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

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"The easiest way to save money is to reduce salaries. . . . But it is, in my opinion, the stupidest and most short-sighted means of cutting the costs of education."

—President Robert M. Hutchins of the University of Chicago.
CONTENTS

A Survey of Contemporary Psychology ....................... C. P. Shorts 169
The School Tax Problem: A Quotation..................... Robert M. Hutchins 179
What We Are Trying to Do in School and College........ Frank Parker Day 181
"Lions Don't Write Stories" ................................ R. B. Eleazer 186
Educational Comment .......................................... 187
News of the College ........................................... 188
Alumnae News ................................................... 191

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A SURVEY OF CONTEMPORARY PSYCHOLOGY

A DETERMINATION of the date marking the beginning of modern psychology is bound to be an arbitrary one. Authorities would doubtless differ with any attempt in that direction. However, it seems to the writer that a study of the history of the development of psychology during the last century will disclose a rather sharp change of objective, or perhaps one might better say a crystallizing of opinion, in the seventies of the last century. In the year 1874 there were published in Germany two books which had a profound influence upon the thinking of psychologists both in Europe and in America. These books were Principles of Physiological Psychology by Wundt, and Psychology from an Empirical Standpoint by Brentano.

At the time of the publishing of these books psychology had been waging for about twenty-five years a war with philosophy for its independence, as, in fact, most bodies of knowledge had to do at one time or another. Philosophy always objected strenuously to the separation from itself of any body of knowledge. While the content of the two books was different and differently treated, both can be credited with a large part in the final break with philosophy.

Although Wundt and Brentano differed in many beliefs, they had the following points of view in common:

1. Psychology should hold a high place in scientific thought.
2. It should know the mind before the natural sciences.
3. It should give up the idea of mental substances for mental phenomena.
4. The unconscious should be given up as a method of explanation and psychologists should stick to observables.
5. Consciousness should be regarded as a unit. In this, both differed from Herbart. Here the likeness ends.

Brentano differed from Wundt in his approach to psychology in that he believed it a matter of argument while Wundt regarded its method as descriptive. As to the material of psychology, Brentano thought of it as including only the purely psychical. He divides all psychology into three parts:

1. ideating—sense-perception. (I see or I understand.)
2. judging—(I believe.)
3. feeling—(I hate, or desire, or love.)

He believed psychological content to be that of imminent objectivity, that is, that there is always an object for every mental act. His was the psychology of the mind in use, or, as it has been most frequently called, act psychology. The following sentence will illustrate his position:

I remember I saw blue. (act) (act) (content)

Brentano refused to accept content, relegating that to the realm of physics.

To Wundt the phenomena of life and life itself are one, but may be observed from different points of view. From one point of view it may be biological, from another, psychological. Herbart and Kant had said that psychology could never become an experimental science. Wundt held out the promise of an experimental science in his method of observation. Observation may be said to be the basis of experimental science.

Wundt felt that the best way to break with philosophy was to show results, concrete facts, that would justify psychology
as a separate body of knowledge. This he tried to accomplish by setting up the following methods of study: analysis, synthesis, and explanation. Although persuaded that objective observation was the most fertile approach to the subject, he drew heavily on introspection as a method peculiar to psychology. Sensation and feeling were the only two elements he recognized, but by the turn of the century image was recognized by most psychologists and thought and will by a few. Wundt, then, is classified as a content psychologist.

The following diagram, Fig. 1, illustrates the development of psychology from 1874 to the present time. Reference to it as the article proceeds will help the reader follow the development.

**Figure 1**—Diagram representing the development of the various schools of psychology since 1874.

As soon as psychology gained recognition as a separate science, the common cause that had, at best, held the psychologists together half-heartedly was now wiped out and they began breaking up into separate and frequently conflicting schools.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Simple</th>
<th>Complex</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensation</td>
<td>Simple Perception</td>
<td>Recognition</td>
<td>Thought</td>
</tr>
<tr>
<td>quality</td>
<td></td>
<td>(apprehension)</td>
<td>(judgment)</td>
</tr>
<tr>
<td>intensity</td>
<td></td>
<td>retention</td>
<td></td>
</tr>
<tr>
<td>duration</td>
<td></td>
<td>imagination</td>
<td></td>
</tr>
<tr>
<td>extensity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vividness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Image</td>
<td>Idea</td>
<td>Memory</td>
<td>Action</td>
</tr>
<tr>
<td>quality</td>
<td></td>
<td>retention</td>
<td>(will)</td>
</tr>
<tr>
<td>intensity</td>
<td></td>
<td></td>
<td>Mood-passion-</td>
</tr>
<tr>
<td>duration</td>
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<td>temperament</td>
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<tr>
<td>extensity</td>
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<td>Affection</td>
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<td></td>
<td>temperament</td>
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</tbody>
</table>
The term existential is the newer term, structural being the original title suggested by James in 1880 and accepted by Titchener in 1889. Structural or existential psychology is systematic and represents a refinement of technique over former methods in psychology.

Functional Psychology

After psychology became established as a science, dissatisfaction arose concerning the sterility of the results of structural psychology in its benefits to mankind. Many psychologists were not satisfied for the subject to develop into a science to be studied for itself alone. Also, according to Wundt, it offered no way to attack the problems of the higher processes of the mind. The criticism of structural psychology was that it was merely descriptive. On the other hand, the functionalists claimed as the basis of their psychology "the mind in use." That is, the purpose of psychology was not only to describe processes, but to show how they could be used.

Angell was a fair representative of the functional school. Dewey in his early years wrote a psychology from the functional point of view. James, if he belonged to any school, was a functionalist. The following outline is Angell's concept of how consciousness operates:

<table>
<thead>
<tr>
<th>Knowing</th>
<th>Feeling</th>
<th>Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>sensation</td>
<td>emotion</td>
<td>reflex action</td>
</tr>
<tr>
<td>perception</td>
<td>mood</td>
<td>instinct</td>
</tr>
<tr>
<td>imagination</td>
<td>passion</td>
<td>impulse</td>
</tr>
<tr>
<td>memory</td>
<td>temperament</td>
<td>volition</td>
</tr>
</tbody>
</table>

The functional point of view is that of a technology. Particularly did it emphasize attitude and its rôle in directing behavior. The structuralists claimed a function cannot be observed, only its consequence, therefore functional psychology cannot be scientific. They also criticized it on the basis of its being like the old faculty psychology. This the functionalists denied and countered with the charge that structuralism claimed to be all-sufficient when it was merely descriptive, allowed no way for the organism to adjust itself to environment, and was sterile as to its contribution to the welfare of mankind. And so the battle went on, sharply, but, in the main, in a friendly manner.

This difference of opinion reached its peak about the turn of the century and was dying out, each group broadening its beliefs and accepting more and more of the ideas of the other, when Watson announced his position on behaviorism. Strictly speaking, we have neither structural nor functional psychology today.

Behaviorism

R. S. Woodworth, in a radio address in the fall of 1931, humorously defined a school of psychology as "a red-faced, loud-voiced group of men who are attacking a traditional position." Karl Dallenbach also made the comment that "a movement always thrives by attacking some other position, calling it old and worn-out, and then over-emphasizing its own virtues.

While we think of John B. Watson as the center of the behavioristic movement, we must remember that late in the nineteenth century arose a group of psychologists in Germany called "Objectivists" who tried to interpret behavior entirely separated from mental behavior. So also Pavlov and Bekhterev in Russia developed an objective psychology in their studies of conditioned reflex. However, Watson crystallized the movement and has been regarded, and probably rightly so, as the founder of the school. In 1913 he stated that he could no longer be content to work with intangibles, and although he was a product of functional psychology, his quarrel was more with that school than with the structuralists. He set up a program which outlined a psychology based solely on the biological sciences and rigidly excluding every reference to conscious states or processes.
Watson’s doctrine may be considered from two points of view, positive and negative.

