FRANKLIN D. ROOSEVELT to the Women’s Conference on Current Problems (October 13):

“We need to make infinitely better the average education which the average child now receives.”

ALFRED E. SMITH on receiving the LL. D. from the University of the State of New York:

“Don’t let false economy fall on our public schools. . . It wouldn’t do the state a bit of harm if we didn’t build another mile of road for the next three years. . . But one single year that education is neglected can never be brought back.”
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**SOCIAL STUDIES**

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180 Varick Street, New York City
“ONLY YESTERDAY”

The fundamental character of the school; relative values in schools and roads; the rich personality essential to a real teacher; and other considerations affecting the liquidation of our educational system.

Mr. President, Ladies and Gentlemen of the Faculty, and Members of the Student Body:

It is a very great pleasure to me to return to this platform.

I didn’t realize when I accepted your gracious invitation, Mr. President, that I was to have the honor of participating in the twenty-fifth anniversary of your institution. I should like to convey my congratulations not only to the institution but to you on your successful administration. As a matter of fact, an anniversary offers a peculiarly convenient occasion for me to say what I have to say here this morning.

As President Duke has said, my subject is “Only Yesterday.” A good many people in this audience probably read a book which was written by one of the editors of Harper’s Magazine, Mr. Fred Allen. The book was called “Only Yesterday.” It was the history of the nineteen-twenties. I lived through the nineteen-twenties, as will be apparent from the fact that I am more than three years old, but when I read this book, it seemed to me to be the history of the Early Stone Age. I could not believe that I had actually participated in all of that. I didn’t like the looks of things in the nineteen-twenties in this country. I didn’t like them as much as I like the nineteen-thirties—which have their faults. And yet it is a peculiarly profitable exercise, I think, to glance back over that decade, that very mad decade which Mr. Allen treats of, between the end of the World War and the end of the Big Bull Market—carnage, you see, at either end. It seems to me peculiarly profitable for everybody in this room to glance back, because if you will look at that decade, it presents a very kaleidoscopic picture—you will see not merely the rise of lipstick and the rise of skirts and the decline of skirts (for I think the skirts got down again, by the end of the book, though I am not sure) but also the rise of the radio industry, the automotive industry, the peculiarly American art of keeping up with the Joneses, and finally an orgy of speculation, and ballyhoo.

Incidentally, I think you will be forced to recognize, yourself, that a certain quality of ballyhoo which ran through American life ran through the educational system as well. In general, I should say that the educational system participated in the American formula of the nineteen-twenties: Bigger and Better, particularly Bigger. It was a period of expansion. A century and a half of rather unfortunate experience lay back of it, unfortunate because it had created in us a spirit of unreflective optimism. Very little thinking was done about it. Candidly, we were too busy to think. I know I was. Most of the people I knew, were. We were controlling, or trying to control, a more or less run-away system. We assumed that so much needed to be done in the way of pioneer work, that it was impossible to build too many buildings, to get too many students, to give too many courses. Sometimes people said, “We admit that very little of consequence is happening just now except...
in the material sphere, but, when we get through with this pioneer job, then things are going to happen.” That, ladies and gentlemen, is an American idea that I, for one, have had enough of. For at least thirty-three years I have heard people explain that in those particulars in which America signal-ly failed to excel, she would excel later, as soon as she had done her pioneer work. The trouble is that pioneering has gotten to be a habit. It is possible to spend your life straightening up your desk. You and I know people who have never done an honest hour’s work in their lives because their desks are never straightened. If they had sat down and tried their luck at working at a disordered desk, they might incidentally have found that the desk had straightened itself. As a people, we have, I think, fallen into the habit of straightening our desks, doing things that apparently have to be done as a preparation, but things that have no significance unless you go and do something after you have made the preparation.

The depression has now brought a general liquidation, a general deflation, and among other things deflation in education. When that deflation came, we had just spent a lot of time getting the community interested in education. As a result, the community was supporting it—for no very good reason of their own. True, the ballyhoo and publicity rather disturbed us. I know plenty of good, honest men who said, “I wish it could be done without ballyhoo. After we get it going, we will gradually drop off the ballyhoo.” Ballyhoo is very difficult to “drop off.” Get into the habit of thinking in headlines, and then try to drop it and see what happens.

But a great many activities, very important activities, were being crowded to the wall. Those of us who are interested in educational institutions thought that so much had to be done; so many buildings had to be built; so much expansion and liberalization of the school curriculum had to take place that, for the moment, anyhow, we were safe in going straight ahead at full speed. Unfortunately, everybody else made the same enthusiastic assumption. Everybody driving a car on the road made it. Since the road looked straight and apparently very long, the thing you needed to do was to “step on it” and the traffic would take care of itself. Well, since the nineteen-twenties, several smashed wind-shields have proven that that won’t do.

In schools, the collapse means fewer students; that is, in the colleges and schools where the registration problem is a serious financial problem. In the wealthy colleges, it means many less research projects going on. A friend of mine who is president of a famous university told me they had prac-tically dropped their research work. (He was exaggerating, but, as a matter of fact, his university, being one of the richest in the world, had been able to devote a large portion of its budget to research, and consequently could tighten its belt by merely closing some laboratory doors.)

Some people are saying that education, like every other business, must liquidate. That sounds a bit like a doctor who should say that the best way for his patient to get out of a high fever was to let nature take its course. From the patient’s point of view, it is a quite inadequate prescription. When every institution we have is staggering on its last legs, the average person wonders if by liquidation you don’t mean dissolution.

General deflation? I think the wrong things will get deflated. We don’t trust the people who will do the deflating. As to what will get dropped out of the school curriculum and what will be retained, we have to do some very careful thinking. And we are out of practice. Thinking is very painful at best, and you don’t think unless the alternative is even more painful—until you have gotten to that unhappy stage where not thinking is even more painful than thinking. Now, our thinking will involve a general re-shaping of schools, colleges, and universities. As a matter of fact, they
are going to be re-shaped, anyhow, whether we think or not. The budget will take care of that.

When we have thought a while, then, and liquidated a while, I wonder what will be left. I don't pretend to be a prophet, and it is very hard to tell just what we will rescue from the general shipwreck—what kind of ship we can construct from the wreck, in other words. It could be a very trim ship. I know some things I would like to rescue, and I can conceive, even in a world as unsatisfactory as ours, that some of those things will pull through. For instance, take our personal end of the problem. We will have to have a much clearer idea, I think, of what a teacher is, what he thinks he is doing; and that is a big job. It is much easier to re-shape a curriculum than it is to sit down and ask yourself what you think you are teaching your students—especially if you examine them and find out how little they have learned!

I suggest that, as long as human beings are alive and as long as communication can take place between them, there is going to remain for the student the clear, indescribable, intellectual excitement of impact with a rich personality, and it is going to remain, regardless of what the rich personality theoretically is teaching. If we were fortunate enough to have several thousand persons teaching in our schools who were real persons, independent of the subject they were teaching, we would have an amazingly fine school system—people who could guide minds less mature and experienced than their own, who could get the kind of pleasure out of teaching that alone justifies teaching. I wouldn't care much what they taught. I believe we would have a system, then, that would furnish us with better, and much more understanding, support from the community.

And we have many competitors for that support. I have a newspaper friend who asks this question periodically in his paper: "When are we going to disestablish the religion of road building?" Far be it from me to blaspheme against roads. I have just driven all the way from Charlottesville on a road for which I am personally thankful to Mr. Shirley. But the point my friend makes is, How much do you value a road and how much do you value a school, if they have to be weighed against each other? There is clearly a place for both, but what kind of schools are we willing to pay for, and what kind of roads are we willing to pay for? In the last analysis, which would we rather have?

But roads—which, I repeat, are very desirable—are not the only competitor. The tax-payer's dollar is getting to be a prize for which more and more persons are contending, and any institution which depends on taxes is going to have to convince the public that it is doing something worthy of support. It used to be thought that every one who had gone through college had an immense economic advantage over those without a college education, that they would make more money, but that idea—happily—is wobbling. I knew a man who never employed any one who had not been expelled from college, because otherwise, he said, they had no initiative! Grading people today by whether they have been to college is like grading people by whether they have gone through the Hudson tunnel. The college can't pull that gag any longer. Too many people have gone through college and have come out the worse for wear; or, rather, the worse for lack of wear. What is the defence of college, then? We have them scattered from coast to coast.

