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May, 1932

THOMAS D. EASON

on

LEFT-HANDEDNESS

Educating for Education . . . E. P. Browning

Fifty Notable American Books of 1931

THE READING TABLE

PUBLISHED AT THE
STATE TEACHERS COLLEGE
OF HARRISONBURG, VA.

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THE EDUCATIONAL SIGNIFICANCE OF LEFT-HANDEDNESS

Introduction

The problem of training forced upon the educator by the presence of the left-handed and the ambidextrous child is as old as organized education itself, and judging from the wide diversity of opinions expressed by persons competent to form judgments, it is quite apparent that many additional studies and demonstrations must be made before school administrators may issue, with any sort of assurance, directions for coping with left-handed children. Whatever the cause of our social system of dextrality may be, the fact is that our mode of living is inextricably bound by right-handed conventions. Pedestrians pass on the right, in greetings the right hand is extended, door fastenings are placed for use by the right hand, the guest of honor is placed on the right side of the host—right-handedness, with respect to handedness, is almost sacrosanct. In the schools, seats are usually designed for the right-handed, the flag is saluted with the right hand, and a deliberate effort is made in teaching handwriting, drawing, sewing, and other manual arts requiring precision, to train the right, rather than the left hand.

The problem of left-handedness is approached in this paper from the standpoint of a school administrator who is trying to find the answer to such apparently simple questions as what causes left-handedness, how it may be determined, how frequent it is, and what the parent and the school teacher should do about it.

Cause of Left-Handedness

There seem to be about as many theories concerning the cause of left-handedness as there are systems or schools of psychology, and if we judge by the increasing number of new ones being advocated, we should not despair of having at least fifty-seven varieties. The numerous theories may be roughly divided into two major groups: those which seek to account for left-handedness on the basis of heredity; and those which explain it as the result of environmental or social conditions.

Among those who may be called nature-advocates, as opposed to nurture-advocates, H. E. Jordan of the University of Virginia, whose studies extend over a period of twenty-five years, is the investigator most often quoted in support of the hereditary view. In his introduction to Sims' _Left-handedness_ he expresses the view that handedness is a fundamental condition; that it is one aspect of the asymmetry of the body; that right-handed persons are usually right-legged and right-eyed; and that hare lip is more frequent on the right side. And then, with a true scientist's feeling that he may not have given full measure, he gives laggniaffe in the form of a statement to the effect that the tadpole usually erupts the left forelimb first.

W. F. Jones, speaking before the National Education Association in 1915 on _The Problem of Handedness in Education_ saved himself a great deal of trouble by merely assuming that the chief problem was to determine standards for detecting the two kinds of handedness, namely, "born handedness" and "adopted handedness," from which it would appear that he had no doubt about the inheritance of such a trait.

In his _Experimental Study in Left-handedness_, made at the University of Chicago in 1918, A. L. Beeley states that the hereditary view is held by Wilson, Merkel, Weber, Bardelben, Jordan, and Ramalay, while Gould and Kellogg deny it. Ramalay, as
quoted by Beeley, “concludes that left-handedness is a Mendelian recessive and exists as such in about one-sixth of the population.”

While Ralph Haebner’s study in 1929 of The Educational Significance of Left-hand-edness, conducted in Public School 210, Brooklyn, New York, was not essentially an effort to determine the cause of left-handedness, he did take the position that all mainly left-handed children are so by nature and that the mixed-handed ones are those whose native handedness has been changed.

Ira S. Wile, a medical practitioner with wide experience in the treatment of problem children, writing in a recent issue of Parents Magazine, says in no uncertain terms that left-handedness is not an abnormality, but is a little less positive in his statement that “handedness appears to be a trait that manifests itself early in life and is physiologically fixed during the first six to twelve months.”

Julia Heinlein in her John Hopkins monograph under the forbidding title of Preferential Manipulation in Children, does at least have the advantage of a knowledge of all of the former studies, and her paper is sufficiently recent, 1930, to make her summary of statements of cause worthwhile. Of particular interest is her quotation from Downey who says that “the conventional classification of individuals into right-handed and left-handed furnishes very little information about their manual habits” and that “all degrees of unidextrality (the use of one hand in preference to the other) exist.” In her summary on the nature of handedness she finds that—“Baldwin and Woolley each maintained . . . that handedness is something more than an acquired habit and that its cause must be sought in inherited physiological grounds”; and “Gesell maintains that unidexterity is based on inherent constitutional, rather than on cultural factors.” Her report of Dearborn’s observations on a child from birth to its third birthday gives the impression that Dearborn belongs with the hereditarians. She, of course, reported the work of Watson, which will be considered later—in the first-hand manner that it deserves.

Among the more important theories based on heredity are the gravity theory which associates left-handedness with the anatomical fact that the viscera on the left side of the body are lighter than the organs on the right side; the mechanical theory, an adaptation of the gravity theory, in which it is asserted that full strength cannot be put forth without taking a deep inspiration, the inspiration, through the uneven weight of the viscera, influencing the hand on the heavier visceral side; the subclavian artery theory based on the assumption that the muscles on the right side are better nourished than those on the left; cerebral asymmetry, advocated by Judd, who thinks that the unequalness of blood supply in the cerebral hemispheres may account for handedness; and the continuous variation theory of Gould who holds that “In about 96% of all infants the right eye is the better seeing eye and thus compels the right hand to work with it.” A variant of the theory advocated by Gould is found in Parsons’ ocular dominance theory, the thesis of which is that “dependence of movement upon vision is the secret of handedness.”

Turning now to the nurture advocates, we find Watson who, with little support from students of the subject, argues strongly against heredity as an influence in the cause of handedness. Beeley lists Kellogg and Gould as members of the environmentalist camp but Gould’s theory of continuous variation would appear to make him a questionable member of the group. In connection with intrauterine influence J. B. Watson, in his Behaviorism quotes J. W. Williams, for many years professor of obstetrics at Johns Hopkins University, as follows: “The extent to which slight differences in the intrauterine position of the foetus may possibly later influence or even determine right and
left-handedness of the individual is not known." Watson, on completing a series of tests with infants including measurements of right and left anatomical structures, recording time of suspension by right and left hands, recording amount of work done by right and left hands concluded that "handedness can vary during the first few days of infancy." He continued the testing of handedness after the act of reaching had been accomplished, stating that "The results of all our tests of this nature, extending from the age of 150 days to one year show no uniform and steady handedness. Some days the right is used more often, some days the left." When he states that there is "no fixed differentiation of response in either hand until social usage begins to establish handedness," he makes a rather broad generalization from tests on a relatively small number of individuals. That he has no misgivings about the matter is easily seen as he hands down the law in these words: "The main problem is settled—handedness is not an instinct! It is possibly not even structurally determined." A touch of humanness returns, though, as he ponders—"But why we have 5% of out-and-out left-handers and from 10 to 15% who are mixtures... is not known."

Watson, in suggesting that our right-handed society had its origin in primitive days, lends an ear to the primitive warfare theory of Gould, who associates handedness with the methods of handling instruments, especially shields and spears, of primitive warfare.

The mother's method of carrying the infant, imitation, and education or training—all have their advocates in the attempt to account for handedness on the basis of environmental conditions.

Prevalence of Left-Handedness

It is a comparatively simple matter to determine for any group of children, the number who habitually use the left hand for manual operations which require a degree of skill, but when an attempt is made to classify people with respect to born handedness and adopted handedness, which Jones and others have attempted, it is necessary to make adjustments for the theories, with respect to cause of left-handedness, held by them. Jones, prior to 1915, tested a group of individuals ranging in age from stillborn to centenarian, with his "brachiometer" and concluded that 96% of the race are born right-handed; 4% are born left-handed; and that 77% of the born left-handers shift to the right hand.

Beeley, from a study of estimates made by Gould, Smith, Lombroso, Jones, Ballard, and Baldwin, concluded that left-handedness is present in 4% of the population.

