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

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March, 1933

Problems in the Education of Teachers

Discussed by

E. E. Windes

Fred M. Alexander

W. J. Gifford

Published at the State Teachers College of Harrisonburg, Va. 15 Cents
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AN ADEQUATE PERIOD OF EDUCATION FOR TEACHERS

The length of period of training which should be required for all Virginia teachers is not a matter which can now be settled by reference to scientific investigation. Dr. E. S. Evenden, who is in charge of the National Survey of the Education of Teachers, anticipates that when that survey is completed and published it will contain a significant body of data which should be useful, if not decisive, in settling this issue. A selected bibliography of 1297 articles and books has just come from the press and represents Volume I of the survey report.

Lacking such data, it has seemed wise to set up as a desirable standard a four-year period of training. At the rate Virginia has been raising requirements for certification in the past two decades, it would appear feasible now to agree upon an early date when all entering teachers should have this requirement. The State Superintendent of Public Instruction and his immediate predecessor have both been hopeful of setting up as a requirement for all teachers one certificate—the Collegiate Professional. If this certificate could not be realized by all at the outset, those who stop short of the goal would be given provisional and temporary certificates. If such a step were taken, undoubtedly a large amount of discretionary power in the handling of certification would need to be left to the individual who is responsible for awarding certificates.

From the Research Bulletin of the N. E. A., November, 1931, entitled Teacher Supply and Demand, we read as follows:

"1. There tends to be an oversupply of persons with licenses to teach, but a limited supply of persons with a high level of professional training. . . . 2. In a period of an oversupply of teachers, the certification and professional training requirements should be raised. The theoretic purposes of raising the requirements are: (1) to keep out those who refuse to meet higher standards; (2) to force those holding temporary certificates to obtain higher licenses; (3) to diminish the number of new graduates until the profession can absorb the oversupply."

Dr. Benjamin Frazier, Senior Specialist in Teacher Training of the U. S. Office of Education, makes the statement: "In so far as current practice is concerned, the trend is unquestionably to extend preparation to the four-year level and beyond. Rising certification requirements in practically every state afford evidence to this effect." Only recently Maryland and Pennsylvania have both set up the requirements for elementary teachers to three years and have remade their teacher training curricula to that end. The State of California requires four years of training of all teachers and has, like other states, a considerable group of unemployed teachers.

I. History of Certification in Virginia

Twenty years ago Virginia had more than a score of different forms of certificates. The Third Grade certificate was eliminated early. By 1924 the Second Grade certificate was eliminated, by 1926 the First Grade, by 1929 the two-year Special for high school teaching. In 1931 the one-year Elementary Professional certificate was eliminated in so far as incoming teachers were concerned. This represents a steady march ahead with no step backward; for high school teaching the four-year standard has been required since 1929 for entering teachers, while practice throughout the state is rapidly making the two-year or
Normal Professional certificate the minimum for elementary teaching. Indeed, at the present time many local superintendents insist upon securing four-year graduates for the elementary schools.

In response to a questionnaire sent by the writer to state superintendents of public instruction throughout the United States, there is almost unanimous agreement that if a four-year certification requirement were set up it would relieve unemployment. The state superintendents also hold that such certification should include professional work.

II. Professional Demands Being Made Upon Virginia Teachers

The school year of 1932-33 finds Virginia engaged in the most significant educational task ever undertaken; namely, the complete revision of the elementary and secondary curricula. It has already been discovered that many of the less well-trained teachers are totally unprepared for this task, and it is already recognized that when new materials are put in the hands of the teachers of the state they will have to include traditional set-ups as well as forward looking set-ups of courses of study to take care of the large group of relatively untrained teachers.

Among the teacher activities noted by Charters and Waples in the Commonwealth Teacher Training Study as having highest values are the following: selecting objectives; investigating difficulties; determining traits to be taught; adapting procedures to individual differences; teaching pupils to develop useful interests and worthy motives; counselling; advising; and leading student groups. Had this study been prepared in 1932 instead of 1929, the ability to create and direct "units of instruction" would almost certainly have been included. This view of the teacher's work places a premium upon longer and better training.

Furthermore, the elementary teacher today finds that her special helpers are being lopped off, that is, the special teachers in art, music, home economics, and physical education. She must teach an integrated program including all of these fields as well as the more orthodox ones of arithmetic, language, natural science, social science, and so forth. The mastery of this wide range of subject matter must be accompanied by a similar mastery of educational psychology, the functions of modern education, and the technique of teaching, and can scarcely be accomplished in two or even three years.

III. Teacher Supply and Demand

In 1925 there were still too few teachers available although the war-time shortage was being pretty well taken up in certain fields. By 1931 most states reported too many teachers in most fields.1

In 1929, of 93,334 teachers who completed teacher training courses, there was an evident need for 69,181, or about seventy-five per cent. After the effects of the depression became more pronounced, special teachers were in many cases not re-employed or were given grade teaching positions. In Massachusetts, for example, for the year 1932-33, 219 special teachers were eliminated, while 393 others were not re-employed due to consolidation of schools, increased size of classes, and so forth. In this connection a table on the next page proves suggestive: 2

Conclusions which are readily drawn from this table are the decreased enrolment in the first grade requiring fewer teachers at that level, the general stabilization of the teaching force, and the very rapid development of training at the four-year level.

In Virginia the employment problem was not at all acute until 1931 and at the present writing the teachers colleges of the state

---

2Biennial Survey of Education in the United States, 1929-30, Chapters V and XIV.
A DECADE OF PROGRESS IN TEACHER TRAINING

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of teachers colleges</th>
<th>Bachelor's degrees given by teachers colleges</th>
<th>Master's and doctor's degrees given by teachers colleges</th>
<th>Non-degree teachers college graduates</th>
<th>Average salary public school teachers</th>
<th>Number public school teachers</th>
<th>High school teachers</th>
<th>Number in training in teachers colleges</th>
<th>First grade enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>45</td>
<td>1,296</td>
<td>21,012</td>
<td>1920</td>
<td>$871</td>
<td>812,524</td>
<td>97,654</td>
<td>135,435</td>
<td>4,323,170</td>
</tr>
<tr>
<td>1930</td>
<td>140</td>
<td>11,073</td>
<td>49,227</td>
<td>1930</td>
<td>$1,364</td>
<td>App. 1,000,000</td>
<td>182,637</td>
<td>274,348</td>
<td>4,171,037</td>
</tr>
</tbody>
</table>

report placement of more than eighty per cent of their graduates for the year 1932. The relative amount of unemployment therefore of newly trained teachers in Virginia is very low compared with that in other fields. However, data from the office of the Virginia State Director of Certification would indicate that for the year 1931-32 the total number of Collegiate Professional and Collegiate certificates granted to white teachers apparently exceeded the number of positions opening up. This would indicate that for Virginia, even though our teacher supply is not as excessive as elsewhere, the raising of certification requirements would largely solve this problem.

From the answers to questionnaires from state superintendents of public instruction, it appears that there is a great deal more unemployment in some of the other states than in Virginia. New Jersey puts it as low as six per cent; Wisconsin, fifty per cent; Michigan, seventy-five per cent of 1932 graduates. In Michigan, as elsewhere where unemployment is excessive, there is an apparent surplus of inadequately trained teachers. Michigan is turning out a large number from her high school training centers giving one year of instruction beyond high school graduation. Virginia is fortunate in having abandoned these training centers several years ago and is also fortunate that it is not like Iowa and other states in requiring state legislation before a new and higher standard can be set up.

