difficulty of measurement. All our units are artificial and where they have a natural basis, nature seems to abhor commensurability. If the day is a unit, the year is incommensurable. If the yard is the unit, the meter is incommensurable. We are constantly forced therefore to put up with approximations, and it frequently happens that the various measurements entering the same problem are not obtainable with the same degree of accuracy. And then there is the ever recurring transcendental, the \( \pi \) of geometry, the \( e \) of analysis.

Then there is the inadequacy of the machinery of mathematics. There are notational difficulties which cramp our technical processes. The more powerful of our processes are relatively new in their techniques. Co-ordinates have been in use some three hundred years. Calculus is in its third century. Vector analysis, tensors, the mechanics of relativity are of recent origin. With every increase in the number of variables or in the number of assumptions there is a rapidly increasing difficulty in the technique. And new problems present themselves for solution faster than mathematicians can devise new methods of attack upon them.

Mathematics often presents us with an embarrassment of riches in its ambiguity of solutions. The quadratic equation has two solutions, the cubic has three, the inverse trigonometric function infinitely many. It is as though we had started a detective out to find a culprit and he had rounded up two or three thousand and said, “There’s your man, in there.” Differential equations, which deal with dynamic rather than static
situations, have whole families of solutions and the solution which fits our case can be singled out only by knowing the so-called initial conditions of the problem. That is to say, after the mathematician has done his best, he must turn the problem back to the laboratory. The needle is still in the haystack, but at any rate we know which haystack to search.

And then there is the personal limitation upon mathematics in its application to science. It must take its material from fallible sources. The scientist, all too frequently, is not master of the mathematical machine in any such sense as he is of his reagents or his coils or his lenses. Then too there is the visitation upon the children of the sins of the fathers who have tried to teach science without mathematics. There is a high powered car at the laboratory door but the scientist has not learned to drive and he cannot always pick up a competent mathematician who has time to chauffeur for him.

Finally, there is the limitation inherent in the nature of mathematics itself. So many people think mathematics can do anything. But in a very real sense mathematics is non-creative. Mathematics is essentially concerned with transformations; its conclusions are inherent in its assumptions. However marvelous seems the mathematical machine to those who stand in ignorant awe of it, it is really no churn which can produce butter if you have put in no cream. Or, to change the figure, if you expect to get a rabbit from the magician’s hat, you must first put the rabbit in the hat.

THOMAS McNIDER SIMPSON, JR.

A truly enlightened mind is all the simpler for being enlightened and thinks, not without a modest sort of irony, that art and life exist to be enjoyed and not to be estimated. Why should different estimations annoy anyone who is not a snob, when, if they are sincere, they express different enjoyments?—GEORGE SANTAYANA.

SEARCHING THE SCRIPTURES

Ye search the scriptures, because in them ye think ye have eternal life; and these are they which bear witness of me.”—John V, 39.

THE words as read may seem a little strange to you, because in the more familiar King James version they read, “Search the scriptures, for in them ye think ye have eternal life; and they are they which testify of me.”

I have given the revised reading because I believe it to be a better translation, and because it better conveys the spirit of the Master as He spoke the words. He would approve, I have no doubt, the imperative “search ye”—the charge to read the scriptures—He certainly did so by His own example; but this did not happen to be the thing that was uppermost in His mind at the time.

He had done a notable healing which happened to be on the Sabbath day, and the leaders of the Jews were immediately up in arms against Him. They hated Him, anyhow, were deeply jealous of Him, and they used this literal breach of the Sabbath commandment as a pretext to persecute Him and to try to compass His death.

He answered with a reference to God as His Father; and then they were all the more embittered against Him, because they said He had made Himself equal with God, thereby becoming a blasphemer. He then entered upon a long defense of the relationship and of His work justified by it, in which He turned against His accusers as evidence for Himself one of the objects of their highest veneration—“Ye search the scriptures, because in them ye think ye have eternal life; and these are the very writings which bear witness of me.”

“Bible Sunday” in our own Church, and now “Universal Bible Sunday” by common consent of the other Churches.

A sermon delivered at Emmanuel Episcopal Church, Harrisonburg, on December 6, 1931.
There is much light in the assertion for us as we turn our thoughts to the scriptures on this second Sunday in Advent, long

"Ye search the scriptures." "Search"—it is a strong word, meaning to look into scrutinizingly, to examine carefully—and it was strikingly true of the men to whom Jesus addressed the remark, religious interpreters of or rather expounders of the Jewish law, contained in their scriptures. We must remember that there were no Christian scriptures then. With the utmost minuteness they examined and compared the texts, and in their different schools disputed and argued over precise points of interpretation, believing that in these religious writings handed down to them by the fathers was indeed to be found a literal and explicit guide to Heaven.

But if it were there, they had not found it—so Jesus clearly implied: "Ye search because ye think; but"—what? "These are they which testify of me, bear witness to me; and me ye refuse, me ye deny, me ye seek to kill. Your searching has been beside the mark. You have missed the heart of the scriptures."

It was a Jewish fault, we think, and not of particular concern to us now; but it is a universal human failing, born of our proneness to be cock-sure that we are right; and therefore, that they who differ from us are necessarily wrong; a fault that in religion manifests itself particularly in Bibliolatry, the worship of a book, the belief that God has once and for all, literally and infallibly revealed Himself in our scriptures and as we read them.

Christianity has been full of it. It is the explanation of all our sectarianism.

"They who profess to represent the Church are not rightly interpreting the Book, the 'Word of God,' which tells the way of eternal life; therefore, we will organize a body of men who will render to God that service; and those others—well, we will hate them, and refute them, and if we get the power, burn them at the stake ... at the least we shall read them out of the Church, out of the Kingdom of God." And these in their turn are so read out; and we have division and cordial dislike and mutual faultfinding, each party thinking that it does God's service; that it is the right custodian of God's written revelation of Himself.

