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Virginia Teacher, November 1933

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

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One Big, Bad Wolf to Be Afraid of—
An Oncoming Generation of
Uneducated Citizens

Present Length (in days) of School Terms:

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Since 1930

- U.S. School Enrolment has **Increased** 1,000,000
- Number of City and Rural Teachers has **Decreased** 30,000

(Data Supplied by U.S. Office of Education)
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WHAT A NATION NEEDS IN ORDER TO SURVIVE

Material things we can bequeath. “But we cannot bequeath an education to our children.” . . . “Every child should be given all the education that he can reasonably absorb.”

HOW many of us have stopped to consider what would be the result if all the schools of America were to be closed tomorrow and kept closed for one full generation? One could not undertake to describe the conditions that would exist at the end of that comparatively short period, but there can be no doubt that the effect would be startling. We would have a country made up almost entirely of illiterates. Culture would have disappeared. Science would be merely a word of Latin origin. In the course of a generation we would have gone back literally hundreds of years as to all the essentials that distinguish this period from that of the dark ages.

It goes without saying that the higher the civilization of a country and the more complex its life, the broader and the higher and the more universal must be the education of the people in order to maintain that civilization. In a low stage of civilization education as we have developed it today was not necessary. All that the youth just emerging from savagery into barbarism needed to know to prepare him to be a good member of his tribe was a knowledge of how to hunt and fish. Later, in a higher state of civilization, it was essential for him to be trained to till the soil and to take care of his flocks. Thence, on up through advancing stages more and more education was needed to fit him for the life that he was called upon to live.

You all remember the boast of proud Douglas in one of Sir Walter Scott’s poems that none of his sons save the one who had entered the priesthood “could pen a line.” There was here described a period post-dating by hundreds of years the emergence of man from the savage state. And if our anthropologists are to be believed, hundreds of thousands of years had elapsed before the distinctive form of man had developed in the animal kingdom. Scott was writing of the days of chivalry when men had acquired many of the arts and graces of living. Yet aside from the churchmen, the statesmen and those few who were gradually building up the other learned professions, men were still, generally speaking, illiterate. Every book was a closed book. Knights in armor who could not write their names rode full tilt at each other in tournaments to win the favor of a lady’s smile, little caring that that same lady did not know her alphabet. The generality of the people lived dull and sodden lives, tending their flocks or eking a scanty harvest out of the soil with the aid of crude and clumsy instruments.

Gradually more and more people began to acquire the rudiments of learning, but they were indeed rudiments. The United States of America is a comparatively young country, and even as late as our pioneer days the people got along with little formal schooling. When finally the value of an education came to be realized by the people, schools were established to teach boys and girls to read and write. What scattered schools there were were kept open for only three or four months a year and few indeed
were the children who studied more than the three R's. It was still considered that the most valuable part of the education of the youth of the land was to be gained through experience on the farm, in the apprentice shop, or on board ship, because we were a nation of farmers and artisans and sailors. The three R's were considered merely as finishing touches to the practical education received outside of the school. The masses of the people had to be content with this smattering of an education, although there was a college here and there to educate the few for the learned professions. It is probably safe to say that the college education of those early times was not the equal in depth and extent of the education that the modern child can receive in an up-to-date high school.

But life never stands still. It either goes backward or forward, and the course was an upward one following these early pioneer days. Life became more complex as commerce and industry developed rapidly and contested with agriculture for supremacy. As a result of our industrial and commercial development, social, political, and economic problems became more numerous and difficult of solution, so that in course of time it became manifest that all the children of all the people should receive at least a common school education. Our well being as a people and the relative position of our country in the family of nations required us to turn our attention more and more to education. So a noncompulsory school system gradually gave way to a compulsory one, until now school attendance for a certain number of years is required in every State in the Union. The mere statement of this fact is all that is necessary to demonstrate the universal belief in this country that we must educate our youths broadly and generally in order to assure the best possible citizenship and the well being and security of the state itself.

There never was a time in the history of America when education was so vital to us as a nation and so essential to us as citizens. Yet strangely enough the friends of education are finding it necessary to go through the land in order to educate the people on the importance of education. Perhaps we have taken our education too much for granted. Like air and light and water, we have come to assume that it is a natural element; that it will always be with us; that it was ours when we were children for the taking, and that it will be theirs for our children in their turn for their taking.

It is unhappily true that friends of education and believers in democracy must be on the alert as they have never had to be in the past in order to preserve unimpaired this essential tool of democracy. There is an enemy within the gate. Apparently there are those in the land who are taking advantage of the economic strain and stress under which we have been suffering to dim the light that has guided our course since pioneer days. It is being urged that we have spent too much money on education; that we are over-educated; that the schools are full of frills and fads and fancies that do our youth more harm than good; that all the education that is necessary for our children is a grounding in the three R's.

Those who thus counsel us would turn back the clock for more than a hundred years. They do not seem to realize that civilization and education go hand in hand; that in fact education is the foundation rock upon which our civilization has been built. Weaken or destroy the foundation and the building erected thereon will totter or fall. It stands to reason that if the universal education that supports and justifies our civilization is undermined, our civilization itself will suffer to a corresponding degree.

In moments of reverie we may idealize the simple bucolic state in which our ancestors lived. With the edges of our imagination we may play with the idea of revert-
ing to a condition of society of a hundred or two hundred or three hundred years ago. We may longingly wonder how it would seem to substitute the kerosene lamp for the electric bulb or even the tallow dip or the rush light for the kerosene lamp. We may romanticize about dressing again in homespun, raising all our own food and producing all our own clothing on our own little farm. To give up the automobile for the plodding cart, to discard the tractor for the horse-drawn plow, to throw away our ice-making machines, our bath tubs, and all our modern comforts and conveniences may be an idea to play with in an idle moment, but I am certain that no man, woman, or child would in reality want to revert to the dull, drudging, unimaginative existence of our great-grandfathers.

Yet some such retrogression will follow if we allow our educational system to slip back to what some people apparently are willing it should revert to. Such a highly complex civilization as we have built up requires highly trained intelligences for its maintenance and further development. No one would thrust an intricate and highly sensitized machine into the hands of a man just emerging from the jungle and expect him to operate it. If anyone thinks that I am drawing a strained and out-of-focus picture, let him try this experiment: Take any finely built, well developed and strong youth from the jungle. Put him into a factory containing complicated and delicate machinery, turn on the power, lock the doors, and leave him free to run that machinery. Can anyone doubt that the result in a short time would be the utter ruin of that machinery because the savage hand with all the willingness in the world lacked a trained and educated mind to direct it as to which levers to pull, and which wheels to turn?

So intimately is the general education of the people related not only to their own happiness and well being but to the prosperity and security of the country that the importance of maintaining and developing our educational system ought not to require argument. It is by means of an educated people that material wealth is increased. The natural resources of our country are no greater today than they were a hundred years ago. As a matter of fact, they are much less. Quantities of the gold, silver, coal, and iron have been mined, and to a considerable extent our oil has been exploited and our forests cut down. Probably our native ability as a people is little, if any, greater than it was a hundred years ago. Yet none will deny that the value of the people to the Nation is vastly greater than it was a century ago. This increased value is due to the fact that they have become more universally intelligent as the result of education. Of the three factors in the production of material wealth, namely, natural resources, native ability of the people, and education, education is the only one that varies to any considerable extent. And it should be borne in mind that education can vary in either direction. If our production and accumulation of material wealth is greater in the degree that our education is more universal and of higher quality, it goes without saying that with a falling off in education our material prosperity would diminish correspondingly.

We accumulate wealth; we can pass on to each succeeding generation tangible property in any form. We can even to some extent transmit native ability. But we cannot bequeath an education to our children. The most we can do is to provide them with the means for an education. Every babe that is born into the world is as ignorant as its most remote ancestor. It can neither write nor read. It has only rudimentary mental processes. It merely has reactions and responses to external stimuli. If abandoned to its own fate on an uninhabited island, if it survived at all, it would grow up to be a totally illiterate man and an ignorant one,
except as it might learn certain facts of life from its environment and from its experience. Since it is necessary to recreate in each generation those processes of education which the preceding generation enjoyed, we must continue to provide schools and teachers and all the essential tools that go to furnish and equip the mind.

We have been made sadly aware during these last few years of the necessity of economy. With our private incomes sharply diminished, with our means of livelihood cut off, with less pay forthcoming for the same amount of work, we have had to pinch and scrimp to make both ends meet. If this condition has been true in our private affairs, it has also been true as to those common enterprises which we maintain by the taxes that we pay to government. Our schools have suffered along with everything else. Hundreds of thousands of children are either being denied educational opportunities entirely or they are able to attend school only on a part-time basis. Thousands of schools have been closed. Equipment has been deteriorating and replacements of essential tools for education have been lacking.