IV. Remuneration of Teachers

Comparisons of salaries in Virginia shows that whereas two-year Normal Professional graduates typically received on graduation in 1925 an average of $900, and four-year graduates an average of $1100, by 1932 these figures were reduced by approximately twenty-five to thirty per cent. In this reduction the two-year graduate has the advantage of the four-year graduate. State superintendents of public instruction from other states report that frequently two-year graduates are employed because they are cheaper and no doubt that tendency operates in Virginia in some localities.

It seems therefore to be clear that, while all beginning teachers may expect considerably less salary than a few years ago, and that four-year graduates suffer a somewhat larger reduction, the means to improvement of salaries lies in the direction of the elimination of lower certificates because as long as these exist salaries will be pulled down because of them. Division superintendents in Virginia, wherever they can do so, are asking for strong four-year graduates in rural schools. With the state putting as relatively small amounts as it is into the training of the individual teacher, it would seem desirable to encourage such a tendency by raising the certification requirement of all beginning teachers to four years.

V. Development of Public Sentiment

It will be argued by some at a time when teachers’ salaries are being cut, schools are being reduced in length of term, consolida-
tion of schools is going on, that this is no time for the elevation of certification requirements. However, if public sentiment is not built up in favor of the trained and qualified teacher, it will almost undoubtedly be built in the direction of the cheap and untrained teacher. A recent deplorable tendency, for example, is the insistence that superintendents and boards of education employ local teachers regardless of whether their qualifications are suitable and whether much better teachers are available.

In Virginia it could scarcely be said we had a particularly strong sentiment for good roads at the time of the great World War. With the aid of Federal money and by tapping new sources of income, Virginians were given a taste of good roads and good road sentiment developed very rapidly. As long as there was no competition in the low-priced car market, Virginians, as well as other Americans, continued to buy too expensive cars, but when a number of low-priced cars became available, sentiment for the low-priced cars soon developed. Long experience with handling the placement of teachers indicates that, when a well-trained, superior teacher is placed in a community, public sentiment is built up for well-trained teachers. The best way, therefore, to build up public sentiment for well-trained teachers is to furnish them to the communities of the state.

A check as to how the juniors at the Harrisonburg State Teachers College view the problem of an adequate period of teacher training revealed their unanimous belief that four years should be required. Among the more significant answers as to why they advocated the four-year period were the following: demands on teachers are becoming greater; the surplus of teachers demands that only the best equipped be allowed to teach; a longer period is needed to get subject matter background; by having four years of training the standards of the profession will be raised; the teacher's social life is more settled after four years in college; such teachers will have better attitudes and the necessary maturity.

In summary, therefore, it would seem that the State of Virginia should set up at the earliest feasible date, a requirement of four years of training for all of its teachers: first, because such a step is in line with the rapid and continuous rise of certification requirements in Virginia and elsewhere in the past twenty years; second, because the demands upon teachers in Virginia, particularly in the light of the curriculum revision program now being undertaken are such that a two-year period cannot give adequate training; third, because unemployment among teachers in Virginia can best be remedied by increasing certification requirements; fourth, because the remuneration of teachers will always suffer as long as there are cheap and relatively untrained teachers to be had; fifth, because public sentiment can best be built up through providing good teachers just as sentiment for good roads has been built up by providing good roads.

W. J. Gifford

AN OFFENSIVE FOR EDUCATION

I have been amazed and confounded that during the depression, when salaries have been threatened and in many instances school terms have been shortened and even schools have been closed, there has been so little aggressive action by educators. That the best defense is an offense was never more true. The protest, apparently selfish and usually without success, that the salaries of teachers should not be cut, has little weight with men who themselves have reduced wages or none or who have seen their savings diminish and all but disappear in whatever form they were thought secure. Make the protest, if you will, but accompany it by the larger argument for the preservation of education.—Professor T. H. Briggs, in School and Society.
THE NEED FOR A PERIOD OF INTERNSHIP FOLLOWING GRADUATION FROM A TEACHER-TRAINING INSTITUTION

The Concern of the State for the Training of Teachers

OUR democratic social state is charged with promoting growth and evolutionary processes in individuals and the social body as a whole. Such processes are controlled in part, by certain fixed factors, as, natural resources and natural law, and by a variable factor, i.e., human behavior.

We cannot change natural law. Neither can we add to our natural resources. Our sole instrument of growth and development is, therefore, found in the play of a varying human behavior upon these fixed factors.

Education changes human behavior. The basic processes through which the state can function as an instrument of progress is, therefore, the process of education. That is why we recognize education as a state function. That is why the general effectiveness of social groups within the state is invariably a reflection of the educational program affecting those groups.

The state achieves its educational purposes primarily through its teachers. It can, therefore, have no greater concern than for the philosophy of purpose and process and the skill of performance as they operate in the schools of the state. We approach the problem of teacher training, then, from the point of view that it is a state concern and inevitably conditioned by state educational purposes and the peculiar local settings in which these purposes must be achieved.

How is a Good Teacher Produced?

Reduced to essentials, a good teacher is one who has those understandings, attitudes, and skills of performance which make possible the manipulation of concrete situations so that desired outcomes are secured. As in other professions this requires an extended training designed to give mastery of a comprehensive theory of purpose and related process. It requires, also, an extended period of practice in applying specific theories to variable situations so that adaptive skills are developed. This period of practice not only serves to produce specific skills of performance but to give, also, enriched meaning and real mastery of the significant principles making up the body of theory. Under good conditions our general experience prompts the conclusion that several years of practice and study under guidance after entering upon teaching, are necessary to bring teachers up to the standard of performance of which they are inherently capable.

Some Shortcomings of Present Teacher Training Practices

Our present practice in the state in the training of teachers is not adequate for the production of teachers who are capable of really professional work. Those of us who supervise the work of practice teachers know that we succeed in doing little to develop real skills of performance in the short period of practice available. We know, too, I think, in a way not realized by teachers of theoretical courses that few student teachers have real and usable understandings of the basic principles which govern the teaching and learning process. In many cases these principles are meaningless verbalizations so that specific situations are not seen as calling for or involving known governing principles.

Our present practice is wasteful in that there is little relation between the training of new teachers and the replacement requirements of the state. We are now turning out many certificated teachers who cannot find employment after certification. Lit-
tle selection from among those who enter teacher training institutions is practiced. The primary requisite for certification is the ability to repeat the academic content of theoretical courses. An appreciable number of individuals are certificated who are not suited to teaching and who expect to use teaching as a stepping stone to another profession.

The spread between entrance salary and maximum salary in teaching is too narrow. Relatively high entrance salaries contribute to the tendency to use teaching as an aid to another profession and use up funds which might be used to raise maximum salaries.

Practice teaching, as now conducted, does not provide for training, situations that are truly representative of the conditions under which teachers must work. After the short period of practice, under supervision of a training institution, young teachers go into service in situations where little or no in-service training is provided. The teacher training institution regards itself as having completed its task and the public school prevailingly treats the beginning teacher as a finished product. Many teachers in courses of educational theory do not have proper contact with public schools as they operate. They tend to advocate practices that fail to recognize field working conditions. We need a complementary theory and practice with mutual understanding between public school administrative officers and those engaged in teacher training.