It is the explanation of our "fundamentalist" brethren, so-called, of recent days; hotly declaring the inerrant accuracy and infallibility of the Bible, according to their own particular reading of it, though differing among themselves; and heaping abuse, some of them, and bitter charges—against any who might dare to find a different reading.

All these, sectarian and partisan alike, searching the scriptures because in them they think they find eternal life; but missing Him of whom the Bible bears witness—and how much more in the New Testament than the Old—beholding Him yet not finding Him, because they know not what manner of spirit He is of; not seeing in Him the Prince of Peace, who taught the love of enemies, forgiveness to the limit, and that unloveness is the cardinal sin—and all the while believing themselves in their bitterness to be agent of God, followers of Jesus, defenders of the faith, custodians of the Bible.

And the result has been in many instances, I am sure, to drive men away from the Bible rather than to win them to it; though it must be confessed that often they who are driven are glad of the additional excuse. The Bible is still the best seller among books, and it is said that some portion of it is translated into a new language on an average of once every five weeks; but this does not mean that every copy of it sold is faithfully read, or even read at all.

Says a prominent clergyman, writing on the subject: "Indifference to the Bible is one of the outstanding features of our time. The unbelieving upper classes do not scoff..."
at it; they do not even look at it . . . . To them it is a reminder of an age which is ended, a relic from a world which has vanished; just as a huge boulder lying quietly in a garden reminds us of a geologic age which closed centuries ago, so, in their opinion, the Bible is a sort of souvenir of a world which is now completely outgrown."

The sum and substance of it is that our age no longer holds the Bible in the sort of worshipful, or if you will, "superstitious" veneration of a few generations ago. Men, large numbers of them, no longer feel that the Bible is an explicit and exclusive guide to eternal life; and so large numbers of them ignore it, and feel entirely complacent in doing so.

But, my friends, however the traditional view and use of the Bible may need revision, can we remain unfamiliar with the greatest religious book of the world, the records of the religious experiences of those who have gone before, telling how they sought God and found Him, or failed to, and call ourselves even educated? Has religious knowledge no place in education? And more than that, it is commonly agreed that one of the most important parts of our equipment in the battle of life is knowledge of the past, familiarity with the rock whence we were hewn and the pit whence we were digged—in a word, history.

And it is generally agreed among educators—learning history is through biography, stories of the lives of the outstanding men and women of the past, around whom history has centered, who themselves made history. . . . At any rate, there is a widespread feeling that this is so; and there is a great demand among the reading public for biographies.

Can we remain ignorant of the life of Jesus Christ—again, by common consent, whatever the facts concerning His birth and the miraculous stories about Him may be thought to be, the most perfect flowering of moral and spiritual manhood that the world has produced—can we consent to be unfamiliar with His life, and not be immeasurably poorer in both mental and spiritual equipment?

And the scriptures testify of Him—"These are they which bear witness of me," is as true today as it was when He said it; and how much more completely true in those writings which grew up after His time, out of His time, which we call the books of the New Testament.

How can we make ourselves familiar with His life except we familiarize ourselves with the writings which tell of Him? But that is not so easy as it seems. The Bible is not an easy book to read and understand. To treat it as a single book, with each succeeding chapter a logical sequence to what has gone before, is to wander into hopeless confusion. The Bible is a whole library of books, of very differing quality and character, with some of them of comparatively little value and interest for today, except for the historical light they throw on the days in which they were written.

One stirred by a new resolution to familiarize himself with the Bible is apt to hit upon one of two methods, or a combination of them. Either he will say to himself, "I want to know more about this great book, so I shall join a Bible class, and learn what it is really all about"; or else, "I shall begin at once, and read a chapter or two a day until I have read the whole. Then certainly I ought to know the Bible."

But either method is apt to prove disappointing. It must be confessed that there are comparatively few great Bible teachers. Plenty there are who search the scriptures and think they have learned them, but, as we have seen, with very differing and often disappointing results. And they who say they want to join a Bible class and study the Bible, generally mean in a somewhat undefined way that they think in the Bible is to be found eternal life, the rules very
explicitly and definitely laid down, if only they can have some one to point them out. But when they have tried it for a time, with only meagre returns, they are apt to fall away and give up the quest.

Anything like a scholar's acquaintance with the Bible, its origin, its history, its character, the relation of its books to each other, is a very exacting study; and few of us are prepared to pursue it.

On the other hand, if we decide to take the Bible as a single book, and read it through chapter by chapter, we are likely to start out bravely and find ourselves more or less stirred by the really magnificent old Jewish account of creation, with its recognition of God as the author of all things, and of man as made in His image; but presently we get into Leviticus, with its detailed and tedious iteration of early religious codes; or perhaps we flounder through to Numbers with its long genealogical tables—“These are the families of Judah according to those that were numbered of them, threescore and sixteen thousand and five hundred; of the sons of Issachar after their families; of Tola the family of the Toli-ites; of Pua the family of the Punites; of Jashub the family of the Jashubites”—and so on and so on—and it doesn't interest us in the least, so we give up in despair; and we haven't gotten anywhere near the heart of the book—or the books.

Is the Bible then in effect a closed book to all but scholars and exceptionally well equipped students? Not by any means! If you were a student of English literature, say, you would not go to a library and gather up the books of a whole section dealing with the subject, and expect to read them one after the other as they came. You would select here and there a book, under such guidance as you could get, and read that, and then another selected one, and so on.

Realize then, that in the Bible you have a small library of books. Read such as appeal to you, leaving out for the time at least those which have no meaning for you. You will find treasures that you had not expected, writings that are timeless, that grip and hold you, because you realize that they interpret in a convincing way your own experiences and problems.

Take the book of Job, for instance, one of the really great masterpieces of all literature, dealing in dramatic form with the age-old problem of evil. Take many of the Psalms, and they will find you, as Coleridge put it, at your “deepest depths.” Take some of the passages of the old prophets, and you will know without being told that they are inspired, because they inspire you—define inspiration as you will.

