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THE VIRGINIA TEACHER

October, 1932

WILLIAM A. KEPTNER
A Change of Viewpoint on the Part of Science . . .

J. D. EGGLESTON
The Attitude of Virginia Leaders toward Slavery and Secession . . . . . . . . . . . . . . . . . . . . . . . . .

How Educational Is Football? . . Luther F. Addington

News of the College

The Reading Table

Published at the State Teachers College of Harrisonburg, Va.

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A CHANGE OF VIEWPOINT ON THE PART OF SCIENCE

Science in the nineteenth century preached the gospel of mammon. She recognized only one entity—the atom. This indivisible unit constituted reality. You are here to train your minds and lay a foundation for the development of your respective personalities. When I was an undergraduate, my schoolmates and I were not expected to have either minds or personalities. Then mind was an epiphenomenon. It was but the rattle of the machinery that the play of the atoms had constructed in their fortuitous dancing.

Even personality was but the outcome or by-product of atomic inter-relationships. It was but the outcome of the complex concatenation of circumstances that was behind it and the fortuitous concourse of atoms that was within it.

Little attention was given, therefore, to mind and personality by the science of the nineteenth century. Mind was not a factor in the growing universe and the purpose of personal effort was, in the last analysis, reduced to the determinism of a mechanical universe. “Love one another,” to say nothing of “love your enemy,” ran counter to the great law of natural selection in the struggle for existence wherein the strongest, best fighters survived. Religion had no place in a mechanical order. In a self-sufficient mechanism, as the universe was held to be, there could be no Creator.

All of this reminds us that Russia is the only nation that is now logically basing her efforts upon the scientific attitude of the nineteenth century.

But even England and America, to say nothing of other nations, are only too strongly impressed by the scientific teachings of the past century.

The rights of property are more strictly guarded than are the privileges of personality. This tendency of our civilization is seen abroad and at home. Five hundred English clergymen called the attention of Parliament to the fact that their pastoral experience gave them “direct knowledge of the sufferings and deprivations, mental, moral and physical, to which millions of our fellow citizens are subjected in our social and industrial order.”

At home James M. Beck calls our attention to the false valuations that have arisen out of our mechanical civilization: “We overvalue knowledge; we undervalue wisdom. We overvalue pleasure; we undervalue work. We overvalue rights; we undervalue duty. We overvalue the State; we undervalue the citizen. We overvalue quantity; we undervalue quality. * * * We overvalue physical power; we undervalue beauty. We overvalue matter; we undervalue spirit.”

All of this suggests to me that we have been praying too earnestly “Give us this day our daily bread”; and forgetting to pray as earnestly that “Thy kingdom come.”

For, upon all sides, we have food—so much food that the producer cannot sell it. Our prayer for daily bread has been answered. But the kingdom of love has not arrived; for millions in our own rich land go hungry this very day.

Science today gives some promise to help modify this sad situation.

Mechanism’s foundation has been disturbed. Millikin indicated that mechanism has been thrown out of the house, root and branch.

At the close of the nineteenth century
some biologists were already not sanguine concerning the prevailing attitude of science. William Keith Brooks, for example, then remarked "Yes, my mind may be but the rattle of machinery; but what puzzles me is who or what hears the rattle?"

This represented a beginning. But more evidence of change is apparent today.

About 1900 a textbook of human physiology appeared under the title “The Human Machine.” This year the professor of physiology at Harvard Medical School published a textbook of human physiology under the title: “The Wisdom of the Human Body.”

Jennings calls attention to a monstrous absurdity of which the biologists have been guilty. This is that ideas, ideals, and purpose are not factors in organic evolution.

Wells, Huxley and Wells, in their “Outlines of Science,” indicate that matter and mind are but two aspects of universal stuff. Hence mind or life becomes as real as silver, gold, flesh and blood.

The interesting suggestion arises out of my own study that the body is transient, whereas life persists.

I have seen, for example, twenty-five generations of a simple worm come and go, in my laboratory, and yet the purposiveness that is characteristic of life persists.

The physicist has never seen matter perish, though it may be transformed into energy.

I have never seen life perish. I have seen the medium through which life reveals itself broken and eventually decay.

The modern machine is a vehicle through which energy or electricity may be displayed. The destruction of the machine inhibits the demonstration of energy or electricity but does not result in the destruction of electricity.

So too the body of a living plant or animal is a vehicle through which life may be displayed. The destruction of the body inhibits vital manifestation but it does not result in the destruction of life.

“Protoplasm as the physical basis of life” is no longer, therefore, an adequate definition. “Protoplasm is,” rather, “the medium of vital manifestation.”

Science in its altered attitude towards reality is lending support to the teachings of Christ who teaches his followers that they should seek Life and not the other aspect of universal stuff.

The time may not be far distant when men seek more diligently “to root out racial prejudices, economic injustices, class hatreds, slavery, and war, man’s inhumanity to man, his mental sluggishness and moral inertia.”


WILLIAM ALISON KEPNER

To Carry a full school program is more necessary in times of depression than in periods of prosperity ... If it be found absolutely necessary to cut the state’s expenditures, it would seem that some of the more material developments might well wait, but things that make for the spiritual, moral, and intellectual welfare of the state cannot wait, even in a period of economic depression.—Virginia Journal of Education.

The Economic disaster that now confronts the American people should not be permitted to visit its effect on the next generation ... Time lost in providing an adequate program of education for the child can never be made up, either by the school system or by the child ...—Willard E. Givens, California, in Sierra Educational News.

That the essentials of our educational system should be preserved, the economy drives should acknowledge. And the greatest of the essentials is competent teaching personnel.—Des Moines Register-Tribune.
THE ATTITUDE OF VIRGINIA LEADERS TOWARD SLAVERY AND SECESSION

Part II

Failing to see, or refusing to care, that the violent agitation at the North was embarrassing the friends of emancipation in the South, and that it had a powerful influence in defeating the measures of 1831-32 for emancipation, the lawless element of the Abolitionists of the North now increased their attacks upon the slave-holders of the South. Laws adroitly drawn had long since been passed in New England that after specified dates the offspring of female slaves in those states should be deemed free. In this way ample time was given for getting rid of the slaves by sale; and the opportunity was not neglected. In this way ample time was given for getting rid of the slaves by sale; and the opportunity was not neglected. 35

"No law can be found on the statute book of any Northern state which conferred the boon of freedom on a single slave in being. All who were slaves remained slaves." 36 The records of manumission in Virginia and in New England, when compared, do not leave Virginia in an apologetic attitude, to put the case mildly.

This lawless element among the Abolitionists could not find sufficient adjectives with which to condemn those who owned slaves. These slave-holders, the large majority of whom had inherited the slaves, and many of whom wished to free them if a way could be found to do it without injuring the freedmen, were denounced as "man stealers," as "thieves," and in other such gentle terms. One can readily see the great handicap thus put upon the friends of emancipation in the South. If it be said that this is the partisan opinion of a Southerner, my reply is that in 1837 Abraham Lincoln, then a member of the Illinois legislature, said the same thing; and repeated the statement in stronger terms in 1852, when he declared that the Abolitionists "would shiver into fragments the Union of the States." And William E. Channing of Massachusetts said in 1835 that the Abolition "influence at the South had been almost wholly evil . . . . The Abolitionists," he said, "proposed to convert the slave-holders, and . . . . approached them with vituperation, and exhausted upon them the vocabulary of reproach." And Daniel Webster of New Hampshire said in 1850, "Everything that these agitating people have done has been . . . . to bind the faster the slave population of the South." Stephen A. Douglas of Illinois denounced the Abolitionists in scathing terms for the same thing.