Well, some will say, they make better citizens. What kind of citizens? I don't know. I take it that a person whose interests are broad, who is given a wider culture, would indeed be a more worthwhile citizen, but I should consider that a by-product of college. I should hate to send anybody to school for the express purpose of making him a better citizen. What remains? It depends, of course, upon what
kind of education you are talking about. We will always have a great many institutions of your sort that are concerned very largely with preparing people to teach. We are going to have a great many institutions that profess to be interested exclusively in a liberal education. We are going to have many institutions for the purposes of research, for the purpose of understanding the subject-matter more thoroughly. In any case, the problem of education, as a whole, is going to occupy a very conspicuous place in people's minds, as long as we are in the desperate economic shape we are in at present.

I repeat, I am interested, and I want to enlist your interest, in questioning ourselves as to just what ought to get liquidated—what we can afford to drop with least damage, and what we are going to hang on to if we are going to have any school system worth having at all. It seems to me it would be a very distressing thing if history is compelled to record that the nineteen-twenties were a period in which things had to be made bigger and better; and if it should also record that the nineteen-thirties were a period in which it was equally assumed that anything that had shrunk was superior. We need to know what things to discard and what not to discard, and that is going to take very acute thinking.

Stringfellow Barr

There is no surplus of properly educated public school teachers in Virginia; on the other hand, there are teaching in our schools today 4,000 white teachers who have not yet met the present minimum requirements.

Samuel P. Duke

A large proportion of Virginia teachers are still without adequate professional preparation... Four years of college preparation should be the minimum requirement for teaching on any level.

Julian A. Burruss

THE SWORD OVER EDUCATION

It is folly to follow longer an economic leadership that now counsels for the schools a bogus economy; such a course may mean national suicide.

A SWORD hangs over education throughout the United States. To prevent this sword from sinking to the vitals of the whole enterprise of education, built of the blood and sacrifice of pioneers, will demand the utmost of statesmanlike co-operation between the leadership of school and the leadership of society. This sword that hangs over education is but sign and symbol of the peril that confronts all of the social and cultural enterprises of our common life in this phase of unprecedented depression through which we and the world are passing.

The sword that hangs over education and over social enterprises of government is the sword of imperative retrenchment forged in the fires of an irrational depression. The peril lies not so much in the existence of the sword as in the way we wield it.

That economy, drastic beyond anything we have been accustomed to think of, is imperative in the conduct of local, state, and national affairs no intelligent man will question. Since 1929 our income has gone steadily down, and outgo has gone steadily up in its relation to income. The expenditures of local, state, and national government, when related to the toboggan slide down which the national income has raced, have bent the back of the American people. Either the back must be strengthened or the burden must be lightened. For a nation cannot long endure a consistently falling income and a consistently rising outgo.

When the books of 1932 are fully balanced, we shall probably find that at least one out of every three dollars of the national income went into the enterprises and
obligations of government. According to
the analyses of the National Industrial Con-
ference Board, in 1928 approximately 11 per
cent of the national income went into taxes,
whereas in 1932, it was estimated some
months ago, some 33 per cent of the na-
tional income went into taxes to carry the
enterprises and obligations of government.

There are those who would have us be-
lieve that this dramatic rise of the tax draft
on national income from 11 per cent to 33
per cent in four years is due solely to an
unintelligent and unjustified, a wasteful and
worthless development of the public services
of organized government. That lie must
be nailed at the outset unless public thinking
on the scientific, social, and educational
enterprises of government is to be gravely
muddled and grossly misled.

The man in the street, hearing of this
rise in the tax draft on national income from
11 per cent to 33 per cent in four years, is
too likely to think that the cost of the
public services of government has trebled
in that time. Obviously this is not true. Had
the national income remained steady at
the 1928 level, the tax draft on national
income for last year would probably have
stood at not more than 18 per cent instead
of 33 per cent, even if all the extraordinary
expenditures incurred by depression had
been in the picture. The factor that lifted
the tax draft on the national income to 33
per cent was the dramatic drop in the na-
tional income due to the economic muddling
that landed us in depression.

I am quite aware that this does not re-
move the stubborn fact that a 33 per cent
tax draft on national income is a serious
matter with which political, social, and eco-
nomic leadership must wrestle. It does sug-
gest, however, that the blame for the large
proportion of the national income now going
into taxes cannot justly be placed upon the
shoulders of social and educational leader-
ship, but must, to a very material degree, be
placed squarely upon the shoulders of the
economic leadership that proved incapable
of steering our economic ship past the shoals
of depression.

And now this very leadership that has
done most to unbalance the nation's life is
insisting that we shall balance the nation's
budget by plunging a sword to the heart of
all those scientific, social, and educational
enterprises to which alone we can look to
produce a leadership for the future that will
be less inept, a leadership that might con-
ceivably use this magnificent machine econ-
omy of ours to free the race from drudgery,
poverty, and insecurity instead of letting it
starve like Midas in the midst of plenty. I,
for one, protest the current attempt to make
educational leadership the scape-goat for the
sins of economic leadership!

Unless this fact is kept clear we shall see
an uninterrupted increase in a propaganda
that will, with insulting scorn, brand even
the most self-sacrificing public servants as
greedy and grasping payrollers. This now
popular propaganda, if persisted in, will
divert men of capacity and self-respect from
public service for a generation to come. And
it will be our children who will pay the
price of this diversion.

The most pressing problem now con-
fronting educational leadership is the prob-
lem of imperative economy. The gravest
peril now confronting educational leader-
ship is the peril of irrational budget-making.
Educational leadership will be derelict to
its duty if it permits economic leadership,
without let or hindrance, to do what it will
with local, state, and national budgets. I
do not believe that the leadership that led
us into depression has earned the right to
speak with final authority on the budgetary
policies most likely to get us out of de-
pression.

* * * * * * * * * * * * * * * * * * * * * * * * *

It is my sober judgment, that the federal
credit can be kept sound if as a people we
keep our heads and refuse to be rushed by
a budgetary hysteria into a wrecking of the
scientific, social, and economic services that
are the very beating heart of constructive government.

It is the part of political wisdom, it seems to me, to spread the load of depressions out over a more prosperous period. Otherwise, relatively speaking, whenever a serious retardation hits us, we must wreck, in a few years of depression, values and services that will take us a generation to recreate.

Balance the budget out of current revenues, with respect to ordinary expenses? Yes. With respect to extraordinary expenditures, loans, investments, capital outlay, emergency relief, and the like? No. They should be financed out of borrowings and met out of the revenues of a more prosperous time.

If now we stop extraordinary expenditures for public work and go recreant to our relief responsibilities, or if we insist upon paying for them out of seriously increased taxes, we shall surely deepen and prolong this depression. And if now we cut the heart out of basic services of government, we shall, in preventing a financial deficit, produce a social deficit for which our children and our grandchildren will damn us.

Do not misunderstand me. Upon the imperative necessity for economy in public expenditures there can be no disagreement. I insist only that the situation challenges us to effect that economy with statesmanlike foresight for the future of community, state, and nation. It is possible to be quite as shortsighted in administering economy as in allowing extravagance. And just because there is this possibility of shortsightedness in the administration of necessary economy, a grave national danger lurks in our current concern with economy. We can so easily economize blindly or let limited interests dictate the schedules of retrenchment. We dare not be gullible. Alongside the foresight, intelligence, and sincerity behind the insistence that we establish a sounder relation between our income and our outgo, there is much blindness, blundering, self-interest, and sheer insincerity in the almost hysterical campaign against public expenditures now sweeping the nation. By all means let us give prudence a permanent seat in our public counsels. By all means let us stop waste. But let us be sure that it is real waste that we are stopping. Real economy may mean national salvation. Bogus economy may mean national suicide.

