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

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The Republic is not safe without sound learning universally provided in the public schools. The public schools are not safe unless they are operated by skilled, professionally minded, devoted teachers.

—President Bruce R. Payne
Do you find that there are usually too many topics to be studied in junior-high-school history texts? Do your pupils try to remember rather than to understand history? Do your pupils fail to make comparisons of events, causes, and movements, and to see relationships? Do your pupils fail to get a sense of time?

Wirth-Thompson's

A HISTORY OF AMERICAN PROGRESS

is organized to overcome these and other difficulties reported by 1400 teachers to the author. This it accomplishes chiefly through: a clear, simple unit organization; activities programs which are an inseparable part of the history study and not merely lists of varied projects; specially prepared time charts; and a maximum of visual instruction.

D. C. HEATH AND COMPANY

180 Varick Street, New York City, N. Y.
THE AMERICAN TEACHERS COLLEGE

W ITHOUT the universal and enormous improvement in the intelligence received by the average citizen everywhere in the public schools during the last thirty years, the calm attitude, the patient forbearance, and the intelligent loyalty of the American citizen would have given way long ago to unreasoning propaganda and blind violence.

Our political system, our industrial system, and our capitalistic system have to thank our public school system and our public school system has to thank our teacher-training system for the unparalleled advance in the education of the masses of our citizens which causes them to display such remarkable toleration of spirit, equipoise of mind, and nobility of conduct in the present crisis.

It is, therefore, especially important at this time that the public inform itself of the public service, the outstanding achievement, and the clearly conceived function in our national well-being of this great benefactor of the American people and of American stability—the teachers college.

The teacher-training business in the United States is largely in the hands of the normal schools and teachers colleges. The state-supported institution with the largest attendance is the teachers college. There are 80,000 more students in teacher-training institutions than there are in all the departments of all the state universities of America. In 1930 there were 279,195 students and 14,463 instructors in the normal schools and teachers colleges while there were 197,608 students and 14,121 instructors in the state universities.

It is reasonable to think, then, that the 1,000,000 teachers of 25,000,000 youth in this country should have their own special professional higher institutions.

The republic is not safe without sound learning universally provided in the public schools. The public schools are not safe unless they are operated by skilled, professionally minded, devoted teachers.

The unescapable justification of all our teacher training lies in the marvelous advance in the efficiency of public schools and the incomparable and universal rise in the education of all our citizens. There is nothing like it in the world today.

There is no more impressive spectacle in human history than the rise of the average of intelligence of the average man in America during the last three decades.

Quantitatively and qualitatively no progress of the last thirty years is comparable to that of our people’s schools.

More kinds of education have been possible for more kinds of people in this country than anywhere else on earth. The public schools have done more than all other forces combined to give people self-culture.

Now these advances did not just simply happen in our public schools to the so great advantage of all our citizens. It did not occur without plan, program, scheme, or design.

It never would have occurred without the contribution of trained teachers and wise educators supplied by the teachers colleges to lend guidance to the curriculum, method to the teacher, supervision to the school, administration to the system, psychology to the child, philosophy to the parent, and vision to the good citizen.

An address delivered at the twenty-fifth anniversary celebration at the State Teachers College in Harrisonburg on March 17.
It is not an accident that the growth of normal schools parallels the growth of the public schools. Fifty years ago when we had only 623 teachers in normal schools we had only 6,000 high school teachers. But thirty years ago America had 2,000 teachers in her normal schools and 20,000 teachers in her high schools. Ten years ago there were 5,000 instructors in teachers colleges and 100,000 teachers in high schools. Today there are 14,000 teachers college professors and 200,000 high school instructors. It is a long way in fifty years from 6,000 high school teachers to 200,000. Without the increase and service of these 623 normal school champions of high school education to 14,000 does anyone believe that quantitatively our secondary schools would be so thoroughly manned and so generously supported as today?

The secondary schools could never have received the number of properly qualified teachers with life devotion to teaching if the teachers colleges had not sent them their peculiarly fitted quota.

What is true of the high schools with their 5,000,000 students is infinitely more true of the elementary schools with their 20,000,000 children. Does any other type of higher institution lay claim to the service and success in the development of our elementary schools which belong to our normal schools? The trained teacher who has gone to the elementary school to stay and devote her skilled life enthusiastically to the education of childhood has always come in larger numbers from the teachers colleges than from other schools. Few other teachers with the psychological knowledge of child aptitudes, abilities, needs, and interests have consecrated their lives permanently to childhood education. The vast improvement in the speed and thoroughness of elementary school instruction is to be credited to those graduates of teachers colleges. Many others have heard lessons in these schools, but they have not taught children so effectively. Many others have begun, but not so many have remained in these strategic positions.

What is the peculiar function of the teachers college? Why are these specialized professional schools for teachers necessary? Why not destroy them and transfer their work to other institutions?

Ask those same questions of law schools, medical schools, engineering schools, agricultural colleges, theological schools and you will receive a partial answer, but only a partial answer. The training of the human mind, the development of human character, the growth of good citizens, the acquirement, evaluation, and organization for teaching purposes and the adjustment of subject matter of our literary, historic, and cultural past to various grades of intelligence from the kindergarten through the university is a task far more complex and complicated than is faced by any of these other professions.

A great educator once said: “Popular education is no more a matter of money than of plan and method; no more a matter of legislation than of the spirit of men and women; no more a matter of theory than of intelligent appreciation of conditions.” You cannot produce a great body of trained teachers without an atmosphere and environment which radiates this spirit.

Without a specialized faculty, a specially selected student body, with a common and specialized purpose, with total resources concentrated upon this single attempt, improvement in the education of teachers simply is not attained.

Teacher training involves (1) so much of a good general education—a broad knowledge of many subjects; (2) such a complete knowledge of special subject matter in the one subject taught; (3) such a special understanding of the profession, such educational principles, philosophy, and psychology of education; (4) so much skill in special technique such as supervision, administration, practical methods of management, that it cannot fight its way to attainment in competition with other professional schools.
It demands total allegiance, the freedom of favorable atmosphere, special financing, liberal pedagogical libraries, special practice and demonstration schools, peculiar laboratories, all its own.

There are those who believe that man can teach whatever he knows, that the evaluation, organization, and adaptation of instruction to the grades of intelligence of children need not be tested. There are those who think that a teacher is merely a phonograph emitting certain distinct noises profoundly useful to and understandable by the hearer. This is a preposterous suggestion and no intelligent person can accept such a superficial theory in the face of the known facts.

Civilization itself is nothing more than the transmission of the successful and seasoned experience of age to ignorant youth. As an agency of civilization the teachers college specializes and has been successful in conserving and transmitting the useful material and the successful methods of the master teachers to the inexperienced novice in teaching. Surely millions of grateful children who have thereby escaped the blind and blundering experimentation of unskilled teachers will rise up and call the teachers college blessed. Surely parents conscious of their own abused semi-education in the presence of the superior learning of their own children will awaken with gratitude to this great achievement of the teachers college. And on some good day the state, through its intelligent citizens, will recognize its debt to this redeemer of youth, this educator of citizenship.