Above all, familiarize yourself by reading again and again the four gospels, biographies, as far as we have them, of that master life, which is the fulfilment of all that is best in the scriptures, in the history of the world. To have as part of one's mental equipment that one story of the prodigal son, so simple that a child can understand, is to be fortified in a way that almost nothing else can give, whenever the soul is hungry and athirst for God, and especially when it has felt with peculiar force the power of evil.

Search the scriptures, by all means; the imperative form of the authorized version has its significance, too. To be ignorant of the Bible and the spirit which it enshrines is to be to a large extent both uneducated and uncultured; and it is to leave the soul seriously unequipped in its quest of the way of eternal life.

Walter Williams

The British Museum has recently acquired the manuscript of Galsworthy's A Silent Wooing, Passing By, and On Forsyte Change. These complete the museum's collection of the Forsyte Saga.

—Saturday Review of Literature.
A FEW years ago I went to visit the parents of a girl who dropped out of my school before she had completed the eighth grade work. The father began by telling me that he had six girls and three boys (I had already become acquainted with two of these boys in school). He was very anxious to get the boys through school in order that they might be better prepared to get a job.

"It's the men folks who have to earn the bread and meat, ye know," he said to me. "Now the gals will gist marry off as soon as they git the chanct an' go to raisin' young 'uns. They won't earn back the money I spend to send them to school. See?"

Indeed I saw. I saw his viewpoint. And I thought I saw even more. I realized that he had been thoroughly sold on the idea of "getting an education" in order to fatten the pocketbook. But no one had ever talked to him the idea of educating to live. And, no doubt, the school to which he sent his children had never set up this objective as a prime goal to be sought.

These six girls will, of course, marry upon the first opportunity. It is desired by their parents that they do so. Then they will begin at an early age to bear children, to live in drab hovels, to go on cooking and keeping an unattractive place to exist—not a home—as their father and mother have kept. Those girls who marry early naturally live a longer period of fruition in wedlock. It will follow that their brood will be larger. And (these mothers being the children's first teacher) it is expected by a reasoning person that ignorance, squalor, and misery will be perpetuated.

Now something can be done for this class of people in our rural schools. First, we who draw from the educational budget can cease crying out that the dollar is the only objective of an education. Better teach that we shall do our best to learn to live more richly and that money-making will be merely a side issue. It is all right to earn money. But if the individual first is trained to live to fullest capacity the money is worth so much more. It may be used in fulfilling the desire to live abundantly.

Recently the girls of my school have filled out questionnaires for the state vocational guidance department. An examination of these results shows that the girls want to be teachers, nurses, clerks, and so on. But not one indicated that she expected to be a home-maker and a mother, the very existence most of them will experience. Their actual job in life has never been mentioned to them by their own mothers or teachers. They have been too busy crying out money! money! to see the actual needs of these girls.

But here in our particular part of the rural South we are catering to the home making job as much as possible. And results are obvious. I have visited homes before girls enrolled in home economics and participated in other activities of our school, and have then made a second visit later. I was forced to observe the more attractive hanging of pictures, the cleanliness, the more appetizing meals, the better arrangement of dishes and eating utensils, the trend toward better manners.

Oh, we here in Dixie have a reputation for chivalry and hospitality. Chivalry existed among the old plantation owners. But those folk are dead. Most of their descendents now live in the towns and cities. The ruralites scarcely know that those old gentlemen and ladies ever lived.

If these girls who know nothing other than marrying early are encouraged to stay in a school where they can learn and practice living, they will hand down to posterity customs that are more progressive. They will rear fewer children and will in turn wish those children to live rather than to exist drably.

Just after the opening of school this session a woman from a more remote section
of our county came to my office and inquired of me whether I knew if the teacher in the one-room school out there could "handle the eighth grade." She felt that she and her husband were not financially able to send their boy to the local high school.

I replied that I was not in position to inform her. But I suggested that she make an effort to get the boy to the village school. Perhaps he could walk part of the way and then get a ride with other school children. The woman stared at me blankly. What was the use of all that if the boy could stay at home and get the same credit?

I began my argument.

"Mrs. Doe," I said, waving my caller to a seat, "your boy ought to learn a lot here even if he fails to make a single high school credit." This brought an expression of awe. I went on with my talk.

"Here the boy will come in contact with pupils from all over the district. He will form many worth-while acquaintances. He can take a course in vocational guidance (of course I had to explain what that meant). He can study agriculture. But that isn't all. He may take a part in our school band if he finds he likes that sort of thing. He can try his hand at helping in our school print shop. He may like that. We have a very fine library. To the library come a number of daily and weekly papers as well as national magazines. We encourage pupils to spend as much time in the library as possible.

"Furthermore, we have a daily activity period for all high school pupils. On certain days everybody takes part in intramural play. They have a great time. On other days they go to their clubs. We have music clubs, glee clubs, athletic clubs, debating clubs, story-telling clubs, health clubs, and a lot of others. Once each week the whole student body assembles and one of these clubs entertains. Everybody gets a chance to participate."

I paused. The woman smiled.

"I do think John needs to take part in something like that," she said. "He's a mighty timid child." She stopped and worked her mouth and glanced out the window. After a while she spoke again. "I suppose you're mighty strict on students here, too."

"Well," I said, "we try to so manipulate things that pupils are given a hand in working out their own adjustments. I don't bring boys who have had a little fist fight into the office and 'lick' both of them without more ado about the matter—as was the old custom around here. I ask those boys if they can come to terms without my entering into the matter more than as a sort of mediator. Usually the boys will arbitrate the matter—but sometimes it takes a half-day or more to do it. I never make them do anything. I merely suggest possible ways out of the difficulty, close the office door, and go on about my work. In nine cases out of ten one of them will look me up after a while and have me come to listen to their decision. Often their decisions will require the listening in of other students. You see, Mrs. Doe, we like for pupils to get life experiences. We aren't going to do for them things they can do for themselves. One learns by doing, see?"

She nodded and smiled.

"I think I'll try to get John out here," she finally decided.