Reference has already been made to the estimate of Ramalay whose studies of 610 parents and 1,130 children lead him to venture the opinion that left-handedness exists in about one-sixth of the population.

Whatever the cause of left-handedness may be, every school contains a few children who prefer the use of the left hand for most manual operations, and a larger number who appear to use both hands equally well. Such children do constitute a problem, in connection with which some action must be taken. If an adequate method of procedure, or to be up to the minute in pedagogical parlance, technique, is to be established it ought to be found through some of the numerous tests of handedness.

Tests of Handedness

Among the several methods used for the determination of "native" handedness are (1) the tests of motor control: dynamometer, which tests strength of grip; tapping, which tests the comparative quickness or rate of movement of the two hands; tracing, which measures accuracy and precision of movement; steadiness, which measures the inhibition of movements of the hands; and (2) the manuscopic tests, which measure eye dominance.
Tapping, Steadiness, and Tracing Tests of Beeley.—For the purpose of devising a means of determining native handedness Beeley conducted a series of investigations in which he used tapping, tracing, and steadiness tests on a group of subjects ranging in age from six to fifteen years; in school grades from third to sixth. One hundred of the subjects were right-handed and fourteen were left-handed. He found that the tapping test in which finger movement was employed is better as a means of determining handedness than the tapping test in which either arm or wrist movement was used; and further that it is superior to either the steadiness test or the tracing test for diagnostic purposes. As a means of detecting native handedness, his investigations, because they were conducted with children well advanced in years, are much less conclusive than those of Watson and others conducted with infants.

Brachiometer Tests of Jones.—In an effort to establish standards for determining born handedness W. F. Jones conducted a series of experiments or tests on 10,000 individuals ranging in age from stillborn to centenarian. He apparently assumed that if an individual either is born with or has acquired unequal power on the two sides of the body there must be some evidence of a measurable nature. With an instrument called the brachiometer he measured paired bones and paired muscles. According to his chart (1) born handedness could be measured by length of “ulna plus,” circumference of palm, circumference of wrist, and length of humerus; and (2) adopted handedness could be measured by relaxed forearm circumference, contracted forearm circumference, relaxed arm (biceps) circumference, and contracted arm (biceps) circumference. His conclusions with respect to the percentage of left-handedness have already been referred to. “The significant conclusion from the foregoing data,” to use his own words, is that “the four bone measures reveal born handedness; the four muscle measures reveal the adopted arm,” and that “it is an easy matter to classify individuals into three groups: (1) pure right-handers, (2) pure left-handers, and (3) transfers.”

Heinlein, in her review of a series of experiments conducted by Beeley, to test the reliability of Jones's work with the brachiometer, reports Beeley's findings as follows: “First, the theory upon which the Jones tests are devised is not valid in all cases, . . . ; secondly, the distribution of handedness does not agree with the known facts; thirdly, in most children the difference between the length of the bones of the two arms, as shown by these results, is so slight that it would seem to be somewhat hazardous to determine the life habits of a child solely upon such evidence.”

Ocular Dominance Tests of Parsons.—In support of his theory of ocular dominance Parsons conducted a series of tests upon 877 grammar school pupils in Elizabeth, New Jersey. Having questioned the value of all known tests for ascertaining the nature of handedness, he devised a sort of sighting box which he called a manuscope, and which he says is useful in determining handedness. The manuscope, he states, “determines native handedness by going to the cause”; and “its sole function is to determine which visual line is used in sighting, and in determining this it helps to determine handedness.” He cautions operators in making tests with the manuscope to remember that “eyedness is cause and handedness effect.” “Handedness may be changed,” he continues, “but eyedness persists.” Parsons found that of the 877 subjects tested, 608 used the right visual line for sighting; and with four exceptions that he thinks properly belong in a separate category, all of the right-eyed persons are right-handed. He assumes that in the case of those who were diagnosed as left-handed on the basis of their left-eyedness and who claim to be right-handed that their sighting eye had been changed as a result of eye
trouble, or that handedness had been changed on account of handtrouble. Cuff, as stated by Heinlein, "criticises this explanation (Parsons) as being theoretical only." Cuff also maintains, Heinlein says, "that the test as devised by Parsons is unreliable for individual diagnosis." So another scientist up, and another seeker after truth is down. What chance has the layman who simply wants to know what to do with a six-year old left-handed boy? Beeley objects to the methods used by Jones; Parsons finds fault with the technique of Jones and all of the other investigators whose work he reviewed; Cuff maintains that the tests of Parsons are unreliable; Watson implies that every worker but himself is wrong, and his sweeping generalities leave his studies open to criticism—thus only Haebner and Heinlein, whose tests are of recent date, stand without condemnation by their fellow researchers.

Transfer of Handedness

Mary E. Thompson in her Psychology and Pedagogy of Writing asserts that it has been found by investigation that left-handed children who have been made to learn to write with their right hands, never in later life reach the point where they can write with any degree of speed and ease. She assumes that "the location of the speech center that is so closely related to that of writing cannot be changed" and therefore concludes that it is not wise to make a left-handed child use his right hand in writing.

Jones concluded from his studies on The Problem of Left-handedness that the (1) skill of the left-handers is equal to the skill of the right-handers; (2) transfers show a low grade of skill; (3) the transfer has two "minor" arms; (4) the so-called ambidexter is usually the transfer; (5) the born left-hander should use his left hand; and (6) it is safe to make transfers in individuals who have not reached puberty, provided the arm-swell measures are not far from equal.

"I am firmly convinced," so Watson says in his Behaviorism, "that if the job (changing left-handers to right-handers) is done early enough not the slightest harm results." He cautions, though, that the change should be made before language develops very much. Watson, as well as some of the other investigators, points out that the sudden changing over of a left-handed talking-child is apt to reduce the child to the level of a six months' old infant.

Ira S. Wile, in the article to which reference has been made, says that there is always hazard in trying to make a right-handed person of a left-handed one; particularly in connection with speech. He seems certain that experiments, though he does not name them, show that the proportion of speech defects is far higher among children who were originally left-handed and later were forced to become right-handed than among left-handed children who have never forsaken their original handeness. Efforts to convert left-handers to use of the other hand, according to him, are often accomplished by difficulties in reading, in writing, in thinking, and in behavior.

Parsons thinks that the general verdict among teachers of the primary grades is that the majority of left-handed pupils may safely be taught to write with the right hand without incurring harmful effects. He gives as his own opinion that change of handedness seldom results in stammering or other speech defects, provided the change is made at an early date. In connection with stuttering he observes that when it occurs as a result of changing the native handedness of young children it lasts only while the change is being made. Then he cautions: "When the stuttering persists, all efforts to effect a change of handedness should cease."

The nearest statement to a conclusion found in Miss Heinlein's Preferential Manipulation in Children is her pronouncement that "training of strongly left-handed children of pre-school age in the use of the right hand in motor activities involving
gross muscle co-ordination as well as those involving the finer muscle co-ordinations, seems possible."

Haebner, in summarizing other investigations on handedness and speech defects says that Ballard, the Blantons, Nice, and Whipple hold that, in changing from the left to the right hand, the “resulting nerve disturbance” is a potent cause of speech disorders which often occur about the time the writing habit is in process of being changed. Wallin, Lippert, and Fletcher, he says, show little relationship between speech defect and change of hand action.

In connection with the training of the ambidextrous child, Haebner affirms that the “arguments for and against ambidexterity have produced no guiding principle which parent and teacher can confidently apply.”

