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THE VIRGINIA TEACHER

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WHAT PRICE COUNTIES?

“If the Legislature desires to adopt a policy wherein the State and the localities assume definite responsibilities for school expenditures, it is my opinion that the coming session offers the best occasion. On the other hand, if such a policy is thought unwise or even politically inexpedient, then Virginians may well look forward to the gradual elimination of the counties as independent fiscal units and to assumption by the central government of all school costs in much the same manner as has been the development in the case of roads.

“It is my belief that unless the General Assembly adopts some constructive program correcting maladjustments in the present methods of financing public schools, this State will fail to rise from the comparatively low position it now occupies in the field of educational development.”—William H. Stauffer.
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HILLS AND DONDO: Contes Drame-

matiques

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SECOND YEAR

DAUDET: Le Petit Chose (Mitchell)
DUMAS: D'Artagnan: Episode des Trois Mousquetaires (Bovée and Goddard)

HARRISON: México simpático
MYATT, GARCIA, AND WICKH... Modern Spanish Reader
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D. C. Heath and Company
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LEISURE AND ITS USE:
A QUOTATION

“Work and leisure are two interdependent parts of one and the same thing, which is an interesting and a useful life.”

ONE of the most obvious objects of education and of life itself is to learn how to live. That means two things: first, that one must make life physically possible by such compensated effort as will provide the necessities of physical existence and comfort for himself and those dependent on him; and second, that one will seek to find and to make opportunity to use his human capabilities and abilities in larger and non-material ways and fashions, both for his own individual satisfaction and for the good of his kind.

The first of these we call work, and the second we call leisure. There is a vast difference between leisure and unemployment. Unemployment means an absence of work, and that destroys the basis for real leisure. Unemployment merely fills the hours of the day with worry and anxiety. So long as work is not available, leisure is impossible, since leisure is the outgrowth and accompaniment of successful work.

An immense proportion of the population of the modern world has known very little of leisure and still less of enjoyable and interesting leisure. Work, the first of the two aspects of life, has occupied most or all of their waking hours, and such little time as they might have given to leisure has really been spent in recovering from fatigue. We have now come to a point where the interest of the intelligent mass of mankind is focused on so raising the general standard of living that, first, work will be systematically provided and properly remunerated, and second, that leisure will be offered, together with indication and guidance as to how that leisure may best be used.

One of the physical characteristics of leisure is that it involves the rest and relaxation of the nervous system. The strain on the nerves of a brain worker of any kind is very serious and very severe during the hours of occupation, whether these be long or short. True relaxation, therefore, should in such cases involve opportunity to take part in outdoor life, in physical exercise, or in games. It may take the form of light occupation of some non-serious sort, such as working in a garden with flowers, trees, or vegetables. It may often involve the reading of books, hearing good music, or visiting noteworthy collections of art, thereby expanding the field of intellectual interest and activity. What has now become exceedingly important is that the hand worker should not only be offered leisure but should be guided toward its interesting and helpful use. This means outdoor interests, sports, and occupations of various kinds. Moreover, we need to place increased emphasis upon the intellectual guidance of our whole adult population. Adult education does not mean going to school or even following any rigorous program of instruction. What it does mean is guidance and suggestion from competent sources as to one’s systematic reading, as to one’s standards of appreciation and judgment in art, in science, and in either work or leisure. The exercise of this guidance must be very carefully done and must always avoid prescription or control. It would be foolish in high degree to offer a list of books to a man who has been toiling for six or seven hours in a mine. His
natural desire would be for the open air, and it would be there that he would naturally wish to look for his relaxation. One great trouble heretofore has been the comparatively few hours that physical workers have had for relaxation. The time has now come, however, when with shorter hours of labor, leisure and its relaxations are fortunately to take a much larger place in the life of the hand-worker than they have ever done before.

Properly used, leisure will increase the capacity for useful and productive work. This is really the basis of the new argument for shorter hours of labor. That argument is not that shorter hours of labor will result in less work being done, but that it will result in more work being done or in the same work being better done. Of course, this means that there should be no artificial limit put to a worker’s power of production. He should lay as many bricks in a day as he comfortably can without regard to the capacity of other workers engaged in the same occupation. In this way the advantage of those things with which he occupies his leisure will manifest itself in his capacity for work. We have a very long way to go in dealing with this question, because there are parts of our own country and of other countries in which the standard of living is far below what it should be. This standard cannot be raised all at once, but nevertheless it should be our object to raise it by all means in our power, and as rapidly as possible. One great obstacle to the freer movement of international trade, which freer movement would be of so great benefit to the people of the United States and to many other peoples as well, is that the condition of workers in some lands is still so very low as to make it quite incommensurable with the condition which we have in mind for our own workers of today and tomorrow. This is an international problem of large importance and it will not down.

Different nations are already approaching the problem of leisure and its use in definite fashion. The new government of Italy has developed an extraordinarily brilliant program for the interesting and enjoyable use of leisure on the part of both children and adults. The German people have long had their own way of solving this problem and have made large use of physical exercise, of music, and of open-air life. The British, like ourselves, are dealing with this question just now in serious and practical fashion and along very much the same lines that are projected and advocated in the United States.

The fundamental fact to be grasped is that work and leisure are two interdependent parts of one and the same thing, which is an interesting and a useful life. He who does not work loses one of the greatest of life’s enjoyments, and he who has no adequate leisure and no knowledge of how to use that leisure is deprived of life’s greatest satisfaction.

Nicholas Murray Butler

IF IT CAN GET THEM!

A university cannot make silk purses out of a sow’s ear, but it is my settled conviction that every mind is better for that tuition and discipline if it can get them. For example, to be rash and name names, I think that Mr. Bernard Shaw is the greatest dramatist of his age, and one of the wittiest minds in Europe. But I also think that four years at a university would have saved him, say, the ten years, distributed over his long and intrepid life, during which he has been engaged in telling it to the marines.—John Drinkwater, in Discovery, his new autobiography.

When life is more terrible than death, it is then the truest valour to dare to live.

Sir Thomas Brown

Truth is the hiest thing that a man may kepe.—Chaucer.
THE ANCIENT BLUE RIDGE MOUNTAINS

A geographer tells how geologists can identify rocks, how the rocks indicate the age of mountains, how scenery discloses earth sculpture through the eons.

I AM always happy when occasion brings me back to the community of my birth, and particularly so when that occasion gives me opportunity to help awaken in those who dwell there an appreciation of its beauty and its excellence.

Those who labored so valiantly through the years for the establishment of the Shenandoah National Park built better than they knew, for now we have come to the time when there shall blossom forth the greatest park and parkway system in the world, sweeping majestically through three states from the southern limits of the Great Smoky Mountains to the Front Royal latitude of the Blue Ridge. The terrible times that have followed the economic debacle of 1929 have brought much woe and misery into millions of homes and tens of millions of lives. But also it has justified the old saying that it is an ill wind that blows nobody good, for without a combination of drought and disaster this whole magnificent dream might never have come to fulfillment.

