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TRAINING TEACHERS IN CURRICULUM MAKING . . . . M'LEDGE MOFFETT

THE EDUCATION OF TOMORROW
WALTER J. GIFFORD

STATE-WIDE PROGRAMS FOR TEACHER-TRAINING IN ENGLISH
CARRIE BELLE PARKS

A FRENCH EXPERIMENT IN EDUCATION
EARL G. MELLOR

CURRENT PROBLEMS IN BIOLOGY
RUTH L. PHILLIPS

THE TEACHER AND THE LAW
SAMUEL P. DUKE

News of the College
The Reading Table

Published at the
STATE TEACHERS COLLEGE
of Harrisonburg, Va.

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TRAINING PROSPECTIVE TEACHERS IN CURRICULUM MAKING

The Place of the Subject Matter Specialist

Within that eternal triangle composed of the subject matter specialist, child specialist, and educational theorist found in the faculties of all teacher training institutions the subject matter teacher is the exemplar rather than the expounder of the principles of curriculum building. In this relationship he bears the most strategic position of any member of the faculty, for in spite of some of our educational ideas students are still prone to teach as they were taught rather than as they were told to teach. The professor in charge of subject matter courses by the challenge of his position as a teacher in a teacher training institution must be a good teacher. As a good teacher he should represent the consummation of all that is best in the theory and practice of education. He no longer vaguely quotes the theory of a Bobbit, Bonser, Charters, Bagley, and some other, but from these and his own educational experience he has deduced principles to control his educational behavior. It is his prerogative to show in the practical handling of subject matter in a classroom or learning situation all that is best in educational theory.

In his application of the principles of curriculum building the theorist in this field would judge him by three criteria.

First: Does he have an educational philosophy which recognizes his function in the larger scheme of educational development; which defines for him the scope and opportunity of the school, particularly that area which he serves; which controls for him his ideals, purposes and acts in carrying out his educational principles? It is assumed that this philosophy has been written out, evaluated, and has become an integral part of the individual himself.

Second: Does he have a set of educational principles or controls which are the outgrowth of his educational philosophy and are based on sound principles of psychology by which he can justify the steps he takes in his educational procedure?

Third: Is his knowledge of the subject matter area which he teaches so complete that he is flexible enough to dare to depart from the sequence of the textbook, or from the chronological order of events to organize the facts of knowledge into a more teachable arrangement for presentation to the particular group of students before him?

The practical development of the implications of these criteria for the prospective teacher constitute the three major aspects of a course in curriculum construction. Therefore, if the subject matter teacher is equipped with these concepts and exemplifies them in his educational practice he is furnishing by precept rather than by word of mouth a major course in curriculum construction. His students depart from their experience with him recognizing the control of a definite philosophy of education with the ability to adapt controlling principles to various situations and with such a fund of knowledge that they have no fear in their heart of an unanswerable question or of a new method of instruction.

It must be recognized, however, that the educational philosophy, and, to a certain extent, the educational principles will be as variable in any given institution as are the subject-matter fields taught by the professors in the institution. This condition may result in confusion in the minds of the students unless some integrating agency such
as the child specialist in connection with the training school work or a practical-minded educational theorist leads the prospective teacher to bring together, to analyze, and to develop into a unified whole a philosophy of education which will best function on the level in which the prospective teacher, now student, is to serve. In view of this latter necessity it is essential that the subject matter teacher be conscious of the varying points of view in educational philosophy held by his colleagues and he must submit his philosophy along with the others to the unifying process.

Assuming then that the primary function of the subject matter specialist is to exemplify by good teaching his concept of curriculum construction along with other educational theories, what definitely can be expected in terms of training for curriculum making in the sum total of the educational experience of the prospective elementary school teacher from her contacts with the various subject matter fields?

First: She should recognize that every good teacher has a philosophy of education. She should be challenged to discover and state for herself what she believes to be the philosophy underlying the practices of her various professors. This may be given as an assignment by her professor in education or by a coordinating officer, such as the Director of Training, or some critic supervisor. As her own experience increases through her activities in the training school, her handling as a teacher of the content of the subject matter courses which she has previously had as a student and with the recognition of the controls used by her professors in that subject, she can begin to evolve her own concepts for an educational philosophy, the first step in curriculum construction.

Second: She should have had set for her certain standards for the evaluation of subject content in terms of knowledge (facts) and teaching method. It is probably in this area of teaching that the subject matter teacher has the largest opportunity for training the student in curriculum development. A student will appreciate more keenly the value of an inexhaustible supply of facts in the organization of subject matter around a central theme (popularly called units) if she has studied the subject by such an enriched method. She may be able to appreciate the need for the collection of life-like illustrative material if in her own learning of the subject this sort of material has made it easier for her to understand. She may be able to labor longer in the preparation of objective examinations and in the interpretation of achievement tests in order to propose remedial educational procedures if she herself has been so treated as a student. Thus she learns through the experience of being well taught the fundamentals of the organization of curriculum materials in terms of a definite goal.

Third: She learns that the curriculum in all of its implications is dependent upon the ability of the teacher to teach its content effectively. In the recent book “Diagnostic and Remedial Teaching” by Bruecker and Melby (p. 258), the authors quote the levels for teaching reading as suggested by Gray. An analysis of the fundamental differences among the various levels proposed by Dr. Gray are indicative of the changes in the quality levels of teaching any other subject. The first level, for instance, deals entirely with the skill and mechanics of reading. The major objective is to develop skill. The second level adds to the skill a simple use of reading as a tool in gaining other work material. The third level provides for individual differences. The fourth level begins the lifting of reading as a subject into the realm of life experience by correlating it with the work of various subjects. The fifth, sixth, and seventh levels continue an enrichment of materials leading to the development of reading for recreation and for the sake of gain-
ing knowledge in various other fields. On the eighth and last level we find that highest pinnacle of educational procedure: "The basis of the organization of the subject matter in the belief that problems, topics, and subject matter of all kinds should be within the interest of students." The quality of teaching by a college teacher of science, history, mathematics, English, or any other field can be graded in much the same way as Dr. Gray proposes for the teaching of reading.

The history teacher who devotes his time entirely to the dates and meager facts of history as given page after page in the textbook naturally is on the first level. As he progresses into the enrichment of his course by the use of supplementary material, when he dares to jump from the American Revolution to the French Revolution in order to establish some concept of democratic government and thus dares to omit for the time being the chronological listing of inventions, personalities, and unrelated historical events which may have occurred between the great revolutions, he has reached a higher level. When he reaches that point where he can open a history lesson with current events heralded in the headlines of the morning paper and trace the historical significance of these to the remote past, thus tying the present to the past so that the student interprets the present and appreciates the contributions of the past, he has then become the master teacher and worthy of imitation.

Summary

1. The subject matter teacher makes his contribution to the training of the prospective teacher for curriculum making by being a good teacher himself, able to exemplify his own principles of education, to organize the content of his subject and teach by those methods of presentation which result in the maximum-permanent learning on the part of his students.

2. It is assumed in this discussion that the ability to make a curriculum is a growth of the elements which are accumulated from a rich educational experience rather than from an isolated course in curriculum construction. It is the duty, therefore, of all agencies in a teacher training institution to make a definite contribution toward this end.

3. At Radford we definitely expect the subject-matter specialist to have:
   (a) workable educational philosophy which the student can recognize.
   (b) an ability to teach his subject, so that the student has, at least, a control of the basic concepts of the field.
   (c) an ability to integrate the work of his classroom with the various levels on which his subject may be later applied through student assignments, training-school experiences, and enriched individual guidance of students.
   (d) a willingness to work with such coordinating leader as may be able to unify and direct the more definite application of his course to the larger problems of curriculum construction for the elementary field.

M'Ledge Moffett

THE FIRST OBLIGATION

However the national economy may vary or whatever fiscal adjustments may be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We cannot afford to lose any ground in education. That is neither economy nor good government.—Herbert Hoover.