Haebner attempted to determine left-handedness by measuring the actions of 68 pairs (right-handed and left-handed) of children in one of the public schools of Brooklyn, New York. Each pair was given a series of tests involving speech, handedness, strength of grip, intelligence, general and school interest, school adjustment, general emotionality; and each child was weighed and measured. His findings add little if anything to the solution of the problem on cause of handedness, but they do offer some suggestions with respect to the training of the left-handed child. He finds that (1) hand dominance may vary in degree from practically 100% to such a low type of strength that clear differentiation from the non-preferred hand is difficult; (2) there is no reliable difference in intelligence or in social achievement between the left-handed and the right-handed group; (3) no reliable difference with respect to height and weight between the two groups; (4) hand preference has little relation to the general interest of children. His conclusions on the matter of interfering with “natural handedness” are that (1) there is only slight evidence of a relation between change of the writing hand and speech defects; (2) change of the writing hand appears to have little measurable effect in general physical strength and does not appear to make the child less dominant in his preferred hand.

Garry Myers in Developing Personality in the Child at School, says in connection with speech and handedness that nervous disorders and speech defects are much more prevalent among those children who, once left-handed, have been forced to become right-handed.” The same author in Building Personality in Children, a book just off the press, in answer to his own rhetorical question—“Shall I make my child use his right hand if he persists in employing his left?”—emphatically answers, “No.”

Training the Left-Handed

The chief conclusion from the foregoing studies is that the problem of left-handedness has been overemphasized. The relative number of left-handers is small and there is little to indicate that those who are allowed to use the left hand are not about as well circumstanced as the habitual right-handers. It is admitted that in a conventionally right-handed society right-handedness offers some advantages over left-handedness, but most of them are of minor consequence. So exceptional are the conditions under which a left-handed individual fails to accommodate himself that the strenuous efforts often made by parents and teachers to change the handedness of a child may be seriously questioned. If, as some of the studies show, left-handed children are as skillful and as mentally alert as right-handed children, what great gain would come to the child, in changing from the left to the right hand? Handwriting, sewing, painting, bricklaying, carpentering, and plumbing—to name but a few manual operations in which the favored hand is dominant—are performed equally well by left-handed and right-handed individuals.

A left-handed child who is seated for writing or drawing exercises in a chair with
an arm rest on the right side is obviously handicapped in performing this kind of school work, but it would seem much easier to place him at a table-type desk or even a "left-handed chair" than to force him to give up the use of his left hand.

While it appears from the studies quoted that handedness is socially conditioned, it is doubtful if the evidence is conclusive enough to furnish the basis for establishing a very definite policy concerning the treatment of left-handedness.

It may be assumed with a fair degree of assurance that there are degrees of handedness, an individual seldom being one hundred per cent left-handed; a situation which lessens the need of changing the handedness of a person.

If parents and teachers insist on changing the handedness of children the training should commence just as soon as left-handedness manifests itself. If the training produces no ill effects in the child, continue it, but if such unfavorable results as speech defects, nervousness, or irritability occur, stop; the slight advantage which may be gained by forcing children to adopt the common mode of handedness is not counterbalanced by the danger involved in the forced change.

Long live the left-handers; may they be allowed to enjoy life in their own way!

REFERENCES


THOMAS D. EASON

EDUCATING FOR EDUCATION

EVERY day one may find in some newspaper or magazine an article advocating a principle or theory of this or that concerning teaching. In association meetings enthusiastic teachers become over-enthusiastic over some new idea of theirs. In practically every instance it is nothing but a restating or a revamping of an old principle, some going back to Plato. (I might add that if we went back we could do far worse.) The Dalton Plan, the Unit Plan, the Platoon System, and hundreds of other plans are nothing new. They have been tried; they have been used for ages, but without their educational tags, and they have been successful. The world has changed, but education has stood still, or at best crawled, except in adapting new names to old ideas.

Once it was Greek and Latin that we taught, and that would have been splendid if we had really taught them. Today it is English and history; tomorrow it will be something else. And in each instance it has never been the heart and purpose and spirit back of and in the subject but rather a list of rules—taught because they trained the mind. Why not count the bricks in a wall and remember how many? A good rule would be to remember to use a ladder, for then when counting the bricks in a high wall the pupil can see them more easily. Yes, tomorrow it will be something else, and from all indications it will not be Life that is taught.
It is Life that our school graduate is going to face. It is Life that he must know. The social, philosophical, and economic thought of the world—its leaders and its masses—are the all-important. It is not the author of Macbeth, the terms of the Treaty of Portsmouth, the quadratic equation, Boyles' Law, but the significance, the causes, the results of such in the terms of the life struggle that he has, or is going to have, that is important. (All of this doesn't seem very new, does it? It is, though, for it has never been done except in theoretical papers delivered by a classroom theorist at some educational meeting.) My argument is not to theorize but to put into practice.

Here I am going to summarize in a very general and superficial manner my ideas concerning primary and elementary education. Today we spend from eleven to twelve years training, not educating, a child in work and rules that I would compress into seven or eight years, at the most. Not all that we teach, to be sure, but rather the barest fundamentals of correct speech and writing, the workings of the simplest of mathematical problems, and by means of clubs and organizations a general introduction to health and society. Critics will say that it is impossible to compress that into the length of time I propose—that the mind of the child is not capable of doing the work. How much of the boredom that makes the modern child leave school at the eighth year is due to repetition of the same material in the same way year after year? How do the critics know that it can't be done? It has never been tried. One does know that the maximum capacity of the human mind has not been reached. If we cultivate trees and flowers, they grow beyond what they were in their wild state—way beyond our fondest hope and expectation. If we cultivate and train more intensively and efficiently the mind, it also will develop beyond expectations. Then instead of turning loose upon the world immature, half-educated youths, we produce mature, well-trained minds able to state their job and, more important, able to carry their work to a successful conclusion. There would be nothing lost, and there might be much gained. It is worth the trial.

Beginning with the eighth and continuing through what is now our traditional twelfth grade will be roughly the period of secondary education, the period in which I am urging change and reformation even if no change is made in the earlier years.

One of the most pressing needs of any and all school systems is a trained psychiatrist. One that really knows the study could work miracles if the faculty and parents were in sympathy and were sufficiently educated to the importance of mental study. By educating parents and teachers, I mean showing them the value of a scientific study of the mind and emotion of the pupil. The teacher would have to be taught that the old slip-shod method of classifying pupils into merely dull and bright pupils will have to be discarded. Parents would have to be assured that the school is not going to unearth family skeletons. The nearest we come to any real mental study, except in a very few isolated instances, is through our so-called mental testings or intelligence tests. Here what little we learn is not taken advantage of. We still think and teach in terms of group intelligence and not in terms of the individual.

Let me cite an example of two students with whom I have come in contact. The first X, an attractive, cultured girl. She has developed a great interest in things or subjects of a morbid nature. All of her themes are on the morbid. Why? What will be the result? That is our business, and we are doing nothing about it.

Y is from the country. She is sensitive, extremely nervous, attractive in appearance, but remarks dropped by her make me inclined to think that she feels that she is
thoroughly unattractive. She never associates with students, is brusque in speech, and by many is thought to be discourteous because of her brusqueness. She dislikes school, but above all delights in writing. Her themes always deal with the "Main Street" rural types. Is she an interesting and worth-while study?

These are only two. They can be multiplied many times in my classes and in every class and school in this country. We have the life and future of every child in our hands. What are we going to do?

But here I want to offer some suggestions concerning the education of teachers.

On paper our teachers are highly capable. They have college degrees, have written exhaustive and scholarly bits of research (often as a parrot repeats), and have had thorough training in practice teaching. What they lack is thoroughness in knowledge of what they teach. I have known teachers who could outline forward and backward Oliver Twist, but who were at the same time totally ignorant of the social and economic forces that went into the story. I know teachers who can tell the name and position of every bone of the human body and know nothing of the life the body leads, or the emotions, feeling, senses, and thoughts housed within the body. They have practice teaching, but will never make teachers in a million years. They are walking encyclopaedias of facts but lack knowledge and intelligence. Surely there is some way that our schools can get leaders and not have to rely on credits, certificates, and degrees. There is—if our powers in authority will shake System out of their system and put in a sincere, honest, and heartfelt desire to do the best possible for humanity, and not the best possible to advertise their school and their own names.