John came. The first day he got lost in the building and missed some classes. He came to see me and told me of his difficulty. It seemed that he felt he had a friend in me, but that he was uncertain about his fellow pupils. He had not learned them yet. He was afraid they would laugh at him, perhaps. So I wrote out on a scrap of paper explicit directions as to how he was to get to classes. He smiled a "thank you" and went out.

Just to smile thanks is as much as most unschooled rural folk do, especially in the mountainous sections. They have never been taught at home to say "I thank you,"
and they just can't say it when it should be said. I can say this through my own experience. I am just one of them with a bit more experience.

But John will learn a lot of the mannerisms that make up the habits of the well-bred gentleman here. He'll hear his teachers expressing appreciation of courtesies to other teachers and to pupils; he'll hear fellow pupils doing the same. After a while he'll be able to say it without feeling himself blush.

Although we have no regular course in ethics to offer—such isn't prescribed by the state course—we like for much of this matter to be woven in throughout the school day.

It occurs to this writer that in a great many schools the matter of boosting grades has also been overdone. Honor rolls and lists of students distinguished in grades have been so greatly emphasized that a great many teachers as well as pupils believe that all that is necessary is to keep that grade going up. Standard tests have been insisted upon until it seems that the prime reason for study at the immediate time is to learn such things as the date of Shakespeare's birth, or the number of presidents we have had, or the frequency with which Old Faithful Geyser "plays," or the number of bones in the human body.

To study literature with the object of learning to love it so that leisure time in later life may be more enriched by reading literature is beside the question in the minds of some teachers. The thing to do is to get the facts because we have a testing program on.

They think, too, that it is less important to take regular baths and wear clean clothes and have the classroom ventilated properly than it is to make high grades on hygiene. Yes, just make high grades now in order to pass those examinations and have your name on the honor roll; then away out there in the future you will be able to get a job whereby you can earn money and start living.

Just now, while I am sitting in my office pecking the keys of a typewriter, the football boys and the members of the school band are being entertained in an adjoining room by fellow schoolmates. I even cancelled an engagement in Bristol tonight in order to be here. I am quite in sympathy with such social activities in the school building. A lot of the private homes are not large enough for such activities and, besides, parents as a rule don't care for them.

I would like to have more social functions here. I would like for the boys and girls to engage in school dances and invite their parents. Teachers and even local ministers could take a part. "A good time could be had by all." But such isn't yet possible in most of the rural South.

These parents frown upon such activities at the school. But they never say a word if Mary goes for a car ride with Jim Hawkins or Tom Berry, if they spoon out under the moon, alone, until eleven or twelve o'clock. They sometimes object to their going to a road house to partake in hellish frivolity where there are no chaperones, but they are often powerless to dominate. They do not realize that school dances, properly chaperoned, would become keen competitors to those dens of vice.

Just to illustrate the point: Last year members of the junior and senior classes wanted to dance at school at the Junior-Senior party. I asked each member to write secretly his reaction to the proposal. The majority were opposed. One stated this: "I don't think school houses were built to be used as dance halls." To that student this was a truth. Her parents and her minister had said so.

It seems to me that teachers and preachers and parents of the vast rural America, particularly of the South, need that old crust of tradition loosened up a bit. We can do something with this crowd of viva-
cious youngsters if only we will cater to their interests and aptitudes and march along with them, rather than everlastingly cry out “Money’s what counts!” and “Don’t do that sort of thing!” refusing to allow them to learn to live by living.

LUTHER F. ADDINGTON.

GRAMMAR AND THE TOUSLE-HEAD

HIS LESSON had been VERY bad THAT day SO she kept him AFTER school AND scolded him SEVERELY AND told him HE was lazy AND several OTHER things. BUT he LOOKED up VERY seriously INTO her eyes AND said “BUT you and me I S PALS anyway, AIN’T we?” AND she was AN ENGLISH teacher WITH her M. A. AND all sorts OF things, BUT these words SOUNDED just right FOR she was young AND she loved THIS tousled-headed boy AND had WORKED hard TO help him WHEN everybody else HAD GIVEN him up AND said THAT he should go TO the reform school OR some place— ANYWAY they couldn’t WASTE their time; BUT she believed THAT it was WORTHWHILE AND that he WOULD grow TO BE a fine man AND a good citizen AND maybe he will SOME day. AND after all JUST what difference DOES grammar make ANYHOW?

—Sierra Educational News.

FOOD AT LOW COST

TO GROW best, children need every day food from each of these five groups:

Group 1: Milk—From one pint to one quart to drink and to use in cooking.

Group 2: Bread, Cereals, Rice, Macaroni, and the like—One or more of these foods at every meal; dark bread and cereals are recommended.

Group 3: Vegetables and Fruit—Generous helpings of two or three vegetables, including lettuce, spinach, escarole, or other leafy vegetable. Tomato or orange and some other fruit daily.

Group 4: Eggs, Meat, Fish, Cheese, Dried Beans, Peas, Lentils—At least one food from this group daily; an egg at least three or four days a week; meat never more than once a day.

Group 5: Fats—Some cream, butter, oleomargarine, nut butter, bacon, suet or other fat; a little codliver oil daily.

When every cent must be well spent, first buy:

<table>
<thead>
<tr>
<th>Food</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>Group 1</td>
</tr>
<tr>
<td>Fresh or Evaporated; or any form of inexpensive whole milk</td>
<td>Group 4</td>
</tr>
<tr>
<td>Bread and Cereals</td>
<td>Group 2</td>
</tr>
<tr>
<td>Whole wheat bread or Other whole grain cereals (dark) such as oatmeal</td>
<td></td>
</tr>
<tr>
<td>Vegetables and Fruit</td>
<td>Group 3</td>
</tr>
<tr>
<td>Tomato (canned or fresh)</td>
<td></td>
</tr>
<tr>
<td>Bananas</td>
<td></td>
</tr>
<tr>
<td>Prunes</td>
<td></td>
</tr>
<tr>
<td>Oranges (when 1c or less)</td>
<td></td>
</tr>
<tr>
<td>Beans and peas (dried)</td>
<td></td>
</tr>
</tbody>
</table>

Thrift Suggestions

1. A tall can of evaporated milk with an equal amount of water added is as good for children as one quart of pasteurized whole milk. Evaporated milk may be used in soups, desserts, cocoa, and to drink.