A State Program Providing for Internship

These are some shortcomings which a properly organized state program for teacher training involving a year of interneship as a requisite for certification can remedy. Some provisions for such a program should be:

1. The state should require all teachers, whether trained in or out of the state, to spend a year as an interne in a school under supervision of a teacher training institution. Certification should be based on the recommendation of supervisory officers.

2. An effective co-ordination of local school divisions, teacher training institutions and state Department of Education, so that an adequate instructional supervision and in-service teacher training program could be developed. Each agency can and should contribute unique values to such an articulated program.

This might well involve:

A. Agreement of local school division in the service area of a teacher training institution with the teacher training institution to use a stated minimum number of teaching internes each year, these internes to be paid approximately one-half of the average salary of newly certificated teachers.

B. Use of funds saved by local divisions through the use of internes to contract with the state, working through the local teacher training institution, for adequate instructional supervision for the local system as a whole and for intensive supervision of internes employed.

C. A state organization for articulated instructional supervision and in-service teacher training which would utilize the personnel and facilities of teacher training institutions normally devoted to practice teaching as regional agents of the State Department of Education.

Such a set-up would provide a sufficiently extended period of practice under actual working conditions that would insure for those certificated a relatively high order of performance. Many who are unfit for teaching would never be certificated. It
would be possible to adjust training of teachers to the replacement needs of the state. The state could go far on funds now being expended towards setting up an adequate supervisory program. Both special and general instructional supervision on a regional basis could be provided to an extent that is an impossibility for many local divisions. The present situation that shows a wide gap and lack of understanding between public schools and teacher training institutions would be corrected.

In closing, I wish to make two comments:

(1) The present state program of curriculum revision cannot realize its purpose in full, unless intensive supervision of teaching is provided after the new curriculum is adopted. I think no one who knows the present situation will take issue with that statement.

(2) I would not extend the time required for graduation from a teacher training institution. I would extend the time for certification to require a year of intensely supervised practice under actual working conditions.

E. E. Windes

Teachers have struggled through generations to obtain what little recognition they now have. The very nature of their positions as exponents of idealism, altruism, and service without stint, has placed inhibitions upon their efforts to better their own lot in life. Handicapped by the idealism that has grown up about them, and that really belongs about them, they have had a hard time indeed in even partially coming into their own.—Durango Herald Democrat, Colorado.

There are 130,000 independent school systems in the United States. There are 247,000 schoolhouses. Of these, 29,930 are partially or entirely devoted to high schools. There are 1,450 colleges and universities.

IMPLICATIONS OF THE AIMS OF EDUCATION IN VIRGINIA FOR TEACHER TRAINING

MUCH of the confusion that exists in education is due to lack of direction. The State Department of Education has provided Virginia with a way out of educational uncertainty by initiating and carrying on the present state-wide curriculum program. This program was initiated and is proceeding under the conviction that education in Virginia should have a charter for its direction in the form of an adequate set of aims. John Dewey supports this position in the concluding statement of his Inglis lecture at Harvard in 1931:

"For confusion is due ultimately to aimlessness, as much of the conflict is due to the attempt to follow tradition and yet introduce radically new material and interests into it—the attempt to superimpose the new on the old. The simile of new wines in old bottles is trite. Yet no other is so apt. We use leathern bottles in an age of steel and glass. The bottles leak and sag. The new wine spills and sours. No prohibitory holds against the attempt to make a new wine of culture and to provide new containers. Only new aims can inspire educational effort for clarity and unity. They alone can reduce confusion; if they do not terminate conflict they will, at least, render it intelligent and profitable."

The task of formulating new aims of education for Virginia, that, in the language of Dewey, "can inspire educational effort for clarity and unity" was assigned to the Chairman of the Aims Committee of the

Editor's Note:—In another form this paper was presented on November 24, 1932, at the Teacher Training Section of the Virginia Education Association, and later in the December issue of the Virginia Journal of Education.

Virginia Curriculum Program. The work was done in the Curriculum Laboratory at George Peabody College for Teachers during the summer of 1932. The resulting list of aims appears in the Bulletin of the State Board of Education, Vol. XV, No. 1, July 1932, “Procedures for Virginia State Curriculum Program.”

The challenge that gave direction to the undertaking is delivered by Counts in the following statement from his notable book, *The American Road to Culture*:²

> “American education today, like American society at large, is in need of a conception of life suited to the new civilization. Most of the ideal terminology which students of education currently employ, if it is positive in quality, is the heritage from the earlier society. Since this terminology, however, is a product of a social order that has passed away, it ordinarily lacks both color and substance. Much is said in American educational circles today about democracy, citizenship, and ethical character, but nowhere can be found bold and creative efforts to put real content into these terms. In a word, the educational and social implications of the machine culture have not been thought through. And until the leaders of educational thought in America go beyond the gathering of educational statistics and the prosecution of scientific inquiry, however valuable and necessary these undertakings may be, and grapple courageously with this task of analysis and synthesis, the system of education will lack direction and the theory of education will but reflect the drift of the social order.”

This dynamic point of view led to the problem of selecting the sources from which could be derived aims that, when realized in our educational products, would preserve the desirable traits of the existing society and lead to the building of a new social order.


Sources of Aims

Accordingly, aims were collected from the following sources:

1. The aims expressed or implied in the writing of frontier thinkers in economics, political science, sociology, natural and physical science, art, citizenship, religion, and morals.

2. The aims stated and implied in the writings of educational leaders and thinkers.

3. The aims from research investigations in school subjects.

4. The aims stated in the yearbooks of the National Society for the Study of Education and the yearbooks of the Department of Superintendence of the National Education Association.

5. Special research on aims.


It was necessary to adopt a philosophy as a basis for the production of a set of aims capable of “putting real content into the concepts of democracy, citizenship, and ethical character” and sufficiently dynamic to give direction to individual and social growth. The process of classifying and evaluating the aims derived from the sources enumerated above and of selecting the “Tentative Aims of Education in Virginia” was guided by this philosophy an outline of which may be stated as follows:

**The Philosophy**

1. Nature and society are in a constant state of change.

2. As the present social order is not fixed and permanent, the school is responsible for the constant and continuous rebuilding and redirection of the new society. The school then has three obligations to a democratic society:
   a. The school should discover and define the ideals of a democratic society.
b. The school should provide for the continuous redefinition and reinterpretation of the social ideals in light of economic, political, and social changes.

c. The school should provide experiences for boys and girls which make possible their greatest contribution to the realization of the social ideals.3

3. The development of ability on the part of the learner to use the method of thinking of the artist as well as that of the scientist should be a goal of education.

4. The aims of education should be derived from the stated or implied ideals of society and not from the conventionalized subjects as they appear in the schools today.

5. The aims should suggest content to the teacher.

6. The interests of children should suggest method and the sequences of content.

7. Aims should lead to the co-operation of individuals within groups, and to co-operation of groups with other groups.

8. Aims should be capable of modification to meet changing conditions as they arise.

9. The acquiring of skills and information to which the schools of today mainly devote themselves is only a small part of education.

