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Virginia Teacher, December 1933

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

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WHAT DID THESE GREAT VIRGINIANS SAY ABOUT ROADS?

GEORGE WASHINGTON:

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge."

THOMAS JEFFERSON:

"Above all things, I hope the education of the common people will be attended to."

JAMES MADISON:

"A people who mean to be their own governors must arm themselves with the power which knowledge gives."
## CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Construction of Units in the Social Studies</td>
<td>Mary Klingaman Stanley</td>
<td>189</td>
</tr>
<tr>
<td>Maps—The Geographical Shorthand</td>
<td>Edna A. Collamore</td>
<td>192</td>
</tr>
<tr>
<td>International Relations in English Classes</td>
<td>J. Hal Connor</td>
<td>194</td>
</tr>
<tr>
<td>Then and Now</td>
<td>Mary Louise Seeger</td>
<td>196</td>
</tr>
<tr>
<td>The Baker Dinner</td>
<td>Carrie Belle Parks</td>
<td>198</td>
</tr>
<tr>
<td>The School Crisis</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>And Learn Too Late That Demagogues Betray</td>
<td></td>
<td>205</td>
</tr>
<tr>
<td>Educational Comment</td>
<td></td>
<td>206</td>
</tr>
<tr>
<td>The Reading Table</td>
<td></td>
<td>208</td>
</tr>
<tr>
<td>The Teacher's Place in the New Social Order</td>
<td>Katherine M. Anthony</td>
<td></td>
</tr>
<tr>
<td>News of the College</td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>Alumnae Notes</td>
<td></td>
<td>211</td>
</tr>
</tbody>
</table>

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THE CONSTRUCTION OF UNITS IN THE SOCIAL STUDIES

How units in the social studies may be arranged and presented; their classification as “vertical” and “horizontal.”

It may seem presumptuous for one even to attempt to write a paper on The Construction of Units in the Social Studies at a time when the curriculum of our state is undergoing a revision. Since some time must elapse before the new curriculum will be in statewide use, the necessity for the teacher’s using present methods will still obtain. It may truly be said that the proposed curriculum will not necessitate a complete change for many teachers, for it is felt that the proposed methods now being advocated are to some extent being used by many teachers throughout the state. For these teachers a change in educational terminology, rather than in substance, will be the only adaptation necessary.

For many years educational leaders have given of their time and substance to improve the teaching process. Books have been written and many magazine articles have been published defining and explaining proposed methods designed to improve methods of teaching. Each subject in the various curricula has received its share of emphasis in this respect. As a result of these efforts many schemes have been evolved such as the “socialized recitation,” the “project method,” the “contract method,” etc. A statement that characterizes all these methods is that they emphasize subject matter as such. All are concerned with merchandizing subject matter; all represent enthusiastic attempts to find a better way. One of the most recent attempts to improve teaching is the “unit method.” It is about this method that this paper is concerned.

A few years ago the writer of this paper felt that the pupils in her social science classes, as in other classes, were attempting to memorize subject matter instead of trying to think their way through problems. The usual reason given for an opinion, if indeed the reaction could be called such, was “The book says so.” This observation caused the teacher to cast about for a better way, and she began to organize the social sciences she taught into several units each. The effort had for its motive the substitution of learning units or exercises for lessons, chapters, ground-to-be-covered, and above all, understanding for knowledge. This departure necessitated a reconstruction of thinking relative to both learning and teaching. First attempts at reorganization of materials of various kinds resulted largely in outlining the field or problem to be explored and solved by the pupil. This initial enthusiasm, augmented by the educational principle that in order to learn one must be actively engaged and by that epoch-making book of Dr. Morrison’s, The Practice of Teaching in the Secondary School, has materialized in a still better way and a more refined technique. The unit, according to Morrison, “is a comprehensive and significant aspect of the environment, or of an organized science, capable of being understood rather than capable merely of being remembered.” A unit in history, says the same writer, consists “of the larger significant movements in human history, which go far to explain the society in which he lives, and which develop in him a reasoning attitude toward the social world of today, in the place of an attitude of passive acceptance.” Some units suggested by Morrison
are as follows: Liberty and Law, The Industrial Revolution, The Enforcement of Law, etc. Several so-called workbooks in the social sciences have been organized according to Morrison’s idea. For proof of the above, one needs only to refer to such authors as Barnard, Tryon and Lingley, Hill, Wilson, and Bailey. Wilson’s Laboratory Manual in American History contains the following:

1. The Background of American History
2. Colonizing the Continent
3. Forming the American Nation
4. Establishing an Independent State
5. The Era of National Expansion
6. The Slavery Controversy
7. Reconstruction
8. A Second Industrial Revolution
9. United States—A World Power
10. The World War and Reconstruction

The other writers mentioned above have a similar organization in their respective fields; it is therefore not necessary to take either the time or space to enumerate their units. In teaching units, Morrison advocated five separate steps, viz., exploration, presentation, assimilation, organization, and recitation.

Miller uses the term “challenge” for the learning unit and defines it as “any body of materials or principles presented as a basis of study for a class group.” This he substitutes for the problem, project, or lesson methods. Says he, “The daily ‘lesson’ must go. It fits nobody. Units of learning comprehensive in their nature, will be substituted for ‘lessons’.” In his book Creative Learning and Teaching, Chapter II, such units or contracts as the Plantagenet world, the parallelogram, the moving wheel are suggested as models. Upon examination one finds a striking similarity between the Morrison and the Miller units. Miller, however, suggests three teaching steps: (1) the problem-raising movement; (2) the directed study movement; and (3) the organizing and unifying movement. Thus it appears that he does not favor exploration and presentation in the Morrison procedure.

Upon examining the social science units referred to above one will find that they are capable of being handled very much as were the several divisions of subject matter of the older textbooks, or they can be used as intended, a means to an end. Even if regarded as old subject matter it is reorganized and regrouped and pruned of irrelevant materials. Both Morrison and Miller think of the learning unit as a “challenge which can be brought to bear on present living and which make it more meaningful to every individual.” They do not use subject matter as something to be memorized nor as tasks to be performed. The writer has had experience with both the Miller and the Morrison units and has found the results almost equally satisfactory. The pupils were as much stimulated with and interested in the one as the other. Under the Miller plan, the pupils constructed their own units, guided by the teacher who had carefully planned for this beforehand so as to avoid going too far astray from the core idea. For example, in a unit so made, “Citizens Making Known Their Will in Government,” the approaching presidential election served as the stimulus. The pupils selected the objectives, and such activities were selected as to make the realization of these objectives possible. The pupils under teacher guidance explored the field and set to work to answer and solve certain self-imposed questions and problems that were suggested in the informal discussions and plans. Certain learning activities were engaged in for the purpose of arriving at understandings necessary to make intelligent participation. Some are as follows: Interviewing certain officials; listening to radio speeches on the subject; reading magazine and newspaper articles; making posters; writing essays on the election of a president to show how the election process has changed by the various means of constitutional growth; ascertaining qualifications for voting; deter-
mining who citizens are, and the rights they enjoy and how they participate in government directly and indirectly in ways other than voting; investigating the influence of minorities and public opinion; studying initiative, referendum, and recall; preparing booths for balloting; registering the student body and teachers; appointing election officials, etc. The culminating activity was an election conducted after the manner of a real election to ascertain if the class group had achieved its goal.

The pupils worked harmoniously in groups, calling on the teacher whenever they felt in need. The degree of enthusiasm manifested by the pupils in carrying this unit, with its diversity of activities, to a successful conclusion, was no greater perhaps than that shown in many of the more formal units, wholly or partially prepared by the teacher—such as one of the horizontal type, "The United States from Isolation to Leadership and Back Again." Naturally the activities here were largely of the discussion and reading types. In this case the teacher made the entire unit and used as a stimulus some current happenings. Possibly the fact that units of this type were introduced at the psychological time may have accounted for the interest manifested. Also the fact that the pupils were very much interested in international relations may be one explanation of the enthusiasm shown in this teacher-made unit.