It is fitting in the last degree that the Blue Ridge Mountains should be the scene of this tremendous undertaking, for they constitute the oldest mountain chain in the world. Beside them, the Himalayas are in their swaddling clothes, the Andes are in their precocious days, the Rockies have not reached middle age, and the Alleghanies have barely turned their faces toward the sunset of life.

Some years ago a friend in Winchester brought me the piece of shell-marked shale I hold in my hand. He asked me what I thought it was. In turn I asked him where it had come from; he replied that it had come from the rocky bluff of Cedar Creek.

I thereupon told him that while I did not profess to be either a geologist or a son of a geologist, it was my opinion that it was a bit of the sea floor of the old Devonian sea which stretched from the vicinity of the Gulf of St. Lawrence down through Virginia, across the territory that is now the Gulf of Mexico, and into the Pacific Ocean in the region of the Gulf of Fonseca, between Honduras and Nicaragua. I told him that this was only a guess, and that I would like to take it down to the Smithsonian Institution. There I brought it to the attention of Dr. J. W. Gidley, that veteran paleontologist whose researches brought to us such a great enrichment of the world's knowledge concerning the thousands of species of vertebrate creatures who lived and moved and had their being in the area that we call America before a single species of animal that lives today had appeared upon the surface of the earth.

I asked Dr. Gidley if he could tell me what it was. He asked me where I had gotten it, and I told him. He then replied that he thought it was a bit of the old middle Devonian sea floor of the Shenandoah Valley.

"That," he added, "is only my guess, for you know my specialty is vertebrate paleontology. Let's go across the hall and see Dr. Ray Bassler. He is our specialist in invertebrate paleontology." So we went over to see Dr. Bassler and I asked him the same question that I had asked Dr. Gidley. But he did not ask me where I had gotten it or where it had come from.

"Yes," he said, "I can tell you not only what it is, but I can tell you within a hundred miles north and south and less than that east and west where it came from."

"That is a pretty large order," I thought to myself.

"It came from some point between Hagerstown, Maryland, on the north and Harrisonburg, Virginia, on the south, between the eastern base of the Blue Ridge Mountains and the western base of the Alleghanies," he said.
“You couldn’t have done better in placing it,” I told him, for it was exactly in the heart of that section that it was collected. Dr. Bassler then explained how he had told, recalling that the shell marks thereon were of middle Devonian time and that some were of the northern fauna and others of the southern fauna which overlapped between Harrisonburg and Hagerstown, and that the old Devonian sea covered the area between the eastern base of the Blue Ridge Mountains and the western base of the Alleghanies.

Old as are the Blue Ridge Mountains, even they had not lifted their heads above the water when the creatures that inhabited the shells which left their mark upon this shale lived their lives. In the Andes Mountains I have gathered sea shells 14,000 feet above sea level. Even in the Alleghanies I have found them 4,000 feet above sea level. My traveling experience and my reading have taught me to respect the verdict of the geologist that the top of every mountain has been at the bottom of the sea and that the bottom of every sea was once the top of some mountain. But the Blue Ridge Mountains have held their own above the sea longer than any other chain in the whole wide world.

The Shenandoah Valley has undergone tremendous vicissitudes in the hundreds of millions of years since the Blue Ridge rose out of the Devonian sea. Millions of years ago it was a high limestone plateau tilting to the east and furnishing the headwaters of such streams as the Rappahannock, the Rapidan, and the Rivanna, just as today the Potomac and the James get their headwaters west of the Blue Ridge. The famous gaps of the Blue Ridge, such as Swift Run, Thorntons, and Rockfish, are the fossil canyons through which these streams crossed the Blue Ridge, but the comparatively soft limestone of the valley eroded more rapidly than did the sandstone of the rocks of the Blue Ridge, with the result that while the grade was changed and the waters were forced to find a new way to the sea down the western base of the Blue Ridge. Thus it was that the Shenandoah River was born. For millions of years it has eroded its trench down to the Potomac, though it was born but yesterday as compared to the stately mountains which lie to the east of it.

When the Shenandoah National Park is opened and the park-to-park highway to the Great Smokies is completed, millions of people will travel down the great divide between the valley on the one side and the Piedmont and Tidewater on the other, but how few among them will ever know the significance of the scenery it has taken hundreds of millions of years to carve.

How I wish that there could arise some geologist who could write the fascinating story of the Blue Ridge in terms the people could understand. To the initiated the story that scenery can tell of the millions of years of earth sculpture behind it is even more fascinating and intriguing than the beauty it reveals.

I have crossed the Blue Ridge Mountains in thirty-five places by rail and motor and can testify to the beauty of every one of these crossings, and yet none of them can offer the rare beauty that one may behold from the summits of the mountains themselves.

The execution of this great park-to-park program of boulevard building is contemplated by me with mingled emotions. I cannot avoid feeling on the one hand that it is a glorious undertaking and on the other hand that the same amount of money expended in the extension of the magnificent three-track highway of the Valley Pike to the Great Smokies would serve a far greater number of people many more days in the year and would have tended toward bringing back prosperity to those communities whose vision and whose financial support made this great work possible.
If I could have planned the great develop-
ment we are now about to see, it would have
been to extend the Shenandoah National
Park to the Jefferson Highway and to ex-
tend the Valley Pike as a three-track road
to the Great Smokies and then to make small
parks at each of the great crossings of the
Blue Ridge. Such a program would have
served every need of the mountain lover and
would have been of tremendous economic
importance to the whole area from the Po-
tomac to the French Broad.

WILLIAM J. SHOWALTER

CHARACTER EDUCATION
AND THE NEW SCHOOL

Our changing civilization demands a
flexible system of morals; this demand
is met by making the objective in moral
training “doing the best possible thing”
in each situation.

ONE school of thought sees moral
training as building a set of habits
such as paying one’s bills promptly,
being at school before the bell rings, listen-
ing while others talk, counting ten—when
angry—before speaking. But no collection
of habits prepares an individual for life.
Making a routine of certain basic matters,
particularly in the field of hygiene, does
save time and nervous energy. But situa-
tions in real life vary so much that it is im-
possible to prepare for them ahead of time.
Hence the individual who lacks a goodly
store of general ideas of conduct and much
practice in applying them to particular con-
ditions is apt to be helpless in the face of the
unexpected. And even if such training did
function, the number of habits needed
would be legion and the time required for
building them prohibitive.

A second school of thought believes that
character is achieved by developing a com-
posite of traits, virtues, and ideals. They
make long lists of such items as accuracy,
ambition, consideration, dependability, hon-
esty, kindness, obedience, thoroughness.
Just as the former group wastes time by
making learning too specific, this one errs
in trying to teach general ideas apart from
experience. They teach definitions of ab-
tract virtues; they make much use of
ready-made maxims. But memorized rules
do not guarantee learning. One can make
infinite definitions of virtues, yet calmly
pursue his way down an inconsistent road
of conduct. We use the word *hypocrite* a
bit too glibly in such cases. It is possible for
the individual to be entirely honest; his
moral ideas are merely so heavily insulated
with words that they cannot make contact
with his actions. How else can we explain
the American business man who grows rich
at the expense of everyone he works with
and then uses his money for philanthropic
purposes?