I ask you to remember that we could dismantle every federal bureau and stop every civil function of the national government—with the four exceptions of construction, relief, loans for shipbuilding, and the Federal Farm Board—and still reduce the federal budget by only 8 per cent. The complete cost of the legislative, executive, and judicial activities of the federal government absorbs less than two-thirds of one per cent of the total federal outlay. Where, then, you may ask, does all the money go? Well, for one thing, almost three-fourths of the total expenditures of the federal government goes to pay the costs of our current military establishment and to carry the obligations incurred in past wars. That is to say, of every dollar we pay in taxes to the federal government about 75 cents go into payment for past wars and preparation against future wars. Think of that the next time you are tempted to applaud the blatherskite or jingo who denounces as puling pacifism every intelligent attempt to outlaw war.

The more deeply we analyze the problem of public expenditures, the clearer it becomes that it simply is not the scientific, social, and educational services of the nation that are bending the American back. And yet, throughout the nation, we are trying to balance budgets by cutting the very heart out of the only thing that makes government a creative social agency. We slash scientific bureaus. We drastically shrink our support of social services. We hamstring our regulatory agencies. We fire visiting nurses. We starve libraries. We reduce hospital staffs. We squeeze education. And we call this economy, and ac-
ually think we are intelligent in calling it that. How the gods must be laughing at us! And how our grandchildren will damn us!

While we are bleeding white the only things that make government socially significant, we go gaily on with political economic policies that are surely setting the stage for further wars and thus fastening securely upon us three-fourths or more of the existing federal budget. And state governments throughout the nation are committing the same blind sin. In our states we lay the ax at the root of the tree of all the civilizing agencies evolved during the last half century and at the same time blandly tolerate the multitude of unnecessary and criminally wasteful forms of local government which, essential and unavoidable in the days of bottomless mud roads and the one-horse buggy, are indefensible in this day of good roads, automobiles, telephones, radio, and the varied new forces that have conquered both time and distance. We could balance our state budgets and make unnecessary the surrender or starvation of a single socially significant service if we had the vision and courage to effect an intelligent reform of our system of local government. But to effect real economies of that sort is to call for a kind of thought and action we have yet to display.

The real issue confronting us is not economy versus extravagance. That question is well on its way to settlement. Leaders who foster extravagance will be broken. The issue is real economy versus bogus economy. The sword that hangs over education and over all the other social and cultural enterprises of government is the danger of bogus economy.

In the achievement and administration of real economy every responsible schoolman must stand ready to co-operate with the leadership of community, state, and nation. If even one drop of water can be found in any educational stock, now is the time to dehydrate. If there is anywhere in our schools a service that has measurably outlived its usefulness, now is the time to eliminate it. If there is anywhere anything that has been overdeveloped, any phase of our program that has been overspecialized, any overcoddling of the student where we might properly ask him to indulge in a little more self-education, now is the time to correct such errors. Now is the time to declare a moratorium on those vested interests and vested ideas of the academic system which, in more normal times, slowed down healthy processes of educational reconstruction.

But even so utterly sincere and statesman-like a facing of the challenge to real economy as I have suggested may leave the future of education seriously endangered throughout the nation. It will not be enough to foster real economy. Bogus economy must be fought. Not to save their own skins or to safeguard their salaries, but to discharge their responsibility to the American future, educators—once they have come with clean hands on the issue of real economy—must be willing to put their breasts to the guns in the battle against bogus economy.

There is under way a highpowered drive, national in scope and manned by able leaders who are determined drastically to slash the national bill for education at any cost. It is important for all Americans who want to see the significance of education for the national future safeguarded, to understand the forces back of this drive. The more obvious forces back of this drive are, I think, three:

1. The epidemic of fear that grips the nation as it watches its income fall lower and lower.
2. The weakness of a taxation system that, in most places, puts an undue part of the tax load on real and personal property, and prompts millions of harassed Americans to strike out blindly for relief without any too much discrimination about what they hit.
3. Groups which have always been opposed to adequate support for education
and are now taking advantage of the necessity for real economy and the epidemic of fear to achieve their niggardly and anti-social objective.

I suggest three broad lines along which I think educators are obliged to move if they are to discharge their responsibility to the future of community, state, and nation.

First, educators should see to it that the teaching profession and the public are put in possession of all the pertinent facts about any shortsighted and anti-social forces that may be operating in an uncritical drive against educational expenditures. This is not to say that educators should set themselves in opposition to sound economies. It is only to say that they must not permit, if they can prevent it, a blind assault on the enterprise of education by limited and anti-social interests bent upon taking advantage of the time to slash the heart out of education in the cold interest of their pocketbooks.

Second, educators should meet an unfair propagandizing of the public with a wise education of the public in the actual facts of the situation. Thousands upon thousands of honest Americans, who have always been the friends of education, have been bewildered by propagandists during the last few months. There is, make no mistake about it, an organized drive of national scope to cut educational support below anything that even this difficult time requires. If the bewildered friends of education are not enlightened, the propagandists will be able to get away with a high-handed scuttling of the educational ship instead of buckling down to the unpopular task of fundamental governmental and economic readjustments which, in cutting costs, might reduce the supply of pork.

Third, educators should meet the situation with offensive rather than merely defensive tactics. I mean by this that now is the time of all times to go to the public with far-sighted educational programs the importance of which to the future of community, state, and nation can be clear only to sincere intelligence. To huddle defensively around services without a searching appeal is never justified. In a time of stress it is a kind of social treason. Now, if ever, is the time to make manifest to all, the central significance of a creative education in the life of a great people.

Believe me, I am not so much concerned with what a scuttling of the budgets of scientific bureaus, libraries, hospitals, schools, and like agencies will mean in 1933. For a time, we can do far less work on far less money. For a time, drastically reduced staffs can carry drastically increased responsibilities. For a time, we can, even if it will prove bad business in the long run, drastically cut down on the maintenance of the physical plants of our institutions. I am not, let me repeat, so much concerned with what even the severest of necessary economy will mean in 1933. But I am deeply disturbed by what a bogus economy in 1933 will mean for the American life of 1953.

The real results of a bogus economy will not show up in 1933. But if now we hijack the fundamental scientific, social, and educational services of government, it will be a generation or more before we shall be able to climb back even to the efficiency these services now display. If now we beat down the salary scales of public servants, we shall but succeed in further diverting superior capacity from public service. Business and the professions have long drained off from public service the very sort of men and women public service most needs. We dare not intensify this diversion of exceptional ability from public service. I am quite aware that salaries and wages outside public service have had to take drastic cuts in these trying days, but, once the economic curve turns upward, it will be but a question of months until the salary and wage curve in business and the professions will follow the economic curve in its upward sweep, but this will not be true of the salary and wage scales of public servants. And in the meantime, with the memory of the al-
most insulting scorn to which disinterested public servants are all too often subjected in the midst of an economy campaign, in the years immediately ahead fewer men and women of outstanding ability will be inclined to give their lives to public service. All of which means that it will be our children rather than ourselves who will pay the price of our shortsighted economy. And this must be remembered: We can postpone the building of a road, a bridge, or a building, and catch up on such delayed construction later on. We cannot put educational opportunity in cold storage for the duration of the depression and catch up on it later on. For the children who are denied adequate educational opportunity now, it is lost forever. And we shall stand convicted of having balanced our budgets with the starved lives and frustrated careers of our sons and daughters.

GLenn Frank

BOOK WEEK

Book Week follows immediately after Education Week, and will be nationally observed in schools, libraries, bookshops, etc., from November 12 to 18. The National Association of Book Publishers, 347 Fifth Avenue, New York, which annually acts as headquarters for the Week, has issued a leaflet of suggestions for school observances and a striking new photographic poster. To cover shipping and mailing costs, the Association asks that teachers send twenty cents with their requests for publicity material.

Book Week offers an opportunity to stress the invaluable work of the schools in building up the democracy of the future, and to protest against false economy in slashing school library appropriations.

Genius without education is like silver in the mine.—Benjamin Franklin.

Life is a progress and not a station. —Emerson.

BOOKS

“If I were an educational administrator . . . , the first charge against the budget of the institution following the faculty would be funds for the library.”

THE Big Three of the educational world are the child, the teacher, and the book. The child is constantly building conduct patterns, solving problems, feeling emotions, living a fertile life. In the child’s adventures the teacher serves as counselor and guide, teaching him to avoid wasteful effort and to follow fruitful methods. To discover the distilled advice and experience of generations of thoughtful ancestors the teacher and the child both need the book—a handy storehouse of established patterns to be used as occasion may require.