It might seem that I am not in favor of our teacher-training institutions. On the contrary, I am. I only urge that they broaden their field of instruction and stress knowledge and information concerning subject matter while they are teaching the little tricks of the trade. Practice teaching too often is valueless because the conditions under which the apprentice works are so different from the classroom that the young teachers enter for their life work. As apprentices they are surrounded by all educational conveniences and devices, learn the use of such tools, and never, after graduation, come in contact with such conditions again.

Now as to subject matter. The basis of all the last four years of the traditional lower school is to be the study of the social sciences—philosophy, sociology, psychology, government, economics, and history. English, mathematics, and the more exact sciences are to be used as the utilitarian tools that they actually are.

In philosophy we shall have a general survey of the thought and beliefs of the world's philosophers; such a thing as is outlined in Durant's Outline of Philosophy. This will include a general study of those things that make philosophy—ethics, politics, logic, metaphysics, and esthetics.

In sociology there will be a general study of society as an organism—its problems, duties, and function.

In psychology, of course, much would be dangerous for the younger student, but a study of undisputed material is, and would be, valuable. We should teach the mechanics of the structure of life. We should teach some of the common mental phenomena, and lead the student to look at all things with a scientific attitude.

In economics and government the same general plan should be followed.

History as it has been taught—the story of wars and its leaders—should be scrapped. Instead, the facts of development, progress, and peace should be stressed. The civilization of peoples—their education, religion, architecture, society, the history of the church, the struggling social elements are far more important than much of the propaganda and the confused mass of dates and wars given out in doses to the students of today.
In the case of literature, in which I am vitally interested, for I teach it, I hold that it is far more valuable to attempt to teach and show to the student the relation of the poem or prose selection to the life and thought from which the work grew, than it is to teach the history, the life of the author. The student now knows the date of the birth and death of the author, to what school he went (as if that mattered), his chief literary characteristics according to the text, and his outstanding work, but knows little or nothing about his literature. There is no appreciation for literature as literature. He has not been taught the principles of criticism and the forming of an honest, independent opinion. I try, but doing that in one subject in a school, or to a group of students whose whole training is in another direction, makes little headway possible.

It may seem that I am suggesting that we add new courses to our school. I am, but I also hold that much can be and should be abolished. The separation of literature and composition is not necessary; the subjects added immediately call for the removal of civics. Too much stress is put upon athletics. Many of our language courses, particularly in smaller schools, can be discontinued. As for mathematics—scarcely any of that taught is either culturally or from the standpoint of utility valuable. Logarithms can be figured from pocketbooks. Not one student in a hundred or more ever uses the algebra and geometry that he is taught, and when the information is needed it can be acquired by investing ten to twenty-five cents in a vest pocket book where one can find the desired figures. Sections and classes can be united, and in all we will probably find fewer, but more vital and important, courses offered. My plan calls for elimination of waste material and the changing of emphasis from purely utilitarian and academic to studies of social nature.

Now for one more change. I state that the subjects commonly called commercial and manual have no business in a secondary education course. No business, as they are taught. They train and do not educate. If students want such classes, let them attend a training institution where book-keeping, stenography, and typing can be mastered in half the time now used. When the instructor of manual arts, woodworking, cooking, and sewing is able to make of them the art that they rightfully are, they belong on the same plane as writing, painting, and music. But when they are taught purely as a means of making a dollar, they belong in an Institute for Mechanical and Manual Training. Education's purpose it to prepare a man to live—to know how to live, and not how to make money to pay the costs of existence.

I am not arguing that we should not meet the demands of our economic age. I am arguing that we should not confuse training and education. Broaden the pupil's contacts with the economic tools offered in the commercial course, but let the pupil know what their use and value will be. Do not compel some pupil, whose ambition and ability is limited to being a head-booker, to labor for hours over a history of literature, a study of algebra, and principles of composition and rhetoric. Pupils want and need book-keeping instruction. Give them that. Make them book-keepers and do not clutter up academic and cultural classes with people who do not want and never will need or use the academic information. Naturally this training is a public duty, but separate it from education.

One more thing. It is the duty and obligation of the school to acquaint the pupil with the best of all things. Poets, dramatists, scientists, craftsmen, their work and their art, should constantly be before the pupil. This can be done through travel, lectures, the radio, paintings, sculpture, and hundreds of other ways. Give practical work to the commercial and mechanical pupils. Teach the value of tools to all. Give them contact and association with life.
Education has for its primary purpose the inculcation of social consciousness and individual mental and spiritual growth. We are small, insignificant bits of life and all that is useless which does not tend to make us expand, recognize the value and worthwhileness of life. What is useless must be discarded. This country has the future of western civilization in its hands. Education can determine that future. What shall it be? Stagnation and final defeat, or sunrise, a new birth, and a more glorious future?

E. P. Browning

FIFTY NOTABLE AMERICAN BOOKS OF 1931
As Selected by the American Library Association

HISTORY
James Truslow Adams—The Epic of America. Little, Brown and Company. $3.
Frederick Lewis Allen—Only Yesterday; an Informal History of the Nineteen-Twenties. Harper Brothers. $3.
Archer Butler Hulbert—Forty-Niners. Little, Brown and Company. $3.50.

INTERNATIONAL RELATIONS
Frank Herbert Simonds—Can Europe Keep the Peace? Harper and Brothers. $3.

SOCIAL SCIENCE
Louis Adamic—Dynamite; the Story of Class Violence in America. Viking Press. $3.50.
Mary (Ritter) Beard—On Understanding Women. Longmans, Green and Company. $3.50.

ECONOMICS AND BUSINESS
Paul H. Douglas and Aaron Director—The Problem of Unemployment. Macmillan Company. $3.
Calvin Bryce Hoover—The Economic Life of Soviet Russia. Macmillan Company. $3.
James Harvey Rogers—America Weighs Her Gold. Yale University Press. $2.50.

SCIENCE
Edward Murray East—Biology in Human Affairs. Whittlesey House, McGraw Hill. $3.50.
Earnest Albert Hooton. Up From the Ape. Macmillan Company. $5.

**PHILOSOPHY**

John Dewey—*Philosophy and Civilization*. Minton, Balch and Company. $5.

Irwin Edman—*The Contemporary and His Soul*. Jonathan Cape and Harrison Smith, Inc. $2.50.

Harry Allen Overstreet. *Enduring Quest; a Search for a Philosophy of Life*. W. W. Norton and Company, Inc. $3.

**BIOGRAPHY**

Gustav Eckstein—*Noguchi*. Harper and Brothers. $5.

Emma Goldman—*Living My Life*. Alfred A. Knopf. $7.50.


Frederick Palmer—*Newton D. Baker, America at War*. Dodd, Mead and Company. $7.50.

Henry Fowles Pringle—*Theodore Roosevelt, a Biography*. Harcourt, Brace and Company. $5.

Agnes Repplier—*Mere Marie of the Ursulines, a study in Adventure*. Doubleday, Doran and Company. $3.


**BELLES LETTRES AND ART**

Henry Seidel Canby—*Classic Americans; a Study of Eminent American Writers from Irving to Whitman*. Harcourt, Brace and Company. $3.

Thomas Craven—*Men of Art*. Simon and Schuster. $3.

Edna St. Vincent Millay—*Fateful Interview*. Harper and Brothers. $2.50.

Lewis Mumford—*Brown Decades, a Study of the Arts in America*. Harcourt, Brace and Company. $3.

Eugene O'Neill—*Mourning Becomes Electra*. Horace Liveright, Inc. $2.50.

Constance Mayfield Rourke—*American Humor; a Study of the National Char-acter*. Harcourt, Brace and Company. $3.50.


Frank Lloyd Wright—*Modern Architecture; Being the Kahn Lectures for 1930*. Princeton University. $4.

**TRAVEL**

Carleton Beals—*Mexican Maze*. J. B. Lippincott Company. $3.

Stuart Chase and Marian Tyler—*Mexico, a Study of Two Americas*. Macmillan Company. $3.