Even if we could absorb ready-made gen-
eral ideas, such moral training would not be
practical. For these virtues do not exist as
separate entities; life is not so simple as
that. Rarely are we asked to choose be-
tween the truth and a barefaced lie. More
often the problem is like that confronting
Scott’s heroine in the *Heart of Midlothian*:
not quite sure that Effie had murdered her
illegitimate child, should the sister Jeanie
testify for her or, rather than risk a possible
lie, send her to the gallows? Furthermore,
a virtue carried to an extreme tends to be-
come a vice. Here is a busy mother, trained
from childhood to an extreme thoroughness,
who cannot save time from her housekeep-
ing to live with her family. And here a lad
beautifully obedient to his parents, but also
obedient to the neighborhood bully. Truly,
as the prophet says, there is a time for
everything, even thoroughness and obedi-
ence.

A third school of thought sees character

In this paper the writer has made considerable
use of Character Education, the Tenth Yearbook
of the Department of Superintendence of the
National Education Association, 1201 Sixteenth
Street, N. W., Washington, D. C.
as an integrated personality. This means such harmony between ideals and actions as will prevent internal conflict. It also means adjustment to the environment. But one may have balance between ideals and conduct at various ethical levels. Who knows but that Al Capone is free from internal conflict? Again, adjustment to the environment is not enough; we must also have adjustment of the environment if we are to build a better social order.

In this paper two criteria for a system of moral training have been set up. First, will it work? and second, does it give due regard to the laws of learning? “Doing the best possible thing in each situation” meets both these criteria. It integrates various views regarding morals into a practical working system which takes into account the changing nature of our modern life. It breaks down the barriers between the so-called moral and everyday affairs. Feeding baby properly is put on the same basis with telling the truth. Business can no longer hide behind the law. Go down the line of our unfaithful financial leaders; not one can truthfully say that he acted for the best possible good of everyone concerned.

To make “doing the best possible thing in each situation” the objective in moral training promotes favorable learning conditions, for each situation comes as a particular experience. And “the best possible thing” demands constant reorganization of knowledge. Therefore experience and general ideas are in happy relation.

The organization of the new school favors moral training. Planning is stressed at every turn; the child is encouraged to be satisfied with nothing short of the best possible preparation for each job. The school program is flexible so that his work is checked both by natural law and group reaction. If he forgets to water his plant, it dies. If he fails to prepare his story carefully, the group refuses to listen. If he disobeys the safety rules on the excursion, he is left behind next time. Each situation is met as a particular and is supplied with all available subject matter. If appropriate generalizations are ready from past experience, the child is guided into using them. If they are lacking, suitable experience for their emergence is provided.

This type of school sets up specific habits, traits, virtues, and ideals, but largely as curriculum material for the teacher. It endeavors so to arrange the environment that the learner is confronted with a real situation, is guided in using general ideas to make the best possible decision for everyone concerned. It carries morals over into every phase of daily living. Taking turns in talking and reporting facts with accuracy are important, but so are planning tomorrow’s excursion and finding the best possible ending for the class play.

Such teaching is not Utopian. It has been demonstrated in both public and private schools. But such teaching does demand teachers with active interests in the arts, the sciences, and the contemporary scene; teachers who themselves have attractive personality patterns. For moral character is an elusive thing. It is better caught than taught.

Katherine M. Anthony

RADIO CONTROL

The radio in America has been allowed to gravitate to almost exclusive control by big business interests. It is viewed by them as a new and profitable vein of advertising revenue. The absurdities and banalities which such control and such a purpose have turned loose on millions of radio listeners almost beggar description. These are fundamental and obvious facts; only a blind optimist would deny, or dispute, or justify them. They call for swift and farreaching reconstructive effort by the public. In the present state of public confusion, such efforts will probably not be immediately forthcoming.

Norman Woelfel
THE ART RENASCENCE IN VIRGINIA

Evidence that another of the so-called "frills" is really fundamental in the cultural development of a proud state like Virginia.

BEFORE I enter into the résumé of the activities of the state in the past decade, I think it best to familiarize you with the art activities of the early colony of Virginia. I am going to read from an article by Miss Adele Clark on the State as an Art Collector.

"The state is not often thought of in the light of an art collector; yet, Virginia since its earliest days as a state has acquired works of art. Indeed, one of the first acts of the General Assembly after the ratification of the constitution of the United States was to order the erection of a statue of President Washington, to be placed in the State Capitol. This was in line with policies of colonial days, the House of Burgesses of Virginia having acquired the statue of Lord Botetourt that now stands on the campus of the College of William and Mary in Williamsburg. Shortly after the act authorizing the erection of the statue of Washington, and the awarding of the commission for the statue to the French sculptor, Houdon, another act was passed that a bust of LaFayette be placed in the Capitol of Virginia, and the same artist was commissioned to make this bust. Interesting evidence, this, not only of the warm feeling and close connection that existed between France and the United States at that time, but of the modern, almost radical, attitude toward art on the part of Virginians of that day. For tradition has it that Canova, the Italian classicist of that period, entered into a contest for the commission to make the statue, and the committee the Virginia Assembly appointed to carry out the details of the plan debated for some time over the comparative merits of the two sculptors, and the two schools they represented. Houdon, the realist, insisted on portraying Washington as he lived and moved and dressed in those days; while Canova, true to his classic theories, would represent him translated as it were into the timeless classic era, robed in a Roman toga. In the world of art, Houdon's theories then were considered as radical as are Epstein's today. Realism triumphed in Virginia, and the superb statue—one of the great works of art in the world today—is the goodly heritage of Virginians.

"No biography of Washington can give the realization of personality, the interpretation of character, powerful, assured, serene, and dignified, that the genius of Houdon has caught. Here in truth is the leader of a new order, confident of his own mission and of the significance of his political philosophy. Canova was commissioned to make a bust of John Marshall, which occupies a niche in the rotunda of the Capitol near the bust of LaFayette. The treatment is classical and in the Roman style. These contrasting examples preserve for Virginia the scope of eighteenth century sculpture."

From that period up to the past four years in which Governor Pollard as the first executive to realize that art is an enhancement to the state as a whole, began his scheme of combining the spirit of yesterday with the practical needs of today, little in the way of art activity can be recorded. One of the first activities of the Governor was the restoration of the Old House of Delegates and the rehanging and displaying of the portraits that are now in the State Capitol. He has been extremely successful in interesting civic-minded Virginians in making contributions of sculptural busts to the state. And as a result of his efforts, the rotunda of the Capitol contains over a half dozen busts of Virginia-born Presidents by prominent American sculptors.

Excerpts from an address before the meeting of the Art Section of the State Teachers Conference, at the Richmond Academy of Arts, Friday, December 1, 1933.
When Judge John Barton Payne offered $100,000 to the state for an Art Museum with the provision that the state give a like sum to the erection of the first unit, the state being unable to contribute this like sum at the present time, Governor Pollard personally raised the necessary amount to assure Virginia her Art Museum.