Much of the value of any unit depends upon the activities that may be used to realize the objective for which it was designed. These should be varied enough to provide for individual differences, but one must ever bear in mind that activities are not to be performed for their own sake, but are to represent experiences which can be organized and unified into an understandable whole. It has been observed by the writer that there is a tendency among her pupils to select from the supplementary activities some which may lead to vocations or avocations. Some pupils almost invariably choose the creative type activity such as writing a poem, painting or drawing, making linoleum models for wood cuts, while others choose reading or writing biographies. Radio broadcasts of weekly news are popular among some. Interviewing the Public Welfare nurse last year led one girl to accompany this worker on her rounds every Saturday and led her to decide to prepare herself for such work, etc.

Some teachers find it convenient to classify units according to the organization of the learning exercises into two groups—vertical and horizontal. Almost all of the available ready-made ones up to this time seem to fall in the vertical classification. They suggest the chronological or period treatment. For example, The Industrial Revolution is suggested as a unit in modern history. Now the vertical arrangement implies that a section of history, economic, social, and industrial, during and following the War of 1812 is separated and delimited for study. The learning activities or reactions may be concerned wholly with the past. Whether the learner's experience leads him to feel that The Industrial Revolution was an aspect of modern history, beginning and ending in the past, depends on the teacher.

The other type is known as the horizontal. Here one begins with a present movement, problem, or aspect of social life and traces it back through history to its beginning or origin. An illustration will suffice. If the outcome desired should be a sympathetic understanding of the problems involved in an effort to secure world peace, one could begin with the United States' international relations today—Envoy Litvinoff's visit to the United States, for example—and continue back to the beginnings of this nation. If the purpose should be to carry the investigation still further back, then of course another limitation would have to be determined upon. Such a procedure cuts right through the periods of not only American history, but also through the other Social Sciences one finds in most
of the textbooks today. Such treatment does not cause the pupil to feel that history is concerned only with the dead past, but rather that it is a vital instrument necessary for his understanding and solution of many present-day problems. The vertical unit in organization is comparable to the logical organization of subject matter which aims to arrange knowledge in such a way as to show the relation of premise and conclusion, while the horizontal is psychological, the center of reference being the individual.

A criticism of the school is that it has done little about developing intelligent socially-minded people. Its pupils are able to recite poetry, recall dates, perform mathematical operations, and do various other things that have been regarded as indices of a functioning education process. When the pupil left the school he found himself face to face with a changing world, but his equipment was designed for a static one. Hence, the necessity of becoming re-educated. So one naturally asks the question, "Does the unit enable the product of the school to become socially adjusted better than is possible under the old order?" It is believed that the functional unit will make such adjustment possible. With such a unit one sees society as it is, uses the past to interpret it, and envisions the future. The criteria, according to many educators, of such an organization are: 1. It must be socially valid; 2. It must be historically developmental; 3. It must be culturally dynamic; 4. It must be mentally directive as well as comprehensive and understandable. It is believed that this unit under the direction and guidance of the artist teacher will "serve completely and efficiently in promoting the understanding which present social intelligence requires."

**Mary Klingaman Stanley**

Dost thou love life? Then do not squander time; for that's the stuff life is made of.

—*Poor Richard's Almanack*

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**MAPS—THE GEOGRAPHICAL SHORTHAND**

Grade four, by formal and informal methods of expression, learns to make and read maps.

The fifth grade teacher and I were talking together about the class that had entered her room in September. "One of the things they do very well," she said, "is to read maps. They can read any type of map in the fifth grade books and reason out many facts about a region before they look at the text." That is a good skill to have attained at this level, of course, especially since it was attained painlessly, even happily.

According to our course of study, grade three pupils have considerable geographic experience, but they have little to do with maps. They find locations on the globe or on world maps, they show land and water forms on the sand table, or by means of blackboard sketching; this is about all. But grade four pupils, who study local geography, the home city, and the home state, submerge themselves in a flood of homemade maps of all kinds and descriptions, and emerge from the flood map-conscious and map-wise.

Near our school is an airport and an airplane picture of the school grounds printed in a local paper can be easily translated by any youngster into his first map. The farm next door with woodland, pastures, garden, brook, and numerous farm buildings, gives a chance for an outdoor geography lesson and the plans for a second map.

Next the city outline is studied. Each child has a cardboard pattern, large as 9x12 map paper will accommodate, and he traces around it until the city map is apparently in his system.

Or perhaps I should have said "in her system," since it is to the girls' side of the yard that I am often invited to inspect large city maps outlined with small stones, having
rock hills and other ornamental details, made just for fun at recess or at noon intermission.

For class use the children made for themselves a large city map out of green table oilcloth. They traced the outline from a big wall map, were helped to transfer this to the oilcloth, and then had a lovely time painting, with enamel paint, the outline and some of the principal streets (black), lakes and streams (blue), and railroads (red). Sometimes this map lies on the floor so that a group of children may work about it. They put in hills, precipitous mounds of stones and sand with decidedly less of sculptural than of symbolic value. They use labels they have written to show the location of streets, public buildings, schools, factories, or whatever else they happen to be studying. Occasionally this map is hung against the wall and has labels pinned upon it, so that the whole class may see them more easily. The children record what they are learning upon the maps they make for themselves, using the cardboard patterns.

The state map has still more appeal to the children. There is so much more that can be done with it. They have a large oilcloth map of the state that they use in various ways. They like to have it laid upon a library table for a while until they have placed beside each of the dots that stands for a city something symbolic of the city. They use miniature toys, plasticine models, bits of material, pictures, anything that seems to them appropriate for showing a city’s history, or its commercial and manufacturing interests. A favorite use for the individual maps is to record automobile rides, bus, boat, or train trips that the child has taken. Parents are often urged to drive the family car to this or that city so that a child may have a new journey to record.

Every child makes a set of state maps, letting each map tell one story—railroads, drainage, surface, occupations, population, and so on. Most of these maps are made by drawing around a pattern. Once or twice a term the children are given boughten maps, or maps hectographed on a better grade of paper. These give variety, stimulate “extra careful” work, and call attention to exactness of detail.

Relief maps are made, of flour and salt, of any other plastic material the children can obtain. Maps made at home have curious items in their composition. “I colored the green with the stuff mother uses for frosting,” explained one little girl, exhibiting her correctly colored surface map. “The brown is cocoa. There are little raisins in under the hills. I had to sew them on.” Another enterprising child brought in a surface map made of cloth of the desired colors. She had shirred a piece of cloth to represent mountains and sewed it on at the proper place. In our school she was praised for initiative rather than blamed for lack of orthodoxy—but I have no quarrel with anyone who would have done otherwise.

To associate the state with the geographic region to which it belongs, use is made of a map of the region. This particular map was glued upon beaverboard to allow the free use of pins. Pins fasten on labels. Pins locate cities. Pins fasten ribbon or worsted routes of out-of-state journeys in place. Occasionally a United States map is brought into the room, to show the state’s relation to a still larger unit.

This grade studies some of the early explorers. Much use is made of the globe and of world maps during these lessons.

Among the state maps suggested by the children and made as group projects are some where the interest is not mainly geographical. One shows towns and cities famous as birthplaces of the state’s best-known sons and daughters. One shows leading colleges. Need it be said that the interest in these arose among the boys during the football season? Since locations were being learned, these maps did give interesting variation to the study of place geography.

Sometimes I look up from my office desk
to see an excited young person begging me to come to the fourth grade room "right away, please." This urgent summons often means a new map attack. Perhaps I am asked to decide a competition between two classes, or between boys and girls, as to which floor map or which set of maps is superior. I have to be slow in my consideration, and tactfully see virtue in both maps, of course. Perhaps I am called in to share the excitement of a new map project born of a sudden inspiration. Whatever it is, it means about the same thing. It means that grade four loves to learn, by formal and informal methods of expression, to interpret and to set down that fascinating shorthand of the geographer—MAPS.

Edna A. Collamore

A BLAST AGAINST HIGH SCHOOL STUDENTS COMMUTING TO BOSTON

"They talk interminably about grades, athletics, and personalities. They do not read the newspapers. They never discuss the content of their studies. . . Neither their families, their teachers, nor public opinion have ever taught them the possibilities of being educated and cultivated—of being interesting people. . ."

"The time they waste is appalling. They could do the larger part of their studies on those trains. They could read a good newspaper thoroughly; they might read any one of half a dozen well edited and well written magazines. . ."