BLAME THE DEPRESSION

Dad: "Son, why are your grades so low this term?"
Son: "Well, Dad, you know everything is marked down after the holidays."
TOMORROW is a flexible word. Some one has pointed out that two hundred years ago, or even two years ago, is as much the past as is two thousand years ago. I therefore hope that we may think of the education of tomorrow as being frequently exemplified in the best practices of the experimental and forward-looking schools of today—indeed as being capable of illustration in some part, large or small, in any good school system. I wish it also to be clear at the outset that I come to you in no spirit of destructive criticism of the work of the schools in Harrisonburg and the State of Virginia. I want rather to offer a definite challenge to you, as business and professional men, for assistance in bringing to pass needed changes in attitudes and points of view that must precede any really significant attempt to prevent our schools from becoming ultra-conservative and formal in an age of which the most prominent trait is change, and in which marked progress has been made in so many lines.

Two Pictures

I greatly wish I were an artist and could paint for you two contrasting pictures of our contemporary life. As it is, I shall try to call them to mind by asking you to follow in your imagination my brief descriptions.

The first picture I would call “progress.” It would show the giant skyscrapers of the giant city. It would show the conquest of the air by airplane and dirigible. It would show the ever-present automobile—of which there are now over twenty-six million in the United States. It would show the vast network of lines of telegraph and telephone—the latter to be found at more than twenty million American homes. In it you would see the radio, now a blessing in twelve million American homes. It would show the marvels of modern lighting, the great gift of Edison. It would show the vast factories in which millions toil to turn out products for a waiting world. It would also show throngs of pleasure seekers at the beaches of Florida and other watering places; millions more on their way to and from the movies; and still other millions finding ways and means to recreation not dreamed of by our fathers.

On the more ideal side it would show signs of the spirit of tolerance toward those of other color, race, and religion. It would illustrate good sportsmanship in the things that make for a finer social life. It would portray the results of magnificent philanthropies. It would give evidence of enthusiastic living and virile activity in a world fuller of opportunity for the common man than any world of the past.

The second and contrasting picture I would call “defeat.” It would show thousands waiting in bread lines, in the shadow of the great cities’ great commercial and financial institutions. It would show the vast army of unemployed, estimated at from three to seven million. It would show not only China’s but America’s crying, hungry women and babes. It would show men fearful of the future, because the “machine” towers over them and takes their jobs and their sustenance.

This picture would also show the jazz mode of thought and energy. It would show lawlessness and open defiance of the law. It would portray jealousy and selfishness and utter disregard of the principle that “I am my brother’s keeper.” It would show over-filled jails and crowded court dockets. It would show the dangers of violence, of racketeering, of the mob in action, not trying to secure the wealth of America’s favored three per cent and to distribute it recklessly to waiting hordes.

Some of us are inclined to see but one of these two pictures, while others of us constantly try to see both and to assess both in terms of future generations—generations
yet unborn, in which laps we shall probably lay these problems still unsolved.

_A Race Between Education and Catastrophe_

But perhaps you have been asking what has education to do with this dilemma in which modern America finds herself. Probably the answer is: Education has all or nothing to do with it, depending upon the ends we make it serve, depending upon the relation of its activity to the needs of the society it serves.

Many lessons may be learned from the past. In Sparta, one of the little city-states of ancient Greece, the leaders subordinated every interest of home and individual to the ends of the state. Every youth was trained from babychood to be a warrior, or, if a girl, to be the mother of a warrior. The time came when Sparta had an opportunity to strike, and strike she did, to the utter ruin and confusion of Athens, her cultured rival. But out of that ruin Athens—confounded and her citizens scattered—gave a marvelous contribution to the world so that today we think of Athens, not Sparta, as synonymous to Greece.

More recently we have had an illustration in Germany. After her defeat in 1870 the schoolmasters of Germany began to center their instruction on those things which would enable her to win back what was lost. History, geography, and religion were made to serve military ends and, when the war broke, German boys with this tutelage at the hands of German schoolmasters knew that the shortest route to Paris lay through neutral Belgium. It would appear that German efficiency would have won the war had not the valor and initiative of American youth stopped the tide and turned it back. Today a visitor in the countries of Europe returns with the feeling that talk of peace is hopeless over there. Generations of children who know not war are being taught to hate their neighbors. Among the great powers the only real exception to this is Great Britain. In eastern Europe that slumbering, uncouth, behemoth, Russia, is girding its loins with education and with machinery, and with military training, perhaps to emulate the Kaiser and to spread his culture to the ends of the world.

It therefore appears evident why one writer has said that we are now engaged in "a race between education and catastrophe." In the United States there is evidence that education has in some respects become the greatest industry. Two billions of dollars are being spent annually for schools. The endowment of a number of our universities runs above a score of millions of dollars. Whereas a few decades ago an elementary education was considered sufficient, today society and business are demanding high school and college education. A time of drought and depression sees no let-up in the numbers of college students. In America we have believed in, if not always practiced, equality of opportunity. We have pictured the educational system as a ladder, to the highest rung of which he who had industry and ability could climb irrespective of birth, or creed, or color. To quote another recent writer, the school has become "the American road to culture."

It is true that our expenditures for education are distinctly disproportionate to our immense expenditures in road building and the payment of and preparation for the costs of war. It is also true that many times we see in the school a less effective institution than we could wish because it remains conservative, artificial, and unrelated to life.

_Traits of the School of Tomorrow_

We can only dream of the future in terms of progressive and forward-looking tendencies in the present. Private schoolmasters, untrammeled by the lockstep of the "system" and by the lack of finances, have demonstrated many of the features of the "school of tomorrow." It is to be greatly hoped that public education may be increasingly free from the domination of
politics in order that it may utilize the best of these experiments undertaken through private initiative. In such an era of depression as we are now passing through our citizenry must be steeled against the schools becoming a football of the politicians, and against education being controlled by the folkways of the past rather than by the ideals of the present and the future.

A. The Aims of the New Education

It will be remembered that historically our schools have grown up as independent units. In Virginia the first unit was the University of Virginia, developed under the inspiration of Thomas Jefferson over a hundred years ago. Our system of free public elementary schools dates from the carpet-bagger regime of 1869-70 and was brought into concrete existence under the direction of William Ruffner. The high school, the intermediate link in our Virginia system, did not displace the private academies in any but the larger communities of the state until after the opening of the present century.

In Virginia, as elsewhere, as the state system was consolidated, each higher school dictated to a large extent the policies of the one below. The university and college prescribed what should be studied in the high school, and the high school determined in large measure what preparation elementary pupils should bring. The minority group of educators thus exerted a powerful influence because no teacher wanted his pupils “unprepared.” Thus it came about that the aim which dominated the high school and to a lesser degree the elementary school was “preparation for college,” supported by an apparently plausible but very false argument that preparation for college afforded the best preparation for life.