Testing Knowledge

One of the greatest values in scholarly method of the teachers colleges accrues from the fact that they are not satisfied to know that the student knows only his subject. They must know that he knows it and knows how to make other people know it. Their approach to a subject from the standpoint of both teacher and student is a much more intensive process than looking at it merely as a student. Nothing contributes more to thoroughness and scholarship than this and nothing guarantees greater increased power to the learner. When a student knows he must teach a subject, it is not easy for him to satisfy himself by the high-sounding thought that the purpose of education is discipline of the mind, training of the faculties, development of character, all of which it certainly is. But the prospective teacher never forgets that every great man in history has definitely learned something which he positively remembers, and that he knows definitely what to do with that which he has learned and remembered. So it is with the teacher. He must learn his subject. He must know what to do with it after he has learned it.

The demonstration school, or practice school, developed distinctly by the teachers college, is the greatest achievement in American public education. The laboratory theory established by the demonstration school is in harmony with the best scientific procedure in the laboratory method of the natural sciences throughout the world of scholars. It has come to be expected that the raw teacher shall not be thrown out to test his theories by blind blundering with groups of helpless children. The teachers college is expected to give him practice, observation, demonstration, and not to recommend him to the public unless he has shown in this laboratory his fitness to do the things which he is employed to do. Sometimes a law student is allowed to lose our cases in court because of an ignorance of the practice of law; frequently physicians are permitted to take our lives into their hands without the confidence which increased clinical facilities would have given to them. Occasionally graduates of other schools without practical experience are allowed to try their hands at the training of youth, but it is considered bad form and not allowable for the graduate of the teachers college to attempt such a wasteful and outrageous procedure. The laboratory method has found
its way into the teacher-training institution as a valuable trial agency.

Rural Education

If the rural life problem is ever to be solved, it must be solved largely by the teachers colleges. There has been no contribution in recent years to rural life equal to that which the graduates of these institutions have carried back to the communities from which they came.

In recent years for the first time we have in the teachers college an institution giving college training to citizens of the country and for the country. The graduates of the teachers colleges more than the graduates of any other type of institution turn to the country. Rural life for the first time in American history is enriched by an ever-increasing number of college-bred citizens as permanent collaborators in rural progress.

It is an historic fact that country high schools never had a chance to develop any sort of efficient teacher, curriculum, financing, or instruction until the teachers colleges grew up a new breed of intelligent manhood demanding such a product and until the teachers colleges also produced such an educationally minded product in their graduates who taught in these secondary schools in the country. The country people then for the first time through the teachers colleges were enabled to build their own type of high school.

The improved intelligence of the graduates of teachers colleges in the country schools has enabled the Smith-Hughes and Smith-Lever workers to organize 4H clubs in the schools, to arrange for parent-teachers meetings for the improvement of home life, to distribute through these enormously improved country schools technical and scientific knowledge of agriculture to the masses of farmers and their children which never was done and never could have been done unless these teachers college graduates had been placed in the country schools.

Higher education has nothing to boast of in this regard. It has too often not directed its educational efforts toward the understanding and the improvement of country life. Most of us went to college to get away from the country. The teachers colleges have not robbed the country of its youth of genius, but have re-directed them to the country. For once rural America has had the gospel of its own life preached unto it.

One shudders at the memory of the drabness of rural life or the contemplation of its future peasant farmer and his hopelessness without this country people's college.

Religion

There is no more religious body in America than the student body of a teachers college. I know not where to discover more quickly in its essence the spirit of consecration than on the campus of some of our teachers colleges. They have more desire for genuine service than do college students of the usual type. They have laid themselves on the altar of sacrifice to childhood and to youth. Certainly there is a softening and refining influence exerted by the presence of children. Surely, if the vision of the uplifted hands of childhood does not inspire a student to devote more earnestly his energies, he is hardened beyond the hope of redemption. From the beginning the teacher-student is working, not for the hope of social or financial reward, but for light to take to children. This produces longer hours of work, certain fidelity to work, a definite eagerness for knowledge to carry back to others.

No class of students in America has higher moral standards or lives up to them more thoroughly. They are more responsive to the higher appeals of spirituality and personality. When they enter the campus where the teachers of the nation are prepared, they absorb the moral and religious atmosphere so that very rarely will an irreligious or an immoral student graduate from a teachers college in this country. This
is the explanation of the tremendous influence the teachers colleges are having upon the creation of good citizenship in this republic. Surely, if they do no more than this, they are well worth the investment and well worthy of the commendation of good men everywhere.

Democracy

The one supreme test applied for any institution which has a right to exist in these United States is that of democracy. The teachers colleges have not failed the republic at this strategic angle, for they are par excellence the democratic institutions of learning in the United States. The non-democratic teacher has no permanent abiding place in the normal school. Students in these schools live to serve all the people from whom they come and to whom they return to offer themselves for the good of their country in the preparation of citizenship. Nothing else counts in this land when democracy is lost. So long as this country hopes to survive and prosper in the struggle of the enlightened nations, so long must every institution be shot through and through with this vital principle. Democracy, then, must dictate the platforms of our political parties, order the tenets of our social structure, prescribe the creeds of our sacred religion, and permeate the fibers of all of our educational institutions.

When I observe the devotion of students in teachers colleges to the ideal of democracy and the advantageous use to which they apply it in their post-school careers, often at tremendous social, physical, and financial sacrifice, I renew my allegiance to it and my gratitude to them.

The lights of learning at the institutions that promote the teaching of the youth of the masses of our population must not grow dim because of our present economic depression. In darker times than these, in eras with far less wealth, the distribution of knowledge has gone steadily onward and outward to humankind. We shall help the teachers to keep these lights burning for the children so long as there is strength within us so to do.

Bruce R. Payne.

ONCOMING SOCIAL CHANGE

On the night of January 2, 1863, there stood as a sentinel on a battle ground in Tennessee a Southern youth. The wind was blowing a hurricane, and rain was falling in torrents amid thunder and lightning, while the dead and dying were lying around him upon every side. That youth was John W. Burgess. It was amid such a scene that his soul first heard itself murmuring: "Oh, Heaven! Is it not possible for man, endowed with reason and conscience and free-will, to become able to solve the problems of his relations to his fellow-man without all of this suffering and death, this destruction and desolation?"

And then, even more audibly, the vow upon his own lips, if spared the dangers and hardships and sufferings of war, he promised to devote his life thereafter to the acquisition of such knowledge as might have the tendency to bring about a change in the conduct of men and of nations, and to the teachings of it to others.

That vow Burgess kept. It took him to Amherst College and later to Europe, where in the University of Berlin he studied under such masters as Mommsen and von Ranke. After seventeen years’ battle for an idea, the purpose of January 2, 1863, became the Faculty of Political Science in Columbia University. It is pleasing to note that Burgess’ successor is Howard Lee McBain, who was trained on the University of Richmond campus. It is also worth recalling that Raymond Moley, one of the chief advisers of President Roosevelt, is a member of the same faculty, not to speak of a host of others there who have enriched thought and guided social change.

Burgess exemplified a remark of Richard Ely: “If there had been forty chairs of
Economics in the old South, there would have been no Civil War.” Here we have two methods of effecting change—discussion and violence. Colleges stand for the first, believing with Emerson, “All things are resolvable in the maelstrom of thought.” It is in this spirit that we approach the situation confronting us.