Robert E. Rogers

Deeds are greater than words. They have a life, mute, but undeniable; and they grow. They people the vacuity of time, and make it green and worthy. We must work because the capacity to work is given to us and if no fruit of our work ever comes to us, so much the greater honor we are entitled to if we work faithfully.

INTERNATIONAL RELATIONS IN ENGLISH CLASSES

A proposal that English teachers shall help make pupils more alert to what is going on in the world. International relations offer a basis for oral and written composition.

EDUCATION is on trial not only before the tribunals of legislators, of citizens' committees, and of taxpayers; it is on trial before itself. It too must have a new deal. It too must have a care for the forgotten man.

The forgotten man in our scheme is the man who goes through elementary and high school and then goes out to make a living, rear a family, and take his place as a functioning citizen in a democracy. Many of the facts and skills he has acquired will cease to function when the commencement speaker has admonished him and his classmates to live the good life.

Educators have long insisted on the necessity of building attitudes as well as imparting knowledge and skills, but we have often dealt out proper attitudes with the left hand while we dealt out improper ones with the right hand.

We have been particularly remiss in our treatment of public relations, and especially of international relations. We have sent forth our graduates with the erroneous conception that all important questions of domestic or international policy can be answered by the application of such stock phrases as "no entangling alliances," "divided we fall," "all men are created free and equal," and "Give me liberty or give me death." We have sent them into the world with the idea that there is a certain infallibility in the American type of democracy; that the American soldier is the only

Abstract of an address made at the luncheon of the International Relations Committee of the National Council of Teachers of English meeting in Detroit, December 1, 1933.
soldier who is brave and true; that all Italians are "wops"; that all Russians wear long, uncouth beards; and that somehow God and the American eagle will see to it that no harm befalls "The Land of the Free." In short, we have nurtured what someone has called "the God's-country complex."

We have reserved the English period for English teaching. We have allowed our students to build up their own simple system of thinking in terms of slogans, epigrams, and the like, for want of any other system. Our sin has been largely one of omission.

What has happened? Our forgotten man has been rudely disillusioned—partly so, at least. He has seen a serious breakdown in our social and economic life. He has seen some of our most cherished institutions challenged and overthrown. He has found that either God or the American eagle has fallen down on the job. And his disillusionment has not always been wholesome. A man who has accepted a proposition on blind faith and found it partly wrong is inclined to believe it is all wrong. He is in a fair way to become a cynic.

His cynicism is the more complete because he still clings to the traditional attitudes regarding Italians, Russians, and citizens of other countries, or, at best, looks upon them as a "bunch of foreigners" who are no concern of his as long as they mind their own business. And he still thinks that Washington's much abused warning about entangling alliances is the only thing we need pay attention to in our dealing with other countries.

It is all very well for us to teach our students that life is real and earnest, but let us not send them into the world believing that life is simple. They may as well know the truth—that it is extremely complicated and ever-changing; that it cannot be reduced to a few simple rules or slogans. I can think of no better way to impress this truth than to make students alert to what is going on in the world. Our daily papers are full of dispatches from Berlin, Paris, Geneva, Tokio, Leningrad, Havana, and Rome that have a vital bearing on the welfare of the United States.

This is not the business of the social science department. It is the business of the school. And the English teacher (let us hope) is a very important part of the school. Attitudes on social, political, and economic questions should be ready to function at all times, just as language skills should be ready to function at all times. In fact, I doubt that we can justify the teaching of any subject that functions during only one class period of the school day, however much value it may have in adult life.

It is far from true that we should use international relations as a basis for composition work only because it is our duty to do so. We English teachers make the uncovering of interesting composition material one of our main concerns. And, fortunately, we are teaching in an era when international relations are very vital and often extremely dramatic. However much our statesmen may emphasize "splendid isolation," this is truly the International Age.

But if international relations are to be used successfully in composition work, they must be given a less superficial treatment than is usually accorded them. Many high school and college students find articles on international relations deadly because of the difficulty of reading them intelligently. There is little inspiration in trying to read such articles if one does not know what is meant by a buffer state, a cheap dollar, a plebiscite. The teacher will need to go to considerable pains to clarify these terms in the thinking of his students.

Name-tests given to students as "stunts" to show how ignorant they are about world affairs are worthless as constructive measures. It is amusing to know that a college freshman thinks Litvinoff the name of an
orchestra leader and Ramsay Macdonald is a professional golfer, but such knowledge has no practical value. Let us put into the hands of our students the machinery for intelligent reading, and the names will take care of themselves.

It is not enough to ask our students to write an occasional theme on international problems. We must develop in them a day-by-day consciousness that the world about us is very much alive, and that the destinies of our country are being affected by each new development. If an important story breaks in the morning paper, let us see that it receives attention before it is stale. If we want our students to be alert on international questions, we must give unmistakable signs of being alert ourselves.

My students know they are expected to keep in touch with important international developments, but I rarely assign specific reading except for special oral reports of rather formal character. After the discussion of some problem, I frequently recommend articles in the leading magazines.

Although I assign some formal themes on international questions and often ask students to write for fifteen minutes during the class period on a timely subject, I consider the informal discussions most important. These encourage students to speak extemporaneously under conditions approximately those of discussions in real life. If properly directed, this is the most beneficial kind of composition work.

Students like this use of international relations as a basis for oral and written composition. Many have told me that they never before paid any attention to what was going on outside our country. As a group they are more attentive to oral reports than when such subjects as “How to Make a Diving Helmet” or “The Requirements of a Good Camping Site” were used. Only one or two in a class were interested in making a diving helmet or choosing a camp site. International relations are potentially interesting to everybody who can read intelligently about them. And they are of vital concern in the process of education if the graduates of our schools are to have a voice in determining national and international policies.

J. Hal Connor

THEN AND NOW

Instead of fitting the child to the school, good teachers have now learned to fit the school to the child.

WHEN I was a little girl in the primary grades, one day my father gave me ten cents to buy a box of colored pencils and a tablet. I took them to school and after finishing my assigned tasks in remarkably quick time, I took out my recently acquired materials and began to draw. Never had a child applied herself more diligently; in fact, I was so quiet and interested that the teacher made her way to my desk before I was aware of her presence. When she beheld the blue sky, green grass, with trees in the foreground and trees in the distance, she said in her severest voice, “You naughty child, wasting your good time in school, spending your father’s hard-earned money foolishly! Stand up, so that every one can see what a naughty child you are,” and I stood. After that I had little interest in drawing.

Years after I came up for the final examinations in a Kindergarten Training School. It so happened that the examinations were oral, given by the principal of the school—a nice motherly sort of woman. When it came time for the drawing examination five of us were sent to the board at one time. “Draw a maple tree.” “Draw an elm tree.” My turn came. I was literally shaking. “Mary, draw a horse.” I was visibly moved by this time, and in a voice filled with tears I replied, “I can’t draw a horse.” The demand came again and, in addition to the tone of voice with which we were all familiar, the examiner dropped her spectacles
down over her nose. I knew better than to say “I can’t” again. I drew something. There was no question in my mind that I couldn’t draw a horse; and by the time I’d finished there was no question in the mind of the principal that I couldn’t draw a horse!

Here is a contrasting picture. In a primary grade a boy was sitting at his table apparently doing nothing. The teacher watched him for a time and then said, “Get to work, John; get to work.” John looked her squarely in the eye and replied, “I am working; I’m thinking up a poem.”

“I beg your pardon. I thought you weren’t doing anything. When you have thought it up, come tell me and I’ll write it down for you.”

A few minutes later John spoke: “I have thought it up all but a few words. Will you help me?”

This is the finished product:

“Pretty little blue bird
Sitting on your nest,
Do you keep the eggs warm
Underneath your breast?”

Let us shift the scenes again. The children in the second grade in one of the large demonstration schools in the south had acquired in the spring gold fish, snails, turtles, and other small forms of water life. There was a tradition in this school that the children who attended the regular session did not attend the summer session. It was much too hot for them to go to school in the summer time, so the children from the public schools availed themselves of the advantages of the demonstration school. The regular session closed on Friday and when the summer session opened the following Monday, the surprised teacher looked into familiar faces. “Children, this is summer school. You don’t come in the summer time; it is too hot for you to come to school. You go home and play in the shade.” The children were crest-fallen; they hadn’t expected that kind of a reception. Then a child spoke up: “We know this is the summer school. But we thought about our fish in the aquarium. We knew more about feeding them than anybody else, so we just decided to come on to school this summer to take care of them.” School was in session eleven weeks. Those children were there every day. They never gave a thought to the hot weather. They had an interest.