10. Education is not something already made, or stored, to be absorbed piecemeal by the learner. The learner is not a recording phonograph or one who stands at the end of a pipe line receiving material conducted from a reservoir of learning. Education is a way of behaving. The learner educates himself by remaking his own experience as he goes along, through changing the synaptic connections of his nervous system.

The Rôle of Virginia Teacher-Training in Realizing the Aims

One of the most significant implications of the aims for teacher training grew out of the concept that is amplified in section ten of the outline of our accepted philosophy. If learning takes place through the remaking of experience, of what does achievement consist? Achievement is made up of a few types of abilities which may be designated as understandings, attitudes, appreciations, and automatic responses. These abilities determine the ways in which individuals think, feel, live, and act.

This classification of learning products is used for the purpose of aiding the thinking of the teacher and curriculum maker. It is a simple and convenient analysis of the characteristics of the integrated personality. It implies no “piece-by-piece” way of looking at things and no stratification of the learning process. The acts of the individual are symptoms of a total situation. Understandings, attitudes, appreciations, and automatic responses function together simultaneously in every response and decision the individual makes.

When the individual reaches the stage of growth in which desirable understandings, attitudes, appreciations, and automatic responses functioning in unity constitute his total personality, he will be the integrated personality, the socially adaptable person, the cultured man capable of living the good life. The aims of education in Virginia, therefore, are stated in terms of understandings, attitudes, appreciations, and automatic responses. This is departure from traditional practice.

There is sufficient evidence to show that the attempts of our schools to cause individuals to learn for retention and use isolated and unrelated items of information are

3Adapted from an unpublished manuscript by Dr. H. L. Caswell.
futile. It is nothing short of tragic that the schools devote the major portion of their time and effort to this wasteful and abortive task. This point is one of the few on which our authorities in education and psychology are agreed.

Hear Dewey's comment: "No thought, no idea, can possibly be conveyed as an idea from one person to another." 4

Thorndike and Gates say: "The fact is that you do not know even the alphabet. You can merely repeat some of the reactions to this letter series that you have previously made frequently. Similarly, you do not know the face of your best friend. It is not an entity that you have absorbed into your mind and with which you can do anything. If you recall that face as clearly as you can you will find yourself unable to describe exactly all sorts of facts about it, such as the exact shape of the nose and mouth, the distance between the eyes, the particular contours and colors. All that you can do is to revive some of the reactions, with certain omissions and distortions, which you have previously made to the face. And so, in general, one does not absorb, master, or learn any objective thing or fact or subject matter." 5

In characteristic language Judd says: "The various types of subject matter and the social opportunities provided by the school constitute the sources of experiences, but the way in which experiences are arranged in a pupil's thinking depend on the nature of the pupil's mind. . . . The evil practice of dividing intellectual units to fit the accidents of a school program which allots forty-five minutes to a recitation has brought into high school training many undesirable consequences. Pupils think of learning as a matter of committing to memory short collections of items rather than as a matter of acquiring coherent views of the subjects which they study. They learn assignments and retain them long enough to recite them; they do not understand that true learning consists in viewing each item from many points of view and mastering all its relations." 6

This mass of evidence reminds us of the trite but sound saying, namely: "We should teach children and not subjects." The outstanding conclusion is that the aims of education should not be set up in terms of conventional subjects as they now exist in their multiplicity and stratification; that it is futile to set them up in terms of isolated items of information. Subject aims have no place in modern education.

On the positive side there is an even greater mass of evidence showing that the reactions of individuals, by which their thoughts and actions are controlled, which teachers call learning products, may be stated in terms of understandings, attitudes, appreciations, and automatic responses. As Judd so trenchantly points out, true learning consists in viewing every situation from many points of view and mastering all its relations. This is generalizing, and the aims provide for the process through the understandings which are large generalizations. This point of view is further strengthened by the Gestalt theory of configuration which holds that the meaning of elements is determined by relationships in the whole.

Issues in learning immediately become clarified when the nature of thinking is understood. The individual uses two types of thinking:

1. Analytical, scientific, or problem solving thinking which functions mainly through his central nervous system.
2. Artistic thinking, which functions mainly through the autonomic nervous system.

The understandings involve analytical

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4 Dewey: Democracy and Education, page 188.
thinking and are the means by which one interprets his natural and social environments, adjusts himself to them, and increases his control over them. The understandings are the adaptive controls of conduct.

The attitudes call for a combination of analytical and artistic thinking and are the drives to action or controls of conduct. They are strongly influenced by the emotions.

The appreciations are the outcomes of true artistic thinking. They are based mainly on emotional reactions, but are influenced by analytical thinking. The attitudes and appreciations may be called general patterns of conduct.

The automatic responses result from the use of the primary laws of learning and provide for the desirable habits and skills needed by the competent citizen. Language, number, and other social inventions necessary for automatic use are learned through exercise with satisfaction. Some authorities designate the automatic responses as fixed controls of conduct.

The application of the concept amplified above means that the conventional subject lines will be modified. The few larger fields or subjects that obtain will be instruments of learning and not ends in themselves. The value of a field will be determined by the extent of its contribution to the understandings, attitudes, appreciations, and automatic responses of the learner. As Ostwald implies: Knowledge will perform the function of enabling its possessor to look into the future, to predict. It will not be regarded solely as stored information.

One's degree of culture is determined by the number, variety, and depth of his interests. This concept implies that the teacher should have a broad, and an organic view of life, embracing the relationships of all aspects of living. His point of view should include that of the artist as well as that of the problem solver. How can a prospective teacher who knows little beyond his limited field, and who is innocent of the wide reaches of learning and scholarship, increase, diversify, and deepen his interests?

In summary, the implications of the aims of education in Virginia for teacher education are:

1. The aims of education suggest a broadened content of the curriculum of the teacher training institution.
2. The aims imply the modification of courses in methods of teaching the various isolated subjects, such as the teach-
ing of mathematics, methods in history, etc. These courses should be replaced by courses in the technique of developing, in the individual, the controls and patterns of conduct listed as aims of education in terms of understandings, attitudes, appreciations, and automatic responses.

3. The aims imply that no teacher should be graduated and licensed to teach in Virginia under a minimum period of four years in study beyond high school graduation, with an additional year of cadetship in a progressive school system affiliated with the teachers college. He should not then receive a diploma or certificate without the approval of both the teachers college and the authorities of the school system.

4. The aims imply that laboratory school facilities be so extended that the prospective teacher can observe and work almost continuously during the four year period with children so that he may know child nature from first hand observation and practice.

Implication number one dealing with content points to the elimination of the conventional multiplicity, and segregation of subjects and stratification within fields of knowledge. This implication replaces detailed subject specialization as an end with the focusing of all subject matter and materials upon the products of learning as they are stated in terms of understandings, attitudes, appreciations, and automatic responses. Application of this concept would reorganize knowledge into a comparatively few fields constituting a synthesis of relationships.

The curricula in the teachers colleges would be reduced to two in place of the existing variation of four to eight. Instead of training teachers as technicians in a single subject or for a single grade, the aims imply that teachers should be trained for one of two careers, namely, as elementary teachers or as secondary teachers. The elementary teacher's training would be so thorough that he could teach anywhere in the elementary school. The teacher trained for the secondary school should be trained for teaching through the use of at least one large field of knowledge with an adequate knowledge of the relationship of his field to the whole process of education.