Edwin Rogers Embree—*Brown America, the Story of a New Race*. Viking Press. $2.50.

Maurice Hindus—*Red Bread*. Jonathan Cape and Harrison Smith. $3.50.


**FICTION**

Pearl Buck—*Good Earth*. John Day Company. $2.50.

Willa Cather—*Shadows on the Rock*. Alfred A. Knopf. $2.

Self-Government can succeed only through an instructed electorate. The more complex the problems of the nation become, the greater the need for more and more advanced instruction.—Herbert Hoover.

Without popular education no government which rests on popular action can long endure; the people must be schooled in the knowledge and if possible in the virtues upon which the maintenance and success of free institutions depend.—Woodrow Wilson.

Teachers may help themselves by constantly improving their efficiency. To maintain salaries, we must make unmistakable the difference in the product effected by the trained and the untrained instructors.—E. M. Hosman, in *Nebraska Educational Journal*. 
PEACE, PROSPERITY AND PROMOTION

FOOTBALL teams from the University of Mexico and Mississippi College recently faced each other in Jackson, the state capital. Contrary to what would ordinarily be expected thousands of the Mississippi spectators enthusiastically cheered the Mexican team. So anxious were our people to give our neighbors a hospitable reception that many even hoped that the Mexican boys would win. Everywhere Mexicans went, they impressed our Mississippi citizens with their genial, friendly personalities.

The elements of good sportsmanship can go a long way toward creating friendship and understanding. It proves that there is a common ground upon which people can agreeably meet despite difference in national viewpoints.

Sir Thomas Lipton, now heralded in history as the world’s noblest loser, with his fine conception of sportsmanship, brought America and Britain closer together. The American who last beat him in his famous yacht race won a rather empty victory, for Americans were cheering the Britisher. Then when Mayor Jimmie Walker suggested a cup to Sir Thomas, the American public responded. This newspaper is glad that it sent a contribution toward the purchase of this significant cup. Two nations imbued with the spirit of that yacht race cannot go to war. Herein is one of the great lessons of true sportsmanship.

An editorial published December 25, 1931, by John Oliver Emmerich, editor and publisher, The McComb Enterprise McComb, Mississippi.

Under the terms of the will of the late George Fort Milton, publisher and editor of the Chattanooga newspaper, a cash award of $500 is made annually for the best editorial advancing the cause of International Peace. The University of Tennessee administers this award, which is open to newspapers and periodicals published in Tennessee, Kentucky, North Carolina, South Carolina, Virginia, Florida, Georgia, Alabama, Mississippi, Louisiana, and Maryland. In the course of the year 1931, one hundred forty-five editorials were published and submitted from these states, and this is the winning editorial.

Col. Charles Lindbergh’s reception in Europe revealed emphatically a spirit of international friendship which points indisputably to durable world peace, if only this spirit is cultivated. Our gala receptions tendered oceanic flyers from Europe has evidenced our ability to reciprocate.

In 1929 fifty thousand boy scouts representing 42 nations gathered in England for a great Jamboree. Isn’t it reasonable for any sound-thinking man to deduce that the spirit which animated these boys is the spirit in which can be constructed permanent world understanding which can further the economic and spiritual welfare of all people everywhere? Yet there are those who insist that only through strong armaments can world respect be maintained for any nation.

And the Boy Scout Jamboree is but one of many examples of international friendship based on a common understanding. Four hundred and forty young people held their own “World Youth Peace Conference” in Holland in 1928, and 32 countries were represented. Rotary International which has over three thousand branches in sixty-two nations has as one of its objects “to encourage and foster the advancement of understanding, good will and international peace.” And less than two years ago the International Chamber of Commerce at its meeting issued a statement “that the world of business must devote itself zealously to promoting the conception of peace summed up in the words Security, Arbitration and Disarmament, and must exert its influence to prevent causes of economic friction which may result in war. Nations failing to adopt these methods should have no support or encouragement from the commercial world.”

Innumerable instances could be cited to prove that the world has been brought definitely to a plane of thinking whereon people of all races and nations can find a common
ground for understanding and friendship. Despite these facts, there still exists a school of thought which dogmatically contends that war is the only true basis for settling disputes between nations. This type of thinking is one of the greatest menaces to the progress of World Peace.

Throughout history two forces can be traced, one leading to the union of men in larger and larger co-operative groups, the other to conflict between the groups. Progress thus far indicates that ultimately the tendency toward union will result in world organization, world peace, and world prosperity. The result is certain, but the time required to obtain this certainty is the uncertain factor. Every week's delay means added cost and suffering; tribulation rightfully laid at the door of those who say, "It can't be done."

IV

This force leading to the union of men was observed in early American history. George Washington stated that his "first wish" was to see war abolished. Benjamin Franklin suggested to his friends in Europe that the nations of that continent might organize a federal union in the interest of peace. In 1815 a society in New York was organized to encourage peace, and this was promptly followed in ten of the thirteen original states. Thomas Jefferson, himself, was a member of the Massachusetts society. Almost at the very birth of our nation our forefathers recognized a common ground for friendship between all nations, that same whole-hearted and unselfish spirit revealed at the recent Mexico University-Mississippi College football game.

V

But America has not been alone in encouraging World Peace. This is the most encouraging indication that the force toward union will triumph over the force toward conflict. The peace movement is world-wide, indisputably so.

A declaration on "The Schools of Great Britain and the Peace of the World" has been adopted as a guide to teachers, and an elaborate school program is directed to the end that a spirit toward world co-operation may be developed. The largest organization in the world directing its efforts exclusively toward peace is the "British League of Nations Union" which has a membership exceeding 700,000.

Forty-one organizations in France are engaged in selling the idea of World Peace. Perhaps the most striking of them all is the "Volunteers of Peace," a young people's organization which annually holds a friendly gathering of hundreds of young people of Germany and France. Teachers in French schools are promoting better international understanding.

Contrasted with the old "Might makes right" doctrine, the German constitution of today suggests the educating of children "in the spirit of German national culture and international conciliation." In Germany alone are forty-six organizations, all co-operating through a central office and directing their activities toward the abolition of war. One hundred and fifty thousand German teachers participate in the work of the International Federation of Associations of Teachers and collaborate with the teachers of France, England, and other European countries in "the promotion of peace."

And Japan. That country in the eyes of the world today. Even though struggling under a delicate Manchurian situation, Japan is lending aid to the cause of peace. The Japanese Department of Education has introduced into all textbooks a chapter on international co-operation and the League of Nations, and has undertaken not only to eliminate unfriendly references to other countries, but to include an account of their great men.

VI

We must conclude that the facts immeasurably reflect the truth of World Peace possibility. With our pioneer forefathers years ago centering thought on this goal;
with other nations evidencing aggressive cooperation toward the same end; with a common international understanding evidenced as an actual, existing fact in other avenues of thought; with this whole background of encouragement and proof, certainly we should diligently press toward the coveted aim of lasting peace.

We must cultivate the spirit of the gridiron; must rehearse the elements of fair play and good sportsmanship. We must know that other people have virtues, must convince others that we’re not all bad ourselves.

People must be sold to this cause. The pulpit should preach it, the schools teach it, the newspaper publish it. By word of mouth, the cause of understanding must be spread. Our patriotism must be broadened, our scope of thinking enlarged to include the world.

No other form of mental or moral discipline can accrue greater profit to any of us. Certainly no argument can logically be offered against this plan. In encouraging peace we have all to gain and naught to lose. Certainly with the fruitful possibilities ahead we can well afford to direct our thought to the constructive effort to defeat the destructive forces of the world.

JOHN OLIVER EMMEICH

THE NEWBERRY AWARD

Waterless Mountain, the story of a Navajo Indian boy, by Laura Adams Armer, has just been awarded the Newbery Medal for the most distinguished contribution to children’s literature published in 1931 by the Section for Library Work with Children of the American Library Association.