What is the difference between the first two and last two illustrations? The necessary parts of the school are the same. They haven’t changed. They are still teacher, children, materials. But today they are looked at from a different angle. The emphasis has been shifted. The school and the materials have been made to fit the child instead of the child fitting them. My opening remarks told you I am not an artist. I have not tried to paint a picture, but only to sketch roughly some of the things which are being done to help the child make the best adjustment to this complex life in which he finds himself and at the same time bring out the best that is within him.

Mary Louise Seeger

THE MIDNIGHT HILLS

I was lost in the Midnight Hills,
Lost in their black and green,
My feet were noiseless on the slopes
Where no man’s foot had been.

I walked with rain, I sat with night,
I made my bed with frost;
And impenetrable quiet
The hills gave me, who was lost.

And when from the sunless silence
I turned towards home again,
The strange gift of the Midnight Hills
Set me apart from men.

—Edna Tutt Frederikson

People acting in a group can accomplish things which no individual acting alone can even hope to bring about.

—Franklin D. Roosevelt.
THE BAKER DINNER

A pioneer in the teaching of English is honored by his colleagues on the completion of forty years of service.

FRIENDS of Frank Baker!” So Professor Allan Abbott addressed the dinner party of more than three hundred at the Men’s Faculty Club of Columbia University, May 8, 1933. From the plan that a group of six or eight intimate friends should celebrate the forty years of service of Dr. Franklin T. Baker at Teachers College, grew this large assembly of friends so intimate that they couldn’t be left out—and the assembly of the thoughts of the thousand more who were not able to accept the invitation.

Professor Abbott spoke of the important people present: deans of colleges, heads of English departments and organizations, and of the distinguished people unable to attend. He read letters from President Nicholas Murray Butler, expressing his friendship and confidence and regretting the necessity of fulfilling a previous engagement elsewhere; from President Paul Monroe of Roberts College; from Governor Cross of Connecticut, an appreciation of a friendship which had had too little opportunity for meetings; from Professor H. G. Paul of the University of Illinois, mentioning Dr. Baker’s genial humor, kindly wisdom, and caustic tongue; a telegram from Dr. Hopkins of Kansas University, congratulating him on his first forty years of service and sending best wishes for the next; from W. Wilbur Hatfield, editor of the English Journal and secretary of the National Council of Teachers of English; from Professor Charles Swain Thomas of Harvard University—all sincere expressions of loving friendship. A portfolio of these letters was later presented to Dr. Baker.

It is impossible to capture the spirit of sparkling wit, clever anecdote, loving humor (sometimes at Dr. Baker’s expense), an occasional old story retold because of its excellency or aptness, many a new anecdote, always good fun. Some recollections of high moments of the occasion are here set down in an effort to seize and hold a happy memory.

After the singing of appropriate English madrigals by a group of students, Professor Abbott as toastmaster introduced the speakers. Professor Ayers spoke for the University. His sincere tribute emphasized the cordial relations that have existed between departments in Columbia and Teachers College; as an example of this he cited the close friendship and long co-operation and collaboration between Dr. Baker and Professor Ashley Thorndike.

Dr. Bagley, in speaking for Dr. Baker’s colleagues, said he felt handicapped because he couldn’t on this occasion follow his frequent custom of asking Franklin T. Baker for an anecdote. He was the only speaker to use the name Franklin; he said it seemed to be a good name in these times, perhaps even better than Theodore. He told of receiving free professional services from Dr. Baker: consolation for splitting an infinitive, for Dr. Baker knew a man who split several before breakfast; of comfort when using a preposition to end a sentence with, for Dr. Baker said it escaped the fault of pedantry; of reassurance that it wasn’t necessary to hesitate so long between a shall and will that when the moment of decision arrived the future had become the present and was on its way to the past.

Miss Stella Center spoke for Dr. Baker’s students in the field—the friends here represented by so many English teachers in high schools and colleges, heads of departments, present and past officers of the National Council. She spoke of Dr. Baker’s love for Charles Lamb and Jane Austen, of his help in founding the National Council of Teachers of English, his presidency of the Council, and his widespread influence.

1Editor’s Note—Miss Center’s talk at the Baker Dinner was published in The English Journal for October, 1933.
through it and through the work of his students in all parts of the country. She told of his unfailing good taste, his love for the genuine, and in contrast told the story of a darkey preacher who announced that the church would hold its usual strawberry festival but because of the depression, instead of strawberries, prunes would be served.

Professor Abbott commented afterwards that he hoped that at registration, when the English teachers were trying to offer substitute courses to students clamoring for Dr. Baker's classes, no one would remember the story about the strawberries. He quoted a Spoonerism which had come to his mind when he called on Dean Russell to make arrangements for the program: "Is the bean dizzy?" and referred to his own confusion amid the expansion of plans and the multitude of letters and expressions of good will. He then introduced "Dean Vill" so designated affectionately because of the presence of the Old Dean (a title of distinction).

Dean Russell began by saying that long ago the world had different dimensions, with mail boxes above one's head, curb stones with high steps, giants walking about. One of these was Dr. Baker, a kindly giant, sometimes a monitor. In later years through a process of deflation, the world grew smaller and giants assumed one's own height, though still in a position of leadership. Still later, however, through a process of reflation, some of the giants approached a normal gold standard and now he was sure that Dr. Baker was pure gold. (There was hearty applause at this particularly happy tribute). He assured the assembly that Dr. Baker's services would still be called on, perhaps to see that the Dean didn't stray from his proper path.

After another group of madrigals, the company rose, applauding, at the introduction of Dr. Baker, and waited in an eager silence. Dr. Baker's calm countenance relaxed with a quizzical droop of the mouth and a twinkling eye as he remarked quietly, "Aren't they a genial lot of liars!" His delighted audience knew he was off to a right start.

He said his family and himself knew the reality, but he graciously thanked the speakers for the dream which he should like to carry with him.

Then followed a bit of reminiscence, a story or two, an occasional remark that was only mildly stinging (not to mar the occasion) and a summing up of some of his teachings. It was joyfully familiar: the conversational tone of the well-remembered voice, the easy informal manner, the recognizably individual inflections and phrasings, the frequent "poker-face" expression in telling an anecdote, the kindling smile. One regretted that banquet formation of the furniture did not permit him to sit on the corner of the table.

He mentioned his colleagues of forty years ago, Miss Butler, Miss Schussler, and Dr. Hervey, and told of the conference with President Butler preliminary to the election of Dean James Russell. He thanked his colleagues for their tolerance of his dislike of some passing phases of education and of his habit of speaking his mind; he paid especial tribute to the constant loyalty of the members of his staff. Once, in using the future tense, he turned to Dr. Bagley and said the distinction between shall and will was pedantic and purist, a provincialism, for it had nearly disappeared outside of New England.

He spoke of giving the first course in the teaching of English in any university at a time when the subject called English was not frequent in the schools, and of the necessity of the universal teaching of it now because of the different types of students attending schools.

He spoke of the formation of the National Council of Teachers of English at a time when a few leaders in English teaching were outstanding, and of the present time when there were so many leaders that
there could hardly be a few outstanding.

He spoke briefly of the principles he had tried to teach:

He taught composition as a tool of self-expression, and quoted Brander Matthews as saying there was no romance in that, that it was a job which had to be done. As to creative writing, while Dr. Baker believed in not hampering the individuality, he asked how many thought they could be really original, and suggested that English teachers should be sane enough to realize that creative writing is for the few.

He taught that literature should be enjoyed with fun, that it should be understood and enjoyed rather than be analyzed, that teachers should show pupils how to have fun with reading.

The following qualities, he said, make a good English teacher: a liberal education, especially in the related fields of art and music; a thorough knowledge of one subject; a fair knowledge of several; catholicity of literary taste, not including Edgar Guest nor specializing in the grotesque or literary jitters in realistic writing; tolerance; good taste and good manners; humor.

He closed by quoting the everyday radio phrase "So long until tomorrow."