A parallel instance happened just a century ago, when an American missionary and his wife went out to Hawaii. So primitive were the natives, that Armstrong soon discovered that the only approach to their heads was through the training of their hands. Hence he founded a school at Hilo to teach the race to work. When Armstrong’s son was born, he opened his eyes on this little school. Later, as a youth he returned to America to study at Williams College, where he lived in the home of Mark Hopkins. When he took his degree, in 1862, he entered the army and came South. As he looked upon the havoc of war here, he saw that the racial problem was not a cancer, to be cut out with the sword, but was a task for schools such as Hilo, which through work, would train a child race in character and citizenship. As a result, Samuel Chapman Armstrong founded Hampton Institute, one of the most important educational experiment stations in the world. Burgess and Armstrong teach the same lesson as regards social change. After the earthquake, the fire and the whirlwind, the still, small voice.

I. Oncoming social change should be directed by the sovereignty of science. We are ruled today not by politicians but by technicians. This appears in the very buildings in which the State government of Virginia is housed. Looking up from the post-office, you behold the brow of a Roman temple at Nimes, reproduced by Jefferson in Richmond as the Capitol. It served admirably the needs of an agricultural society. All you wanted was space for a legislature, Governor and Supreme Court. But today that no longer suffices. Hence we have built a steel structure in the corner of the Square, to house big laboratories of science. Here health, highways, schools and welfare, the four great areas of modern State Government, have a home. The heads of these departments are all appointed by the Governor, not elected by popular vote. You cannot get scientists by election. The short ballot initiated by Governor Byrd meant just that.

Science is supreme, likewise, in industry. Witness the atmospheric nitrogen plant at Hopewell, where this sweet Virginia air is turned into crystals and dumped by the tons into ships, to be taken to the ends of the earth as fertilizers and explosives. At the home of the official of the rayon plant there, I met an eminent German scientist who had crossed the Atlantic to advise as to certain processes. Some one has said that the greatest event in the nineteenth century was when Frederic W. Taylor began at Midvale those experiments in measuring and organizing work, which led to scientific management. A striking example of the regnancy of science is to be found in Richmond. In 1896 Richmond College gathered $25,000 for a science building. We were happy. Just at the present moment, we are entering the last of three separate units for science, at a cost of a half million dollars. And our college is as poor as Job’s turkey. Our problems are to be thought out, and not fought out. Benjamin Ide Wheeler once asked Lord Bryce what was the most discouraging thought he ever had. Bryce replied: “Civilization is developing problems faster than we are growing brains to solve them.”

II. Oncoming social changes will disclose the potency of self-sacrifice. Adam Smith founded society on self-interest. In the same year Thomas Jefferson proclaimed the independence of America. The two thinkers were tugging at the same idea—a society founded on rights rather than duties. By their fruits ye shall know them. We have had a century and a half of selfishness,
which has landed us in the bad, at home and abroad. Competition ran riot. In the
greed for profits, the child was stunted in the factory; the woman worked a machine
at night; slums became a cancerous growth; and people were divided sharply into two
classes, the tool-owners and the tool-users. Tariffs, like a Chinese wall, were erected
around countries. Marines exploited the peoples of backward regions for raw ma-
terials and markets; and, finally, in this mad scramble for monopoly the nations brought
the world down in a crash in the Great War. Today we have abysmal want in the
midst of plenty.

Self-interest alone will not work, though there is truth inherent in the principle of
Adam Smith. But in the human heart there is more than self-interest. Self-sacrifice is
a contending force, and social change should more and more take this principle of Jesus
into account. There must be co-operation for the common good, as well as competition
for the individual's own end. In the higher activities of the soul, self-interest sinks
out of view. Motherhood, the churches, schools, postoffice and the citizen-soldier,
draw their strength from the spirit of self-sacrifice.

III. Oncoming social change will reveal increasing community control. "We must
choose between the chaos of laissez-faire and organized stability." History will rec-
ord Insull as our best benefactor. He looked upon our country as an economic unit.
His electric empire ignored all State lines. Sectionalism found no place in his patriotic
heart. He disclosed the true relation of Big Business to government. He tried to
buy a United States Senator for $150,000. By skilful propaganda he corrupted colleges
and the press. It is stated that 150 papers in Virginia took weekly his stuff. Insull
and Krueger were true to type. And yet some men ask why the people have lost
confidence.

The upshot of the matter is that in this machine-age the community must more and
more take control for the common good. Richmond has its own gas works and water
supply. The interests have blocked Muscle Shoals for more than a decade. The State
builds excellent highways. Why should not government control increasingly the whole
transportation system? Essential natural resources, such as coal and water power,
should belong to all the people. In this respect Russia is blazing a path that others
will follow.

IV. Oncoming social change will squeeze out all waste. This applies to every agency
in society. The consolidation of counties, of churches and colleges is on the way.
When thirty million people in this rich country are today hungry and cold, citizens
rebuke waste, whether it be the luxury of the privileged or the extravagance of the
government. This depression is the great assize. In striving for a rational social or-
der, every agency is brought before the bar of public opinion. Taxes must come down.

Needless forts and navy yards must be done away with. In 1930 we spent $727,000,000
on armaments. The House has just passed a bill of nearly one billion dollars for vet-
erans' relief. Many, like Admiral Byrd, contend that half of this is unnecessary.

V. Oncoming social change will reveal the mutual dependence of nations. The old
idea of sovereignty is an anachronism—"the ghost of personal monarchy sitting
crowned on the grave thereof." In its processes, the United States Steel requires
materials from forty foreign countries. Disease is no respecter of national lines. The
wireless has made this world one whispering gallery. The creed of the ox cart will
not do in the age of the airplane. If America stands aloof, she draws the fire of Japan
at her own bosom. If we were in the League of Nations, public opinion would be almost
a unit against aggression. Let us hope that Mr. Roosevelt will bring us into the World
Court and increase our co-operation with the League of Nations.

S. C. Mitchell.
CREATIVE POETRY IN THE KINDERGARTEN

HERE'S a 'pearly flow'r' for you," called five-year-old Carl one morning in his enthusiastic baby talk, as he handed the teacher a gay dandelion with the dew sparkling on it. "I was up 'so tip-toe early' too, and our whole garden was pearly," exclaimed Jane. They were experiencing the images of their favorite poem:

"I was up so tip-toe early
That the flowers were all pearly,
As they waited in their places
For the sun to dry their faces."

Dorothy Aldis

Listening to poems and creating verses were among the happiest experiences of our kindergarten children last spring. The keynote to how this interest developed is well expressed by Hughes Mearns in his *Creative Youth*, "The secret of our results lies in the environment which we as teachers skilfully and knowingly set up day by day and hour by hour."

We read many lovely poems full of rhythm and colorful expressions to the children, and reread over and over their favorite selections until their joy of familiarity was complete. Quite unconsciously they made many expressions their own. Not only at story-telling time but during the lunch period or anytime during the morning, poems were told by the teachers or children as a suggestive occasion arose.

It is strange what a little incident sometimes sways the tide of interest. Last spring it was the appearance of my new scrapbook of poems—a large book of colored pages with a brilliant rainbow across the covers. From the first day the attractiveness of the book made it even more popular than we had anticipated. But it was not alone the charm of the rainbow cover; the poems themselves fulfilled the children's expectations. There were old favorites and equally delightful new poems grouped on the colored pages so that the children were soon able to identify their choices, and would say, "Read the funny poems on the yellow pages," "I like that long one about the little chickens on the purple page," or "Tell us some of the play poems in the front part." We were further assured that the book stood for a real pleasure when one day as the teacher came to the group with it in her hand, the children clapped and called, "Poems!"