Mr. Munford brings out the fact that there now—in 1831-32—began a growth in the number of those who sought to justify slavery, this growth increasing pari passu with the growth of the violent Abolition movement in the East and North, led by the abusive and intemperate Garrison. He states that those who now began to assert that slavery was good in itself, and that it was sanctioned by religion, constituted a "new school." 37 He does not justify this "new school," and neither do I, but one can sympathize with the human nature of it, while one deplores the evils resulting therefrom.

I have mentioned William Ballard Preston and William H. Broadnax as two Virginians who were foremost in the Virginia Assembly in their efforts for emancipation. You will pardon me for stating that these gentlemen were alumni of Hampden-Sydney College. And will you permit me just here to mention a few other Hampden-Sydney alumni who were leaders in this movement?

35 Alexander H. H. Stuart, Robertson, p. 165.
36 Idem, p. 173.
37 Virginia's Attitude, Munford, p. 49.
Edward Coles of Albemarle County, class of 1805, inherited a large number of slaves. In 1819 he took them to the Territory of Illinois, gave them their freedom, and established them there in their own homes, giving each head of a family 160 acres of land. From a pecuniary standpoint this was a great loss, but in addition to this he brought upon himself the ill-will of citizens of Illinois Territory. Nicolay and Hay, in their biography of Abraham Lincoln, state that Edward Coles “was indicted and severely fined (to the amount of $1,000) for having brought his own freedmen into this State (Illinois) and having assisted them in establishing themselves around him upon farms of their own.”

Coles ran for governor of Illinois, chiefly upon the issue of emancipation, and in opposition to the effort to change the constitution of Illinois so as to permit slavery in that state, and was elected. Later, when Virginia was forced either to secede or to be herself enslaved, Edward Coles’s son came back to Virginia and gave his life in her defense.

In the great debate in the Virginia Assembly of 1831-32, William H. Broadnax said, “That slavery in Virginia is an evil and a transcendent evil it would be idle and worse than idle for any human being to doubt or deny.” Broadnax was a slaveholder, and like many others, wished to find a way to free his slaves without injury to them or to the whites. Philip A. Bolling, another Hampden-Sydney man, and a large slave-holder, said in the same debate:

“It is vain for gentlemen to deny the fact that the feelings of society are fast becoming adverse to slavery. Moral causes which produce that feeling are on the march and will go on, until the groans of slavery are heard no more in this else happy country.”

Dr. James Jones of Nottoway County, Virginia, was a member of Congress from a district in which there were many slaveholders. His opposition to slavery was well-known. He was a large slave owner, and in his will he made ample provision for the manumission of his slaves and for their transfer to Liberia in case they wished to go there. After his death his widow carried out the provisions of his will. This was in 1848.

Captain Samuel Morgan of Nottoway County, a slave owner, was opposed to the institution, and in 1831, when on a business trip to New York City, he wrote a letter to his wife, in which he said, “I feel proud that I have this opportunity of putting my foot in a State where the shocking shame of slavery does not exist.”

This ownership of slaves and opposition to slavery in the same person is inconsistent to shallow minds; not to others.

Thomas Poague Hunt of Charlotte County, Virginia, after his graduation in 1813, inherited slaves. It was all the property he had. His father and mother were slaveowners. At the daily family prayers, when he was a boy, his mother’s earnest supplications to God for wisdom in the care and final disposition of her slaves, led him to liberate all he inherited, and to send them to Liberia.

In February, 1837, in the United States Senate, William C. Rives of Virginia replied to the position taken by Senator John C. Calhoun that slavery was a beneficent institution. I wish I had time to quote his great speech in full. Among other things he said:

“I have the satisfaction of reflecting that I follow the example of the greatest men and purest patriots who have illustrated the annals of our country—of the Fathers of the Republic itself. It
never entered into their minds while laying the foundation of the great and glorious fabric of our free government, to contend that domestic slavery was a positive good, a great good. Washington, Jefferson, Madison, Marshall, the brightest names of my home State, are known to have lamented the existence of slavery as a misfortune and an evil to the country, and their thoughts were often anxiously, however unavailingly, exercised in devising some scheme of safe and practical relief, proceeding always, however, from the States which suffered the evil.  

Notice that concluding statement, “Proceeding always, however, from the States which suffered the evil.”

John Holt Rice, the great Presbyterian divine, an advocate of the education of all the children of all the people, and an earnest, though tactful, opponent of slavery, implored Northern ministers to influence the people of the North to allow the people of the South to solve the problem of slavery in peace. In 1827, while living at Hampden-Sydney, he wrote:

“I am fully convinced that slavery is the greatest evil in the South, except whiskey. I take the case to be just this: as slavery exists among us, the only possible chance of deliverance is by making the people willing to get rid of it. At any rate it is this or physical force. The problem to be solved is to produce that state of the public mind which will cause the people to move spontaneously to the eradication of the evil.”

And in the same year, in another letter, he said:

“I am confident that already material injury has been done in the way of impeding the progress of feeling in this country [Virginia] against slavery. There is a morale of opinion on this subject which, if uninterrupted, at no distant date will annihilate this evil in Virginia. Mischief from indiscreet agitation of the subject (from the outside) is much to be deplored.”

How easy it is today for those who think little, and know less, to decry the inconsistency of those slave-holders who expressed themselves as favorable to emancipation, but who in many cases did not free their slaves. Ripley, in his “Believe It or Not,” called attention to the inconsistency, as he thought it, of Patrick Henry, who had slaves, and who said, “Give me liberty or give me death.” Yet in a large number of instances the freedmen were worse off than the slaves. I have time to mention only two or three instances: Richard Randolph of Prince Edward County, a large slave-owner, freed his slaves and settled them, well provided for, near his home. They soon went all to pieces: abjectly poor, abjectly wretched, abjectly inefficient. John Randolph of Roanoke attempted to settle his 400 slaves, as freedmen, in Mercer County, Ohio, where they were forcibly prevented from making a settlement by a portion of the inhabitants of that County. At that very time, Ohio citizens, in harmony with New England citizens, were agitating for the immediate abolition of slavery in the South. They greatly loved the Negro—at long distance.

It would be easy, if one had the time, to mention many instances, between 1830 and 1860, of outrageous treatment of Negroes in Connecticut, New Hampshire, Massachusetts, New York, Illinois, Ohio, Indiana—instances where they were mobbed and where they were denied opportunities for an education. But why be disagreeable?

What were the difficulties in the way of emancipation in the South?

1. Philip A. Bruce, than whom there is no greater authority on this whole question, states that the value of the slaves in the South in 1860 was approximately $2,000,000,000. There were three forms of property in the South: land, Negroes, and live stock. To destroy the right of property in Negroes was to wipe out at once one-third of the accumulated wealth of the South. The Abolitionists of the East and North were demanding emancipation with—

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47 Idem., p. 312.
out compensation—a policy that would not have caused them to lose a penny. When Great Britain passed her emancipation laws, she paid a fair value to the owners of slave property.

2. This loss of capital by the South, insisted upon by the Abolitionists, would not have been all the loss that would have followed. In Jamaica, emancipation had resulted in the Negro losing his industry when he became free. If this followed in the South, land would immediately decline in value, and the few remaining interests in the South would of course shrink in proportion. Sudden and violent emancipation would result in bankruptcy.

3. Slavery was not wholly an economic system. It was interwoven with the whole social life of the southern people. To destroy it suddenly and violently "was to destroy a social fabric consecrated by all their historic memories, domestic traditions, and intimate personal affections," says Dr. Bruce.