While there was a widespread regret at Dr. Baker's retirement and a sense of personal and professional loss, it was exactly fitting that the evening should show only a spirit of gaiety, a quality of happiness and cheer, a flash of keen wits—the only appropriate atmosphere for a gathering of Dr. Baker and his friends.

Carrie Belle Parks

We must have a curriculum which develops people who love liberty, who seek justice, who have devotion to social justice. There is need in the United States for an aroused public opinion in support of education. We have in the support of public education or in the lack of it the destiny of our humanity.—George D. Strayer

THE SCHOOL CRISIS

[Don Quixote, waiting for a new deal, was wont to say, "Patience,—and shuffle the cards!" Are teachers merely living up to their reputation for quixotic behavior when they wait patiently while the public learns too late of the tragic starvation of its schools?

Here are facts—authentic facts—from the Federal Office of Education. Will teachers present them to the citizens of their communities?]

Children Without Schools

100,000 additional children are deprived of educational opportunity this fall because of the closing of schools due to lack of funds.

1,659,000 children 6 to 13 years old are not in school in normal years.

521,700 children 14 to 15 years old are without schooling in normal years.

That means a total of 2,280,000 American children of school age, who, according to most compulsory education laws, should be in school, but are not!

Nearly 2,000 rural schools in 24 states failed to open this fall. So far no city public schools are reported closed. Many private and parochial schools are closing. Twenty-four Catholic schools have closed, affecting nearly 3,000 children. Sixteen institutions of higher education have been discontinued since last year. Estimates indicate that 1,500 commercial schools and colleges have closed.

In some communities free public schools have of necessity become tuition schools, admitting only those children whose parents can pay the rate asked. For example, in one town of 15,000 population grade school tuition was reported as $3 per child per month; high-school tuition $5.50 per month. In this town at least 200 children whose parents could not pay the tuition charges were being denied an education.

School Terms Shortened

Because of lack of available funds, 1 of
every 4 cities has shortened its school term; 715 rural schools are expected to run less than 3 months. Reductions in school terms make worse an already bad situation. In normal years schools for 1,500,000 children were open six months or less per year.

New reductions of term in city schools have come on the heels of a constant succession of reductions. Terms in practically every great American city are today one or two months shorter than they were 70 to 100 years ago.

Inadequate school terms for American children stand in sharp contrast to the school terms common for children in European countries: United States, 172 days, city, 184 days, rural, 162 days; France, 200 days; Sweden, 210 days; Germany, 246 days; England, 210 days; Denmark, 246 days.

The school term problem is rapidly growing more serious. Prospects for the coming school year reported by some states are: Michigan—90 per cent. of schools will shorten hours; Nebraska—15 per cent. of schools will cut at least one month; Missouri—100 high schools, 1,500 rural schools face early closing; New Mexico—most schools will have shortened terms; Virginia—many terms will be shortened unless emergency measures are taken.

Low Salaries of Teachers Going Lower

Most people have a vague idea that teachers' salaries are low. Few know how low they are. Almost no one realizes how low they have gone by comparison with other standards. For example: An unskilled factory worker laboring for a year at the minimum "blanket code" rate would receive $728, which is little enough. One of every 4 American teachers is now teaching at a rate of less than $750 per year.

Prospects for early closing of schools make it possible to predict that 1 of every 3 teachers will this year receive for expert services less than $750; 201,000 rural teachers (about one half) will receive less than $750; more than 40,000 rural teachers will receive less than $450. One of every 13 Negro teachers receives $25 per month or less. In at least 18 states some teachers are being paid in warrants which are cashable at discounts ranging from 5 per cent.

Recent State Reports on Teachers' Salaries—1922-33

Arizona: Reduced 20 to 40 per cent. Additional reductions probable this year. Teachers have lost 10 per cent. in discounting warrants.

Colorado: Reductions range from 5 to 20 per cent. More lost through discounting warrants.

Illinois: Reduced at least 10 per cent. and will be reduced more. Much loss from discounting warrants.

Iowa: One half of all teachers (1933-34) will receive $750 per year or less; legal minimums now $40 per month.

Kansas: Reduced perhaps to the extent of 30 per cent.

Louisiana: Reduced 10 to 40 per cent—average 20 per cent.

Michigan: Have been reduced and will be reduced as much as 60 per cent. unless more aid is provided. Warrants have brought additional losses.

Missouri: One teacher in four in rural communities taught last year from 1 to 4 months without pay. Three-fourths of elementary teachers will receive less this year than the "blanket code" minimum for unskilled factory labor. Ten per cent. of rural teachers have contracted to teach for less than $320 this year; 97 per cent. will receive less than $728.

Nebraska: Salaries reduced 40 per cent.

Oklahoma: Salaries reduced approximately 24 per cent. Great difficulties because of unpaid warrants.

Tennessee: Salaries down 25 per cent. this year.

Virginia: Practically all reduced 20 per cent.

Washington: Average reduction 20 per cent.
Curtailed School Services

Due to lack of available funds schools have been compelled to drop services of long recognized value in building better citizens. Here is what happened in about 700 typical cities: 67 reduced art instruction—36 eliminated it; 110 reduced the music program—29 eliminated it; 81 reduced the physical education work—28 eliminated it; 65 reduced home economics work—19 eliminated it; 58 reduced industrial art instruction—24 eliminated it; 89 reduced health service—22 eliminated it.

One of every two cities has had to reduce or eliminate one or more services by which the schools have been helping future Americans to be healthier, to be abler homemakers, more competent contributors to the life of their communities and more intelligent users of the new leisure.

More Children—Fewer Teachers

Approximately 200,000 certified teachers are unemployed; 18,600 fewer teachers, it is estimated, are employed in city schools today than in 1931. Thousands more have been dismissed from private schools and colleges. Small percentages of graduates of teacher-training institutions are finding positions.

If we decided to operate city schools today with the same number of pupils to a teacher that we had in 1930, it would be necessary to hire more than 26,000 additional teachers.

If we decided to provide education for the 2,280,000 children 6 to 15 years of age not now in school, it would be necessary to add 76,000 teachers.

Thus, if the United States were really determined to give all its children the minimum essentials of a modern education, it would be necessary to engage one half of all certificated teachers now unemployed. Businesses that increase take on more help. School enrollments have increased more than a million since 1930—but the number of teachers, city and rural, decreased more than 30,000. Teachers are unemployed, but classes grow larger. One state has 44 pupils per teacher. The average for five states is more than 40. Teachers are unemployed, despite the fact that more than 1,500,000 children will this year be taught six months or less.

More Children—Less Money

Seven hundred twenty-eight thousand more children were enrolled in high school in 1932 than in 1930; 115,000 fewer children were enrolled in elementary school in 1932 than in 1930 (the first decrease in the history of the country). Net gain: 613,000 pupils. This is more than the entire population of Montana. It is more than the combined populations of Atlanta, Des Moines and Salt Lake City. It is more than were enrolled in all our public high schools in 1900. Today 93 of every 100 city children enroll in high school; 55 of every 100 rural children do likewise.

Abolition of child labor in industry by the NRA will, it is estimated, put another 100,000 children on the high school doorstep. In one small Southern town it added 137 pupils.

Any industry faced with rapid increase in business would expect an increase in total operating costs. But schools, forced to carry an increased burden, are required to carry on with less funds.

Our nation's schools are endeavoring to give adequate instruction to an army of pupils increased since 1930 by more than 1,000,000 pupils on funds decreased about $368,000,000. Both city and rural school current expenses have been cut about 20 per cent. since 1930, it is estimated. To teach approximately 25,000,000 public school pupils the United States three years ago spent $10,700,000 for current expenses per school day. This year the schools are teaching a larger number of children on $8,600,000 per school day, a decrease of $2,100,000 per day.

Per capita cost of current expense for
public education in cities was cut 22 per cent. from 1932 to 1933. This has been accomplished by slashing salaries, delaying needed repairs, cutting down on supplies and text books, eliminating important services, crowding classes, shortening terms.

There never was such a demand for educational opportunity as there is today in the United States. Because of more children and less money it has never been so difficult to satisfy that demand.

Debts

Two hundred fifty-nine school districts in 29 states have had to default on their indebtedness. In Florida 64 school districts have defaulted; North Carolina, 18; Michigan, 15; Ohio, 34; South Dakota, 15.