If I were an educational administrator in charge of a college, a high school, or even an elementary school, the first charge against the budget of the institution following the faculty would be funds for the library. I should do this not only because of the importance of books in learning, but also chiefly because in most institutions the needs of the library are last to be met and the first to be contracted. The current evidence of this low regard for the book is overwhelming; college libraries have been subjected to tragic rigors—the depletion of personnel, extirpation of magazine funds, elimination of replacement budgets—that they should not be required to endure.

In the high schools and the elementary schools conditions are parallel. All sorts of bookish supplies have been cut from fifty to eighty per cent. Children’s textbooks are falling apart, and no funds are available for the replacement of them. The contraction of building programs, though it involves the saving of millions, is not of serious import because the Big Three only are of primary importance in education. Education was

carried on before school buildings grew into palaces, but scholarship and learning came into their own through teachers and children using books.

Before current hard times set in, however, the library was a stepchild of the administration. Most instructors in college knew that the supply of books for reference materials was entirely inadequate because he found difficulty in supplying his classes. All students could tell tales of house wasted because the books they wanted were in use by someone else. Thus a condition was produced, which, though familiar in educational institutions, would not be tolerated in industry, for the supply of raw materials must flow freely to the workmen under their foreman. But in libraries the student-workman stands idle and wastes valuable time because the raw materials found in books have ceased to flow over the library desk. Sometimes the teacher-foreman is at fault, but ordinarily the blame rests upon the management. The book materials have not been purchased, and the workers therefore cannot produce efficiently. This, I say, would not be tolerated in industry, because labor can be measured in financial units. It is tolerated, condoned, and neglected in schools, because we are not able definitely to measure the product of the student-worker. His product is mental and intangible, but it is valuable; and society always desires and sometimes demands that the student-worker labor both industriously and efficiently to secure in his years of schooling as much education as possible.

Therefore, it would seem to be the essence of wisdom that students be supplied with the books and equipment necessary for learning, as a first responsibility of administrators after the teachers have been cared for. In the better times that are coming, as they always have, there will be more money available for necessities, and management should in my judgment see that the book supply is cared for before build-

W. W. Charters

VIRGINIA’S PROPOSED MINIMUM EDUCATION PROGRAM

Present Status of Virginia’s Education Program

In 1931-32 the average school term in Virginia was 168 days. The number of school days varied from 129 in Buckingham County to 190 in Arlington County. A total of seventeen counties had terms below 160 days, six below 150 days. Martinsville, with a term of 178 days, was the only city with a term below 180 days (nine months).

The average annual salary of all white teachers was $983—$776 for the counties and $1,498 for the cities. Negro teachers’ salaries were $400 for the counties and $911 for the cities with a state average of $528.

The average cost for instruction, operation and maintenance in Virginia was $34.43 per pupil enrolled, $27.99 for the counties and $52.86 for the cities. In the counties, the costs range from $12.49 for Scott to $63.78 for James City. The range in the cities was from $29.05 in Buena Vista to $61.21 in Williamsburg.

Such inequalities as are described above are based on averages for the state, counties, or cities. For schools and individual pupils, the variations are much greater. The situation demands more state supervision over the strictly professional phases of education and more local supervision and control over those phases of the school work involving material equipment, business management, and local adaptations. The solution of the problem of greater equality of educational opportunities throughout the state demands that a minimum education program be set up, the cost of which shall be equitably distributed between the state and the local divisions.
Minimum Education Program as Advocated by the State Board of Education

The State Board of Education proposes the following Minimum Program of Instruction:

1. A minimum school term of eight months. This minimum term is to be provided by state support with nine months as the standard school term.

2. A capable teacher for each group of twenty-five to forty pupils in average daily attendance. This variation of size of groups is the factor which tends to equalize opportunity by giving a larger per pupil appropriation to sparsely settled divisions. Cities will receive the fixed sum for each group of 40 pupils in average daily attendance whereas the most thinly settled counties will receive the same sum for each group of 25 pupils in average daily attendance.

3. An allotment of $560 annually from the state toward the cost of teaching each of the above groups on an eight months' basis. The local supplement for a standard nine months' term will require a corresponding annual increase.

4. An allotment of $40.00 annually from the state toward the cost of supervision for each of the above groups. Supervision of instruction is an absolute essential in avoiding waste.

5. An allotment of $2.00 per child in average daily attendance for free textbooks and other instructional materials.

It is estimated that this complete program will require approximately $3,000,000 more annually than the state appropriated for the school year 1932-33. This would make it possible to reduce local school taxes approximately twenty-two per cent (28% in the counties and 16% in the cities).

If the Legislature should appropriate funds for instruction and supervision only (items 1, 2, 3, and 4), then $2,000,000 in addition to present appropriations would be required, and local taxes for schools could be reduced twelve per cent (13% in the counties and 10% in the cities).

If the State makes appropriation for instruction only (items 1, 2, and 3), $1,000,000 more would be required from the state, and local school taxes could be reduced eight per cent (7% in the counties and 8% in the cities).

This program places upon the state the responsibility of a larger part of the cost of instruction and the responsibility of the general supervision of the strictly professional phases of the work of the schools. It places on the counties and cities the responsibility of the cost and management of the material and business phases of education. It makes a clearer distinction between state and local support and general supervision of education than heretofore existed.

To be more explicit, the counties and cities will be responsible for:

1. Capital Outlay—providing school buildings and permanent improvements.
2. Debt Service—all debts incurred for buildings, grounds and payment of bonds and temporary loans and sinking funds.
3. Maintenance and Operation of School Plant—janitor and supplies, fuel and water, light and power, insurance and all school equipment.
4. Transportation of pupils to schools.
5. Costs of Instruction, in excess of the amount provided by the state. It is important that this factor be not misunderstood.

The first four items constitute about one-third of the cost of a well-balanced school program. If the complete minimum program is adopted, the contribution of the state for the total cost of education would be raised from approximately twenty-seven per cent to about forty per cent.

Meaning and Significance of the Program if Put Into Operation

The major result of this program in oper-
ation will be increased effectiveness of the schools due mainly to the proper supervision of instruction. Scientific experimentation in education has proved that the supervision of classroom instruction pays in insuring the progress of pupils and makes possible financial economies in eliminating retardation and the cases of pupils repeating the grades. It has been demonstrated over and over again in Virginia and in many other states that supervision repays many times its cost.

It is estimated that the state can furnish free textbooks at approximately one-third the cost when purchased by individual pupils. One of the main advantages of free textbooks is in having each pupil supplied with the learning tools when needed. The lack of teaching materials in many schools is very serious. These materials are inexpensive and a small percentage of school costs allotted to this purpose would result in the promotion of thousands of pupils who would otherwise fail.

The proposed Minimum Education Program will bring about greater equalization of educational opportunities over the entire state. The extent to which local taxes may be relieved depends upon how far the Legislature goes in providing for the instructional cost of public education.

—Virginia Journal of Education

The challenge of today is conduct. People cannot be made good nor happy by social devices. It takes both intelligence and good will. Internal principles of behavior are not as changeable as exterior forms, economic, social, and political. Social co-operation, interdependence, interlocking of interests, should replace individualism, greed for gain, strife in all forms, political turmoil.—Frank N. Freeman.

What do we live for if not to make the world less difficult for each other?—George Eliot.

AMERICA’S EDUCATION WEEK, 1933

THE Joint Commission on the Emergency in Education invites every teacher in America to participate in its nation-wide program in defense of the schools. There are specific things to do in every community. One of these is the observance of American Education Week. Plans for interpreting the present critical educational situation to the public should be completed at the earliest possible time, should be put into operation during American Education Week, and should be systematically carried out during the remainder of the year.

This year American Education Week will be observed November 6-12. This week has become a going concern. It has been successfully observed for twelve years. It is effective because it offers an opportunity for all those interested in the development of increasingly efficient schools to unite in a common effort to interpret the strengths and the weaknesses of the schools to the American people.