All of the training of the teacher should be professionalized to the extent that the prospective teacher can see immediately the relationship to his career of the work that the institution requires him to do.

Every graduate of the teacher training institution should have mastery of a core curriculum, on the college level, required of all, consisting of the major fields of human knowledge.

The interests of children direct the teacher to method and sequence of content. Interests have educational value when they are compatible with the aims of education. Method is thinking. Any organization of subject matter is the result of the use of the processes of thinking in rearranging items of the social heritage. Method and subject matter, therefore, cannot be separated.

As already indicated, thinking is either analytical or artistic or a combination of the two. The problem of teacher education on the side of method resolves itself into the task of enabling prospective teachers to gain a mastery of the processes and application of the psychology of both analytical and artistic or emotional thinking. The aims provide for the functioning of all procedures and processes of learning through understandings, attitudes, appreciations, and automatic responses. They state in detail the contributing generalizations, characteristics, and habits and skills necessary for the integrated personality and socially intelligent person. Subject matter then becomes instrumental. There are no subject aims.
the question: What can a given field contribute to the aims of education?

It is the responsibility of the teachers college to cause the teacher to gain a usable knowledge and mastery of the biology, physiology, and psychology of the processes necessary to produce in the individual any outcomes listed as aims. This cannot be done through a study of isolated courses and subjects in these fields. All of the contributing factors from each field must be synthesized into a course that functions directly in securing this end.

The professional education in the teachers college should not be allowed to get out of balance through the espousal of any single school of thought and thereby to follow a narrow and one-sided procedure that later turns out to be fad. There is no panacea in the process of learning. The teacher education institution should maintain its perspective and synthesize the best contributions of all schools of educational theory.

The execution of this program may involve the selection of the superior types of high school graduates as prospective teachers, as a means of realizing these implications. If the function of the school is to rebuild the social order and to redirect the movements of society, surely the best brains of our civilization should be at the helm.

Fred M. Alexander

WORK—THE SOLVENT

By the time you have devised a test that discriminates your laziness from actual fatigue, you are well on the way to being a mental hygienist. If driving into hard work dispels your indifference, you were lazy; if it continues to irk you, lie down; you're really tired.—William McAndrew.

In the last decade enrolment in high school has increased 99.9 per cent. The number of additional recruits equals the population of Chicago.

BOOKS—TOOLS OF THE SCHOOLROOM

Think back to the days of childhood. Nearly all of us can remember at least one teacher who was superior and who made a lasting impression upon us. Some of us were so fortunate as to have two such teachers, some three, and perhaps a few, four. Outside of that group, however, what was the source from which we got such educational advantages as our schooling gave us? Careful thinking will bring almost everyone to the conclusion that except for such work as we did under a few such superior teachers the good which we got from our schooling came from our individual study of the books which we had.

What was true then is true today, though perhaps to a somewhat lesser degree. Owing to the superior training which our teachers' colleges give today, it is probable that there is a somewhat greater proportion of really superior teachers who are able to do that kind of work which does leave its mark on the children and which will remain with them as long as they live. Even those teachers, though, are greatly assisted in their work if they have an adequate supply of books suited to their purpose. No quicker method can be found of determining that fact than to interrogate those very teachers.

The public in the United States has been quick to recognize the advantages of education. This realization started early and bore fruit early, and the conviction has grown steadily from those early days to the present time, when in practically every hamlet of the United States the school buildings and the school equipment generally are the things to which the public points with the greatest pride. For some reason the public has been less generous in its equipment of school textbooks than in its equipment of almost any other thing connected with the schools. The reason is not difficult to find.
The school buildings, monuments as they are, represent an expense done with when once undertaken, and not a recurring expense. The number of teachers and the pay which those teachers receive is a matter of public pride. No community likes to be made up in part of a group of poorly paid teachers. About the only item which remains which can be cut when budget cuts are called for—and they always are called for—is the book budget. Data which I have obtained indicate very clearly that in this period when there is again a sharp demand for budget cuts, slashes are being made in many places in this very important but low-cost item. How many school boards think when they cut the textbook item that they are seriously hampering the work of the school teachers? How many school superintendents think that the cost of schoolbooks is only about one fortieth (2½ per cent) of the cost of the teachers using them? How many in the general public remember that with them the textbook was an extremely important item and that cutting it is taking away from the children a very large part of the educational benefit which they could get from their school attendance?

I am so impressed by the importance of this problem that I am taking this method of suggesting to each and every school board member that he canvass the situation in his community and determine what part of the expenditures for schools goes for the purchase of books and whether or not that part is adequate to the needs of the situation. If it is not, it is self-evident that it becomes the duty of that school board member, first, to see that no penny-wise, pound-foolish policy is pursued; it becomes his duty to see that the teachers in his community, particularly in this day when they are being asked to accept increased pupil loads through the inability of the school boards to increase the personnel of the teaching staff to meet increased enrollments, are provided with adequate tools in the way of books to carry on their work. What is needed today, with this added pupil load, is not fewer schoolbooks, but more schoolbooks. Pupils must do more work by themselves and with less directional effort on the part of the teacher. No teacher, however able and however willing, can have the number of pupils in his classes increased, say, by so inconsiderable an amount as ten per cent, and still give to that added number of children that same individual attention which can be given to the smaller number. The same results which held formerly can be had only if the tools with which the teacher is equipped are better than those which he formerly had.

Wm. John Cooper,
U. S. Commissioner of Education.

TEACHER EDUCATION

Schoolmasters in the past had all that they could do properly to adjust to one change at a time. You and I must face the problem of preparing people young and old, through a vastly extended and refined educational system, for a type of life different from anything that the world has even seen. This will be a task which demands our best. No rule of thumb will suffice. No trick of the trade will fill the bill. The problem cannot be solved by reference to what has gone before. The odds are all against us. Possibly we shall fail.

But we have a chance. No one of us is compelled to work alone. If the research laboratories light the darkness, if the scholars chart the course and point the way, if our teachers colleges keep abreast of the times, if our citizens and patrons stand behind, then devotion to duty and zest for the difficult task may yet win the day. We teachers stand at the threshold of the most interesting, as well as the most perplexing time in all history. If we stand shoulder to shoulder and fight the good fight, it may be, in spite of all, that victory will be ours.—William F. Russell, Dean of Teachers College, Columbia University.
EDUCATIONAL COMMENT

DISTRICT MEETINGS OF V. E. A.

Spring meetings of the twelve local districts of the Virginia Education Association have been set by the association office, and will be held according to the following schedule:

District A—Tappahannock, Friday, April 28.
District B—Newport News, Thursday, April 6.
District C—Williamsburg, Friday, March 17.
District D—Petersburg, Friday, March 3.
District E—Danville, Friday afternoon, March 31, to noon Saturday, April 1.
District F—Lexington, Saturday, March 11.
District G—Staunton, Saturday, March 18.
District I—Salem, Friday, March 10.
District J—University of Virginia, Saturday, April 8.
District K—Lebanon, Friday, March 24.
District L—Blair Junior High School, Norfolk, Friday, April 7.