4. If the slaves were liberated, what was to be their new status in the communities in which they lived? To quote Dr. Bruce again:

"There could be no social amalgamation without the disappearance of the white; there could be no common enjoyment of political rights without the degradation, if not the destruction, of all the foundations of order. . . . Could any country hope to flourish which numbered among its inhabitants millions of emancipated Africans, who were naturally averse to labor, and who, by withdrawal of the personal influence of their former masters, would tend to sink back, as had the negroes of Jamaica and Hayti, into their original state of barbarism?" 50

I fully agree with Dr. Bruce when he says that although the situation was one full of perplexity, and although the difficulties and dangers of emancipation were great, "there seems now no room for doubt that ultimately Virginia, Kentucky, Missouri, Maryland, Tennessee, North Carolina, and perhaps Arkansas . . . . would have freed their slaves, had not the intemperate spirit of the Northern Abolitionists provoked a strong revulsion of feeling." 51

Virginia's influence over the other Southern States, prior to 1861, was almost invincible. Beyond a doubt they would have followed her example. And there is a growing belief among students of history that if Virginia had been let alone, or if she had been encouraged in her efforts towards a solution of this difficult problem, instead of being attacked, there would not have been a slave in this country in 1865, and there would have been no war. That war was not necessary.

It may be said just here that the safety of the domestic institutions of the South, among them slavery, had been guaranteed by the United States Constitution, yet William Lloyd Garrison and other Abolitionists were openly in favor of ripping the Constitution to pieces. The people of Virginia knew that they were less responsible, and the other Southern people knew that they were no more responsible, for slavery than were the people of New England, who had been owners of slaves and, finding them unprofitable, had sold them, and who, as the records show, were "the chief carriers in the wretched traffic in human flesh and blood." 52

I have mentioned eminent Virginians up to 1831-32, and later, who were in favor of emancipation. I might have mentioned Patrick Shields, a class-mate of William Henry Harrison and Dr. James Jones at Hampden-Sydney, who was a member of the Constitutional Convention of Indiana, and who had a clause inserted in the Constitution forbidding slavery in that state. Of a later day were Jesse Burton Harrison, Matthew F. Maury, Bishop William Meade, Henry Ruffner, R. R. Howison, and scores

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49Robert E. Lee, Bruce, p. 72.
50Idem, p. 72-73.
51Idem, p. 73.
52Robert E. Lee, Bruce, p. 74.
of others. Robert E. Lee emancipated his slaves, inherited from his mother, several years prior to the War of 1861-65. His wife inherited slaves from her father, but it was stipulated in his will that they were to be freed at the end of the first five years following his death. This date fell in 1862, and General Lee freed all of them in accordance with the provision in the will. In 1858 Lee set forth his opinion in favor of emancipation, and expressed the belief that emancipation would certainly come by peaceful methods, if the people of Virginia were permitted to handle this problem without interference.

General Joseph E. Johnston of Virginia was opposed to slavery and never owned a slave. General A. P. Hill of Virginia owned no slaves. General J. E. B. Stuart of Virginia, the great cavalryman of the Confederacy, inherited one slave from his father’s estate and purchased another. One of these he sold because she was very cruel to one of his children, and the other he sold to a purchaser who was to undertake to return the slave to his former owner, as the slave desired. General Fitzhugh Lee, the Virginia cavalryman, never owned a slave. Stonewall Jackson owned two slaves, whom he purchased because they asked him to do so; and then he arranged for them to purchase their freedom by paying them wages and assuring them that these wages could be used for this purpose. One of the slaves, a man, purchased his freedom; the other, a woman, declined to do so and remained as a servant in General Jackson’s family, receiving wages as if she were free.

What makes so many human minds impervious to facts? Why does it seem impossible for the people of the North, East, and West to arrive at the truth that the Southern people did not take up arms for the continuance of slavery, or in defense of it? Prof. A. B. Hart of Harvard University says that “out of 12,500,000 persons in the slave-holding communities in 1860, only about 384,000 persons—or one in 33—was a slave-holder.”

Dr. Hunter McGuire, who was the medical director of the Stonewall Jackson Brigade, 1861-65, says of this Brigade: “I knew every man in it, and I am in proper bounds when I assert that there was not one soldier in thirty who owned or ever expected to own a slave.”

President Lincoln published a warning that in 90 days he would issue an emancipation proclamation, to apply to those states and communities which were still in arms against the United States Government, but not to apply to the states and communities not in arms against the United States Government. If the South was fighting for slavery, she could have saved it by laying down her arms when this warning was published. Fighting for the rights guaranteed them in the United States Constitution, the Southern States refused to lay down their arms.

It would have been incongruous indeed for the Southern soldiers, of whom at least 25 out of every 30 owned no slaves, to have fought for the preservation of slavery. It would have been equally incongruous for General U. S. Grant, a slave-owner until the close of the War, to have fought for the abolition of slavery. It would have been highly inconsistent in Mr. Lincoln, with his declared views on slavery, on the fugitive slave laws, on the colonization of the Negro, to have made war on the South for the purpose of abolishing slavery.

What were Mr. Lincoln’s views on these questions? We will let him speak for himself. And, first, it may be said that he was in position to know in an intimate way the Southern viewpoint, for he had lived in the border state of Kentucky and had married

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53 Slavery and Abolition, Hart, p. 67.
54 The Confederate Cause and Conduct, in the War Between the States, McGuire and Christian, p. 22.
the daughter of a slave-owner. His position in reference to slavery and in reference to the colonization of the Negro was similar to the position of the Virginia leaders whom I have been quoting, as were his views on abolition. When a member of the Legislature of Illinois in 1837, he said:

"The institution of slavery is founded on both injustice and bad policy, but . . . the promulgation of abolition doctrines tends rather to increase than abate its evils. . . . The Congress of the United States has no power under the constitution to interfere with the institution of slavery in the different states." 55

Speaking at Springfield, Illinois, in 1857, Mr. Lincoln said:

"Such separation, if ever effectuated at all, must be effectuated by colonization. . . . The enterprise is a difficult one, but where there is a will there is a way; and what colonization needs most is a hearty will." 56

At his first inauguration, Mr. Lincoln said: "I have no purpose directly or indirectly to interfere with the institution of slavery in the states where it exists. I believe I have no lawful right to do so, and I have no inclination to do so." Certainly thus far no conflict of views can be found between Mr. Lincoln and the Virginia leaders. Let us proceed further. In his eulogy on Henry Clay, at Springfield, Illinois, in 1852, Mr. Lincoln said that Mr. Clay lived at a time "when slavery was already widely spread and deeply seated," and added, "He did not perceive, as I think no wise man has perceived, how it could be at once eradicated without producing a greater evil even to the cause of human liberty itself." He said in the same address:

"Those who would shiver into fragments the Union of these states, tear to tatters its now venerable constitution, and even burn the last copy of the Bible, rather than slavery should continue a single hour, together with all their more halting sympathizers, have received and are receiving their just execration." 57

In an address at Peoria, Illinois, 1854, Mr. Lincoln had said, "When Southern people tell us that they are no more responsible for the origin of slavery than we are, I acknowledge the fact. . . . If all earthly power were given me, I should not know what to do as to the existing institution. My first impulse would be to free all the slaves, and send them to Liberia—their native land. But. . . . if they were all landed there in a day they would all perish in the next ten days. . . . What next? Free them and make them politically and socially our equals? My own feelings will not admit of this. . . . We cannot make them equals." 58 What was therefore an easy solution in the eyes of Garrison and his kind, was not an easy one in the eyes of Mr. Lincoln. He was bound to know of the great efforts that were being made by the American Colonization Society, composed of men of the North and men of the South, and the very backbone of which was Virginia support. It seems to have dawned upon him by 1857 that colonization would be a good thing, and he saw that this could be done only on a national scale. In 1849, when a member of Congress, he introduced a bill for the abolition of slavery in the District of Columbia, the abolition to be only with the consent of its voters and with compensation to the slave-holders. In this bill it was provided that fugitive slaves escaping into the District, should be arrested and delivered up to their owners. 59 Do we find any marked differences thus far between the attitude of the Virginia leaders and the attitude of Mr. Lincoln?

