4-1-1934

Virginia Teacher, April 1934

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

Follow this and additional works at: http://commons.lib.jmu.edu/vateacher

Recommended Citation
Virginia Teacher, April, 1934, XV, 4, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

This Article is brought to you for free and open access by the JMU Special Collections at JMU Scholarly Commons. It has been accepted for inclusion in Virginia Teacher by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.
THE NEW CURRICULUM

Will it require a differently prepared teacher?

More careful selection of all candidates, a year's internship, and a minimum four-year course for all teachers are proposed.

Will it end state-adopted textbooks?

Once-valid arguments for uniform textbooks are analyzed and refuted; numerous objections to the practice are cited.
THE VIRGINIA TEACHER

Volume XV

APRIL, 1934

No. 4

CONTENTS

Values in Student Government ........................................... I. Wilson Jarman 69
Teacher Education and the New Virginia Curriculum ............... W. J. Gifford 72
State Textbook Adoptions .................................................. Nelson B. Henry 77
What You Get from Voluntary Leadership ......................... Mrs. Frederick Edey 84
Educational Comment ....................................................... 86
The Reading Table ............................................................ 88
News of the College ......................................................... 89
Alumnae Notes ............................................................... 91

$1.50 a Year Published Monthly except June, July, and August
15 Cents a Copy

The Virginia Teacher is indexed in the Education Index published by the H. W. Wilson Co.

No doubt about progress when you use

LOGAN, CLEVELAND, AND HOFFMAN’S

PRACTICE LEAVES IN ENGLISH FUNDAMENTALS. Forms A, B, C.
By Conrad T. Logan, Elizabeth P. Cleveland, and Margaret V. Hoffman,
Department of English, State Teachers College, Harrisonburg, Virginia.
List price, $ .36 each form. Check Book, $ .28.

LOGAN AND ANTHONY’S

PRACTICE LEAVES IN JUNIOR ENGLISH. Form J.
By Conrad T. Logan, Head of English Department, and Katherine M.
Anthony, Director of Training School, State Teachers College, Harrisonburg, Virginia. List price, $ .36 each form. Check Book, $ .28.

D. C. HEATH AND COMPANY
180 Varick Street, New York City, N. Y.
VALUES IN STUDENT GOVERNMENT

A new development of a very old movement is here interestingly analyzed: its values, both immediate and ultimate; prerequisites to its success—enthusiasm and persistence.

WHEN the request to speak to this assembly came, I thought of the reply made to the threatening kidnappers by the man who received their letter. Unless a given sum of money were paid by a certain time, they had written him, his wife would be kidnaped, and he would never see her again. In reply, he wrote that he had no money; nevertheless he was "interested in the proposition." I address you today not because I know more of student government and its principles than you doubtless already know, but because of my intense interest in the institution of student government, with its principles, practices, and implications.

Student government in colleges and universities is often regarded as a modern movement. It is, however, a new development of a very old movement; as old as the universities themselves, since the earliest universities took form around such student organizations, rather than around faculties as might be supposed. The mediaval university had no board of trustees, boasted no campus and buildings, issued no catalogue, had no student publications, and sponsored no athletic program. The most clearly defined and articulate organization was that of the students themselves. Yet it is from these ancient institutions such as the Universities of Paris and Bologna that our present institution of higher learning has evolved.

As early as the middle of the twelfth century at the University of Bologna students had organized for mutual defense and helpfulness. First they attacked the problem of their relationships with the townspeople, which problem has been always imminent in university life, as is shown by the "town and gown" riots through the centuries. Having properly disciplined the townsmen, they next addressed their efforts against their "other enemies," the professors. The teachers were put under bond to live according to a minute set of regulations, thus guaranteeing to each student the full value of his money.

You who have access to Haskins' Rise of the Universities may read that in 1317 a professor might not be absent even a single day without leave, and that if he desired to leave town he must post a deposit to guarantee his prompt return, from which latter regulation the deans of today might learn a lesson as to how to terminate promptly the modern students' week-ends. If a lecturer failed to secure an audience of five for a regular lecture, he was fined as if he were absent. He must begin with the bell and quit promptly within one minute after the closing bell. He was not allowed to skip a chapter or postpone a hard problem to the last of the hour.

At the University of Paris the students had so established their rights and influence by 1200 A.D. that they and their servants were exempt from the authority of the law courts—a principle still recognized to a certain degree in practice if not in theory. In 1231 the Pope granted to students special privileges and conceded to students and masters the right "to make constitutions and ordinances, regulating the manner and time of lectures and disputa-
tions, the costume to be worn, etc.,” students being supposed not to carry arms and to attend not less than two lectures a week.

Then begins to appear evidence of the wayward student as well as of the industrious. Around 1300 New College had a regulation against throwing stones in chapel. The University of Leipzig had graded penalties against the student who picked up a stone to throw at a teacher, against him who threw and missed, and against the one who threw the stone and scored a hit against the professor's body. How different from modern students, who have been known to follow the professor home after a class, applauding vigorously the whole way in appreciation of his lectures.

One finds the following criticism against the mediaeval student: “Many eat cakes when they ought to be at study, or go to sleep in the class rooms, or spend the rest of their time drinking in taverns or building castles in Spain.” It can not be said, however, that these diversions are altogether forgotten today. It has been said that if all the freshmen and sophomores in our modern colleges and universities who sleep in classes were laid end to end, they would be much more comfortable.

A fourteenth-century student handbook written in Latin contained many different form letters to be copied by the students who wished to write home for money, still a popular pastime. Perhaps the most useful information was for the student who had failed in his examination: he should write home for more money, give a great feast for his professors, and distribute gifts wisely—he need not then fear the outcome.

Before leaving the mediaeval student, let us hear him speak for himself, in verse. Master Hugh, twelfth century, in Italy:

<table>
<thead>
<tr>
<th>In the public house to die</th>
<th>Or this description of a student party, which seems to have a more or less familiar ring, suggesting a type of poker that, one is told, is still played in some circles today:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is my resolution;</td>
<td>Some are gaming, some are drinking,</td>
</tr>
<tr>
<td>Let wine to my lips be nigh</td>
<td>Some are living without thinking;</td>
</tr>
<tr>
<td>At life’s dissolution.</td>
<td>And of those who make the racket,</td>
</tr>
<tr>
<td>That will make the angels cry</td>
<td>Some are stripped of coat and jacket;</td>
</tr>
<tr>
<td>With glad elocution,</td>
<td>Some get clothes of finer feather;</td>
</tr>
<tr>
<td>“Grant this toper, God on high,</td>
<td>No one there dreads death’s invasion,</td>
</tr>
<tr>
<td>Grace and absolution.”</td>
<td>But all drink in emulation.</td>
</tr>
</tbody>
</table>

Let us leave the student of a former day, and come to the problems which face us as students today. I suggest that together we make a search for values in student government as we know it today. We hear of such values; let us ask ourselves frankly, Are they such and what are they? We hear much of the scientific attitude. The mother of the small boy, in urging him to take his spinach, which he had very sensibly refused, said, “There are hundreds of small boys who would be glad to have this spinach.” Said he, “Name three.” Recently the speaker, a visitor in a home, was exchanging confidences with a boy some five or six years old. Each was showing the other his treasures. In answer to a question, the boy was told that Santa Claus had brought the knife. With a pitying glance at the uninformed person he turned to his father and said, “Daddy, you tell him.”

We suggest two types of values to be found in student government, I. The immediate values, or values to be realized in college, and II. Ultimate or secondary values, to be realized more fully after college.

1. Immediate Values

1. Student government enables students and faculty to live comfortably together. This is no mean service, and carries with it the obligation of both parties to give as well as to receive. The faculty and administration should recognize the fact that college students must have an oppor-
tunity to live without undue restriction, with the opportunity for self-controlled and—so far as possible—self-directed endeavor. The student body should recognize the fact that the administration and faculty owe to parent and student an irreducible minimum of responsibility in order that the health of the student—physical, mental, and moral—be properly guarded, and that the environment be conducive to work. Then it should be recognized by all that each college has its peculiar problems, its traditions, its relationships with the community in which it is placed. Student government furnishes the rules of the game.