A NEW BOOK DISTRIBUTOR

Some of the world's greatest books, of standard size and bound in fabrikoid, are being sold at 15 cents apiece. In co-operation with the National Home Library Foundation of Washington, D. C., a non-profit-making organization, the following twelve books are now being distributed through the 4-H Clubs throughout the country: Treasure Island, The New Testament, Green Mansions, Alice in Wonderland, Pere Goriot, Emerson's Essays, The Merchant of Venice, Adventures of Tom Sawyer, Tales of Sherlock Holmes, The Way of All Flesh, Under the Greenwood Tree, and Palgrave's Golden Treasury.

More than a million and a half of these "Jacket Library" books have already been disposed of, and a second dozen titles are now being made ready.

Sherman F. Mittell is editor of the National Home Library Foundation; chairman of the advisory board is Cora Wilson Stewart, active leader in the fight against illiteracy.

There are scarcely a half dozen American liberal colleges which devote themselves thoughtfully and intelligently to providing a liberal education in terms of the conditions and needs of the twentieth century. The remainder of these colleges show vestiges of the liberal education of 700 years ago, combined with a chaotic accumulation of other materials. This situation is largely due to the dictatorship which research has succeeded in setting up in areas in which it should be the servant and not the master.

THOMAS E. BENNER

School attendance in public elementary and high schools has shown an increase of approximately 10,000,000 since 1900.

Honesty is about the only thing which cannot be produced cheaper by machinery.
Mr. Palmer spoke of recent critical articles in the periodical press in which the college student is pictured as one who sits by, realizing the incompetence and inefficiency of figures in public life, but who doesn’t bother to concern himself with remedying the situation. Such being the case, he said, it now becomes necessary for college-trained men to be awakened to the necessity of participation in all walks of public as well as private life.

The newly organized Chesapeake Collegiate Conference will hereafter direct the athletic contests of Randolph-Macon, Hampden-Sydney, Lynchburg College, American University, and probably of St. John’s at Annapolis, and Swarthmore. Bridgewater College in Virginia, Haverford in Pennsylvania, and Johns Hopkins in Baltimore, have also been invited to join.

The withdrawal from the Virginia Conference of Randolph-Macon College, Hampden-Sydney, and Lynchburg, will leave only four Virginia colleges holding membership: Emory and Henry, Roanoke, the University of Richmond, and William and Mary. The latter two institutions are now said to be seeking admission to the Southern Conference.

The new conference is designed to bring together a group of colleges of relatively equal enrolment.

Dr. Ormond Stone, formerly professor of astronomy at the University of Virginia and director of the Leander McCormick Observatory, was instantly killed when struck by an automobile on January 17. He was 86 years old. Dr. Stone was a leader in the May Campaign of 1907 in Virginia, and was one of the members of the first board of trustees of the State Teachers College at Harrisonburg.

On the program to speak at the two-day meeting of the Association of Virginia Col-
leges at the Jefferson Hotel in Richmond were the following educators:

Dr. Charles A. Dawson, of Roanoke College; Dr. Sidney B. Hall, Superintendent of Public Instruction for Virginia; President J. N. Hillman, of Emory and Henry College; Dr. Julian A. Burruss, president of V. P. I.; Dr. F. W. Boatwright, president of the University of Richmond; Dean John L. Manahan, of the University of Virginia; Dr. W. R. Smithey, of the University; Principal J. C. Harwood, of John Marshall High School; Dr. Samuel P. Duke, president of Harrisonburg State Teachers College; Dr. Robert Emory Blackwell, president of Randolph-Macon College; Dr. Frank P. Gaines, president of Washington and Lee University; Dr. J. P. McConnell, president of East Radford Teachers College, and Dr. W. S. Learned, of the Carnegie Foundation for the Advancement of Teaching.

The depression appears to have affected education in the United States more than it has the schools of approximately 40 foreign countries, according to reports received in the Federal Office of Education by Dr. James F. Abel, chief of the foreign school systems division.

"Today the college is attempting to lead the student into an appreciation of his own powers, to arouse in him interests which may become life interests, some one of which perhaps may become a means of getting a living at the same time it strives to teach him the values of recreation, of leisure, of culture, so that there may not be vacant hours in his life, even though a period of unemployment may come upon him," said Dr. Robert L. Kelley, secretary of the Association of American Colleges, speaking before the Alumnae Advisory Council at Hollins College on February 20.

Our one-room schools are gradually decreasing in number and have been decreasing in number since 1918, the first year for which data are available, but approximately 60 per cent of all public school buildings now used in the United States are still of the one-room type, according to E. M. Foster, chief statistician of the Federal Office of Education.

Out of a total of 5,618 school buildings in the State of Virginia there were still in 1929-1930, 2,765 one-room school houses, or 49.22%.

Everywhere the failure of the property tax to provide sufficient revenues, says the Virginia Journal of Education, is leading to the conclusion reached by a meeting of twenty-three state superintendents recently held under the leadership of the U. S. Commission of Education: school systems must depend less on taxes on real estate, more on sales taxes, general and special, and license taxes.

In Louisiana, taxes on tobacco and electric power are providing funds for stabilizing schools, according to that state's superintendent of schools. In Mississippi a sales tax is helping to keep the schools open.

Because of a greatly reduced appropriation and the inability of many students to pay their bills, the College of William and Mary will conclude this session with a huge deficit, as yet undetermined, President J. A. C. Chandler is reported in the Richmond Times-Dispatch as having disclosed.

In 1919 the endowment was $150,000; it is now just about $500,000, yielding an income of $30,000 a year.

Dr. Howard W. Odum, sociologist at the University of North Carolina, told the Emory University Institute of Citizenship and the Georgia Press Institute that America's development of social machinery has lagged behind its development of physical resources, according to an Associated Press dispatch of February 8.
He said that while the South has rarely been excelled in its contribution to natural and human wealth, it has lagged considerably in its technological development.

“Special studies,” he said, “of various regions indicate that, while the South probably entered the depression earlier than other regions, there is evidence that it is coming out earlier.

“The new frontiers of leadership will be dominated by purpose, well defined objectives, skill and capacity to go forward, and the determination and spirit which characterize a great people.”

He said the way out of America’s present difficulties is through development of leadership possessed of poise, balance, and sanity.

“The need of the hour is,” he said, “a radicalism that will clear a way for the realization of the aspiration of a sturdy race.”

HILL HUNGER

I want to stride the hills! My feet cry out
For hills! Oh, I am sick to death of streets:
The nausea of pavements and people always about;
The savagery of mortar and steel that beats
Me under, hedges me in; the iron shiver
Of traffic!—I want to stride the hills, I want
Hills toned frantic silver or a quiver
Of scarlet; hills that hunger and grow gaunt!
I am tired of steps and steps, and a thousand flights
Of stairs resounding, shuffling, quarreling
With shoes. I want a hill on windy nights,
When April pauses with me, clambering
Over the purple side to the top, until
We pull ourselves up by a star—the hill!
The hill!

—JOSEPH AUSLANDER

He is ill clothed that is bare of virtue.