I do not deny that of necessity some economies must be made in our schools. But we are going too far in that direction. Our schools ought to be the last to feel the pinch of economy, just as they ought to be the first to experience the return of prosperity. Undoubtedly the educational tree needs some pruning. There may be some dead and decayed branches that ought to be cut off. But if such pruning is necessary it should be done scientifically, by experts. It serves no good purpose of economy and it is immensely damaging to our educational system to slash into a budget regardless of whether we are cutting into a vital spot or not.

Even in these days of tremendously pressing problems, to my mind the most important question of all is, what are we going to do about our schools. That education should be universal goes without saying. By education I mean more than the three R's. I believe that every child should be given all the education that he can reasonably absorb. This does not mean that all children should spend an equal number of years in school or that all should take the same courses. It means that everyone in order to have the best chance possible for a happy and full life should have every bit of education that he is capable of receiving and of using to advantage.

He should have this not only for his own sake but for the good of the whole. The intelligence of a nation is the sum of the intelligences of all of its citizens. Intelligence is the product of education, and education is the greatest national asset that we have. No nation in these times can hope to survive, to say nothing of progressing in the arts and the sciences, in commerce, in trade, or in industry, unless it is composed of a well educated citizenry. Least of all can a democracy, depending, as it must depend, upon an informed public opinion for the selection of its leaders and the framing of its laws hope long to endure unless it consists of a highly and universally educated electorate. The individual American must be educated not only that he may be able to enjoy a happier and fuller life; he must be educated in order that, in co-operation with other educated Americans, he may do his part toward sustaining and upbuilding an intelligent and beneficient and capable government.

Harold L. Ickes

He who thinks the world is full of good things, good people, and kindly blessings, is much richer than he who thinks to the contrary. Each man's imagination largely peoples the world for himself. Some live in a world peopled with princes of the royal blood; some live in a world of paupers and privation. You have your choice.
**"THE FORGOTTEN CHILD"**

Shall the diversion of tax monies from the general fund to the segregated road fund be permitted to go on indefinitely? Can Virginia—with schools ranking 43d and roads above 23d—be content?

No one who has followed with any degree of intelligent attention the series of events that has resulted in the present condition of schools both in America at large and in our own state can help coming to the conclusion that there must be an immediate and radical change in the policy with regard to education or the country will suffer an irreparable loss in the quality of citizenship of the future generation.

In this paper the writer will first, summarize the more striking conditions education is facing, presumably due to the depression, in America at large and in Virginia; second, discuss the causes of these conditions in Virginia; and third, suggest some plans for remedying the situation.

In the Nation at Large

Last spring from 750,000 to 1,000,000 children were out of school long before the scheduled closing of schools. In over 100 cities and in a much larger number of counties schools were closed one or more months before the regular date for closing. In one state 178 out of 2,000 schools were unable to open at all this fall and 500 in the same state were to open for only four months.

In Alabama by April 1 last year 85% of the schools were closed, many of them before January 1. In that state the schools suffered a revenue cut of 50%.

Teacher's salaries have been cut in various states from 10% to 50% and in some states teachers have not been paid for from four months to three years.

In hundreds of cities kindergartens, manual training departments, art, music, and home economics have been taken out of the schools.

One fourth of the teachers in the United States are working for less than the NRA wage scale for day laborers.

In Virginia

Our state never has ranked high in the education it provides its children, but in the last three years it has sunk from 39th to 43d in rank. It is now attempting to operate on 30% less revenue than in normal times.

It was predicted this fall that the school term in about half the counties would have to be cut to less than eight months unless more revenue could be obtained.

Many special courses such as music, art, manual training, physical education, and home economics have been cut out of the offerings of a large number of Virginia schools.

Teachers' salaries, in spite of the fact that Virginia ranks among the highest in the country in the training it demands of its teachers, are less than two-thirds the average for the United States. Even among the Southern states Virginia's rank is seventh in teachers' salaries. A large proportion of the teachers are getting salaries less than the NRA wage scale for unskilled labor.

This is not a pretty picture in a land whose boast has for so long been "a free public school education for all the children of all the people."

Why Has This Happened in Virginia?

1. Under the general results that can be attributed to the depression come lack of work, low prices for farm products, and decreased sales by merchants, with the consequent inability of many to pay their taxes. This, in turn, results in a drop in revenue to the state from property taxes. The above cause can undoubtedly be attributed to the depression. The remaining causes
suggested cannot, I believe, be attributed to the depression.

2. Tax receipts to the general fund from corporation profits have been greatly reduced. Such receipts were at one time one of the principal sources of income to the general fund, the largest single source probably being that of the railroads. Since the rapid development of passenger and freight traffic by automobile and truck, respectively, the income of the railroads has been cut correspondingly. But in Virginia the policy of segregation works to prevent the automatic balancing of increased income from automobile taxes against decreased income from railroad taxes. For in this state the taxes from automobile licenses and from the sale of gas do not go into the general funds (from which school support comes), but into a segregated fund exclusively for the building and maintenance of roads.

3. The state has refused to borrow money to aid the schools during the depression. It is an accepted industrial policy that if through some unusual and temporary condition a business concern finds certain phases of its organization needing temporary help, and its credit is good, it borrows the needed cash to carry over that phase of its organization that there may be no loss in the efficiency of the concern. Now the credit of the state of Virginia is probably as high as that of any state in the Union, and its public debt is among the lowest.

4. Virginia’s refusal to take seriously her responsibility to educate the children of the state. Figures for 1930, for instance, show that only two states in the Union, and only one Southern state, are spending a smaller proportion of their total tax collections (federal, state, and local) on public schools.

**Virginia’s Capacity for Meeting the Crisis**

If Virginia is bankrupt, if its credit is gone, if its public debt is getting insupportable, then we should consider the children of the state fortunate that they are being looked after as well as they are. What is Virginia’s financial status?

- **a.** In the market of the world Virginia bonds sell higher than those of any other state in the Union save one, and bring a better price than those of the United States.
- **b.** Virginia is one of the three states in the Union to substantially reduce their public debt since 1926.
- **c.** Virginia is one of the few states whose budgets will be but slightly out of balance at the end of the present biennium.
- **d.** Virginia has the greatest per capita wealth of any Southern state.
- **e.** Only two other Southern states have a greater per capita income.
- **f.** Only three states in the South have a smaller per capita debt.
- **g.** Virginia’s tax rate on land is the lowest of any state in the Union in proportion to its value.

**Suggestions for Remediying these Conditions**

Now what can Virginia do about this crisis in its educational system?

1. Eliminate all segregation of taxes and turn all tax revenues into the general fund. It is bad enough for education to have to compete locally with highways, water systems, and municipal electric plants, but to have the largest single source of tax revenue lifted out of the general fund and placed at the disposal of the state highway system seems unjustifiable. And particularly when Virginia highways now rank above the average of those of the United States while her schools rank forty-third. Think that statement over a minute and then try to justify the fact. The state comptroller’s report for September, '33, shows that after deductions were made on account of funds returned from the state institutions, 49% of her expenditures went for roads and 21% for schools. The state should worry less about an unbalanced budget and think more seriously
about balancing the distribution of its income in terms of essential and non-essential functions of government.

2. Levy a reasonable (say 1 cent) sales tax on all but the most essential commodities, such tax to go, not to a segregated fund for schools, but to the general fund from which it may be apportioned as deemed wise and fair to schools and to other necessary functions of government. Such a tax is working successfully in a number of states at the present time.

3. Let the state borrow for the present emergency on its future prosperity. The children of the state can't wait on the future prosperity of the state. Any curtailment of schooling at the present time will affect permanently the future citizenry of the state.

4. Urge Federal Aid. Up to the present time the Federal government has given very little financial support to education in individual states. In 1932 Virginia paid to the United States government in internal revenue $99,971,505. This was exceeded by only four other states and represented a sum more than double the entire state budget.

In a time when the Federal government is spending billions for relief in other departments, it does not seem unreasonable that it be asked to spend two hundred million for education. Such a sum, apportioned according to need, would go a long way toward relieving the worst aspects of the present situation.

5. Inaugurate a campaign of publicity for schools. Knowledge of conditions such as have been presented in this paper percolate very slowly into the consciousness of the rank and file of the people. Frequently when conditions do finally force themselves on public attention the harm has been done. A definite campaign should be developed in Virginia, directed, not by teachers, but by parents and other taxpayers interested in the continuance of the public schools. The legislature should be provided with accurate information not only as to the facts of the crisis in education but as to the attitude of the people who have the welfare of the children of the state at heart.

