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THE LOGIC OF CONSOLIDATION

"If a district is small enough to be supervised by one school superintendent, it is likewise small enough to have only one treasurer, one sheriff, one clerk. Consolidation of counties into one school unit is neither wise nor economical unless the district is united into a single taxing unit..."—Superintendent Joseph H. Saunders of Newport News.
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THE FINISHING FUNCTION OF THE PUBLIC SECONDARY SCHOOL

The high school of today is committed to two types of training; it recognizes that the finishing function is as important as the fitting function.

The American people are committed to a program of universal secondary education. The public high school has become the most important American institution. It is the people's college and high school graduation is regarded as the minimum educational preparation that every American boy and girl should have. The secondary school enrolment has now passed the five million mark and represents 55% of the boys and girls of secondary school age. The curriculum of the public high school should be constructed to meet the life needs of the secondary school enrolment, which now represents every segment of the social order and every level of intellectual ability. To meet the life needs of this diversified enrolment is the outstanding problem of secondary education.

There are approximately twenty-five thousand secondary schools in the United States, enrolling well over five million pupils. One-fourth of these secondary school pupils are in schools with enrolment of less than 100. Of the 600,000 boys and girls who were graduated from public secondary schools last June approximately 50% are now in institutions of higher learning; about one-fourth are gainfully employed in some way or are taking additional educational work in the high school; and the remaining one-fourth are in the ranks of the unemployed. The changes that are taking place in the social, economic, and industrial order make it increasingly difficult for boys and girls of high school age to find gainful employment. There seems to be a definite trend to eliminate from industry youth of the early “teen” age.

A study of high school statistics reveals the fact that although our secondary school enrolment is heterogeneous it is still highly selective. Boys and girls from the homes of educated people tend to persist longer in school than boys and girls from the homes of uneducated people. In the senior year of the high school “the student body exhibits a distinctly class character.” The selective character of our high schools is evidenced further by the fact that its dominant curriculum is more attractive to those of superior ability than to those of less than average ability.

The American high school, up until the beginning of the present century, regarded college preparation as its chief function, and its program for vocational education was a mere gesture designed to meet the needs of a certain group in its enrolment that had become vocal for some type of commercial or industrial training. College preparation is still regarded as an important function of the secondary school and every effort is being made to improve its program so that it may prepare boys and girls in a more effective manner for entrance into institutions of higher learning; but college preparation is not the sole function of the secondary school. It has a definite obligation to those boys and girls in its enrolment who are not college bound, but who should and will enter gainful occupations at or before the close of the high school period. The high school of today recognizes that this finishing function is as important as its fitting function and has formulated a set of cardinal principles that commits it to these
two types of training: one for those boys and girls who are college bound and the other for those pupils who, when they leave the high school, will go immediately into occupational life. The long recognized fitting or preparatory function of the high school is now receiving considerable attention by educators, and ways and means are being employed to enable the school to discharge this function in a way more satisfactory to the institutions of higher learning. There is considerable uncertainty among educators as to what type of academic training boys and girls should have to prepare them for the work of our colleges and universities. No specific pattern of academic subjects or units seems to be a guarantee of success or failure in college. Institutions of higher learning are not agreed as to what constitutes proper preparatory training and are therefore reluctant to change their entrance requirements. They are agreed, however, that they desire only superior students—students with more than average ability, who have the training and disposition to do college work. The finishing or terminal function of the high school has long been recognized as a legitimate function of the secondary school. It has received scant attention, however, because the high school has been largely controlled by the college, which has always attempted to make it and keep it a strictly preparatory institution. Then, too, the standardizing and accrediting agencies, having set up standards for judging the worth of secondary schools which are almost entirely academic in character, join forces with the college in emphasizing the fitting function. It has been difficult for the secondary school to free itself from the dominance of the college, but, thanks to the professional training of high school people, the secondary school in co-operation with departments of education and teachers' colleges is now inaugurating and administering a curriculum adapted and adjusted to the life needs of its student population and is declaring that success in college is only one measure for judging its worth. Although the secondary school recognizes the necessity for differentiated offerings to meet the needs of those who are not going to college as well as the needs of those who are going to college, it is nevertheless uncertain as to the nature and character of the vocational training that it should offer. Shall the secondary school provide for its non-college bound students specialized vocational training, or shall it provide general training for this group? It is generally agreed that such boys and girls should have definite training. The question at issue seems to be whether this specialized vocational training should be given during the high school period or after.

There is a group of educators represented by Dr. Snedden who feel that specialized vocational education should come after the secondary school period and that it should be provided in highly selected and specialized schools, located in different parts of the country. Dr. Snedden says that there should be about 6,500 kinds of vocational schools to which students should go after finishing the general course of the secondary school. There is another group of educators who feel that only general education should be given during the high school period and that specialized vocational and semi-professional training should be provided in a new type of secondary institution—the junior college. Both groups agree that the present program for vocational education in our secondary schools is entirely inadequate to meet the needs of pupils who will not and should not enter institutions of higher learning and that something should be done about this situation.

The coming of the municipal junior college as a unit of secondary education in our public school system seems to be on the educational calendar.

If the high school is to discharge its obligations with reference to both of its functions, it must provide a program of guid-
ance that will enable it to assist pupils to decide whether they wish to prepare for entrance in institutions of higher learning, or for those occupations for which a college education is not essential. The program of the small high school must remain a limited one and should stress general rather than special training. The program of the large cosmopolitan high school should provide both general preparatory training and general vocational training. It seems to be clear that the high school as now constituted should not attempt any further expansion of its specialized or vocational program for its non-college bound pupils, but that it should attempt to inaugurate for these pupils a program calling for general vocational training. This is predicated on the assumption that it will be rather difficult for the secondary schools to offer differentiated vocational courses that will prepare students for successful entrance into occupations that are changing almost overnight. This does not mean that the secondary school must abandon its program of vocational education; it indicates rather that it should reorganize its present inadequate vocational courses into programs that will provide in a more adequate way general vocational training.

WILLIAM R. SMITHEY

The more ideals a man has, the more contemptible, on the whole, do you continue to deem him, if the matter ends there for him, and if none of the laboring man’s virtues are called into action on his part—no courage shown, no privations undergone, no dirt or scars contracted in the attempt to get them realized. —WILLIAM JAMES.

The child runs away from home for the same reason that the dog bolts in the hunting field. It is usually because his rights have not been respected. The dog becomes a self-hunter and the child becomes antisocial. —LESLIE D. KLINE.

GIRLS OF TODAY MOVE AHEAD

The Girl Scout movement symbolizes the coming generation, free, strong, competent, and clean . . . The day of the cloistered woman is past. Hail to the Scout!

The Girl Scouts and hundreds of thousands of their sisters enrolled in similar groups, such as Girl Reserves, Campfire Girls, and 4-H clubs, are about the best phase of the growth of womanhood since Susan B. Anthony announced that women are people. These girls are growing every day into a finer and more competent people, for they have found their legs and arms—and the freedom of the out-of-doors in which to swing them. They have found, too, the freedom to discover and to develop their natural gifts and faculties.

There was a time, not so long ago but it is clear in my memory, when a girl thought if she were strong enough to step over a curbstone, it were better to disguise that ugly fact and cling to the sturdy arm of her escort. If she had a good appetite, she concealed it; and if she could run fast enough to catch up to what she wanted, nobody had ever seen her do it. She had to hide her fitness to live and to do her work in the world if she were to be happy in it.

Those were the stupid days.

Within the last twenty years the world has altered until it seems a new planet. Girl Scouts and like-minded groups have helped young generations of girls to adapt to new conditions and to take advantage of unprecedented opportunities. That they have filled a real need is indicated by their steady growth. The first Girl Scout group of eight girls was organized twenty-two years ago this March in Savannah, Georgia. Today there are many more than a million Girl Scouts and ex-Girl Scouts. The
country is dotted with their “little houses,” cabins, and camps.