We tried to foster their love for poetry by associating lovely pictures with the verses or by writing them in manuscript on the children's own illustrations. Particular effort was made to give the children real and vicarious experiences that would make vivid impressions upon their minds, as, visiting beautiful gardens, listening to the whirr of an airplane from our window, or taking a ride on a train. Then we associated these personal experiences with a poem having a similar thought expressed.

One day after the teacher had finished describing to the children the apple blossom festival which she had seen at Winchester, one little girl said, "That makes me feel like a poem." This is what she gave as she swayed her body and tossed her head to the rhythm of her poem:

"The butterflies are fluttering in the apple orchards every day.
Oh, May-time is a gay time! Oh, May-time is a gay time!"

This was the first complete poem offered by any one child. Immediately other children gave fragments of poems some of which we finished by class suggestion and some we enjoyed in their simple, crude form that no creative pleasure might in any way be marred.

Again Mr. Mearns gives the key to poetry writing, "We do not wait for inspiration; we know that it comes quicker if we go out to meet it." Every individual or group contribution was encouraged and treated with respect, that is, the class listened attentively, commented on what they liked, suggested changes, and often asked to have
certain poems put in our poem box that the teacher might read them from time to time.

Up to this point an outline has been given of our general plan which we knowingly set up for developing a love of poetry and a spirit of creativeness. Perhaps a brief account of one day's literature period, when many poems came spontaneously, will illustrate best how children will respond when poetry has been made a natural, happy experience in their everyday lives, and when the teacher will follow the children's leads, gently guiding their creative efforts and making recording as incidental a matter as possible.

It was a rainy day—and one of those moments in a rainy day when the children could think of little else as the rain dashed against the window pane and flooded the very streets before their eyes. The teacher took her poem book and sat down with the group saying, "I was going to tell you a story this morning, but this storm makes me feel like reading some of our rain poems." Immediately several children said, "Read the one about 'going up to live on the second floor.'" So "Very Lovely" by Rose Fyleman was read, then several others until the collection was exhausted, and the teacher closed the book saying regretfully, "That's all I have." But the interest was still high as the rain continued and no move was made to change the activity. "Let's make up some poems of our own," suggested several children. Very soon Doris, who had been looking intently out of the window, turned and gave the following:

"Green and yellow umbrellas (umbrellas)
Going down the street.
I like to see the pretty colors
Going down the street."

Notice how her imagination or perhaps the euphony of the words determined the colors of the umbrellas, for art always tends to idealize a situation.

Then Mary volunteered a rather wordy description of her experience the night before as she lay in bed listening to the rain.

When reminded by the teacher that we were making up poems, she smiled, waited a moment, then began with the words of one of our songs and summed up her own experience thus:

"Pitter, patter on the roof.  
I like to hear the rain go  
Pitter, patter on the roof  
When I am going to sleep."

Promptly Ruth attempted a more pretentious poem on the same theme. She said the first two lines as given below, then wandered off into an un rhythmic version of the rain falling on her mother's new umbrella. The teacher wrote down her beginning and reread it to her saying, "What shall I write now about your 'mother on the street with the rain a-falling down'?' thus using one of the child's expressions which she had caught. Ruth repeated her first couplet and added the next three lines, then rambled on and on with little coherence and much repetition. The group commented rather disparagingly, "What a long poem!" so the teacher read what she had been able to take down and Ruth with satisfaction ended her poem with the last line as it appears below, except that she wanted to say "red, white and blue umbrella." But the class objected, insisting that people do not carry that kind.

"I like to see the birds a-flying  
When the rain is falling down.  
And when I'm in the bed asleep  
I think of mother on the street  
With the rain a-falling down  
On her red and blue umbrella."

If you have followed the steps in this account you will notice several important points: (1) A child often makes a good beginning, then becomes verbose, and his attention has to be recalled to the main idea. (2) His rhythmic, poetic thoughts must be caught quickly and written down exactly as he says them, or the individuality of his work is lost. (3) Frequent rereading heightens his enjoyment, encourages further effort, and often suggests revision by him-
self or the class. That children may create fearlessly and happily, great care should be taken not to stress revision for the sake of form; that comes gradually. The next poem cited illustrates a rather prosaic little boy’s poem which he made up at home and never changed though he repeated it often for weeks afterward.

“The rain is falling from the sky.
You can hear it hitting on my roof,
As I can see it falling from the trees,
As I can see it hitting on my roof.”

The last poem of this group represents the outburst of an impulsive little girl of five who had an unusual feeling for form. Notice her unconscious adaptation of Stevenson’s “Rain.” The first four lines came almost in one breath; then, when it was read to her, she said quickly, “That doesn’t sound nice. I want ‘drip, drip, drop’ on the end, too.”

“Drip, drip, drop!
Raining all the time—
On the trees and on the seas,
On the flowers and on the vine.
Drip, drip, drop!”

With the close of our half-hour period came dismissal, but the children continued to make interesting remarks about the weather, and as they went out the door they took up one little fellow’s exclamation and playfully repeated it almost like a refrain:

“Raining, raining, raining!
Still a-raining down!”

Not always will a class create as many poems; in fact, it is the rare exception. The intensity of the storm, the familiarity of the idea, and their habit of expressing themselves freely all combined to stimulate many individual contributions.

Several weeks later when these same children were in the first grade in summer school, a vivid experience resulted in an interesting group composition with poetic qualities. They had been working in their garden where the ground was sun-baked and hard. Hot and prespiring, they trudged back to school but before long their steps lightened to the rhythm of their own jingle,

“Hard, hard ground!
Pound, pound, pound!”

How they laughed as they said it over and over and over.

After rest period the teacher remarked, “When you were coming home saying ‘Hard, hard ground! Pound, pound, pound!’ it sounded to me like the beginning of a poem.” Then she waited. Soon one child especially interested in reading said, “If we make up a real poem could one of the student teachers print it so we could read it?” The group took up the idea but the unity of their spontaneous rhyme seemed to inhibit their thinking, so it fell to the teacher as a member of the group to lead on their thoughts. “What did we take to make the ground so hard? Why did we have to get the weeds out?” Many suggestions followed, but those with rhythmic repetition were always chosen. The emphasis given to “hoe, hoe, hoe,” certainly expressed serious labor; then the tempo gradually increased until the last line was always read with lightness indicative of the thought.

WORKING IN OUR SUNNY GARDEN

“Hard, hard ground!
Pound, pound, pound!
Take the hoe
And hoe, hoe, hoe.
Take the rake
And rake, rake, rake.
Pull the weeds
As fast as you can,
And see the radishes get
As big as they can.”

The need for a title came after the whole composition was read, and a child reminded the teacher that it was to be printed for reading. This poem was illustrated with crayons or paint over and over again, and was chosen for reading more often during summer school than any other story.

To little children, hearing poetry is a joy and writing poetry is a natural activity if they have the background of ideas, an at-
mosphere that encourages free expression, and a teacher who loves beautiful poems and has confidence in the power of a little child to appreciate and create them.