In recent years America’s youth have crowded to overflowing the classrooms of both our high schools and our colleges. Careful studies have shown over and over again that the great majority of our boys and girls who go to the public high school are not sufficiently intellectual-minded to profit by the typical college preparatory course or the older type of college education. Consequently educators and parents alike are insisting upon something other than “ready-to-wear” education—an education aimed at “training for life and living.” The aims of the new education must center in the needs, ambitions, and interests of individual pupils who come from and will return to every conceivable walk of life. Such a concept as this requires

B. A Revised and Broadened Curriculum

Our program of studies in the elementary and high school—the pupils’ intellectual menu—if it is to fit for life and living this great army of youth must be definitely re-constructed. It is significant to note that thirty-three of the individual states in the United States are now revising their state courses of study. Almost immediately upon entering into office, Dr. Sidney B. Hall, Virginia’s State Superintendent of Public Instruction, has proposed a plan for a three-year study of our elementary and high school courses of study looking to their complete overhauling. Citizens as well as teachers, elementary teachers as well college teachers, and even children themselves will be participants in constructing Virginia’s new curriculum and paving the way for the introduction of the ideals of the “school of tomorrow.” Let us note then along what lines these revisions must be made.

a. Training for living and life must include vocational training, that is, training focused at other goals than the professions which are bound to dominate with the college preparatory ideal. Even now the program of studies in Virginia calls for a course in vocational guidance, and the schools are beginning to supplement the voluntary efforts of the Kiwanis and other service clubs. The last ten years in Virginia has seen remarkable progress in building up
in the counties, with the aid of the Federal government, a fine vocational program centering in agriculture and home making. Our cities large and small need to extend greatly and diversify our present program if the great mass of children are to be served in the matter of vocational guidance and preparation.

b. Life to be effective must be built squarely upon a foundation of good health. Training through the school nurse, training by the school nurse, courses in school hygiene, athletics that focus on the wholesale training of sound bodies, and not in building a winning athletic machine—these will supplant less necessary items of instruction, be they parts of our present program in arithmetic, or Latin, or grammar, or what not.

c. Living and life call for a concrete understanding of, an ability to practice, good citizenship. Who does not remember studying and memorizing the duties of various Federal officials, yet how many of us could frankly say that in school we learned the primer of balloting, of weighing political issues irrespective of party, of thinking through the problems of taxation and of local government? Pupil participation in school government will be more essential in the school of tomorrow than the knowledge of the fourth book of Caesar or of the intricacies of higher mathematics.

d. Living and life will continue to center in the home. It is not enough that the school teach a girl how to make good biscuits for her husband or how to mend his shirts. The school of tomorrow must teach both boys and girls frankly and definitely the duties and obligations of parenthood and home-making.

e. Living and life go on in leisure time. Leisure time is greatly on the increase in America. The stress on knowledge for knowledge's sake, on ability to pass formal examinations, must be supplemented by training and appreciation, and abilities to choose wisely, and participate in, a wide range of re-creative activities. It is gratifying to note that courses in high school English are no longer confined to difficult and ancient "classics" from which the pupil turned naturally, in reaction, to the cheap, trashy stuff sold on the news stands.

f. Furthermore living and life require solid discipline, not the discipline of doing disagreeable things because they are disagreeable, but of doing hard things because they are interesting and worth while. Forward-looking teachers are finding that children love hard work if they have a hand in locating and finding their tasks and that they greatly prefer liberty under law to license.

C. An Increased Financial Support of Schools

A period of financial depression does not seem to be the time to talk of money and of increased outlays. Yet what good business man stops advertising, or cuts down a varied stock with which to appeal to prospective customers? Rather, he develops a more progressive program in both advertising and salesmanship.

Or let us change the thought a little. Many of us no doubt know even now where we could purchase an old "buggy," considered a good vehicle a few years ago. Yet how many of us have thought of getting it out, polishing it up, buying a steady horse at depression prices, and giving up our car for the outfit. Rather have we not thought of a new and improved car, one giving a better return for our investment? Have we considered giving up the modern range, the telephone, the radio, the electric refrigerator? Speaking frankly, we appear frequently to compare the school to the tools of an older civilization even though in the same breath we think of it as the largest single means for making men and women to live in an era where rapid and progressive change is the most outstanding characteristic.
Harrisonburg is proud of the fact that she devotes sixty per cent of her two dollar tax levy to schools, but an examination of estimated receipts and estimated expenditures indicates that we are spending for schools, less than eighteen per cent of our annual income, a figure far below accepted national standards. Until we shall be willing to spend more freely we shall be in danger of criticism that we are patching old machinery and not providing new, and that we are not doing justice to the boys and girls in our little city, especially to those who are not going on to college.

**Virginia’s New Program**

You have noted recently that Dr. Sidney Hall, State Superintendent of Public Instruction in Virginia, has asked the budget commission and the next legislature to provide $2,000,000 in additional funds for the improvement of the public schools. Simultaneously he has shown his vision by announcing that Virginia will undertake, like a number of other states, a three-year study for the revision of her elementary and high school curricula. The request for financial aid to keep her schools up even to present standards is meeting with great opposition, particularly from those most impressed with the fact that Virginia is suffering financially. If, however, we examine the matter, we find that Virginia, with a long established record of a very low educational rating among the forty-eight states, nevertheless was this year one of two states in the nation which made a larger return than in the previous year in Federal taxes. Her financial rating in every statistical report is ahead of her educational rating.

Although we believe that education is essentially a function of state government, we learn with no surprise from the last report of the State Comptroller that the State of Virginia gave to the elementary schools of the state slightly over $7,000,000 as against over $20,000,000 to road building and maintenance. Should any one reply that we have had a school system for some time but are just in the past decade or so undertaking seriously a road program, I challenge him to leave our magnificent Valley pike and go a few miles to one of our many one-room schools. There he may find building, equipment, and teacher on a par with conditions in his childhood—a school that is an antique. No one would be quicker than I to acknowledge the need of a road-building program, but I would not willingly neglect even more essential things. May we not paraphrase without blasphemy the words of the Master and say “What shall it profit a state if it gain the commerce and tourist trade of the nation at the expense of its children and youth?”

In the city of Harrisonburg, real progress has been made. Mass meetings ten years ago in which the study of city problems arose always stressed the need of lights, water, and schools, and in that sequence. Having attained the first objective and made real progress toward the second, we have also built a fine high school building and are housing our pupils more adequately than ever before. Today, however, Harrisonburg, like many another city, must take stock not only of adequate housing for its pupils but also of a more versatile and practical program of instruction for the whole of its citizenry and not for the limited few.

In conclusion, may I end as I began, by saying that the purpose of my talk today is to lay before you the needs of education in a modern era, of such education in the state and in the city, as shall make for the best training of citizenship? As Kiwanians—Builders—may you help meet the challenge being made to an educated and civic-minded citizenry by State Superintendent Hall and by the educational leaders of the nation, to stand behind a program that will make education a genuine safeguard of democracy and a bulwark against those ills that might turn the nation’s progress into defeat.

**Walter J. Gifford**
STATE-WIDE PROGRAMS FOR TEACHER-TRAINING IN ENGLISH

This study analyzes briefly existing state-wide programs for teacher-training in English. Of the fifty-four states and territories consulted, only Porto Rico sent no response to letters asking of state superintendents the following questions. "Does your state publish an English syllabus for the use of all the state-operated teacher-training institutions? If so, please tell me how I may obtain copies." Forty-one states have no uniform teacher-training curriculum, three are engaged in curriculum building, seven are special cases because of unusual conditions, and two states have complete curriculums for three-year normals.

Most of the special cases need not be discussed because they are not typical. Several have only one institution engaged in teacher-training and therefore have none of the problems of a state program involving several institutions. Michigan has a state teacher-training curriculum only for its county normals, Missouri only for teacher-training high schools. West Virginia has an elaborate list of courses for two-year and four-year teacher-training but no detailed curriculum, although paragraph descriptions are given of courses in the department of education.

Several curriculums are being made. Maine has finished two literature courses and is working on the technical English; Connecticut now has a two-year detailed curriculum but is changing to a three-year curriculum building. Pennsylvania, with a dying two-year and a flourishing four-year preparation for elementary and secondary teachers, has already spent some years in curriculum building, and the courses can be put into effect for experimental use.

There are two carefully built, recently completed curriculums from New York and New Jersey, both giving three years of training for elementary teachers. These are compared as to course offerings in the accompanying tabulations. Included with these is the Pennsylvania four-year curriculum because it is so nearly completed and because its core curriculum is comparable to these others.