2. Student government is an educational agency and process. It furnishes not only the rules of the game, but is the game itself. It recognizes college as a laboratory for living. Any sound statement of the aims of a college should include conduct, living itself. When all the story is told of the students' life in college, it will be found that the values in education are to be found not alone in a content of knowledge gained, not alone in the mastery of a method and technique of acquiring knowledge, nor yet alone in the development of attitudes through the interpretation by the faculty of the accomplishments of civilization, but also in the social contact of student with student in the give and take of everyday living, in the development and exercise of splendid friendships and loyalties, in the striving together for high attainment. Student government thus furnishes the aim, the motive, the method for college living; and thus builds character and personality.

As underlying principles of student government and as results of living under its auspices, we recognize the attitude of co-operation for the common good, the formulation and development of a personal code of honor, and the spirit of true sportsmanship. When a student group face frankly their problems and apply these principles, student government works efficiently, even to the extent of educating or eliminating that anti-social individual who desires to accept the privileges of student citizenship without accepting its duties and responsibilities.

II. Ultimate Values

Educational authorities generally are recognizing the value of college citizenship as a preparation for a broader citizenship after college years; indeed college citizenship may be said to be a picture of that larger citizenship which faces every college student. It is clearly apparent that our national government is coming more and more to emphasize those very principles which have long pervaded our college approach to the problems of citizenship and government. We mention a few of these emphases which suggest the values for which we are searching.

1. Emphasis upon responsibility rather than rights. The college-trained person is generally able to see and interpret the trends of history. It would seem superfluous to call your attention to the fact that, as society develops, the individual finds it necessary to surrender certain personal liberties in order that a larger freedom may be vouchsafed to all; yet an untrained, un-thinking citizenry finds it difficult today to adjust itself to this principle.

2. Emphasis upon loyalty and responsibility to the group rather than to any individual.
The loyalty of the American people today is not to Mr. Roosevelt as a man—and he would not have it so—but rather to the idea of the administration of our national social, economic, and political life for the good of the many rather than of the few.

In college living the emphasis is clearly not upon a loyalty to any individual or any class of individuals, but to the entire college group.

3. Emphasis upon the ability to follow rather than to lead.

Too much emphasis is laid perhaps upon leadership and training for leadership. Good leaders are found only among those who have learned to follow faithfully and intelligently. Student government in stressing the distribution of responsibility to every individual, in stressing individual contribution to the general good, in recognizing followship as more important than leadership is indeed placing emphasis in such a manner as to develop a highly co-operative society.

In the effective working of student government, there must be two attitudes of mind always among those who live by it: enthusiasm, which is necessary in all group activities, and persistence, which lasts after the early warmth of enthusiasm has passed away. The speaker has the assurance that these two virtues will be well balanced in your program.

It is hoped that this search for values may again call your attention to the opportunity which is yours, to live comfortably in your college life, to develop your personality in serving your group, to live nobly according to the Golden Rule, to prepare yourself for a larger citizenship, and to build something of the best of yourself into the fabric and tradition of your college for other generations of students yet to come.

L. Wilson Jarman

TEACHER EDUCATION AND THE NEW VIRGINIA CURRICULUM

Careful selection of candidates for teaching, a minimum four-year course leading to certification, a year’s internship, and individualized in-service education will insure to Virginia adequately prepared teachers of the New Curriculum.

On the time line of history, the fifty years since the opening of the school now known as the Farmville State Teachers College represent but the merest fraction. In service rendered, this institution and its three sister colleges present a record in teacher education of estimable value. That nearly one-half of the white teachers now teaching in the Virginia schools are former students and graduates of the four teachers colleges shows that the foundations were laid solidly by those who built the institution which now celebrates its semi-centennial.

Quantity of product, however, is not as significant a measure of an institution’s merit as are its flexibility and growth in the face of changing conditions. The scope of this paper forbids the developing of the history of the teachers’ colleges, but one may be pardoned perhaps for pointing out that even in the last half of this fifty-year period the four schools have grown from institutions having a large number of pupils of high school grade and educating their students chiefly in two-year or less than two-year curricula, until today their student bodies number as many taking four-year curricula as two-year curricula. Our Virginia teachers’ colleges have justified their recent elevation to the college level and have individually from time to time in-

This paper was contributed to a symposium on teacher education, which was one feature of the fiftieth anniversary celebration of the State Teachers College at Farmville on March 10, 1934.
augurated curricular reforms that predict an even finer future of service to the state and nation.

It is peculiarly significant, therefore, that, shortly after the present economic and social crisis in America broke, the State Board of Education in Virginia under Dr. Hall’s leadership entered upon a thorough curriculum revision program. We are now in the third year of that program in which materials are being tried out by a group of teachers scattered throughout the state. There is abundant evidence that this curriculum program is one of the most forward-looking in the United States and that many eyes are being focused upon Virginia. Those who believe that in all educational work the teacher is the central factor in pupil growth have recognized from the outset that this new program means definite changes in the teacher education program in Virginia, not in the creation of new institutions, but in such matters as the following:

1. The selection of candidates for teaching
2. The organization of curricula for the education of teachers
3. The certification of teachers
4. The in-service education of teachers

Fortunately for us in Virginia, some very important materials will be available soon. The National Survey of the Education of Teachers, sponsored by the United States Office of Education with Federal aid, will be published soon, and some of its major conclusions and recommendations are already available. The National Society of College Teachers of Education has planned a yearbook to be published by December, 1934, which will take up the recommendations of the National Survey and try to prevent their becoming a dead letter in the office at Washington. In the preparation of this yearbook, there will be enlisted under the direction of Dr. Thomas Alexander some of the best leaders in teacher education in various types of institutions. A central purpose of this yearbook will be to develop a body of principles, flexible enough to allow for wide variation in practice, but so well grounded in our modern democratic philosophy of education that they will be immediately helpful in state and local programs of teacher education.

The present paper is a discussion of an article by Dr. Hall, Superintendent of Public Instruction in Virginia, in which he analyzes the needs of reorganization of teacher education in Virginia. It has been prepared in no spirit of rebuttal of his theses but rather as an elaboration of them in view of the recommendation of the National Survey of the Education of Teachers.

1. The Selection of Candidates for Teaching

Studies made in the last three or four years have given evidence that, from a shortage of teachers in 1920, we went to a surplus by 1930. The surplus differs greatly in different states, being relatively low in Virginia where not more than one out of five of those completing their work in the teachers’ colleges in the past two years have been without employment. The National Survey of the Education of Teachers will probably propose that these questions of supply and demand must be settled by the individual states, although in some respects they are regional problems. For instance, Maryland, North Carolina, West Virginia, and Virginia are constantly using a great many teachers educated by each other.

However, the major problem in our institutions for the education of teachers is rather this: that graduates of accredited high schools who offer themselves for admission are received without selective tests. Under the present system of budget making in Virginia, whereby enrolment is basically

---

1See *Virginia Journal of Education*, February, 1934, pp. 221-224.
the determining factor in the allotment of State funds to higher institutions, a premium is necessarily placed upon keeping up a large student population. One of the first steps therefore in making selective admission possible will be a more adequate basis of financing the work of teacher education.

In his article, Dr. Hall has outlined various means by which selection may be had and has recommended that several factors, such as scholastic standing in high school, ability to pass certain tests, traits of personality, and so forth, should all be taken into account. In addition to this, however, it may be necessary to consider the advisability of a rather coarser sieve to be applied at entrance upon teacher education, with a finer sieve to be applied through comprehensive examinations at the end of the sophomore year, since some students make a great deal of growth in the first two years in college, while others show during that time that they have less promise than would normally have been expected. In either case, the State Board of Education, together with heads of all institutions which are educating teachers—for we now know that approximately fifty per cent of the teachers of America are educated in liberal arts colleges—will need to take into consideration the problem of whether a certain quota shall be assigned institution by institution for a given period of years. Probably such action may not prove desirable or necessary, especially if our teachers' colleges are allowed in time to develop other types of courses in addition to those which educate teachers. This certainly is one of the most questions involved in controlling supply and demand in the teaching profession.

2. The Organization of Curricula for the Education of Teachers

In a paper presented before the Virginia Education Association in 1932, the author took the position that the best means of keeping down an undesirable oversupply of teachers would be to require not less than four years of education for all new applicants for certification to teach in Virginia schools by the year 1938 or 1940. This conclusion was based upon a study of teacher supply and demand in a number of other states as well as Virginia. In the meantime, a few forward-looking states have taken this step. In Virginia the number of students taking the four-year curricula is greatly on the increase, so that the possibility of this step in Virginia seems greater than it did a year or so ago. As one studies the new curriculum, the most evident conclusion of all is that no student can be given the breadth of subject-matter background and the adequate education in professional materials in less time. In passing, the hope may be expressed that the time is not far distant when qualitative standards may supplant the more purely quantitative ones now in use.