Nellie L. Walker.

STIMULATION TO GROWTH IN ARITHMETIC

LAST February when I became supervisor of grade 4B in the training school, the children were retarded in many ways, but inability to solve arithmetic examples seemed to be their greatest handicap. They disliked arithmetic because they could not achieve success.

PUPIL GROWTH IN ARITHMETIC

Grade IV B

After carefully examining some of their work, I gave the children examples that they could do. To succeed in doing the thing they attempted was satisfying. As each pupil’s interest and confidence in himself grew, he was gradually encouraged to do more difficult work. Since the fundamental processes must be mastered in the fourth grade, the children were guided in attacking addition and subtraction first because they serve as a foundation for multiplication and division. By the twenty-eighth of March when Form A of the Pittsburgh Arithmetic Scale was given to the class, they had gained considerable confidence in their ability. In the graph the white bar shows the results of this test. The median of the class, falling at 13, showed them to be at the third grade level.

We analyzed each paper to find out the specific needs of the class as well as those of each individual child. Every pupil was shown his difficulty and in turn felt a need for practice. A few of the difficulties were borrowing in subtraction, zeros in the minuend, multiplication combinations, and the process of division. Pride and thorough understanding had awakened the children’s interest—thus the law of readiness operated daily. Our next step was to tell the learners exactly what to do in order to improve. By this method the law of exercise was applied.

Since definite work on multiplication and division was needed by the whole class, we began to work on the multiplication facts. A test including the ninety multiplication combinations was given, the children having only three minutes in which to write the answers. Each child made an individual graph showing his score. The papers were analyzed and each child was told what facts he needed to learn. The child who had the best paper missed the following facts: 6×9, 8×7, 8×8, 4×3, 7×7, 9×2, 8×0, 9×6, 5×7, 8×9, 7×6, and 9×9. The children were divided into five groups according to their specific needs with a student teacher to help each group. After a few days of work another
test on multiplication combinations was given. Each child added another bar to his graph and noted his growth. Instead of one child competing with another, each one competed with his own previous record. Emphasis was placed on the greatest growth instead of the highest score. The papers were again analyzed and the children were re-grouped. We continued working in this way until a few children could give automatic responses to all of the multiplication facts including the form 4x?=8 which we expected to use in bridging the gap for division. As each child learned his multiplication facts he was given his fifteen minutes for working on some individual problem such as skipping one or more decades when adding, forgetting to carry, counting instead of using combinations, and confusing zeros in subtraction with those in multiplication. When practically everyone knew all of the multiplication facts, we began working short division, instruction proceeding by steps of difficulty.

When all of the fundamental processes had been taught, the children took a general test. This time they analyzed their own papers and each child decided which process he needed to work on most. After the decision was made the children were divided into four groups with a child acting as leader in each group. A test was given about every three days. Some of the children looked through sample arithmetics for the kind of examples they needed to work on, others made up examples and solved them, while those who were poorest frequently solicited help from their classmates during free period and at recess. Interest continued to grow until it reached its height one day when they insisted on working arithmetic examples the whole afternoon. However, this never occurred again. We usually studied arithmetic about fifteen minutes in the morning and thirty minutes in the afternoon. This intense interest was the result of knowledge of rapid growth. Effect, the third law of learning, gave so much satisfaction that there was a readiness for more exercise.

On the eighteenth of May, when Form B of the Pittsburgh Arithmetic Scale was given, the median of the class was a little above the standard for grade 5B. The scores for this test are represented by the black bar. The achievement of the class had been due largely to attacking the work in a systematic way, keeping in mind psychological principles, and applying the laws of learning.

RUTH M. HOLMES.

THE HIGH SCHOOL LIBRARY

LACK of adequate financial support is the greatest handicap of the American high-school library, according to the National Survey of Secondary Education in its monograph on The Secondary School Library, just published by the Government Printing Office. Inadequate facilities are the greatest obstacles to the realization of the aims of school libraries, this report points out in citing the conditions of 390 selected schools in 46 states and the District of Columbia.

"The entire problem of instruction in the use of books and of libraries demands investigation," the report concludes in its summary and appraisal of unsolved problems.

Prepared by B. Lamar Johnson, librarian and dean of instruction at Stephens College, Columbia, Mo., and specialist in secondary administration of the National Survey, this monograph is one of 28 special reports now in process of publication. The National Survey was conducted by authority of Congress under the auspices of the United States Office of Education. Commissioner William John Cooper was director of the Survey and Dr. Leonard V. Koos, professor of secondary education at the University of Wisconsin, was general editor.

1This monograph is listed as Bulletin, 1932, No. 17, National Survey of Secondary Education, Monograph No. 17, and may be procured from the Superintendent of Documents, Washington, D. C., at 10 cents per copy.
of Chicago, was associate director. However, the major burden of directing and handling the investigation was intrusted to Dr. Koos who is eminent in the field of secondary education and nationally known for his contributions for the improvement of public education. Resulting from a three-year survey, this study, it is emphasized by Carl A. Jessen, co-ordinator and himself specialist in secondary education in the Federal Office, aimed primarily at discovering and studying not the usual but the unusual practices, not the ordinary procedures but the extraordinary ones.

Difficulties listed in realizing the aims of the secondary school library as reported by principals, teacher-librarians, and librarians are as follows: Of a total of 281 reporting, 154 set up inadequate facilities as the greatest obstacle; 85 set up inadequate staff; 29, lack of interest and time on the part of the pupil; 21, lack of co-operation by teaching or administrative staff; and 18 set up as an obstacle the fact that the library is used as a study hall. The other 12 difficulties were of a miscellaneous character including teaching methods in conflict with the use of the library.

The Dewey decimal system of classification was found to be the method of classifying books dominantly used in secondary school libraries.

The results of the investigation and of previous studies are in accord in disclosing that it is the practice of many high schools to employ teachers without library training, assign them full-time teaching loads, and in addition ask them to take charge of the school library.

Instruction in the use of books is given in less than one-third of the high schools. Many high school libraries do not keep records of circulation.

In analyzing the facilities of the library, the report reveals that 330 of the 390 schools studied have separate rooms for their library. In 29 schools the library is housed in the assembly hall and in 15 it is in a corridor. Housing of school libraries is not limited to reading and book rooms. The librarians of 129 schools have work rooms; 46 schools have conference rooms; 31 report having library classrooms, and 18 have rooms for visual instruction. Most librarians do not approve of having the library and study hall combined.

However, the opinions of the librarians in this respect are comparatively evenly divided. Twenty-two of the 50 librarians and teacher-librarians in the selected schools having the combination plan state that they like this arrangement. Principals are, in general, satisfied with the arrangement which combines the library and the study hall. Having the library and study hall separate and having them connected by a door meets the general approval of teacher-librarians, principals, and librarians alike.

Under the combination plan it was found that 85 per cent of the pupils went to the library on a typical day whereas in those schools separating the library and study hall only 41 per cent of the pupils went to the library. Students appear to avail themselves of every type of library activity under the combination plan.

**Not Enough Seats**

Junior high school pupils use the school library for pleasure reading more than do senior high school pupils. Many devices have been resorted to by high school librarians to encourage recreational reading. The seating capacities of the libraries appear to be adequate in the smaller high schools, but in the larger schools (especially those enrolling more than 2,000 pupils), the median percentage of the student body which the library can seat is very small.