The English offering in state-wide courses in teacher-training in New York, New Jersey, and Pennsylvania are as follows:

**New York**

(3-year preparation to teach in elementary schools)
- Written Expression—2 semester hours
- Oral Expression—2 semester hours
- Literature I (World Literature by types)—3 semester hours
- Literature II (World Literature continued)—3 semester hours
- General Reading Methods—3 semester hours
- Children's Literature—3 semester hours
- Library Science—1 semester hour

**New Jersey**

(3-year preparation to teach in elementary schools)
- English Fundamentals: English 101—3 semester hours; English 102—3 semester hours
- Speech 103—2 semester hours; Speech 104—2 semester hours
- Children's Literature—3 hours per week for 10 weeks
- Advanced Composition 306—3 semester hours
- American Literature—3 semester hours, elective

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1Summary of state-wide programs for teacher-training in English:
- Forty-one states have no state-wide teacher-training program.
- Seven states are special cases, with unusual conditions.
- Three states (Maine, Connecticut, Pennsylvania) are making curriculums.
- Two states (New York and New Jersey) have complete curriculums for three-year normal schools.
Contemporary Literature 302—3 semester hours, elective

*Pennsylvania*

(4-year preparation to teach in elementary and secondary schools)

**Core Curriculum**

- Fundamentals and Composition: English I—3 semester hours; English II—3 semester hours
- English Activities: Oral and Library Science—3 semester hours
- Advanced Composition: English III—3 semester hours
- Literature I—3 semester hours; Literature II—3 semester hours

**Required for Elementary Degree**

- Teaching of Reading—3 semester hours
- Children's Literature and Story-Telling—3 semester hours
- Speech Problems—2 semester hours

**Required for English Majors**

- Philology, Grammar—3 semester hours
- Contemporary Poetry—3 semester hours
- Shakespeare—3 semester hours
- Modern Novel—3 semester hours

**Plus 6 Hours of Electives:**

- Short Story—3 semester hours
- Victorian Prose and Poetry—3 semester hours
- Foreign Classics—3 semester hours
- Pre-Shakespearean Literature—3 semester hours

Only the basic courses in oral and written English have been analyzed in detail, since these are almost the only constants in the whole curriculum study.

In all three states, both oral and written composition show some professional attitude in statement of aims and in some suggested activities. In several objectives occur attempts to influence the educational philosophy of teachers toward modern educational attitudes. Only New York state has any definite statement of entrance requirements in oral and written English. In marked contrast to New York and Pennsylvania, New Jersey has in the first year little training in English for the improvement of the students’ skills and abilities, and much training in problems of English in the elementary schools. New York has the most definite statement as to co-operation with other courses and maintenance of skills. Pennsylvania has the most definite statements as to minimum essentials, and the first-year courses have more provisions for enrichment than the other two.

These are tentative conclusions: (1) The construction of state-wide courses is recent. Pennsylvania in 1926 made a start with an ambitious list of courses with paragraph descriptions; West Virginia’s outline of courses appeared in 1928; New York’s curriculum is dated 1929, Experimental Edition; New Jersey’s is July, 1930; Maine’s partial curriculum is 1931. Wisconsin is attempting some organization under Mr. Doudna. (2) There are attempts at professionalization in courses other than methods. (3) Contemporary as well as earlier literature is being taught. (4) With the increasing years required for teacher-training, the courses given offer broad opportunities for culture. (5) Composition courses reflect the best practices current in English teaching. (6) There seems to be, in the East, a growing tendency to construct state-wide programs for the training of teachers.

*Carrie Belle Parks*

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**Watchful Waiting**

Teacher: “Johnny give a definition of ‘home’.”

Johnny: “Home is where part of the family wait until the others are through with the car.”

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**Pursued Forever**

Father: “So your son is pursuing his studies at college, is he?”

Another: “I guess so. He’s always behind.”
A FRENCH EXPERIMENT IN EDUCATION

Readers of The Virginia Teacher are familiar with French educational theory as it has usually been practiced in the lycées and collèges of France. They are also aware of the fact that there are a few schools in France which do not fit into the traditional mold except in so far as they follow the study program of the Ministry of Public Instruction. It is the purpose of this little article to sketch briefly the life and daily program of one of these rare non-conforming schools at which the writer, a decade ago, was the professeur d'anglais.

The school occupied an old château, two hundred yards from the Seine, some eighteen miles above Paris at Soisy-sous-Etiolles, and was appropriately known as the Ecole du Château. It had been founded by an American, H. P. Williamson de Visme (later founder of the justly famous French School of Middlebury College and of the Institute of French Education at the Pennsylvania State College) and a Swiss, Paul Jeanrenaud, shortly before the World War; but this great cataclysm ended its life temporarily. Its present existence as a private school preparing boys for the French baccalaureate dates from the close of the War. In this period it has been entirely under the direction of M. Jeanrenaud, who has become well known as an educator in France.

The theory animating this school, is that while one must retain the scholarly thoroughness of the traditional lycée, one should devote definite attention to the recreational and athletic side of the educational process. Such a theory was acceptable in post-War France, but really only as a theory. As a result, M. Jeanrenaud started with but few pupils, little money, and much hope. In those early years, the boys were almost wholly from the Parisian bourgeoisie, although there were a few young aristocrats and some boys from the French provinces, colonies, and from foreign lands. The writer can say that they were an attractive lot differing only in certain externals, for the most part, from boys everywhere. It is a pleasure to say that the school has enjoyed increasing prosperity and renown with the passing years and that its scholastic record is a good one. The program of the average day in this school will show how the theory was put into practice.

The students slept in groups of from three to eight in unheated rooms. In winter, it was necessary for them to crack the ice in their pitchers to perform their morning ablutions. The writer remembers that in spite of (or because of) this Spartan life there was practically no illness.

The rising bell sounded between quarter and half past seven. Breakfast was at eight and was served, as were all the meals, in the plainly furnished château dining room. The boys and teachers sat at big oval tables seating about a dozen each and there was ample opportunity for interesting conversation. In passing, it may be of interest to say that each boy upon coming down to breakfast went and shook hands with each teacher in order of age and rank in the school life. Classes started at nine and lasted until noon. Lunch was served almost immediately. Next came a recess lasting until 1:30 when classes were resumed for one hour. The next step in the program was the one so radical for the France of that day: it included nearly two hours of athletics, ending with a swim in the Seine. All students were required to take part. The requirement might as well

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1It is now at Jouy-en-Josas near Versailles and is called the Ecole du Moncel.
2Although there are a few day students, the school is essentially of the boarding school type. It will be remembered that the lycées have both day students and boarding students, likewise.
3Although the hour arrangement was slightly different for a couple months in the winter, the program followed for the greater part of the school year will be given here.
have been omitted, for the man in charge
made the work so attractive that no student
would have wished not to take part.

The two favorite sports were field hockey
and Association football. Track events
were staged from time to time. Tennis was
popular, too. The writer, simply because of
his nationality and inclination, not because
of any special skill, helped out when base-
ball was in order. In passing, from the
point of view of psychology, it is interest-
ing to note that French boys could derive
no fun from playing the outfield since peri-
ods with nothing to do but watch the others
play were distressing to them. The result
usually was that when a play did come
their way, they were gazing in any but the
proper direction. Calisthenics and gymnas-
tics received much attention. The writer
has seen the boys, lightly clad, on their
backs in slush going through their exercises
in winter—and enjoying the process!

This period of supervised play ended
with a swim in the Seine from which all
returned for tea at 4:30. Although nothing
but tea and bread were served, this little
repast was enjoyed by all and indeed was
necessary, for dinner was not served until
7:30. From 5:00 to 7:30 there was a study-
hall required of all, although some of the
older boys had a certain amount of class
work during this period.