Like their brothers, these girls have learned to swim, to manage boats and canoes, to climb mountains, to tramp afield, and when night comes to chop firewood and camp comfortably and safely. Not one in the lot would scream at the sight of a field mouse or a harmless snake. They have learned the home-making arts that their grandmothers knew, and they have learned techniques of citizenship of which their grandmothers never dreamed.

The Girl Scouts have done their part to bring about a new day in which a girl no longer is handicapped by the idea that she must hide the truth about herself, but is free to keep step and stride with her mate—to beat him to the goal if she can. She can stretch her arms and legs and back and grow in real grace and beauty without fear of losing caste. Health is no longer disgraceful. It is even nosing out the old standards of beauty. The beautiful girl of today is one with sun-tanned, wind-swept, rain-washed cheeks; one in whose eyes shines the light of a disciplined and ripened self-consciousness; one who looks straight out on the world without blinkers and knows it for what it is. Thrice-armed, body, mind, and spirit, the Girl Scout goes out to bear a hand in the scuffle.

“I can’t see why my daughter should join any such organization. She gets all the training she needs at school and at home. We are real companions to our children. There’s something just a little public about girls marching in bands and camping out and doing all sorts of things like that. I can’t see it for my girl.”

Well, your girl is being cheated out of something vital to her growth and complete usefulness. The day of the cloistered woman is past. In this scurrying day she can no longer function. Her home and her children, her work and her play, her experience and her education, are all touched with this something that you call “a little public.” We have all become a bit more conscious of each other and each other’s happiness and need, and it is that public consciousness from which you shrink and toward which I would push you. The world has gone out into the market-place, and if the woman is to keep a home she will have to be heard and felt and seen in the councils of the fathers and the mothers.

Girls do not grow into qualified women overnight. They must serve through the apprenticeship of adolescence, the most trying and least understood phase of a girl’s growth. The adolescent girl is beset by moods and feelings, by associations, urges and desires for which she has no ready response. She is ignorant of the meaning of much of what she has been taught. Experience alone can enlighten the matter of living, and time must bring experience gradually, sparingly, grudgingly. During those difficult years, she must have the opportunity to build a seasoned body and a tempered soul.

This is a process that is best fostered in the open air among her own kind. It was a wise woman who led the way along the trail to the campfire and the balsam bed. It was someone who knew the spiritual reward of the mountain-climb, the comforting weariness of the evening swim, who led the girls to the hills.

A scout is one who goes ahead to look out and bring back word of what lies ahead. I never see a group of Girl Scouts swinging along in their woods-green uniforms without wondering what it is they see ahead on the road. What good news do they gather? The light in their eyes, the joy in their lilt- ing stride brings a responsive glow to my heart.

The Girl Scouts and their like are the symbols of the coming generation, free, strong, competent, and clean. We of the older day salute them. May their numbers increase.

Angelo Patri
WEATHER LORE

Interesting lore about Ground-hog Day, St. Swithin's Day, Easter, rainbows, rings around the moon, the "dry" moon, the sun drawing water—and what it's worth!

GROUND-HOG day is so labelled on many calendars that it seems to rank with national holidays and the regular festival days of the church year. One who absent-mindedly overlooks the day learns from the greetings of his friends, if the sun is shining, that there will be six more weeks of winter weather; if the sky is overcast, that there will be an early spring.

For the ground-hog tradition or any other weather-lore, two questions may be asked: How did the tradition originate? And how has scientific investigation influenced the acceptance of weather proverbs?

The name given to February second is merely an American name for Candlemas Day. This is the festival which was instituted in 492 A.D., as the fortieth day after Christmas, to commemorate Mary's coming to the house of worship for the ceremony required of her as a Jewish mother after the birth of a baby boy. There is the report that in pre-Christian times the Romans burned candles on the second day of February to honor the goddess Februa. An unusual number of candles was used in the observation of the day by the Church; hence the name, Candlemas. In earlier centuries, it was planned that the number of lights would be increased until every dark corner was completely illuminated so that all nocturnal animals would hide themselves in their usual daytime retreats. From such an origin in remote ecclesiastical history has sprung the present-day associated idea that sunlight causes an animal's shadow on "Ground-hog day." So, we seem to think, the ground-hog hangs a sign "Do not disturb" on his sleeping-room door and tucks himself in for a six weeks' sleep.

No animal is mentioned in the earliest literature regarding the influence of Candlemas on the weather which follows. Various versions in rhyme indicate the influence attributed to the day.

"If Candlemas Day be dry and fair
The half o' winter's to come and mair;
If Candlemas Day be wet and foul
The half o' winter's gone at Yule."

It should also be remembered that the animal known as the ground-hog is not native to Europe; there the badger and the bear are credited with the ability of making long-range weather predictions.

What does scientific investigation report regarding the connection between sunshine on February second and the weather of the following weeks? In the Scientific American, April, 1927, there is a report which furnishes an answer to the question. Ground-hog Day in 1926 had clear skies in eastern United States, cloudiness in the West. There should have been a prolonged winter in the eastern half and an early spring in the West. The fact is that both sections shivered during the winter weather which continued more than six weeks longer in both sections. So the prophetic rodent was right in one section and wrong in the other. Such predictions are not good prophecies, but are merely ordinary guesses.

It should be kept in mind that the Weather Bureau considers that there should be records of rainfall during at least fifteen years in any locality before there is sufficient data to state the average annual rainfall in that locality. The same length of time is desired for records of sunshine, temperature, length of growing season, or any other of the climatic elements. In the same article of the Scientific American, April, 1927, there was a report of investigating the fifteen previous years. For those fifteen years, if the ground-hog had been correct, there should have been nine with much cold weather continuing. As a matter of fact, only four of the nine years had prolonged winters. Of the six which
should have had an early spring, only two had a shortened winter. Since six out of fifteen were correctly indicated, there were 40 per cent correct. A good guesser should make a better record.

In all fairness, it should be mentioned that the ground-hog never asked for the job of being a weather prophet. It was a responsibility pushed on him by the early settlers. When they came from Europe, they brought the superstition about the badger or bear’s looking for his shadow on Candlemas Day. Not finding the badger here, the settlers revised the story to include the ground-hog or woodchuck. Of all animals in fur, therefore, this little creature now monopolizes conversation one day in the year.

Of course the ground does not suddenly warm up because of one day’s sunlight; whether February 2 is bright or cloudy, it is probable that in much of the United States the ground-hog is not even above ground to look for his significant shadow. Many sayings and beliefs concern the idea that the weather on specific days indicates the weather of later days or seasons. These sayings originated long before such instruments as the barometer, thermometer, and hygrometer were available for securing weather information. Among these sayings are such statements as: “If March comes in like a lamb, it will go out like a lion,” and vice-versa; there will be stormy weather at the time of the equinox; and if it rains on Easter, it will rain for seven Sundays. Now any observer agrees that the month of March has days which suggest a lamb in behavior, and then other days which display the characteristics of a lion. However, records disclose the fallibility of the saying that the kind of days in the beginning of the month insure a different type of weather at the close.

There is no denying there may be an equinoctial storm, but it is by coincidence rather than by cause. It is true that hurricanes may originate in the tropical areas and later invade areas like the coast states of the eastern part of this country. But they are not caused by the equinox. Virginia felt the effects of hurricanes in August, 1928, and again in August, 1933.

The spring season of the year does have frequent rains. As true as the saying that rain on Easter Sunday brings subsequent rainy Sundays would be a proverb asserting that if it rains the Wednesday after Easter, there will be rain for seven Wednesdays. Recorded observations, as a matter of fact, show that a bright Easter may be followed by rainy Sundays, and that a rainy-Easter loses its influence and is followed by Sundays on which the sun shines.

Another illustration of the belief that the weather of specific days forecasts the weather of a given period of time is found in the idea that the first three days of the year indicate the kind of winter to be expected during the first three months of the year. And there are people who believe confidently that the twelve days from Christmas to January fifth are the “keys to the weather” for the twelve succeeding months. Since these two sayings often conflict, it is better to leave the disagreement to those who know “sure signs” of the weather.