Many art organizations throughout the state are doing a splendid work in their own communities, and it is due to the work of these groups, composed in most cases of a membership consisting largely of artists, that the art renascence in Virginia is a vital factor in the cultural life of the state. It is due to such groups as the Norfolk Art Corner, the Norfolk Museum of Arts and Sciences, the Lynchburg Art Club, and the Danville Art Club, the Art departments of the women's clubs and the schools and colleges that Virginia is keenly aware of this fact. . . . The University of Virginia, Extension Division, has been co-operating with the American Federation of Arts in conducting an experiment in rural communities of the state which has been judged by the officials of these institutions as being highly successful.

A few months will see the completion of the new Art Museum at the University of Virginia, a definite step toward the further development of the Fine Art curricula in institutions of higher learning. . . . A very gratifying response was accorded the proposal concerning a state art federation which was made at the Conference at the Academy of Arts on November 18.

The real success of the art renascence in Virginia is dependent upon the work of the group assembled here today and other art teachers in the state. The teaching of the fine arts and their appreciation has only found its way into the elementary schools throughout the nation during the past quarter century. It has only been during the last decade that notable changes have been effected in the curricula of a number of the colleges. The progressive educator is keenly aware that the teaching of the fine arts should be a part of his program. The arousing of interest rather than mental discipline of the student in his work, will, I believe, be accepted as one of the soundest theories of the educator. In the study of the arts the teacher has every opportunity to apply these principles. While the other courses in the schools and colleges are extremely important, American educators must learn that the teaching of the arts and their appreciation is a major part of their work in the preparation of the student for his or her life work.

It is not the purpose of your group to develop artists, but I do believe with the alliance of the future younger generation you can accomplish a great work and do much in establishing standards of good taste. There is no reason to burden our children with an inherited environment of mediocrity and insignificance. Every child within the limit of his own capabilities can acquire a discriminating taste and appreciation of the arts. Only in this way will America become an art loving nation. As William Morris said: “Art will be the part of our daily lives and the daily life of every man.”

The movement is here. It is up to the teachers to see that it flourishes. The facts are a challenge. They should be encouraged by the situation and should rise to great heights. . . . You, the teachers of our future, hold the key to the success of the movement. It is through the child that the adult will and can be educated. Whereas the adult can patronize and assist financially, it remains to the future generation to carry out the scheme. The teachers must provide for the child a constructive program of art education and appreciation. Make this possible, then the museums, the galleries, and all that will enrich the lives of your citizenship will be assured.

Thomas C. Parker
NEEDS IN ART EDUCATION

Our people may best come in contact with, participate in, and add to, our aesthetic inheritance by means of the public schools.

Otto Kahn, a great connoisseur of art, says: "It is no copybook maxim but sober truth to say that to have an appreciation of and an understanding of art is to have one of the most genuine and remunerative forms of wealth that it is given to man to possess." He affirms, moreover, that a fostering of the art life of the country counteracts harsh materialism and helps to relieve the strain of peoples' everyday lives.

In making these positive statements regarding art and its relation to life, Mr. Kahn has been anticipating the crying need of the people today for a greater contemplation of beauty which will tend to turn man's thoughts from materialism, unemployment, growing nationalism, and all the various ills of our present-day existence, into channels which will enable him to develop a more spiritual and peaceful outlook. Many art critics are of the opinion that art and religion are twin manifestations of the same spiritual state of man. Elie Faure maintains that religion does not create art, but on the contrary is developed by art; and it is natural to feel certain that a contemplation and perception of beauty does develop within people better mental states which result in finer responses of man towards man.

C. Hanford Henderson believes true art is the overflow of a radiant spirit. "The growth of art in any community," he says, "depends not only on the number of workers, but also on the number of appreciative onlookers, creators of an atmosphere favorable to the art spirit." At this time of economic stress, when conditions seem to be unfavorable to the immediate encouragement of art, with adequate workers and equipment with which to carry on, it behooves us to do some serious thinking, and try to advance ideas and ways and means of developing this vast appreciative audience about which we are concerned. It is in times like these that seeds are sown which, although apparently strewn on barren ground, will find fruition in the days to come. Faure says: "Art lives in the future. It is the fruit of the pain, desires, and hopes of the people, and the promise contained in these feelings does not reach its slow realization until later, in the new needs of the crowds." Like H. G. Wells, I feel that we must look forward to the "shape of things to come" in the art world, so that we may with assurance anticipate and fulfill these new needs.

This ideal state of our people, to which we look forward, presupposes a finer and more thorough art education, and I believe that all will agree that the education of the masses can be achieved most consistently and systematically through the public schools. But what is the situation in our public schools with reference to art education? This vast responsibility of elevating the taste of our students, enriching their lives culturally and giving them creative expression in art, is falling principally on the shoulders of a few art supervisors and art teachers. This does not seem fair either to the art teachers who are being sadly overworked, or to the students and eventually to the communities who are not receiving adequate knowledge of our subject. The distribution of responsibility should be equalized since art is so vitally concerned with life, and our art forces have been depleted to such a ridiculous number.

But even under the prevailing conditions, I believe that the art situation in the schools can be ameliorated to a considerable extent, and a more adequate art education given to every child in the state with no additional cost to the state or communities. My dream of such an art education which will give each child his rightful cultural heritage and expression in creation, includes the following:
1. A better equipped classroom teacher—one whose cultural background is broad enough to include a knowledge of the history of art as related to the history of man throughout the ages; also a consciousness of good design, color, and arrangement.

2. The division of art education into two parts:
   a. Creative expression in art to be taught principally by the special drawing teacher with the stress on appreciation necessary to the proper presentation of her subject.
   b. Art appreciation to be taught principally by the classroom teacher in connection with room arrangement and decoration and as related to her social studies.

3. Drawing for every elementary child in the state:
   a. It is an aid in character development.
   b. It keeps alive inventive, creative, and imaginative powers.
   c. It indicates a child's interests.


5. A thorough correlation of the history of art and the history of man to be taught visually, designed for potential teachers in colleges and normal schools and for presentation in progressive steps in the public schools from the fourth grade through high school.

   Such a program should result in the development of an aesthetic and spiritual sense among our people; this collective mental state would work for enriched lives, more beautiful schoolroom environments, well-designed homes, co-operative community life, more beautiful highways and byways, and a tendency toward world peace.