**Positive Aspects**

1. **Object**—Universal and objective psychology.
2. **Aim**—Utilitarian. To predict and control behavior.
3. **Data**—Concerned only with changes in the muscles and glands.
4. **Point of view**—Adjustment to environment.
5. **Descriptive categories**—Stimulus and response, and heredity and environment.

But, as we said before, for a system to thrive it appears that it must attack the old system, so a negative side of Watson’s position was set up.

**Negative Aspects**

Watson claimed that all psychologists have been able to accomplish to date is to substitute consciousness for soul. This is illustrated in his first negative aspect.

1. He ignored the work of former psychologists as having nothing to offer modern psychology.
2. He denied
   (1) **Consciousness**. Since consciousness cannot be perceived with the senses it must not exist. He also denied its use.
   (2) **Introspection**. He said that introspection cannot grapple with such things as perception, judgment, reasoning, and imagination, and as a method of observation was not scientific.
   (3) **Sensation**. All one has, according to Watson, are receptors affected by certain stimuli and giving off certain responses.
   (4) **Memory**. Only a muscular or glandular learning. Simply an ability to perform an act that has been performed before.
   (5) **Image**. All images are either muscular or visceral habits.
   (6) **Thought**. He says it is simply an implicit muscular or glandular activity, that is, activity that takes place but cannot be seen, as in movements of the larynx in subvocal talking. In other words, thought is nothing more than subvocal talking and should be observed objectively by measurement of the muscular reactions of the larynx.
   (7) **Pleasantness and unpleasantness**. Merely tumescence or detumescence of the sex organs and other erogenous zones.
   (8) **Instinct**. Watson first believed in instincts (1914), but gradually lost this belief. In 1919 he was critical of them, and in 1924 he denied them entirely. “In the list of human responses there are no such things as instincts.” Hence it follows that there are no inherited capacities or temperaments. This led him to say in his book, *Behaviorism*, 1924, page 120, that if you would give him any normal child, he could, with proper environment and training, make him into “any type of specialist I might select—doctor, lawyer, artist, merchant chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.” So far as I know, no other psychologist has attempted to out-bid him in this respect.
   (9) **Emotion**. Watson denies the conscious side of emotion. He leans toward the Lange theory, which
is largely visceral in its interpretation. His three elements of emotion are fear, love, and rage, but his definitions of these are not orthodox at all. To him they are just certain responses in the neuro-muscular system, most of which are the results of conditioned reflex.

While Watson's behaviorism grew out of the functional school, it is more like structuralism. He analyzes behavior into its simplest components, the reflexes, from which concept he evolves his situation—bond—response symbols.

Pavlov's conditioned reflex concept really went farther than Watson's situation—response concept in that it provided not only for the biologically adequate stimulus, but added the indifferent or substitute stimulus to produce the same response. And this was in 1905. Watson adopted the concept of conditioned reflex very slowly. In 1914 he merely mentions it. In 1919 he gave it an important place in behavior, especially in emotion. In 1922 he said it was the key to all behavior. In 1930 he called it the keystone in the arch of behavior. As instincts waned the conditioned reflex waxed.

Watson's behaviorism may be criticized on four points. First, he is not historical. His idea is not at all as revolutionary as he claimed it to be. Comte rejected introspection in the second quarter of the nineteenth century, Charcot criticized it in 1851, Thorndike in 1911 defined psychology as the science of behavior, as did also Pillsbury. Second, he was logically irrelevant. Behaviorism is not a new psychology, as he claimed, but simply a new chapter of the science. It cannot replace all the rest. Third, he is not consistent. He denies many of the precepts of psychology and then admits them under another name, as for example, introspection, which he kicked out the front door and then admitted through the back door as verbal report. Fourth, he promised much but gave little. About eighteen years has passed since Watson first announced his system. What has it achieved? It can't lay claim to originating objective observation as a method of studying psychology, for that method was in use before the beginning of the twentieth century. Nor can he claim to have eliminated introspection, for psychologists still continue to use it and are making important contributions through its use. Woodworth says he has probably helped to simplify some sections of psychology and helped on their way to oblivion some unpsychological problems inherited from philosophy.

We would certainly be misleading in our discussion of this school if we failed to mention other behaviorists beside Watson, or perhaps it would be better to say other "behaviorisms." The reader is referred to K. A. Williams's article, "Five Conflicting Behaviorisms," in the American Journal of Psychology, July, 1931. Other psychologists who would certainly rank as behaviorists are Max Meyer, W. S. Hunter, and K. S. Lashley, all of whom differ in important ways from Watson.

Gestalt Psychology

About 1910-11 the controversy over imageless thought which had been raging for several years petered out. The whole controversy contributed nothing to psychology. Köhler and Koffka, who at that time were in the University of Frankfort, Germany, were imageless thinkers who realized the futility of the controversy and left it. Together with Wertheimer, who was also working at Frankfort, they revolted against some of the concepts of orthodox psychology, especially that of analysis and association. They founded their own school, which they called Gestalt psychology, as a protest against these older conceptions. This
was about 1912, which you will note was about the same time Watson delivered himself of his first pronouncement concerning behaviorism. However, the World War coming on shortly afterward prevented either doctrine making any headway in the country of the other. The Gestaltists attacked the existentialists and behaviorists on the concept of analysis, so a three-cornered fight developed. The existentialists did not get excited over the controversy. They objected only to annihilation and, like "old man river," just kept rolling along.

But as a new school must have something to attack, this new school—like that of the behaviorists—set up the straw man of introspectionism which they called existentialism. Introspection is, of course, not a school at all, but one of the methods of the existential school.

On the negative side Gestalt psychology protests against:

1. Analysis, which they call atomism.
2. The constancy hypothesis, that is the fallacy of assuming a one-to-one relationship between situation—response in behaviorism or stimulus—sensation in structuralism.
3. Past experience, attention, attitude, or set. They say psychologists have not been able to explain satisfactorily any of these concepts.
4. Association. Gestaltists object to trying to integrate or associate relatively unrelated stimuli or sensations. "What is the mechanism that holds them together?" they ask.

On the positive side Gestalt psychology develops:

1. Concept of wholeness. This is really the cardinal doctrine of Gestalt. A whole or pattern, whether mental or physical, has about it qualities which are not present in the mere sum of its parts. For example, the geometrical figure "a square" (see [a] Figure 2) has about it qualities which are over and above the sum of its four straight lines.

2. The law of pragnanz. This law may be divided into several smaller classifications, namely:
   a. the law of closure. According to the law of closure, objects tend to complete themselves, that is, if a figure is drawn leaving small gaps in it, one tends, when observing the figure, to perceive it as a perfect figure. Orthodox psychologists would explain this as the result of past experiences, but the Gestaltists believe that it is due to some inner brain dynamics in receiving a mass of stimuli from the retina. The brain process tends to spread across the gaps. The brain seems to respond to figures as a whole. Difficulties in proofreading might be explained on this basis. To the Gestalt psychologist an imperfect figure produces unbalanced brain tensions while a complete figure produces equilibrium, therefore the brain gravitates toward completeness.
   b. the law of figure and ground. Our tendency is to interpret figures in terms of their backgrounds. Every pattern exists
as a figure against a more general and usually more vague background, but this background has almost as important a part to play in the final perception of the complete pattern as has the primary figure itself. In a landscape, the size of the tree in the foreground is determined largely by the size of the other trees in the background or by the size of the building it may be partially hiding. In the auditory field a bar of melody stands out sharply against the background of noises made by the orchestra tuning up. Nor are any of these parts of the landscape or music isolated elements, but part and parcel of the whole pattern. (c) the law of movement. Wertheimer experimented with sense-perception by throwing upon a screen in a darkened room alternating slits of light (see [b] Figure 2), one lying slightly below the other and parallel to it. It would be expected that the observer would see two parallel lines, one lying below the other and lagging somewhat behind the first as to time of appearance. As a matter of fact, what the observer actually sees is a single line oscillating upward and downward. Again if these slits of light meet to form an angle and are again alternated, the image appears as a single line rotating back and forth on an axis. This is not due, says Wertheimer, to the brain first analyzing the image into two lights and then synthesizing them into movement, but to actually sensing them as a moving image.