There is an interesting story to the effect that a rain on St. Swithin’s Day (July 15) causes forty days of rain to follow. St. Swithin was an English ecclesiastic of the ninth century. He was the tutor of King Alfred and became the Bishop of Winchester. He is said to have requested that upon his death he should be buried just outside the church where water might drip from the eaves on his grave and where passersby might tread. In the next century, after he was canonized, plans were made to remove the body from the grave to the church. According to the legend, the good saint’s protest caused a period of rain which delayed the transfer for forty days.

Another group of weather-lore ideas is
characterized by the belief that a person may tell from the sky what the weather will be within a few hours or a few days. One example is represented in the jingle:

"Rainbow in the morning, sailors take warning; Rainbow at night, sailor's delight."

The lines do contain an element of truth. If there is a morning rainbow, there must be rain falling west of the observer. Since in the middle latitudes, weather conditions tend to travel from the west to the east, the locality in which the observer is may experience the rain a short time later. The evening rainbow is seen in the eastern sky, so it is probable that the rain will tend to travel away from the locality of the observer.

Another example is that the sun's "drawing water" is going to cause rain. The phenomenon is caused by the presence of dense, bunchy clouds. The openings in the cloud formation allow the sun-beams to pass through; this results in the clean-cut contrast with the shadows cast by the clouds. The clouds indicate moisture in the atmosphere. Rain may fall from the clouds, but not because of the so-called sun's drawing water. It is another example of coincidence being mistaken for cause.

A third example is the phenomenon of the ring around the moon. If the observer counts the stars seen within the ring, he knows there will be rain in the number of days represented by the stars. The corona seen in the phenomenon is caused by the diffraction of light as it passes through spaces between water droplets. The smaller the drops, the larger the ring and the more stars. In contrast, the larger the drops, the smaller the ring and the fewer stars. Larger droplets result when the air is more humid. With such air conditions, rain may occur, if the humid air is carried by air currents into contact with temperatures which would produce rainfall. From such observations, it should be admitted that the corona is an announcement of conditions which may later produce rain.

The last example of sky appearance which is the basis of a weather adage is that there are "wet" and "dry" moons. When the horns of the crescent moon point upward, some quote the Indian version, "She canoe; she get full; she run over." Some believe this moon is the "wet" moon. They see the moon at other times with one point nearer the earth, and know that is the "dry" moon because it hangs like a powder-horn and all the water has run out. Others believe the moon with horns pointing upward is the "dry" moon because it will hold all the water. There is an advantage in having the contradictory versions: if one is not applicable, the other can be used. Since the moon's horns point the same everywhere along any parallel of latitude, if any shape of the moon causes wet weather, then there would have to be a belt of wet weather encircling the earth. To illustrate, if in any week, Virginia had rainy weather because of the moon, in that same week, the desert of Nevada, which is due west of Virginia, would necessarily also have rainy weather.

Those who believe the moon determines the weather are protected by saying "about the time the moon changes, we can depend on a change in the weather." As the moon's changes are spread over two or three days, since the moon is always changing, by coincidence there are some weeks when the weather changes with the change of the moon.

Half of the moon is always lighted because the lighted side of the moon is the side toward the sun. The amount of the moon's surface which is seen from the earth as lighted is a result of the relative position of the sun, moon, and earth. So in reality the moon does not change, but, as seen from the earth, merely appears to change.

A systematic check-up can be made regarding the amount of truth contained in any weather proverb. Scattered over the United States are hundreds of weather stations which keep complete records.
Whether it is Ground-hog Day, a rainy Easter, or a "dry" moon, a study can be made by which it will be found that the percentage of error discourages placing confidence in the reliability of much of such material.

What, then, should be advised regarding all weather-lore? Just this: Remember every word of it, so there will always be a convenient topic of conversation.

Raus M. Hanson

THE CLASSROOM LIBRARY MOTIVATES READING AND LEARNING

"Perhaps no stimulation of interest is as great as that which comes from the library corner of a schoolroom," says Miss Marie Sue Riddle, of Waco, Texas. In the November Teacher's Edition of Child Life she tells how-every teacher may easily set apart a library corner. Simple chairs or benches and tables, a picture, flowers, or goldfish, make it attractive. Picture books, fairy tales, stories of adventure, history, travel, nature or science give variety.

These books may be secured through Parent-Teachers' Associations, benefits or entertainments, individual donations and subscriptions to magazines and newspapers, as well as the public library.

Interest is kept alive, Miss Riddle continues, by the changing of a picture, flowers or books or by putting books on reserve. Interest in the books themselves is created by the teacher reading or telling a part of an interesting story, and allowing the children to finish it themselves, or by reading titles and letting the class discuss what kind of a story each may tell.

There is, alas, as much bunkum, as much of the "stuffed shirt," of the idle ornament and the dull windbag in universities as out of them (the irreverent say more).

—Henry Seidel Canby.
III. Individuals differ in interests, abilities, attitudes, appreciations and understandings, habits and skills, and in capacity to learn.

IV. Growth is continuous.

V. All learning comes through experience.

VI. An individual tends to avoid experiences which annoy and to seek experiences which satisfy.

VII. The school can serve as a creative institution only as it succeeds in controlling through its curriculum the experiences of learners so that cultivated, integrated, and individualized personalities are developed.

Aims of Education

Certain information (technically referred to in the course of study as “understandings”) may be summed up as follows: The pupil should have a knowledge of the inter-dependence of all forms of life; of the necessity of man’s adaptation to changing conditions; of man’s increasing control of nature; of the influence of nature upon the development of plants, animals and civilization; of the orderliness and balance of the universe; of how modern science has transformed ways of thinking and living; of man’s increasing control of his social environment; of the relation of the social heritage to man’s development; of man’s constant endeavor to improve his living conditions; of the relation of the movements of population to man’s development; of democracy as a method of living and thinking; of the fact that the masses of men struggle constantly to gain freedom from domination by the few; of the fact that modern people are endeavoring to reorganize human relations; of the fact that government in a democracy rests upon the consent and civic responsibility of the governed; of the fact that government in a democracy is often controlled by forces invisible to the citizen; of the relation of a broad social consciousness to man’s development; of the operation of economic factors; of how to choose a vocation; of the operation of modern business and industrial enterprise; of the relation to man’s development of humanizing economic and industrial life; of recreation as a creative agency; of the functions of family life; of the relation of health to human development; and of the social function of religion.

Attitudes

Education is intended to develop these attitudes: of inquiry; of creative self-expression; of self-cultivation; of self-integrity; of respect for personality; of critical mindedness; of directness; of open-mindedness; of mental integrity; of responsibility; of generalization; of concentration; of tolerance; of working harmoniously with others; of relying upon orderly methods of gaining social ends; of respect for constituted authority; of constructive participation in social life; and the scientific attitude.

Appreciations

It must inculcate the appreciation of the beautiful, of human nature, of shared activity (co-operation and fellowship), of high standards of conduct, of humor, of the achievement of thinking (logic), of good workmanship, and of nature.

Automatic Responses

It must develop as automatic responses the ability to read, to speak, to write, to listen, to study, and to use quantitative symbols and procedures. Certain automatic responses seem to need further explanation. Thus, the “ability to use the common objective materials and instruments of the social heritage” means perhaps to use the common materials found in the home, such as clothing, foods, furniture, and mechanical appliances; to use with a degree of efficiency the materials used in the school, such as writing materials, phonograph, radio, piano, etc.; to use conveyances of transportation, such as the automobile,
street cars, buses, and trains; to use the institutions of financial, commercial, and social intercourse such as postal, banking, telegraph, and telephone services, stores, hotels, eating places, and hospitals. Again, the "ability to maintain certain objective materials of the social heritage" suggests that one must be able to replace such things about the home as light bulbs, light fuses, buttons on clothing, varnish or paint on furniture, and washers in water spigots; must be able to repair articles around the home, such as screen doors, furniture, and clothing; must be able to make such changes or adjustments on an automobile, as oiling, or greasing, changing tires or replacing minor parts; must be able to care for materials used in recreational activities so that maximum service may be received. Then there are a few of a slightly different kind. The ability to function as a wise consumer; to maintain efficient economic status; to maintain health; to conform to social standards; to respond to situations requiring neuro-muscular skills (automatic responses).