Looking forward to this step as assured either by slow evolution or by a definite regulation of the State Board of Education, we have begun in our teachers' colleges in Virginia to consolidate the numerous short courses and develop a more unified treatment of problems, particularly in the professional field. For example, we think at Harrisonburg that in the four-year curricula the professional materials shall consist of a year in applied psychology at the sophomore level, a year in either secondary or elementary education at the junior level, to be followed by student teaching with perhaps a term or semester's work in the philosophy of education at the senior level. This is in sharp contrast to the two Bachman reports on the education and certification of secondary and elementary teachers in which the continuation of many short unrelated courses has been encouraged.

However, as pointed out by some of our own students at Harrisonburg, we have yet to make a determined effort at the integration of academic subjects in college to prepare students for the teaching of the integrated materials in the elementary and secondary schools. Probably we shall have to give up what Dr. Evenden has called "majoritis"—a practice we adopted from the liberal arts colleges, permitting students to pile up a large number of courses in a given department, or perhaps in two departments. Now we discover that the high school teacher of English language and literature, of social studies, and of physical and biological science, must be relatively well-informed in the other two fields, if she is to co-operate intelligently in realizing the objectives of the new curriculum. For such a conception of teacher education, there has been very little trail-blazing. Such a step can not come by regulation, but rather through conferences and co-operative thinking and planning. These conferences will need to be local, regional, and state-wide, and will in part necessarily be sponsored by the Curriculum Revision Commission of the State Board of Education. It will without doubt aid in the more rigorous selection of prospective teachers in our higher institutions, teachers who have caught the vision of the integrated curriculum.

3. Certification of Teachers

The above discussion has already indicated the author's conviction that the reduction of certificates should go on until there remains but one certificate of proficiency to teach, similar to the one badge of entrance into the professions of law, medicine, and the ministry. This certificate could be the present Collegiate Professional Certificate. It may be that in addition to selective standards for entrance there will need to be some selection at graduation time, so that certification will follow only upon completing a curriculum with a certain qualitative standard. A step in this direction is indicated in the 1934 "Regulations Governing the Certification of Teachers in Virginia" in which a new standard is proposed, namely, that a teacher present a record of "fair (C) in academic and professional courses pursued in preparation for teaching." Some step will also need to be taken to guarantee that where there is a surplus of teachers, the graduates most adequately prepared should secure appointment, not those with the most political affiliations. This looks somewhat difficult, but there is some precedent to be found in recent regulations of other states.

Just as the State of Virginia was about to follow the procedure of her neighbors and stiffen the requirements in different fields of work, such as English and history, it now appears that in order to teach the integrated program students should be encouraged to take a wider range of subjects. If well prepared and capable, they should therefore be certificated to teach in a fairly wide range of grades and fields. No doubt the step taken in the 1934 "Regulations Governing the Certification of Teachers in Virginia" whereby those trained for high school teaching may not teach below the sixth and seventh grades may be desirable. However, such a regulation should be put to rigorous tests and observation, records being kept over a period of years to see whether or not such a plan is best.

It would appear that the renewal of certificate should be based upon a wide range of activities which indicate the professional growth of the teacher, such that any piece of constructive work that a teacher has done under adequately equipped supervisors may be counted for renewal.

On the other hand, there should be a provision made for the elimination of teachers who are not keeping up professionally. "Once in, always in" should not characterize the teaching force in the future as much as it has in the past.

This discussion would not be complete if it did not call attention again to a principle
enunciated in the Virginia Education Survey of 1918, namely, that teacher certification should depend upon a year of internship or cadetship in the field after graduation. This principle would make teaching comparable with medicine; it is now generally accepted and widely recommended. It cannot be inaugurated in Virginia until a well-trained, adequate, state-wide supervisory force is employed. Such internes should receive for the first year only a partial salary, and should at the end of the year receive full certification provided they prove worthy.

4. The In-Service Education of Teachers

At the present time the in-service education of teachers varies greatly according to the proximity of institutions for the education of teachers, according to the attitude of the division superintendent of schools, and according to the vigor with which institutions promote in certain areas their extension and correspondence courses. In the future, as rapidly as possible, in-service education should be built around the individual needs of teachers and the current state-wide educational program. Moreover, for the next few years it should probably center in initiating, carrying on, and developing the new elementary and secondary curricula. One ventures to say at the present time that the great majority of courses taken by teachers in service have relatively little bearing upon the one central problem mentioned above. Moreover, the institutions for the education of teachers will need in the future definite financial support to permit them to follow up their graduates in the field. A beginning has been made in Virginia in home economics, and apparently it has been a very successful and forward step.

Summary

I have tried to point out in this brief statement first of all that Virginia teachers' colleges in their rapid growth have shown a degree of flexibility that bodes well for the present situation. In discussing Dr. Hall's paper on "Teacher Training in Virginia in Relation to the New Curriculum," I have emphasized the necessity of adequate selection of teachers, of a revision of certification looking to a single certificate—the Collegiate Professional, based upon four years of education plus a year or two of internship—and, lastly, of a more adequate and individualized in-service education. With a teaching force of assured mental competence, of improved quality of education, and of unbroken professional growth, the new elementary and secondary Virginia curricula promise continuous improvement.

W. J. Gifford

I have come reluctantly to the conclusion that the Federal government must take an active part in public education. No one can watch the progress of education in this country without being convinced that the Federal government must equalize opportunity among the States. I have never heard any argument advanced which can justify condemning one child to illiteracy because he was born in one part of the country, whereas another born in another part may at public expense proceed from the nursery school to the highest scholarly degrees.

I believe there must be a Secretary of Education in the Cabinet. I see no other way in which the government can be made aware of education.—Robert Maynard Hutchins.

A just perception of one's surroundings and of one's own career form the first step towards a literature that shall be great in scope.—Ford Madox Ford, in It Was the Nightingale.

4E. E. Windes, "The Need for a Period of Internship following Graduation from a Teacher Training Institution." The Virginia Teacher, March 1933, pp. 49-51.
VALUE OF STATE TEXT-BOOK ADOPTIONS IS DEBATABLE

Constant efforts to establish uniformity in state adoptions are invariably prompted by politicians and are as consistently opposed by educators.

STATE uniformity in textbook adoptions developed rather rapidly in the latter half of the nineteenth century. At the present time uniform textbook laws are effective in twenty-five states.

While no new states have been added to the state adoption group since 1917, there have been frequent efforts to secure such legislation in other states. On the other hand, efforts are continually being made to bring about repeal of these laws in states where uniformity of textbooks is prescribed. The present discussion is concerned with the arguments commonly submitted in support of or in opposition to the state adoption plan.

In the early history of the schools it was the common practice for pupils to bring to school whatever books the family library afforded or whatever text or edition the local storekeeper might have in stock. Much of the early agitation for state laws requiring the use of uniform series of schoolbooks had its origin in the complaints of disheartened teachers against this incongruous situation.

Variable Meaning of Uniformity

No such conditions have existed in recent years. In every community the influence and authority of the state school system are sufficient to prevent any such lack of orderliness in this community enterprise. As a result, practically every school community now maintains a program of instruction based upon a rational selection of textbooks.

The term uniformity as applied to textbooks is now used primarily to designate the areas within which some specified authority has power to control the selection and use of textbooks in the public schools. In twenty-five states the state board of education or a special textbook commission is empowered to select textbooks for use in the public schools on a statewide basis. These state adoption states are Alabama, Arizona, Arkansas, California, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Mississippi, Montana, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, and West Virginia. In five states the county board or a special textbook commission is authorized to select books for use in the schools of the county. The county adoption states are Maryland, Missouri, South Dakota, Washington, and Wisconsin. County adoption may be established in any county of Iowa by a majority vote.

In the remaining states regulations regarding textbooks are made by the authorities in charge of the schools of some unit smaller than the state or county, such as the city, town, or township, or the school district. That is, the significant aspect of textbook uniformity under the laws now prevailing in the different states is the fact that in twenty-five states the uniform use of the books selected is prescribed for the state as a whole, whereas the laws of twenty-three states prescribe or permit the establishment of uniformity regulations over smaller units of school organization within the state.