C. P. Shorts.

HOW THE PRINCIPLES OF GEOGRAPHY MAY HELP THE ADULT

Geography is a suitable university study, needed in the interpretation of history, politics and government, economics and business. It also provides new and interesting scenes for the adult's fireside travels.

We are so accustomed to think of geography as a grade-school subject that we forgot that it has applications, and very practical ones, to our everyday life after we leave school. The general notion of geography in the United States is that of something you finish in the seventh grade and then proceed to forget. In Europe geography is not only a grammar-school subject, but also a university subject in very good standing. The reason many students do not elect geography in the university is that they have been "fed up" with it in the grades, just as many of the world's bad boys were once bored by Sunday school. (Please do not jump to the inference that Sunday schools produce bad boys!) The old style textbooks, some of which are still in use even in our own state, are so written as to kill any budding interest in the subject because the emphasis is laid upon mere information and not upon the reasons for things. How many realize the difference between a geographic fact and a geographic principle? Portland is a geographic fact. That Portland and like cities come into existence because of breaks in transportation is a statement of a geographic principle. If one will compare the average school geography with a book like
Huntington's Asia, or Bowman's South America in the Rand, McNally series of geography readers, he will at once see the difference and get my point without other argument. As long as state supplements are written, oftentimes by men who are not geographers, this criticism will apply. Just as the emphasis in the past was laid upon place and fact geography, so is it now laid upon "why" geography; but here we must caution the teacher, for he cannot neglect a liberal amount of place geography. We can't talk about the back country of Tokio if we don't know where Tokio is, and a certain amount of geological data must be martialed in the geographic picture, otherwise the picture lacks background and solidity. The outstanding fact about this city is the geological instability of the surrounding terrain. No one should teach geography who has not had a course in general geology or physical geography, but many who have studied neither geography nor geology are now teaching the subject to our children. This is not their fault. The blame rests upon the shoulders of the superintendents and principals who often do not know what is called for in the teaching of these subjects.

Geography, then, is a subject to be read in the grades and studied in the university. I am making a particular point here that there is too much studying in the grades and too little reading in the university. Wide reading in books like those I have just mentioned and books of travel would make a much better background for the student; when he comes to the university, he can really begin to study the subject and not merely read about it. Of course, for persons who do not intend to go on to college we must provide a somewhat different curriculum, and both subject matter and methods must be changed.

In many of our high schools there is no geography taught at all except a sort of colorless type of commercial geography which consists largely of statistics regarding the number of pounds of beans raised in a certain area, or the amount of iron ore produced somewhere else. Commercial geography is one of the last subjects to be taught in the field of geography, because it demands a background of place geography, physical geography, and human geography before one can get the most out of the subject. I, for one, would like to see the present type of geography in the grades done away with and geography readers like Huntington's, Carpenter's, and Fairbank's take their place; then I would like to see physical geography restored to its place in the high school. With this background broad courses in the university such as general principles, climatology, human geography, and economic geography come in in their proper order. Another thing: geography and history should go hand in hand, and these courses in the grammar school and high school should be better correlated than they are now. But we are not here to talk about the geography for the school boys and girls, but about geography and the adult.

First, I shall consider geography as an aid to the interpretation of (a) history, (b) politics and government, (c) economics and business. Next I shall consider the subject in relation to the higher citizenship; and finally, the most important of all, geography and the inner life.

Geography can best be taught as a university subject because with the background of some of the sciences, history and language, the student can then see things in their proper relationship. Geography is, above all things, a synthetic subject. That is to say, it puts things together and its chief business is not that of analyzing, but of correlating. To be properly appreciated, and the most got out of the subject, it must be based upon at least one general course in geology, and still better, a comprehensive course of physiography, which is the interpretation of surface geology, that is to say, a study of land forms and how they originated, also how
they are changing and will continue to change in the future. Therefore, the successful teacher of geography in its broadest sense must have a background of geological training. There are people today attempting to teach geography who have not this background and in that respect their equipment is weak. There is a brand of geography abroad in the land today which is a hodgepodge of economics and agriculture, some history and business. While all of these subjects are valuable and make their contributions, they do not go deep enough, and erroneous conclusions can be drawn if the data from these subjects are not tied to the background of geology.

**Geography as an Aid to the Interpretation of History**

A great deal of history is being studied and read by the people today, but how can one get an adequate comprehension of the sweep of history unless he knows of the things that have made history. While we cannot ignore the Kings and Captains and all of the other people who have stood in the limelight and have done a lot of bawling throughout the Ages, we should minimize this noise and get down to the fundamentals. We should know, for instance, something about where the iron deposits of the world are located and what kind of ores they are, because iron has done a great deal toward pushing certain peoples to the front, and the lack of iron, or the right kind of iron, has seriously handicapped others.

Even the ruins of ancient temples about the Mediterranean cannot be thoroughly comprehended without reference to Mediterranean geography, and the uses these temples were put to. According to Ellen Semple, these served as lookouts and lighthouses for ancient mariners. Why, we may ask, have certain countries been able to dominate the rest of the world, or at least the world of their time, as have Greece, later Rome, and Great Britain, and today the United States? We find that, although great men have had a good deal to do with the rise of these powers, the geographical position of those countries will explain even more. Is it merely a matter of accident that the city called Venice, which today is interesting only as a mecca for tourists, once dominated the business world? And why did that city tumble from her proud position? We shall have to look to geography for the explanation of these events. Do not assume that I am a believer in economic determinism as the sole factor in history, or even the chief factor in history, but I am saying that you cannot leave out the place of geographic factors and economic forces any more than you can leave man out of the picture.

Again, let us take an illustration from the field of political science and government. How are we going to understand the political events in our history, the attitude of peoples with reference to such questions as the tariff, without a thorough understanding of sectional differences? Prof. Frederick Turner has contributed to this topic in recent years a brilliant discussion which throws a flood of light upon our political history in the United States and the shaping of governmental policies. What determined the attitude of Southerners toward the slavery question, and was it mere accident that England sympathized with the South in the great Civil War? What today is the most powerful argument against independence for the Philippines? If it were a matter of sentiment alone, we, as liberty-loving Americans, would give them their independence at once. Geography here again is the most powerful factor in the situation. Some might say business interests, but in the case of the Philippine question, while there is a Philippine point of view and an American business man point of view, the most important is the world's point of view, which transcends the interest of both the Filipinos and the American business man. The very geographical position of the Philippine Islands makes it almost impossible
for us to accede, at least at the present
time, to the wishes of the Philippine people,
much as we would like to. Let us switch the
searchlight to India. You find the same
problems there as in the Philippines with
the difference that they are magnified ten-
fold in complexity. These great questions
cannot be solved merely on sentimental
grounds.

When we come to economics and busi-
ness the influence of geography is obviously
very great and one needs hardly to be re-
minded of the many connections between
geography and these fields of knowledge
and activity. Let us take an example from
one of the latest lines of activity to be de-
veloped, namely, that of aviation. Certain
cities, because of their geographic location,
will find themselves off the main airways,
and others because of the unfavorable to-
topographic conditions in their vicinity will be
badly handicapped in this respect. A new
map issued by the Hydrographic office of
the U. S. Navy shows the only recognized
airport in Oregon not in Portland, or Eu-
gen, or Salem, but in Medford, in the
southern part of the state. While this is due
in great measure to the great activities of
the business men of Medford, there are
certain natural conditions there that make it
an ideal site for an airport. Portland, which
has spent considerable money in developing
her airport, is handicapped to a certain de-
gree by the particular conditions obtaining
along the Columbia River. These conditions
are not insurmountable, but they have to be
reckoned with, and geography and not the
Chamber of Commerce will largely de-
cide the matter.

In Alaska we can see how geography has
greatly retarded development in that region,
the lack of easy transportation being the
greatest handicap. Now, with the perfe-
tion of the airplane, it is possible to get into
the interior of Alaska in a few hours,
whereas before it took months. Bishop
Rowe, the Episcopal Bishop of Alaska, told
members of the University of Oregon sum-
mer cruise last summer that he made the
trip from Fairbanks to Nome one day in
seven hours, whereas before, traveling by
boat and dog team, it took all of two months
to make the journey. On another occasion
he visited a mission, taking two and one-
half days to get there on foot, but got a ride
back with the Navy fliers to Juneau in
twenty minutes. Well, we could go on at
great length in similar vein piling up illus-
trations, but I believe this unnecessary as a
great deal of this is common knowledge.