In a number of schools visited more than 40 per cent of the student body used the school library on the day on which data were collected. High schools use various procedures for admitting students to the library. A number of schools report finding it satisfactory for pupils to go to the li-
library freely without having their attendance checked at any time.

"The small high school is a particularly difficult situation in which to develop satisfactory library service. The use of the high school library by the public, the use of the high-school library by elementary school pupils, the development of county library systems, and the consolidation of school districts are methods which have been reported as successful in increasing the size of the group which the library in the small high school serves," according to the report.

**Many Small Libraries**

Regular instruction in the use of books in the library is given in approximately two-thirds of the schools taking part in this study.

Data indicate that in the schools co-operating in this study the total number of books increases consistently with the number of pupils in the school, but that the number of books per pupil decreases as the enrolment increases. "The size of the book collection ranges from 116 books in a school with fewer than 50 pupils to 30,000 books in a school with an enrolment of 1,500. Fifty-eight schools (including five with enrolments of more than 750) have fewer than 1,000 books in their libraries."

The median number of magazines in the libraries participating in this study increases from 6 in schools with enrolments of fewer than 100 to 42 in schools enrolling more than 2,000 pupils. Of the schools reporting, only 7 did not subscribe for a magazine.

A median number of two newspapers is subscribed for by the libraries in 331 schools. No relation appears to exist between the number of newspapers subscribed for and the enrolment. It was found that 71 libraries do not subscribe for newspapers. This is in sharp contrast to the emphasis placed upon magazines.

**Recommendations**

Many schools have full-time librarians who are college graduates and who have had professional training in library science. The report indicates, however, that most of the smaller schools employ teacher-librarians. In a number of these schools the teacher-librarians have had library training and at the same time their teaching loads are reduced so that they may devote a major portion of their time to library work.

Among 10 outstanding recommendations which conclude the report of Dr. Johnson are the following: (1) A need for both extensive and intensive study of library standards which have been set up by states and other school accrediting bodies; (2) extensive study to determine the effect of newer methods of classroom teaching on the use of the secondary school library; (3) a series of studies to appraise the methods of encouraging recreational reading; (4) a study of the effect which regularly scheduled free reading has on the pupils’ recreational reading habits; (5) continued study of the relation of the library to the study hall; (6) an investigation of co-operation between school and public libraries; (7) further inquiry into methods of selecting books for the high school library; (8) investigation of the entire problem of instruction in the use of books and of libraries; (9) careful investigation of training secondary school librarians; (10) and continued study of outstanding practices, devices, and procedures successfully used in outstanding secondary school libraries.

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**SOUNDS**

A rooster that crows in the morning
Of a Sunday still and bright
Has a lonely sound, but lonelier
Is a train that whistles at night.

---Edna Tutt Frederikson

You cannot dream yourself into a character; you must hammer and forge yourself into one.—Jeremy Taylor.

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Beauty lives with kindness.—Shakespeare.
HOLLINS' NEW PRESIDENT

Dr. Bessie Carter Randolph, professor of political science at the Florida State College for Women in Tallahassee, was recently elected president of Hollins College.

By action of the same meeting of the Hollins board of trustees Miss Matty L. Cocke became president-emeritus.

A graduate of Hollins and of Radcliffe and a Carnegie fellow in international law, Miss Randolph had, before going to Florida State College, taught at Hollins, at the Farmville State Teachers College, and at Randolph-Macon Woman’s College. From 1920 to 1925 she was also dean of women in the summer sessions of the Harrisonburg State Teachers College.

Dr. Randolph is admirably qualified for her new responsibility. Her varied experience in education and her broad heritage of culture will bring power to the cause of woman’s education. She will carry on the fine traditions of Miss Cocke at Hollins; furthermore, she will, in a larger sphere, be a force for courageous straight thinking in the field of international affairs.

THE BUSY STEAM-ROLLER

The failure of the State in its primary responsibility to educate its youth becomes more and more serious.

Sixty-two counties will have less than an eight-month school term, according to the estimate of Dr. Sidney B. Hall, State Superintendent of Public Instruction. “At a time when educational facilities should, if anything, be increased,” Dr. Hall has said, “Virginia’s public school system is threatened with the most serious decline of its history.”

At the beginning of August, prior to the special session of the General Assembly, the State Department of Education issued a statement showing that eleven counties would be unable to keep their schools open for as much as six months during the current session. Present funds were estimated in these counties to provide for the following school terms:

- Princess Anne, Westmoreland, 5.7 months;
- Mecklenburg, 5.6 months;
- Richmond County, 5.4 months;
- Buckingham, Highland, 5 months;
- Prince George, Wythe, 4.7 months;
- Cumberland, Lunenburg, 4 months;
- Grayson, 3.7 months.

A small appropriation by the General Assembly will partially relieve this tragic situation.

The road-building program, however, will go on, unabated.

NIRA NEEDS NERA

Under the caption, PAY TEACHERS LESS THAN SCRUB WOMEN, SUPERINTENDENT SAYS, the Richmond Times-Dispatch recently published the following dispatch:

Charlottesville, Aug. 4—Public school teachers, who have had from two to six years of college training, will in many cases this coming winter receive less than the minimum wage set up for factory workers in the recovery program, Superintendent of County Schools A. L. Bennett has written President Roosevelt.

He said that the Albemarle school sys-
tem, because of a restricted budget, would be unable to fall in line with the President's re-employment program. His letter to the White House follows:

"With one exception we employ more people than any organization in Albemarle County, but I am exceedingly sorry to write that we will not be able to join in the National Recovery Act program for three reasons.

"First, we do not pay many of our teachers as much as the minimum wage set up even for factory workers. Our teachers have had from two to six years of college training and it does seem a pity that they should be paid less than women with fourth grade education in cotton factories or scrub women in public buildings. Yet this is the sad state of affairs our school system is facing.

"Second, we will be unable to employ any additional people. With a greatly reduced budget we are forced to employ fewer rather than more people.

"Third, if one considers the many hours the teacher has to spend out of her classroom studying, planning her work and correcting papers, many of them will work more than forty hours a week.

"I assure you that it is not a lack of patriotism but lack of funds with which to train our future citizens which prevents our co-operating with you in your effort to bring back prosperity. The truth of the matter is that teachers especially in the South have always been greatly underpaid and their poor salaries will be made even less by the recovery program which makes the dollar of their salary worth less than it is today.

"I wish you the success and happiness you so richly deserve in your able effort to serve the American people."

ROADS AND SCHOOLS

In signing the bill, passed by the General Assembly at its recent special session, permitting the State to borrow from the Federal Government $16,000,000 for road-building in Virginia, Governor Pollard made it plain that the act is merely permissive and it is not at all certain that the State will take advantage of its provisions.

If this loan is made, $4,000,000 of it would be an outright grant. But the State would be required to pledge its gasoline tax returns over a period of years for $12,000,000. Some able lawyers contend that such a course would be unconstitutional, since the Commonwealth is prohibited from borrowing money, without a vote of the people, for any such purpose.