There are also some differences in the scope and the meaning of the uniformity regulations as these are applied in the different state adoption units. For example, textbooks are not always prescribed by state authorities for use in all grades of the common school system. Arkansas, Nevada, and West Virginia do not clothe the adopting board with authority to prescribe textbooks beyond the elementary grades. In Alabama, Arizona, and Georgia the adopting agency

Reprinted by permission from The Nation's Schools, December, 1933.
may, but is not required to, select the books which are to be used in the high schools.

In ten of the twenty-five uniformity states the books prescribed are not limited to a single text for each grade or subject. In such instances the adopting agency selects two or more texts for each subject, the complete list of books selected being known as a multiple list. Local school authorities may then select from this multiple list and prescribe the books to be used in the schools under their jurisdiction.

Uniform textbook regulations vary also in the state adoption states with respect to the extent to which they apply to different types of local units within the state. There are nine states in which either cities or school districts of a specified class are exempt by law from the uniformity rule which in general applies to the schools of that state. These exemptions are made in recognition of the fact that certain classes of communities tend to maintain higher educational standards than can be prescribed for the state school system as a whole.

It is apparent, therefore, that the term uniformity of textbooks does not denote a single set of textbook regulations administered in like manner and with like effect in the several areas described as uniform textbook territory. There is nevertheless a common motive back of all the variable plans under which textbooks used throughout a state school system are chosen and prescribed by central rather than by local school authority. This motive is the desire to ensure equally favorable opportunities for instruction in all of the schools of the state.

Arguments for Statewide Adoptions

Four major arguments for statewide adoptions have been carried through the long period of controversy beginning in 1850. These may be briefly summarized.

1. The mobility of population is the basis of two lines of argument for the uniform textbook plan. First, there is the plea that parents frequently incur the expense of a complete new outfit of books for their children when they move from one school district to another. Much emphasis is placed upon the fact that change of residence occurs most frequently among the very classes who can least afford this additional cost for their children's schooling. Even in recent years it is noted that children are often kept out of school on this account. So vigorously was this fact stressed in many of the earlier campaigns for uniformity legislation that it is generally regarded as the origin of the uniform textbook movement. The second argument arising from the experience of families moving to another community is that the children have difficult adjustments to make and their progress in school work is frequently retarded when they are required to change to unfamiliar textbooks.

Some interesting comments have been made relative to the urge for legislation in relief of the financial burden upon parents and the educational disadvantages to children under these conditions. At the 1908 meeting of the N. E. A., Superintendent Carleton B. Gibson, of Columbus, Ga., asserted that the demand for state uniformity of textbooks "came from sympathy for the less fortunate in educational matters" rather than from a desire for unification of school work throughout a state. Much of the discussion has been in this vein. Families that must move from year to year under the vicissitudes of tenant farming or unskilled labor are, in the light of this argument, to be especially favored and protected in their relations to the public schools. It is as though the whole concept of free schooling for the masses rests upon legislation safeguarding the families who move from one locality to another within the state against the financial hardship and the educational hazard of a change of textbooks.

Legislating for the Minority

It goes without saying that this argument
has not been universally subscribed to. It has much less weight in recent years because of the progress of the free textbook movement. Moreover, it has always been more or less effectively refuted in terms of the limited number of persons affected. Superintendent Greenwood, of Kansas City, writing in February, 1891, declared that such legislation "is legislation for the minority at the expense of the majority. The number who move in any given year constitute much less than one per cent of the population. A law based upon such ground is manifestly indefensible."

2. The prices at which textbooks have been made available through local agencies have generally been cited as an argument for state adoptions. There are many reports of varying and unreasonable price schedules in different localities in the days before statewide regulation of prices became generally established. This argument looms large in the reports of legislative proceedings and apparently has figured in numerous political campaigns. In general, these discussions are replete with exaggerated estimates and a variety of misleading pronouncements.

It is recognized, however, that textbook prices were actually lowered as the state adoption movement progressed. It is noted, moreover, that prices were lowered not only in state adoption territory but in other states as well. Monahan attributes this general price reduction to the terms of the contracts under which state adoptions are commonly made. But if the higher prices of textbooks of earlier years were directly affected by state adoption legislation, it is contended that the same effect is now attained by legislative measures which do not involve the adoption principle. This fact is noted in recently published statements of representatives of two leading textbook companies. These statements are as follows:

"In the early years of state uniformity prices were lowered. Later, many states, of which Michigan and Illinois are examples, passed laws requiring the publisher offering his books to give bond that the prices were the lowest quoted anywhere. As a result, books are furnished in such states as Michigan and Illinois at the same prices at which the same books are furnished in Indiana. It is apparent, therefore, that the argument in favor of state uniformity because it means cheaper books no longer holds."2

"So far as the cost is concerned, the seeming argument vanishes when we realize that the circumstances are such that no publisher can legally quote a price for a specific textbook in one state that is lower than the price publicly announced in any other state. Consequently, a state that has no official machinery of state adoption can, and does, secure that book at the lowest price quoted for it elsewhere."3

Is a Better Choice of Textbooks Assured?

3. It is argued further that the state adoption plan ensures a better choice of textbooks for the schools of the state as a whole. The lack of ability of the average local school board member to pass judgment on the offerings of competing textbook firms is so obvious that any selection of books for which such persons are responsible is at once discredited by virtue of being thus chosen. Or, if the incompetent lay officials are intelligent enough to leave the selection of books to the teacher or to the teaching staff, the chance of error is still not entirely removed. In fact, the unintelligent way in which teachers have commonly exercised the privilege of textbook selection or have attempted to influence adopting boards has been cited as a factor in furthering the progress of adoption legislation.

It is also asserted that local school authorities are subjected to pressure and


temptation by maneuvering textbook agents whose only interest is the promotion of textbook sales. In the early writings there are frequent references to the textbook “trust,” with swarms of agents actively participating in local school elections and wielding a powerful influence in the appointment of teachers and school superintendents who were favorable to their publications. Instances are noted of a single publishing company being able to secure a contract covering all of the books to be used in the local school system.

While the conditions noted are frequently described as generally prevalent in the sense that they could be observed in many areas, there is considerable evidence that the tendency in recent years has been definitely in the direction of improvement in both the methods of textbook selection by local school authorities and the ethics of textbook salesmanship. Not only do local school boards commonly adopt books only as recommended by the teaching staff, but also teachers are preparing themselves for this responsibility by careful study of methods and devices designed to secure a dependable appraisal of the books available for adoption. Moreover, frequent reference is made to the favorable conditions existing in such states as Massachusetts, where textbook control has always been left in the hands of local authorities.

With reference to the policies of publishers and their representatives in promoting the sale of their publications, the findings of an extensive inquiry pertaining to the ethics of marketing and selecting textbooks are summarized by Dean Edmondson in the conclusion “that the standards of practice in selection of textbooks not only are higher today than formerly but also are relatively higher than those which prevail in many other lines of business.”

4. The fourth argument that has been generally urged in furtherance of state textbook adoptions is the ease and convenience with which uniform courses of study can be formulated and administered on behalf of the schools of the state as a whole. This argument appears frequently in the writings and official reports of state school superintendents, especially in the period between 1890 and 1910.

Course of Study Problem Less Perplexing Now

It is urged that with large numbers of inadequately trained teachers in the schools, particularly in the villages and rural districts, a satisfactory quality of instruction cannot be assured except on the basis of a standard course of study, prescribed and recognized as the minimum program for the schools of the state. Not only does it simplify the task of formulating the course of study to have it based upon uniform series of books, but also there is much less difficulty involved in securing a general adherence thereto. Moreover, teachers of meager professional training are at a disadvantage in attempting to follow the state course of study under a system of local adoptions since they must reinterpret this course of study in terms of the content and methodology of a new set of textbooks as often as a change of teaching position may require.

Recent writings place much less stress upon the relation of uniform textbooks to the problem of maintaining a satisfactory state course of study. The growing recognition of the need for reasonable flexibility in the systems of instruction designed to cover statewide areas, the increasing proportion of well trained teachers and the extension and improvement of supervision have caused the course of study problem to lose many of its perplexing aspects. There are now so many books of excellent quality that the choice of any set as the basis of the course of study for a state school system could not possibly favor any significant percentage of the teachers involved, but must

---

5 Ibid., p. 308.
inevitably cause more or less disappointment to large numbers of the teaching force who have decided preferences for other books.