By 1861 (December), he was calling upon Congress for money with which to colonize the thousands of slaves which had

58 Lincoln-Douglas Debates, p. 74.
come into the custody of the Federal authorities. With a view of carrying out this act of Congress, adopted in 1862, Mr. Lincoln invited a number of prominent Negroes to the White House in August of that year, and urged them to consent to his plans. In his address to them he said:

“You and we are different races. We have between us a broader difference than exists between almost any other two races. Your race suffers very greatly, many of them by living among us, while ours suffers from your presence. If this be admitted, it affords a reason, at least, why we should be separated. The aspiration of men is to enjoy equality with the best when free, but on this broad continent not a single man of your race is made the equal of a single man of ours. I do not propose to discuss this, but to present it as a fact with which we have to deal. I cannot alter it if I would."

Thus far we see a close parallel between the Virginia view and Mr. Lincoln’s view. But the parallel stops here. Despite Mr. Lincoln’s previously declared views, and in open violation of the United States Constitution, he called for troops, and practically declared war on the South, when Congress alone had the power to declare war; he helped to dismember Virginia, by extra-constitutional acts; and he resorted to forcible abolition in the states which were in arms against his Government, while protecting slave-owners in other states and communities.

There is not time to discuss the right of secession, or Virginia’s attitude towards it, except to say this: the right of secession was never questioned seriously until 1861. The wisdom of it was questioned seriously throughout the country. New England had more than once threatened to secede. The young men at West Point, preparing to enter the United States Army, studied a textbook in which the constitutional right of secession was taught. Virginia distinctly put on record the reservation of her right to withdraw whenever she deemed it proper to do so, and the Union would not have been formed except for the great influence of Virginia and except for the princely domain she gave in order that this Union of States might be effected.

When the question of secession became acute, a Convention was called, and the delegates to the Convention were elected by the people on the issue, whether Virginia favored secession or was opposed to it. The people of the state by a large majority voted against the policy—not against the right—of secession.

At this very time a committee of Virginians was sent to Washington to urge Mr. Lincoln not to call out troops, but to give Virginia time to see whether she could reconcile the differences between the extremists on each side. It was understood by the committee that this request was granted. President Lincoln had asked the members of his Cabinet whether it would be wise to attempt to provision Fort Sumter. Five of the seven members of the Cabinet stated that the attempt should not be made either to provision or to reinforce the Fort, and expressed the opinion that an attempt to do this would probably lead to civil war.

Mr. Munford pertinently says that “if such were the opinions of leading members of President Lincoln’s Cabinet . . . can it be deemed unreasonable that the people of Virginia held similar views? . . . Men, not a few, will conclude that, if the explosion occurred at Fort Sumter, the mine was laid at Washington."

Mr. Berkeley Minor has said:

“True statesmanship would have led him [Abraham Lincoln] to keep faith with the Virginia Convention, and repudiate the coercive measures urged upon him by Benjamin Wade and other war men in the North. Then Virginia and the

60 Messages and Papers of the Presidents, Vol. VI, p. 64.
61 Life, Public Services, and State Papers of Abraham Lincoln, Raymond, p. 504.
63 Virginia’s Attitude, p. 289.
other border states would have remained in the Union, and Lincoln's great talents might well have so guided the Republic as to win back in time the seceded states, with, or more probably, without, slavery; for slavery was already doomed; it was passing away even in South America, and must have come to an end in due time, under the pressure of a healthy public opinion, the slave states being left untrammeled and free from the fanatical threatenings, which had done so much to perpetuate slavery.  

The change of sentiment in Virginia was instantaneous. Knowing that she had done her utmost throughout all her history, first to prevent the entrance of slavery into her borders, and then to get rid of it; knowing that through her great influence the United States had become an entity; knowing that she had been the most potent influence in making the Northwest Territory forever free of slavery; knowing that the Louisiana Territory, and the control of the Mississippi River, had been added to the United States through the efforts and commanding influence of her mighty son, Thomas Jefferson; knowing that the vast empire of Texas had been wrested from the oppressions of the cruel Santa Ana, and his Mexican hordes, by the great Virginian, General Sam Houston; knowing that if a conflict of arms was precipitated, her soil would be the battle-ground and herself the greatest sufferer; knowing that whether the South won or lost, her own people were bound to undergo terrible sufferings—knowing all this, she did not hesitate a moment. Principle and honor were at stake; expediency or profit was not considered. Her soil was drenched with blood; the very flower of her manhood was martyred; her women and children were made to suffer in the extreme; her property was destroyed by forced emancipation, by the devastation of war, and by the ruthless and unpardonable destruction inflicted by General Sheridan and others.

Even this was not all; came those terrible years that followed the war—called "the Reconstruction"; in reality years of devastation and humiliation—"The Tragic Era," as Bowers aptly calls it.

To me her history is one of tragedy. Having given more to the Union than any other State in the Union, she has suffered more than any other State because of that Union.

I bespeak for her a careful study of her history, a juster view of her motives.

J. D. Eggleston

HOW EDUCATIONAL IS FOOTBALL?

THE first time a college president ever spoke to me he said: "Addington, don't you think you'd like football? You seem to have a good amount of avoirdupois."

I stood on the campus walk and stared blankly at that man. He stared back a bit. Once I'd gained my power of speech, I said: "I didn't come here to play football." The president went his way and I went mine. Perhaps I gave him the wrong answer. I'm wondering. Perhaps I would now be a few steps further from primitive man if I'd played.

Then again I console myself by thinking that I have firm ankles, no shoulder that slips out of place when under a strain, no faulty collar bone; I do not limp when I walk; and I'm living—which some of the football fellows aren't doing because of a punch at the wrong place.

"Ah, well," folks argue with me, "those fifty who were killed in football last year—1931—shouldn't discourage us. People out walking fall down and get killed sometimes; folks go swimming and get drowned."

Now I believe that one's muscles as well as his emotions and his thinking apparatus should be educated. But does football do the trick as well as or better than any other bone-breaking blood-spilling method?
I feel quite sure that the training, and especially winning, often gives a sort of hero complex. It lifts the hero out into the air, so to speak, and sometimes he goes along for years before he can even walk on the ground again. Little folks should reach up and pat his shoulder and say, "Great, old man! You're some boogaboo!" But ere long the pats grow weak; the hero comes down where he can be reached more easily, but he gets no pat at all. It is then that he may find his feet on the ground. Well, perhaps this ascent into the heavens is educational to the mind and the muscles, the soul—or the something we fools know nothing about. I'd like to know.

How most of these "tough guys" can cuss! I've often thought that most coaches take the Herculean fellows into a secret den and make them memorize all the cuss words that ever have been invented from the time of Adam. Really, the chaps have lessened the emphasis of our sacred cuss words. Even the little fellows in high school who go out and watch scrimmages have absorbed the prerequisite to the national sport. If any one disapproves their use of the he-man's vocabulary, the little fellows just smile and say, "Oh, that's aw wight; the coach, he says 'em. The boys, they say 'em. Shucks, it's aw wight. I 'spect to be a football player myself some-day." Well, maybe it is part of a modern education to hook onto a vocabulary of profanity early in life. The man who can come out with a new list of words will no doubt be remembered as the football genius of the century. The whole world will honor him. Everybody is getting sorely tired of the old terms now worn threadbare. And perhaps such an invention will be recognized as the educational find of the ages. Really, I'd like to know.

Then again we poor devils in the smaller schools try to imitate the big high schools and colleges—mostly because the communi-
MY PRINCIPLES OF EDUCATION

WHAT are my principles of education? I should like to be able to make a nice, neat little list of them. I should like to group them in order of their importance. I should like to tabulate and number them. Indeed, I should like to work them in cross-stitch and hang them upon my bedroom wall where I could see them the last thing at night and the first thing in the morning— as Grandmother did her mottoes, “God bless our home,” and “Love one another”—for principles are things that must be lived with, things that must be looked at, night and morning, and all through the day, yes, and dreamed of through the night. But they are not things that take readily to tabulation or to embroidery. They are living things; and living things grow, and in growing change.