2. Four pounds of potatoes may be used in place of one middle-sized loaf of bread.

3. Day-old bread is better for children than fresh bread, and costs less.

4. Eat some raw fruit or raw vegetable every day. Try chopped raw cabbage with
grated raw carrots. Red cabbage has more iron than white cabbage.

5. Use the water in which pared and leafy vegetables are cooked for soup stock.

6. In place of meat use cheese, fish, or dried beans, dried peas or lentils. Soak these dried vegetables 12 hours so they will cook in less than one hour.

7. Tomatoes are often used as vegetables but they are fruit and, fresh or canned, they may be used in place of oranges.

8. Buy food loose instead of in boxes whenever possible because it is cheaper.

9. Remember—

### Weekly Grocery Order for a Family of Three or Four

<table>
<thead>
<tr>
<th>Liberal Plan Quantity</th>
<th>FOOD</th>
<th>Thrift Plan Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 to 21 quarts</td>
<td>MILK</td>
<td>10 to 14 quarts</td>
</tr>
<tr>
<td>6 to 18</td>
<td>EGGS</td>
<td>3 to 6</td>
</tr>
<tr>
<td>8 to 15 lbs.</td>
<td>BREAD—CEREALS</td>
<td>17 to 24 lbs.</td>
</tr>
<tr>
<td>5 to 10 loaves</td>
<td>Bread</td>
<td>14 to 18 loaves</td>
</tr>
<tr>
<td>3 to 5 lbs.</td>
<td>Cereal, flour, rice, macaroni</td>
<td>3 to 6 lbs.</td>
</tr>
<tr>
<td>17 to 27 lbs.</td>
<td>VEGETABLES</td>
<td>20 to 29 lbs.</td>
</tr>
<tr>
<td>6 to 10 lbs.</td>
<td>Potatoes</td>
<td>15 to 20 lbs.</td>
</tr>
<tr>
<td>1 to 2 lbs.</td>
<td>Dried beans and peas</td>
<td>1 to 2 lbs.</td>
</tr>
<tr>
<td>10 to 15 lbs.</td>
<td>Other vegetables</td>
<td>4 to 7 lbs.</td>
</tr>
<tr>
<td>7 to 11 lbs.</td>
<td>FRUIT</td>
<td>3 to 6</td>
</tr>
<tr>
<td>1 to 3 lbs. fresh or canned (No. 2)</td>
<td>Tomatoes</td>
<td>2 to 3 (No. 2 cans)</td>
</tr>
<tr>
<td>8 to 12</td>
<td>Oranges</td>
<td>1 to 2 lbs.</td>
</tr>
<tr>
<td>8 to 12 pieces</td>
<td>Other fresh fruit</td>
<td>1 to 2 lbs.</td>
</tr>
<tr>
<td>2 lbs.</td>
<td>Prunes and other dried fruit</td>
<td>1 to 2 lbs.</td>
</tr>
<tr>
<td>4 1/2 to 6 1/2 lbs.</td>
<td>MEAT, FISH, ETC.</td>
<td>3/4 to 4 1/2 lbs.</td>
</tr>
<tr>
<td>4 to 6 lbs.</td>
<td>Meat, fish</td>
<td>3/4 to 4 lbs.</td>
</tr>
<tr>
<td>3/4 to 1/2 lb.</td>
<td>Cheese or peanut butter</td>
<td>1/2 to 3/4 lb.</td>
</tr>
<tr>
<td>2 1/2 to 4 lbs.</td>
<td>FATS</td>
<td>1 1/2 to 3 lbs.</td>
</tr>
<tr>
<td>2 to 3 lbs.</td>
<td>Butter</td>
<td>1 lb.</td>
</tr>
<tr>
<td>1/2 to 1 lb.</td>
<td>Lard or oil</td>
<td>1/2 to 2 lbs.</td>
</tr>
<tr>
<td>2 to 3 lbs.</td>
<td>SUGAR—SWEETS</td>
<td>1 to 2 lbs.</td>
</tr>
<tr>
<td>25 to 35 cents</td>
<td>Seasoning, cocoa, and the like</td>
<td>15 to 25 cents</td>
</tr>
</tbody>
</table>

1. Multiply by 2 for 5, 6, 7; by 3 for 8, 9, and 10 people. The number that may be fed on the foods listed above will depend on their ages.

2. Part or all evaporated milk may be used.

3. The smaller the amount of money the more essential are whole grain bread and cereals.

4. Reduce meat, fish, and fats before cutting down on milk or vegetables.

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This statement was prepared by Lucy H. Gillett, Superintendent of Nutrition Bureau, Association for Improving Condition of the Poor; Member Nutrition Committee, American Child Health Association.
THE PRESIDENT'S COLUMN

Teachers' Salaries

IT IS most deplorable that, under the influence of the present economic stress in Virginia, from some quarters should come the suggestion that the salaries of public school teachers in Virginia should be reduced. In a democracy such as ours there is no activity—not even roads—that so influences the present lives and future of our people as the effectiveness of its system of public education. Children have only one opportunity to be educated, and to deny them this opportunity is to place a serious handicap upon the next generation. It is a well-recognized truism that "as the teacher, so the school." The public school system can get along with mediocre equipment and buildings, but never can it make progress with poor teaching. A reduction in the present extremely low salaries of teachers can mean only one thing—a reduction in the quality of the teaching force. There are some arguments against reducing teachers' salaries. I think of the following:

1. The average salary paid to public school teachers in Virginia is extremely low when one takes into consideration the fact that teachers, to qualify for teaching in the state now, must have at least two years of college work in order to meet the minimum requirements.