About the time when the old-time standard high school curriculum was breaking up, there appeared an important new book, Essentials of Algebra, by David Eugene Smith and William David Reeve. Because a large number of high school graduates who spent a great deal of time in making preparation for entrance into advanced courses in college never actually went to college, the authors held that time might have been spent much more profitably on certain things that would be useful to these pupils out of college.

"There are four topics of algebra," says the preface, "that the average well-educated person of the present day needs to know, whatever his occupation may be. The importance of these topics lies in the fact that they contain the information which the citizen should possess for his everyday reading in current literature, in popular science, in the newspapers and other periodicals of the home, or in the simpler class of technical handbooks. These four topics with which the average well-read citizen—man or woman—is no longer unfamiliar are the formula, the graph, the directed number, and the simplest type of equation. These topics, therefore, are fundamental, either for the student who is going to college or for the one who is to enter at once upon a business or a home career."

Part I of this book, called the Chief Uses of Algebra, contained these five chapters:

I. The Formula
II. Graphs
III. Directed Numbers
IV. Elementary Operations
V. Linear Equations with one Unknown

Part II of the book offered the more technical development of the algebraic processes that are required by college entrance boards.

To quote again from the foreword to the mathematical program in the secondary schools: "The tentative course of study here proposed for the first year of the secondary school attempts to achieve the aims of meeting the common mathematical needs, of acquiring that exact quantitative knowledge which underlies material needs, of revealing a little of the power of mathematical thought and the beauty of mathematical form, and also of exploring the abilities and interests of pupils in the special fields of mathematics. This general course, a continuation in procedure of the mathematical studies of the seventh grade, should be a part of the core program of all secondary school pupils.

"Subsequent courses are planned to consist more definitely of logical bodies of subject matter psychologically built around some mathematical objective or related objective, but teaching procedures still provide many activities by means of which children can discover and use the prin-
ciples of this world-wide, world-old body of knowledge. Such courses should be elective, chosen in accordance with the diagnostic results of the first year. With the foundation provided by the general mathematics it will be possible to bring the materials of all special fields of mathematics to bear on each field. For example, the algebra course may be so developed as to utilize materials from arithmetic, geometry and trigonometry, and thus emphasize the essential unity in all mathematics work."

From this we see that the work beyond the first year in mathematics is supposed to be technical subject-matter courses of the type formerly given, but to be elected only by those who wish to satisfy mathematical entrance requirements for college, or those who have a distinct aptitude for mathematics. While the first year's work is to a large extent a summary of the facts of mathematics most useful to the ordinary individual, it will be seen to furnish a sound basis for a further study of the subject.

But before going into the method of presentation, I wish to quote again the Course of Study the summary of the abilities that should result from the activities. The abilities are: to perform accurately the four fundamental operations, addition, subtraction, multiplication, and division, with integers, common fractions and decimals; to use the metric system of measures and weights; to use decimal fractions by means of percentage in ordinary business transactions including trade discount, profit and loss, commission and interest; to use such ordinary business forms as checks, deposit slips, promissory notes and the like; to use mathematical tables; to be familiar with and use simple formulas, and to represent them graphically; to know the meaning of simple equations and to be able to solve them and check results; to recognize simple mathematical figures by name and form; and to make simple geometric constructions by means of compass and straight edge.

With the exception of the purely arithmetical work of perfecting the handling of the four fundamental operations the theory of, and exercises in, the practice of these abilities may be found in Strayer-Upton's Junior Mathematics, Book II, as listed below:

Chapter I. Formulas
III. Equations
IV. Measurements—Solving Formulas as Equations
V. Percentage
VI. Banking
VII. Thrift and Compound Interest (Savings Bank)
VIII. Installment Buying
IX. Stocks and Bonds
X. Insurance
XI. Taxes
XII. Metric System
XIII. Geometric Construction, Congruence and Symmetry
XIV. Ratio and Proportion
XV. Similar Triangles
XVII. Positive and Negative Numbers

The one exception is that of Graphic Representation, which is perhaps best treated in Schaaf's Mathematics for Junior High School Teachers, pages 116-143.

The method of procedure given in the New Curriculum for obtaining these results is through pupil activities, 119 of which are listed, some textbook to be used as a reference in order to determine the method of procedure in each case. I need mention only a few such activities to give an illustration of the method.

A group of activities concerning formulas:

1. Changing quantitative relationships in rules and tables to formulas.
2. Reading, and interviewing people to find out the uses and values of for-
mulas in the work of health, welfare, the home, business, industry, agriculture, science, etc.

3. Reporting on and discussing the uses and values of formulas in the work of health, welfare, the home, business, industry, agriculture, science, etc.

4. Constructing graphs from formulas and statistical tables to show relations between quantities and to obtain new information about them.

5. Making a graph of the findings of the annual physical inspection of class and school.

A group on Life Insurance:
1. Examining life insurance policies and studying materials in order to learn the terms used, their meaning, benefits derived from insurance, cost of insurance, and other items of information.

2. Studying to find out what the insurance company does with the premiums.

3. Planning and presenting a short play in which class members describe different kinds of life insurance policies they have purchased, and argue the advantages of the choice.

A group on Banking:
1. Making withdrawals from a class bank, using actual forms or forms written by the pupils.

2. Writing an essay on the travels of a check, illustrating with cancelled checks.

3. Borrowing money from a class bank by means of indorsed or secured notes, after studying real notes that have been paid.

4. Having a bank representative talk to the class about the clearing house, and the Federal Reserve System.

A group on Stocks and Bonds:
1. Consulting a stockholder or director for information about organization of a corporation.

2. Listing the reasons for the existence of each local corporation; general reasons for organizing corporations.

3. Bringing to class market quotations from current publications and explaining the entries.

4. Reading market reports of bonds, and explaining the entries (including kinds of bonds).

5. Working examples, solving problems, involving buying and selling bonds, interest, rate of income.

6. Selecting one corporation and following the rise and fall of prices of stocks and bonds in the daily papers.

A group on Taxes:
1. Interviewing parents and county or city treasurer, and reading, to find out how the public through its government raises taxes.

2. Getting a copy of county, town, city, or state budget, discussing the apportionment of funds, and working examples based upon its items.

3. Making graphs to show the tax dollar, to compare the tax expenditure of a decade ago with present expenditures; to compare federal tax expenditure for war with that for peace.

A group on Metric System:
1. Getting acquainted with the metric system by examining protractor edge, meter stick, ruler marked in centimeters and by reading or hearing of records made at Olympic Games, radio wave lengths, laboratory measurements, some food containers, width of movie films.

2. Using the metric measures in drawing
and measuring lines for familiarity; with equivalents in textbook problems; by applying equivalents to life situations.

A group on Geometric Figures:
1. Learning the meaning of symmetry.
2. Making patterns for constructing solid figures.
3. Interviewing instructor in art to find the application of mathematical forms to art.
4. Reporting to class and discussing results of visits and interviews.
5. Learning to handle instruments for constructing mathematical figures.
6. Constructing figures (perpendicular, etc.)
7. Writing essays or making reports on related topics, as: The use of congruence and similarity in design.
8. Finding ratios from corresponding sides of similar triangles.
9. Finding line lengths by using similar triangles.
10. Solving problems involving measurements of line.

A Project Illustrated

An illustration of how projects of this sort may be worked out follows. If I were going to start a class-study of the use and value of banks, I would begin by getting a set of forms from a bank. These forms would consist of signature card, pass book, deposit slip, check book, form of refusal of checks, form of protest of checks, promissory note blank, collateral note blank, notification of discount, notice of note due, bank statement with cancelled checks.