The book, published by Longmans Green, is the story of Younger Brother, a young Navajo boy of the present day who learns the ancient secrets of his tribe, and the mysteries of the medicine men, in the sun-parched desert places of Arizona. Mrs. Armer is a widely recognized authority upon Navajo legends, symbolism, and ceremonials, and an artist whose paintings of Navajo mythology have brought her national recognition. Into the tale of Younger Brother, she has woven many illuminating glimpses of the domestic and religious life of the Navajo people.

Concerning the choice of the title, Waterless Mountain, Mrs. Amer explains that her inspiration for it came during a trip to the Navajo country to copy sand paintings for the new Rockefeller Museum in San Jose. Her travels took her to a remote section of the country where there was a mountain topped by a large flat mesa upon which there was not a drop of water. This waterless mountain is made a symbolic theme throughout her book.

Illustrations for Waterless Mountain were made by Mrs. Armer and her husband, Sidney Armer, San Francisco artist. The publishers have given the book a distinguished and unusually beautiful format in keeping with its subject matter.

The Newbery medal, which is awarded annually at the conference of the American Library Association, was established in 1922 by Frederick G. Melcher, of New York, in honor of John Newbery, one of the first publishers to appreciate the value of good books for children. Other books which have won the award have been The Story of Mankind by Hendrik Van Loon in 1922; Voyages of Dr. Dolittle by Hugh Lofting, 1923; The Dark Frigate by Charles Boardman Hawes, 1924; Tales from Silver Lands by Charles Finger, 1925; Shen of the Sea by Arthur Bowie Chrisman, 1926; Smoky the Cowhorse by Will James, 1927; Gay Neck by Dhan Gopal Mukerji, 1928; Trumpeter of Krakow by Eric P. Kelly, 1929; Hitty, Her First Hundred Years by Rachel Field, 1930; and The Cat Who Went to Heaven by Elizabeth Coatsworth, 1931.
AMERICAN LEISURE

In the last generation there has been a decrease in the average working day of about three hours. This decrease promises to grow for a number of reasons. One reason, particularly, is due to what we economists call technological unemployment; whereby the machine, the time-study, the great merger, are moving down upon the industrial structure and displacing working men and women at an unprecedented rate.

It is quite obvious that the only long-swing solution for a situation like this—whereby we can produce the necessary food, shelter, and clothing in less and less time—is that the hours of labor should also follow the curve of the technical arts and that men should work less time. The use of leisure, accordingly, becomes increasingly important.

We see much of America’s leisure devoted, not to first-hand participation, but to second-hand, or third-hand participation. A recent study has been made, by Mr. Lehman and Mr. Witty, of 13,000 school children in Kansas, children both rural and urban. They included boys and girls from ten to sixteen years of age. Altogether some 200 forms of play and recreation were listed. The children engaged in over 200 different sorts of things, but among the twelve most frequent were: reading the funny papers, motoring (which means at that age, of course, that somebody else drives you around), going to the movies, watching sports, listening to the radio, playing the phonograph. Six of the twelve most frequent forms were mechanized, were impossible to engage in without machines. And I call this particularly to your attention: the most frequent forms for both boys and girls at all ages was reading the funny papers.

We have here in the whole country something in the order of thirty million radio listeners a night. Fifty million people pass weekly through the gaudy doors of our moving picture palaces. Thirty-five million copies of tabloids and newspapers are distributed every day, and fifteen million copies of the popular magazines make their rounds every month. Our pleasure motoring bill runs to the astounding total of five billion dollars a year.

Our whole bill for recreation (play, very broadly defined) I have calculated at twenty-one billion dollars, which is about one-quarter of the national income.

The battle is on between people who know something about the essential values of life, and the high-pressure fraternity who want to pack leisure full of jumping-jacks. On one side, you have participating forms—mountain climbing, camping, gardening, naturizing, sun-bathing, swimming, amateur acting, and books, good books.

On the other side, you have second and third-hand forms; clicking turnstiles, Roman-stadia, burning up the roads, Hollywood, jazz, Coney Island, comic strips, wood-pulp confessions, and books, bad books—compounding the stresses and strains of our day-by-day work to a large extent.

In the field of commercial and mechanized goods, there are a number of very amusing and interesting things to do. We
do not want to abolish this whole twenty-one billions of turnover. It is a case of selection, of proper balance, of not letting the high-pressure fraternity rush us, force us too hard.

Here in the United States we are like children with new toys, and must go through a period of picking them to pieces, of examining them, of admiring them. In the end we are coming out on the right side, but it is going to be a long struggle. We are up against twenty-one billions of dollars devoted to commercializing and mechanizing our leisure time.—Stuart Chase, New York City Labor Bureau, in the Pittsburgh School Bulletin.

THE READING TABLE


In scope this book covers the history of the world, not only from the early beginnings of mankind to the present, but also from China and Japan in the East to America in the West. Well-organized, it gives a straightforward, clear story of man in his political and social development. An especially interesting feature is the part dealing with the foundations of present-day civilization, which is based on five great revolutions: (1) the American Revolution, (2) The Intellectual Revolution, (3) The French Revolution, (4) the Latin-American Revolution, and (5) The Industrial Revolution. There is a chapter on each.

The book is exceptionally well-written; the language is adapted to secondary school use, but holds one’s interest from beginning to end. The book contains a wealth of beautiful pictures and illustrations properly placed, and many clear-cut page maps. It is well bound, and makes a good appearance.

For both teacher’s and pupils’ benefit at the end of each chapter are found certain study helps and questions, the questions for the most part being simple fact questions covering the important facts in the chapter. There is also a short selected bibliography.

This should be a very teachable book; it is the best yet published for secondary school use covering this field.

J. N. McL.


This is a revision and enlargement of Dr. Wayland’s splendid book of the same title published some years ago. The only noteworthy defects of the original edition have been remedied by adding a full index and by devoting less space to military activities. The author, however, has not been contented with merely correcting defects. The illustrations and maps have been considerably improved in average quality and greatly expanded in numbers, thus making the book an exceptionally attractive pictorial survey of three and a quarter centuries of Virginia history. No part of the state is disregarded and no significant phase of the development of the commonwealth is neglected. The reader is given a clear view of the economic, social, political, and general cultural progress of the people of Virginia from early colonial days down to the present. He is also made to see the commendable rôle played by Virginians in literature and in supplying national leadership in politics and other fields of activity. Throughout the book Dr. Wayland has maintained consistently a high level of historical accuracy, an unswerving attitude of fairness, a keen sense of proportion, and a simple and readable style. The value of this generally wholesome state history is further enhanced by the useful helps for teachers and pupils inserted at the close of each chapter. The book is written primarily for the use of fifth grade pupils in the Virginia schools and is admirably adapted to this purpose. Adults, however, will find it interesting and instructive.

O. F. F.
THE EXTRA-CURRICULAR LIBRARY: Dramatics, by Pearle Lecompte; All-School Activities, by F. C. Borgeson; Group Interest Activities, by F. C. Borgeson. New York: A. S. Barnes and Co. 1931. $1.00 each.

Several books in the Extra-Curricular Library have been previously reviewed by the writer in this magazine. The three volumes that are the subject of this review live up to the high standard for practicability and clearness of presentation set by the former.

Dramatics discusses the subject under three main headings of “the what,” “the how,” and “the where” of dramatics. This volume comes at an opportune time when the public is just beginning to wake up to the exploitation of school children that has been so prevalent in the professionally trained, high pressure productions for money, and that has characterized the so-called school plays. This offers something better in its formal and informal play suggestions that have for their aim the development of the dramatic interest and feeling of the children.

The two other volumes, while included in the Extra-Curricular Library, have a special designation, Elementary School Life Activities, which indicates their purpose of giving special treatment to activities of the elementary school. The first volume, All-School Activities, by F. C. Borgeson, of New York University, is a comprehensive survey of the prevailing practices and trends found in the best schools of the country, and of the materials that have been found practical and successful. Included in this volume are such topics as home room activities, school management activities, drives and campaigns, assemblies and special day celebrations, and character growth through school life activities.