2. The total salary of a teacher paid for seven, eight, or nine months of work must be divided by twelve in order to secure the average monthly wage throughout the year. The teacher has very little opportunity to secure employment during the vacation season. This unemployment is not a situation of the teacher's making and the teacher has to live during these months as well as during the months of employment.

3. In times of economic depression, there is no advantage in reducing the salaries of workers in any line if the reduction can be wisely avoided.

4. A large majority of the teachers of Virginia, even with very low salaries, are helping to carry along families and dependents as well as themselves during these troublous times and a reduction in their salaries will simply result in a lessened ability to help those who are dependent upon them for assistance.

5. Teachers, in general, are not subject to the operation of general economic laws of opportunity and advancement in times of prosperity.

6. Teachers have been accustomed to believe that their relatively meagre salaries are more acceptable because they are not subject to fluctuation in times of depression as are the incomes of those workers whose compensation rises and falls with corresponding variations in general economic prosperity.

7. Any worker in the public service of the state should either be protected by some retirement system or else should have a wage sufficiently large to allow the worker to live comfortably and make some provision out of his own savings for old age. At the present time, there seems to be a practical collapse of the present pension system provided for teachers, and the teachers must be prepared either through their own earnings to provide a retirement system for themselves or else to save a portion of their income for the eventualities of old age.

8. The greatest danger in such a proposal, however, is one that we hope will not occur, even though the reduction in salaries is put into effect. Teaching is not a public office that carries with it great honor and distinction. Teachers are workers seeking to gain an honest living through rendering a valuable service and doing it with the greatest possible degree of efficiency and faithfulness to truth and honor; we sincerely trust that, however great the temptation may be, teachers will not lose any of their ideals of service because there is a feeling that the public at large and those who support public education and receive its benefits are not appreciative of their efforts.

SAMUEL P. DUKE
THE RETIREMENT FUND FOR TEACHERS IN VIRGINIA

An Associated Press dispatch printed in the Baltimore Sun states that the retirement committee of the Virginia Education Association has asserted that the state is under a definite and recognized obligation to Virginia's teachers, who have contributed $3,000,000 to the retirement fund.

In a formal report, which will be circulated among members of the General Assembly, the committee urges that the state guarantee an annual appropriation of $262,500 to the fund, to be matched by five per cent. of the salaries of all teachers in the public-school system.

Mr. Fred M. Alexander, of Newport News, in making public the report, pointed out that the General Assemblies of 1912, 1916, and 1930 made adequate appropriations to cover deficits.

Today the retirement fund which was established in 1908 on an admittedly unsound actuarial basis has been depleted. Education officials say that teachers have paid into the fund $2,000,000, which, with compound interest, amounts to $3,000,000.

They point out that not only will 17,000 teachers now in service lose their contributions to the fund unless aid is forthcoming, but assert that 1,022 retired teachers will be reduced to destitution.

The purpose of the act of 1908 "to provide a retirement fund for public-school teachers" is clearly set forth, the committee said. Under this act any teacher who had taught an aggregate of twenty years might be retired, provided he has maintained a good record and "by reason of physical or mental infirmity or old age is incapable of rendering efficient service."

That act further provided that a teacher might be retired for old age alone after twenty-five years of service, and further provided that the State Board of Education "may, of its own motion, place any teacher on said list who has served for twenty years if said board shall deem it best for the good of the school system."

The law provided for an annual appropriation of $5,000 by the state, plus one per cent. of the annual salary of all school teachers. It provided that each retired teacher should receive quarterly an amount equal to one-eighth of the annual salary earned at the time of retirement, in no case to exceed $500.

By amendment in 1910, the retirement for old age was raised from twenty-five to thirty years and the age of retirement was fixed at 58 for men and 50 for women.

Another amendment deducted from the first annuity of each retired teacher an amount equal to thirty per cent. of the average annual salary earned during the last five years of service, thereby creating a permanent endowment fund. The annuity was based on the average annual salary for the last five years of service.

When a deficit existed in 1912 the General Assembly raised its appropriation to $8,000 and again in 1916 met a deficit by increasing the appropriation from $5,000 to $10,000. In 1930, when the fund was $60,000 in arrears, the General Assembly "appropriated the corpus of the permanent
endowment fund to pay annuities," the report continues. This permanent endowment fund then amounted to $278,000.

The report asserts that as further proof of the state's "obligation" to the teachers, the General Assembly in 1930 provided for the appointment of a legislative commission "to make a scientific study of teacher retirement and to report to the assembly of 1932."

Of the 1,022 teachers now on the retired list, ninety-nine receive the maximum allowance of $500, eighty-four get from $400 to $500 per year and 839, or eighty-two per cent., receive annuities varying from $50 to $400 a year.

Condemning the present system as unsound actuarially, the committee announces that it will propose a "sound law" at the next assembly, "virtually all" the cost of which would be borne by the teachers, "in fact," the committee adds, "a male teacher who enters the plan at age 25 or under (female teacher 21 or under) will purchase his entire annuity without cost to the state."

The committee proposes that the teachers contribute five per cent. of their salaries, or approximately $750,000 annually. Of this amount they would turn over to the state for a period of eight years twenty per cent., or $150,000. This would be used to pay out the present pension roll, to provide past service annuities for teachers who soon will retire, and to provide disability allowances.

The remaining eighty per cent. of each teacher's contribution, the report asserts, would accumulate at interest to purchase his own annuity.

School and Society

PROFESSOR O'SHEA DEAD

Professor M. V. O'Shea, director of the survey staff engaged by the Commission to Survey the Educational System of Virginia, died on January 14 at the age of sixty-five at the University of Wisconsin, where he had been a member of the department of education since 1897. The findings of Dr. O'Shea and his staff as reported to the Commission were published in the well-known Barton Report made available to the General Assembly in 1928.