Then I would begin by asking the question, "What are banks for?" and I should probably receive the answer, "Banks are places to keep one's money safe," because that is the primary idea that most people have of a bank, and of course it is one of the uses of a bank. We could develop this then by showing how to use the signature card, pass book, deposit slip, and check book, calling attention to the necessity of keeping a balance in your bank account, and the method of keeping that balance accurately calculated by means of the check stubs. The penalty for not doing this is that a check might be protested or at least refused; the form on which this is done would be shown.

Then I should illustrate the use of a bank account for paying bills by check and for sending money through the mails, noting particularly the advantage of this method over the use of currency.

The second function of a bank is loaning people money. Thus, a bank makes loans for carrying on legitimate businesses: a merchant may wish to borrow money to pay for a stock of goods, the loan to be repaid within 60 days when a portion of the goods has been sold; a farmer may borrow money for fertilizer, expecting to repay when the crops raised by means of this fertilizer are sold; a mechanic may borrow money to buy additional tools for carrying on his trade; a student may borrow to complete his education. But a bank will not ordinarily loan money to pay current bills unless some special emergency exists; that is, a bank encourages thrift rather than the kind of spending necessary for "keeping up with the Joneses."

The methods of borrowing money from a bank are by personal endorsement and by means of collateral. What is meant by personal endorsement? Show this by means of a note blank. What qualifications should the maker and the endorser of a note have in order for the note to be accepted for discount by the bank? First, the maker should be a customer of the bank. Second, he should be an individual of character, and should have the reputation of meeting his obligations promptly. The endorser need not necessarily be a
patron of the bank at which the note is to be discounted, but must be known in the community as able and willing to meet his obligations promptly and as a man of integrity.

Borrowing money on collateral (show blank form for collateral note) involves a knowledge of the kinds of collateral acceptable to a bank: first mortgage real estate bonds; U. S. government, state or city bonds; bonds issued by other corporations that are rated sufficiently high; stocks of various sound corporations, and so on. A bank will loan to a customer on acceptable collateral only a reasonable percent of the value of the collateral.

Suppose we have made arrangements to borrow money from the bank by means of discounting a note either with proper endorsement or on collateral, what is the next procedure? The cashier of the bank has not promised absolutely that the bank will discount our note because he must bring that note before a meeting of the directors of the bank or at least before the discount committee of that board, the board having been elected by the stockholders of the bank to determine the policies and direct the business of the bank. If the character of the maker of the note is satisfactory in the opinion of the directors and if the endorsement or collateral is regarded as satisfactory by them and if the bank has not already loaned up to the percent of its resources which it is allowed by law to loan, the board will approve the loan, and the maker of the note will be notified by the bank (show the form of notification) and the amount of the note less the discount will be placed to the customer’s credit in the same manner as if it were a cash deposit. The discount on the note is calculated as simple interest on the face of the note for the time which the note is to run, and this amount is subtracted from the face of the note. The resulting figure, which is called the proceeds, is credited to the customer’s account. Notes are usually made for 30, 60 or 90 days. 10 to 15 days before the date upon which the note falls due the customer receives a notice from the bank (show notice form) which states the date on which the note is due, at which time the note must either be paid in full or must be curtailed by a cash payment to the bank of a portion of the note; a new note for the difference between this payment and the face of the old note is given. The discount on the new note of course must be paid. This is usually accomplished by the means of charging the old note to the customer’s account and crediting his account with the proceeds of the new note. Some very interesting papers in regard to banking have been prepared by the Educational Committee of the American Bankers’ Association located in New York City; one in particular, “How Bankers Serve Us,” would be of great value to anyone teaching this subject, and may be obtained by writing to the Educational Committee, American Bankers’ Association, New York City.

In intuitive or inventional geometry the simpler constructions with straight edge and compass should be given without logical proof. Homemade instruments should be encouraged. A stiff piece of paper creased (folded once) makes a quick and accurate straight edge. A narrow strip of cardboard with two or more small holes in it makes a pretty accurate compass. Foot-rule and a small wooden right triangle give a quick and accurate method of drawing parallel and perpendicular lines. For blackboard work a piece of cord serves as a compass and the same piece of cord chalked and snapped against the blackboard makes a perfect straight line. (Smith and Reeves’ The Teaching of Junior High School Mathematics gives a chapter on homemade instruments.)

The application of proportion to similar triangles gives the pupil an immediate urge to find out things, gives the use of the thing, rather than the thing itself, which is what the pupil is interested in. Valuable texts
on this subject are *Workbook in Intuitive Geometry* by Betz-Miller-Miller, and *Geometry for Junior High Schools* by W. Betz. The development of the formula with its quick application to the solution of a number of similar problems appeals strongly to the first year pupil as a time and work-saver and at the same time gives the preliminary introduction to formal algebra.

**Comments**

The writer has not yet been able to see exactly how this “first year mathematics” is to function as a high school unit or, what is more important, how the teacher can be sure that a reasonable amount of the “Abilities that should result from activities used in developing units of work” actually do result. This latter appears to me to be the weakness of the new curriculum. While “frequent drills” are mentioned from time to time, there appears to be a chance that such statements are not strong enough to insure that the teacher will give enough of them to fix the principles and processes in the pupil’s mind. Great stress will have to be placed on absolute accuracy in all arithmetical calculations in all the work of all the units.

Perhaps a workable plan would be to have it definitely understood that all “units of work” involving mathematics be definitely finished by a certain date (say Feb. 1) and that the remainder of the session be given to studying the chapters referred to in Strayer-Upton’s book or in Smith and Reeves’ *Essentials of Algebra, Part I*, or a similar book which covers the requirements beyond pure arithmetic, thus gathering together the new mathematical information and making it into a concrete whole. If this is done the pupil who goes no further in mathematics will have a real working knowledge of the mathematical principles and practices which will be of most value to him, and the pupil who elects to go further in mathematics will be prepared to undertake the study of formal algebra and demonstrative geometry. In the former he will be led into the formation of a language of symbols controlled and manipulated by a set of more or less arbitrary laws, by means of which when a proper translation has been made into “algebraic language” the solution of a difficult problem is obtained by mechanical manipulation of symbols according to fixed arbitrary laws.

The solution of a problem then depends on two things, first the ability to translate the problem correctly into “algebraic language,” and second, the ability to do the mechanical manipulation with absolute accuracy. These two things must be kept to a certain extent separate. Many exercises must be given in translating the language of a problem into algebraic language where the doing of this correctly shall be the whole aim of the exercise. Then it must be shown that all of this translation is vain unless the pupil knows thoroughly the laws of manipulation and can perform these manipulations with absolute accuracy, and many drills must be given in manipulation alone. When the ability to translate and the ability to manipulate have both been mastered, we can then put them together to solve problems. During the learning and practice time each problem should be regarded as two problems: one of translation and one of manipulation, and graded accordingly. But at the last it should be clearly brought out that in practical life “the most important thing is the correct result”; hence, if either the translation or the manipulation is incorrect, the solution is valueless.

In demonstrative geometry it must be shown that an inquiring mind will not be satisfied with anything less than a logical proof of the correctness of the methods of construction which have already been given, that such a logical method of proof can be and has been developed, and that our own logical ability will be developed by the proper study of such methods. This attitude
will give a real basis for the study of geometry.

Short cuts and tricks and time-savers in both algebra and geometry are plentiful, and should be searched out and used by the teacher.

HENRY A. CONVERSE

A GEOGRAPHIC PERSONALITY

The geographer believes that places teem with life that gives them local color and individuality. Recognizing geographic personality has a legitimate place in the classroom.

PRACTICALLY all cultural items with which the study of geography is concerned may be spoken of as having geographic personality. A written geographic personality statement is a brief description that gives the outstanding relationships between man and his environment. It includes the unit understandings that are organized around a definite core of thought. These show ways in which the human pattern is related to the natural. In such statements detailed items and minor geographic relationships are omitted, while certain elements in the personality are brought out rather sharply. For example, in the study of Alaska its relative emptiness is pointed out, an attempt being made to account for it; in the study of Denmark a big thing is made of the ability of a dense population, through its inclination to cooperate, to make a living on a relatively lean land; and in a study of a tropical forest area—the Congo, the string of settlements along the river is noted with interest.