Every good real estate man has to be
something of an economic geographer. One
of our best laboratory exercises is the study
of the growth and progress of Eugene and
Springfield, with forecasts based not upon
what we hope to see take place, but what
must take place if these geographic prin-
ciples hold true. Of course, we must always
allow for accidents and the work accom-
plished by outstanding men, which some-
times change the course of events and even
defy the principles of geography.

My namesake, J. Russell Smith, at Co-
olumbia University, has written a most in-
teresting pamphlet entitled "Geography and
the Higher Citizenship," which I commend
to all of you to read. He points out very
cogently the importance of respect, sym-
pathy and understanding in the solution of
world problems. Respect, sympathy, and
understanding of other peoples can best be
inculcated through a study of geography,
unless, of course, one can learn to know
them by actual contact in their own lands. I
quote a few lines from his pamphlet that
seem to me very pertinent: "For world
peace," he says, "we must have under-
standing; prejudice leads to war."

"One night my neighbor, who likes to call
himself a 'one-hundred-percent-American,'
walking up the street with me from a lec-
ture about a foreign country, remarked,
'Yes, but those foreigners do such foolish
things.' That is the stuff of which war is
made. *The foreigners do not do such foolish things. They do such natural things,* as we can see if we really understand them, their position, and their problems. The great spiritual and mental test for success in the teaching of geography is the creation of understanding. We present to the child the fact that a foreign people is different from ourselves. What is his first reaction? Does he without understanding judge it and dismiss it with a bad name as Wop, Dago, Guinea, or Greaser, or some such? Or, does he desire to understand why they are different?"

One reason for this general misconception of the foreigner and the dweller in other environments than our own is the method of teaching in our schools. Instead of taking geography and other subjects up in the evolutionary order, i.e., from the simple and primitive through to the more complex, the child, who is a little primitive being, is plunged at once into a study of the highly developed western civilization and gets naturally a highly distorted conception of his own country and customs. Naturally, when he grows up he is often ignorant, intolerant, and insufferably arrogant.

Now, teachers of geography will understand this point of view, but the average man in the street does not, and what is worse, he does not want to understand the foreigner. The big thing that the teacher of geography has to do, therefore, is to instil into the mind of the student a broad tolerance and sympathy and at least a desire for understanding so that when these pupils become adults they will not do things that will bring on a situation that may be very embarrassing, and even disastrous for themselves and their country. The United States at the present time is probably the most cordially hated country in the world. A good deal of this springs from envy, but some of it also can be attributed to our own hide-bound arrogance and ignorance. Now, we are not the only people in the world who have been hated and envied. Remember that the Chinese thought that everyone who lived beyond the great wall of China was a barbarian. The Greeks considered themselves the most perfect people in the world. Indeed, we could jump all around over the map, and it would be difficult to find any people that haven't looked down upon all those not belonging to their country. But the time has come for a new type of man—the world man—who has a thorough respect for his own country, that goes without saying, but at the same time can see the good in others. The steamship, locomotive, automobile, airplane, and radio will rapidly shape conditions so that in a few years the extreme nationalist will find himself out of place in the world.

What can geography contribute to one's inner peace and satisfaction when the day's work is done, when business is over; will not geography help one to pass away otherwise tedious hours when one is far removed from friends? Recently Rabbi Berkowitz of Portland said that the first aim of an education was to enable one to be alone with himself. Not every one can actually travel, but everyone can travel in fancy with a *National Geographic Magazine* and other geographical journals; with the teeming books of travel and description he can roam at will through the jungles of the old world, through palaces and past ruins and sail the seven seas and glide down tropical rivers. And so it seems to the writer that a subject which calls upon the data of so many sciences and humanities, attempting to place man in proper perspective with reference to his environment, is one of the finest means to an education in this highest sense. It provides new and interesting scenes during fireside travels and promotes sympathy and understanding. I am not pleading so much for more and better geography in the schools as I am for greater attention to this subject on the part of the great adult population, many of whom, although they have been to school, have not been able through force of circumstances to keep up with the
fascinating advances in the realm of geography. By writing to a government bureau or geographical society, or even resorting to the Sunday metropolitan paper, he can be provided with maps so that he can follow Commander Byrd and his associates through Little America, he can sweep over the jungles of Central America with Lindbergh, or hop across the southern seas with the Southern Cross to the Antipodes.

Let me digress here a moment. What is Commander Byrd trying to do in the Antarctic? As some reflection from European sources has been cast upon his work intimating that it is merely sensational and largely for publicity purposes, I wish to state that already Commander Byrd has accomplished a very great deal in the interest of science and one of the important contributions which he will make when the records are all in, is to a better understanding of the meteorology of the southern hemisphere. Very few people know that the planetary wind system is controlled largely by two gigantic air engines known as the glacial anti-cyclones which function over the two great polar ice-caps, Greenland and Antarctica, and the storms of North America and Europe and those in South America, Africa, and Australia are closely connected with the meteorological events of these two regions. This is just one of the many contributions that Commander Byrd made during his first sojourn in the south.

Geography is not something to be forgotten at the end of the seventh grade—though a good deal of what is now taught might very well be forgotten. I would ask you to look upon it as a subject of pre-eminent worth in the university curriculum, as it is considered in Europe and in many American universities. It should also be one of the choice subjects in the curriculum of that larger university of the home fireside whose courses are not complete until one is called to take the still longer journey into the unknown.

WARREN D. SMITH

DOES A COPYRIGHT MEAN ANYTHING?

Flagrant piracy of published educational texts by individuals, school districts, and higher institutions has reached a serious point; "reproducing" considered a depression economy method.

IN 1931 the National Society for the Study of Education presented as Part II of its Thirtieth Yearbook a report entitled "The Textbook in American Education." On the reverse side of the title page, following the usual notice of copyright by the secretary of the society, there appeared for the first time in this series of yearbooks the statement: "No part of this yearbook may be reproduced in any form without written permission from the secretary of the society."

Only Three Out of Five Condemn Practice

This statement was added after reading in Chapter 10 of the yearbook the discussion dealing with the lack of understanding of or regard for the significance of the copyright, and after noting the figures which showed the attitude of more than two hundred educators and school administrators on the ethics of reproducing copyrighted material for distribution in the schools. Dean Edmonson had asked: "Would it be ethical for a superintendent to reproduce for free distribution to pupils certain pages from textbooks not adopted for use in the schools?" To this query 14.6 per cent of his correspondents said "Yes" while 20.9 per cent more said "It depends," and 5.6 per cent thought the matter unimportant; in other words, only three of five school men (58.9 per cent) definitely condemned the practice.

To get at concrete cases, I invited seven textbook publishers to report characteristic experiences. These publishers, who prob-
ably collectively market four-fifths of the school books sold in the United States, have contributed the instances I shall cite. Nearly all the instances occurred within the last three or four years. Names of authors, texts, firms and school officials are fictitious or are omitted, but the instances are all real.

"An' What 'e Thought 'e Might Require—"

Contracts between authors and publishers commonly, if not invariably, contain a clause whereby the author guarantees that he will protect the publisher against any claim for damages set up by a second author or a second publisher for violation of the copyright law. In other words, every author is responsible for avoiding in his manuscript the use without permission of copyrighted material. If he wants to quote from a copyrighted work, he must secure written permission to do so, and he or his publishers may be called upon to pay to the holder of the copyright a stipulated sum for this permission. Naturally reputable publishers are fully alive to the significance of a copyright; they understand that copyrighted material represents property and the use of such material without permission is equivalent to theft. Consequently, such publishers take special precautions to warn their authors against quoting without permission. Even so, authors are careless or forgetful; witness the following instance:

Passages Innocently "Lifted"

"We had a very curious case a number of years ago in which two or three selections were innocently 'lifted' from our Smith Series of Supplementary Readers. Several years after his readers appeared, Doctor Smith happened to be thumbing through a new set of readers by Jones and spied several selections repeated in identical form from his own readers. Doctor Smith reported the matter to us, and we at once took it up with the publisher of the Jones readers.

"This publisher was amazed at what we showed him and promptly summoned Mr. Jones to explain his outright infringement of copyright. Jones told his publishers: 'Yes, I put those selections in my readers myself; they are my own material; I have been using them for several years when telling stories to children, particularly to pupils in school auditoriums.' Naturally, this mystified Jones's publisher and the editor who had put the Jones readers through the press. So they challenged Mr. Jones to tell these stories then and there; they had our Smith readers in front of them and followed the stories while Jones told them verbatim et literatim as they appeared in our Smith readers. It then became perfectly obvious what had happened; Jones had used Doctor Smith's stories so long and so often that he had completely forgotten their source and had come to regard them as the product of his own lucubrations."