If, however, this loan is requested and granted, the fund will be spent to the very laudable end of easing unemployment conditions in Virginia. Road building last winter was the means of saving many a needy family from the bite of the wolf at the door. It was the method adopted by Governor Pollard of extending relief. He believed this system was preferable by far to anything resembling a dole.

No doubt, the Governor is less anxious about the constitutional phase of the proposed loan than he is about the political effect such action will have. There has developed in this State a distinct rivalry between roads and schools. Advocates of the latter say the former have been stealing the show. Special taxes have been levied for roads, while the latter, so far as they are supported by funds in the general Treasury, have been subjected to severe cuts in appropriations. The State has taken over the responsibility for the building and maintenance of all highways; is still a mere contributor to the maintenance of schools, many of which, before the special session of the Assembly, faced short sessions because of lack of funds.

If the Governor, despite the probable illegality of the action, borrows $12,000,000 for roads in Virginia, to be repayable from gasoline-tax collections, he will intensify the feeling that the State should do at least as much for schools as it does for highways. Many lawyers hold to the belief that the Constitution requires the Commonwealth to
maintain a public school system. Regardless, however, of what the fundamental law says about it; there is a growing movement for State-supported schools, as there are State-supported roads.

At the special session of the Assembly, Delegate Moss of Richmond had this to say on the subject:

We have definitely come to the parting of the ways. While roads are excellent, and we should not hinder their construction, they are not worth so much that they justify depriving a generation of children of elementary education.

This was not an isolated statement. It expressed the views of a great many people of Virginia. They think that roads have taken the center of the governmental stage to the exclusion of the virtually important function of the State to provide public school education.

This is the reason, no doubt, which prompted Governor Pollard to explain that it was not at all certain that the State would take advantage of the opportunity to borrow $12,000,000 for the building of roads. —Richmond Times-Dispatch, September 17, 1933.

RELIEF FOR UNEMPLOYED TEACHERS

Needy, unemployed teachers will be given an opportunity to work for their unemployment relief at their regular occupation, according to Harry L. Hopkins, Federal Emergency Relief Administrator, whose communication to Governors and State relief directors follows:

"Your relief commission is authorized to use Federal relief funds now available or to be made available by the Federal Emergency Relief Administration to pay work-relief wages to needy unemployed teachers or other persons competent to teach and assign them to classrooms up through the eighth grade, provided: first, that these teachers are assigned by the relief offices to appropriate educational authorities who will have entire supervision over their activities; second, provided that they are assigned only to those schools which prior to this date have been ordered closed or partially closed for the coming school year because of lack of funds; third, this applies only to rural counties.

"State relief administrations are also authorized and urged to pay from above funds relief-work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties. Under no circumstances should relief funds be used to relieve counties of their proper responsibility for education, nor should these activities permit the substitution of relief teachers for regularly employed teachers."

THE GOVERNMENT’S RESPONSIBILITY

Schools are the most important thing in the country.

To neglect them is to neglect the country and to endanger its future—since in five or ten or fifteen years the uneducated children of today will vote.

The government should heed this appeal. It is attempting to build up the Republic again from the ruins of the last few years. Such building will avail nothing if attention is not first given to the schools, for the schools are the foundation stones of the Republic.—San Francisco Call-Bulletin.

OMINOUS FACTS

The National Education Association recently issued a most discouraging statement. It discloses, among other things, that 2,269 schools in 11 states were closed before March 1, 1933, and that many of them have no prospects of reopening this fall.

Upwards of 100 city school systems were compelled to reduce their terms this year by 20 or more days, and the schools in rural sections shortened their terms 30 or more days.

The expenditure for public schools in 1926 was $2,026,308,190, with 24,741,468
pupils in attendance. The expenditure for the year just closed was $1,961,900,000, with nearly 27,000,000 in attendance.

Because of the suspension of building operations from about $400,000,000 annually, previous to 1930, to $154,000,000 this year, it is estimated that 250,000 pupils were obliged to attend on a part-time basis, and 150,000 were taught in portable buildings.

Four thousand new rural schools are needed and about 18,000 need repairs.

School children are inadequately supplied with text books in many locations. The purchase of these books has dropped 30 per cent since 1930. The old books are badly mutilated and in some places two and three children are obliged to use the same books in studying their lessons.

IN THE AGE OF BRASS

Last session the average annual salary paid to teachers in exactly half of Virginia's hundred counties was less than $600. In Accomac county the average annual salary in 1931-32 was $375.

SURRENDER

If I should die
In some far place
That I may chance to find,
There I will lie:
Where'er I roam
Sun, stars and face
Of happy hills, and wind
Will make it home.
—Edna Tutt Frederikson

OVERPLUS?

There is much more to water than H₂O. There is fog and mist and dew and the "slapping of great green seas." Sometimes the objective tests do not get at the realities.
—Dean Lee Paul Sieg, University of Pittsburgh.

We never really get an idea until we have thought it for ourselves.—Harry Emerson Fosdick.
no teacher of children in the field can afford to be without access to this worthwhile volume.

Chapter headings include Why Teach Art?, Observing Children, Line, Form, Value and Color, Elements of Vision, The Principles of Arrangement and Their Application to Art Problems, Letters and Lettering, Drawing, Art Appreciation, Units of Work, Lesson Plans and Practice Teaching. The chapter on Principles of Arrangement, which is especially fine, has been divided into three parts: The Principles, Art Problems in Training School, Art Problems in Teaching. Under the third division such topics are taken up as: Children’s Art Activities, Children’s Aesthetic Interests, principles of education in relation to art, problem of exhibitions, Holiday Art activities, etc. The illustrations are carefully and well chosen to bear out the points made in the text. At the close of each discussion many problems are suggested to give the student exercise in trying out her ability in the subject just covered.

G. M. P.


The Commission has given us a full and comprehensive study of the preparation for and the responsibilities and contributions of leadership through the Superintendent’s office—from the national organization to that of the county or small town. It therefore involves material of particular value to the school executive, as well as of paramount importance to the would-be superintendent and to the student of public education in the United States. It emphasizes the true leadership of the superintendent of schools, declaring that he who has no problems has ceased to grow. “The social needs of today are the educational problems of tomorrow.”

The book is rich in data relating to this phase of education and presents a number of pictures and short sketches of the work and educational philosophy of various American educators of the past.

For evaluation of the superintendent’s qualifications and progress, three types of material are presented: (1) a self-rating scale on the collective and individual aspects of leadership in the superintendency; (2) the personal qualities reported as essential to leadership; (3) an annotated bibliography.

B. J. L.


One of the popular fallacies refuted by this careful study is that living conditions are cheaper in the South than in the North. As a matter of fact statistical data show that the price of food and clothing, of electricity and gas are higher in the South. Anthracite coal is cheaper in the South—if the Southern professor can use it in large enough quantities, he may balance his salary as against his Northern brother! “If the income of the Southern professor is lower than that of his colleague in the North and West, it means that he is denied the very things which operate to make him more effective and useful to the institution and community which he serves.”

The author is director of the Institute for Research in the Social Sciences in the University of Virginia. He has here presented concisely the findings of a committee that had investigated the reasons why social science research has been severely retarded in Southern institutions. Thoroughgoing statistics were gathered from 42 universities and colleges of the South and from 57 like institutions of the North and West. Factors which account for the steady “drag” of superior talent from the South are examined. Higher salaries, lighter teaching loads, and more encouragement from administrative authorities are found to be significant advantages in the Northern institutions.