Arguments Against Statewide Adoptions

While the extension of state adoption territory under the impulse of these several motives continued at varying rates of progress for fifty years or more, and while the system seems to be thoroughly grounded in many of the states where it is now effective, there has been impressive opposition to this progression even from the beginning and there is much current dissatisfaction with both the processes and the results of its operation in all state adoption areas.

Various arguments characterize the statements of opponents of the numerous proposals to establish textbook uniformity, both in the states where the movement was successful and in states where it was thwarted, and in the contentions of critics of certain administrative tendencies and the educational outcomes frequently observed in consequence of the uniformity program. Brief mention of ten of the more significant of these observations will serve the major purposes of the present discussion.

1. Wherever adoptions are made on a statewide basis, the adopting agency, whether the state board of education or a specially appointed textbook commission, is a political or semipolitical body. In nine of the twenty-five uniformity states, the governor is a member of the adopting board. In twenty-two states the members of the board, or some of them at least, are appointed by him.

While the tendency in recent years has been in the direction of professional rather than political appointments, there is much complaint even now of abuses of this appointive power in giving expression to political preference, not entirely exclusive of appointments going to members of the teaching profession. To the extent that political motives may influence these appoint-
render competent service to the schools. In general, the lay members of such boards have no qualifications for passing judgment upon textbooks in any situation. In some instances the board is made up of or includes members of the teaching profession who might be expected to know how to proceed and what to consider in exercising a choice over a number of books. Even so, these professional members are frequently college presidents or professors who have no direct contact with classroom activities in the common schools and who rarely have occasion to compare one book with another with respect to their relative value for such instructional purposes.

But this does not cover the implications of the criticism of state adopting agencies on the ground of incompetency. There is widespread belief that no group of individuals could render competent service in this capacity, first, because of the varying requirements of different types of communities within the state and, second, because the members of state boards are regularly engrossed with their official or private responsibilities and have no adequate opportunity to inform themselves either concerning the needs of the schools or the fitness of the books submitted for adoption.

Teachers Often Disapprove of the Choice Made

4. Attention is sometimes directed to the fact that a state adoption partakes of the nature of a wholesale transaction. If ill-advised action is taken by a local school board, the ill effects are not thereby widely distributed. But a mistake that has been made in a state adoption entails much more expensive damage. Again, the state adoption plan is decried because it involves far-reaching changes in the use of books whenever a new adoption occurs. It is also frequently noted that such extensive changes in schoolbooks involve heavy losses to the people in the sums paid for the books that are discarded.

5. State adoptions are also charged with responsibility for disappointment and irritation among teachers and superintendents who find it obnoxious to use unacceptable books under compulsion. The most obvious recent tendency in relation to the selection of textbooks is a growing recognition of the right of the classroom teacher to have a voice in the selection of books required by her own teaching program. The assertion is commonly made that even superior book selections cannot counterbalance the loss of enthusiasm and interest resulting from the dissatisfaction of teachers with the choices that have been forced upon them.

6. It is further argued that the state adoption scheme does not ordinarily result in the best choice being made because too much consideration always attaches to price comparisons, and the quality of the offerings, in so far as this can be adjudged, receives only secondary consideration. Mention is frequently made of the fact that publishers are induced to provide printings in cheaper paper and less substantial bindings in order that their books may have a chance for adoption. The lower prices are taken as evidence of the financial advantage of the state contract, with no serious thought of the ultimate waste due to poor construction or the possible disadvantage to the child of protracted attention to a type page that does not conform to recognized standards. Again, it is noted that publishers not infrequently refuse to submit their best offerings because price considerations in the case at hand may jeopardize a profitable market for the same books in other states.

7. State adoptions involve a period of time during which an adopted book cannot be supplanted by another. This contract period, we are told, is open to the objection that it prolongs the life of poor books that might otherwise be discarded as soon as their lack of fitness is established. It is also noted that important revisions of adopted books are sometimes brought out during the life of the adoption contract, but the con-
trading state does not receive the benefit of the improvement because the contract requires the continuance in use of the book originally adopted.

8. Another argument is that state uniformity stifles initiative and progress. There is no chance for gain except in the more backward areas. If the state list is better than the books in use in such areas, it is also apt to be poorer than the lists in the more progressive communities. Uniformity in general tends to produce uniform mediocrity.

9. The selection of textbooks under central authority has been characterized by certain writers as objectionable because it removes from the community a vitalizing center of interest in the school as a community enterprise. It is not essential to the concept of education as a state function that the authority of the state should be exercised in relation to details of management that can safely be left to community responsibility.

Conditions in Schools Have Changed

10. Finally, the point is made with increasing vigor and frequency that whatever force there may have been in the arguments for state adoptions in times past, there is no longer any need for or advantage in textbook uniformity on a statewide basis since practically all of the legitimate advantages sought for may now be substantially realized by other measures. It has already been noted that the price of books is no longer subject to preferential schedules under state adoption contracts, while the pleas for relief from the burdensome expense of new outfits of school books on account of change of residence, based upon exaggerated statements as they always were, are significantly less appealing in proportion to the spread of the free textbook movement.

With respect to the claim of a higher average quality of textbooks under state adoptions and the value of uniform textbooks in the maintenance of the state course of study, it is to be noted that these contentions have never been clearly and definitely established, nor indeed are they universally approved in principle.

It is not to be wondered at that pioneer conditions impelled teachers to encourage state adoptions to avoid the disheartening confusion due to an utter lack of uniformity in the texts their pupils brought to school. It is easy to understand, too, how the bitter complaints of parents subjected to unreasonable expense from frequent changes in textbooks and exorbitant prices must inevitably have stimulated the type of remedial legislation under which the uniformity doctrine has prospered.

But the significance of a state adoption conclave in 1933 is not to be defined in terms of the conditions in which the uniform textbook idea was conceived. Such conditions do not exist in the schools today; indeed, they have not prevailed in any general way for some years past. Yet state uniformity abides as a thriving social institution, dominating a vital factor in the efficiency of twenty-five state school systems, spreading over more than half of the nation's territory and serving two-fifths of the total population.

Publishers Do Not Favor State Uniformity

A significant aspect of the situation with respect to state adoptions in recent years is the fact that the constantly recurring efforts to establish uniformity are invariably prompted by politicians and as consistently opposed by educators and educational organizations. It is a notable fact, moreover, that current writings afford no examples of pronouncements by recognized leaders of educational thought which lend support to a uniformity program. Formerly the impression prevailed that the state adoption tradition was fostered by the textbook industry. Two recently published statements by representatives of leading textbook companies are evidence that there is no longer any
ground for this assumption. They are as follows:

"I look forward to the time when free textbooks will be furnished throughout the country, when there will be no state uniformity and no period of adoption, when the selection of books will be entirely in the hands of those who teach."  

"Contrary to the belief current in some quarters that the state adoption system and the state uniformity doctrine are favored and abetted by textbook publishers, the truth is just the opposite; the reputable and substantial textbook houses would welcome the immediate and complete abolition of state uniformity, state prescription, state selection and adoption."

The evidence is that state adoptions persist in response to interests and forces which are not primarily educational. It is equally clear that the more recent efforts to extend the system have not been stimulated by the prospect of promoting any clearly recognized line of progress either in instruction or in school management. A timely contribution to the future progress of American public education could readily be provided through a nationwide scientific appraisal of state textbook adoptions.

Nelson B. Henry

7 Whipple, Guy M., op. cit., p. 51.

POLITICAL SCIENCE TURNS TO EDUCATION

The major obligation of the State is not the organization of government, nor the making of law, nor even the administration of justice: it is the enlightenment of peoples in a cultural philosophy of the good life.—Benjamin F. Shambaugh, former president of the American Political Science Association.

The use of leisure is a severe test of character.—Henry Ford.

WHAT YOU GET FROM VOLUNTEER LEADERSHIP

Volunteer work helps other people; but it also helps the volunteer. Participation in some social movement thus provides valuable experience, says the president of Girl Scouts.

If I were a young woman starting out to make my way in a changing world, I would for the sheer adventure of it budget my time in such a way as to include a few hours each week of volunteer work in some social movement. Not just any social movement, but one which enlisted my sympathy and enthusiasm.