(d) the concept of insight. As stated previously, the Gestaltists say that the whole is more than the sum of its parts; so it cannot be gotten by observation of its parts, but by a sort of sense-perception of a combination of conditions which they call an insight.

The Gestaltists objected to Thorndike’s experiments in animal learning, because, they said, the animal never saw the whole combination of conditions at any one time. The situations were, in other words, blind situations, as, for example, the maze used so frequently by Thorndike, and were not at any one time present in their entirety before the senses of the animal. If they had been, and if the problems had not been outside the range of the ability of animals of the class used, they would have learned, not by trial and error, to use Thorndike’s expression, but by insight. These assumptions by Koffka and Köhler were drawn largely from their experiments with anthropoid apes. Of the many experiments, one only may be mentioned in this paper. An ape in a cage made of poles planted far enough apart to allow him to get his arm through is presented with the situation of a banana lying outside the cage and out of reach of the ape’s arm. There is also outside the cage, but within reach of the ape, a pole. The ape, after making many attempts to reach the banana with his arm alone and obtaining absolutely no success, seems about to give up when all at once and without delay he takes hold of the pole and with it pulls the banana within reach of his arm. And thereafter he does it without error. There is no gradual improvement in the process as is represented by Thorndike’s curves of animal learning (see [c] Fig. 2), but a sudden insight and the total step from zero success to one hundred per cent success.
Criticism of Gestalt Psychology

1. Their protest against analysis is greatly exaggerated. They claimed they would abolish all analysis. But all scientific method includes analysis. They now admit analysis, but surreptitiously. They say their type of analysis is not real analysis, but a differential analysis in the same sense as we speak of differential calculus. Not analysis into real elements, but into pseudo-elements. In this they seem to be inconsistent.

2. They attributed to opponents assumptions which these opponents did not make. An example of this is in the law of constancy, which means a one-to-one correlation or, translated into the situation—response hypothesis, that a certain stimulus will always produce the same response. The Gestaltists deny this and try to pin it on their opponents. The truth is that nobody believes it. An illustration of their argument may be seen by examining Fig. 2. Four dots arranged in the pattern in the figure may be seen in any of the forms following it in the figure. This very example which they use to disprove the constancy theory convicts them in another of their denials, which follows.

3. They deny past experience, attention, and attitude. Now the only way the above phenomenon of interpreting in various ways one visual image may be explained is by past experience, attention, or association. But all these they deny openly.

4. They deny association and substitute for it Gestalt or configuration. But what is a Gestalt? They say it is a primitive dictum of knowledge. In easier terms, it is perceiving a situation as a whole instead of first perceiving the parts and through these arriving at the whole. Dallenbach says it is just our old friends past experience and attitude back again.

Undoubtedly Gestalt psychology has something to offer to psychology in general. It has directed our attention with new interest on insight as a method of learning. Also it has emphasized the integrative function of perception. It is rather interesting that Gestalt psychology has had a better reception in America than in the country of its birth.

Purposive or Hormic Psychology

We have a purpose in sight for most of our behavior, although many psychologists seem to have ruled out this common sense idea. Wundt and Brentano both had a purpose in making psychology scientific; Titchener's purpose was to develop a descriptive psychology, and Watson's purpose was to make it a natural science. Even the strictest objective psychologist has a purpose in his observations and experiments.

Purpose as a motivating force in mental life has been recognized by most of the psychologists who are not definitely aligned with the behaviorist or Gestalt schools. McDougall, however, in 1908 made it the cardinal principle of his system.

McDougall had a good background for his work in psychology. He had medical training at Cambridge and London, and worked with the great English psychologist, Sherrington, and with Muller, the leading exponent of the associationist school.

Purpose, according to McDougall, means the urge or desire back of the act. Purpose implies, first, foresight and, second, desire for the outcome. Purposive psychology, therefore, is an outgrowth of act or functional psychology, as shown in the diagram presented earlier in this paper.

The whole system probably grew out of McDougall's desire to find a psychological basis for the study of sociology. In 1908
he published his Introduction to Social Psychology. Up to this time psychologists had ignored motives in human conduct, but motive is the great interest of the sociologist. Since orthodox psychologists seemed unable or unwilling to aid the sociologist, there developed various improvised, unscientific systems of psychology that seemed to throw light on the problems of sociology. So McDougall tried to write a social psychology that is both scientific and helpful in the study of motive.

Instincts, he maintains, are the primary motives of life. He also links up emotions with instinct as a mental attribute. On the receptive side he says that instinct is a predisposition to certain types of stimuli; on the doing side, a predisposition to certain types of behavior in response to particular stimuli; and between these two phases there is an emotional tone which seems to be the core of the whole.

These instincts with their various modifications resultant from environmental conditions carry all the urges necessary to social life. The modifications usually occur on the sensory side by being attached to new stimuli very much as suggested by the psychology of conditioned reflex. These modifications take care of behavior that cannot be related directly to one of his pure instincts. The instincts may also be combined into sentiments, as, for example, patriotism. Behavior is driven by these sentiments rather than by pure instincts—especially adult behavior. Nor is thinking a great factor in behavior either individual or social, behavior being more the product of instincts and sentiments.

This psychology was received with enthusiasm by sociologists, but it did not go long unchallenged by psychologists, their main criticism being directed toward the term instinct. The existence of instincts cannot be demonstrated objectively; as the existentialists deal only with observation, they deny them. The behaviorists deny instinct because it goes against their mechanistic point of view. If the present-day trend toward non-belief in the instincts becomes a finally accepted principle of psychology, the foundations of purposive psychology will be undermined.

McDougall has never had a large following and the drift seems to be away from him, although he professed in 1930 to be getting more sympathetic recognition. His greatest following has been among the sociologists.

Psychoanalysis

While psychoanalysis will be discussed in this paper as a school of psychology, it can hardly be accepted as a scientific psychology in the sense in which we have been discussing scientific psychology. To be a science of psychology or of any other field any body of material must present a large amount of data resulting from carefully controlled experiments. The conclusions drawn from this material must be limited to that which can rightly be deduced from the experiment. Psychoanalysis, as far as the writer can determine, has neither kept such a body of experimental data, nor has it checked carefully its conclusions in the light of what little experimental data it has.

Sigmund Freud, the originator of the theory of psychoanalysis, was interested originally in the study and treatment of abnormality in human mental life. Together with Joseph Breuer, a Viennese physician, Freud developed a method of allowing a patient troubled with emotional difficulties to "talk out" her difficulties to the physician. After gaining the confidence of his patient, Freud would urge her to discuss with him frankly all her emotional disturbances, not only her present ones, but others reaching even to her early youth, and including her dreams as well as her waking disturbances. This method plus one of free association resulted often in tapping the patient's mem-
ory of things apparently long forgotten and discovering the causes of her difficulties. The bringing to light of these causes of conflict led to a release of pent-up emotions, the conflict terminated, and the mental health of the patient was restored.

Freud had not practiced this method long until he was struck with the frequent occurrence of dreams as a part of these free associations. He made a careful study of dreams which resulted in his publishing in 1900 his Interpretation of Dreams. To Freud dreams were expressions of wishes which had not reached fulfillment in the waking hours. Strivings that had been repressed and forced into what he called the "unconscious" found expression in dreams.

Another continually recurring factor in the talking out, free-association method and in dream analysis was the sexual element. In fact, this element in time became the core of Freud's whole system. The sexual desires being repressed during the waking hours were freed during sleep, although even then they frequently appeared in disguise. Now while these dreams were sometimes easy to interpret, such as the wish-fulfilling dream of finding money, usually they were so disguised as to be meaningless to one not practiced in the art of interpreting them. Freud in course of time built up a long list of dream symbols which he claimed to be able to interpret, thus gaining light on the patient's repressions.