The psychologist might well object to the nomenclature “geographic personality” as applied to an inanimate body of material. The geographer believes, however, that certain places are not necessarily spiritless but that they are teeming with life that gives them local color and individuality. The term personality as applied to a human being is a thing that is difficult to define, but it is generally conceded that something which identifies the individual, or that which makes him a being—a person apart from a thing abstract. In written form a personality statement would again include the distinctive thing that bobs up persistently—that which gives character to the being and helps to make him an individual in himself. Hence, a geographic personality must also include the outstanding geographic characteristics of a given product, industry, city, country, or group of countries. It has its place in the classroom, especially when it is utilized in summarizing or in testing exercises. The geographic personality that follows brings out the characteristics of a Western Hemisphere area. It summarizes the outstanding relationships in a given unit. Since many enjoy an element of chance, the following personality sketch is written in the form of a conundrum. Read it to the pupils and ask them to guess the answer or have them read it carefully and write the answer at the end of the paragraph.

This so-called land bridge is in reality made up of a number of separate countries, each facing the ocean. Population concentration is chiefly in the valleys among volcanic mountains. These centers of population, through their inclination to cooperate, to make a living on a relatively lean land; and in a study of a tropical forest area—the Congo, the string of settlements along the river is noted with interest.

The psychologist might well object to the nomenclature “geographic personality” as applied to an inanimate body of material. The geographer believes, however, that certain places are not necessarily spiritless but that they are teeming with life that gives them local color and individuality. The term personality as applied to a human being is a thing that is difficult to define, but it is generally conceded that something which identifies the individual, or that which makes him a being—a person apart from a thing abstract. In written form a personality statement would again include the distinctive thing that bobs up persistently—that which gives character to the being and helps to make him an individual in himself. Hence, a geographic personality must also include the outstanding geographic characteristics of a given product, industry, city, country, or group of countries. It has its place in the classroom, especially when it is utilized in summarizing or in testing exercises. The geographic personality that follows brings out the characteristics of a Western Hemisphere area. It summarizes the outstanding relationships in a given unit. Since many enjoy an element of chance, the following personality sketch is written in the form of a conundrum. Read it to the pupils and ask them to guess the answer or have them read it carefully and write the answer at the end of the paragraph.

This so-called land bridge is in reality made up of a number of separate countries, each facing the ocean. Population concentration is chiefly in the valleys among volcanic mountains. These centers of population are more or less independent of each other, and are separated by broad stretches of unproductive country, inadequately served by transportation facilities. Traffic moves from these isolated population groups to and from the coast, and exchange is made with foreign powers rather than with members within the area. Land usage by people, indisposed to labor, is characterized by a primitive type of subsistence agriculture, by the growing of coffee on the higher slopes, and by the capitalistic production of tropical fruits on the low trade-wind coasts. Exploitation of the forests, grazing of cattle, as well as mining, fit into the oc-

(Continued on Page 68)
THE LOGIC OF CONSOLIDATION

Commenting on the proposal of Senator Norris to reduce the number of school superintendents in Virginia, Joseph H. Saunders, superintendent of schools in Newport News and a member of the State Board of Education, made the sort of pointed suggestion which it is always hard for the political-minded to understand. Said Mr. Saunders:

"I see no objection to the Norris Plan, provided it is made to apply to all other state and local officials. If a district is small enough to be supervised by one school superintendent, it is likewise small enough to have only one treasurer, one sheriff, one clerk, etc. Consolidation of counties into one school unit is neither wise nor economical unless the district is united into a single taxing unit; for the superintendent cannot in such a district carry out a unified program of education if he has to deal with different sets of school boards and supervisors. In some of the consolidations that have been made, I understand there is grave dissatisfaction on the part of the patrons affected.

“At the time our counties were formed transportation facilities were very crude and inadequate. Then it took practically all day for one to make a journey from the outer edges of the county to the county seat, but today with our modern transportation facilities one can traverse the limits of a number of counties in an hour’s time. As an illustration of what I mean, in the territory lying between the James and York rivers beginning with the upper limits of James City County and extending to Chesapeake Bay there are eight complete sets of local government, eight sets of officials whose salaries are paid from the taxes of the people, and yet one can go from any point in this territory to any other point in it in one hour’s time. This entire territory could very conveniently be consolidated into two or three governments with a corresponding reduction in the cost of government and an increase in efficiency, or, if there were no reduction in cost, the same tax rate now levied would provide revenue for the extension of service now rendered.

“If these consolidated local governments were made single tax-units, a more efficient school system at less cost could be evolved; but if they are maintained as separate tax units nothing is gained and much is lost by including them in a single school division, especially if the superintendent is expected to supervise classroom instruction.”

PEOPLE WITHOUT PUBLIC LIBRARY SERVICE

The number of people in Virginia without local public library service is approximately 1,700,000, or 70 per cent of Virginia’s total 1930 population of 2,421,851.

This lamentable condition is paralleled in only four other states: in Mississippi 71% of the people are without public library service; in West Virginia, 76%; in North Dakota, 79%; and in Arkansas, 91%.

On the other hand, local public library service is available to every resident of Massachusetts and Delaware. In New Hampshire less than one per cent are without this service; in California only two per
cent are without, in Connecticut three per cent, in Vermont six per cent.

Here is a challenge to public officials of all sorts—from governors and senators to county supervisors, justices of the peace, and even teachers! While Massachusetts meets its responsibility 100 per cent, Virginia's governmental units have been content to leave 70 per cent of its citizens without local library service.

It is the function of the public library to supply to the adult population of a state what the public schools provide for the young people. Government—which is above all a device for giving to all the people by co-operative means benefits which individually they could not enjoy—has a definite responsibility.

While politicians wrangle over congressional districts and their re-alignments, while petty office-holders seek to insure the continuance of Virginia's 100 counties in their ancient form, let citizens remember that 64 of these 100 counties are without a single library. When citizens make their demand insistent, then our leaders will endorse and support public libraries.

In the entire United States 38 per cent of the citizens are without library facilities; in Virginia 70 per cent are without library facilities. Do citizens of Virginia desire libraries?

Much disorder and disturbance in school is due to the fact that active and healthy pupils can find no interest nor desire for what is offered them. Inattention and trouble arise when a pupil is deprived of everything of his own world and antagonism is the only result of forced attention. All such school irregularity exists because we nag and urge these pupils to do something which by nature they can never master. In a few short years these same pupils will be citizens voting school appropriations and their attitudes will be shaped a good deal by their memories of their days in school.—Henry L. Farr, in School and Society.

Minister, announcing a special attraction for the evening service: "Come early if you wish a back seat."

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

TEN SUGGESTIONS FOR IMPROVING HIGH SCHOOL LIBRARIES

Many schools have full-time librarians who are college graduates and who have had professional training in library science, according to the findings of the National Survey of Secondary Education in its study of library conditions in 390 schools. The report indicates, however, that most of the smaller schools employ teacher-librarians. In a number of these schools the teacher-librarians have had library training and at the same time their teaching loads are reduced so that they may devote a major portion of their time to library work.
NEW TRENDS IN CHILDREN’S LITERATURE


This book, which is not an anthology, treats not only the old material usually found in children’s literature texts, by giving the historical and social backgrounds out of which the distinct types of literature have sprung, but also more recently published books, by pointing out new material and its worth according to established standards and contemporary trends. Because of the uncertainty of the lasting qualities of many twentieth-century tales, Miss Moore has carefully suggested only a few types and has given only a short representative list from which college students may find some of the specific qualities which make for excellence.

Although various methods of approach to the study of children’s literature are suggested—beginning with books of contemporary writers and going back to earlier writers for sake of comparisons, for instance, or presenting a body of principles supposed to govern literary art—reading and discussing the best examples of each type to find elements that appeal to children is the plan followed in this text.