The companion volume, Group Interest Activities, by the same author, discusses activities of smaller groups such as clubs, trips and excursions, publications, music, and social activities. The author maintains that school life activities on the elementary school level are of as great importance educationally as are similar activities on any other school level and can be carried on in any type of school community, foreign, poor, middle class, or wealthy.

C. P. S.


To compare the efficiency of instruction in ninth-grade English to class groups of 20 and of 50 pupils, approximately, was the purpose of this investigation. Except in letter writing and library work, the small classes did not get definitely superior results. Large classes, it appears, “were decidedly advantageous for progress in spelling, increase of vocabulary, knowledge of literature, and extent and variety of reading activities.”

But the wary school executive, tho intent on reducing costs, will not accept the implications of Hudelson’s study of class size and of Miss Smith’s without perceiving that special techniques were used to bring about the satisfactory results here reported.

The author shows that elaborate machinery is occasioned by the increase in class size. Methods of caring for routine matters must be systematized; there must be definite and elaborate “pre-planning” for the large class; the group method is employed to insure pupil participation in the large class; there is greater necessity of motivation and recognition of individual differences in the large class; and a careful and thorough-going testing program is involved.

All this requires many outside hours of planning on the part of the teacher, as well as the extensive use of mimeograph machine and clerical assistance.

Altho larger classes will seem to the principal a step toward increased efficiency, the effect of strain upon the teacher occasioned by an increase in class size must be considered, too, and this is admittedly ignored in this study.

C. T. L.

This Third Year Latin embodies the factors that Latin teachers are agreed should be included in a good Latin book. It is also a fine example of the bookmaker's art; the pages are larger than those of the usual text; the type is plain and readable, and the pictures are appropriate and interesting. In addition it has a number of unique features.

The book is divided into five parts, with an Introduction and Appendices. The Introduction furnishes the necessary background material for the life of Cicero and contemporary Roman government, geography, and literature. The orations of Cicero include the First and Third Orations against Catiline, with summaries of the Second and Fourth in English; the Manilian Bill; and the oration in Defense of Archias. Another section of the book is devoted to other shorter selections from Cicero's writings. Parts III and IV, which make the book unusual, contain selections from a wide variety of Roman writers, topically arranged in such a way that the pupil becomes well acquainted with the achievements and varied activities of the Romans, and at the same time acquires a knowledge of the home life, and the warmer, more human attributes of Roman civilization. A section devoted to epitaphs and other inscriptions is both instructive and interesting. Part V contains selections from Ovid. The Appendix includes exercises in writing Latin which cover all the topics required for the third year, and consistently drill on typical constructions. Work in derivation runs throughout the book.

J. A. S.


This attractively bound, helpfully illustrated college reference book devotes nearly the first one-third of the volume to discussing the broad features of Canadian climatic conditions. Then four climatic divisions of the country with the sub-divisions of each are considered. A reader appreciates a volume that brings together the information concerning Canadian climate which is available at present. However, the author indicates the need for more complete data. The pages which give the climatic data for forty-eight stations distributed throughout the country should add to the reference value of the publication.

If teachers-in-service have not had a college course in which climate was studied, they would need to master some well-written elementary climatic material before they could profitably read the reference, but such reading is very much needed by many teachers-in-service to overcome too limited or mistaken climatic information.

R. M. H.


That the plays of Shakespeare can be adapted to the needs and tastes of young and inexperienced readers is amply demonstrated in Heath's Golden Key Series. The introduction, replete with preparatory material, conveys the student back to the time and place of the action, thus enabling him to take part imaginatively in the stirring events of the plot; beautiful illustrations aid him in visualizing the play on the stage; copious footnotes and glossaries explain for him difficult passages and terms; and brief well-balanced summaries of the several acts afford him an opportunity to form in advance of his reading of the text a connected account of the story.

C. H. H.


To say that this book is merely another collection of essays would be to express
only a half truth and to do injustice to a capable and discriminating critic who has chosen a body of varied, but rich and vital material. The "classic" writers—Bacon, Burke, Addison, and Goldsmith—provide selections of high merit. British and American modern and contemporary authors—Ruskin, Macaulay, Pater, Conrad, Morley, Leacock, White, and many others—present a cluster of essays and short compositions in their best prose style.

C. H. H.


The authors have supplied an abundance of exercises—multiple response, completion, simple recall, matching, and occasional true-false tests—that will help the student's study-habits, stimulate his interest, and improve his knowledge of subject matter. The guidebooks are closely co-ordinated with the Literature and Life series of English textbooks, and further increase the effectiveness of this finely conceived series. These workbooks fortunately do not content themselves with surface facts, but require of the student a real study of the literature and a grasp of its content.

C. T. L.


A simple and interesting treatment of Latin words and their influence on modern English, this little book will be valuable both to the Latin class and to students of English being introduced to philology. Its many fascinating stories of Latin words, its tracing of derivatives, its explanation of curious shifts of meaning, its systematic organization, all make the volume serviceable as a reference book or a textbook.

An ideal manual for both experienced and inexperienced teachers and supervisors of music.

Examples and suggestions are given for appreciation, sight-singing, ear-training, and many other types of lessons. The work planned is suitable for the average sixth grade. The reading material and songs are arranged in a practical fashion. L. H.


A most delightful first reader. The stories in Book One show how the West Wind helps John and Jean enjoy the autumn days; Book Two finds the North Wind showing them the delights of winter's sports; and in Book Three the South Wind helps them chase Spring in her green dress, and they see the birds come and give the orioles assistance in building their nest. The illustrations are as charming as the stories. Children cannot but learn to read with such fascinating material.


The subject matter of these readers comes out of the actual experiences of children, and satisfies their curiosity in regard to things in their everyday life. Each book is attractively arranged, with pictures which are colorful and childlike in conception. And the vocabularies are checked with standard word lists. M. L. S.

**NEWS OF THE COLLEGE**

John Powell, Virginia composer and musician of note, appeared in Wilson Hall on April 20 as the final number in the entertainment course. Again and again at the end of his concert the audience called him back with applause, and each time he responded graciously.

His program follows:

I. Brahms—Variations and Fugue on a theme of Haendel.
II. Chopin—Nocturne, D flat major; Mazurka, A minor; Scherzo, B minor.
III. Debussy—Pour le Piano: Prelude—Sarabande—Toccata.
IV. Liszt—Don Giovanni Fantasia.

Dr. Henry A. Converse, Registrar and Professor of Mathematics, was recently elected president of the Virginia Association of Collegiate Registrars for the coming year. The next meeting of the Registrars' Association will be held at Harrisonburg in April, 1933.

Virginia Jones, of Gordonsville, has been appointed the new chairman of the Standards Committee of the Student Government Association. Her confederates are Nell Taylor, Big Stone Gap; Evelyn Watkins, Norfolk; Prudence Spooner, Franklin; Lou Alice Aiken, Salako, Texas.

Appointment of new members of the Social Committee has also been made: Eleanor Baker, Lovingston, chairman; Anna Larrick, Round Hill; Elizabeth Snyder, Hampton; Cornelia Gilmer, Lebanon; Bobbie Cook, Charleston, W. Va.; Dorothy Harris, Carson; Elizabeth Winnie, Hampton; Martha Bailey, Windsor.

Under the supervision of Miss Miriam Fairies and Mary Hyde, the Senior Life Saving training and testing for this season is being brought to a close. The testing is being conducted by a corps of the Red Cross Life Saving Service who hold their Examiners' Emblems. They are Margaret Campbell, Julia Duke, Mary Farinholt, Mary Hyde, Emelyn Peterson, Ercelle
Reade, Frances Rolston, Catherine Wherrett.

Those receiving their Senior Life Saving Emblems are: Margaret Eure, Mary Haga, Pam Parkins, Martha Warren.