The dinner at 7:30 was the heaviest
meal of the day, yet it was on the whole,
frugal. Wine was served but two or three
times during the year, upon some special
occasion, such as Armistice Day. In winter
all except the oldest were in bed by 8:30,
assuring long hours of sleep. During most
of the year, however, the boys played in the
lovely parc of the château until nine. A
custom which will amuse, if not interest,
the reader is that of the good night greeting.
All of the boys sought out the teachers in-
dividually to bid them good night and those
who were not older than thirteen exchanged
kisses with their taskmasters! The writer
tried to evidence no surprise at this custom
which was well established and looked upon
as perfectly natural, but in practice he limit-
ed his good night greetings to a cordial
American hand shake.

Contrary to the usual French custom,
classes were held on Thursdays, but not,
except for special lessons, on Saturdays.
Saturday morning was devoted to outdoor
work about the grounds and to free play.
Saturday afternoons often found the whole
group on hikes, and in the evening there
were impromptu theatricals, readings, and
music.

One can not fail to see that such a pro-
gram was most conducive to health and
that it offered a valuable counterpoise for
the heavy scholastic work preparatory to
the French baccalaureate. The students
were ready to face this difficult and all im-
portant examination at seventeen or eight-
teen, possessing a healthy body plus that
culture one expects in the educated young
Frenchman. Such a school might well
serve as a model even in this country where
we have done better than the French in ap-
proximating a good balance between studies
on the one hand, and sports and athletics on
the other.

Earl G. Miller

SOME CURRENT PROBLEMS
IN BIOLOGY

BIRTHDAYS are the fashion this year
of George Washington’s bicenten-
nary celebration. During the month
of January there occurred an anniversary
at the laboratories of the Rockefeller Insti-
tute for Medical Research, which unherald-
ed to the world at large, was nevertheless
of profound significance. I refer to the
twentieth anniversary or “birthday,” of
Carrel’s chick heart culture. I have not a
record of the exact day in January, 1912,
when this culture was started. That is
unimportant. The significant fact is that
this culture, or to be strictly accurate, the
tissue grown from this culture is still alive,
actively pulsating, actively growing in its special culture chamber twenty years after it was started from a tiny bit of heart muscle excised from the heart of a chick embryo, placed in appropriate nutrient fluid and kept in an incubator at the temperature at which the development of the hen's egg proceeds. Why should the "birthday" anniversary of this culture be important? Let me ask a counter question. Who ever saw a hen twenty years old?

Centuries ago Ponce de Leon searched for the fountain of youth. He failed to find it. As has been the case with other fancies of men of other days, modern science has attempted to find an answer to some of the questions raised by such dreaming. Ever since the early Neanderthal race caught the idea of a possible survival after death and began to practice ceremonial burial, man has longed for perpetual existence. The biologist has asked, Why death? One answer has been found. Death is the penalty paid for an extreme of specialization which makes impossible the perfect interaction between the organism and its environment necessary for continued survival. That this is so has been abundantly proved by the work of Woodruff with paramecium, and that of Carrel cited above. There are many important problems which may be attacked by using the methods employed by these two men. Not the least of these problems is cancer.

Health! Its possession, next to life itself, is the most precious thing we cherish. How is it safeguarded? How may individuals keep well? How are entire populations protected from epidemics? How is pestilence prevented at times of disaster such as flood and earthquake? Here is a series of biological problems, the solution of which has resulted in deeds of heroism which make the exploits of military bravery seem tame.

One of the supreme needs of humanity is food. Some of us recently listened to an intensely vivid word painting of flood and famine in China by Mrs. Charles A. Lindbergh. Fifty million people suddenly cut off from their usual food supply by a flood of unprecedented magnitude. We felt while listening in that the life of millions, of each and every one of us hangs upon a delicately balanced interplay of the forces of nature. Food! Absolutely essential. Upon what does it depend? Can we ever become independent of living things as sources of our food supply? What measures do we take to insure variety, abundance, and protection of our food? Biological problems, all of them.

Life! What is it? Whence did it come? How can its forces be controlled? Can biology offer any hints suggesting answers to these questions?

What has been the history of life and of man upon the earth? What influences has the life of the past had in controlling the destinies of life of the present? Questions these which biology can help us answer.

We are hoping to devote a part of the summer quarter at Harrisonburg to the consideration of these questions and others of a similar nature in a course on Current Biological Problems. We hope to make it inspirational and practically helpful to those who are teaching biology and allied subjects.

RUTH L. PHILLIPS

If you are rich, and are worth your salt, you will teach your sons that though they may have leisure, it is not to be spent in idleness; for wisely used leisure merely means that those who possess it, being free from the necessity of working for their livelihood, are all the more bound to carry on some kind of non-remunerative work, in science, in letters, in art, in exploration, in historical research—work of the type we most need in this country, the successful carrying out of which reflects most honor upon the nation.—THEODORE ROOSEVELT.
THE TEACHER AND THE LAW

Teachers nowadays are called upon to know, to do, and to be many things. Any suggestion therefore of additional obligations that should be assumed by the teacher is doubtless unwelcome. However, every recurring session of the General Assembly impresses upon me the fact that teachers do not sufficiently understand school law and do not resort, in a proper degree, to legal procedure in the improvement of many conditions of teaching. We leave too many of our problems to be determined by other people than those actively engaged in our profession. We do not always furnish good, intelligent professional sentiment to bring about those results that will accrue to the benefit not only of the teacher but of all those under his care. I wish to ask several questions, therefore, simply to bring to your attention the necessity of a teacher’s understanding of school law.

Do you, as a teacher, know what you may legally do and what you may not legally do? To be more specific, do you know the provisions in the law governing the curriculum of the school you are teaching? Do you know of any special provisions in the law that require certain matters to be taught, which are not in specifically provided textbooks? Do you know the extent of control you may exercise over the conduct of your students, the legal manner in which school regulations may be met, and how the suspension of students may be undertaken?

Do you know the requirements of the compulsory attendance law and the recourse you have in securing assistance in the enforcement of this law?

Do you know the various health laws governing vaccination, quarantine, and the control of infectious or contagious diseases?

Do you know the laws governing taxation that provide the financial support for your school? Are you capable of entering into a community discussion and intelligently advising the patrons of your school in regard to a taxation program that will provide adequate financial support for your school?

Are you acquainted with the law governing school libraries? Do you know how they may be secured with only a portion of the expense coming from the individual schoolroom?

Do you know the laws governing the appointment, dismissal, compensation, and certification of teachers? Do you know the provisions of the teachers’ pension or retirement law and do you know what has become of the investment which you have made through the provisions of this law?

The last question to be asked, however, is one that has given me much concern since I began to teach and that question is this—Does the teacher have a legal contract governing his services? Is there a proper element of mutuality of obligation between the two contracting parties? Personally, it is my belief that it is high time for teachers in Virginia to undertake, through the proper legal channels, to secure a more equitable contract than the one which now exists in Virginia between school boards and individual teachers.

These and many other matters, however, which seriously concern our professional future may not be undertaken until teachers throughout the entire state thoroughly acquaint themselves with the provisions of the laws that govern teachers and teaching.

Samuel P. Duke

ANOTHER PLEA FOR EQUALITY

It’s not the school, said the little boy to his mother. It’s the principle of the thing.

The foundation of fortunes is not laid in the blue skies of booms, but in the hardpan of depression.—Roger W. Babson.
THE SALARY CUT

Shall wages and salaries be reduced?” asks William M. Leiserson, professor of economics, Antioch College, in the February Journal of the National Education Association.

He answers his own question by asking another, “Can you imagine any greater miracle than that employment and wages should be restored by reducing employment and wages more and more?” Then he decries “our naive faith that something to which we have given the high-sounding name, ‘natural economic law,’ knows better than human beings do what is best for mankind. . . .

“Would any sensible person nowadays say that the time-tested law of gravitation must be allowed a free hand—to sink ships, to drop bridges, or to topple skyscrapers? So long as we stand in helpless, superstitious fear of economic laws, which are natural only in an academic sense, we shall believe in and be witnesses to economic miracles. . . . Business, far from being natural, is about as artificial a contrivance as man has ever created to aid him in getting a living.