Beginning with Mother Goose, Miss Moore presents all types from traditional folk literature to modern fanciful and realistic stories.

Two chapters are devoted to poetry, including some helpful discussion and examples of the three most common types of English verse and a survey of the periods and types of poetry written for children. However, the author is in error when she classifies “’Twas the night before Christmas” as a dactylic verse. In her survey of children’s poetry are the older writers, like Jane and Ann Taylor, as well as present-day writers like A. A. Milne and Walter de la Mare. The little intimate touches that she gives concerning the lives, characteristics, and works of the “makers” of poetry add life and enjoyment to the study.

Students will find helpful suggestions and guidance in analysing, criticizing, selecting, and adapting the Roman and Norse myths to the needs of the younger child. They will also be led into pleasant by-paths in their study of types of literature by the topics and problems given at the end of each chapter. Enticing topics suggested in the study of Mother Goose include Village Life in Mother Goose and Transportation in Mother Goose; in the study of fairy stories, a compilation of Who’s Who in Fairyland.

Though a few individual writers are briefly discussed, the life and interpretation of Hans Christian Andersen is given at length, offering a method for like treatment of others.

The book, furthermore, contains many helpful supplementary bibliographies and references.

Margaret V. Hoffman

INDISPENSABLE FOR EDUCATIONAL DRAMATICS


This “descriptive index of full-length and short plays for production by schools, colleges, and little theatres” contains ingenious tabulations which serve both to index the plays listed and to present necessary details like the number of sets, number of actors, royalty, type, etc. Furthermore, in the actual lists, there is offered a concise summary of the story of each play. The convenience of this feature—which represents immense and painstaking labor—will be immediately evident to directors of dramatics.

A further feature of the book is the series of prefaces presenting salient characteristics of the several types of stage and methods of staging. Here are explained the Greek
and Roman amphitheater "with circular playing space, called the orchestra, surrounded on two-thirds of its circumference by spectators"; the Elizabethan stage, with its three acting spaces: forestage, inner stage, and upper stage or balcony; the eighteenth-century stage with huge apron, elaborate drops and wings; the modern picture-frame stage, which has developed from the Elizabethan inner stage, with its use of box sets and elaborate electric lighting effects.

Pleasing and distinctive line drawings provide abundant illustrations of the various types of stage and of a variety of stage sets. And ample bibliographies are provided, too.

Professor Smith reminds users of the list that older plays, "often too respectfully approached as 'classics,'" should not be neglected. Many of these plays are suitable 'if they are approached as 'good theater,' and not as museum pieces.'

This list marks the beginning of a cooperative arrangement by which publications of the National Council of Teachers of English will be distributed by an established commercial house to "the trade," and at the same time made available at cost to Council members.

C. T. L.

HEALTH FACTS


Based on material used in the health classes for women students at the University of Illinois, where Dr. Etheredge is professor of hygiene and medical adviser for women, this book presents health facts of interest and importance to college students.

Because there is need of both mental and emotional adjustment in early college life, the author has included chapters on the nervous system, the relation of alcohol to the nervous system, mental health, rest and fatigue. The chapters on food present not only the usual facts on carbohydrates, proteins and fats, but also discuss calcium, iron, iodine, and other minerals as well as the vitamins. Suggestions for menu-planning bear on methods of gaining or losing weight. Dietary irregularities and constipation are also discussed.

The chapters on reproduction, heredity, and venereal diseases contain necessary and desirable information on subjects too often neglected; the information given is essential to proper attitudes and protection.

Posture, various foot conditions, and exercise, the endocrine glands, the skin, the eyes, and clothing are discussed in respective chapters, as well as ventilation, artificial heating, and sanitation.

One is impressed by the simplicity of style, the lack of unnecessary explanations, the surprising amount of material included, and the adequate but concise discussions. It will be of marked value to all teachers of health education and advisers in health problems.

Rachel F. Weems, M. D.
do no better than to note how Loti says a thing and imitate him.”

E. P. C.


This is a little booklet on statistics written particularly for students who have had little training in advanced mathematics. However, it includes all the material the average grade or high-school teacher will ever need in solving the problems of educational statistics he is likely to meet. It will be helpful, also, to the college undergraduate in the understanding of educational studies making use of statistics. Interesting and helpful diagrams are included.

C. P. S.

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**NEWS OF THE COLLEGE**

Student body elections for minor offices, held on February 27, resulted in the following returns: vice-president of student government, Frances Jolly, Holland; secretary of student government, Billye Milnes, Rippon, W. Va.; vice-president of Athletic Association, Elizabeth (“Mike”) Buie, Lake City, Fla.; business manager of Athletic Association, Hattie Courter, Amelia; vice-president of Y. W. C. A., Eleanor (“Bobbie”) Cook, Charleston, W. Va.; secretary of Y. W. C. A., Elizabeth Thweatt, Petersburg; treasurer of Y. W. C. A., Frances Wells, Suffolk; business manager of the Breeze, Dorothy Lipscomb, Virginia Beach; business manager of the Schoolma'am, Mary Blankenship, Clifton Forge; recorder of points, Alma Fultz, Butteworth; editor of the Handbook, Albertina Ravenhorst, Lexington; cheer leader, Helen Madjeski, Elizabeth, N. J.

Lois Bishop, of Norfolk, has been chosen May Queen for the exercises on May 5. Marietta Melson, of Machipongo, will be maid of honor. The twelve attendants in the Court will be: Hilda Hisey, Edinburg; Mary Page Barnes, Amelia; Kay Carpenter, Norfolk; Mary Vernon Montgomery, Baskerville; Anne Davies, Ballston; Evelyn Watkins, Norfolk; Hattie Courter, Amelia; Dorothy Williams, Norfolk; Conway Gray, Petersburg; Elizabeth Carson, Lynchburg; Martha Sheffler, Beckley, W. Va.; Kitty Glenn, Covington. Lois Bishop was maid of honor last year and Marietta Melson was an attendant in the court.

The junior class visited Wonderland with Alice on their class day, February 23. Led by Mary Van Landingham, of Petersburg, president, the juniors presented a veritable army of Alices in yellow aprons and bandannas. Harrison Hall was decorated to represent Wonderland, and a large Looking-Glass was in the center. A banquet was given for the class that night.

The juniors, on their class day, elected the following Mirror: most versatile, Mary Van Landingham, Petersburg; most intellectual, Ruth Shular, East Stone Gap; most athletic, Emily Pittman, Gates, N. C.; most literary, Eugenia Trainum, Meltons; most dependable, Mary Van Landingham, Petersburg; best looking, Kay Carpenter, Norfolk; most stylish, Florence Holland, Eastville; best dancer, Pam Parkins, Norfolk; wittiest, Virginia Zehmer, McKinney; quietest, Edith Todd, Petersburg.

A second honor list, composed of students who have a B average, has been compiled by the faculty. Some eighty-eight girls filled the requirements. This list was compiled in an effort to recognize scholarship on campus, and to accord with general college practices.

Part-time employment for students who would otherwise be unable to continue their education is being offered by the Federal Emergency Relief Administration. Seventy-one scholarships will be granted, twenty-five percent of which must be given to students not now attending the college. The work must be no more than thirty hours a week or eight hours a day. The salary will average $15.00 a month. The types of work
are similar to those now offered as scholarships by the institution itself.

Observing National Drama Week, the Stratford Dramatic Club presented a one-act play, A. A. Milne's *Wurzle-Flummery*, and a skit, *It Sometimes Happens*. Those participating in the play were the new members: Virginia Bean, Cumberland, Md.; Alice Geiger, Los Angeles, Calif.; Glendora Harshman, Hagerstown, Md.; Virginia Cox, Woodlawn; and Elizabeth Buie, Lake City, Fla. Two older members of the club were cast in the skit: Billye Milnes, Rippon, W. Va., and Gladys Farrar, Rustburg.

In the fastest, hardest game of the season, Harrisonburg defeated East Stroudsburg, Penn., 35-30, on the H. T. C. court. Both teams showed remarkable speed, but the accuracy of the varsity’s pass-work gave them the edge. It was an all-star game.