Recently elected officers of Le Cercle Français are: Hilda Hisey, Edinburgh, president; Hazel Wood, Petersburg, vice-president; Mildred Foskey, Portsmouth, secretary; Hattie Courter, Amelia, treasurer; Gladys Myers, Harrisonburg, chairman of the program committee.

The Art Club recently announced these new members: Janet Latané, Cranford, N. J.; Virginia Bean, Vinton; Helen Williams, Baskerville; Hattie Courter, Amelia; Elizabeth Showalter, Harrisonburg; Mignon Ross, Dodson; Mildred Foskey, Portsmouth.

Newly elected officers of the Art Club are: Dorothy Martin, Norfolk, president; Rebecca Snyder, Waynesboro, vice-president; Virginia Ruby, Lynchburg, secretary; Frances Pigg, Washington, D. C., treasurer; Lois Bishop, Norfolk, chairman of the program committee.

The three literary societies have announced the following new members: Lanier—Louise Sweeney, Charleston, W. Va.; Agnes Mason, Baskerville; Martha Saunders, Richmond; Mary Vernon Montgomery, Baskerville. Lee—Hattie Courter, Amelia; Julia Courter, Amelia; Mary Page Barnes, Amelia; Doris Quillan, Lebanon; Sally Elder, Burlington, N. C.; Eloise Craig, Danville; Jane Maphis Strasburg; Lois Drewry, Clifton Forge; June Taliaferro, Harrisonburg; Kathryn Harlin, Harrisonburg; Marion Smith, Philadelphia; Janet Latané Cranford, N. J.; Kathleen Tate, Lebanon. Page—Pam Parkins, Norfolk; Helen Meyer, Richmond; Rebecca Bennett, Salisbury, Md.

Among recent visitors to Alma Mater were Henrietta Sparrow and Frances Cabell Jett of Front Royal; Mary Moore Aldhizer and Mamye Turner of Washington, D. C.; Virginia Gilliam of Carson; and Anne Trott and Elizabeth Ellmore of Arlington County.

ROANOKE ALUMNÆ MEET

The Roanoke alumnae chapter had a party at Velma Moeschler's tea-room in Roanoke on Monday, April 25, after Dr. Gifford's class in Extension Work, in which there are a large number of Harrisonburg graduates. Dr. Gifford reports that he was bombarded with questions about the faculty, Miss Lyons, and Mr. Knight. The girls are engaged in various phases of work—nursing, home-making, tea-room management, social service, private kindergarten, and public school teaching. The twenty-six alumnae and ex-students who were present and signed their names and dates of graduation are:

Sarah Evans, '26; Harriet Dickson, '29; Lillian Penn Whitescarver, '25; Mildred Reynolds Chapman, '29; Bessie Kirkwood Dickerson, '22; Vivienne Mays, '15; Vernelle Mays, '18; Emma S. Webber, '25; Mary Mullins, '29; Lassie Dalton, '24; Beatrice Bell, '28; Frances Snyder, '31; Vera Seay Anson, '14; Virginia Brumbaugh, '28; Mildred Kling, '27; Ruth Witt, '19; Alice Horsley, '30; Nancy Mosher, '26; Dorothy Wheeler, '31; Catherine Sponseller, '31; Josephine N. Fagg, '34; Nell D. Walters, '29; Velma Moeschler, '15; Esther Coulbourn Dance, '15; Mary Austin Freeman, '15; Virginia Styne Lindsey, '18.

ALUMNAE NEWS

Mrs. H. B. Tompson (née Elizabeth Kabler) is living at 1442 Asbury Ave., Winnetka, Ill.

Mrs. G. F. Sipp (née Bess Moubray) lives at 14041 Cherry Road, Detroit.

Mary Smith Garrison's address is 211 S. Habana St., Tampa, Fla.

Mrs. E. J. Stafford (née Fannie Green Allen) announces the arrival of her baby son, E. J. Stafford, Jr., born at Erwin, N. C.

Mrs. Paul Hiner (née Stella Maloy) has a little son a year old. The baby's name is Dick Maloy.

Dorothy Lacy Paylor's husband is the principal of Brosville High School. Dorothy has two boys, and she says H. T. C.
must go co-educational in order to get her sons.

Lillye Hundley teaches home economics at Bassetts.

At Gretna the following H. T. C. girls are teaching in the high school and grades: Myrtle Haden, Elsie Shelhorse, Rebecca Reynolds, Lestelle Barber, Edna Calvert, and Jewel Ramsey.

Henrietta Sparrow writes from Wilmington, N. C., that she expects to attend commencement this year.

Henrietta Huffard Moore wrote Dr. Wayland that while it is very hard for people in Milwaukee to get the Virginia stations over the radio, yet she heard the Glee Club sing at the Apple Blossom Festival last year.

Juanita Beery Houck writes from Blackstone: "I want to tell you what a wonderful time I had opening the hope chest! Everything was lovely, and the gifts will be especially valuable to me because they came from the class of '30."

Anna H. Ward has her A. M. from George Washington University. The degree is in home economics with the emphasis on Economic Geography. Her thesis was "Trends of Location of the Fabric Garment Industries."

Nell Critzer Miller's husband was in 1930 an applicant for Ph. D. degree at Columbia, and was an assistant to Dr. Harry Emerson Fosdick. Bess Critzer's husband is professor of public speaking at William and Mary. Kathryn Sebrell Critzer's address is 4810 Lanier Ave., Baltimore, Md.

Messages from former students are received from time to time. Word has come to someone at the college from these "old girls" recently.

Henrietta Sparrow, Wilmington, N. C.

Emma Jane Beyder, Woodstock, Virginia.

Edith Agner, Covington, Va.

Farah Rust, Dayton, Virginia.

Clare Lay, Bluefield, Virginia.

Elizabeth Rolston, Washington, D. C.

Louise Wine, Waynesboro, Va.

Nettie Yowell, Boyce, Va.

Bernardine Knee, Winchester.

Helen Goodson, Norfolk.

Mina Thomas, New York.

Mrs. Alberta Rodes Shelton, Norfolk.

Mildred Coffman, Edinburg.

Florence Shelton, Norfolk.

Blanche Schuler, Broadway.

Eila Watts, Clifton Forge.

Bertha McCollum, Trenton, N. J.

Virginia Turpin, Norfolk.

Lila Lee Riddell, Dumbarton.

Mary Crane, Paw Paw, Mich.

WEDDINGS

Ina Forrester to Wesley Thomas Elliot at Painter, Virginia, June 11, 1931.

Catherine Yancey to Charles Earman at Keezletown, Virginia, September 20, 1931.

Julia Mackey to Jordan Dickinson at Buena Vista, Virginia, May 16, 1931.

Ethel Davis to William Edgar Holland at Newport News, Virginia, June 16, 1931.

Lucy Mearle Pearce to Harry E. Sandridge at Hampton, Virginia, May 8, 1931.

Lois Winston to Marvin Allen Turpin, at Hampden-Sydney, Virginia, February 20, 1932.

Alma Bennett to Mr. Owen at Chatham, Virginia, June 20, 1931.

Elsie Wine to John Wilder, Jr. at Washington, D. C., February 8, 1932.

Virginia R. Driver to Robert J. Blackburn at New Market, March 14, 1932.

Nellie Rhodes to Clarence Whissen at Staunton, February 20, 1932.

Selina Linhoss to Bennie Dofflemeyer at Nashville, D. C., March 18, 1932.

Sylvia Myers to Lloyd Curtis Blose at Rockville, Maryland, January 23, 1932.

Kathleen Snapp to Howard Lewis Jones at Roanoke, May 22, 1931.

Grace Harvey Heyl to Roland August Mulhauer at Atlanta, Georgia, April 22, 1932.

OUR CONTRIBUTORS

THOMAS D. EASON has been since 1918 a department director in the State Department of Education, and for a time was secretary of the State Board. He is now Director of Higher Education.

E. P. BROWNING is head of the English department in the Handley High School at Winchester.
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