1. The solution of our problem seems to lie principally in a raising or changing of the teaching requirements. In this, the cooperation of the state educational officials and of the colleges and normal schools must be sought. It seems to me that the inclusion of a comprehensive art course could be given to each potential teacher not only without financial loss to the state or communities, but with decided benefit both to normal schools and colleges and to individual communities. At the present time I am conducting an experiment in the teaching of art appreciation to a small group which includes a grade school principal, one junior high teacher and several grade teachers. I am trying to see just how much correlated material and knowledge of art can be given in a two-hour class once a week. This course has been revealing. I have been amazed to find how little the art of a people can be really understood until the contributing factors of geography, religion, social conditions, etc., have been taken into account. We are constantly making allusions to these factors and to ethnology, evolution, mythology, and history. It seems to me that college professors might well put their heads together and work out one correlated college unit in which all of the needed material for life could be included. Life itself is a correlation, and one thing is dependent upon another. Why could there not be a course in college which would start with the beginnings of things and evolve as life does? Such a course would require months of careful compilation in order to be effective, but it could also be given in the public schools in progressive steps from the fourth grade on through high school.

2. (a-b) In our city schools, the special drawing teacher is allowed thirty to forty minute periods with each class, these periods coming once a week and sometimes once in every three weeks. In this limited time, it is not only impossible for the drawing teacher to develop creative expression in drawing satisfactorily, but to give any more appreciation than is needed for the proper presen-
tation of her subject. I speak from personal experience in the grades. The teachers want art work for display, and the students clamor for creative expression in art. Moreover, I do not feel that art appreciation can be soaked up like water from a sponge; it is something which must be acquired gradually, day by day and from year to year. It must be absorbed and digested, as it were. This art appreciation could very well be correlated by the well-trained teacher with the social studies and with room arrangement and decoration, and given to the students every day and day after day. A student can create only in so far as his appreciation is developed; hence, this added increase of appreciation would make the child more responsive to the work of the special drawing teacher.

3. In a consideration of drawing for every elementary child in the state, I want to consider once more the division of art education into two parts: art appreciation, the purpose of which is to engender a love of beauty, to develop good taste, to enrich life by opening up many avenues of interest, and to train for leisure time; and creative expression, the effectiveness of which is dependent upon this appreciation.

(a) Creative expression is primarily essential for the child because it is a great humanizing and stabilizing force. It gives the child an outlet for his intense feelings and desires. If these desires when expressed prove to be unbalanced, the simple expression of them tends toward the eradication of these things which are unhealthy. If, on the other hand, the desires are normal, expression fosters development and growth. In this day of general unrest, such a balancing factor becomes more important than ever before.

(b) Art fosters and keeps alive in the child that without which civilization could never progress—the creative, imaginative, and inventive powers. Every teacher of art can give countless instances in which she has been amazed at the inventiveness with which children can put materials together, and at the new ways in which they can solve old problems.

(c) Through creative expression in art, the interests of every child can be ascertained. Educators are coming to a realization of its importance in the teaching of the "duller" subjects. In fact, there is scarcely any school subject which is not approached through and correlated with art.

4. The fact that every child can be reached or interested by some phase of art seems to me to hold a great hope for the future. I believe that the increasing importance of vocational training and vocational guidance, which increased leisure is demanding, is going to depend largely on the interests of the child which are discoverable through his expression in drawing or other art projects. Possibly an accumulation of a child's drawings might be kept over a period of years until vocational guidance could be called upon to decide upon the child's field of specialization. A child's drawings invariably indicate his primary interests and general type.

5. Since eighty per cent of education is acquired visually, it is my ambition for future education, that the history of man and the history of art be thoroughly correlated and given through the grades and the high schools in progressive talking pictures or silent pictures with good lecturers. We are witnesses to the harmful influence which the movies are having upon the youth of our nation. It seems to me that the educators could rally their forces and employ this powerful weapon of talking pictures for the good of the young.

With the classroom teacher sympathetic and enlightened, the child developing into a normal, inventive and beauty-loving person and receiving each day his natural share in our aesthetic inheritance, and with the added aid of visual education in presenting our subject, I believe that effects would soon become apparent in community life. The good mental state of the people would help to
overcome the danger of nationalism in a time when countries are being drawn closer and closer together because of man's invention of the airplane and radio, and there is greater need of the development of an international spirit. That a cultivation of the arts helps to create bonds of friendship between the different nations was realized by Oscar Wilde, who said: "Some day, when the world grows really civilized, men will say: 'We will not go to war with France, because her prose is perfect.' " And Richard Le Gallienne adds: "How lightly it is said, but what a world of truth and common sense lies beneath it. Will the time never come when spiritual and intellectual gratitude between nations will prove in itself an indissoluble league, and the great men and great achievements of individual nations give them a certain protective sacredness even in the eyes of their enemies?"

Let us not be complacent. The art of the Egyptians tells us that the soul expresses itself in the ideal of eternity, and if we wish to build for the future, we must lay our foundations with stone. The Assyrians say to us that we must have strength and courage. The Persians tell us that despite the intermingling influences within our borders, we can still hope to develop a truly national art on our own fruitful soil. The Greeks say that man is in effect a god and can mould both materials and men into whatever shapes he chooses, provided he thinks the beautiful thought and lives the unhamp-ered and aesthetic life. The fervor expressed in the art of the Early Christian tells us that faith without works availeth nothing.

Let us not be complacent. Let us have faith, and let us work for a finer art education throughout the state and nation.

SARA CROSS JOYNER

Let us test our opinions by the knowledge of the most diverse minds and cling only to what survives the encounter.

—Charles Ross Williamson.

CITY SCHOOLS SUFFER IN THE CRISIS

Will new tax legislation penalize greed and fortify the coming generation? Need such retrenchments be made when cities are governed by honest men?

HOW are the city school systems faring this year?

The most recent answer to this question is supplied by the Federal Office of Education.

United States Commissioner of Education George F. Zook released on December 26 a survey of "City Schools and the Economic Situation." It follows up and supplements a previous round-up of the effects of the depression on city schools last winter.

Comparisons of the two surveys indicate that conditions have grown increasingly difficult for city schools. Prospects reported by city superintendents for the current year are, as a whole, dark—although there are some bright spots in the national school picture.

School Budgets Cut

Some of the outstanding facts revealed by the reports from city schools are these:

City schools are operating with about 18,000 fewer teachers now than in 1930.

Enrolment is up sharply—probably 250,000 more than in 1930.

Expenditures are down. City schools are now running on approximately $133,000,000 less for current expenses than they did in 1931-32.

The fact that cities have had to borrow money to keep their schools open is reflected in an increase of 1.2 per cent in the amount of money devoted to interest payments.

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Few school buildings are being built. Few old ones have been repaired. Expenses for capital outlay have dropped considerably.

Very few cities have not made some reduction in teachers' salaries since 1930. The reductions run as high as 40 and 45 per
cent. The average decrease is probably about 14 per cent. Further reductions are reported in prospect for the current year.

Reductions in current operating budgets for schools average almost 20 per cent since 1931, although in some size groups of cities the decrease is greater. School budget reductions in small cities of the North Central, South Central, and Western States average 33 per cent between 1931 and the present school year.

**Education Affected**

As a result of these budget slashes the schools have suffered considerably. The school term was reduced in length in one out of every four cities. Kindergartens were reduced or eliminated in 80 cities out of 404 reporting. Playground activity was seriously curtailed in 85 out of 502 cities. The supply of free textbooks was reduced in 106 cities and new books eliminated altogether in six of 604 cities which replied.