Harrisonburg was also victorious over Westhampton recently by a score of 33-10. The team’s passing and the accurate shooting of the forwards were outstanding.

The juniors are ahead in the intra-mural basketball games this winter. With a large percentage of the varsity from their class, they have overwhelmingly defeated the freshmen and the sophomores. The seniors defeated the freshmen, but lost by a narrow margin to the sophomores. The last games will be seniors vs. juniors and sophomores vs. freshmen.

The varsity basketball team was in New York City from March 2 to 5. They won from Savage School of Physical Education Saturday night 32 to 23, and from New College, Columbia University, 51 to 17. On the squad making the trip were: Virginia Barrow, Julia Courter, Alma Fultz, Mary Virginia Grogan, Douglas MacDonald, Agnes Maher, Pam Parkins (manager), Emily Pittman (captain), Laura Schiebler, Mary Van Landingham. Mrs. James C. Johnston, coach, accompanied the team.

A nursery school has been opened in Jackson Hall for youngsters of two to five years. Miss Grace Ellington heads the project, which is sponsored by the Federal Emergency Relief Administration. Miss Elva Mason, an H. T. C. graduate, is assistant director and dietitian. Twenty-seven student teachers are here for a period of three weeks. The school will continue through the spring.

The annual class swimming meet will be held April 9, under the direction of Margaret James, Whitestone, swimming sports leader. Speed races and form races will be held. Swimming sports leaders for the classes are: freshman, Margaret Shank; sophomore, Nell Williams; junior, Louise Allred; senior, Margaret James.

In a debate on the question, "Resolved: that the powers of the president of the United States should be substantially increased as a settled policy," Mary Baldwin College defeated Harrisonburg here on February 23. Harrisonburg, represented by Henrietta Manson, Lottsburg, and Joyce Rieley, Troutville, upheld the affirmative. Mary Baldwin was represented by Marian Nestor and Barbara Jett.

Janie Shaver, Harrisonburg, president of Alpha Chi chapter of Kappa Delta Pi, and Mildred Simpson, of Norfolk, attended the biennial convocation of Kappa Delta Pi at Cleveland, Ohio, February 26-28.

Dr. Walter J. Gifford, dean of the college, also attended the convocation, as well as the meeting of the National Society of College Teachers of Education held in Cleveland.

Sarah Lemmon, of Marietta, Georgia, editor of the *Breeze*, and Courtney Dickinson, Roanoke, business manager, went to the Columbia Scholastic Press Association convention at Columbia University in New York March 8-10.

Mrs. Vera Melone Conrad, instructor of organ, assisted by Miss Constance Wardle, soprano, of Stuart Hall, gave the first of two Lenten recitals by Mrs. Conrad on March 3 at the Harrisonburg Methodist
Church. The next recital will be assisted by the college Glee Club. Mrs. Clara Whipple Cournyn, voice instructor at the college, gave a recital recently. She was accompanied by Miss Edna Shaeffer and assisted by Josephine R. Miller, Woodstock, violinist.

The Glee Club gave a Valentine program at the Rotary Club banquet at the Kavanaugh Hotel on February 13. It also gave a sacred program at the United Brethren Church on February 18. The Club recently initiated Sara Coleman, of Murat, and Louise Moon, of Mountain Lake Park, Md.

Sunny Skies, a two-act musical comedy, was given by the local chapter of the Harrisonburg Alumnae Association on February 16. A large crowd attended.

Mr. Leslie D. Kline, superintendent of schools of Frederick County, addressed the faculty and student body February 28 on Virginia’s crisis in education. He emphasized the need for teachers and people who would think and not be afraid to say what they think, and cited facts and figures. Madaline Newbill, of Norfolk, spoke to the assembly during Drama Week on the origin of the Little Theaters. Two movies, Sulphur and The Storage Battery, were presented by the chemistry department in chapel recently.

Molière’s A Doctor in Spite of Himself, was given in assembly by members of the French Circle. The version of the farce, as presented, was translated last year by the advanced French class. Those in the cast included Hilda Hisey, Edinburg; Ruth Behrens, Timberville; Sarah Lemmon, Marietta, Georgia; Joyce Rieley, Troutville; Alice Kay, Waynesboro; Elsie Mallory, Vigor; Ruth Shular, East Stone Gap; and Kathryn Harlin, Harrisonburg. The costumes were an outstanding part of the production.

Miss Elizabeth P. Cleveland was official representative of this college at the inauguration of Miss Bessie Carter Randolph, as president of Hollins College. Miss Cleveland is a graduate of Hollins and has long been an honored alumna.

“Berkeley Square,” “Lady for a Day,” and “Dr. Bull” have been shown at the college recently.

ALUMNÆ NOTES

The annual Home-Coming celebration has been announced for March 23 and 24. Since this issue of The Virginia Teacher will appear immediately before that date, details of the program can not be published till the April issue. The scheduled program, however, is as follows:

MARCH 23
8:00 p. m.—The National Symphony Orchestra, Hans Kindler, conductor.

MARCH 24
9:30 a. m.—Alumnae speakers, followed by Alumnae Association business session.
2:30 p. m.—Talkie.
4:00 p. m.—Tea for alumnae and faculty by local alumnae chapter.
6:30 p. m.—Banquet.
8:30 p. m.—Co-ed dance.

MARCH 25
2:00 p. m.—Y. W. C. A. program.
At the Saturday morning session President S. P. Duke will welcome the alumnae and discuss recent developments at the college.

Mrs. Tita Bland Motley, of Roanoke, and Miss Nora Hossley, of Alexandria, will be the principal speakers at the morning session.

One pleasant feature of the Home-Coming week-end is that it stimulates correspondence between “old girls” and the alumnae secretary. Here, for instance, is some news recently gleaned from letters:

Mary Coles Hankins Robinson and Marion Chalkley, both of ’16, are living near each other in Halifax, Va. Marion has three children, two of whom are in school. It is hard to realize that her son is in second year high.
Anna Wise Homes, '12, is living in Bowling Green, Va. She has two daughters and plans to send them to H. T. C. as soon as they are ready for college.

Anne Gilliam, '23, is teaching in Baltimore.

Ruth Nickell Evans, '27, is living in New York City. She is teaching just outside the city.

Elizabeth Greaves Page, '16, is living at Coke, Gloucester County, Va.

Mr. and Mrs. J. Miller Jett (Frances Cabell, '28), of Nineveh, Va., announce the arrival of their second son, Robert Miller Jett, on February 25, 1934.

A GEOGRAPHIC PERSONALITY

(Continued from Page 60)

occupational pattern. Exportation of raw materials is contrasted to the importation of manufactured products—foodstuffs, textiles, and machinery.

The adult guesses at once that this land bridge in the Western Hemisphere is none other than Central America. Should the pupils encounter difficulty in selecting the correct answer, the teacher might well ask questions and add comments that would aid in the solution. For example: "What group of countries in the Americas might well be spoken of as a land bridge? Does the distribution of the population agree with that of the country or countries you mentioned? A number of countries that you have studied were inadequately served by means for transporting products. Just what area does the transportation pattern fit? In what section were the people engaged as they are in the preceding paragraph? Notice what these people have to sell. Consider also what they bring into their country. Products entering into the trade groups of the several countries might well be listed. Which did the writer have in mind in this description?"

ANNE M. GOEBEL

IN SUCH A WAY!

The trouble never has been and never will be that schools teach too much Latin and Greek, but that they teach them in such a way that a boy's mind automatically closes as soon as the classics are mentioned. Instead of considering them the threshold to every intellectual adventure, he regards them as a barren discipline that has unfortunately survived from the Middle Ages.—ARNOLD WHITRIDGE.

OUR CONTRIBUTORS

WILLIAM R. SMITHEY is professor of secondary education in the University of Virginia.

ANGELO PATRI is a former New York schoolmaster whose articles on the training and education of children are widely known through newspapers, magazines, and books.

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

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