Words that live! Where must one go to look for them? To books? Ah, but “of the making of many books there is no end,” and so I have gone to the Book of books, and there I have found one of Grandmother’s mottoes. I have looked long at the words and have realized that they are indeed alive:

“Train up a child in the way he should go: and when he is old, he will not depart from it.”

Train up tells me that a teacher is needed, a teacher not to force but to lead by the hand.

A child. Do you notice he comes first in the sentence as he should in the heart of the teacher?

In the way—our Lord said, “I am the way, the truth, and the life.” What guide did He give us to the way? “Seek ye first the kingdom of God and His righteousness and all these things shall be added unto you.” No goal could be more worthy and none more real. And of the truth He said, “And ye shall know the truth and the truth shall make ye free.” And in that same gospel He gave us, “I am come that they might have life and have it more abundantly.” Certainly these are the true goals for “life is more than meat.”

He should go—In these words we find action and purpose, action that is idealized and purpose that is carefully considered.

And when he is old—Now we realize that school is not for today or tomorrow, but for every today and all tomorrows.

He will not depart from it, for he will feel the need, he will understand the purpose, and he will pass those tests that life sets for us all.

Is not all this another way of saying “a life situation?” Is this not a better way of saying, “learning is growing?” But is this enough, this wise and beautiful principle? No one principle can ever be enough, no matter what its source. So “let us walk honestly, as in the day.” Let us search long and diligently to find better means of guidance, closer sympathy with the child, straighter pathways to the way, and a clearer concept of how “he should go.” Let us live fully and wisely, let us live carefully and self-critically, and above all things, let us “seek” and we shall surely “find.”

Now, if ever, we as educators need to be firm in the faith that the future of our children is of more significance to the race than the production of pig iron or the rolling of steel. Every effort must be made to see that first things are first and that society in its delirium of fear does not strike at its most certain guarantee of continued life and growth.—B. A. Stevens, director of research, Ohio Education Association.
George Washington—Geographer

Activities of the many-sided Father of His Country as first geographer of the United States, and foremost traveler of his time, are epitomized on a large map issued by the National Geographic Society as its contribution to the commemoration of the two hundredth anniversary of the birth of Washington.

First Showing All Journeys

The map is the first issued showing all the travels of Washington on a single chart. It is the product of more than a year's careful research on the part of the staff members and map makers of the National Geographic Society. These researches included the most thorough check yet made on the diaries of Washington, contemporary accounts of his travels and observations, and personal visits to many places where changed names, or duplicated names, long have left doubt about exact routes or places visited.

George Washington's journeys covered a larger area in America than those of any other official of his time. They extended from Savannah, Georgia, to Kittery, Maine. Westward they reached to the vicinity of Lake Erie, in Pennsylvania, to the neighborhood of Point Pleasant, in West Virginia, and to Gallipolis, in Ohio.

Three Sea Voyages

He traveled on horseback from Williamsburg to Fort Le Boeuf, from Mount Vernon to Boston, and he made three sea voyages, which are not generally realized, one of them to Barbados.

The map, which is being sent to The Society's membership, is printed in 5 colors, is 28 by 18 inches, and it adopts a novel and lucid means of showing the extensive itineraries. Washington's travels divide themselves into four periods: that of his surveying and the French-Indian campaigns; his travels to the West from 1759 to 1774; the years of the Revolutionary War, and his travels after the War, from 1784 to 1799. Small Roman numerals are used along the lines marking the routes to show in which period each route was traversed. Routes traveled more than once are marked with the numerals of the several periods.

The principal highways of Colonial times are shown. Combinations of color, italic and Roman type are used to show places Washington actually visited, other places existing in his time, and places rebuilt or renamed since his time. Five inset maps show in greater detail the travels in the vicinities of Boston, Philadelphia, New York, Tidewater Virginia, and the plat of the farms about Mount Vernon in Washington's time.

Over Routes with Speedometer

Many places that tradition says Washington visited are not mentioned in the diaries of Washington or by the contemporaries of Washington. So far as records show he did not visit the birthplace of his mother, Epping Forest. Another famous landmark where it was always claimed that "Washington stayed" is some three miles from the route where the records show he passed.

"The accuracy with which Washington on horseback gauged distances well may excite our wonder," writes Dr. William Joseph Showalter, in an article accompanying the map. "Often he tells in his notes how far he traveled on a given day. In many places while a staff member of the National Geographic Magazine was able to check these distances with speedometer readings, they corresponded remarkably with Washington's mileage record."

Exceeded Army Fitness Test

The writes recalls the famous fitness test that President Roosevelt ordered—that every army officer should ride 90 miles in three days—and compares that test with
Washington's horseback feats. For Washington sometimes averaged upward of 35 miles a day for more than a week, and on one occasion rode 560 miles in 16 days.

By consulting thousands of manuscripts and musty records in scores of court houses, were located places of importance in Washington's day whose very names had been lost to history. One of these was Logstown in the vicinity of the meeting place of the Allegheny and Monongahela rivers where Pittsburgh now stands. The accepted solution was that the old town had been on Big Beaver Creek, but it was found to be miles up the Ohio from Big Beaver, at the site of the present Legionville.

One of the most arduous pieces of work in connection with the creation of the map was to locate a chain of forts established by Washington to protect the frontier from Indian depredations, forts which played an important part in the French and Indian War. The area investigated covered 15,000 square miles, or more than Massachusetts, Connecticut, Rhode Island, and Delaware combined. The work resulted in the correction of several errors that had been made in the past by the confusion of names, and places several of the key forts on modern maps for the first time. The chain of forts is shown in a special sketch map on a large scale. Other similar maps in great detail which accompany the article show the travels in southwestern Pennsylvania and in Maryland and West Virginia. Another is a reproduction of a map drawn by Washington.

Every Teacher must assume full responsibility for her place in society . . . She is not only teaching school; she is one of the educated members of society who must help meet all social and economic problems.—Willard E. Givens, in Sierra Educational News.

SQUINT

PARENTS may be assured that all cases of cross-eyes can be corrected, but it requires their heartiest cooperation and a willingness to put aside their prejudice and their lay ideas. As the treatment of the case is a purely technical matter which calls for the highest degree of medical skill, the treatment should be prescribed and outlined by a physician who is specially trained in the treatment of the eyes. The family doctor should first be consulted and he, in turn, can guide the patient into the proper medical channels.

To correct cross-eyes, treatment should begin before the sixth year, and preferably before the third year, according to Dr. Luther C. Peter, of Philadelphia, international authority on squint—which is the ophthalmological term for cross-eyes. "The great factor in the cure," he says, "is the early institution of treatment, in contrast with the popular conception, 'to give the child a chance to grow out of his squint.' In fact, such measures are responsible for the imperfect cures in the past; unfortunately, measures to correct this condition were instituted, as a rule, too late to accomplish the results which can now be obtained.

"The several steps necessary to bring about perfect results and to place a squinting child on an equal footing with other children are as follows: Testing of vision; fitting of glasses; preventing lowering of vision in weak eye; awakening of the fusion faculty; and finally, when necessary, operation.

"The layman is not entirely to blame for his misconceptions as to the cause of cross-eyes. Until recent years, the exact sequence of events which lead up to squint was not thoroughly grasped by the average physician. And perhaps the same lack of unity on the part of medical advisers as to the best method of correcting the deformity may be responsible in part for the popular
prejudice against the prescribing of glasses for young children and against operating upon the young child when such procedure is indicated.