School supplies suffered greatly, having been reduced in nearly half of all the cities reporting.

Night and adult classes were reduced or eliminated in 113 cities of 266.

Summer schools were seriously affected in 99 cities out of 240.

There has been an increase of two pupils per teacher in the last three years. Arkansas cities will have about 45 pupils per teacher, the largest pupil load in the country, with North Dakota and Missouri having a load of 28, the smallest. The average for the country is 32 pupils for each teacher. Three years ago the average load for the South Atlantic States was 34 pupils per teacher, while in 1933 this number has risen to 37 pupils.

While for the most part the larger cities maintained their subjects of instruction, elimination and curtailment of art, music, home economics, and physical education were common in cities of from 10,000 to 30,000 population. The effect of the retrenchment on important subjects of the curriculum is seen in this summary of reports from 600 to 700 cities:

Art has been reduced or eliminated in 113 cities, music in 169 cities, physical education in 109 cities, home-making classes in 74 cities, industrial art in 82 cities.

**TO HELP CHILDREN STUDY**

Home study is for the most part irregular, interrupted, and spasmodic; it is often done under harmful physical and mental conditions; study methods employed by children are frequently the worst; and many times the work is done for the child by others and at that is not always done accurately. Many suggestions for greater economy and higher efficiency in study have been offered. Not all schools are equipped and financed to carry on a program of supervised study within the schools, but home study need not continue to be inefficient and wasteful, if parents are intelligent, alert, and instructed.

The parent who would help his child to study will make him acquire the habit of study and see that he is surrounded by the conditions most conducive to work. The formation of this habit depends in large measure upon, *first*, a definite time each day for study; *second*, a definite place of study.

In choosing the time for study, bear in mind that it is best done when bodily and mental functions are at the highest. Study should not be undertaken after hard play, after a heavy meal, when a child is ill, fatigued, or sleepy. The child should have a place of study that is his own. Wherever possible this is a room in a quiet part of the house away from distraction.

**Gladys Bleiman**

Faith builds a bridge across the gulf of Death, to break the shock blind Nature cannot shun.—Young.
I Am The School Tax

I DISPEL the tempests of ignorance which threaten calamity to community and nation.

I build temples wherein the wisdom of ages is passed on to citizens of the future.

I am the means of bringing the Light of Learning to all the children of all the people that Democracy may thrive.

I give to boys and girls of poor and rich alike the services of trained teachers who show them the way to self-dependence and self-realization.

I provide laboratories, libraries, and classrooms where the scientist, the statesman, the minister, the teacher of tomorrow find their strength.

I build the bulwarks which stem the tides of crime.

I shape the key of intelligent public opinion which unlocks the doors to economic, political, and social stability.

I yield returns more priceless than gold, more lasting than steel, more potent than sword or pen—the returns of intelligently thinking minds.

I am at once the guardian ruler and the servant of the world’s greatest power and hope—education.

I insure the rights of childhood.

I am the school tax.

—The Nebraska Educational Journal.
EDUCATIONAL COMMENT

SPECULATIONS ON A LEGISLATIVE PROGRAM FOR SCHOOLS

In one of a series of articles prepared by William H. Stauffer, State tax economist, for the Richmond Times-Dispatch the several paths which the General Assembly may follow at its present session are outlined and analyzed. With regard to public schools, Mr. Stauffer asserts, there are four lines of action:

"These are, first, to appropriate an amount equivalent to that actually given to the localities by the state in the 1933-34 school year, thus continuing the inequities and inadequacies which obtain at the moment; second, to appropriate that amount which was appropriated by the 1932 General Assembly for the 1933-34 session, which is to say, approximately $2,000,000 more than is actually being received by the localities from the state; third, to adopt the minimum program sponsored by the State Board of Education and planned so as to place upon the state a cost of $8,400,000 or $2,905,000 more than is actually available to the localities in the present session; and fourth, to adopt the minimum program proposed by the author—a program which would involve a state cost of $8,295,000 or $2,800,000 more than is actually available to the localities in the present session."

Confidence that the Legislature will not follow the first or second plan because both continue existing inequalities leads the writer to the conclusion that the choice will lie between the latter two solutions.

"It has been generally agreed," says Mr. Stauffer, "that a minimum educational program in Virginia should consist of an eight months school term, an average teacher's salary sufficient to insure a minimum instructional competence, a teacher load which will be economical and at the same time educationally sound, and an apportionment of the cost of such a program that will be equitable to the state as well as to each of the political subdivisions."

RESUSCITATION AFTER APPARENT GRADUATION

The college graduate of today has been badly damaged by his education," according to Dr. Stephen Leacock, author and head of the department of Political Economy, McGill University, Montreal. Mr. Leacock, speaking before the National Council of Teachers of English in Detroit, went on to say: "In the first place, a great mass of what he has learned very soon turns into a heap of debris, without any apparent connection with anything else in life. His Latin subsides into a pile of prepositions, governing—something, but he doesn't remember what; fragments of a table of irregular verbs, and a list of nouns ending in -is which are not of the gender one would have expected them to be,—whatever that was. Mathematics fades away into such dim remembrances as that the angles at the base of an isosceles triangle are equal and if the equal sides be produced—very serious consequences follow, one wouldn't care to say just what.

"These damages, however, are merely negative. There are others which are posi-
tive and represent not only a loss but an active harm. This is especially the case with such a subject as literature. The graduate who has had to take one semester of Shakespeare will never open his plays again. Having been made to memorize a list of the six chief beauties of Shakespeare’s style and the seven reasons why Falstaff is funny, he is fed up with all of them. Literature read at college for a college examination is forever despoiled of its real meaning.

“The basis of the trouble lies in the fact that education in nine cases out of ten, and in nine-tenths of its extent, is not pursued for its own sake. It is pursued as a legal condition for getting into a profession with which at first hand it has nothing to do. One cannot be a dentist without understanding (for three hours) quadratic equations. One cannot be admitted to the bar without conjugating, at least once and never again, *nolo, I don't want to*. The real meaning of education is lost in the use we put it to.

“Hence education turns into a vast machinery of tests and examinations, credits, units, and years. It is hard for a student to carry with him any love of learning for its own sake. If he does, he will spend too much time in foolishly reading what he wants to read and end by never being a dentist at all.

“I do not propose any remedy other than those of the spirit. The machine is necessary in the life we lead. Very few graduates end up as educated men, though the training makes them capable men. Educated people are those who think for themselves, inquire and wonder and reflect. Few graduates do this.

“All that is possible is to try to keep alive within the limitations that hedge it around and in the atmosphere that tries to stifle it, the ideal of learning for learning’s sake, the beautiful and unending search for the unfindable, infinite reality.”

MEANS OF TEACHING WORLD PEACE

Today, as perhaps never before in the history of civilization, there is need of teachers committed to a program of world peace and international friendship. Such teachers can make a very real contribution by beginning to stimulate in children mental and emotional attitudes which are absolutely vital for the success of a peace program.