Among the agencies which now co-operate in the observance of American Education Week on a national scale are the press, the radio, and the pulpit. An increasing percentage of the million teachers of the country are taking the lead in making the week a time of intelligent re-appraisal of public education. Co-operating with them are two million members of parent-teacher associations. Ten thousand American Legion Posts with 900,000 members stand ready to aid in carrying out local programs. The United States Office of Education, the National Education Association, and state departments of education are prepared to supply information and suggestions. State and local teachers associations can be counted upon to help. The whole program is centered in the welfare of childhood and is based upon the fundamental democratic
ideal of the right of every individual to a fair start in life.

American Education Week is sponsored jointly by the National Education Association, the American Legion, and the United States Office of Education. Because of the crisis in the schools, representatives of these three organizations, constituting the National American Education Week Committee, placed the selection of the program for 1933 in the hands of the Joint Commission on the Emergency in Education. The theme adopted is Meeting the Emergency in Education. Seven day-by-day topics were chosen after consultation with educational leaders throughout the nation. Each community will adapt the following program to its needs:

Monday, November 6—The Increased Responsibilities of the Schools.

Tuesday, November 7—Financial Support of the Schools.

Wednesday, November 8—What Citizens May Do to Protect the Schools.

Thursday, November 9—Home and School Cooperation.

Friday, November 10—The Schools and Reconstruction.

Saturday, November 11—The Schools and Loyalty to the Nation.

Sunday, November 12—Safeguarding Character Essentials.

Specific suggestions for planning the week’s program around these and other topics will be found in the American Education Week Handbook 1933 which may be obtained from the Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Other helps which may be obtained from the same source for the observance of American Education Week include posters, cartoons, messages to parents, stickers for correspondence and for the use of elementary school classes in making booklets to send to citizens. This material is supplied at low cost. It may be duplicated in school print shops, revised or adapted to suit local conditions.

The 1932 observance far exceeded in its extent any previous celebration of this occasion. Nearly six times as much printed matter was distributed as in 1931. National organizations joined heartily in the program. Governors wrote American Education Week proclamations. State and city departments of education printed special bulletins and distributed thousands of leaflets. The journals of state education associations gave valuable assistance. Hundreds of newspapers described the activities. Speakers addressed the public over nation-wide networks, and scores of programs were broadcast locally. It is estimated that more than 3,000,000 adult citizens participated in this event throughout the nation.

American Education Week offers a definite opportunity to bring schools and citizens together for their mutual benefit. It is an opportunity which every teacher should grasp. This critical period demands better school and home co-operation and a citizenry aggressively interested in child welfare and adequate educational facilities.

—John Norton, Chairman

OUR “GODLESS SCHOOLS”

Manned with the God-fearing men and women of all creeds and faiths—Jews and Gentiles, Protestants and Catholics—how can our public schools be “godless”? If this charge were true, what a confession of weakness it would be on the part of those creeds and faiths which proclaim it. Those who seek opportunity to utter this slander are either misinformed or so blinded by prejudice, mysticism, and theology as to be utterly incapable of recognizing the fine spirit of religious toleration and brotherhood that characterizes our American public schools.

Frank D. Boynton

The golden age never was the present age.—Benjamin Franklin.
A SOURCE OF AMUSEMENT

This page of jokes is offered to teachers in a day when humor must not be neglected. All these—venerable as well as new—have been lifted from the pages of the Michigan Educational Journal.

FICTION VS. HISTORY
Teacher—What was the greatest character the Finns have contributed to the world?
Willie—Huckleberry!

COMPLETELY IDENTIFIED
Teacher in Geometry Class—Who will define a circle?
Billy—A circle is a round straight line with a hole in the center.

"MR. AUNT JANE"
It was the first day of school and the teacher was taking the names of the children, those of their fathers, and the business of each one. Small Lucy gave her name and that of her father, but hesitated and became silent when it came to his business. Urged by the teacher, she blushingly said: "He is Aunt Jane that does the women's page and the beauty column of the newspaper."

A WASH OUT
Teacher—What was one of the longest reigns in history?
Student—I don't know, but I guess the Flood would head the list.

COULD HE RIDE THEM?
Teacher—Are there any more questions you would like to ask about whales?
Small Girl—Teacher, what has the prince got to do with them?

ADDING INSULT TO INJURY
John—I wonder if Professor Smith meant anything by it?
Henry—By what?
John—He advertised a lecture on "Fools" and when I bought a ticket it was marked "Admit One."—Ex.

TO THE POINT!
Teacher to little girl learning to write—"But where is the dot over the 'i'?"
"It's in the pencil yet!"

A SIMPLE SOLUTION
A professor was deep in his work when his wife called: "Harry, the baby has swallowed the ink. What shall I do?"
"Write with a pencil," was the dreamy reply.

ANOTHER DANCE STEP
"Oh, teacher, look!" cried the little girl on her visit to the country. "There's a duck. And it walks like it had just got out of a rumble seat!"

DOING ONE THING WELL
"Richard," asked the teacher, suddenly, "have you learned your history lesson?"
"No'm," answered the idle boy, slowly, "I ain't had no time for nothing but my grammar lesson yet."

ALL WET AGAIN!
Professor—I forgot my umbrella this morning.
His wife—How did you come to find you had forgotten it?
Professor—Well, I wouldn't have missed it, only when it stopped raining I raised my hand to shut the umbrella.

AT ANN ARBOR
The students in a class at the University of Michigan this summer had been asked to formulate the general principles of teaching in the elementary school. Among the statements expressed was the following one: "The content of courses should aim to fulfill the seven cardinals' principles."

DISTINGUISHED!
A southern gentleman was asked what he called Booker T. Washington. "Well," said he, "we don't call him 'Mister' Washington because that would be putting him on equal footing with us. We don't call him 'Booker,' for he isn't that kind of a nigger, so we just call him 'Professor.'"
EDUCATIONAL COMMENT

THE CRISIS IN AMERICAN EDUCATION

The most important question requiring an answer today at the hands of the American people is, what are we going to do about our schools. If at this critical state we continue to deny educational opportunities to literally millions of our children, our country will suffer when these millions, grown shortly to be uneducated men and women, are called upon to undertake the responsibilities of government. We should set as a goal not mere literacy, but that every person in this country should be educated to his fullest possible capacity.

Every child should be given every possible opportunity in the schools to unfold to his utmost intellectual and spiritual capacity regardless of where along the long road of education that means any particular child should stop.

Economy in other directions for the sake of maintaining and improving our educational facilities would be only common sense. Here is the last place where we should economize and the first where we should increase our outlay. Our chief interest as a government is education, and unwise economy that will cut at the roots of our system of free and universal education may prove to be a fatal economy. To be great and noble and free, America must be educated.—Harold Ickes, United States Secretary of the Interior, in an address before the N. E. A. Convention at Chicago.

REDUCE THE COST OF LOCAL GOVERNMENT; IMPROVE THE QUALITY OF AVERAGE TEACHER'S TRAINING

President Franklin D. Roosevelt, addressing the Women's Conference on Current Problems in New York on October 13, spoke in part on the subject of schools. He said:

"It is true, unfortunately, that the economic depression has left its serious mark not only on the science and practice of education but also on the very lives of many hundreds of thousands of children who are destined to become our future citizens.

"Every one of us has sought to reduce the cost of government. Every one of us believes that the cost of government, especially of local government, can be reduced still further by good business methods and the elimination of the wrong kind of politics. Nevertheless, with good business management and the doing away with extravagance and frills and the unnecessary elements of our educational practices, we must at the same time have the definite objective in every state and in every school district, of restoring the useful functions of education at least to their pre-depression level.

"We have today, for example, a large surplus of so-called qualified teachers—men and women who, even if we had full prosperity, would and probably should be unable to find work in the field of education. Even today we are turning out too many teachers each year. That is just as much an economic waste as building steel rail plants far beyond the capacity of railroads to use steel rails. It goes without saying that we should have enough teachers and not a large excess supply.
"It goes also without saying that the quality of our teaching in almost every state of which I have knowledge can be definitely and distinctly raised. The main point is that we need to make infinitely better the average education which the average child now receives, and that, through this education we will instill into the coming generation a realization of the part that the coming generation must play in working out what you have called "this crisis in history." This crisis can be met, but not in a day or a year, and education is a vital factor in the meeting of it.