Still another important development in Freud's system is that of transferrence. This means that the feeling of the patient for the object of his or her desire which was usually unattainable was transferred to the analyst or physician. This fact had in it much opportunity for complications which led some practitioners to give up the talking-out method, but Freud claims to be able, after he has become the object of the patient's desire, to reason away this desire. As most of the sex experiences or desires which Freud says are repressed and which later appear in some form or other to color our behavior are experiences which occurred in childhood or early youth, he makes these youthful repressions another important fundamental in the foundation of his system. Woodworth states Freud's fundamental doctrine as follows:

"If we put the two theories together, we have in a nut-shell the fundamentals of Freud's psychology. Repressed infantile sexuality—we see at once that the three words could not be reduced anyhow to two, and that the edifice stands on three pillars instead of two. The importance of repression, the importance of sex desire, and the importance of the infantile period, are Freud's three main emphases."

Space will not permit a discussion of Freud's "polarity of the individual," his conception of the libido, or his Oedipus theory.

It is hard to criticize the contribution of Freud on the basis of the criteria of scientific psychology and be fair to him. It is more a technology of psycho-therapy. And yet even a technology is based on experimental facts. Freud has never kept any data as to his cures or failures. In fact, he might say that all were really cures if the patient probed deeply enough into his past experiences. We all have a habit of forgetting failures. The best way to prevent this is to keep careful, accurate data. Had this been done in psychoanalysis, it appears that the per cent of failures would be found to be astounding.

In most cults one person, sooner or later, becomes the leader and corners the market; such leaders are Mary Baker Eddy in Christian Science, and Freud in psychoanalysis. They become a sort of oracle. Everything must be taken ex cathedra from them. Freud read Adler, Jung, and Wittels out of his system because they produced original ideas. There should be no corner on truth.
Probably the greatest contribution of Freud is in the field of neurosis. It is to him we owe the discovery that most neuroses are due, not to emotional shock from outside sources, but to ineffective attempts on the part of the individual to adjust his desires to the conditions of life. We must also credit Freud with directing attention to the much broader influence of the factor of sex in all phases of life both normal and abnormal. And last, Freud's investigations have shown to all thinking people who are acquainted with his work, the importance of normal, healthful childhood if we hope for normal, healthful adulthood.

C. P. Shorts

THE SCHOOL TAX PROBLEM: A QUOTATION

Most of the higher learning in America is carried on in tax-supported state universities. The situation of all these public institutions is now so critical that unless there is some change in the attitude or condition of our people there is indeed very little hope for the continuation of that higher learning which is my theme.

The principal function of the private universities in the educational system is to provide the leadership or the recklessness which shows the public institutions what they should or should not attempt. They have led the way in research and in educational experiment and have demonstrated to the Legislatures that it is a good thing for the community to pay professors a living wage.

Such payment is not charity which the professors should accept with humility and reward with silence on controversial issues. It is an investment in intelligence. The private universities have struggled to maintain the right of the scholar to exercise his intelligence even though it led him to criticize established policies or institutions. Their example has enabled most state universities to take the same position, with infinite profit to their states.

These spiritual values the private universities will always have for the educational system as a whole. But their income, like that of other aggregations of capital, is now so much diminished that they cannot hold out much longer in their effort to present education and research in their proper economic perspective.

Our people must, therefore, themselves believe that tax-supported education and research are important and must themselves determine to protect them. At the present time the ordinary American gives little evidence of any such belief or any such determination. We hear instead that the cost of government must be reduced.

The Chance of Reduction

Now, I do not believe that in the long run the cost of government can be reduced, or should be reduced, or will be reduced. Certain costs of government could and should be reduced. The total cost of government could and should be redistributed, with certain items increased, and other items eliminated.

The increases that we may expect in Federal taxes to support the social services and to provide for the relief of the destitute are far greater than any reductions that can be accomplished by tinkering with bureaus. Even the savings that would come from a reduction in the army and navy and from limiting aid from the Veterans' Bureau to those who deserve it would be swallowed up by the new obligations which the Federal Government must assume as a result of the collapse of our industrial system.

Take the case of education. The principal difficulty that our schools have had to face until this depression has been the tremendous increase in the number of pupils. This has been caused by the advance of the legal age for going into industry and the
impossibility of finding a job even when the legal age has been reached. In view of the technological improvements in the last few years business will require in the future proportionately fewer workers than ever before.

The result will be still further elevation of the legal age for going into employment, and still further difficulty in finding employment when that age has been attained. If we cannot put our children to work we must put them in school.

We may also be quite confident that the present trend toward a shorter day and a shorter week will be maintained. We have developed and shall continue to have a new leisure class. Already the public agencies for adult education are swamped by the tide that has swept over them since the depression began. They will be little better off when it is over. Their support must come from the taxpayer.

**For Federal Aid**

It is surely too much to hope that these increases in the cost of education can be borne by the local communities. They cannot care for the present restricted and inadequate system of public education. The local communities have failed in their efforts to cope with unemployment. They cannot expect to cope with education on the scale on which we must attempt it. The answer to the problem of unemployment has been Federal relief. The answer to the problem of education must be much the same.

And properly so. If there is one thing in which the citizens of all parts of the country have an interest, it is in the decent education of the citizens of all parts of the country.

Upon this common interest rests the whole theory of our popular institutions. Our income tax now goes in part to keep our neighbors alive. It must go in part as well to make our neighbors intelligent. We are now attempting to preserve the present generation through Federal relief of the destitute. Only a people determined to ruin the next generation will refuse such Federal funds for education as may be required.

But Federal assistance to education will not, of course, lighten the burden of the states and local communities. Their educational expenditures will increase, too. If, in an emergency like the one we are enjoying in Chicago, it is necessary to reduce them temporarily, there is one way to do it and only one. Let the duly constituted representatives of the community determine how much it can afford to spend on education. Then give the educational administration authority to determine what specific changes and reductions should be made to bring expenditures within income.

I am willing to concede, therefore, that the total sum which any community may be able to spend on education this year or next may have to be reduced. If so, the community should determine how much it can spend; the educational administration should determine the manner of spending.

But by this concession I do not mean to imply that I think even a temporary reduction in educational expenditures is a good thing. In so far as economy means efficiency it is of course beneficial. Economy may mean that to other governmental agencies. It may mean it to certain school systems if it can eliminate the expenditures forced upon the schools by politicians seeking jobs for their friends.

**The Salary Issue**

But in general the schools of America are undernourished rather than too richly fed. For years we have been struggling to secure a decent salary level for teachers. We have done this, not because we are sentimental about teachers, but because we have realized dimly the importance of edu-
cation and have tried to get intelligent people to go into it as their life work.

Now, the easy way to save money is to reduce salaries. It requires no thought, no effort, no reorganization. It can be done by anybody who understands the rudiments of arithmetic.

But it is, in my opinion, the stupidest and most short-sighted means of cutting the costs of education. We wish to make the teaching profession attractive by adequate and secure compensation. We shall never have a respectable educational system until we have accomplished this aim.

We defeat this aim if we reduce salaries. And in addition we miss the only advantage of this depression, the opportunity to increase efficiency through house cleaning and reorganization, the opportunity in short to give better education at lower cost. A policy of salary reduction will indeed produce a lower cost; it will produce also a poorer education, now and in the future.

This country is still the richest in the world. For the things it ought to have it can well afford to pay. But it cannot get the money through an antiquated and iniquitous taxing system. As long as the preposterous general property tax is the chief source of local revenues we shall be unable to meet the demands which our civilization inevitably places on local governments. As long as a person who does not own real estate but has an excellent income may make no contribution whatever to the support of these units, while the farmer, who owns real estate but gets no income at all, sees his property sold for taxes, we may expect to hear that the cost of government must be reduced.—Robert M. Hutchins, in the New York Times.

WHAT WE ARE TRYING TO DO IN SCHOOL AND COLLEGE

THOUGH people of every age have probably considered their age a changing one, and rightly so, for change is the law of growth and life, yet I doubt if change in mechanism and mode of thought has ever followed change so swiftly as in our time. The boys and girls now in school and college should be especially well equipped to deal with the complex world of confused ideas in which they will find themselves. How far are we helping them in school and college?