A similar case came to my attention recently in which a well known professor of history, after many years of successful teaching, was prevailed upon to develop his classroom lecture notes into a textbook. This material was in galley proof when a member of the editorial department felt that there was something familiar about the exposition of certain events, and search in the publisher's library showed that perhaps a tenth of the material followed word for word paragraphs in two or three other texts now less commonly used. Here it turned out that this professor had used notes from these other texts when he began to develop his course of lectures, that his typist at that time had omitted quotation marks and references, and that he had long since forgotten that the material he was using was borrowed.

Test Material is a Special Sore Spot

Less excuse can be found for another form of copyright infringement by which several publishers who specialize in work-
books, test blanks and record forms have been many times victimized to their financial loss. I quote a case in point: "We publish a successful and widely used test of ability. There have been almost innumerable violations of our copyright upon this material, especially of the record book that accompanies the test, on the part of public and private clinics, hospitals, school systems and even college departments of psychology and education. Many of these violations have been unwitting, particularly those attributable to secondhand and third-hand copying by one institution of forms they obtain from another institution, which, of course, have carried no statement of permission to quote. It is only fair to say that most of the offenders have willingly discontinued publication when informed that they were violating copyright.

"More serious in many respects has been the quoting freely and without permission of portions of this test material in at least three widely circulated magazines. This quoting not only infringed upon our copyright but also endangered the validity of the test material itself for use in future testing."

Writers for popular periodicals appear to have a less sensitive conscience than writers of books. Perhaps they feel that the magazine article is more ephemeral or they may even argue that they are indirectly giving the original author valuable advertising for which he should be thankful. One of my correspondents writes: "The most flagrant case that I can recall of what seemed to be intentional plagiarism was the reproduction, almost in full, of a study we published for a well known psychologist. This material later appeared in a certain popular magazine on psychology, without any credit line and without any authorization from us. We called the editor of this magazine to account. He did his best to put the blame on the author of the article in his magazine, while the author blamed the editor who, he said, had agreed to 'clear up' any quoted material. Certainly neither of them did it, and the material appeared as if it were the creation of the magazine writer."

The Reproducing Nuisance

The illustrations that have just been given of plagiarism in textbooks and magazine articles are sufficiently numerous and serious to worry publishers and authors, but they are far less numerous, and in point of financial consequences far less serious, than the infringement of copyright that is going on, particularly in educational circles, through the use of the reproducing machine.

The naivété with which this purloining of printed statements, and hence theft of property, is undertaken is well-nigh incredible; witness the following conversation reported by an experienced bookman, whom we may call Brown, who had just been talking with a superintendent, whom we may call White, and had, as he put it, “given him some information about copyrights that certainly jolted him.”

"Hello, I didn’t expect to find you still here, Mr. White.”

"Why not, Mr. Brown? I’m not leaving Ironville; not even thinking of leaving.”

“No, I didn’t think you’d be leaving. To tell the truth, Mr. White, I thought you would be in the jail by the time I got here.”

"Why, what do you mean, Mr. Brown? Why should I be in jail?”

“Because I heard that you had been caught stealing; they told me at our New York office that you had been stealing our property, and they gave me to understand that they were going to make an example of you for the benefit of other superintendents who might be playing with the same notion.”

“Mr. Brown, I’d like to know what you are talking about; if this is a joke, it has gone far enough.”

“That’s exactly the point of view of our firm, Mr. White. Here’s your last letter to..."
our New York office. You say here: ‘Please send me a complimentary copy of Book II of your “Thompson Workbook in Arithmetic.” I have reproduced Book I which you sent me last term, and my teachers think it is fine.’"

Salesman Brown went on to say that he knew that he was taking a risk of never selling another textbook in Ironville, but also knew he would never sell a “Thompson Workbook” there; furthermore, he believed that White was an honest man and would see the light if he caught his attention sharply and then proceeded, as he did, to explain quietly the unfortunate, and in the last resort unethical, nature of the reproducing nuisance. Superintendent White listened to his explanation, pressed a button on his desk, summoned the janitor, pointed to a pile of reproduced material, told the janitor to throw it in the schoolhouse furnace, and then gave the gratified Brown an order for enough of Book I and of Book II of the “Workbook” to outfit his school system.

In that case a good bookman and a good superintendent achieved an amicable and a proper adjustment of a situation that is all too common.

I think it likely that some school officials may stifle their qualms of conscience by the notion that no one suffers except the publisher, that the publisher can stand the few pennies he may lose, and that they have done him enough favors by buying his other books. At any rate such an attitude would be a natural one for those who believe that the schoolbook publishers, as the governor of one of our southern states expressed it, form “a gigantic octopus stretching its slimy tentacles into every nook and cranny of our public school system!” Actually, violations of copyright entail more loss in dollars and cents to authors than they do to publishers. This statement will surprise many readers, but I am assured that in most publishing houses the amounts paid in authors’ royalties, meager as they often are, exceed the amounts that the publishers are able to earn in dividends upon their invested capital.

**Salesman Stifles His Objections**

But in many other cases the book salesman is fully aware of this illegal use of copyrighted material, yet dares not discontinue it for fear of loss of business on other items that might easily amount to more than the loss on the material that is being reproduced. To quote from one of my correspondents:

“Usually our agents just say nothing. Sometimes they make a polite show of remonstrance to good effect; that occurs when the school official is not aware of any wrongdoing. Occasionally they remonstrate, only to have the perpetrator tell them that he proposes to do about as he pleases. In that event you might suppose that we would bring suit for legal recovery, but we have never done so and it would probably be inexpedient unless a goodly group of textbook publishers would join us in standing against this nuisance. It is doubtful if you could persuade a dozen, or even half-a-dozen, book firms to stand together on this issue.

“Something ought to be done to make school people clear about the ethics of the book business, and especially about the ethical and legal aspects of the copyright, but not much will be done unless the professional educational associations or the educational magazines or the institutions for the training of teachers take the matter into their own hands. Especially to be counteracted is the impression that there is no violation of copyright if only enough copies are made to supply the local needs and if none is sold for a profit. How greatly this information is needed is demonstrated by the fact that one of the school magazines recently offered a prize to a teacher for submitting a device for securing economy in
school administration—a device that included reproducing!"

A Startling Example

The instances of school reproducing that have been cited refer primarily to classroom material largely confined to test material, word lists and the like. It has been shown that often there are factors in the situation that explain, though they do not justify, the infringement of copyright. The ordinary excuses can be less easily applied to the following particularly heinous copyright violation, cited by the editor of an outstanding firm.

"Four years ago the city of X reproduced the first five chapters, complete, of our book by Doctor Blank (naming a well known book for students of education) and distributed these sets to the teachers of the entire school system. This was done without permission and without notice to us. When five chapters had been so distributed, the matter came to the attention of our local manager in X, who, when he protested, was informed that the school authorities had not intended to reproduce the rest of the book! We have always, quite naturally, taken that statement with a large hunk of rock salt."

While we are talking about heinous violation of copyright, what does the reader think of the letter sent to university professors by a certain publishing company in April urging them to produce books by reproducing that will be sources of profit by simply (to quote the letter) "gathering together your own ideas or the best parts of several other books?" This open invitation to professors and teachers to "lift" the products of the brains of others is discussed editorially in the Publishers' Weekly of May 6.

We have just described the reproducing nuisance that arises from the unauthorized reproduction of copyrighted material. What should be the attitude of school and college teachers and what should be the attitude of publishers toward such reproduction if made with the authorization of the copyright holder?

I suspect the reader may say, "That is all right, and the publishers ought to grant such requests freely." Perhaps some publishers do so, but I believe more of them do not, and I suspect that the reader has little appreciation of the extent of the drain upon the financial returns of the author and the publisher that would result if all such requests were granted. Here is how one publisher puts it: "With the professors and superintendents of schools it is an old, old story for them to want to reproduce selections from important publications 'for the use of their own students and not for distribution' or 'in order to test the material before adopting it.' Invariably the very meat of the subject is included in the pages selected by the professors; and since it is the student market, in many cases, for which the book was primarily published, we invariably say 'No.'"

This publisher appends to his letter a list of thirteen specific requests received within three or four months; they come from high schools, normal schools and colleges of national and even international reputation, and these are the amounts of material they wish to reproduce and distribute free to their students: 12 pages, 8 pages, a chapter, 25 pages, 21 pages, an indefinite amount, a chapter, 8 pages, 4 pages, 12 pages, 1,600 words, 4 pages, and last but not least, 138 pages!