WASHINGTON'S CONTRIBUTION TO EDUCATION

As an educational feature of the George Washington Bi-centennial Year, Washington and Lee University, at Lexington, will give five free university scholarships as major prizes in an essay contest on "Washington's Contribution to Education."

This contest—with prizes valued in excess of $2,500—is announced in the February issue of the American Boy Magazine, through which Washington and Lee brings to the attention of boys of America the comparatively unknown fact that George Washington was one of the first real patrons of education in this country.

Prizes in the contest include a four-year scholarship to Washington and Lee as first prize, a two-year second-prize scholarship, and three one-year scholarships for third, fourth, and fifth. Forty-five portraits of and books on Washington and souvenirs of Washington and Lee will be supplementary awards in the contest, open to all boys under 21.

To provide essay information for papers to run not more than 500 words, the University has prepared a booklet telling of Washington's interest in education. This booklet concerns itself with the First President's entire program in behalf of education rather than just with the fact that he was the first to contribute largely to the endowment of what is now Washington and Lee. Booklets will be mailed to all requesting them from Dr. Francis P. Gaines, president of Washington and Lee, Lexington, Va.

THE READING TABLE


Beginning with "The Essay in the Essay," in praise of personality and good-fellowship—which is the Alpha, let us say—and ending with Carl Van Doren's "A Note on the Essay," in praise of both matter and manner—the Omega—the editor of this collection has assembled forty-five modern essays admirably adapted to the tastes of young people. A dozen of them, more serious and thoughtful in character, deal with controversial subjects; or offer critical reviews of books. Not only will these essays please and entertain; they will stimulate young writers as well. Appended are also a dozen student essays; these will beckon the student to dip his own pen for a try.

Here, for the first time, I believe, is reprinted Barrie's noble tribute to George Meredith.—But the editor's uniform good taste lies not only in choice of essays and essayists; editorial comment and study-helps are both sprightly and wise.

C. T. L.


Abundant exercises are offered in word analysis, though the presentation is entirely formal. There is no discrimination between words which will be encountered daily through life and those one meets but once in a blue moon. The same defect is evident in the pronunciation lists. The work in phonics centers around the vowel sounds. The section on dictionary study is probably the most usable part of the book. The table of contents appears at the back of the book under the title "General Index."

C. T. L.


Although written to link with the Atwood-Thomas series for elementary grades, this text could be used in any school studying geography of occupations. The oldest and simplest occupations are discussed in the first two-thirds of text; then more highly developed undertakings are considered.

Occupational studies should contribute to the objective of vocational guidance. A world viewpoint and stress on interdependence of nations should build toward world citizenship. The principles presented are all suited to the seventh grade. The text is written to cause pupils to observe and think; it also provides guidance for using maps, pictures, and diagrams so that pupils won't depend too exclusively on the paragraphs read.

It is a joy to read such a book giving modern geographic material in seventh-grade vocabulary and having an organization which gets away from typical political units.

R. M. H.

SIMPLIFIED HOME GEOGRAPHY ACTIVITIES BOOK. By DeForest Stull and Erwin J. Raisa. Chicago: A. J. Nystrom & Co. 1931. Pp. 120. 50 cents.

This is an attractive and fascinating book prepared for the third and fourth grades. In studying about the essential needs of man and the important occupations, the text is planned so the child should develop observation regarding materials in the home community and the different seasons of the year. Following this plan should give the basis for a scientific attitude. The directed picture study and the use of well-chosen children's poems for each month of the school year add to the attractiveness of the book.

R. M. H.


A story for children about other children which gives a vivid picture of Virginia in Washington's day—a book worthy of a place in any child's library.

L. C.


This booklet is of particular interest for grammar-grade children because it is organized around incidents and written in conversational style. The variety of both stories and poems makes it excellent reference material for unit work.

L. C.

BOOKS RECEIVED


NEWS OF THE COLLEGE

The merit roll for the fall quarter recently announced by Dr. H. A. Converse follows:

_Seniors:_ Garnet Leighton Hamerick, Winchester; Constance MacCorkle, Old Fields, West Virginia; Martha Teros Boaz, Stuart; Lucille Fisher Keeton, Lawrenceville; Julia Lois Duke, Harrisonburg; Catherine Markham, Portsmouth; Edna Virginia Motley, Chatham; Catherine Wherrett, Norfolk; Frances Rose Wood, Petersburg; Rebecca Leatherbury, Eastville; Lois Hoyt Hines, Danville.

_Juniors:_ Mrs. Victor H. Campbell, New Market; Dorothy Alice Martin, Norfolk.

_Sophomores:_ Gladys Farrar, Rustburg; Dorothy Gresham, Petersburg; Ruth Ellen Watt, Charleston, West Virginia; Mildred Simpson, Norfolk; Vada Steele, Harrisonburg; Mary Sue Hammersly, Randolph; Hilda Gwynette Hisey, Edinburg; Elizabeth Chandler Kerr, Harrisonburg; Sarah Lemmon, Atlanta, Georgia; Catherine Manke, Hampton; Madeline Newbill, Harrisonburg; Janie Shaver, Harrisonburg.

_Freshmen:_ Mary Alice Moon, Washington, D. C.; Clyde Schuler, Broadway; Doris Motley, Chatham; Ruth Schular, East Stone Gap.

_Special Students:_ Lena Ralston, Harrisonburg; Georgia Shrum, Harrisonburg.

The college basketball squad, led by Mary Farinholt and coached by Mrs. J. C. Johnston, went into action for the first time against Shepherd College of Shepherdstown, West Virginia, Saturday, January 23.

The varsity team has sustained only one defeat in three years. Seven veteran players have returned and will form the nucleus around which the squad will be built. It has been reported that the freshman material is quite promising and that much help may be expected from that quarter.

The complete schedule as announced by Emilyn Peterson, business manager, is:

Jan. 23—Shepherd College (here).
Feb. 13—Westhampton (here).
Feb. 22—Savage (here).
Feb. 26—East Stroudsburg, Pennsylvania (there).
Feb. 27—Lebanon Valley, Penn. (there).
March 4—Farmville (there).