“Why should natural economic law require that wages be reduced drastically in times of depression, while incomes in the form of interest and dividends must be increased, or maintained as closely as possible to the levels of the years of prosperity?” he asks in his analysis of a “natural law” with which business experts say there should be no “monkeying.”

“Bear in mind that dividends are profits and the system of private enterprise assumes the profit maker will bear the inevitable risks of business. The wage earner is supposed to take no business risks.

“To the worker whose earnings have been cut in half by unemployment and part time work it must seem like a grim joke to get an additional wage reduction because living costs have declined 10 or 15 per cent.”

Professor Leiserson points out that real wages, or the purchasing power of money wages, fell 16 per cent in 1921 and 12 per cent in each of the depressions of 1908 and 1894. “This may have been necessary when interest and dividends were cut as drastically as wages. But today, it is important to note, if wage earners’ incomes are cut it is done in order that the incomes of bondholders and stockholders may be paid.

“The effects of depressions on employment and wages are not brought about by any unseen force of natural law, but by human beings in the form of employers and directors of corporations, who wish to accomplish certain definite human purposes. They choose to maintain the incomes of those who invest money in industry because they think that the maintenance of the property investment is more important than the maintenance of the labor investment.”

GOING TO COLLEGE

In the second half of the senior year in high school, students’ decisions about attending college crystallize. Over a quarter of a million seniors decide to start on the college adventure, and many more decide to enter the occupations. Such a period of decision carries heavy social responsibilities
for those teachers and administrators in the high school who advise seniors. They may expect one-fourth of those who start for college with gaiety and hope to return in tragedy and defeat. Their friends conduct them to the train in September. No one meets them in June, because they wish to avoid acquaintances and save embarrassing explanations. In many cases the returning "failure" is inordinately depressed—far beyond the seriousness of his case—and he may struggle for years before he overcomes the personal feeling that he has tried and failed in a cherished ambition.

To avert such tragedies is the responsibility of the high school. Parents and students, to be sure, sometimes override the cautions of the adviser. Equally certain, the college sometimes fails to help those students who by personal attention might achieve a reasonable success. But allowing for the contributory errors of the parent and of the college, the high school still must bear a major share of the obligation to advise the student of his chances of success.

Has the high school given an intelligence test and advised the student who ranks in the lowest 25th-percentile for college freshmen that his chance of returning as a sophomore to college is two out of five? Has the high school ranked its graduating class, and told each pupil who is in the lowest third that his chance of being placed on probation in his autumn quarter is four out of five? Has it advised the boy who has failed to promotion in the elementary grades or the high school, except for accidental reasons, that his chances in college are slight? Has the high school advised him, if he is in the lowest 25th-percentile of intelligence and has to earn a substantial portion of his expenses in college, that his chances for continuing are almost prohibitive?

These and other facts from studies made at Ohio State University are available for the high schools. The facts do not prove that a particular student will succeed or be eliminated, but they do define the chances of his success and failure. If such facts are sympathetically brought to the attention of parents and students, the decision about going to college will be settled on some basis other than sentiment, prestige, family pride, or reflective ambition.

The junior year is a better time than the second half of the senior year to bring such data to the attention of the student and of his parents. Better still, facts about other careers might be provided for the students, so that a constructive decision of what to do might be substituted for a negative decision of not going to college.

Equal is the responsibility of the high school to see that gifted students are stimulated to go to college. A double responsibility belongs to the high school—to dissuade the potential failures and encourage the gifted.

If college faculties are not awake to their responsibilities and fail to do what they should for their students, the responsibility of letting the high-school students know what they are to expect in the college and of encouraging or of diverting them, still rests upon the high school. The colleges should raise the chances of success, but at the same time the high school should make the current chances known to prospective freshmen. Many unpromising students will thus be saved unnecessary tragedy, and many gifted students will find their life careers.—W. W. Charters, in the Educational Research Bulletin.

HOW THE SCHOOLS BUILD ETHICAL CHARACTER

1. By helping each child to develop high standards of physical and mental fitness.
2. By training the senses in classroom, shop, laboratory, and playground so that children know how to gather and use data accurately.
3. By surrounding children with an at-
mosphere of the true, the good, and the beautiful.

4. By giving training in collecting and weighing the evidence bearing on various problems of everyday life.
5. By bringing all the children together and teaching them to work together in friendly co-operation.
6. By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.
7. By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can teach more than he is.—Journal of the National Education Association.

FIRST THINGS FIRST

If schools are to be kept out of bankruptcy, non-essential and accessory enterprises such as public entertainment, poor relief, preschool experimentations, professional and trade training, police functions, and curriculum overexpansion must be kept out of the school budget, according to Professor Henry C. Morrison of the University of Chicago.

"A school system is overexpanded not only when its enterprises or program of study, or both, have become broader in scope than the tax base will warrant, but also when undertakings are present which are not required by the purpose of the school as a civil and social institution," says Professor Morrison.

"With elaborate playing fields and costly stadiums, the playground is no longer a laboratory of physical education, but it becomes essentially a park for public entertainment. Public entertainment is no part of the business of the school system. It is the business of the department of public parks. If there is no park, and the community insists on being entertained in that way, it should provide a park."

Regular medical inspection of school children is a public health measure, and its costs belong to the public health budget, and not the school budget, Professor Morrison believes.

"Penny lunches and other nutritional undertakings, dental clinics, and free dispensary service are humanitarian and eminently desirable undertakings—but not out of the school budget," says Professor Morrison.

When the school establishes day nurseries it is assuming the burdens of parenthood, in the opinion of Professor Morrison, and the cost of preschooling is a family burden and in no sense a legitimate item in the school budget.

"American schools, as compared with other American enterprises, are ridiculously understaffed in competent managerial and administrative service," Professor Morrison says. "While there has been a great deal of improvement in this respect in the modern period, it is still true that perhaps the most important officer in our whole public service, excepting only the great officers of state, namely, the superintendent of schools, is in most cases utterly without adequate training, even when he is something more than a mere political hanger-on. The function for which he is responsible requires a training equal to that given in our best law, medical, and engineering schools. In addition, the schools require executive capacity at least equal to that of the best business executives in the community in which the superintendent serves. We do not often get such men, primarily because we cannot afford to pay for them. We cannot afford to pay for them because of the fact that we do not manage our school money well, either on the revenue side or on the expenditures side."

HELPS FOR THE BICENTENNIAL

Books about George Washington, free materials available to schools, music, pictures, poems, plays, source materials for teachers, and activities for pupils are all listed in a 24-page pamphlet entitled Helps for Schools prepared by Florence C. Fox.
Teachers who desire this helpful aid in celebrating the Washington Bicentennial may obtain copies at 5 cents each by addressing the Superintendent of Documents, Washington, D. C., asking for U. S. Office of Education 1931 Pamphlet No. 25.

FALSE ECONOMY IN SCHOOL BUDGETS

Statesmen, the press, and the professions are warning against false economy in school budgets. They emphasize that education is society's "debt eternal" to its boys and girls, and that adequate education for all the people is the source and sustenance of self-government.

The cost of education in the United States is only 2.4 per cent of our national income, and only one-fourth of the total amount raised by taxation.

Reduced expenditures of public money, as necessitated by present emergencies, should be made in fields of material development, such as road construction or other building operations, rather than to deprive the child of his educational birthright as a future citizen in a democracy.

Efficiency of classroom instruction can be assured only by the maintenance of adequate salary schedules. Such economies in school budgets as may be imperative should be in fields farthest removed from actual classroom instruction, since the quality of teaching service is the most important factor in public education.

The teacher must be worthy of an adequate salary. Her services should command a place of respect and appreciation in her profession and in her community. Likewise, utmost efficiency is expected of the school administrator.

Every individual who is privileged to teach is morally obligated to strive for higher qualifications and standards for the profession, and the subsequent elimination of the incompetent.