A Matter of Some Inconvenience!

In declining this last request from the college of commerce of a large state university, the publisher reminded the college official that the authors of the book from which he wished to reproduce and distribute 138 pages had put considerable time into the preparation of material, that this had been supplemented by a considerable investment of capital on the part of the publishers in order that the material might be
available in book form to all persons interested, and that both author and publisher must rely upon direct sales to such persons to recoup their investments of time and money. To this polite explanation the university's representatives replied: "I have removed these selections. . . . You can appreciate that this is a matter of some inconvenience to me, and I am most surprised and disappointed at the arbitrary manner in which you deal with members of the teaching profession.")

Another university teacher, in charge of the extension work of a Western state institution, on being called to task for distributing, without even a "May I?" quantities of material copyrighted by this same publisher, was far more concerned over the source of the publisher's information than over his own offense; for that, he explained, it is interesting to note, that he was "merely following practices in the use of material that have been followed by extension divisions all over the country for many years." What an amazing sidelight on the ethics of some higher institutions of learning!

**Unethical Answer Books and Illegal "Cram Bureaus"

Of the numerous other variants of illegal infringements upon the rights of authors and publishers, two only can be mentioned here.

The first refers to the preparation and sale of solutions or answers to the problems of a given textbook (commonly a college text in mathematics). An enterprising student in New York not only sold material of this sort locally, chapter by chapter, but also began to advertise his keys by mail and even attempted to establish selling agents in other institutions where the same textbook was in use. The publisher, by vigorous representations on the part of his attorneys and by conference with the college authorities, induced the student to give up his business and to destroy his stock and his stencils. Somewhat similar reports are made by publishers of workbooks sold without permission to accompany copyrighted texts.

The second variance is most neatly illustrated by the decree of Federal Judge Brewster, which is cited in a recent issue of the *Boston Globe*. Two persons who had been doing business, mostly with Harvard and Radcliffe students, as "The College Tutoring Bureau," were "perpetually enjoined and restrained from printing, reprinting, publishing, copying, distributing, selling or exposing for sale any of said copyrighted books or any other book or work pirated or copied therefrom or any parts of said copyrighted books or quotations therefrom or any other version or abridgement thereof." Judge Brewster also ordered destroyed all reproduced copies and stenciling equipment seized by a raid on the tutoring bureau by a United States marshal, and awarded damages totaling one thousand dollars to the four publishing firms concerned: The Macmillan Company, Houghton Mifflin Company, Ginn and Company, and Harper and Brothers.

It appears, therefore, that publishers and the authors they represent will have little difficulty in enforcing the copyright law, once they decide to take legal action. How much better that the school administrators and the college teachers of the country should understand "the significance and see the "sweet reasonableness" of copyright protection; that is really all that is needed to rectify what is now a decidedly unsatisfactory situation.

**Guy Montrose Whipple**

Life is a competitive episode, and, since capabilities differ and opportunities vary, some will prosper and some will not . . . It is futile to complain of these inequalities, for they are biologically inevitable . . . It will be a sad day when we all come to be cut from precisely the same piece of educational cloth.—*Dr. Harvey Cushing.*
**COSTLY “ECONOMY”**

BUILD schools today or more jails tomorrow.” Such is the conviction of those who know the social values of education; such was the declaration echoed by the state educators as they recently assembled in Washington on the call of the U. S. Commissioner of Education.

U. S. Commissioner Zook said:

It is estimated 100,000 children have been thrown back on the schools by the recovery codes, and the schools must find a way to handle them.

Dr. Lee, a prominent educator, said:

It costs $300 a year to keep a criminal. A good educational program can be provided at $50 a year per pupil. The Government ought to be able to choose the better of these two possibilities.

Miss Charl O. Williams, former president of the National Education Association, present Field Secretary of that organization, a vice-president of the Parent-Teachers Association, has stated in her recent addresses to various bodies:

School doors were closed to over a half million children before the end of last March and over 250,000 children before the end of last March and over 250,000 children attend school on a part-time basis; 150,000 were housed in temporary buildings.

While public school enrolments have increased at a faster than normal rate during the last three years, additional school buildings to take care of that enrolment have not been built. Needed equipment is not being bought; additional teachers are not being hired. In short, the schools have suffered from the depression to a degree entirely incompatible with their importance to the country and it seems certain that unless substantial aid is forthcoming the school term will be shortened for more children this year than last, that curtailments throughout the school systems will be even more severe.

In commenting on this situation the *Omaha Bee-News* stated in an editorial September 20:

Having abated child labor, Uncle Sam must keep the idle children off the streets and away from the breeding spots of crime.

The only way to accomplish that purpose is to provide adequate schools—and the public works program provides a medium.

Schools, built now, will increase employment when more jobs are a national objective.

Jails built in the years to come will signify a great national disaster.

The *Washington Daily News* commented in part as follows:

Thirty thousand teachers are being sent to the breadlines.

Why? The depression, of course, is chiefly to blame. But so are the antiquated local tax systems and the senseless duplications of small governmental units that President Roosevelt says belong to the ox-cart days. Finally there is a shallow and dangerous propaganda against “over-education,” a covert attack on the very foundation of the public school system.

The educators are organizing to demand federal aid. This means not only relief money for needy teachers, public works funds for school buildings, grants for adult and vocational education. It means a substantial grant by the next Congress to carry the schools over the crisis and probably a permanent federal subsidy on the state-aid plan.

The *Washington Herald*, a Hearst paper, made this comment in a recent issue:

How much are the American people spending on education? How much on other things?

Speaking as president of the National Education Association at its recent Chicago convention, Joseph Rosier presented these facts:

“Official estimates of the U. S. Office of Education place expenditures for public elementary and secondary schools for the school year just concluded at approximately $1,900,000,000.

“At the same time, our annual expenditures for gasoline were approximately $1,952,000,000. We spent as much to propel our automobiles as we did to educate our children.

“The annual income of a single chewing-gum company in 1930 was larger than the income for public schools in any one of twenty-six states.

“Our expenditures for admission to moving pictures, theaters, prize fights, cabarets and the like amounted to $1,240,000,000.

“The nation that will close kindergartens and night schools while it continues to spend these huge sums on amusements, often of doubtful value, is pursuing a dangerous policy.”

Surveys have shown distinctly the fact that one defect in the educational system of the nation is in the distribution of funds.

The state has, to a large degree, kept education going by its supervisory functions. Areas which for temporary or economic reasons would let their schoolhouses close have been assisted as a matter of state policy.

The depression has had the effect of closing many such schools. It has also emphasized the inherent weakness in the system.

Just as some areas in certain states must have help in school maintenance, so are there also states which are handicapped. The cure for this would seem to be a system of federal aid, supplementing that of the states.

*Council Bulletin*

Following the line of least resistance is what makes rivers and men crooked.
PROFESSORS UNDERPAID

"It is generally conceded that college instructors and professors constitute the worst paid group in the teaching profession," states J. W. Crabtree, of the National Education Association. "The seriousness of this oversight," he continues, "is readily appreciated when we take into account the fact that no group of teachers receives pay in proportion to the services rendered. College authorities are fully aware of this condition. They throw the responsibility for it on state legislatures and educational foundations. They claim that it is much easier to secure funds for buildings and equipment than for increasing the pay of professors. I have sometimes wondered whether these authorities made the determined effort for adequate pay for the staff that they make for a larger campus and for additional buildings. I wonder whether they realize as fully as they think they do that men and women, not buildings, make the college or university.

"It is surprising that the college can hold as many of its high class instructors as it does on present salary schedules. The effect is being felt, however, and with the continuance of low pay it must in the course of time be disastrous to the institution.

"Should members of the legislature in each of the states become convinced as I am convinced that freshman mortality could be greatly reduced by increasing the efficiency of the teaching staff, there is no question but that funds would be added to appropriations for the specific purpose of increasing salaries."

AWARD TO BE OFFERED IN CONTEST

The Conference on Education and Race Relations, an organization of Southern educators heading up in Atlanta, has just announced the offer of a score of awards to teachers, schools, and pupils of the Southern states in connection with an educational project in history and civics, entitled "America's Tenth Man." All schools below college grade in the fifteen Southern states, including Maryland and Missouri, are eligible to participate.

A valuable "Tenth Man" library is offered for the best work in each state, and a number of substantial cash awards for the best individual and group work in the entire area. The project is sponsored by public school administrators of all the Southern States, including most of the state superintendents of education.