The varsity squad is composed of: Forwards: Anna Lyons Sullivan, Harrisonburg; Kitty Bowen, Mechums River; Mary Haga, Danville; Dorothy Pittman, Harrisonburg; Douglas MacDonald, Statesville, N. C.; Vivian Hobbs, Rose Hill; Guards: Julia Duke, Harrisonburg; Lucy Coynar, Waynesboro; Sue Pierce, Remington; Mary Van Landingham, Petersburg; Sue Fultz, Danville; Emily Peterson, Lake City, Florida, (business manager); Mary Farinholt, Petersburg, (captain); Side Centers: Frances Rolston, Mount Clinton; Sue Leith, Aldie; Vada Steele, Harrisonburg; Julia Courter, Amelia; Elizabeth Buie, Lake City, Florida; Centers: Frances Neblett, Victoria; Bernice English, Kinsale; Billy Mihes, Rippon, West Virginia; Geneva Peters, Harrisonburg.

All three literary societies have recently held their quarterly elections. For the second quarter officers are:

_Lee:_ Dorothy Williams, Norfolk, president; Mary Hyde, Winchester, vice-president; Delma Spencer, Covel, West Virginia, secretary; Mildred Simpson, Norfolk, treasurer; Evelyn Watkins, chairman of the program committee; Lucille Keeton, Lawrenceville, critic; Corneilia Gilmer, Lebanon, sergeant-at-arms.

_Lanier:_ Mary Cloe, Charleston, West Virginia, president; Virginia Orange, Exmore, vice-president; Louise Thweat, Petersburg, secretary; Virginia Strailman, Raleigh, North Carolina, treasurer; Jean Gills, Petersburg, chairman of the program committee; Virginia Hallett, Cheriton, critic; Linda Sanders, White Stone, sergeant-at-arms.

_Page:_ Margaret Eure, Lynchburg, pres-
ident; Grace Williams, Roanoke, vice-president; Dorothy Gresham, Petersburg, secretary; Virginia Ruby, Lynchburg, treasurer; Kathryn Butts, Norfolk, chairman of the program committee; Christobel Childs, Orange, critic; Louise Hobson, Roanoke, sergeant-at-arms.

Ted Shawn and his dancers, with Miss Mary Campbell at the piano, presented a program of interpretative dances in Wilson Hall January 6 as the second number on the entertainment course. The program, which consisted of two parts, subdivided into six dances, was under the personal supervision of Mr. Shawn.

Tony Sarg's Marionettes appeared as the third item on the entertainment course on January 18 with a presentation of Thackeray's The Rose and The Ring. Lewis Carroll's immortal childhood classic, Alice in Wonderland, was given as a matinee number.

Sixteen students were added to the college roster when Harrisonburg reopened January 4. These students are Marion Barnes, Amelia; Mary Burnett, Staunton; Elsie Comer, Shenandoah; Elizabeth De Maine, Shenandoah; Virginia Eubank, Richmond; Evelyn Garnett, Buckingham; Mildred Heath, Lovingston; Jenny Lind Hockman, Winchester; Virginia Jones, Gordonsville; Frances Kagey, New Market; Edna Lovance, Covington; Evelyn MacKenzie, Buffalo Ridge; Janet Norman, Middleburg; Eliza Smith, Suffolk; Lorene Suppin, Flint Hill.

ALUMNAE NEWS

The following are some of the Alumnae whose teaching positions were not listed in the November issue of the Virginia Teacher:

FOUR YEAR GRADUATES
Emile Groseclose—Wythe County, Va.
Marie Burnette—Fayette City, Pa.
Donalene Harvey—Schoolfield, Va.
Gertrude Rust—Monterey, Va.
Eleanor Wall—McCoy, Va.
Sadie Finkelstein—Gore, Va.
Helen McNeeley—Leesburg, Va.

Mrs. Roberta Beach—Spencer, Va.
Lena Bones—Burkeville, Va.
Ethel Hollar—Alexandria, Va.
Margaret Annetta Powell—Lawrenceville, Va.

TWO YEAR GRADUATES
Frances Diehl—Briery Branch, Va.
Isabel Fridinger—Washington County, Md.
Dorothy Needy—Sharpsburg, Md.
Laura Purdum—Blair, Md.
Virginia Fugate—Dante, Va.
Mary V. Morgan—Mathews County, Va.
Joyce Showalter—Low Moor, Va.
Beatie E. Smith—Bath County, Va.
Mary B. Williams—South Norfolk, Va.
Mary S. Wine—Warren County.
Lila P. Wyatt—Mt. Airy, Va.

Florence Dickerson completed the work for her degree in December and is now teaching in the Waterman School at Harrisonburg.

Frances Hughes (1929) teaches biology and general science in the high school at Winston-Salem, North Carolina. Of course after her brilliant record here we would naturally expect her to be teaching art, but "Hanky" can do anything. This fall she chanced to make some posters for the school library. These attracted so much admiration that she is now asked to put on an art exhibit of her own.

Gladys Goodman, who has directed student-teaching in the local schools of Shenandoah and Frederick counties, is now doing a similar work in Rockingham and Clarke counties.

Miss Marie Alexander, formerly a valued member of the training school staff, has since won the Master's degree at Peabody and will return to Harrisonburg next summer to teach in the education department of the college.

OUR CONTRIBUTORS

W. L. CARR is professor of Latin in Teachers College, Columbia University. He has had an active part in the Classical Investigation which has resulted in re-invigorating the teaching of Latin in the United States.

THOMAS McN. SIMPSON, JR., is professor of mathematics at Randolph-Macon College, Ashland, Virginia.

WALTER WILLIAMS is rector of Emmanuel Episcopal Church in Harrisonburg.

LUTHER F. ADDINGTON is principal of the Wise High School, Wise, Virginia.

SAMUEL P. DUKE is president of the State Teachers College at Harrisonburg.
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