"I am told that tonight I speak not only to the conference on current problems but to colleges and universities throughout the country, many federations of women's clubs, almost 2,000 organizations interested in education, public and private schools and state educational associations, numbering among their members many of the educational leaders of America.

"I mention this because, in closing, I want to enlist your support in the fight we are all of us making on the depression. When this fight is won, your problems will be solved. You can help your government—Federal, State and local—and we in government want your help and we count on it in days to come."

DON'T TRUMP THAT ACE
A buying drive is next on the program of recovery, we are assured. The public is to be all pepped up to put in motion the increased purchasing power presently to emerge from the NRA.

Crusades are likely to be more given to enthusiasm than to discretion, however. There is an important angle of the buying drive which isn't mentioned. Humbly and with due respect, we offer the suggestion to Messrs. Roosevelt, Johnson, and others, that a pay-your-bills drive be placed on the agenda.

Buying for cash is splendid. But it appears that not more than 5 per cent of the nation's business is done with cash. So the urge to buy means the using of credit. Nothing is easier to use too freely. The retailer carries the consumer; the jobber, wholesaler, or manufacturer carries the retailer; the banks carry the wholesaler; the RFC (or the depositor, dammit) carries the banks; the taxpayer carries the RFC. The upshot of all that is likely to be that Jack and Bill and Fred do the buying and get the goods, and presently Tom and Ned and Jim foot the bills. To cite something even more direct and specific, it would be wise to say "Buy—but pay up your doctor's bill first."

We cite this because letting the doctor wait happens to be a national habit—not one that recommends itself to fair-minded persons.

We seem to have a vague memory that playing fast and loose with the credit structure had a bit to do with the big bust. Tightening up credits is better timber for a stable economic structure than the ballyhoo to buy.

Naturally, no merchandiser objects to free and generous buying. But we would take the ballyhoo out of it. To buy is right, as we maintained back in 1930. To stampede into buying without a word of caution is essentially anti-social. We need the pink tinge of health, not the hectic flush of fever.

The Kalends.

THE IRONY OF IT
To teachers there cannot but be something ironic in this NRA business, which definitely provides that grocery clerks and soda fountain Hebes shall be guaranteed a salary of $14.00 weekly, for those who are advised of the school situation in rural areas know that hundreds of teachers of rural schools are teaching this year at salaries ranging from $16.50 to $30.00 per month on an eight months basis. Possibly this could not be avoided, since teachers are essentially state employees and receive their income from tax sources. Yet it is still a tragic situation.

—The Kansas Teacher.
THE READING TABLE


In twenty-one sparkling chapters Mr. Collins surveys the field of English prose fiction from Samuel Richardson, whom he calls the first psychological novelist, to present-day writers, whom he views with pithy sagacity. He is partly biographer and partly commentator, and while he does not reject all traditional evaluations his judgments are independent and stimulating. Passages lend themselves so well to quotation that it seems a shame not to include a few, particularly those in which he deals with the contemporary American scene; with Theodore Dreiser, "the colossal, solemn elephant bringing up the wake of the lively circus of modern fiction"; with Upton Sinclair, that "minor American Tolstoy," who is "half Crusader and half chucker-out"; with James Branch Cabell, whose books "suggest the moonlit literary escapades of an impressionable school girl who has pondered too long on the hysterico-lyrical romances of The Yellow Book." Mr. Collins has avoided dullness and smugness, and if it is ever wise to neglect the reading of literature in order to read about it, here is one volume which should not be overlooked. It is more interesting than some of the books with which it deals.

EDNA TUTT FREDERIKSON


Directed for the teacher in the classroom, this readable book on method of teaching in the elementary grades deals first, with general problems involved in learning, and secondly, with particular subject matter such as reading, arithmetic, handwriting, etc.

Its point of view is practically modern. A list of activities for the reader is offered at the end of each chapter. Each list is not only suggestive of what may be done, but also furnishes food for the more thoughtful teacher.

M. L. S.


This group of selections from reports of two committees of the American Physical Education Association includes discussions by such prominent teachers as Margaret H'Doubler, Martha Hill, Dorothy La Salle, and others. Aspects of dancing as a teaching subject are considered, for example, methods, objectives, subject matter, its place in the major course in physical education, its place in the preparation of the classroom teacher. There is valuable and much needed help in the report on Dancing for Boys in the Elementary School. The chapter on Rhythm and the chapter on Accompaniment for the Dance make the book a complete and comprehensive whole. One feels that as a firm foundation it is absolutely necessary to every dancing teacher.

H. M.


This book is adapted to the high school field of teaching. Its outstanding features are the excellent choice of subject matter and illustrations and its arrangement for effective teaching. It is a practical book and at the same time adequately covers the fundamentals of the subject. It is the type of elementary text that a teacher may use and still keep his self-respect.

G. W. C.


A serviceable little booklet so complete in most detail that one is amazed not to find Wayland's "Old Virginia," (music by Rue-
bush), included with the state songs. Only songs listed are "Call of Virginia" and "Carry Me Back to Old Virginny."

The state flower, of course, is the dogwood; the illustration shows the pink dogwood. Surely the white dogwood is the more common. Don't most Virginians think of the white variety as the state flower?


Delightful workbooks which may be used simply as readers if one wishes. As the authors suggest, they provide for "reading, coloring, matching, cutting, pasting," through which children receive "practice in comprehension, retention, organization, and pictorial association."


A program for the teacher in one and two-room schools, based on *The Music Hour, One-Book Course.*


**"YOUNG FU" WINS NEWBERY AWARD**

The John Newbery Medal, awarded annually for the most distinguished contribution to American literature for children, was presented on October 18 to Mrs. Elizabeth Foreman Lewis, for her book, "Young Fu of the Upper Yangtze," by the Section for Library Work with Children of the American Library Association, at their annual meeting in Chicago.

The Newbery Award Committee is composed of fifteen children's librarians from all over the country. The award was established in 1921 by Frederic G. Melcher, editor of *Publisher's Weekly,* to emphasize the need of good books for children and to give the same encouragement to their writing as is given to books of other types. The children's librarians, because of their close contact with both books and children, Mr. Melcher considered in a position to make such an award.

In "Young Fu," the new spirit that is rejuvenating an age-old civilization is personified in a young Chinese boy apprenticed to a master coppersmith of the old school. Bandits, communists, artisans, scholars and all the teeming life of a crowded city parade through the vivid pages of the book.

Although "Young Fu" is Mrs. Lewis' first book, she is the author of numerous stories for children which have appeared in juvenile magazines, such as *St. Nicholas* and *Boy's Life.* Her short stories have been starred a number of times in O'Brien's collection of the best short stories of the year, and many have appeared in Braille.

Born in Baltimore, and educated in that city and in New York, Mrs. Lewis worked in various fields as a young woman: on architectural designs for doll houses, railroad statistics, institutional work in a Slavic settlement, and religious education in a church center.

In 1917 she went to China, finding it only a short step from work with foreigners here to work abroad. Her days were spent in the office of the Mission Board, and evenings in religious education classes in Shanghai. The next year she spent in Chungking, the scene of "Young Fu." Next she taught in the Girls' Boarding School in Nanking, and later in the Nanking Boys' Academy. Here she was married in 1921 to John Abraham Lewis, principal of the Boys' Academy and son of Bishop Wilson Seeley Lewis of Iowa and China.

Severe illness forced Mrs. Lewis to return to the United States, and she now spends most of her time in a cottage in the woods overlooking the Severn River, Maryland. Her primary interests are her home, her young son, China, books, country life, animals, and writing.
NEWS OF THE COLLEGE

Stringfellow Barr, professor of history of the University of Virginia, and editor of the Virginia Quarterly Review, spoke at convocation on October 4, marking the beginning of the twenty-fifth session of the college. He stressed in his talk the need for acute thinking in the immediate future if we in America are to find the real values in our civilization and repudiate the era of ballyhoo.

Mrs. A. B. Cook, former assistant dean, is Dean of Women, following the election of Dr. Florence Boehmer to the presidency of Cottey College in Missouri. Six faculty members have been added to the staff: Miss Dorothy Savage as physical education instructor and supervisor; Mr. Fred Spiker as orchestra director and music instructor; Miss Nellie Walker, Miss Annabel Aslinger, and Miss Ruth Peeler as supervisors in the training school; Miss Margaret Rucker as assistant dietitian. Miss Katye Wray Brown, last year’s president of the student government association, after her graduation in June took a summer course in secretarial work, and is now serving as Mrs. Cook’s secretary.