It is the continuous responsibility of every teacher to aid in informing the public as to the purposes, values, needs, and progress of education.

It is the duty and opportunity of the teacher to urge a more equitable distribution of school costs, that adequate education may in truth be the opportunity of every child.—Michigan Educational Journal.

BEST BOOK FOR PARENTS

Home Guidance for Young Children, by Grace Langdon (John Day Company) has just been awarded the medal offered each year by the Parents Magazine for the best book of the year for parents. The volume is of particular value to the parents of children under six. Honorable mention is made of the following 1931 books, all of which are significant in the field of child development and parental interest: Child Psychology, by J. J. B. Morgan (R. R. Smith); Creative Camping, by Joshua Lieberman, (Association Press); The Sex Education of Children, by Mary Ware Dennett (Vanguard Press); Sex in Marriage, by E. R. and G. H. Groves (Macaulay Company); Religion and the Next Generation, by Edwin E. Aubrey, (Harper & Brothers); Culture and Education in America, by Harold Rugg (Harcourt, Brace and Company).

ANOTHER AWARD

Problems in Educational Psychology, by Dean Walter J. Gifford and Professor Clyde P. Shorts, of the State Teachers College at Harrisonburg, has just been placed on the annual list of Sixty Best Educational Books of the Year, announcement being made in the Journal of the National Education Association for March. This volume consists of readings representative of modern progressive thought in educational psychology, which are so organized as to present a connected study of the principles of the subject. The volume is published by Doubleday, Doran, and Company.
THE READING TABLE


This text was evidently written as a help for planning geography study for human children, so it avoided much of the error which might have resulted if it had been planned for the theoretically ideal group. Repeatedly, reminders are given in regard to the type of outcome which must be expected if the teacher is doing work which measures up to the modern or interpretive conception of geography. In connection with teaching the subject, there is frank consideration given to difficulties and drawbacks belonging to each method which has occupied the center of thought in the educational world. If elementary school teachers of geography want a helpful book to guide them so their pupils will see geographic influences in all of man's undertakings, they should secure this book.

R. M. H.


These two books belong to a series. Book Two is planned for the last half of Brigham-McFarlane's Essentials of Geography, First Book. Book Three is provided for the first half of Brigham-McFarlane's Essentials of Geography, Second Book. These books provide exercises by which there can be a systematic checking of results; they may also be used advantageously for review periods. The dramatizations, diagrams, and illustrations should guide in observing the geographic relationships between human undertakings and natural environment; classes will thus avoid the beaten trail of out-of-date geography. The map coloring which is planned should develop a greater appreciation for maps of all kinds. Although planned for use with the Brigham-McFarlane texts, teachers of grammar grades could profit by using the help books as a source of worth-while suggestions.

R. M. H.


This is a new treatise on a little known subject. There are plenty of texts on general physiology but this book fills a long standing need in the field of physical education. Written in simple but accurate language, it can be used with a minimum of biological preparation and should be in the hands of all teachers of physical education and in all high school and college reference libraries.

G. W. C.


This abridged edition of Hall's Types of Poetry uses a simpler method of classification and is more condensed throughout; but it has retained its plan of complete poems—"not a patchwork of favorite passages, but a collection of typical poems," the editors put it.

Including American as well as English, the volume is excellently designed for an introductory course in poetry. A sense of human appeal seems to have guided the editor in his selections.

C. T. L.


This sixth edition of a list first issued in 1914 and then including 49 books has grown, in spite of rigorous pruning, to almost five hundred titles. Thus, the committee chairman points out, has interest in parent education literature developed. The volumes now listed are classified under the following heads:

Adolescence; Biology, Anthropology, and Genetics; Child Study; Education; Nursery Schools, Schools, Camps, Colleges; Exceptional and Unadjusted Children; Family Relationships; Health and Physical Care; International Relationships; Mental Hygiene; Philosophy, Religion, and Ethics; Play and Recreation; Psychology; Sex Ed-
ucation; Sociology; Vocational Guidance; “Background” Books; Leaders’ Lists; Surveys; Fiction and Biography.

This booklet should be in the hands of every librarian, and the books listed should also be accessible. “Choosing the right book for the right need at the right time,” it is pointed out in the preface, “need not be emphasized to those who have learned how books may become an essential part of one’s total experience in living.” C. T. L.


Excerpts from biographical writing, interestingly arranged in pairs to present “lives similar in certain striking aspects, yet widely separated by time and circumstance.” The book is admirably designed for high school English classes.

The figures contrasted are Franklin and Carnegie, builders of America; Alcibiades and Napoleon, national leaders; Joan of Arc and Florence Nightingale, national heroines; Columbus and Peary, discoverers; Sarah Knight and Gertrude Bell, woman travelers; Hamilton and Disraeli, statesmen; Johnson and Stevenson, men of letters; Frances Burney and Louisa M. Alcott, woman writers; Garrick and Edwin Booth, actors; Fulton and the Wrights, inventors.

Glimpses into the lives of these men and women will surely stimulate pupils to further reading. C. T. L.


This is the second revised edition of the same authors’ Sentences and Thinking, that useful little book for college freshmen which presented so pointedly and so aptly the essentials of sentence structure. Extension and elaboration of material characterize the present volume, but this reviewer for one wonders if it has not lost one of the great virtues of the earlier book, in the preface to which the authors lamented rhetorics “obsessed with the sacred need of comprehensiveness.” C. T. L.


This bulletin takes the new programs of four states—Minnesota, Missouri, North Dakota, and Idaho—and discusses them individually, summarizing the worthwhile results secured in each case. The author bases her analyses upon individual conferences and correspondence with state education officials, their published reports, and copies of circular letters and other materials distributed by them.

While the programs vary, in all may be seen a desire to bring the rural teacher into closer touch with desirable curricular materials and modern practices in the use of them; and to aid her through adequate supervision, helpful teachers’ meetings, and other means, in securing a good learning product upon the part of her pupils. Evidence shows that in the organization state departments and various teachers’ colleges are closely allied with the work and give definite help all along the way. The report from Missouri gives some idea of what is being accomplished: “The educational advancement in the ten counties over a period of approximately six months averages 12.76 months or over twice the normal expected growth.”

Superintendents doubtless will find the bulletin indicative of trends in modern rural education, and therefore helpful in formulating programs. B. J. L.


Girls and boys of the fourth and fifth grades will enjoy this series of stories about
The Father of our Country. They concern the most significant periods of his life and are told in a simple, intimate style likely to arouse children's interest. B. J. L.


This is the last of a delightful series, most of which have already been reviewed in this magazine. The commendation given those others applies in the same measure to this number. B. J. L.


A new battery of ten tests in Reading, Arithmetic, Spelling, Health, Language Usage, History, Geography, and Science. According to the publishers, the tests were planned:

1. To help discover the need for individual and group remedial teaching.
2. To help discover the need for varying individual programs.
3. To aid in evaluating the status of achievement in class, school, and school systems.
4. To aid in classifying pupils.

The tests are designed for grades two to nine inclusive, to be given in four sittings ranging from 40 to 46 minutes, using in all two half-days. Stencils are provided, making for ease in scoring; directions, both for giving and for scoring, appear simple and adequate; norms are based on 6710 cases in 37 cities; a device for interpreting scores is found at the end of each test; an alternate form is now available. Perhaps it is well to state that the norms are not fixed, but the authors make suggestions for possible modifications.

A State can afford to lose time on the construction of a road, a bridge, or a building, and by speeding up construction at a later time possibly catch up, but education must be continuous . . . At no time in our history was there greater need for the influence of education upon our future citizens. It goes without saying that at this critical period it would be a great mistake to weaken the services of any of our educational institutions. They should be strengthened no matter what the drain may be. —Alfred E. Smith.

THE "DEBT ETERNAL"

The good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths.