"To laymen, cross-eyes are the direct result of some sudden fright, shock, strong emotion, convulsions, whooping-cough or some other disease of childhood. Hereditary influences seem to be unimportant to them, or possibly it seems only a coincidence that the mother or father, a brother or sister, was similarly afflicted in early childhood. It is but natural, therefore, that another child in the same family may become a victim following one of the causes mentioned.

"In this fight against skepticism and prejudice we need the co-operation of the family physician whose good fortune it is to start children into the proper channels for correcting their defects and freeing them from a handicap which will leave a determining effect upon them throughout life.

We need the support of social workers, nurses, and teachers, who can help to break down the prejudice against glasses and operative procedures, and can help to re-educate parents in the light of the newer conception of squint and its treatment."

We MUST INFORM all patriotic and public-spirited citizens of the facts and must appeal to their sense of loyalty, justice, and fair play . . . The parents of our pupils should be enlisted in a campaign to save the schools. We must prove to them that the schools are worth all they cost, and more, and that this cost is not large as compared with the cost of crime and ignorance, or even the cost of tobacco, cosmetics, movie shows, automobiles and gasoline for joy riding, and other luxuries.—The Illinois Teacher.
AMERICAN EDUCATION WEEK

The twelfth annual American Education Week will be observed November 7-13, according to the Journal of the National Education Association. Sponsored by the United States Office of Education, the American Legion, and the National Education Association, the seven-day program is built around the theme, The schools and the nation's founders.

Paying tribute to early leaders who saw in advance the need for an educated citizenry in a democratic nation, the American Education Week observance will emphasize the fundamental character of education in the national life today. Special attention will be given to the demands made upon the schools by economic readjustments.

The purpose of the annual educational festival is to provide an opportunity for all citizens to participate in defining the objectives and appraising the results of education. Parents are invited to visit the schools during the week and discuss with teachers and school officers the work which their own children are doing. Meetings will be held to make plans for maintaining the highest possible standards of education during the present emergency. Attention will be given particularly to temporary curtailments in studies made necessary by reduced finances, in order that children may suffer as little as possible from decreased educational opportunity.

Topics of American Education Week will include: The emergency in education, The stabilizing influences of the schools, The value of superior teaching, The schools and equality of opportunity, The schools of the pioneers.

Those who plan American Education Week programs may write for details to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

TEN CENTS A DAY PAYS THE SCHOOL BILL

Ten cents a day from each person of voting age in the United States would pay the entire bill for public education of almost 26,500,000 pupils and students.

This fact is presented in the statistical summary of education just released by the Federal Office of Education.

The annual cost for publicly controlled education per adult 21 years of age and over in 1930, according to the study, was $36.42. The total cost was a little more than two and a half billion dollars.

An additional 2 or 3 cents a day for the voting population finances private education which cost slightly more than a half billion dollars in 1930. Private educational institutions enrolled 3,500,000 pupils and students.

FOR SCHOOL NEWSPAPER ADVISERS

Faculty advisers of school newspapers may obtain, without charge, a new sixteen-page booklet dealing with high school publication problems. The booklet is issued with the compliments of the American Boy
Magazine, and is written by William L. Mapel, former member of the Kansas City Star and American Boy staffs, and now director of the Lee School of Journalism at Washington and Lee University. The booklet deals with such subjects as organization of the staff, make-up, getting advertising, relationship with printers, the editorial page, news writing. To get a copy, write Martin A. Klaver, Assistant Editor, American Boy Magazine, 550 West Lafayette Blvd., Detroit, Mich. Inclose a three-cent stamp for return postage.

ANSWERS TO QUESTIONS ABOUT EXCEPTIONAL CHILDREN

"Parents’ Problems with Exceptional Children” has been prepared to answer questions of parents concerning children who are physically, mentally, or socially different to the extent that they find the path of life more difficult than normal children.

It answers questions of parents who are trying to help children who are exceptionally handicapped by defective eyesight, defective hearing, defective speech, or other physical limitation. It answers questions of parents of exceptionally bright children and of children who are serious behavior problems.

Some of the questions answered are: What educational advantages exist for physically handicapped children? Shall the exceptionally bright child be permitted to "skip" grades? Can the mentally retarded child be educated? Answers are accompanied by examples of what was done for children who presented such questions to their parents.

"Parents’ Problems with Exceptional Children" will prove unusually valuable for study groups of parent-teacher associations. It will also be helpful to teachers, social workers, and others who deal with parents in the adjustment of problems affecting exceptional children. Following each answer is a list of questions for discussion and suggestions for further reading.

Copies of "Parents' Problems with Exceptional Children," (Office of Education Bulletin 1932, No. 14), can be ordered through the Superintendent of Documents, Washington, D. C., or through local bookstores at 10 cents per copy.

INTELLIGENT READING IS FUNDAMENTAL

A striking challenge to education is made by Leal A. Headley, Professor of Education at Carleton College, Minnesota, in Making the Most of Books, just published by the American Library Association. "If in the primary school, or secondary school, or anywhere else," he says, "you have learned to read efficiently . . . colleges and universities—aside from the human contacts they offer—have little in store for you that you can not get, or will not get, for yourself. The sad fact is," he continues, "that nearly all students enter college, and not a few leave college, without having mastered the art of reading."

Educators agree that intelligent reading is the bed rock of learning. To them, anything that will help students master this art is a step in the right direction.

Professor Headley’s book is sure to arouse comment, perhaps criticism. Nevertheless it is an honest effort to give college students an insight into the significance and rewards of reading and to help them improve reading techniques. The chapters on comprehension, concentration, and rate of reading are exceedingly practical. Whether or not some of these techniques can be introduced successfully into high schools and the grades is an interesting topic for speculation.

LASTING VALUES

Having mismanaged credit and currency, they now tell us that education must be mis-

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managed, too. Having stupidly forced the liquidation of business, they are now even more stupidly forcing the liquidation of intelligence. In the last decade we spent money liberally on buildings. These buildings now stand empty. Is that saving? Is that the proper use of income? If we had spent our income on education and health, we would at least have something that is of some good to us today.—William Trufant Foster, economist, Boston, in the Journal of the National Education Association.

USEFUL MAGAZINE SUSPENDED

*The Teachers Journal and Abstract*, published at the Colorado State Teachers College at Greeley, has just suspended publication owing to a sharp reduction in the number of subscriptions and to a serious cut in the maintenance income of the college. The *Journal and Abstract* has performed a useful service in the field of educational publications. Its suspension will be regretted generally.

THE READING TABLE


A truly original book. On every page it is easily apparent that it grew out of actual classroom experience and was not mechanically built from other textbooks. The reader continually visualizes the teacher at his blackboard rather than the book-maker at his desk. Before him is not a stack of older French grammars, but an array of pupils and the future of these pupils.

In teaching the verb, the author does not employ mere memory tricks caught from accidental resemblances—however useful these may be—but his analysis is scientific, based on historical development and reliable foundation principles.

It is a keen pleasure to examine this text. One marks certain diagrams and illustrations to be used later—with due acknowledgment—on one’s own blackboard. But the very originality and individuality of the book raises the question as to whether it is quite usable in the hands of the average teacher.

E. P. C.


This text seeks to combine the best elements of both the grammatical and the direct methods. There are more than fifty introductory pages, including valuable pedagogical advice. It is a French book—not merely a book about French—for the instruction throughout is given in that language. Grammar drill is provided by the abundant exercises for translation from English into French. The anecdotes at the end of the lessons are fresh and spicy, and afford pleasant topics for conversation.

E. P. C.


One almost feels a desire to start all over again in the study of a language upon sight of such an attractive and well-planned book for beginners. This text is adapted for use in junior or senior high schools. It is a New York City product, following the syllabus of that school system and using a modified direct method. It is rich in poems and songs—with their music—and in illustrations, ranging from pictorial maps and a frontispiece of Baron von Steuben to the cliff of the Lorelei and a planetarium. No pains seem to have been spared to help the pupil from the very beginning to learn not only German but Germany and the Germans. Many things have been tactfully omitted, but placed within reach in a forty-page appendix.