Poor Richard

THE READING TABLE


This seventh annual Inglis lecture is very timely now when we read in the report of the U. S. Office of Education that forty out of forty-eight American states are facing a real breakdown in their schools. Dewey is not, however, dealing with this financial breakdown, but with the aimlessness which is no doubt equally disastrous to an efficient school program. He says: “We use leathern bottles in an age of steel and glass. The bottles leak and sag. The new wine spills and sours. No prohibitory holds against the attempt to make a new wine of culture and to provide new containers. Only new aims can inspire educational effort for clarity and unity. They alone can reduce confusion; if they do not terminate conflict, they will at least render it intelligent and profitable.”

Expressing clearly his conviction that in the short compass of this address he could not develop all the causal factors involved nor the totality of remedies, he finds that the outstanding symptom or cause of the confusion is the “traditional classification and division of isolated subjects.” This tendency to keep splitting up the subject-matter used in the education of children and youth results in the following: the excessive multiplication of branches of study in any given field, and the tendency of subject-matter to become isolated, even from life situations; the development of conflict between the so-called cultural and vocational studies. The names of subjects become “tags” with quite different connotations for different teachers, and the general effect is increasing confusion and chaos.

One hopeful way out of the consequent confusion, Dewey believes, is to be found in the “project” method. He finds that it pulls subject-matter together like a magnet and that it calls out such genuine activity on the part of the pupil as leads to application and
use. As in other sources, Dewey notes that subject-matter and method are quite inseparable; a method is the way out of the confusion due to the splitting up of subject-matter.

It is fortunate for us in Virginia that one of the first steps in the effort to devise a new and sounder curriculum was to posit a body of vital aims. It will be possible for the teacher who uses the new course of study to teach an integrated or related program in which the various studies are so merged as to make for genuine life-like learning. Similarly on the secondary level, it is likely there will be offered not only general science but general mathematics and general language in such schools as wish to aim at aimfulness.

W. J. G.


Dynamic learning is the keynote of this well-written book. It not only describes the activity program or the project method clearly, but also sets forth a sound philosophy and technique which will enable a teacher to make her classroom a place where children "learn as they live."

The author's views are supported by such able leaders in education as Dr. W. C. Bagley, Dr. Thomas Alexander, and Miss Lucy Sprague Mitchell.

Any teacher, whether in the one-room rural school or in the large city system, will find here guidance in organizing her work to meet the changing needs of her group. She will also find aid in managing her group by building order through the development of habits of self-control, independence, and responsibility in the individual child. There is perhaps no book in the field of education as well rounded and complete in its treatment of progressive methods and materials of teaching.

V. B.


The man in the street today wants to know something about the science of living things and especially about himself. Every teacher of biology has been asked to explain questions in this field and has found even the simplest matters difficult of such explanation when his questioner has never heard the principles of this science. Teachers in other fields have also felt the handicap when their students have no knowledge of this science. All of them have wished that some superteacher would write a book that would fill these needs. It has been written by Dr. Robert T. Hance of the Department of Zoology, University of Pittsburgh.

It requires true genius to write such a book as this. The greatness of the accomplishment leaves one with a feeling of humility. If ever any book was the "book of the month," this one is entitled to that designation. It is simple, accurate, humorous, exceedingly interesting, and as readable as any romantic story. The technical details of the structure and functions of the human body, processes of life, principles of biology, and the facts of heredity are set forth in such simple language that he who runs may read and enjoy. If you are a teacher of biology, read it and you will be a better teacher. If you are a librarian, do not admit that you do not have it on your shelves.

G. W. C.


In this little book, the author first (Ch. I) sets forth in favorable contrast the notion of progressive as against conventional or traditional teaching and education, emphasizing the effort of the former to keep the work of the school in close, vital contact with life. In an effort to bring together materials important for the young student of education, he has given a brief statement of
the essentials of behavioristic educational psychology (Ch. II), of tests and measurement (Ch. X), and of the functions of the teacher and the school environment (Chs. III, IV).

The remaining half of the book develops the concept of the "conduct unit," a reinterpretation of Kilpatrick's complete act, and of his project method. This unit appears to be subdivided into four types, the unit of construction or creation, the unit of play or recreation, the unit of work or duty, and the unit of skill. The discussion and the illustrations indicate the author's faith that "if the schools train children to carry out units of conduct in a properly balanced way, they will be better prepared to meet the actual problems of life."

The severe critic will say that half of this book represents a superficial effort to cover the whole field of education for the purpose of dishing up a new term for our educational lingo, namely, the conduct unit, which is another name for the project. However, the young teacher will find here in brief form his educational psychology, educational sociology, and educational measurement, and in addition will profit by a fresh discussion of the unit which certainly does not make that too of education merely a servant of old King Subject-matter.

W. J. G.


This book is composed of about twenty-nine plates as well as many other illustrations of faces and features drawn in a good sketchy line manner. It begins with simple directions for front and side-view faces and tells in a clear way how to locate the features; it explains shapes, construction of features, and light and shade of faces. The head is discussed as an oval; however, the treatment as a square or cube in perspective at different life levels is especially good. Scattered through the book are short sketch-
NEWS OF THE COLLEGE

Hilda Hisey was elected president of the student body for the year beginning March 20 and continuing through Spring, Fall, and Winter quarters until March, 1934. Choice of the five major officers was made at the regular election day on February 13. Ballots were all counted and results of the election announced about 9 o'clock. They were Hilda Hisey, Edinburg, president of Student Government; Gladys Farrar, Rustburg, president of the Y. W. C. A.; Frances Neblett, Victoria, president of Athletic Association; Sarah Lemmon, Atlanta, Georgia, editor of the Breeze; Madeline Newbill, Norfolk, editor of the Schoolma'am.

A second election to choose vice-presidents, managers, and other officers of general organizations is scheduled to be held on March 9.

The campus activities of the new officers were listed in a recent issue of the Breeze and are summarized here:

Hilda Hisey is a member of Kappa Delta Pi, Stratford Dramatic Club, Page Literary Society, Scribblers, president of the French Circle, and former secretary of the sophomore class.

Gladys Farrar is former president of the Page Literary Society, Kappa Delta Pi member, former student council member; she has served on the Y. W. cabinet, the Athletic Council, and the Breeze staff.

Frances Neblett was sergeant-at-arms of the sophomore class, member of the hockey varsity team, Lee Literary Society, Cotillion Club, and captain of the basketball team.

Sarah Lemmon is a member of Kappa Delta Pi, chief scribe of the Scribblers, member and former secretary of the Debating Club, Art Club member, and former vice-president of Alpha Rho Delta, editor-in-chief the Handbook, member of the Breeze staff and of the French Circle.

Madeline Newbill is a Scribbler, member of Kappa Delta Pi, member and former secretary of the Stratford Dramatic Club, assistant editor the Schoolma'am, president of the Lee Literary Society, Cotillion Club member.

For the convenience of the student body, the radio has been moved from Wilson to the tea room, and the annex has been converted into a radio lounge room.

Presenting Mildred Foskey, Portsmouth, Mary Page Barnes, Amelia, and Eleanor Balthis, Strasburg, in a musical program recently at chapel, the Aeolian Music Club announced these three new members.

Under the direction of Miss Edna Trout Shaeffer, the Glee Club presented a sacred concert at the United Brethren Church of Harrisonburg on February 19.