The three upper classes have recently held their elections. Rachel Rogers, of Falls Church, will head the senior class for 1933-34. Other officers are: vice-president, Dorothy Williams, of Norfolk; secretary, Evelyn Watkins, of Norfolk; treasurer, Ethel Harper, Winchester; business manager, Marian McKenzie, Norfolk; and sergeant-at-arms, Elizabeth Warren, Lynchburg.

Mary VanLandingham, of Petersburg, is the new president of the junior class. Her assisting officers are: vice-president, Kay Carpenter, Norfolk; secretary, Hattie Courter, Amelia; treasurer, Florence Holland, Eastville; business manager, Mary Vernon Montgomery, Baskerville; sergeant-at-arms, Mike Buie, Lake City, Florida.

The sophomore class is headed by Libby Thweatt, of Petersburg. The other sophomore officers are: vice-president, Sylvia Kamsky, Richmond; secretary, Mary Glover, Charleston, W. Va.; treasurer, Frances Wells, Suffolk; business manager, Virginia Cox, Woodlawn; sergeant-at-arms, Marguerite Holder, Winston-Salem, N. C.

The six sports leaders for the coming year were elected at a student body meeting recently. Edith Todd is hockey sports leader; Emily Pittman will lead the basketball team as well as serve as captain; Eleanor Studebaker will head the tennis players; Mike Buie is in charge of golf; Alma Fultz is baseball sports leader; and Pam Parkins is leader for swimming.

Ellen J. Eastham, of Harrisonburg High School, made the highest score on the English placement test given to the freshman class this fall. Her score was 201. The median was 124.

The Y. W. C. A. held its annual candlelight service with a very large number of students participating. It also sponsored the New Girl party during the first week of school.

The literary societies elected their officers for the fall quarter at the beginning of the session. The Lee officers are: president, Julia Courter; vice-president, Elizabeth Sugden; secretary, Alma Ruth Beazley; treasurer, Frances Wells; sergeant-at-arms, Emily Pittman; critic, Mildred Simpson; chairman of program committee, Charleva Crichton. The Lanier officers are: president, Eleanor Wilkins; vice-president, Mary Vernon Montgomery; secretary, Douglas MacDonald; treasurer, Ann Moore; critic, Eleanor Studebaker; chairman of program committee, Martha Saunders; sergeant-at-arms, Mary VanLandingham. The Pages are headed by Mary Parker as president; the vice-president is Ruth Hardy; secretary, Rachel Rogers; treasurer,Anne Davies; sergeant-at-arms, Mike Buie; critic, Frances Pigg; chairman of program committee, Frances Whitman.

Evelyn Watkins, of Norfolk, has been
elected president of the Glee Club for 1933-34. The other officers are: vice-president, Kay Carpenter, Norfolk; business manager, Inez Graybeal, Christiansburg; secretary, Bobbie Cook, Charleston, W. Va.; librarian, Lois Bishop, Norfolk.

Because Frances Neblett did not return to Harrisonburg this fall, Marietta Melson, of Machipongo, vice-president, will lead the Athletic Association. The athletic council elected as its assistant business manager Jean Long, of Staunton. The treasurer of the council is Mary Smith, of Whitestone. The new secretary is Eleanor Wilkins, of Eastern Shore.

The new girls fought the old girls to a finish in the first basketball game of the year, losing 40 to 23. The varsity team was Pittman, McDonald, Grogan, Courter, Fultz, and VanLandingham. The new girls' team was Barrow, Homan, Scheibeler, C., Maher, Bailey, and Cannon. A large crowd witnessed the game.

Frances Pigg has been appointed art editor of the Schoolma'am to replace Rebecca Snyder, who failed to return to school.

Due to the heavy enrolment of boarding students at the college this fall, the Sprinkel house on Main Street near the school has been leased to accommodate the extra girls. Twenty-one students are living there, and Mrs. C. W. Tilford is house mother.

Miss Margaret Hoffman brought three riding horses from Camp Strawderman to Harrisonburg this fall; they are proving popular with the students.

Mr. George Andrus, secretary of the Harrisonburg chamber of commerce, addressed the student body on the NRA at a recent assembly. He explained the National Recovery Act, the codes, what it was hoped they would accomplish, and what they have done so far.

The first dance of the year has been announced for Saturday, October 28, from 8:30 to 12. It will be a co-ed affair.

ALUMNÆ NOTES

At the June meeting of the Harrisonburg Alumnae Association Miss Shirley Miller, of Mt. Jackson, was elected president and Dr. Rachel F. Weems, college physician, was elected secretary for a period of two years. Miss Virginia Buchanan, assistant director of the training school, continues as vice-president until next June, as does Miss Sarah Milnes, assistant college dietician, in the capacity of treasurer.

With the beginning of the new school year, local chapters will be holding regular meetings again. News regarding activities of the chapters will be received by the new secretary with much pleasure.

Plans for the annual get-together meeting in Richmond at Thanksgiving are now being made. Alumnae will be notified a little later as to the time and place of this meeting.

"COUSINS AND SISTERS AND AUNTS"

A number of freshmen attending college this year are related to H. T. C. students of past years.

Mary E. Coleman is a cousin of Louise Coleman, who is now teaching at Warren, Va.

Alice A. Ish is a niece of Mrs. Pamela Ish Skinner who is living at Aldie, Va.

Victoria Mauzy is a younger sister of Charlotte, Irene, and Margaret Mauzy. Her sisters are teaching in Rockingham County.

Louise Faulconer has two cousins and an aunt who are alumnae of this college. The latter, Nora Hossley, is teaching in Alexandria. One cousin, Virginia Faulconer, has a secretarial position in Orange and the other, Madaline Faulconer, who is now Mrs. Wm. Clark, is living at Barboursville.

Mildred Campbell is a sister of Mrs. C. M. Kincaid, whom we remember as Virginia Campbell. Virginia is still with the Appalachian Power Company.

Alpine Beazley is a sister of Mrs. Eugenia
Beazley Terrell and of Alma Ruth Beazley. Alma is a student of H. T. C. and Eugenia is living in Williamsburg.

Ethel Driver is a cousin of Irma and Bertha Driver. Irma is teaching in Augusta County. Bertha is an assistant to a physician.

Martha Kent is a cousin of Bernice Little, who is teaching at Monroe, Va.

Evelyn Bywaters is the stepdaughter of Mrs. George Bywaters who is living at Opequon, Va., and a sister of Elizabeth Bywaters, now also a student at H. T. C.

The younger sister of Mary and Ruth McNeil, Virginia McNeil, has entered the freshman year. Mary is teaching in Culpeper this year. Ruth has returned to H. T. C. for further study.

Helen Sherman is a younger sister of Louise Sherman. Louise is now married and is living in Port au Prince, Haiti.

Margaret and Alpha Spitzer claim four aunts who have attended H. T. C. Nora Spitzer is married and living in Detroit. Lucy Spitzer is a supervisor in a school in Oakland, Calif. Bertha and Atha Spitzer are living at Broadway, Va.

Margaret Mosby is a sister of Mrs. L. S. Haden, who is now living in Palmyra.

Myrtle Dodd is a niece of Annie Giles, who is a teacher in the Danville school system.

Helen Shutters is a sister of Elizabeth Shutters. Elizabeth is teaching at Mt. Jackson, Va.

An uncle of Alyce McCormick attended H. T. C. during the summer session. Mr. Rody Huffman is now a postal clerk at Alexandria, Va.

Virginia Craig is a sister of Elizabeth Craig, who is a teacher at Bassett, Va.

Frances Showalter is a sister of Marie Showalter. Marie entered the nursing profession and is now a supervisor in a hospital in Columbus, Ohio.

Eleanor Withers is a cousin of Stella Moore who is teaching at Berryville, Va.

Mary Frances Taylor is a daughter of Mrs. Carey Taylor, who has been a constant attendant during the summer session for some years. Mary Frances is a niece of Marie Campbell and a cousin of Frances Mackey. Marie Campbell and her sister, Mrs. Taylor, are teaching at Fairfield, Va.