To this end the educational department of the Women’s International League is making a study of appropriate material, hoping eventually to organize it into some form which will be attractive and usable in the classroom. The aim is, as far as possible, to keep its suggestions so definite and specific that teachers may actually experiment with them in different school situations, perhaps evaluate them, and present their conclusions. Suggestions and constructive criticism from teachers would be both welcome and valuable aids in planning for future work, and teachers would have the satisfaction of knowing that they had done a real piece of service in this field.

The Women's International League is searching for stories, songs, plays, pictures, and suggestions for informal dramatization, posters, and projects—these to be adapted to the needs of the different age groups. A prize of $25.00 will be given for the most valuable material sent in not later than April 1, 1934.

The results of the study will be in available form early in the spring; and after its publication, teachers will be sent free copies upon request to the Philadelphia office, (1924 Chestnut Street).

“Up to July 24, 1929, school teachers in the United States,” according to P. P. Claxton, former U. S. Commissioner of Education, “had no legal justification for teaching anti-war doctrine to public school students. Since then they have no excuse for not doing so. Before then it might have been considered ‘propaganda.’ Since then they are
teaching the higher citizenship in compliance with the supreme law of the land.

VIRGINIA LIBRARY ASSOCIATION OFFICERS

At the annual meeting of the Virginia Library Association, held in Richmond recently, officers for 1934 were elected as follows:

President—Mr. C. W. Dickinson, Jr., Director, Libraries and Textbooks, State Board of Education, Richmond.

First Vice-President—Miss J. M. Campbell, Librarian, Jones Memorial Library, Lynchburg.

Second Vice-President—Mr. Ralph M. Brown, Librarian, Virginia Polytechnic Institute, Blacksburg.

Secretary-Treasurer—Miss Mary Louise Dinwiddie, Assistant Librarian of University of Virginia, University.

RICHMOND LIBRARIAN WINS BOOK MENDING KIT

Miss Lalla Mayo, librarian at Bainbridge Junior High School, won a book mending kit in connection with the school library exhibit at the recent meeting of the Virginia Education Association. Miss Mayo was awarded the kit in competition with 147 state school librarians. It contains tools and materials for the repairing of old and damaged books, and was donated by Demco Library Supplies, Madison, Wisconsin.

THE RIGHT METHOD

We decry the prevalence of formalism in our schools but by far the most serious type of formalism is that which is based upon the assumption that any one teaching procedure can be made to fit all educational materials, all teachers, and all learners. I should like to plead for intelligent teachers in the choice of their teaching methods at least a small fraction of that freedom which our educational theorists would grant to children in choosing the lessons that they are to learn.—W. C. Bagley.

THE READING TABLE


This book sets forth in clear, direct style the most important characteristics of all phases of teaching with special emphasis on the activity program. The author’s purpose in writing it is to aid beginning teachers in the training school and also in the field to get a better idea of what education is and how to aid pupils in attaining it.

While there is nothing original in the techniques described, the underlying principles of development of a complete personality—through social adjustments and participation; through use of present interests, capacities, and needs of the individual; and through a scientific or problem-solving approach to learning—show use of sound psychology. It is one of the few books of its type that emphasizes the Gestalt theory in learning. “Learning,” the author states, “is a continuous process of readjustment to the environment; a growth and development of the child as a result of his on-reaching self-activity. The concern of the teacher, in her work with the child, is in his interests, capacities, and abilities.” According to this philosophy child study becomes the basis of all method.

In a very practical discussion of the place of the school in the community and the relationship of parent and teacher, especially as it affects subsequent influence on the development of the child, the author says, “Once the teacher has won the confidence of the parent and has been able to help the child somewhat, she will be in a position to be of real service in guiding the future education of the child.”

As a textbook for student teachers the book will probably find its greatest usefulness, since it is so clear, suggests many valuable exercises, and has an excellent bibliography. Beginners in the field and any teacher not familiar with the procedures in
the activity program will find its contents helpful because of the practical applications made.

Virginia Buchanan


This most stimulating book has as its task presentation of the far-reaching changes taking place in oriental civilizations. The impact of western capitalistic materialism against these age-old cultures gives the author reason to believe that in the long run the East will have met, and perhaps conquered, the West culturally, if not in a military sense. The problems of nationalism, revolution, imperialism, religion, and communism are presented as minor melodies in the great symphony. As a Teachers' Reading Circle book for the year 1933, The Beginnings of Tomorrow should greatly stimulate the thinking of teachers who read it and re-vitalize their instruction, particularly in the field of social studies. An excellent bibliography of recent books dealing with different countries of the Near and Far East enables the reader to carry on with the germinal ideas of the book itself.

W. J. G.


As stated on the jacket, this little book "clarifies the physiologic processes underlying bodily activities, and applies the facts to practical problems of training, staleness, fatigue, physical fitness," and does this splendidly provided the reader has a thorough grounding in the fundamental sciences of chemistry and elementary human physiology. As a reference work for the teacher of physiology or physical training, or as a text for students with the necessary background this book leaves little to be desired.

However, it is not recommended as a useful work unless the reader has the aforementioned grounding, and will not be particularly useful to any teacher not so trained.

R. L. Phillips


This book may be used as a reading text, a reference book, or a book to be read for enjoyment only. Both the subject matter and style of writing appeal to children of the middle grades. The facts about how citizens in a rather ideal city keep healthy are accurately and pleasingly presented. As the title suggests, the book is a narrative of trips taken by school children to various industrial places of the city, such as restaurants, hotels, dairies, factories, and harbor shops. The health facts are not "preachy," but are rather a natural part of the record of the excursions. Newspaper articles, pictures, samples of children's work, old-time beliefs, scientific progress, etc., furnish variety and humor.

The pictures are not large or colorful, but the action and humor in them make a strong appeal to children. They are meaningful: health truths are impressed upon the child's mind. The vocabulary is such that children may read the book with reasonable ease.

Gladys Goodman


This new revision has some valuable changes in line with modern thinking in Education: a more comprehensive discussion of Dewey's philosophy; emphasis upon character education; a statement of the ethics of the profession; new items in the references at the end of each chapter, thus bringing the reading matter up-to-date; and other things of interest. It lends itself, therefore, to more adequate use in the classroom.

B. J. L.
NEWS OF THE COLLEGE AND ITS ALUMNÆ

The last of the Old Board Walk is gone! Twelve thousand former students of the State Teachers College at Harrisonburg will perhaps honor—both with sentiment and relief—the passing of the walk between Jackson and Maury. In its cracks many a dime has vanished, many a fountain pen has disappeared, many a French heel has collapsed.

Because a steam main ran from beneath the porch of Jackson to the basement of Maury, the construction of a concrete walk at this point has long been delayed until a tunnel could be built for the steam pipes. An appropriation of $6,086 from the Civil Works Administration has made possible the employment of 71 men on the campus. Various needed improvements are now going forward.