Does this sound as old-fashioned as a poke bonnet? Perhaps. But many old-fashioned things, from furniture to puffed sleeves, have been swinging into style again in recent years. I am sure, for example, that a certain hard and frivolous indifference to the public welfare is going out and that our early American, small community habit of being good neighbors and responsible citizens is returning. In a period like the present when tragic human need and the possibilities of a better world present themselves together, who cannot but feel a heightened interest in public affairs and a wish to pitch in and be a part of them? Perhaps we shall soon hear a new slogan: "It's smart to be serious."

This doesn't mean that joy, humor, amusing clothes, and the spirit of play are to be replaced by stodginess and owlish solemnity. Surely the younger women of today who sit on committees, make speeches, sign appeals, and often take sides in controversial matters are intelligent and charming people. They have simply found in public life a field of stimulation and dramatic interest that affords a more varied satisfaction than the safe, routine paths of the conventional "good time." And they have discovered that the entrance to more useful and intelligent
living is neither expensive nor difficult. It is only necessary to look about, decide what facet of current history seems important, and volunteer for action. Anybody who is willing to do a certain regular amount of dependable work and to show a co-operative spirit can get a foothold in whichever public movement seems to him or her essential and worthy of devotion.

Volunteer work, of course, should be selected as carefully and executed as conscientiously as though it commanded a salary. The potential fields for investment of surplus energy need to be studied in a thoughtful and business-like way: for a movement which is one person’s meat is another’s poison; and there are many organizations, each affording a different kind of experience to the volunteer worker. It is possible, for instance, among a thousand other things, to run for alderman, to help out an overworked district nurse, to teach an adult education class, to be a helper in a progressive school, to work in the institutional activities of a church, or to be a leader in one of the various leisure time movements for youth.

The leadership of leisure time organizations for youth offers a unique opportunity to young people with their careers ahead of them; for recreational leadership will certainly be one of the important salaried activities of the future. It is becoming clear that the machines of this age of electrical power have so greatly increased productivity that child labor and exhausting hours of toil are not only unnecessary, but certain to cause the over-production which under our present economy is apparently one cause of recurring economic depressions that injure everybody. The common public interest demands shorter work-hours and an education for leisure. Average people in the future will therefore, it seems, have a larger use for the recreational techniques which are a part of the program of progressive schools, well-managed playgrounds, and Scout and “Y” organizations. Everybody will be able to enjoy physical culture, camping, nature study, water and winter sports, all ways of outdoor enjoyment; the amateur theatre; dancing, painting, photography, good books. Musical educators believe that in the coming age of leisure people will learn to sing, play musical instruments, and to appreciate great music almost as commonly as they now read newspapers and books.

It sounds fanciful, does it not? But the beginning of this period is already upon us; and volunteer work in recreational organizations is one way in which the inexperienced young volunteer worker may “get her hand in,” make friends, gain experience, and serve an apprenticeship in a promising field.

In the leisure time movement with which I am most familiar—the Girl Scouts—there is a perennial need of leaders. In spite of the fact that the organization has established many local and university training centers and runs every summer twenty out-of-door “universities in the woods” for training of leaders, there are never enough captains and camp counselors to take charge of the many girls who wish to be Scouts. It is an unhappy thing for a Girl Scout captain to be obliged to turn down week after week girls who have heard of the fun that is going on in her troop and who wish to be members. But it would never do to let existing troops become crowded like classes in many city schools in which pupils must be handled as a mass, not as individuals.

The volunteer in Girl Scouting hands on to her girls the skills in camping, hiking, nature study, swimming, canoeing, drama, dancing, home-making, handicraft, hospitality, and the like, that girls enjoy and need—with unsentimental sympathy, unobtrusive guidance, and companionship. At the same time she learns the profession of recreational leadership.

Volunteer Girl Scout Leadership has in the past proved an asset to girls and young women who wished to be teachers, physical (Continued on page 92)
EDUCATIONAL COMMENT

RECENT FIGURES ON REDUCED SCHOOL COSTS

The extent which schools have cut costs to meet losses in income due to the depression is revealed in the annual study of "Per Capita Costs in City Schools, 1932-1933," recently released by the Federal Office of Education.

Reports from 299 typical cities scattered throughout the nation disclose reductions in per-pupil cost running as high as forty-one per cent in a single year.

Per-pupil costs dropped between fifteen and thirty per cent in one-third of the cities in a single year's time.

The average decrease for all cities for the year is twenty-two per cent.

The average total cost of educating a child for the year 1933 in 299 cities was $87.65. This compares with $113.03 for 1932.

Statistics separately organized for four groups of cities ranging from small cities to cities of over 100,000 population show the shift from 1932 to 1933.

In Group 1 cities, 100,000 population and up, average per-pupil cost dropped from $118.61 to $91.69. Cities which have a per-pupil cost close to this average are: Somerville, Mass., $92.81; Indianapolis, Ind., $90.60; Grand Rapids, Mich., $90.18; St. Paul, Minn., $89.46; Des Moines, Iowa, $89.04; Minneapolis, Minn., $89.02.

In Group 2 cities, 30,000 to 100,000 population, the drop was from $95.55 to $80.82. Cities which have a per-pupil cost close to this average are: San Bernardino, Calif., $83.32; Cedar Rapids, Iowa, $82.72; Chester, Pa., $82.47; Lansing, Mich., $81.31; Saginaw, Mich., $81.31.

In Group 3 cities, 10,000 to 30,000 population, the drop was from $79.06 to $68.02. Cities which have a per-pupil cost close to this average are: Fremont, Nebr., $69.05; Logansport, Ind., $68.47; Hastings, Nebr., $67.81; Stevens Point, Wis., $67.36; Oskaloosa, Iowa, $67.00.

In Group 4 cities, 2,500 to 10,000 population, the drop was from $84.90 to $73.23. Cities which have a per-pupil cost close to this average are: Jerome, Ariz., $74.12; Rockville, Conn., $73.78; Columbus, Ind., $73.57; La Grande, Ore., $73.16; Chehalis, Wash., $70.63.

How widespread the movement to reduce costs has been is shown by the fact that 96 per cent of the cities show a decrease in per-pupil cost between 1932 and 1933.

Largest decreases for cities in the various groups are: Group 1, San Antonio, Tex., 36.1; Akron, Ohio, 33.4; New Bedford, Mass., 30.9; El Paso, Tex., 29.7; Grand Rapids, Mich., 27.8. Group 2, Kokomo, Ind., 34.9; Kenosha, Wis., 34.3; Kalamazoo, Mich., 33.7; Jackson, Mich., 31.6; Shreveport, La., 31.0. Group 3, Great Falls, Mont., 41.7; Selma, Ala., 34.3; Sedalia, Mo., 33.0; Findlay, Ohio, 32.2; Iron Mountain, Mich., 30.5; Group 4, Jerome, Ariz., 36.7; Helena, Ark., 36.6; Andalusia, Ala., 34.4; Bisbee, Ariz., 32.8; Downers Grove, Ill., 31.2.

The averages for all four groups are lower than for all years going back to 1924 when statistics for a selected group of cities were first collected.

The study of per-pupil cost does not indi-
cate in detail what factors are operating to bring about such extensive decreases.

United States Commissioner of Education George F. Zook points out, however, that other reports to the Federal Office of Education show a variety of influences at work; decreases in teachers' salaries; dismissal of teachers with a consequent increase in the size of classes of those teachers still on the rolls; absorption of heavy increases in enrolment on high school levels in much larger classes; reductions in expenditures for supplies; and dismissal of supervisors and special teachers.

"It is evident from this study," declares Commissioner Zook, "that schools have undertaken heroic measures to adapt themselves to the exigencies of the depression. Whether these reductions represent economies or whether they represent a reduction in the service which schools should render to children is an open question. Some of the reduction has come from true economies in which approximately equivalent service is provided at lower cost. On the other hand, the reductions represent in part a lowering of the standards of education in American cities."

Other studies indicate that the current expense for operating American schools, both city and rural, in 1933-34 is approximately $368,000,000 less than in 1930.