E. P. C.

As an anchorage to modern treatment, there recurs throughout the text the idea, repeated in different words, that "within the past two decades geography that emphasizes the relation between man and his environment has been receiving increasing attention." The chapter discussing the integration of subjects and the chapters on materials and equipment should be helpful as reference material.

It may have been caused by an attempt to avoid lengthy considerations, but often the text seemed to be giving material which the authors had only partly assimilated into their thinking and experience, so the reviewer is inclined to question whether the authors are saturated with geography. It was noticeable throughout the text that comparatively few examples refer to Southern literature, history, customs, etc. For this reason the book will have greater usefulness in the Northeast than in the South. The book as a whole should be more satisfactory as one of many books in a reference library providing materials for helping geography teachers than as a class textbook.

RAUS M. HANSON.


This booklet is a rather delightful surprise in comparison to what one might expect to find under the title chosen. The author has written the book, as she says, "for little boys and girls, middle size boys and girls, and big boys and girls," and with the idea that it will be in the hands of children, as a rule. Twenty-one lessons, called "games," and made up of simple and clearly stated directions, compose the book. These "games" involve some drills, as design drills, the study of human figures, animals, birds, etc.

Ways of going about the making of pictures is touched upon under such headings as "Where to place near and far objects," "How distant objects appear to change," "Balance," "Variety," "Center of interest." There is the danger, of course, that the work will become mechanical and stilted; but the self-instruction suggested is better, perhaps, than most of such attempts in this field.

G. M. P.


This workbook should prove useful in sociology or social problems courses in the senior year in high school or in the freshman or sophomore year in college. It is especially well fitted for use with Ellwood's Sociology and Modern Social Problems, but is also adapted to accompany any one of several other textbooks. The material is arranged in units and includes a wealth of outlines, references, questions, and other suggestions and helps valuable both to teacher and student.

O. F. F.

HOW TO DRAW IN PEN AND INK. By Jasper Salway. New York: Bridgman Publishers, Inc. 1931. $2.50.

This book gives some most helpful directions for a student interested in pen and ink drawing. The third and fourth chapters are aptly headed "How to Begin" and "How to Go On." The illustrations included under the last chapter are an inspiration, representing, as they do, examples from the work of such artists as Edmund H. New, Aubrey Beardsley, C. Dana Gibson, Claude Shepperson, Frederick Griggs, and others. As the book closes on the last illustration one feels a keen desire to get paper and pens at once and try one's hand at this most fascinating medium.

G. M. P.

Not a new book, but one that is unique because it contains the first Chinese fables ever printed in English. Some date as far back as 2,000 years; in all of them are found bits of the wisdom of the ages.

These are told so simply and attractively that children cannot but enjoy them. They are of about third and fourth grade level, yet adults may find pleasure in them even as in Aesop’s Fables. Other attractive features are titles in Chinese written below the English titles and the Chinese character of the illustrations.

B. J. L.


Spelling pads with space provided for writing “corrected words” following each day’s lesson. Suggestions to teacher and pupils are included in each book and a pupil graph in Books Two and Three.


This is the first bulletin resulting from the curriculum study on the part of the faculty of the State Teachers College at Farmville, Virginia. It is organized in two parts. Part I is developed from the point of view of the grades, including the kindergarten, first, second, and third grades. Part II is organized from the point of view of the school subjects recognized in the Training School. The factors developed in Part I consist of a description of the situation in each grade made in such a way as to give the student teacher a satisfactory orientation from the beginning; the general outline of the content of each grade; the materials and equipment of each grade; a list of suggested activities for pupils of each grade; and typical units of work in each grade described in retrospect and evaluated on the principles of method recognized in the Training School. The factors developed in Part II are the general objectives of the different subjects; the content of the subject for each grade; the specific objectives of each subject in each grade; the materials and equipment for teachers and pupils in dealing with the subjects; and standards of achievement in each subject for each grade.

The distinctive feature of this course of study is the treatment of the units of work. In most courses of study teaching units are incorporated merely as illustrations of procedure that have been used or might be used. In this bulletin, however, typical units are described as they have been taught in the Training School and in addition are evaluated on the basis of principles of method. This bulletin should be very helpful to all those who are participating in the State Curriculum Program at this time, especially to the Production Committees.

Sarah B. Tucker

News of the College

AND ITS ALUMNAE

Seven hundred and fifty-four students registered at the opening of the State Teachers College here on September 19 and 20.

A large increase has occurred in the enrolment of day students. There are approximately one hundred and seventy-five day students registered for the fall quarter. Fifty-two of those enrolled were transfers from other colleges.

Transfers from other schools are: Savage School of Physical Education, 9; Randolph-Macon Woman’s College, 1; Bridgewater, 2; Shenandoah, 4; Tennessee Wesleyan, 1; Davis-Elkins, 1; University of Arizona, 1; Eastern Mennonite College, 1; Roanoke, 1; Hiwassei, 1; Radford State Teachers Col-
lege, 2; Martha Washington, 3; Sullins, 1; New York University, 3; William and Mary College, 6; Davenport College, 1; Virginia Intermont College, 2; Blackstone College, 4; University of Virginia, 1; Meredith College, 1; Farmville State Teachers College, 4; Marshall, 1; Maryland State Normal, 1.

The states represented and their quota are: Cuba, 3; District of Columbia, 6; Florida, 2; Georgia, 1; Maryland, 15; Mississippi, 1; North Carolina, 12; New Jersey, 4; New York, 10; Pennsylvania, 3; South Carolina, 1; West Virginia, 17; Virginia, 680.

Six new instructors have been added to the college faculty as follows:

Miss Vera Melone, A. B. Muskingum College, B. M., New England Conservatory, instructor in organ; Dr. J. W. Wright, A. B., Otterbein College, A. M. Chicago University, B. D. Yale, D. D. Central University at Indianapolis, instructor in Biblical Literature; Miriam Nelson, B. S., Boston University, supervisor in Training School; Miss Marie Alexander, A. M. Columbia University, supervisor in Training School; Miss Winona Carey, B. S. Fredericksburg, and Miss Letitia Blakely, B. S., University of Virginia, field supervisors in Shenandoah county.

Dr. William Allison Kepner, professor of biology at the University of Virginia, delivered the address at the first quarterly convocation exercises held in Wilson Hall Wednesday, September 27.

As the first number in the entertainment course, Demeter Zacharoff presented on September 28 the Boston Sinfonietta under the direction of Arthur Fiedler. The concert was most delightful and included these numbers:


Petite Suite (Debussy): En Bateau, Cor-tege, Menuet, Ballet.


With the symbolical union of Mildred Townsend, bride, and Mildred Henderson, groom, the annual new-girl—old-girl wedding was celebrated with fitting solemnity in Wilson Hall Wednesday afternoon, October 6, at five o’clock.

The bride was gowned in the traditional white satin and carried white roses. She came down the aisle supported on the arm of her father, Sally Face, who gave her in marriage. Her attendants were Patricia Phillips, maid of honor, Beatrice Shorts, Mildred Cross, Jean Averett, Edna Smith. Patricia wore blue organdie and carried a bouquet of pink roses, while the bridesmaids also wore pastel organdies and roses of contrasting hues.

Emilyn Peterson acted as best man to the groom and presented the ring at the proper time. The ushers were Betty Bush, Mildred Simpson, Dorothy Harris, Lois Bishop.

Helen Marsden bore the ring on a satin pillow, while Lucy Marsden strewed rose petals in the path of the bride.