Helen Moore is a sister of Margaret R. Moore, who is teaching at Gloucester, Va.

Frances O. Pence is a cousin of Marie Driver and of Virginia Hisey. Marie is teaching at Mt. Jackson; Virginia is still at H. T. C.

Sara Sullenberger is a sister of Ruth Sullenberger, who is married and living in Laurenceville, Va. Her cousins, Virginia Beverage and Gertrude Rust, are both teaching at Monterey, Va.

Mollie Heizer is a cousin of Mrs. Marjorie Heizer Miller, who is living at Middlebrook, Va.; of Mrs. Virginia Heizer Bashaw, who is living in Staunton; and of Mrs. Celia Heizer Miller, who is teaching at Culpeper, Va.

Ellen Eastham is a daughter of Mrs. R. L. Eastham, who was Carrie McClure. Mrs. Eastham is now living in Staunton.

Virginia McCue is a daughter of Mary Dudley, now Mrs. Frank McCue, who is also living in Staunton. Sarah McCue, a cousin of Virginia's, is teaching at Mt. Sidney, Va.

Iris Hobbs is a sister of Virginia Hobbs, who is teaching at Rose Hill, Va.

Margaret Graves is a niece of Lou Brooking, now Mrs. C. J. Young, Jr., who is teaching at Orange, Va. She is also a cousin of Mrs. Robert Talley, who was Lillian Payne, and who is living at Mineral, Va.

Ruth Hutcherson is a sister of Inez Hutcherson and of Mrs. F. E. McNeil, who are teaching in southern Virginia.

Elizabeth Firebaugh is a cousin of Geneva Firebaugh, who is married and now lives at Livermore Falls, Me.

Julia Kilgore is a niece of Mrs. J. W. Wolfe of Coeburn, Va.

Nita Gravely and Jane Withrow are sisters-in-law of H. T. C. alumnae. Mrs.
Carita Ross Gravely is teaching at Afton, Va. Mrs. D. E. Withrow is a teacher at Goshen, Va.

Vergilia Pollard is a daughter of Mrs. Mary Sadler Pollard who is now living at Scottsville, Va.

BIRTHS

Mrs. William Wharton, of Harrisonburg, Virginia, (Virginia Hallett) has a young daughter, Virginia Hallett Wharton, who was born on July 20, 1933.

Mary Glenn Randall was born on September 9, 1933 to Mr. and Mrs. Glenn Randall, of Raleigh, North Carolina. Mrs. Randall (Mary Crane) received her degree in 1930.

Mr. and Mrs. D. R. Monsees, of Washington, D. C., are the proud parents of a son born July 17, 1933. Mrs. Monsees was Frances Biedler.

PERSONALS

Mr. and Mrs. Robin Marquart, of Norfolk, were visitors on the campus during the summer. Mrs. Marquart was Rebecca Gwaltney.

Florence Shelton, of Norfolk, writes in reply to a query: "I am a member of the staff of the Virginia Truck Experiment Station. I have been here almost two years—two years November 1. I am assistant to the soil technologist and I enjoy it very much. We work with soil and analyze plants to see what effect various treatments of the soil have on the plant content."

Gertrude Drinker was elected chairman of the All Star National Advisory Council at its August meeting at the University of Maryland. Gertrude’s interest in 4-H Club work has been very active since she was in high school.

MARRIAGES

Miss Frances Mackey, of Buena Vista, Va., was married to Mr. Thurston B. Huffman, on September 15, 1933, at Winston-Salem, N. C. Mrs. Huffman taught art and industrial arts at H. T. C. for some years following her graduation from the college. She also taught in the Richmond public schools and during the past few years has been teaching in Rockbridge County.

On September 9, 1933, Miss Bertha McCollum was married to Mr. John C. Moore, at Danville, Va. Mrs. Moore has been a supervisor in the training school at Harrisonburg, Va. After receiving her master’s degree from Teachers College, New York, she was in the Trenton (N. J.) school system until the time of her marriage. Mr. and Mrs. Moore are living in Gainesville, Ga., where Mr. Moore is assistant principal of the Riverside Military Academy.

Miss Cornelia Carroll, of Front Royal, Va., and Mr. Roy Lutz were married on September 7, 1933. For the past six years Mrs. Lutz has been teaching at Mt. Airy, N. C. Mr. Lutz is principal of a school near Mt. Jackson, Va.

Miss Vivian Elizabeth King and Mr. Vernon L. Nunn were married at Newport News on September 1. Mrs. Nunn has been teaching in the Toano high school since leaving H. T. C. Mr. Nunn is assistant treasurer of William and Mary College.

On June 14, 1933, Miss Helen Holladay was married to Mr. Leon R. Waters of Culpeper, Va., at Orange, Va. Since her graduation from H. T. C. Mrs. Waters has been teaching in Charleston, W. Va.

On September 23, Miss Eunice F. Carper of White Post, Va., was married to Mr. William L. Strosnider of Strasburg, Va. Mrs. Strosnider is a teacher in the Berryville high school.

OUR CONTRIBUTORS

STRINGFELLOW BARR is professor of history at the University of Virginia and editor of The Virginia Quarterly Review.

GLENN FRANK is president of the University of Wisconsin and onetime editor of the Century Magazine.

W. W. CHARTERS is professor of education at Ohio State University, and editor of the Educational Research Bulletin.

JOHN K. NORTON, who is chairman of the Joint Commission on the Emergency in Education, with headquarters in Washington, is a professor of education in Teachers College, Columbia University.
A FABLE

"Ten men who were financiers chipped in ten dollars each and bought a fine cow that gave ten gallons of milk every day. The milk was divided at night and each man received one gallon as his share. Soon the neighbors far and near heard about the wonderful cow and said to one another, 'Think of getting a whole gallon of milk every day. What a wonderful return on a ten-dollar investment. I wish I had a share in her.'

"When this talk was repeated to the ten men, they held a conference, and one of them said, 'Let us give these people what they want. Our shares in the cow cost us ten dollars each, and we can sell other shares at the same price.'

"So they went to a printer and obtained one thousand sheets of paper bearing the legend: 'One share in the cow.' Then they sold 500 of these shares at ten dollars each, which brought them $5,000, and divided the other 500 among themselves as their reward for being smart. Each man of the ten now had fifty-one shares, whereas in the beginning each had but one. But one of the ten began to worry.

"'Look here,' he said, 'every fellow who bought a share in this cow will expect a gallon of milk tonight, and the cow gives only ten gallons. When the milk is divided into one thousand and ten parts, these new shareholders won't get a spoonful. Shares will drop to nothing. We'd better unload while we can.'

"So the ten men went out on the street to find investors, and each of them sold the fifty shares that had been awarded to him, and thus they obtained a second $5,000 to divide among them. But now night was drawing near, and again one of the ten began to worry.

"'There will be a row at milking time,' said he. 'Hasten abroad and persuade each of the shareholders to sign a proxy, which is a joker authorizing you to cast as you think best the vote to which his share entitled him. Then return with the proxies and we shall do some voting.'

"At twilight the men met at the barn, and in their hands were one thousand signed proxies to represent the absent shareholders, and the ten were entitled to vote in their own right, for each still held his original share.

"'Now,' said the one who did the talking, 'we must organize. This company needs a president, a treasurer, and eight vice-presidents. That gives each of us a job, and since there are ten of us and the cow gives ten gallons, it is moved and seconded that each of us receive a salary of one gallon of milk per day. All in favor say Aye.'

"And then they milked the cow."

Quoted by Supt. W. E. Givens, of Oakland, California, in a paper entitled "You Are Not Citizens—But Teachers" and published in The Kansas Teacher, October, 1933.
Established by the General Assembly 1908.
Annual enrolment, 1,300.
Faculty of 60 well-trained and experienced college teachers.
Located in the Shenandoah Valley.
Elevation 1,300 feet.
Campus of 60 acres.
Beautiful mountain environment.
Fifteen college buildings.
Total value college plant, $1,600,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).
College camp on Shenandoah River.

Harrisonburg is a delightful and progressive city of 7,000 inhabitants, people of culture and refinement, who are deeply interested in the welfare of the college and its students.