THE CALL OF THE HOME TOWN

What this country needs is not by any means fewer educated men and women to serve it through the learned professions and otherwise, but the distribution of the available supply of these educated men and women where there is greatest public need for their service. It is particularly true that in the field of medicine there are large areas which are quite insufficiently supplied with well-trained physicians and surgeons to care for the ordinary ailments of the population. It is partly because of the overcrowding of this class of persons in the cities and larger towns of the United States that many of them have suffered so severely during the depression through which we have been passing for some four years past. There is probably no quick and certain answer to the question as to how the need for a wider and better distribution of the annual university production can be brought about, but that the question should be carefully studied, primarily from the standpoint of the general public interest, is quite certain.

Nicholas Murray Butler

THE READING TABLE


The philosophy, purposes, and principles back of the "new conception" of physical education are drawn from points of view of many workers in this field. This book concisely interprets the ideas, aims, and objectives.

Students and teachers, as well as administrators interested in physical education as a profession, will find the selected and annotated references placed at the conclusion of each chapter of great value. They will be of especial help to students who wish to make an extended study of the principles, programs, and problems of physical education.

The chapter on Technic in Teaching Skills in Physical Education Activities gives hints to the teacher for helping the beginner in acquiring skills in big muscle activities and in guiding the learner to success.

The last thirty-six pages in the book are devoted to the professional outlook in physical education. The prospective teacher of physical education, we learn, must be far above the average individual in physical vigor and efficiency, and must be trained in an atmosphere that gives a broad outlook on the entire educative process.

D. L. S.

This publication carries citations of recent questions which have been decided in courts of the United States, and gives the facts and holdings. It will be welcomed by school officials, teachers, and school trustees.

Every school library, both public and private, should have these yearbooks for use by teachers and principals. Often school libraries do not have law books which contain reports of decided cases on phases of law applicable to schools and school systems, or other related legal problems. A teacher of a course in school law, without the proper reference books, finds a publication like the School Law Yearbook a very meaty volume; it will be used many times during a series of lectures.

H. K. Gibbons


The author's happy combination of scientific insight and clear stimulating style makes this an unusual book. The seven psychologies are not all indigenous but each has been an important influence in the development of American psychology.


Each chapter in this book summarizes the educational system in one of the twenty Latin American countries. Because the same general plan is used in discussing each country, it is easy to follow a topic such as elementary education across chapters. Intended primarily for students of comparative education, the book is worthwhile for any one interested in the relation of education and social welfare.


A series of essays on European teachers of the progressive order. Good reading for American laymen interested in their schools as well as for teachers.

NEWS OF THE COLLEGE

Henrietta Manson, of Lottsburg, newly elected president of the student body, took the oath of office, administered by Hilda Hisey, the retiring president, at the spring convocation exercises. She in turn pledged Frances Jolly, of Holland, vice-president; Billye Milnes, of Rippon, W. Va., secretary; and Alma Fultz, of Butterworth, recorder of points. The new house presidents were also installed. They are Helen Marston, Toano; Virginia Hisey, Edinburg; Madeline Blair, Chatham; Mildred Cross, Salem. Dr. L. Wilson Jarman, president of Mary Baldwin College, was the speaker of the occasion.

The following officers for 1934-35 have recently been elected for many campus organizations. Chief Scribe of Scribblers: Kathleen Carpenter, Norfolk; Debating Club: president, Joyce Rieley, Troutville; vice-president, Margaret Hopkins, St. Michels, Md.; secretary, Sylvia Kamsky, Richmond; debate manager, Helen Madjeski, Elizabeth, N. J.; Art Club: president, Hattie Courter, Amelia; vice-president, Mary McCoy Baker, Hagerstown, Md.; secretary, Eleanor Biggs, Lynchburg; treasurer, Gene Averett, Lynchburg; chairman of program committee, Margaret Hopkins, St. Michels, Md.; business manager, Lois Meeks, Baltimore, Md.; Alpha Rho Delta: president, Louise Golladay, Quicksburg; vice-president, Frances Burton, Stuart; secretary, Lois Sloop, Harrisonburg; treasurer, Elizabeth Page, Tabb; Le Cercle Francais: president, Margaret Newcomb, Formosa; vice-president, Albertina Ravenhorst, Lexington; secretary, Elsie Mallory, Vigor; treasurer, Elizabeth Page, Tabb; chairman of program committee, Geraldine Fray, Advance Mills; Frances Sale: president, Eleanor Ziegler, Alexandria; vice-president, Mary Parker, Havana, Cuba; secretary,
Roberta Jones, Carysbrook; treasurer, Geraldine Potts, Round Hill; chairman of program committee, Annie Williams, Norfolk.

The literary society officers for the spring quarter are: Page: president, Courtney Dickinson, Roanoke; vice-president, Ruby McCloud, Norfolk; secretary, Ruth Hardy, Buena Vista; treasurer, Anne Davies, Clarendon; chairman of program committee, Hilda Hisey, Edinburg; critic, Mike Buie, Lake City, Fla.; sergeant-at-arms, Virginia Ruby, Lynchburg; Lee: president, Kathryn Harlin, Harrisonburg; vice-president, Alma Fultz, Butterworth; secretary, Lucy Martin, Toano; treasurer, Alma Ruth Beasley, Beaverdam; critic, Mildred Mullins, Roanoke; chairman of program committee, Mildred Simpson, Norfolk; sergeant-at-arms, Nancy Turner, Norfolk; Lanier: president, Gene Averett, Lynchburg; vice-president, Virginia Zehmer, Petersburg; secretary, Aylene Graham, Richmond; treasurer, Ann Moore, Portsmouth; chairman of program committee, Catherine Matthews, Cambridge, Md.; critic, Mary Glover, Charleston, W. Va.; sergeant-at-arms, Dorothy Merryman, Rustburg.

Several new curricula are being added to the courses at Harrisonburg next year. One is listed in the new catalog as Pre-Nursing, a two-year course. Graduates of this will be accepted for training by the hospitals at Johns Hopkins, University of Virginia, and Stuart Circle. Three other curricula are listed under home economics, totaling four in that field. The present one is for teachers. The others are dietetics, institutional management, and general home economics. According to the catalog, several new courses, including current public affairs and the literature of history, will be offered.

Y. W. C. A. officers for 1934-35 were installed at a candlelight service in Wilson Hall. Gladys Farrar, of Rustburg, retiring president, lighted the candle of Mary Page Barnes, Amelia, new president. Other officers and cabinet members are: Eleanor Cook, Charleston, W. Va., vice-president; Elizabeth Thweatt, Petersburg, secretary; Frances Wells, Suffolk, treasurer; Mildred Cross, Salem, reporter; Eleanor Whitman, Purcellville, and Helen Marston, Toano, programs; Annie Cox, Baywood, social service; Dorothy Mairs, Baltimore, social work; Mary Vernon Montgomery, Baskerville, alumnae; Eleanor Biggs, Lynchburg, publicity; Frances Graybeal, Christiansburg, music; Charleva Crichton, Hampton, choir; Martha Ann Sheffler, Beckley, W. Va., Bible; Lucy Marston, Toano, room.

Fourteen students were recently pledged to the Alpha Chi chapter of Kappa Delta Pi. The seniors are: Ina Glick, Bridgewater; Sylvia Herzog, New York City; Doris Marr, Livermore Falls, Maine; Eunice Meeks, Baltimore, Md.; Laura Mosher, Oakland, Maine; Rachel Rogers, Falls Church; Mary Truhan, New York City. The juniors are: Alma Fultz, Butterworth; Louise Golladay, Quicksburg; Florence Holland, Eastville; Mrs. Mary Bradley Jones, Luray; Elsie Mallory, Vigor; Henrietta Mason, Lottsburg; Eleanor Ziegler, Alexandria.

The varsity, by defeating New College of Columbia University 54-17, added a seventh victory to an undefeated season. Half of the total 300 points scored in the seven games were made by Emily Pittman, Gates, N. C., varsity captain. Douglas McDonald, of Scotts, N. C., and Virginia Barrow, of Blackstone, ranked second and third.

In a debate with East Radford State Teachers College on March 14, on the question, “Resolved: That the powers of the president should be substantially increased as a settled policy.” Sarah Lemmon, of Marietta, Georgia, and Virginia Cox, of Woodlawn, won a unanimous decision. The East Radford debaters, who defended the negative, were Julia Cook and Lenora Griffiths.