—Benjamin Franklin.
NEWS OF THE COLLEGE
AND ITS ALUMNAE

With the selection of Katye Wray Brown, Roanoke, as president of the student-body; of Emilyn Peterson, Lake City, Florida, as president of the Athletic Association; of Emma Jane Shultz, Staunton, as president of the Y. W. C. A.; of Lois Drewry, Clifton Forge, as editor-in-chief of the Schoolma'am; and of Christobel Childs, Orange, as editor-in-chief of the Breeze, the annual campus election of the five major officers was completed February 11.

The election of minor officers (vice-president, secretary-treasurer of the student-body; vice-president, secretary, treasurer of the Y. W. C. A.; vice-president, business manager of the Athletic Association; business manager of the Schoolma'am; business manager of the Breeze; editor-in-chief of the Handbook; recorder of points; varsity cheerleader) will take place March 1.

Alpha Chi Chapter of Kappa Delta Pi, national honorary educational fraternity, has announced seven candidates for membership. They are Ercelle Bragg Reade, Petersburg; Jane Maphis, Strasburg; Lois Agnes Drewry, Clifton Forge; Mary Elizabeth Thomas, Dayton; Virginia Richards, Winchester; Lucille Keeton, Lawrenceville.

The three literary societies have announced twenty-eight new members.

Lanier: Dorothy Cromwell, Norfolk; Catherine Twyford, Wardstown; Kay Carpenter, Norfolk; Virginia Newell, Richmond; Mary Van Landingham, Petersburg; Douglas MacDonald, Statesville, N. C.; Ruth Horton, Roanoke; Dorothy Merriman, Rustburg; Florence Holland, Eastville; Eleanor Studebaker, Luray; Anna Colvert, Raleigh, N. C.; Elizabeth Kerr, Harrisonburg; Marjorie Morris, Charleston, W. Va.; Catherine Matthews, Cambridge, Md.

Lee: Edith Todd, Richmond; Jacqueline Baker, Columbia; Lois Bishop, Norfolk; Sarita Byrd, Charleston, W. Va.

Page: Anna Larrick, Round Hill; Bobbie Cook, Charleston, W. Va.; Billie Milnes, Charles Town, W. Va.; Sylvia Grimm, Winchester; Elizabeth Winnie, Hampton; Dorothy Lipscomb, Virginia Beach; Negebie Ellis, Covington; Lelia Kearney, Chicago, Ill.; Alice Moon, Washington, D. C.; Mary Bragg Young, Petersburg.

Sponsoring its annual costume dance, the Art Club held an Artists' Ball in the Little Gym recently. Music, dancing, and cards formed the program of the evening; the costumes added no little to the entertainment of the on-lookers. The "goats" of the Art Club are: Anna Colvert, Raleigh, N. C.; Lois Bishop, Norfolk; Margaret Mayo, Washington, D. C.; Virginia Ruby, Lynchburg; Rebecca Snyder, Waynesboro; June Taliaferro, Harrisonburg; Margaret Vaden, Keysville; Josephine Walker, Bluff City; Mary Bragg Young, Petersburg.

The H. T. C. Purple and Gold triumphed over Shepherd College, Shepherdstown, West Virginia, in the first game of the season played here recently to the count of 50-12.

Vivian Hobbs, scoring 28 points, was easily the star of the game. Vivian is a sophomore and has been doing splendid work this year. Captain Mary Farinholt, Anna Lyons Sullivan, Kitty Bowen for Harrisonburg and Shipe of Shepherd College also won applause for their playing.

ALUMNAE NEWS

The College Glee Club returned on February 21 from its annual tour of four days, having given programs in Richmond, Newport News, Smithfield, and Norfolk.

Telegrams of encouragement and congratulation came to them from various sources at the time of their radio program broadcast from Richmond on February 18. Among the former students who sent such greetings were Shirley Miller and Nellie
Cowan at Charlottesville, and Irma Phillips and Louise Baker at Wakefield. In the capital city none extended a more cordial hospitality than Dr. C. J. Heatwole, Margaret Hurd, and Ruth Paul.

At the hour for their arrival in Norfolk the alumnae came out one hundred strong to welcome them with open arms. The Norfolk Chapter, with finest college spirit, had rallied for them a good audience and also gave them a complimentary breakfast at Hotel Southland, with Sarah Wilson and Sadie Cox Nevins in charge. Other Norfolk alumnae present were Emily Nichols Spong, Mary MacLeod Smart, Elizabeth Brinkley, Margaret Simmons, Helen Goodson, Delphine Hurst, Mabel Beale, Leonora Barrett Simmons, Florence Mitchell, Frances Massengill, Lelouise Edwards, Elise Loewner Aufenger, Frances Stell Butler, Lillian Derry Brown, Margaret Ford, Anna Forsberg Barner, Linda Carter, Minnie Louise Haycox, Anne Christiansen, Margaret Ruth Roberts, Helen V. Jones, Mildred Brinkley, Thelma Eberhart, Isabel DuVal, Rebecca E. Ford, Elizabeth Terrie, Leonide Harriss, Helen Lee, Othelda Mitchell, Margaret Moore Nash, Betty Bishop, and “Toots” Brockett.

Sue Kelley—with Pauline Miley, Marian Kelley, Elizabeth Peake, and others—made the Glee Club feel at home in Newport News.

At Smithfield they were served a beautiful luncheon in the home of Mrs. Sykes, whose daughter was formerly a student at the college. The mother of Bessie Grinnan was joint hostess, with Hilda Lovett assisting.

Mary Moore Aldhizer is teaching large French classes and sponsoring a big French Circle, forty-two members of which accompanied her in February to see Walter Hampden in _Cyrano de Bergerac_. Needless to say that Mary Moore had seen to it that they were familiar with the play beforehand and keyed up to a high pitch of appreciation.

Dr. and Mrs. James Henry Curry Winston, of Hampden-Sydney, announced the marriage of their daughter, Lois Watson Winston, to Mr. Marvin Allen Turpin on February 20. Lois took her degree here last June. Mr. Turpin is brother of Virginia Turpin (1928). They will make their new home at Hopewell.

The following addresses of former students may be of interest:

- Mrs. Warner Harding (Shirley McKinney, '24) Tipers, Virginia.
- Mrs. Garvice Ridings (Emma Dold, '24) 410 West End Ave., Elizabeth, New Jersey.
- Mrs. Fred C. Carlson (Thelma Darden, '24) Shelburne Falls, Massachusetts.
- Mrs. Shelby Standin (Anora Ivey, '24) 7 Phelps Street, Portsmouth, Virginia.
- Mrs. Willard Hammack (Bessie Keeton, '17) Rawlings, Virginia.
- Mrs. E. P. Barrow (Virginia McCartney) Alberta, Virginia.
- Miss Madge Willis ('24), Franklin, Virginia.
- Miss Elnora Hobgood ('24), Lawrenceville, Virginia.
- Miss Bertha McCollum, State Teachers College, Trenton, New Jersey.

OUR CONTRIBUTORS

M'LEDGE MOFFETT is dean of women and professor of education in the State Teachers College at Radford. This address was delivered before the Teacher-Training Section of the Virginia Educational Conference in Richmond last November.

WALTER J. GIFFORD is dean of the college and head of the education department in the State Teachers College at Harrisonburg. This paper was first prepared as a talk before the Harrisonburg Kiwanis Club.

CARRIE BELLE PARKS is professor of English in the State Teachers College at Indiana, Pennsylvania. Miss Parks has here digested the contents of a talk made before the National Council of Teachers of English.

EARL G. MELLOR is associate professor of Romance philology at the University of Virginia. This paper summarizes a talk before Romania, a weekly group meeting of members of the faculty and graduate students in the School of Romance Languages of the University of Virginia.

RUTH L. PHILLIPS is professor of biology in the State Teachers College at Harrisonburg.

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