Its promoters state that it has been tried with notable success in hundreds of schools and that, in their judgment, it presents an unusual opportunity to do a timely and important piece of work. Full information may be had from R. B. Eleazer, the Secretary of the Conference, at 703 Standard Building, Atlanta.

PUBLIC SCHOOL LIBRARIES SHOW GROWTH

Miss Dorothy Brown, Assistant Supervisor of Public School Libraries, State Department of Education, has charge of the Department Library which contains approximately 1200 books and ten or twelve educational magazines devoted to the var-
ious phases of education. These books have been classified and catalogued for the use of the staff, but may be borrowed by teachers, principals, superintendents, and school officials in Richmond or elsewhere in Virginia. The library contains a card catalog, vertical file, book truck, magazine rack, book-ends, shelf labels and pamphlet boxes. It is used as a model library and is frequently visited by principals and school superintendents.

Seventy-six high schools in twenty-seven counties and thirteen cities were visited by Miss Brown during the year. Intensive organization work was done in school libraries in Appomattox, Pittsylvania, Brunswick, Greensville, Southampton, and Nansemond counties. Actual work was done in the classification of books; organization of student assistant groups; weeding out dead materials; installation of adequate charging systems and introduction of plans for library publicity of reading interests. Suggestions for library development were given to the school librarian, principal and division superintendent. A letter restating the suggestions was sent to the librarian following each visit.

During this year the supervisor will help to make the library a working laboratory for the entire school; to make the material in the library fit the curriculum of the school; to make the library a social unit for training good citizens; to encourage the teacher-librarians to stimulate the reading interests of school children; to install in the school library an adequate charging system; to organize the student assistant group to provide lessons to teach the use of books and libraries; to weed out undesirable books; to suggest books for future purchases; and to suggest a method of classification.

True hope is swift and flies with swallows’ wings,
Kings it makes gods, and meaner creatures
Kings.—Shakespeare.

C. T. L.
Here are included the "life-stories" of 163 words offered by the publishers of the Webster dictionaries to demonstrate "the extraordinary interest of a subject that has always been hidden behind the forbidding name etymology." (They might have included this word and shown that it, too, has an interesting origin that makes it seem less forbidding!)

True—that is, original—meanings are shown of such words as accurate (done with care), ambition (a going about for votes), astonish (thunder-struck), ballot (little ball), bombastic (stuffed with cotton), recalcitrant (like a kicking mule), and symposium (a drinking party).

The forty-five full-page drawings in this book have been used in the recent advertisements of Webster dictionaries. The book is especially useful for high school libraries. Unfortunately, no table of contents is given, although the words are arranged alphabetically.


Sixteen Virginians wrote the material in this book. It was prepared in the Virginia Polytechnic Institute under the direction of R. L. Humbert and in collaboration with Clarence W. Newman, of the Virginia State Chamber of Commerce, in Richmond.

The publication has an abundance of desirable characteristics. Bringing together much recent information regarding the resources and industries of the state, it will make a helpful and reliable reference book. Statistics are presented with discussions, thus affording applied information. Superficial observations are avoided; the volume is thorough-going and presents any decreases along with many increases in the different kinds of production. The book is technically sound, yet it is written so as to interest the lay reader. It does not agitate changing all present arrangements within the state, but many suggestions are given looking to improvements which deserve encouragement.

Each chapter deserves comment, but this review can mention only two of them. The chapter entitled "Water Supplies and Waste Disposal" gives specific information regarding the quantity and quality of public water supplies in various parts of the state and mentions the industrial influences associated with the two factors mentioned in the chapter title. The chapter on Education tells what has been done, reports what improvements are being undertaken, and frankly mentions some shortcomings. Each school library in the state should include this authoritative reference book.

Raus M. Hanson

News of the College

The hockey team attended the Virginia Hockey Association's tournament at Westhampton November 11. Westhampton defeated them 2-0, as did William and Mary also. But the second team defeated an etcetera team 5-1, and later the varsity held Farmville to a 0-0 tie. Three girls were chosen for the All-State team: Douglas McDonald, of Scotts, N. C.; Edith Todd, of Richmond; Joyce Lea, of Massies Mill. At Sweetbriar on November 4 the local team had been defeated 4 to 0.

The senior class held its class day on November 1. Dr. Duke and Dr. Converse officially gowned the class. The seniors wore their academic costumes all day. Harrison Hall was decorated in purple and white, the class colors. A reception was held that night. The seniors also elected a class mirror, similar to the one in the annual every year. It was as follows: most talented, Sarah Lemmon, Marietta, Ga.; best all-round, Hilda Hisey, Edinburg; most athletic, Marietta Melson, Machipongo; most popular, Hilda Hisey, Edinburg;
best looking, Elizabeth Carson, Lynchburg; most dramatic, Mildred Simpson, Norfolk; friendliest, Gladys Farrar, Rustburg; best dancer, Evelyn Watkins, Norfolk; most musical, Sirkka Keto, New York City, and Evelyn Watkins, Norfolk; most artistic, Mildred Foskey, Portsmouth.

The average age of the class of 1934 is twenty-one years and five months. This figure was ascertained by a reporter on the Breeze staff.

Dr. Walter Montgomery, professor of Latin at the University of Virginia, spoke at assembly Nov. 1. He discussed the value of the classics in modern life.

Eighteen states, the District of Columbia, and Virginia are represented in the 738 enrolment at Harrisonburg this year.

The college had its annual climb to Massanutten Peak October 21. One hundred and twenty-nine students made the climb, which was an all-day affair.

Attending the annual convention of the Virginia Intercollegiate Press Association at the University of Richmond in October were Madaline Newbill, editor of the Schoolma'am, Peggy Smith, its business manager; Sarah Lemmon, editor of the Breeze, Courtney Dickinson, its business manager, Eugenia Trainum and Margaret James, staff members.

The Stratford Dramatic Club took in five members recently. They were Virginia Bean, Vinton; Mike Buie, Lake City, Florida; Virginia Cox, Woodlawn; Alice Geiger, Los Angeles, California; and Glenn Harshman, Cumberland, Maryland.

The Glee Club announced the following new members: Josephine Miller, Port Republic; Daisy Mae Gifford, Harrisonburg; Mary Page Barnes, Amelia; Marguerite Coffman, Harrisonburg; Margaret Buchanan, Raphine; Annie Glen Darden, Holland; Kosa Rathke, Manassas; June Littlefield, Wells, Maine; Martha Way, Kanova, W. Va.; Martha Sheffler, Beckley, W. Va.; Mildred Johnson, Lexington; Sirkka Keto, New York City.

The three literary societies announced their pledges recently. The Lees initiated Mildred Mullins, Roanoke; Lucy Warren Marston, and Helen Marston, Toano. The Pages took in Sylvia Kamsky, Richmond; Ethel Harper, Winchester; Sarah Lemmon, Marietta, Georgia; Mary Shankle, Frederick, Maryland; and Helen Madjeski, Elizabeth, N. J. The Laniers pledged Frances Bowman, Callaway; and Mary Frances Gallagher, Roselle Park, N. J.

The Debating Club took in six new "orators" recently. They were: Mary Truhan, New York; Helen Stansbury, Richmond; Helen Madjeski, Elizabeth, N. J.; Mary Parker, Habana, Cuba; Margaret Hopkins, St. Michaels, Md.; and Annie Cox, Baywood.

The education department of the faculty observed Education Week at assembly. Dr. Gifford, Mr. Shorts, Miss Seeger, and Miss Anthony addressed the students.

The annual Schoolma'am bazaar will be held in the little gym Friday, Nov. 24. Plans are being made for a refreshingly different affair.

The Schoolma'am received first honor rating at the National Press Association convention. Of the possible 1,000 points that could be scored, the Schoolma'am made 865.

The Frances Sale Club offered a prize for the best decorated room in any of the freshman dormitories. The winning room was Jackson 21, the room of Dorothea Erlie, Elsie Graves, and Anna Stoneburner.

ALUMNÆ NOTES

The annual meeting of the Harrisonburg alumnae in Richmond during the Virginia Educational Conference is to be a tea at Miller and Rhoads on November 29, from four to five. We hope to have an unusually large attendance.

The Norfolk chapter, with Sherwood Jones for president and Delphine Hurst for secretary, is making plans for work during the ensuing year.
WEDDINGS

On July 11, Miss Nellie Wright Vincent was married to Mr. Younger Fletcher Snead at Weldon, N. C. Mr. and Mrs. Snead are now living at Raeford, N. C.

Miss Lelia Brock Jones was married to Mr. Charles Durward Griffin at Smithfield, Virginia, on July 20.