Some cities, compelled to refinance, have had to pay 6 per cent. instead of 4 per cent. interest, which was the former rate. School districts are thus paying high interest to bond and warrant holders while the teachers who actually do the work of instructing the coming generation often go unpaid!

To pay teachers when there was no cash available, school districts issued interest-bearing warrants. Total unpaid warrants —$40,000,000.

One state increased its payments of interest alone on its school debts from $7,000,000 to $10,000,000 between 1930 and 1932. Paying this huge sum for interest diminishes the amount of money available to help hard-pressed schools for instruction services this year. In 1933-34, from school funds, $150,000,000 will have to be paid adults for interest on warrants and bonds. Not $1 of that sum can be used for teaching children.

Reasons for Lack of Money to Support Schools

Schools are the most completely local of American public services. To support them the most completely local source of income —real estate (farms, homes, stores, factories, etc.)—has been taxed. Depression, crushing real estate values, is in turn crushing education.

(1) Tax delinquencies: In some school districts 30 to 40 per cent. of taxes on property have not been paid. Michigan tax delinquencies are estimated at $100,000,000 last year. Missouri—$13,800,000 school taxes delinquent.

(2) Lower assessments: The fact that assessments are usually made every four years kept the rate of income for schools up for a time. When new assessments now coming through cut property values by half, school income drops by half automatically.

(3) Mortgage problems: Farm incomes decreased; wages dropped during the depression; mortgages on farms and homes remained stationary. This changed the paying of interest on mortgages from a relatively minor charge to an overwhelming burden and contributed to tax delinquency.

(4) Differences in wealth: A school tax of $10 on every $1,000 of tangible property would produce $58 per child in one state and $457 per child in another state. The average cost per pupil attending school in 1930 was $86.69. Thus the burden of supporting schools on a property tax in a rich state is only one-eighth as heavy as it is for a poor state.

(5) Tax limitations: To help hard-pressed home and farm owners many states (for example: Michigan, Texas, Arkansas, West Virginia) passed laws which result in limiting the amount which may be raised by taxes on property and therefore limiting the amount a community can raise to support its schools.

(6) School funds in closed banks: $15,-000,000 in school funds is frozen in the closed banks of a single state.

Thus many schools are being ground between two millstones; former sources of income will not yield enough money to run the schools; state laws forbid increasing taxes to yield the amount necessary to run the schools.
Blocked in attempts to support schools from local sources of wealth, school patrons have turned to state governments for funds. What do they find? New sources of income are, by federal and state agreement, devoted to the all-important function of relief. Other state funds are being advanced with federal funds for roads, public works, etc. When school patrons arrive the state treasury cupboard is bare.

The Experience of Other Countries

The Office of Education has recently received reports on school conditions, as influenced by the world-wide depression, from practically all countries. Following are brief excerpts from the forthcoming Bulletin, 1933, No. 14, “The Effects of the Economic Depression on Education in Other Countries,” by Dr. James F. Abel, chief, division of foreign school systems.

Canada: Our neighbor to the north reports reductions in salaries, larger enrolments.

Mexico: “Renewed activity and plans for more rapid development.” Thousands of new Mexican rural schools have been established in the last 10 years.

Australia: “No schools have been unnecessarily closed, many classes are increased in size, and standards of instruction and attendance are being maintained. Increased amounts are spent on, (1) books for children whose parents can not supply them, (2) conveyance for children living more than 3 miles from school, and (3) correspondence instruction of children in sparsely settled areas.”

England and Wales: “Lowered teachers’ salaries are not regarded as permanent; . . . growth of junior secondary schools was remarkable; adult education continued to expand; . . . erection of more beautiful, effective and better school buildings; and more equitable arrangements for secondary school fees was adopted.”

Irish Free State: “The educational situation is continuing to improve.”

New Zealand: “No public and only a few private schools have closed.”

Scotland: “The school system is highly developed and well established. It has not been vitally damaged by the depression.”

Belgium: “The education system maintained its high level.”

Denmark: “With the exception of holding building and repair work to a minimum, the school system of Denmark is pursuing its normal course.”

France: “No adverse effects of the depression have been manifest in the schools.”

Chile: “The reported financial curtailments in Chile seem very heavy, but it is stated that the schools are functioning in much their normal way.”

In Europe, up to the present school year, the public education systems that have been little or not seriously affected are Albania, Belgium, Bulgaria, Denmark, France, Greece, Italy, Latvia, Luxembourg and Switzerland.

A canvass of the countries of the world reveals that schools in the United States have not been safeguarded from the impact of the depression as well as schools in most other nations.

At no time in our history was there greater need for the influence of education upon our future citizens. It goes without saying that at this critical period, it would be a great mistake to weaken the services of any of our educational institutions. On the other hand they should be strengthened, no matter what the drain may be. Let the watchword be therefore—not only will we not permit them to fall back in their educational services, but we will, in spite of the demands upon us, do what we humanly can to improve them.

—Toledo Sunday Times.

Honour and shame from no condition rise, Act wise your part, there all the Honour lies.—Pope.
... And Learn Too Late That Demagogues Betray...

...“While the high school was a new thing and while a few enlightened citizens had the control of it, in numerous instances it was carried to a high state of perfection. But after a time the burden of taxation would begin to be felt. Men would discuss the high salaries paid to the accomplished teachers which such schools demand, and would ask, ‘To what purpose is this waste?’

“Demagogues, keen-scented as wolves, would snuff the prey. ‘What do we want of a high school to teach rich men’s children?’ they would shout. ‘It is a shame to tax the poor man to pay a man $1,800 to teach children to make x’s and pot-hooks and gabble parley-vous.’

“The work would go bravely on; and on election day, amid great excitement a new school committee would be chosen, in favor of retreatment and popular rights. In a single day the fruit of years of labor would be destroyed.

Such occurrences, it was ascertained, had already become sufficiently numerous to excite alarm among the most intelligent friends of education. Even in communities where the high school had been uniformly prosperous, it appeared that the same influence was at work and awakened constant apprehension.”

Let us not suppose that it is a new trick for politicians to draw a red herring across the trail. The above paragraphs are taken from an address by Dr. John P. Gulliver, delivered at the dedication of the Norwich (Conn.) Free Academy in October, 1856.
TOO MANY COOKS

In the United States there are 127,000 separate and independent school boards. Indeed, there is one school board member for every two teachers, according to a recent study made by the Federal Office of Education. In 12 states there are actually more board members than teachers!

Responsibility is being centralized in trade associations under the NRA, while 109,000 rural district schools in the United States operate under the direction of 109,000 boards.

CHILD LABOR DAY STATEMENT

Following its custom of nearly thirty years, the National Child Labor Committee has designated the week-end of January 27-29 as the period for the observance of Child Labor Day. This year the occasion will be one of rejoicing for the child labor victories gained through the industrial codes, tempered by the knowledge that hundreds of thousands of children engaged in industrialized agriculture, domestic service, and certain forms of industrial home work and street trades are not protected by any code.

It is estimated that the industrial codes have released 100,000 children under 16 years from industry. Another 30,000 boys and girls 16 to 18 years have been removed from especially hazardous work. On the other hand there are still approximately 240,000 children under 16 years working in occupations not covered by codes. These children are employed largely in industrialized agriculture, such as the production of sugar beets, cotton, tobacco, and truck farm products, in street trades, especially newspaper selling, and in domestic service.

Those interested in child labor are asked by the committee to pledge themselves to the protection of these forgotten children, as well as to renew their efforts to make permanent through state and federal legislation the advances which the Recovery Program have brought. The committee urges this slogan:

There must be no return to child labor when the codes expire in 1935.

The National Child Labor Committee, 419 Fourth Avenue, New York, N. Y., offers to send free of charge publications and posters for use in Child Labor Day programs.

"THESE STATISTICIANS"

In entire good humor, but with undisguised hopes for their early extermination, Dr. Burges Johnson, well-known author and professor of English in Syracuse University, spoke at the recent convention of the National Council of Teachers of English in protest against those who attach final importance to statistical data.

"It is time," he said, "to voice a protest against those people in the field of education who place too much dependence upon figures and graphs. I am one of those who hold that figures almost invariably lie and that mathematics is a form of sin.