Now education in school and college roughly falls into two divisions; technical or practical education, the end of which is to make the young man or woman a self-supporting economic unit, a wage earner, and education which has no apparent practical end in itself and which for the want of a better name we term cultural.

The first kind of education or training is exemplified in the schools by such courses as sewing, cooking, typewriting, shop practice, and in colleges and universities by various engineering courses, by courses in the applied sciences and by courses in law, medicine or pharmacy; the second kind of education, namely cultural education, is furthered by such studies as Latin, Greek, modern languages, English, and philosophy. Of course one might say that these subjects sometimes have an economic end, since many of the students who excel in these subjects later support themselves by teaching them, but as a matter of fact, we can safely say that these cultural subjects are pursued by most students as ends in themselves, with the hope that with their mastery while being not better off materially, they may have acquired the art of thinking, tolerance, a worth-while point of view, a sense of values, a desire for truth, a passion for inquiry, all of which qualities will

WRONG PARTY

This month's greatest mistake was made by a book agent who tried to sell the book "Ask Me a Question," to a kindergarten teacher.
help them to adjust themselves to the intricacies of modern life.

Now though there is a sharp distinction in colleges between the courses in applied sciences and courses in the Arts—in my own college, Union, for example, we differentiate such courses from the beginning of the freshman year—yet in many cases these curricula overlap. The students of the applied sciences must perforce learn some English, modern language, and history; often an Arts student will from choice elect some applied course about which he is curious. Nor is the division that we often make between applied courses and technical courses a sound one, for beyond doubt many of the applied courses if taught by wise men, can have as refining an effect upon the mind as participation in a so-called cultural course. The intricacies of higher mathematics that deal with electrical theory, the making of the design of an efficient engine, or the slender and graceful span of a great bridge that approaches perfection of line and the maximum of strength from the order and quality of the materials—surely the designing and making that demand such precision and exactness and often a sense of beauty, develop and cultivate the mind as much as would the study of Cæsar’s Commentaries.—Frankly, I must confess that in writing this paper I had written the Odyssey in place of Caesar’s Commentaries. But in honesty I had to scratch out and substitute Cæsar, for I had just finished reading the Odyssey, and I can hardly think of any book the study of which would have as great a refining influence upon young imaginative minds open to the loveliness of life.

Let me reiterate that in practically all school and college curricula practical and cultural subjects overlap, and that many so-called applied subjects are in themselves truly cultural.

The curricula of all good American colleges are practically the same as are the curricula of public and private schools that prepare men and women for college. Of course it is a matter of common knowledge, that all high school graduates will not enter college, in fact that not more than ten per cent of them will do so, and school men have the problem of so adjusting their curricula, that the ninety per cent who will end their formal education with high school will have some adequate preparation for life, and that the ten per cent may receive such education as fits them to enter college. This has doubtless been a difficult curriculum problem for school men to solve. I wonder if some day we will not follow the distinction the Germans used to make before the World War, and may still make. Their old high schools were of two kinds, the real-schule and the gymnasia. Those students who wished to prepare themselves for the study of applied sciences or technical courses attended the real-schule; students who wished to enter the universities were educated in the gymnasia.

However, in this struggle we are making to prepare young people for life, it is not of the curricula of schools and colleges that I wish to speak. Curricula have been worked over so often and with such an expenditure of energy that they are on the whole not bad.

Our main fault in both the American school and college is, that we have the wrong kind of yard stick with which we attempt to measure the achievements of our students. We have the yard stick of quantity rather than quality. Let me explain how the system of quantity measurement works in most colleges. I presume it is the same in schools, though I am not thoroughly familiar with school systems. In most colleges a student takes a number of courses and acquires a number of credits. From time to time, when he is deficient, he may supplement these credits by courses taken in recognized extension or summer schools.
When the credits add up to 120 or some set number he is given a bachelor's degree. The bachelor may be educated or almost illiterate; if he has been a true student he will of course have some education at the time of graduation; if he has been lazy-minded and interested in everything but his studies, and still cunning enough to pass subjects with a minimum of effort and a third or fourth grade, his mind is but a chaotic thing of shreds and patches; in fact, I have known a few undergraduates who steadily declined under the present system, and who were not nearly as strong when they were seniors, as they had been when freshmen. It is a patent fact that the degree of Bachelor of Arts from any American college nowadays, is no guarantee that the holder is an educated man, or that he has any intention of becoming an educated man.

Now it is pretty obvious how this quantity measure has arisen and been established in school and college. During our pioneer period and during our late emergence from the pioneer period, our country was overrun with frauds, quacks, and charlatans. We had many fake colonels, fake doctors, fake preachers, fake lawyers, fake teachers corresponding to institutions and occasions that bred them, fake wars, fake medical schools, fake theological schools, fake law schools, and fake colleges of the Arts. To fight against these evils, the educator of fifty years ago set up the artificial standards I have spoken of; so many credits add up to a degree, there must be so many buildings in an accredited college, so many bottles in an accredited laboratory, so many books in an accredited library, so many this and that. We have still enough quacks and charlatans with us, but quacks and charlatans who can never withstand the clear light of truth, are no longer blatant and obtrusive, but lurk only in the dark places.

This quantity measure in school and college has served a wise purpose, and already accomplished a useful end, but its usefulness is now over. Now the time has come to break the old yard stick of quantity and take the new yard stick of quality. Let me illustrate what I mean by describing a more ideal type of college than we have at present. Now a boy attends college for four years, sits through some 4,000 hours of recitation lecture and laboratory, passes examinations in 20-odd courses many of them isolated, and at the end receives a bachelor's degree. The banquet of knowledge has been spread before him by the professors, and he may have eaten fully and drunk deep or merely sniffed at what seemed to him unsavory messes. Supposing we changed all this and threw more of the burden upon the students; after all, what the students really learn they must dig out and learn by themselves. Supposing we drew up a curriculum like the following:

Mathematics—Algebra; Analytics; Calculus; Differential equations.

English—Beowulf; Chaucer and his times; Shakespeare and his times; Milton and his times; The 18th Century; The Romantic period; The Victorian age; American literature.

History—General history of the world; Greek history; Roman history; Medieval history; English history; American history.

Classics—Homer; Virgil; Lucretius; Plato; The Greek tragedies and comedies: (A reading knowledge of Greek and Latin as evidenced by answers and an ability to write Greek and Latin prose).

Modern Languages—French; Spanish; German; Italian; (A speaking, reading and writing knowledge of any two of these languages).

These curricula are not models of content—in fact, I have made them up as fast as I could write them down—and they are singularly imperfect. I use them merely to illustrate an idea. Suppose we could say to a boy entering an Arts college: here is an outline of a certain amount of work for
you to do, and in this work there are professors to help and assist you. You must pass three or perhaps even two of these divisions before you will receive a degree. You may come up for examination, whenever you like, and whenever you think you have mastered these subjects. If you are clever, you may pass these divisions in two years or you may take three or four or five or even six years to pass them, or you may never pass them at all. Our only demand is that you must have a large body of well-ordered and well-digested knowledge, before you attempt the examinations, which will be thorough, both written and oral, and conducted by an examining board of professors.

Under such a system, obtaining a degree would not be a matter of so many years in college, so many hours in classroom, so many courses passed; rather the degree would guarantee to the world that the holder had acquired certain definite bodies of knowledge. That is what I mean by substituting the measure of quality for the measure of quantity in school and college.

Someone may very well ask: if you are convinced that this quality measure would overcome so many flagrant evils and bring much beneficent results, why not put it in force at once? But that question would only be asked by someone who did not understand school and college. School and college are conservative, trustees and boards are sticklers for established traditions. Teachers love to teach what they have been taught in the same manner in which they received instruction. You may set up all the machinery you like; nothing succeeds unless there is a stout backing of academic public opinion. We must move slowly and build what good we have onto something better. My only hope is that by steadily making minor changes, by increasing honours courses, by emphasizing the importance of those we have, we may approach this system of quality. Whenever I have an opportunity I speak of it, and my chief interest in making this speech tonight is to lay such a plan, vague as it may be, before you, the directors of education in New York State.