A twelve-car two-story garage is being built just in the rear of the Practice House; the big barn immediately south of the Practice House has already been razed. Classrooms and offices in the three academic buildings, Wilson, Reed, and Maury, have all been redecorated; window frames and concrete panels in all buildings are now being painted. A new classroom has been provided for the department of physics in the basement of Johnston, and two rooms in the basement of Wilson are being finished. New electric fixtures are also being installed in Maury.

Announcement has just been made that the Public Works Administration has authorized the construction of a new dormitory. The building will be constructed in the southwest corner of the campus, facing Main Street; it will stand between the second tee and second hole of the golf course, necessitating a rearrangement of that valued accessory to wholesome living. The new dormitory will be reserved for seniors. With accommodations for 114 students it will relieve to just that extent the present badly crowded dormitory space.

Three students completed requirements for the B. S. at the end of the fall quarter: Irene Fraley, of Abingdon; Evelyn Starling, of Harrisonburg; and Winifred Warren, of Richmond. In addition to these four-year graduates, there were also three students who completed requirements in the two-year course: Ruby Virginia Bishop, of Boydton; Margaret Belle Clemmer, of Lexington; and Mabel Love, of Hamilton.

The merit roll for the first quarter of the 1933-34 session, as announced from the registrar’s office, is as follows:

Seniors: Mrs. M. T. Brackbill, Harrisonburg; Gladys V. Farrar, Rustburg; Virginia Estelle Fauls, Harrisonburg; Hilda Hisey, Edinburg; Alice Mae Kay, Waynesboro; Sarah Lemon, Marietta, Ga.; Ruby McCloud, Norfolk; Madaline Newbill, Norfolk; Janie Shaver, Harrisonburg; Mary Shaver, Harrisonburg; Mildred Simpson, Norfolk; Mary R. Spitzer, Harrisonburg; Vada E. Steele, Harrisonburg.

Juniors: Mary Bryant, Whittles Depot; E. Louise Golladay, Quicksburg; Mary B. Jones, Luray; Elsie Mallory, Mineral; Elizabeth Page, Tabb; Alva Rice, Glen-carlyn; Joyce Rieley, Troutville; Ruth Shular, East Stone Gap.

Sophomores: Margaret Newcomb, Formosa; Albertina Ravenhorst, Lexington.

Freshmen: Janet Baker, Washington, D. C.; Evelyn Bywaters, Opequon; Ethel A. Cooper, Winchester; Retha C. Cooper, Winchester; Ellen Eastham, Harrisonburg; Daisy May Gifford, Harrisonburg; Vergilia Pollard, Scottsville; Elizabeth Schumacher, Harrisburg, Penn.; Lois V. Sloop, Harrisonburg.

The basketball schedule for this season offers four games at home, with possibly a fifth. A trip to New York is also planned for the team. The games follow:

Jan. 19—Shepherdstown Teachers College, Shepherdstown, W. Va.—here.
Feb. 9—East Stroudsburg Teachers College, East Stroudsburg, Penn.—here.
Feb. 24—Westhampton College, Richmond—here.
March 3—Savage School of Physical Education, New York City—there.
March 9—Blackstone College, Blackstone, Va.—here.

An alumnae game may also be played.

Tony Sarg's Marionettes will appear here January 20 in matinee and evening performances. They will give Uncle Remus stories. These marionettes are under the personal direction of Mr. Sarg, and are "puppetized" by A. C. M. Azey from stories by Joel Chandler Harris.

The Lanier, Lee, and Page Literary Societies have just elected officers for the winter quarter, as follows:

**Lanier**: Florence Holland, Eastville, president; Virginia Bean, Cumberland, Md., vice-president; Kay Carpenter, Norfolk, secretary; Anne Moore, Portsmouth, treasurer; Frances Bowman, Calloway, sergeant-at-arms; Agnes Mason, South Hill, critic; Gene Averett, Lynchburg, chairman of program committee.

**Lee**: Marian Smith, Norwood, Pa., president; Charleva Crichton, Norfolk, vice-president; Conway Gray, Petersburg, secretary; Frances Wells, Suffolk, treasurer; Dorothy Williams, Norfolk, critic; Julia Courter, Amelia, sergeant-at-arms.

**Page**: Elizabeth Warren, Lynchburg, president; Eleanor Whitman, Purcellville, vice-president; Sylvia Kamsky, Richmond, secretary; Anne Davies, Clarendon, treasurer; Mildred Foskey, Portsmouth, critic; Jean Long, Staunton, chairman of program committee; Ethel Harper, Winchester, sergeant-at-arms.

For the first time in the history of the college, the enrolment for the winter quarter exceeds that of the fall. Twenty-one new students have entered, whereas only sixteen, including those who graduated, failed to return.

The Page Literary Society entertained the faculty, the freshman class, and all new girls at an informal party in the big gym January 5. The skeleton belonging to the physical education department was dressed as a Page goat; the gym was appropriately decorated. Dancing, games, and refreshments were enjoyed.

**ALUMNAE NOTES**

Christmas greetings from the Portsmouth Alumnae Chapter were much appreciated by the various ones on Blue Stone Hill. The stars shining down on Alumnae Hall and that corner of the campus expressed all hearty greetings.

While there were many Harrisonburg Alumnae in Richmond for the meeting of the State Teachers Association, there were not as many present at the alumnae reunion tea as we had hoped. Miss Margaret Herd, of Richmond, spent much time and energy attending to local details, and the association wishes to thank her for her willingness and co-operation.

**MARRIAGES**

Miss Mildred Quisenberry, of Louisa, and Mr. Kirk Lumsden, of Ashland, were married in Louisa on December 23, 1933. They will make their home in Ashland where Mr. Lumsden is in business.

Miss Virginia Jeannie Greenwood and Mr. Patrick Henry Peters were married in Richmond on December 23, 1933. Since her graduation in the normal professional course, Mrs. Peters had been teaching at West Point, Virginia. She and her husband will make their home in Sweet Hall, Virginia.

Another marriage on December 23 was that of Miss Carol Lee Wingo and Mr. Joseph Sydnor at Drakes Branch. Since receiving her degree in home economics, Carol has been teaching in the department of Home Economics at Blackstone College, Blackstone, Virginia.
OUR CONTRIBUTORS

NICHOLAS MURRAY BUTLER is the distinguished president of Columbia University. The quotation presented here is from the latest of those remarkable documents in which he has annually since 1902 presented his comment on educational affairs, national affairs, and world affairs.

WILLIAM J. SHOWALTER, assistant editor of the National Geographic Magazine, is a journalist and writer of broad experience. Dr. Showalter, whose birthplace is but a few miles from Harrisonburg, gave this talk before students of the College on December 13, 1933.

KATHERINE M. ANTHONY, director of the training school in the State Teachers College at Harrisonburg, was trained in the George Peabody College for Teachers, the University of Chicago, and Columbia University.

THOMAS C. PARKER is director of the Richmond Academy of Arts, Richmond, Virginia.

SARA CROSS JOYNER is a teacher of art in the Maury High School, Norfolk, and in the Norfolk Extension Division of William and Mary College. She was secretary of the Art Section of the Virginia Education Association during the past year.

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