The Debating Club has the following new members: Sylvia Kamsky, Richmond; Lilian Shotter, New York; Kathleen Finnegon, New York; Elizabeth Yeary, Hagan; Frances Farney, Winchester; Bilye Milnes, Rippon, West Virginia; Mary McCoy Baker, Hagerstown, Md.; Mildred Clements, Beaverdam; Virginia Sloane, Winchester; Bessie Glasser, Norfolk; Virginia Cox, Woodlawn.

The Stratford Dramatic Club has just taken in the following new members: Hilda Hisey, Edinburg; Gladys Farrar, Rustburg; Gene Averett, Lynchburg; Mary McCoy Baker, Hagerstown, Md.

THE RIGHT TO INTELLECTUAL AMBITION

No man has earned the right to intellectual ambition until he has learned to lay his course by a star which he has never seen—to dig by the divining rod for springs which he may never reach. In saying this I point to that which will make your study heroic. For I say . . . that to think great thoughts you must be heroes as well as idealists. Only when you have worked alone . . . and in hope and in despair have trusted to your unshaken will—then only will you have achieved.—Justice Oliver W. Holmes.
ALUMNÆ NEWS
From Miss Constance MacCorkle, Old Fields, West Virginia:

The VanMeter Memorial Committee decided to try out a year or so in the little school house (an old rickety structure). We built a new room (small) at the rear and remodeled the old one. I was foreman of the enterprise and learned a lot about carpentry in the process.

The teacher of manual training in the Moorfield High School helped with his counsel. He helped us make models of furniture—tables and chairs—which the boys in the neighborhood made and the girls helped to stain. They also made playground equipment. All of this took two months' hard work from early morn to late evening, but it paid. As a result, the children and people of the community feel that the school is theirs. Despite its limitations it is an attractive place. I wish you could come to see us.

It is considered a one-room school, so I have to pay about two-thirds of my salary to an associate in order to have two teachers. Mrs. Cook's daughter is serving at present in this post. She has the grades from 3rd to 7th. I have the first and second. The children love the school and we have many interesting times together. Mrs. Howard plays the piano and leads in singing.

We are so proud of our piano and electric lights. We conduct Sunday School in the school building, have church services twice a month, "Old Time Sings" twice a month, a 4H Club, a Farm Women's Club (and later hope for a Farmer's Club).

Mrs. Howard, her little girl, and I live in a little cottage at Mt. View. I am only about one-half mile from school, so you see we are rather well equipped to serve this little rural community.

STUDENT GOVERNMENT PRESIDENTS

As special guests at the Alumnae Program on the morning of March 18, all former presidents of the Student Government Association, since its organization in 1915, have been invited to be present. Those who have served in this important capacity are:

1915—Agnes Stribling, now Mrs. R. C. Dingledine, 821 S. Main St., Harrisonburg, Va.
1918—Dorothy Spooner, now Mrs. Harry Garber, 650 S. Mason St., Harrisonburg, Va.
1919—Anna Lewis, now Mrs. Mark Cowell, 321 Crescent Ave., Peoria, Ill.
1920—Margaret Proctor, now Mrs. T. R. Rolston, New Hope, Va.
1921—Sallie Browne, Poland.
1922—Alberta Rodes, now Mrs. B. W. Shelton, Route 2, Norfolk, Va.
1923—Grace Heyl, now Mrs. Roland A. Mühläuser, University, Va.
1924—Sallie Loving, 46 Lee Highway, Cherrydale, Va.
1925—Elizabeth Rolston, 2123 Eye St., N. W., Washington, D. C.
1926—Louise W. Elliott, now Mrs. A. W. Shriver, 259 E. 41 St., Norfolk, Va.
1927—Elizabeth Ellmore, Herndon, Va.
1928—Mary Fray, Madison, Va.
1929—Florence Reese, City Point Inn., Hopewell, Va.
1930—Mina G. Thomas, 19 E. 37 St., New York City.
1931—Shirley Miller, 27 University Circle, Charlottesville, Va.
ANNIVERSARY CELEBRATION
MARCH 17-18

Marking the twenty-fifth anniversary of the State Teachers College at Harrisonburg, a special program is being arranged for Friday and Saturday, March 17 and 18. Among speakers to appear on the Friday programs are President Bruce R. Payne, of the George Peabody College for Teachers, and Dean William F. Russell, of Teachers College, Columbia University.

Special music includes a concert by Sophie Braslau, contralto; widely known alumnus will speak at the Saturday morning program.

Invitations, sent out to alumnas and friends of the college, announce the following program:

Friday, March 17

10:30 a. m.—Preliminary Musical Program.

Academic Procession
11:00 a. m.—Formal Founders’ Day Program, the Honorable E. Lee Trinkle, President State Board of Education, presiding.

Harry Flood Byrd, former Governor of Virginia—“Greetings from the Valley of Virginia.”

Julian A. Burruss, president of Virginia Polytechnic Institute—“The Contribution of Harrisonburg State Teachers College to Virginia.”

Samuel P. Duke, president of Harrisonburg State Teachers College—“The Present Status and Future Development of Virginia Teachers Colleges.”

Bruce R. Payne, president of George Peabody College for Teachers—“The Contribution of the Teachers College to Our Modern State.”

1:30 p. m.—Luncheon to Special Guests (Senior Dining Room).

3:30 p. m.—Concert in Wilson Auditorium—Sophie Braslau, contralto.

8:30 p. m.—Evening Program, President Samuel P. Duke, presiding.

Harriet Pearson, soloist.

Sidney B. Hall, Superintendent of Public Instruction—“The Integration of Public Education in Virginia.”

T. Smith McCorkle, violinist.

William F. Russell, Dean of Teachers College, Columbia University—“The Future Development of Teachers Colleges.”

Saturday, March 18

10:30 a. m.—Alumnae Program, Mrs. Johnston Fristoe, President of Alumnae Association, presiding.

Speakers—Dr. M'Ledge Moffett, Dean of Women, Radford State Teachers College; Frances Mackey, Mountain View School, Rockbridge County; Penelope Morgan, Home Demonstration Agent, Loudoun County; Sue Ayres, Supervisor of Schools, Isle of Wight County.

Unveiling of Portrait of Senator George B. Keenzell. (Gift of Class of 1932.)

Songs led by Dr. John W. Wayland.

3:30 p. m.—Program of Natural Dancing, followed by a sound picture—George Arliss in “The Man Who Played God.”

6:00 p. m.—Informal Alumnae Dinner (Bluestone Dining Room). Mrs. Harry E. Garber, Secretary of Alumnae Association, Toastmaster.

Speakers—Miss Elizabeth P. Cleveland, Dr. John W. Wayland, Miss Mary Louise Seeger, Dr. H. A. Converse, Song Leader—Superintendent W. H. Keister.

8:00 p. m.—Sound picture—Lynn Fontanne and Alfred Lunt in “The Guardsman.”

8:45 p. m.—Formal Dance (Reed Gymnasium).

OUR CONTRIBUTORS
W. J. GIFFORD is dean and professor of education in the State Teachers College at Harrisonburg.

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FRÉD M. ALEXANDER is principal of the Newport News High School and chairman of the committee on aims of the Virginia State Curriculum Program.

WM. JOHN COOPER is U. S. Commissioner of Education. This statement is reprinted from The American School Board Journal for October, 1932.
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