Besides her father, who gave her away, the bride’s family included her mother, Laura Melchor, her grandmother, Emma Jane Shultz, and her grandfather, Rachel Rogers.

The groom’s mother, Marion Smith, and his father, Dorothy Martin, were present at the festivities.

Katye Wray Brown performed the marriage ceremony with all the dignity of her clerical robes, Evelyn Watkins played the wedding march and Prudence Spooner sank I Love You preceding the ceremony.
A dinner was held Wednesday in the Bluestone dining hall for the wedding party.

The three upper classes have elected their officers for the session as follows:

Seniors: Mildred Henderson, Williamsburg, president; Mary Haga, Danville, vice-president; Lillie Tucker, Crewe, secretary; Nelle Taylor, Big Stone Gap, treasurer; Betty Bush, Long Island, N. Y., business manager; Bernice Bowden, Red Hill, sergeant-at-arms.

Juniors: Mildred Simpson, Norfolk, president; Evelyn Watkins, Norfolk, vice-president; Elizabeth Sugden, Hampton, secretary; Rachel Rogers, East Falls Church, treasurer; Virginia Carmines, Hampton, business manager; Helen Meyers, Richmond, sergeant-at-arms.

Sophomores: Marion Smith, Philadelphia, president; Mary Elizabeth Deaver, Lexington, vice-president; Anna Larrick, Round Hill, secretary; Sarita Byrd, Charleston, West Virginia, treasurer; Eugenia Trainum, Louisa, business manager; Alma Fultz, Butterworth, sergeant-at-arms.

The three literary societies recently elected their officers for the fall quarter. They are:

Lee: Dorothy Williams, Norfolk, president; Evelyn Watkins, Norfolk, vice-president; Jacqueline Baker, Columbia, secretary; Hattie Courter, Amelia, treasurer; Sarita Byrd, Charleston, West Virginia, treasurer; Eugenia Trainum, Louisa, business manager; Alma Fultz, Butterworth, sergeant-at-arms.

Lanier: Catherine Bard, Norfolk, president; Florence Holland, Eastville, secretary, Dorothy Merryman, Lynchburg, treasurer; Anna Colvert, Raleigh, N. C., chairman of program committee; Kay Carpenter, Norfolk, critic; Mary Van Landingham, Petersburg, sergeant-at-arms.

Page: Eleanor Cook, Charleston, West Virginia, president; Courtney Dickinson, Roanoke, vice-president; Pamela Parkins, Norfolk, secretary; Dorothy Martin, Norfolk, treasurer; Gladys Farrar, Lynchburg, chairman of the program committee; Anna Larrick, Round Hill, critic; Helen Meyer, Richmond, sergeant-at-arms.

Marking the beginning of the quarterly "open season" on goats, the Bluestone Cotillion Club introduced sixteen new members to the campus.

The pledges are June Taliaferro, Harrisonburg; Madaline Newbill, Harrisonburg; Katherine Harlin, Harrisonburg; Clarice Wood, Beckley, West Va.; Frances La Neave, Crewe; Nelle Taylor, Big Stone Gap; Mildred Tate, Lebanon; Douglas MacDonald, Scotts, N. C.; Carolyn Baldwin, Roanoke; Eleanor Studebaker, Luray; Mildred Henderson, Williamsburg; Ann Moore, Portsmouth; Lucy Coyner, Waynesboro; Elizabeth Snyder, Hampton; Catherine Matthews, Cambridge, Md.; Janet Latane, Crawford, N. J.

ALUMNAE NEWS

WEDDINGS

Locke-Funkhouser
Miss Frances Virginia Funkhouser and Rev. John Funk Locke were married at the home of the bride in McGaheysville on the evening of September the sixth at eight o'clock. Rev. Mr. Locke is the pastor of Bethlehem and Mt. Olive Brethren Churches of Rockingham County.

Bell-Reilly
Mr. John J. Reilly has announced the marriage of his daughter, Margaret, to Mr. Lewis V. Bell, of Alexandria. The wedding took place at St. Peter's Catholic Church, Harper's Ferry, West Virginia, on the second of April, 1932. Mr. Bell is a member of the firm of Robert Bell, Printers and Stationers, Alexandria.

Ralston-Hull
Miss Mabel Lee Hull and Mr. Melvin Clarke Ralston, of Monterey, were united in marriage at the Monterey parsonage on
the morning of September the fifteenth. Mr. and Mrs. Ralston are now living at 7 Banner St., Hyattsville, Md.

Monsees-Biedler
Miss Frances Lorraine Biedler, of Harrisonburg, and Mr. Dillard Ringen Monsees, of Kansas City, were married August the tenth at eight o'clock in the First Presbyterian Church, at Harrisonburg. Mr. and Mrs. Monsees, are living at the Fairfax Hotel, Washington, D. C.

Waite-Firebaugh
The marriage of Miss Geneva Firebaugh to Mr. Ralph Franklin Waite, of Livermore Falls, Maine, took place on December the twenty-ninth, 1931, at the home of the groom’s brother in Cumberland, Maryland. Mr. Waite is a graduate of V. M. I., being a member of the class of 1932. Mr. and Mrs. Waite are at home at Livermore Falls, Maine, where Mr. Waite has a position with the International Paper Company.

Miller-Crim
The marriage of Miss Catherine Coleman Crim and Mr. John Godfrey Miller took place at eight o’clock Wednesday, June eighth, at the Emmanuel Lutheran Church at New Market. Mrs. Miller is the first Senior of the 1932 graduating class to be married and received the Senior Hope Chest. Mr. and Mrs. Miller are at home at New Market.

Wharton-Hallett
Miss Virginia Hallett and Mr. William Wyant Wharton were married on Saturday, September the third, at Cheriton, Virginia. Mr. and Mrs. Wharton are now living in Harrisonburg where Mr. Wharton has opened his law office.

Clarke-Faulconer
Announcement has been received of the marriage of Miss Madeline Faulconer to Mr. William M. Clarke on Saturday, July the twentieth. Mr. and Mrs. Clarke are residing in Barboursville.

Taylor-Kelly
Mr. and Mrs. R. T. Kelly, of Culpeper, announce the marriage of their daughter, Harriet Elizabeth, to Mr. Howard Fisher Taylor on Saturday, June the eighteenth, at Culpeper. Mrs. Taylor is a graduate of H. T. C. and has been teaching for several years in Lynchburg. Mr. and Mrs. Taylor are living at Brownsville, Pennsylvania.

Culpeper-Rodes
Mr. and Mrs. Edward Thomas Rodes announce the marriage of their daughter, Miss Ruth Lynn, to Mr. Charles Howard Culpeper, of Portsmouth, on Tuesday afternoon, September sixth, at four o’clock, at the Emmanuel Episcopal Church, Greenwood, Virginia. Mrs. Culpeper has been teaching for several years in the Woodrow Wilson High School at Portsmouth.

ALUMNAE LUNCHEON THANKSGIVING DAY
The Annual Thanksgiving meeting of the H. T. C. alumnae will be held in Richmond on Thanksgiving Day at a luncheon in one of the Richmond hotels or tea rooms. Notification of the exact time and place will be made at a later date. All those contemplating attending the luncheon will please notify the Alumnae Secretary, Box 47, State Teachers College, Harrisonburg, Virginia.

Educational qualifications of teachers have risen faster than salaries. If salaries are lowered the quality of teaching personnel will be lowered.—New York State Education.

OUR CONTRIBUTORS
WILLIAM A. KEPTNER is professor of biology at the University of Virginia.
J. D. EGGLINGTON, president of Hampden-Sydney College, whose interpretation of Virginia’s attitude toward slavery is completed in this issue, delivered this address recently to students of the State Teachers College at Harrisonburg.
LUTHER F. ADDINGTON, who puts a question-mark after football, is the principal of the Wise High School, at Wise, Virginia.
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