"Let us not be deceived like the farmer who believed the efficiency expert who told him that if a boy in a tree could pick two quarts of cherries in fifteen minutes, a boy and a girl in the same tree could pick four quarts in the same amount of time, whereas they might not pick one quart all day."
“It is an undeniable fact that if a fox terrier two feet long from tip to tip, with a tail an inch and a half in length, can dig a hole three feet deep in ten minutes, to dig the Panama Canal in a single year would require no more than one fox terrier fifteen miles long, with a tail a mile and a half high. This is statistically true; yet one must seriously consider whether, after he has found the fox terrier, he could make it mind.

“The trouble with mathematics is that too often they do not realize that there is no such thing as a 2 or a 3. It is a symbol. When one works too long and too exclusively with those symbols, he begins to think of them as realities. But the 2 or the 3 have to be attached to something substantial in order to make them real. And we realists are forever discovering that while the figures may act in one way, the substances to which they are attached act in another.

“One earnest statistician made a study of the records of Vassar and Harvard and published his findings, to wit: that Vassar graduates have only three-fourths of a child apiece and Harvard graduates only half a child. From these gruesome figures he deduced the depressing fact that civilization was destroying itself, and that Harvard and Vassar must eventually disappear, and far sooner than their friends realized. I wrote that statistician that I had been making some investigations of my own which led to the discovery that statisticians were producing only a quarter of a child apiece, which meant that within thirty years we would not have any statisticians, a consummation devoutly to be desired.”

A. F. L. SUPPORTS SCHOOLS

To prevent what it termed the threatened “passing of the public free schools” as a result of budget balancing, the American Federation of Labor convention on October 10 adopted a 12-point educational program calling for “the utmost endeavor for the protection of education from kindergarten through university.”

The program called for “truly professional standards” in the classroom, smaller classes taught by trained teachers, a broader curriculum and equitable wage for all instructors with security of tenure, and “decent” working conditions, the establishment of teachers’ unions, maintenance of educational standards, old age pensions, and opportunity for teachers to help formulate educational policies.

Reduction of teachers’ salaries “always inadequate,” if continued for any length of time, the resolution held, will bring the “passing of the public free school.”

DO TEACHERS TALK TOO MUCH?

“The very nature of the schoolroom situation develops talkativeness unless we guard against it. There is enough ego in us to make us proud of our opinions and our experiences. Then, too, we are supposed to know so much more than those we teach.

“It might also be worth mentioning that talking often takes the place of thinking and is very effectively used as a time killer. At any rate we have the children in a place where they cannot or will not answer back and we take advantage of the situation.

“The meaning of the word ‘educate’ is to lead forth, to bring out. By no stretch of the imagination can it be made to mean to pour in. Yet judging from actual classroom procedure many teachers seem to be laboring under the impression that the educative process is largely one of pouring in.

“This does not mean that teachers should never develop a topic or expand textbook material but it does mean that the time taken by the teacher should be a relatively small amount of the class period. Remember that learning is doing and that it is the children who are supposed to be doing the learning.”

—William Allen Miller.
THIS YEAR’S OUTLOOK FOR HIGHER EDUCATION

That universities and colleges throughout the United States are facing another hard year financially is shown in a new Federal Office of Education circular on “The Economic Outlook in Higher Education for 1933-34” just prepared by Henry G. Badger. The circular, based on reports from more than 350 institutions of higher learning in every State of the Union, forecasts a general reduction of 4.2 per cent in teaching and in administrative staff.

Detailed figures of the study show changes from last year to this and comparisons between 1929-30 and 1933-34 in college and university tuition charges, income and expenditures. Not many institutions are raising their tuition rates, it is revealed. Few are making cuts. Quite generally, however, colleges and universities are expecting their 1933-34 budgets to be lower than for 1929-30. In some sections the cuts will run as deep as 80 per cent.

The Federal Office of Education report also carries information on salaries of officers and teachers in higher education. Not many colleges and universities are increasing salaries; many are making cuts of from 10 to 45 or 50 per cent below last year’s levels.

The total indebtedness of 147 institutions in 1933 is placed at $46,880,678, nearly two per cent less than that of 1932. One-fourth of the colleges and universities reported no major indebtedness.

UNTITLED SONG

The flowering maple holds its share of birds
Gay with their nests and the white spring flying,
But I know not whether I hear their words
Or voices within my own heart crying.
—EDNA TUTT FREDERIKSON

The higher a man is in Grace the lower
will he be in his own esteem.—Spurgeon.

THE READING TABLE

THE TEACHER’S PLACE IN THE NEW SOCIAL ORDER

The teachers of America today face an unprecedented opportunity to co-operate in the building of a new social order. Such a situation makes heavy demands upon the philosophy of education, demands which the author of Molders of the American Mind1 feels are not being met. For in his preface he says: “The philosophy of education has come increasingly to be a matter mainly of discussions of theoretic educational issues with numerous citations of authorities pro and con.” Woelfel also believes that philosophy of education will become dynamic only when it contemplates the whole social scene. Hence, when he sets out to analyze the philosophy of seventeen leading American educators, his first step is to study the implications of the contemporary social scene for education.

The main thesis in this analysis of the American scene is that there is a shift in the points around which American cultural life organizes itself. Certain centers such as the Christian Tradition and the Business Civilization the author sees as decadent. Other centers such as research foundations, associations of scholars, and the philosophy of experimentalism he sees as emergent. In these latter forces he finds evidence of a native creative genius and rich promise for future social reconstruction.

Against this background Woelfel studies the seventeen educators grouping them as follows: (1) those who adhere to traditional values, (2) those who see in science the ultimate guarantor of progress, and (3) those oriented toward the philosophy of American experimental naturalism, i.e., the philosophy of Peirce, James, and Dewey. The exposition of their views is a scholarly one characterized by an objective

approach and a clear, readable style. Footnotes are omitted, but complete page references are given in the appendix.

After analyzing the viewpoint of each of the seventeen educators Woelfel criticizes each in terms of the philosophy of John Dewey. To show that the treatment is impersonal and objective one has only to cite his evaluation of Kirkpatrick. He credits him with having worked out the implications of experimental naturalism for educational procedure and having perfected the technique of the conference. He charges him with failing to cross-fertilize his creative pedagogy with strains of the native culture and failing to lead his followers out from the cloistered classroom into the social conflict.

The last section of the book summarizes Woelfel’s views concerning the relation of the social order and educational philosophy. It also outlines a series of objectives for teachers, the first one being “The maturing of personal viewpoint by reading and discussion, by scrutiny of contemporary civilization and by self-examination.”

Here is a book for American teachers to read and ponder. For one necessary step in maturing our professional viewpoint is for the many teachers who are misapplying snatches of Dewey’s philosophy to find out what he really thinks. He is, for instance, misinterpreted as standing for an extreme freedom in education. On the other hand the rank and file are not aware of his demand for a thoroughgoing reorganization of our social life. While one may not accept all Woelfel’s conclusions concerning the social order, in the use of the experimentalist method—the application of creative intelligence to problems frankly faced—lies the hope of America. And if teachers will but heed his call to do some hard, straight thinking, our native genius may yet reshape capitalism in the light of the fundamental principles of Christianity so that it will contribute to the American dream.

There is something symbolic in that quiet prayer in Washington’s St. John’s Episcopal Church early in the morning of March 4, 1933.

Katherine M. Anthony


Structure and interesting variety of subject matter have determined the selection of the essays in this volume. Authors represented range from Francis Bacon and Montaigne through Lamb and Stevenson, Christopher Morley and Norman Thomas, but most of them are modern. Montaigne is the only writer who has more than one essay included. He has two, by way of recognition, perhaps, of his part in the historical development of the essay. The thirty-four essays in the book are classified as expository, informal, and argumentative. They are well suited in structure, literary effectiveness and timely interest of idea for use in college courses in composition in which exposition and argumentation are stressed.

E. T. F.


What a happy way in which to help the fourth- or fifth-grade child to see “the close relationship between geography and history,” which, according to the author, is the aim of the book. And one of the very nice things about it is that it is in story form, taking Betty and Dick on exciting trips through Virginia and into South Carolina where they learned much of the beginnings of the nation’s history, of the growth and marketing of the crops of the Southland, and of the geography which makes these crops possible.