Miss Anna Katherine Mendel was married to Mr. Thomas Easley Owen in Washington, D. C., on September 8. Mr. and Mrs. Owen are now living at 136 Waverly Place, New York City.

On October 16 Miss Mary Gimbert was married to Mr. Houston Hedges at Ivy, Virginia. Mr. and Mrs. Hedges are now making their home at Taylorsville, Ky.

Miss Janet Biedler and Mr. Thomas L. Yancey, Jr., were married at Harrisonburg on October 27. Mr. and Mrs. Yancey will live in Harrisonburg, Va.

Miss Pauline Hudson, who has been home economics instructor in Middletown and Stephens City schools for the past eight years, was married on October 5 at Plagers-town to Mr. Clinton Rhodes, of Middletown.

Recent alumnae visitors on the campus have included Mrs. James M. McKnight, of 310 Hardy Avenue, Norfolk—formerly Mary Gordon Phillips, 1928.

Mrs. Hugh T. Harrell—formerly Margie Poole, professional 1930—spent a week-end on campus. Margie told us much about her young daughter, of whom she is justly proud. Margie is living at 1100 Jackson Street, South Norfolk.

Mollie Clark and Shirley Miller were in Harrisonburg for the Beidler-Yancey wedding. Both were bridesmaids. Mollie Clark has been teaching at Callands since her graduation from H. T. C. in 1929. Shirley—1931—is teaching at Mt. Jackson this year.

A flying visit from Stella Pitts, class of 1927, on November 5 gave us great pleasure. She taught home economics in Buena Vista for two years, and then took a six-month's course at the hospital at the University of Virginia. Next she taught dietetics at that hospital and then taught chemistry at Washington Seminary in Atlanta, Georgia. She came back to Virginia to be within reach of home, where there was illness. She was demonstration agent in Campbell County for two years, until her marriage to Dr. B. S. Pruett. She now practices her home-making arts at their residence at 5724 Coronado Street, St. Louis, Missouri.

OUR CONTRIBUTORS

HAROLD L. ICKES is the vigorous Secretary of the Interior under whose aegis the Office of Education, after a painful interim, is being wholeheartedly and sympathetically encouraged to function.

C. P. SHORTS is associate professor of education in the State Teachers College at Harrisonburg.

WARREN D. SMITH is professor of geography in the University of Oregon.

GUY MONTROSE WHIPPLE is secretary of the National Society for the Study of Education.

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Hilda Hisey, Edinburg, president; Virginia Ruby, Lynchburg, vice-president; Eunice Meeks, Baltimore, Maryland, secretary; Elizabeth Sugden, Hampton recorder of points; Kathleen Carpenter, Norfolk, editor of the Handbook.

Y. W. C. A.
Gladys Farrar, Rustburg, president; Frances Whitman, Purcellville, vice-president; Rachel Rogers, Falls Church, secretary; Ruth Hardy, Buena Vista, treasurer.

ATHLETIC ASSOCIATION
Marietta Nelson, Machipongo, president; Pam Perkins, Norfolk business manager.

PUBLICATIONS

The Schoolmum: Madaline Newbill, Norfolk, editor-in-chief; Margaret Smith, Norfolk, business manager.
The Breeze: Sarah Lemmon, Marietta, Georgia, editor-in-chief; Courtney Dickinson, Roanoke, business manager.

Societies

Kappa Delta Pi: Janie Shaver, Harrisonburg, president; Frances Whitman, Purcellville, vice-president; Hazel Wood, Petersburg, recording secretary; Mary Spitzer, Harrisonburg, corresponding secretary; Ruth Behrens, Timberville, historian; Virginia Earman, Harrisonburg, treasurer; Alice Kay, Waynesboro, chairman of the program committee.

The Scribblers: Elizabeth Kerr, Harrisonburg, chief scribe.

Stratford Dramatic Club: Elizabeth Maddox, Louisa, president; Elizabeth Carson, Lynchburg, vice-president; Gene Averett, Lynchburg, secretary; Janie Shaver, Harrisonburg, treasurer; Dorothy Williams, Norfolk, business manager.

Lee Literary Society: Julia Courter, Amelia, president; Elizabeth Sugden, Hampton, vice-president; Alma Ruth Beazley, Beavercamp, secretary; Frances Wells, Suffolk, treasurer; Emily Pittman, Gates, N. C., sergeant-at-arms; Mildred Simpson, Norfolk, critic; Charleva Crichton, Suffolk, chairman of the program committee.

Lanier Literary Society: Eleanor Wilkins, Capeville, president; Mary Vernon Montgomery, Baskerville, vice-president; Douglas McDonald, Scotts, N. C., secretary; Ann Moore, Portsmouth, treasurer; Eleanor Studebaker, Luray, critic; Mary Van Landingham, Petersburg, sergeant-at-arms.

Page Literary Society: Dorothy Parker, Havana, Cuba, president; Ruth Hardy, Buena Vista, vice-president; Rachel Rogers, Falls Church, secretary; Anne Davies, Clarendon, treasurer; Mike Bille, Lake City, Fla., sergeant-at-arms; Frances Pigg, Petersburg, critic; Frances Whitman, Purcellville, chairman of the program committee.

Alpha Literary Society: Mildred Simpson, Norfolk, president; Eleanor Whitman, Purcellville, secretary.

Aeolian Music Club: Mildred Foskey, Portsmouth, president; Lois Bishop, Norfolk, vice-president; Mary Page Barnes, Amelia, secretary; Mary Sue Hamersley, Randolph, treasurer; Inez Graybeal, Christiansburg, chairman of program committee.

Glee Club: Evelyn Watkins, Norfolk, president; Kathleen Carpenter, Norfolk, vice-president; Inez Graybeal, Christiansburg, business manager; Bobbie Cook, Charleston, W. Va., secretary; Lois Bishop, Norfolk, librarian.

Frances Sale Club: Rebecca Bennett, Salisbury, Md., president; Virginia Hisey, Edinburg, vice-president; Elizabeth Embrey, Rockfish, secretary; Lucy Marston, Toano, treasurer; Eleanor Ziegler, Alexandria, chairman program committee.

Cotillion Club: Mary Vernon Montgomery, Baskerville, president; Elizabeth Carson, Lynchburg, secretary; Kathleen Carpenter, Norfolk, treasurer; Dorothy Williams, Norfolk, business manager; Eleanor Wilkins, Capeville, sergeant-at-arms.

Le Cercle Francais: Lillian Lambert, Bridgewater, president; Alma Fultz, Butterworth, vice-president; John Rieley, Troutville, secretary; Mary Vernon Montgomery, Baskerville, treasurer; Albertina Ravenhorst, Lexington, chairman of program committee.

Art Club: Frances Pigg, Petersburg, president; Hattie Courter, Amelia, vice-president; Virginia Bean, Vinton, secretary; Gene Averett, Lynchburg, treasurer; Mildred Foskey, Portsmouth, chairman of the program committee; Frances Jolly, Holland, business manager.

Debating Club: Frances Whitman, Purcellville, president; Ruth Shular, East Stone Gap, vice-president; Virginia Cox, Woodlawn, secretary; Alice Kay, Waynesboro, business manager.

Alpha Rho Delta: Alice Kay, Waynesboro, president; Mary Spitzer, Harrisonburg, vice-president; Virginia Somers, Burkeville, secretary; Frances Burton, Stuart, treasurer.

Seane Club: Vada Steele, Harrisonburg, president; Rhoda Wenger, Harrisonburg, vice-president; Beatrice Shorts, Harrisonburg, secretary; Audrey Hollien, Bridgewater, treasurer.

CLASSES

Senior: Rachel Rogers, Falls Church, president; Dorothy Williams, Norfolk, vice-president; Evelyn Watkins, Norfolk, secretary; Ethel Harper, Winchester, treasurer; Marian McKenzie, Norfolk, business manager; Elizabeth Warren, Lynchburg, secretary; Mildred Simpson, Norfolk, critic; Audrey Hollien, Bridgewater, treasurer.

Junior: Mary Van Landingham, Petersburg, president; Kathleen Carpenter, Norfolk, vice-president; Hattie Courter, Amelia, secretary; Florence Holland, Eastville, treasurer; Mary Vernon Montgomery, Baskerville, business manager; Elizabeth Buie, Lake City, Florida, sergeant-at-arms.

Sophomore: Elizabeth Thweatt, Petersburg, president; Sylvia Kamsky, Richmond, vice-president; Mary Glover, Charleston, W. Virginia, secretary; Frances Wells, Suffolk, treasurer; Virginia Cox, Woodlawn, business manager; Marguerite Holder, Winston-Salem, N. C., sergeant-at-arms.

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