C. T. L.

This book is an exposition of the actual achievement of elementary school children of the Lincoln School in composing and playing a symphony. It contains the complete score of the Symphony of four Movements, a rather detailed account of the experiment from its inception to its consummation, and a brief discussion of the historical background of the symphony.

It is a pretentious piece of pioneering in creative expression and represents the third symphony from children’s themes under the direction of Mrs. Coleman—“The flowering of a series of vital musical experiences and fundamental growth.” The children not only composed the themes but played the melodies, in many cases, upon instruments which they themselves had made. All of the 137 children in the upper elementary grades played in the orchestra. This fact is significant.

Mrs. Coleman warns against the “possible misapplications of the idea” into something spectacular, and urges its use for “the child’s continuous musical growth and personal integration.”


This pioneer volume in the field of “educational broadcasting” gives the history of the movement, the purpose and scope of this field of education, and affords an outlet for the enthusiastic planning and review of work done by the author. Pictures, bibliographies, types of programs, and means and methods of checking the value and over quality of programs, are given in some profusion in a volume that is unfortunately not all that the esthete in publications would like.

It is fortunate that such a volume should be available and especially at this time, when the National Education Association is making a fight for less commercialization of the radio and also, through its fine lectures by leaders in American education, is struggling to prevent the complete wrecking of the American public school system. The radio must be made the servant alike of genuine amusement and of education.

W. J. G.


One trained in the traditional methods of studying and teaching art may be thoroughly in sympathy with modern scientific studies of the child, but may find it very difficult to change his habits of thought and methods of teaching to conform with the new psychology. Such an one, it seems to this reviewer, is the author of this book. Though thoroughly sympathetic with the best in the modern trend, he relapses again and again into the old methods.

The book contains chapters on memory drawing, imaginative drawing, design, and a final chapter on form, notan, and color. The frontispiece, a memory-drawing chart, should prove quite helpful to the thoughtful teacher. This chart shows in comparison average drawings of various objects from children of five, eight, ten, and twelve years, and from the retarded child. The author believes that drawing is a means of expression ready at hand for the child through which he can release his emotions and enthusiasms before he is adequately able to express himself through writing. Therefore children should be given much opportunity to draw. “A state of truthful expression and technical accuracy is usually accompanied by a loss of aesthetic quality,” states the author, later, in discussing the drawings of children. The chapter on design is well illustrated with decorative line drawings, many of which could be quite suggestively helpful.

In the last chapter the author relapses wholly into the traditional method, and sug-
gests a series of art-for-art's-sake studies in still life which would attract the child already interested in art, but might have direful effects on the other ninety per cent of the average class in our public schools.

G. M. P.


"One learns to do a thing by doing it, not by doing something else. That, in essence, is the theory back of the functional method."

The Living Language is organized for a functional approach to the learning of Latin forms, syntax, and vocabulary. It provides for functional as well as for formal drill and testing. The entire course exemplifies the spirit of modern pedagogy and comes close to the ideals of the Classical Investigation of 1924. Like all first-year Latin courses, the ultimate objective is that the pupil learn to read Latin. But this book differs from other first-year Latin books in that it extends the functional method to its fullest and most effective use and puts into service the technique of leading from the known to the unknown as no first-year book has yet done. Underlying the thoroughgoing application of the functional approach in this book is the conviction of the authors that it is the most telling means of gaining and holding the present-day pupil's interest, of creating in him desirable attitudes toward Latin, and of giving him those abilities, knowledges, and skills which are necessary if he is ever to read Latin.

This is first of all a reading book. About seventy-five pages of connected meaningful Latin are presented in dialogue and story form intended to be read orally or used in actual conversation. Latin is spoken and heard as well as seen and read. By a careful grading of vocabulary and sentence structure the pupil learns to read Latin as Latin in the Latin order. The content is on the history, traditions, and mythology of the Ancient Romans. Because Latin is thus spoken and heard,
and because Latin is made to live for pupils in familiar English words and in the growth of their own English vocabulary from each day's study, the book is called "The Living Language." Almost every Work Unit contains practice materials specifically directed to the pupil's acquiring an increased knowledge of the meaning of Latin words related by derivation to more or less familiar English words or to his acquiring an increased knowledge of the meaning of English words related by derivation to more or less familiar Latin words.

By the end of this first year's work the pupil has become acquainted with 1400 different Latin words which include 78 per cent of those given in the College Entrance Examination Board's "Latin Word List for the First and Second Years." He has mastered through formal drill six hundred words as a minimum, including practically all the words in Hurlbut and Allen's "First Year Latin Vocabulary." He has also mastered for reading purposes forty rules of Latin grammar and about seven hundred grammatical forms. But of greater significance than this knowledge is that the pupil is able to read connected Latin passages as Latin.

Additional helps are a section in English on the Roman School, the Roman House, and Roman Dress, and a section of Latin songs set to music.

J. A. S.


An assistant in the Cleveland Public Library introduced young people, meeting as a Poetry Group, to a large amount of good poetry. By exposure and by practice they learned to "put into their own words all the vigor and warmth that an experience held for them." The talks by Miss Gilchrist comprise half the book, poems written by members of the Stevenson Room Poetry Group the other half.

This book is an able presentation of the theory and special technique of creative writing.

G. M. P.

OUR CONTRIBUTORS

BRUCE R. PAYNE, president of the George Peabody College for Teachers at Nashville, Tennessee, is a national leader in education. In the South Dr. Payne stands a bulwark in support of the cause of teacher training.

S. C. MITCHELL is professor of history in the University of Richmond. His long and distinguished career as an educator includes his presidency of the University of Delaware and of the University of South Carolina.

NELLIE L. WALKER is supervisor of kindergarten in the State Teachers College at Harrisonburg.

RUTH M. HOLMES was fourth-grade supervisor in the training school at Harrisonburg during the session of 1932-33.
MY TRIBUTE TO THE TEACHER

There will be no moratorium on education. A moratorium on educa-
tion would mean a moratorium on civilization. This is one of the reasons
why teachers will continue the schools, pay or no pay. The nation, as
it becomes aware of the services and sacrifices of teachers and of the
great significance of their courage and farsightedness, will show the
appreciation that it has shown to its soldiers who sacrificed their lives
for their country.

In the crisis of the seventies, I was amazed, as a boy, at the sacri-
fices made by the pioneer teacher of that day. Since then, I have ob-
served that whether in time of famine or in time of plenty, the teacher
has lived not for self, but for the children and the community. I have
noticed that the selfish man or woman seldom remains long in the pro-

When the terrible days of the World War came upon us, who led
in food conservation? Who led in the sale of liberty bonds? Who led
in collecting food, clothing, and funds for the Red Cross? Who kept the
schools going, whether funds were available or not? And what of the
teachers of today? They are serving in a worse crisis than ever before.
Their responsibility is greater. Environment is more destructive in its
effect on children. The teacher-load is almost doubled. In spite of all
this, the teacher is again leading in welfare activities. There may be a
delay in pay—a month or six months—or the pay may be cut off for the
year, yet the work of the school goes on!

Who is it that removes gloom from the lives of children who come
from homes filled with sorrow and suffering because of the depression?
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