But no matter how we may twist and mutilate and revamp curricula, we will only achieve the end of education when we have great-hearted, believing teachers who want to teach and who believe that teaching is the noblest and most important of all the professions. Some teachers are splendid, many are perfunctory, lazy, incompetent, time-serving. Many have graduated from colleges that have given them neither lofty ideals nor any body of knowledge. You see how things move in a vicious circle: the college does not educate the potential teacher, and the badly educated teacher from the inadequate college cannot stimulate a child’s mind. For there is no blinking the facts, that the ablest young men in college go into the applied sciences, business, or the professions of law and medicine; and with shame we admit that often the second raters go into church and school, as preachers and teachers. And none the less is it obvious that no matter how much a person has been trained in the history of education, teaching methods, practice teaching, etc., he is of little use as a teacher unless he has a profound and thorough grasp of a body of knowledge coincident with the subject he professes to teach.

When the fine, intellectual, truth-seeking teacher and the true student are brought together, we have the fine school or college.

Now fine teachers are rare and they are the greatest asset to the state. School or college without fine teachers amount to little or nothing. What can we do to get teachers of quality in school and college? It is very difficult in this age of materialism, when the commercial idea has permeated not only school but church, to get idealistic teachers, who love what they are doing and
believe in it. How can we encourage more true students of fine mind and character to enter this the greatest of all professions? First, I think, we should remove from teachers as many artificial impediments as possible. I have always resisted with all the strength I have the flat rate system of payment. It is very easy to administer a college budget by saying an instructor is worth so much, an assistant professor so much, a professor so much. That system may keep peace in the academic faculty, but it is not a true or just system. For one instructor may be worth twice as much as another, and a good professor may be ten times the value of a lazy and indifferent one.

So in school systems of different states teachers have been hampered by a number of standardizing regulations. Laws that state that a man and woman teacher doing similar work must receive the same rate of pay, laws that do not allow married women to teach in the schools, seem hard and artificial as are the standardizing rules in colleges. The mediocre mind, the mediocre administrator, adores standardization. Such splendid reports can be drawn up! So obvious is the justice of the whole plan!

As a matter of fact, a woman may be worth twice as much as a man. If a married woman is a good teacher and she is not allowed to teach, the community is the loser. In selecting teachers there are but a few things to consider. Do they know their subjects? Are they moral, kindly, and idealistic? Do they love teaching? We cannot achieve much in school or college without good teachers; they are jewels of great price, the most precious possession of community and state. I always like to read over what Sir William Osler, himself a great and beloved teacher, said of others in his profession:

“The successful teacher is no longer on a height pumping knowledge at high pressure into a passive receptacle. He is no longer Sir Oracle, perhaps unconsciously by his very manner antagonizing minds to whose level he cannot descend, but he is a senior student anxious to help his juniors. When a simple, earnest spirit animates a college, there is no appreciable interval between teacher and the taught; both are in the same class, the one a little more advanced than the other. So animated, the student feels that he has joined a family whose honour is his honour, whose welfare is his own, and whose interests should be the first consideration.”

Through the years great educational prophets like Milton, Huxley, and Wilson have made pronouncements in no uncertain tones on the end of education. The burden of their prophecy has always been the same: Prepare for life; prepare to live more fully and richly. That must be our aim in school and college, and only those who believe and trust in life are fitted to teach the young. In our applied courses, we must be mindful that in this machine age of ours invention follows so fast upon the heels of invention, that a young man of mere technical skill may “become a servant overnight,” and that if he has been taught no theory that may serve as a foundation for a new structure, he has been robbed of his birthright. For “education is training of men who are to rise above the ranks. . . . It is for those who approach life with the intention of becoming professional in its fields of achievement.”

For the practical life a boy in school and college should have a broad training in mathematics and the principles of physics and chemistry. Instead of trying to teach everything to a young man of twenty, we should endeavor to lay foundations on which he can build himself into a wise and useful man at forty.

Let us hope that the school and college of the future, whether dealing with arts students or applied scientists, may encourage in all young minds a generous attitude
towards life, a moral sense towards others, a love of inquiry and a search for truth, so that our young people may be fitted to cope with the oppressive human problems under which our American civilization and the civilization of the whole world now groans.

Frank Parker Day

"LIONS DON'T WRITE STORIES"

A SUGGESTION FOR TEACHERS OF AMERICAN HISTORY

"DAD, why are there so many stories about men killing lions and so few about lions killing men?"
a small boy asked his father.

"I suppose, Son, it's because lions don't write stories," the father replied.

Histories, unfortunately, are much like that. They are written largely from the viewpoint of the nation, the class, or the racial group to which the writer belongs. British histories are pro-British; American histories, pro-American. One needs to read both to get the whole picture.

The place occupied in our own histories by "America's tenth man," the Negro, is another illustration. As a matter of fact, this element in our population has made really notable contributions to American progress, when one considers its African background, two centuries of slavery, and other heavy handicaps. Yet relatively few people, white or colored, know anything of this story, because our histories, practically without exception, are silent on the subject. They show us the Negro only as a semi-savage slave, raising an occasional insurrection, or as an ignorant, dangerous freedman—always a burden, a liability, and a threat. Of the Negro as a patriot in every American war, as writer, educator, scientist, artisan, inventor, business and professional man, they tell us nothing. Yet this racial group comprises one-tenth of the nation's population, and its story, on the whole, is the most dramatic and interesting chapter in the American romance.

Believing that much might be gained and nothing lost by balancing the picture—by putting in the lights as well as the shadows—the Commission on Interracial Co-operation has published a sixteen-page booklet entitled "America's Tenth Man," setting out briefly but comprehensively the Negro's constructive contribution to American life. This story the Commission has made available to public schools and colleges for use as a supplement to American history, and more than 60,000 copies have been used in that way in hundreds of schools in twenty-odd states. In some cases it was used in connection with classes in history, sociology, civics, or English; in others, it was run through the entire school. The results invariably seem to have been good.

A new edition of the "Tenth Man" has just been printed and the Commission, located in the Standard Building, Atlanta, announces that a copy will be sent without charge to any teacher requesting it. As one means of vitalizing the teaching of American history, the writer does not hesitate to recommend it.

R. B. Eleazer

If the School facilities are inadequate, if the teachers are too few, there is no reason but community parsimony. It is poor policy. Economy in government is good, but it is false economy that stints the means of public education. If savings are to be made, let the whittling of public expenditure be done elsewhere. All insurance of progress, all hope for the success of democracy, all expectation of the continuance of public welfare and safety depend upon the proper maintenance of public education. The teachers should be given all necessary facilities to enable them to instruct in accordance with the best ideals of their profession.—Detroit News.
EDUCATIONAL COMMENT

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS

The annual meeting of the National Council of Geography Teachers will be held in Washington, D. C., December 26 and 27, 1932. Members of the National Council and all who are interested in geography are invited to be present. Sessions begin at 9:30 a.m. Monday, December 26. The themes for four of the five sessions will be: Modern tests and testing in geography, supplementary aids in geography teaching, the supervisory and administrative aspects of geographic education, and research studies in the science of teaching geography. The meetings will be held at the headquarters of the National Geographic Society.

GLEANED FROM THE PRESS

Succeeding the late E. C. Glass as superintendent of schools at Lynchburg is Omer Carmichael, of Hollins, Alabama, former superintendent of schools at Tampa, Florida. During the past summer Mr. Carmichael taught in the summer schools at both the University of Alabama and Duke University. He is a former president of the Alabama Educational Association.

Dr. Charles G. Maphis, dean of the summer school at the University of Virginia, and director of the Institute of Public Affairs, has recently been elected president of the Association of Deans and Directors of Summer Sessions.

Washington and Lee University again operated its annual freshman camp prior to the opening of its 183rd year on September 12. Eighty-five freshmen spent three days at Camp Powhatan learning of Washington and Lee traditions.