It is a delightful reader and that boy or girl who does not find it entertaining, as well as instructive, must be dull indeed, for
Miss MacDonald's intimate knowledge of her own state adds piquancy and charm to the telling.

Teachers, too, will find it a motivating power for developing interest in these two subjects. The numerous illustrations help to enrich the contents, and checking exercises are found at the end of each chapter.

B. J. L.


This third and last book of a series (reviewed in the Virginia Teacher, November-December, 1931) represents the work done in advanced evening classes and contains an "informal account of American history." This volume meets the values set forth in this former review.

B. J. L.


Enlarged to almost twice its former size, this collection of readings for Freshman English has been rearranged to provide in Part One a book of models, in Part Two a book of discussion materials. Two assignments now very popular—the autobiographical sketch and the research paper—have been given special attention. Searching and specific teaching helps appear at convenient stages throughout the book, but do not intrude. The volume is a fine example of excellent book-making, excellent editing.

B. J. L.

NEWS OF THE COLLEGE

The Don Cossack chorus sang at the college December 1. In their Russian costumes, these thirty men gave church music, folk songs, and other songs of their homeland. A Cossack song and dance were a special feature of the program. The chorus took two encores.

The Athletic Association gave its annual play, Trial by Jury, November 17. The play was a trial of certain campus customs and of faculty members. It was written by Sarah Lemmon, of Marietta, Ga., and directed by Madaline Newbill, of Norfolk. The dance choruses were directed by Louise Borum, of Big Stone Gap; Virginia Bean, of Vinton; and Pam Parkins, of Norfolk.

The Schoolma'am gave its annual bazaar November 24, displaying a variety of wares. Ray Frye's orchestra furnished music. Classes and organizations gave stunts, the prize for the best being awarded to the sophomores. The prize for the best poster advertising the bazaar was awarded to Helen Kumm, of Iron Gate, and Eleanor Biggs, of Lynchburg. Doris Miller, of Clarendon, held the lucky number in the bags of candy sold at the bazaar and received a cake.

The Alpha Chi chapter of Kappa Delta Pi recently named nineteen candidates for membership. Nine were seniors. They were: Catherine Bauserman, Woodstock; Rebecca Beery, Harrisonburg; Rowena Briel, Richmond; Kathryn Harlin, Harrisonburg; Mary Sue Hamersley, Randolph; Lillian Lambert, Bridgewater; Catherine Minnick, Mt. Jackson; Ruby McCloud, Norfolk; Vada Steele, Harrisonburg. The juniors were: Kathleen Carpenter, Norfolk; Julia Courter, Amelia; Douglas McDonald, Scotts, N. C.; Catherine Matthews, Cambridge, Md.; Frances Pigg, Washington; Joyce Rieley, Troutville; Ruth Shular, East Stone Gap; Marion Smith, Norwood, Pennsylvania; Eugenia Trainum, Louisa; Mary Van Landingham, Petersburgh.

The Virginia Education Association held its annual convention in Richmond November 28, 29, 30, and December 1. Miss Katherine Anthony spoke on "Social Studies as a Source of Growth in Language Ability." She also spoke on the "Technique of Developing a Unit for a Combination of Grades." Miss Grace Palmer discussed "Rural Art and its Appreciation." Mr. Raus
M. Hanson presided over the geography section. Miss Julia Robertson gave a talk on “Reference Materials and How to Use Them.” Miss Edna Shaeffer presented the college Glee Club in two programs, and directed a group of more than five hundred school children in a program of group singing.

Mr. C. T. Logan, head of the English department, prepared a paper on Composition Teaching in America Before 1850 that was read at the meeting of the National Council of Teachers of English in Detroit on December 1. His paper undertook to show that composition as a school subject was well established in America by 1850.

Two pictures have been shown at the college recently. They were The Affairs of Voltaire, starring George Arliss, and Cavalcade, a play written by Noel Coward.

Dr. John W. Wayland, a member of the faculty at Harrisonburg who is now on leave, addressed the student body on the literature of the Shenandoah valley. He discussed certain literary incidents, and then gave instances of writing and of publishing in towns of the valley.

Miss Elizabeth P. Cleveland, a member of the original faculty here, spoke to the student body recently. She recalled old times on the campus, struggles as well as amusing incidents.

The Aeolian Club gave a reception for all students taking any kind of music at the college. Members of the music faculty and officers of the club were in the receiving line. Two fifteen-minute programs were given by members of the club, and Mr. Robert Schane sang.

The Debating Club is planning intercollegiate debates with Sheperdstown Teachers College and Mary Baldwin College. Consideration is being given to an engagement with East Radford State Teachers College.

Basketball sports leaders have recently been elected in the classes. They are: Mary Smith, Lancaster, senior; Julia Courter, Amelia, junior; Marguerite Holder, Winston-Salem, N. C., sophomore.

The junior class has ordered its class rings from the C. H. Eliot Co., of Philadelphia, Penn.

ALUMNÆ NOTES

ALUMNÆ VISITORS AT THANKSGIVING

We were glad to welcome so many alumnae back for all or part of the Thanksgiving Holidays. Quite a few of the girls teaching in Norfolk came up, among them Helen Goodson ('28), Leonide Harriss ('29), Dorothy Lindgren ('29), Othelda Mitchell ('30), and Florence Mitchell ('29).

Elizabeth Peake ('29) and Sally Face ('33) are teaching at Hampton.

Betty Bush ('33) and Kitty Bowen ('32) are teaching at Grottoes. They have an apartment together.

Several of the girls who graduated in '33 are teaching near their respective homes. Laura Melchor, of Winston-Salem, is teaching not far from her home. Lillie Tucker, of Crewe, is teaching the second grade at Blackstone. Emma Jane Shultz, of Staunton, is teaching near Waynesboro. Marie Burnette ('31) is teaching at Evington.

Anne Trott ('31), Mary Moore Aldhizer ('28) and her sister Sidney ('29) are teaching in Arlington county.

"Wally" Farinholt and Eva Holland, both of '32, are teaching at Quantico. Martha Warren of the same class is teaching near Lynchburg.

Frances Rollston ('32) is teaching at Charleston, W. Va., having the position formerly held by Helen Holladay. Elizabeth Rollston ('26) is teaching in Washington, D. C.

Mary Haga ('33) is doing substitute work in Danville. Bernice Bowden, of the same year is teaching in Albemarle county. Ruth Henshaw is at home this year. Dorothy Rhodes is teaching at Middletown.

The alumnae composing the alumnae hock-
MARRIAGES

November 11 was a popular day for marriages of Harrisonburg alumnae. Miss Lucy Marston of Litwalton was married to Mr. Harry Lee Towles, of Monaskon, at St. Mary's White Chapel in Lancaster county. Miss Phyllis Palmer, another alumna, was her maid of honor. Mr. Towles is connected with one of the oyster firms of the Northern Neck.

Miss Anna Abbott Weisiger became the bride of Mr. John Calhoun Land, Jr., of Manning, S. C. The marriage took place at “Green Hill” near Heathsville, Va., the home of the bride’s aunt. Her maid of honor and only attendant was Miss Evelyn Wolfe of Harrisonburg, who is also an alumna of Harrisonburg. For some years after her graduation Mrs. Land was demonstrator for the Virginia Public Service Company at Harrisonburg.

Miss Sarah Frances Harnsberger, of Harrisonburg, and Mr. William Mauzy, of McGaheysville, were married in the Presbyterian Church of Harrisonburg. Mrs. Mauzy has been a student at H. T. C. Mr. Mauzy is employed in Petersburg, Va., where the couple will make their home.

On November 10 Miss Mary Augusta Hartman and Mr. David P. McClam were married at Columbia, S. C. Mrs. McClam has been teaching home economics in South Carolina since her graduation.

Miss Lelia A. Ludwig, who has been teaching in Frederick county for some years, was married to Mr. Christopher S. Morse, of Portsmouth on November 18. The marriage took place in Middletown, at the home of the bride’s parents. Mr. Morse is a member of several business concerns in Portsmouth.

The marriage of Miss Virginia Belle Eubank, of Richmond, and Mr. Otis Walton Wine took place in Martinsburg, W. Va., on November 23. Mrs. Wine received her normal professional certificate in 1932. Mr. Wine is in business in Harrisonburg, Va.

OUR CONTRIBUTORS

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