At the close of the registration period on September 17 William and Mary College announced that the enrollment was one more than at the same time last year when 1410 had registered.

Dr. Robert H. Tucker, of the department of economics, has this fall become the new dean of Washington and Lee University.

"Richelieu," Bulwer-Lytton's best known play, was presented by the Virginia Players of the University of Virginia in November, under the direction of Professor H. R. Pratt, who also played the title role.

The bachelor of science degree was granted to 18 students and the master of science to 4, following the completion of summer work at the Virginia Polytechnic Institute.

Dr. Ivy Foreman Lewis, professor of biology at the University of Virginia, will serve as acting dean of men at the University during the current session.

Dr. J. A. G. Shipley resigned as division superintendent of schools in Bedford county, effective October 15.

Collegiate professional certificates were issued last year to graduates of the following Virginia colleges in the numbers indicated: Harrisonburg State Teachers College, 127; William and Mary College, 96; Farmville State Teachers College, 88; Radford State Teachers College, 71; Fredericksburg State Teachers College, 62.
It was announced that only 36 registrations at the Farmville State Teachers College are from without the state, while 79 of 100 Virginia counties and 16 of 20 Virginia cities are represented.

President Julian A. Burruss, speaking at convocation at the Virginia Polytechnic Institute on the so-called “rat system,” is quoted by the Times-Dispatch as saying:

“What V. P. I. needs more than additional buildings, or additional professors, or students, or additional funds is a development of a genuine school spirit, a heart-felt pride in the institution, a refined campus life, an unfailing loyalty to the best standards of conduct, and an ever present sense of the responsibility connected with it, for maintaining it as a high-grade college for gentlemen, worthy of respect and esteem throughout the state and nation.”

THE READING TABLE


This workbook is strong in the activities presented and in the outline maps included.


In this junior high school song book, one of the finest I have seen, is a variety of folk songs—just the type children of this age enjoy.

All the songs are well-arranged and suit the voices of children at this age. Boys’ voices have received consideration.

The book is completely indexed. The pictures and songs, because of their interest and appeal, are making this series very popular in our schools.

L. M. H.


Here is a preprimer which tells an interesting story from the very first page. Other distinctive features are the clever introduction of new words in meaningful phrases, the use of pictures to enrich the content, and frequent pages which contain no new words and thereby increase the child’s sense of power in reading.

K. M. A.


This booklet outlines the Supervisory Program by which Northeastern Teachers College guides instruction in a designated area of fifteen adjoining counties.


This study “determines and analyzes” the activities of the elementary supervisor in working with student teachers. It also “determines and analyzes” the techniques the supervisor uses in carrying on these activities. It should be suggestive for supervisor both in service and in training.

NEWS OF THE COLLEGE

The 1931-32 Schoolma’am, yearbook of H. T. C, received first prize in Class B, for annuals smaller than 225 pages, at the sixth annual meeting of the Virginia Intercollegiate Press Association held at Farmville with the Farmville State Teachers College and Hampden-Sydney as joint hosts. This was the only award to be captured by a state teachers college.

Margaret Moore, Norfolk, ’32, and Catharine Bard, Norfolk, ’33, were editor-in-chief and business manager, respectfully, of the publication.

Those who attended the convention from H. T. C were Catherine Bard, Lois Drewry, Catharine Manke, Virginia Jones, Christobel Childs.

Dr. Sidney B. Hall, State Superintendent
of Public Instruction, in a speech before the faculty and student body on October 5, said that he and his co-workers are attempting to "map out a state-wide program of education." He discussed the "study course" and the "productive course of study" as leading on to a "printed course of study," which will be the next step in the State Curriculum Program.

Dr. John W. Wayland, professor of Social Science of this college and now on leave of absence, on October 12 discussed the traditions and memories of the early days of the Harrisonburg State Teachers College.

Dr. Wayland was a member of the first faculty of H. T. C., then a state normal school, and has witnessed the growth of the school from its earliest days.

Dr. Lewis Wilson Jarman, president of Mary Baldwin College, Staunton, Virginia, on October 19, gave a brief resume of the life and influence of Mahatma Ghandi upon the civilization of today. In a most interesting and instructive manner, Dr. Jarman discussed Ghandi's policy of passive resistance and the vast influence he has exerted.

Standards Day was instituted as an annual affair under the direction of Virginia Jones, Gordonsville, chairman of the Standards Committee, and Mrs. Anne B. Cook, associate dean of women and director of social activities.

All during the day tables were in Harrison Hall on which were displayed all phases of the work undertaken by the committee this year. After the formal dinner Wednesday evening a fashion review was given before the Queen and her court.

The Harrisonburg chapter of the American Association of University Women has organized a group for the study of modern world literature under the direction of Mrs. Otto F. Fredericksen. Upper classmen at H. T. C. have been invited to attend this discussion group.

The Old Girls defeated the New Girls by 33-6 in the annual fray held on October 1. The line-up included:

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<td>Van Landingham</td>
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<td>Coyner</td>
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Old Girl substitutes: Haga for MacDonald, Todd for Pittman, Milnes for Neblett, Courter for Steele, Peterson for Coyner, Calfee for Haga, Smith for Milnes, Coyner for Peterson.

New Girl substitutes: Mairs for Hoffman, Holder for Bernstein, Grogan for Holder, Clark for Finnegan, Bernstein for Burnett, Hoffman for Holder, Moody for Grogan, Burnett for Bernstein, Holder for Moody.

Referee: J. Turnbull.
Umpire: W. Doan.
Scorers: D. Martin, J. Lowrie.

Going down in defeat in both of her intercollegiate hockey contests, Harrisonburg dropped the first game to Sweet Briar by a score of 5-1 and lost the second 4-1 to the "Squaws" of William and Mary.

The hockey squad is comprised of the following: M. Haga, Danville, captain; K. Finneghan, New York; E. Peterson, Lake City, Florida; M. Bernstein, New York; L. Dickstein, New York; E. Rice, New York; J. Baker, Columbia; D. Mentzinger, New York; V. Carmines, Hampton; F. Neblett, Victoria; M. Melson, Machipongo; E. Wilkins, Capeville; J. Lea, Massie's Mill; L. Allred, Winston-Salem, N. C.; P. Parkins, Norfolk; E. Todd, Richmond; D. MacDonald, Statesville, N. C.; E. Pittman, Gates, N. C.; J. Courter, Amelia; M. Van Landingham, Petersburg; A. Fultz, Butlerworth; E. Bryant, Whites Depot.
Four students from H. T. C. attended the annual convention of the Baptist Student’s Union at V. P. I. on November 4-6. The delegates were Frances Whitman, Purcellville; Rachel Rogers, East Falls Church; Alberta Stevens, Richmond; Margaret Fitzgerald, Chatham.

DIRECTORY OF STUDENT OFFICERS
FALL QUARTER, 1932-33

STUDENT GOVERNMENT ASSOCIATION
Kate Whaley Brown, Roanoke, president; Sarah Face, Hampton, vice-president; Laura Melchor, Winston-Salem, N. C., secretary; Lois Bishop, Norfolk, recorder of points; Sarah Lemmon, Atlanta, Ga., editor of Handbook.

Y. W. C. A.
Emma Jane Shultz, Staunton, president; Virginia Ruby, Lynchburg, vice-president; Elizabeth Tudor, Roanoke, secretary; Rebecca Comer, Roanoke, treasurer.

ATHLETIC ASSOCIATION
Emelyn Peterson, Lake City, Fla., president; Margaret Campbell, Richmond, vice-president; Marietta Melson, Machipongo, business manager.

PUBLICATIONS
The Schoolmarm—Lois Drewry, Clifton Forge, editor-in-chief; Catherine Manke, Hampton, business manager.
The Breeze—Christobel Childs, Orange, editor-in-chief; Virginia Jones, Gordonsville, business manager.

SOCIETIES
Kappa Delta Pi—Dorothy Harris, Carson, president; Virginia Richards, Winchester, recording secretary.
Scribblers—Sarah Lemmon, Atlanta, Ga., chief scribe.
Stratford Dramatic Club—Prudence Spooner, Chester, president; Janie Shaver, Harrisonburg, vice-president; Catherine Bard, Norfolk, secretary; Madeline Newbill, Norfolk, treasurer; Elizabeth Carson, Lynchburg, business manager.
Lee Literary Society—Dorothy Williams, Norfolk, president; Evelyn Watkins, Norfolk, vice-president; Jacqueline Baker, Columbia, secretary; Hattie Courter, Amelia, treasurer; Sarita Byrd, Charleston, W. Va., chairman of the program committee; Julia Courter, Amelia, sergeant-at-arms.
Lanier Literary Society—Catherine Bard, Norfolk, president; Florence Holland, Eastville, secretary; Dorothy Merryman, Lynchburg, treasurer; Anna Colvert, Raleigh, N. C., chairman of the program committee; Kathleen Carpenter, Norfolk, critic; Mary Van Ladingham, Petersburg, sergeant-at-arms.
Page Literary Society—Eleanor Cook, Charleston, W. Va., 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.
Alpha Literary Society—Virginia Richards, Winchester, president; Bernice Bowden, Red Hill, secretary-treasurer.
Aolian Music Club—Mary Coynor, Waynesboro, president.
Glee Club—Elizabeth Bush, Long Island, N. Y., president; Inez Graybeal, Christiansburg, vice-president; Mary Coynor, Waynesboro, secretary; Evelyn Watkins, Norfolk, business manager; Eleanor Moore, Gastonia, N. C., librarian.
Frances Maloy Club—Frances Maloy, Highland, president; Rowena Brill, Richmond, vice-president; Lillian Filippo, Richmond, treasurer; Martha Bailey, Windsor, secretary; Rebeccia Bennett, Salisbury, Md., chairman of the program committee.
Cotillion Club—Elizabeth Carson, Lynchburg, president; Dorothy Williams, Norfolk, vice-president; Marrietta Melson, Machipongo, secretary; Florence Holland, Eastville, treasurer; Catherine Bard, Norfolk, business manager; Virginia Orange, Exmore, sergeant-at-arms.
Le Cercle Frangais—Hilda Hisey, Edinburgh, president; Hazel Wood, Chester, vice-president; Mildred Fersey, Portsmouth, secretary; Hattie Courter, Amelia, treasurer; Gladys Myers, Harrisonburg, chairman of the program committee.
Art Club—Dorothy Martin, Norfolk, president; Rebecca Snyder, Waynesboro, vice-president; Virginia Ruby, Lynchburg, secretary; Frances Figg, Washington, D. C., treasurer; Anna Colvert, Raleigh, N. C., business manager; Lois Bishop, Norfolk, chairman of the program committee.
Debating Club—Ruth Behrens, Timberville, president; Hazel Wood, Chester, vice-president; Alice Kay, Waynesboro, secretary; Frances Whitman, Purcellville, treasurer and business manager.

CLASSES
Senior—Mildred Henderson, Williamsburg, president; Mary Haga, Danville, vice-president; Lillie Tucker, Crew, secretary; Nelle Taylor, Big Stone Gap, treasurer; Elizabeth Bush, Long Island, N. Y., business manager; Bernice Bowden, Red Hill, sergeant-at-arms.
Junior—Mildred Simpson, Norfolk, president; Evelyn Watkins, Norfolk, vice-president; Elizabeth Sugden, Hampton, secretary; Rachel Rogers, East Falls Church, treasurer; Virginia Carnime, Hampton, business manager; Helen Meyer, Richmond, sergeant-at-arms.
Sophomore—Marion Smith, Philadelphia, Pa., president; Mary Elizabeth Deaver, Lexington, vice-president; Anna Larrick, Round Hill, secretary; Sarita Byrd, Charleston, W. Va.; treasurer; Eugenia Trainum, Loudon, business manager; Alma Pultz, Butterworth, sergeant-at-arms.
Freshman—Frances Wells, Suffolk, president; Mary Parker, Cuba, vice-president; Elizabeth Thweatt, Petersburg, secretary; Charleva, Chichon, Norfolk, treasurer; Lois Meeks, Baltimore, Md., business manager; Willene Clark, Petersburg, sergeant-at-arms.
ALUMNÆ NEWS

WEDDINGS

Miss Catherine Byrd and Mr. Frank Barkley were married on June 25 at Harrisonburg. Mr. and Mrs. Barkley are living at 12 East Third St., Maysville, Ky.

Mr. and Mrs. J. C. Daughtrey announce the marriage of their daughter, Allie Beale, to Mr. Hubert Bowler, on Saturday, July 2, at Franklin, Va. Mr. and Mrs. Bowler are at home at Criglersville, Va.

Miss Mildred D. Heath and Mr. Neal W. Cargill were married recently at Lovington. Mr. Cargill is from Boston.

On October 15, Miss Brownie Linhoss, of Dayton, became the bride of Mr. Miley Dingedine. Mr. and Mrs. Dingedine will live in Staunton.

Miss Mary Crane and Mr. Glenn O. Randall were married in Clarksburg, W. Va., on Monday, September 19. Mr. and Mrs. Randall are at home at 2706 Everett Ave., Raleigh, N. C. Mr. Randall is a professor in the State College at Raleigh.

ALEXANDRIA ALUMNÆ CHAPTER

At a recent meeting of the H. T. C. alumnae of Alexandria and vicinity, the following alumnae were made officers of this new chapter: President, Mrs. Lillian R. Strader; Vice-President, Ruby Pryor; Secretary, Lucille Harrison; Treasurer, Ruth King.

ALUMNÆ PERSONALS

Mrs. Annie Adair teaches third and fourth grades at Clifton Station, Fairfax County.

Emma Ellmore teaches sixth and seventh grades at Herndon.

Laura Cameron teaches in the high school at McLean.

Twenty-two H. T. C. alumnae teach in Madison County schools. Mary L. Blankenbaker, Reba Huckstep, Louise Renalds, and Louise Harwell are our four-year graduates in that county.

Only two of our graduates teach in Prince William County. They are Jacqueline Johnston and Christine Clark.

Sixteen of our ex-students teach in Wise County. Ruth Moon and Margaret Kelly are doing splendid work.

Angie Hatcher, Emily Hogge, Marian Kelly, Louise Bloxom, Mae Vaughn, Charlotte Wilson, Kathryn Pace, Elizabeth Peake, Lois Ellis, Ruby Dixon, and Verna Vaughn are teaching in Hampton and Elizabeth City County.

NOTICE

The regular Thanksgiving meeting of the H. T. C. Alumnae will be held at the Richmond Hotel at noon on Thanksgiving Day. Tickets will be on sale in the John Marshall High School lobby. All alumnae who expect to attend the luncheon will please notify the Alumnae Secretary, Mrs. Garber, H. T. C., Harrisonburg, for reservations. Price of tickets, $1.00.

DEATH OF DORIS PERSINGER

Doris Persinger, editor of The Breeze during the session of 1926, and graduate of the class of 1926, died on October 12 at the Preventorium at the University Hospital, following an attack of double pneumonia. For the past six years Miss Persinger had been a teacher in McGuffey Primary School, Charlottesville. Miss Persinger was a native of Salem. Her father, a brother, and two sisters survive.

OUR CONTRIBUTORS

C. P. SHORTS is associate professor of education in the State Teachers College at Harrisonburg. Mr. Shorts is co-author of Gifford and Shorts's Problems in Educational Psychology.

ROBERT M. HUTCHINS is president of the University of Chicago. This quotation from the New York Times is a portion of a speech President Hutchins made before the Rotary Club of Chicago recently.

FRANK PARKER DAY, who is president of Union College at Schenectady, N. Y., delivered this address before the Associated School Boards and Trustees of the State of New York, meeting in Buffalo, on October 10.

R. B. FLEAZER is secretary of the Committee on Education and Race Relations of the Commission on Interracial Co-operation, with headquarters in Atlanta, Georgia.
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