Excavation for the senior dormitory to be erected on the southwest corner of the campus has started. John C. Senter, engineer, of Roanoke, has contracted to have it com-
completed by January 1, 1935. The building was made possible by a loan of $140,000 from the PWA. The preliminary drawing by J. B. Walford, of Richmond, architect, shows that the building will be somewhat similar to Wilson Hall in appearance. It will accommodate 114 girls.

The enrolment for the spring quarter has reached a total of 824. The enrolment has increased every quarter this year, a most unusual thing. Some of this increase may be attributed to the FERA funds, which have provided scholarship work to some 64 students.

Hilda Hisey, of Edinburg, former student body president, has been chosen to represent Harrisonburg as the princess at the Apple Blossom festival in Winchester.

The Aeolian Music Club admitted four new members on the organ requirements recently. They are: Alice Kay, Waynesboro; Daisy Mae Gifford, Harrisonburg; Margaret Frye, Salem; and Emma Dunbar, Dunbar, W. Va.

Henrietta Manson, of Lottsburg, student body president, and Billye Milnes, Rippon, W. Va., secretary, attended a student government convention in Knoxville, Tennessee, immediately after the Easter holidays.

The reception room in Alumnae Hall has been redecorated. Lamps, screens, draperies, and furniture have been added. The radio room has acquired new Craft House furniture, tapestries, and lamps.

Twenty-five members of the National Symphony orchestra, conducted by Dr. Hans Kindler, gave a lovely concert here recently. The program included such favorites as the Hungarian Dances, Praeludium, Flight of the Bumble Bee, and the Siegfried Idyll.

The Hampton Institute Quartet presented spirituals, work songs, and plantation melodies in a recent concert. Their numbers included such familiar songs as Water Boy, Mighty Lak a Rose, I Got a Robe, Go Down, Moses, and Swing Low, Sweet Chariot.

The advanced music students of the college gave a recital before Easter. Students of voice, piano, and violin participated. A novel feature was an eight-hand piano ensemble, directed by Mrs. Vera M. Conrad.

The Bridgewater College Glee Club presented a concert in Wilson Hall recently. A contest for the Glee Clubs of county high schools was also held at the college.

The speaker for the commencement address will be Dr. S. C. Mitchell, professor of history at the University of Richmond. The exercises will be concluded June 11 instead of June 12, as announced in the catalog.

ALUMNÆ NOTES

The Home-coming of March 23 and 24 was a success in spite of the ice-covered roads that made driving extremely hazardous. Some of the girls from Norfolk showed true H. T. C. loyalty and perseverance. Kitty Wherrett collected Nellie Cowan, Delphine Hurst, Hannah Lewis, and Virginia Stark about four o'clock Friday. Ercelle Reade joined them at Petersburg. Because of the weather it was necessary to spend the night in Richmond. That evening as they were gathered together, Nellie dealt out the place cards, saying, "Well, girls, this is as much banquet as you will see." (The Norfolk chapter made the place cards for the banquet.) The next morning the group drove to Charlottesville where they parked their car, caught the train for Staunton, and came over from Staunton by bus, arriving just twenty-three hours after they left Norfolk! And many others could relate similar episodes.

A total of 179 registered in Alumnae Hall during the week-end; this is just about double that of any previous registration. Only 57 were local alumnae; 122 came from varying distances. Every class except those of 1911 and 1918 was represented,
and fifteen or more were present from each of the classes of 1928, 1929, 1930, 1931, 1932, and 1933. Ten alumnae came from Norfolk, eleven from Staunton, eight each from Roanoke and Waynesboro, four each from Clarendon and Richmond.

The National Symphony Orchestra under the conductorship of Hans Kindler, was enjoyed by everyone Friday night. Because of the roads fewer alumnae were able to get in for this program than had planned to do so.

On Saturday morning at the public program, with Miss Shirley Miller, president of the Alumnæ Association presiding, Dr. S. P. Duke welcomed the returning alumnæ. He spoke of the work of this college and of the interest Governor Peery is taking in public education in Virginia. He then told of the changes during the past year and the plans for further development at H. T. C. The alumnae were enthusiastic to learn that they would have an opportunity to be in the new dormitory when they returned for the 1935 Home-coming.

Mrs. Tita Bland Mottley, president of the Roanoke chapter, gave an entertaining and suggestive talk on “How to Interest Students in Harrisonburg.” She outlined various plans that might be of value in arousing still more interest. Miss Nora Hossley was unable to attend the meeting, and Miss Mary Armentrout, of McGaheysville and Charlottesville, gave a valuable talk on “Leadership and Ideals of the Old South,” emphasizing the importance of these being inculcated in our life today.

Miss Evelyn Watkins, substituted for Miss Nellie Cowan as soloist, being accompanied by Miss Mildred Foskey. Miss Josephine Miller, of Woodstock, pleased the audience with a violin solo. Dr. Wayland closed the program by leading the audience in singing “Old Virginia.” Dr. Wayland had a rather bad cold, but consented to do this for the sake of the alumnae; he had to forego all the other functions.

The business meeting followed the public program. The main considerations were revisions in the constitution, the decision to have an annual home-coming in March and to stress this rather than the June meeting, to reduce the dues from one dollar to fifty cents, and to encourage the formation of new chapters. Several alumnae stated they would try to organize chapters in their localities. Closer relationship between the state organization and local chapters was requested, and methods of bringing this about were discussed. Better distribution of alumnae news was asked, and Mr. Shorts, Circulation Manager of the Virginia Teacher, offered to furnish each local chapter with one copy of the Virginia Teacher. In this way each chapter can have news of other chapters and alumnae.

Disraeli, starring George Arliss, was well-attended; a tea in Alumnae Hall for alumnae and faculty followed. The conversational hum throughout the entire tea was proof of its success. The tea was under the auspices of the local Harrisonburg chapter, the president of which is Mrs. Elsie Leake Rolston.

The banquet for alumnae, faculty, and seniors, reflected both in decorations and in the menu (for which Mr. Logan deserves great credit), the idea of the New Deal. The favors were small pictures of President Duke. One alumna said she knew of nothing that could have been more appropriate in this period of depression, since it cost so little and was worth so much! Various classes contributed to the program. The class of 1913 was represented by Mrs. Edith Suter Funkhouser; that of 1925 by Mrs. Mary Elizabeth Ruebush Long, who mentioned various present-day customs initiated by her class; 1928 by Mrs. Virginia Harvey Boyd; 1931 by Miss Nellie Cowan; and 1930 and 1931 by a trio composed of Misses Shirley Miller, Mildred Coffman, and Elizabeth Downey. From the banquet everyone went to the dance floor in Reed Hall; the co-ed dance was a satisfactory
climax to the day. Music was furnished by Ray Frye and his Virginians.

On Sunday morning alumnae began to leave, although the weather was far better than when they arrived. Those who remained over Sunday enjoyed the especially planned Y. W. C. A. program.

That the Home-Coming was such a success is due to the efforts of everyone on campus to do more than her share of planning and working. Dr. Duke co-operated so heartily in planning the various parts of the program, in allowing the use of his picture, and in actually autographing 325 of them (no small job). Mrs. Cook worked long and hard over the dance and the refurbishing of Alumnae Hall and the radio room. Miss Turner and Miss Rucker worked strenuously on the banquet. And thus it went all over the campus. The Home-Coming couldn’t have been other than a success—and we are most grateful to each and every one.

Among the messages received March 24 was the following from Anne Gilliam, in Baltimore:

“So sorry I could not get to Harrisonburg this week-end for the alumnae reunion. I do hope that a large number of alumnae have come back and that all of you have a successful and happy week-end. Best wishes to all the alumnae, especially the Class of Twenty-One.”

WHAT YOU GET FROM VOLUNTEER LEADERSHIP

(Continued from page 85)

culture or camp directors, play ground and club leaders, child psychologists, workers in progressive education, and social workers. I know of many instances in which a Girl Scout leader found her volunteer work a gateway to a paid job. Such work is a limited part of the preparation which is needed for paid jobs in the lines I have mentioned; but it counts and is a real step toward the goal.

Similar advantages, I am sure, come to the volunteer leader in other public movements. The young woman who has no job and feels an urgent need of getting one often finds that regular attention to a volunteer job for a little time each week is a way of staying cheerful, making new contacts with people and affairs, and keeping a sense of belonging.

Volunteer work helps other people; but it also helps the volunteer. And this is as it should be.

MRS. FREDERICK EDEY

OUR CONTRIBUTORS

L. WILSON JARMAN is the genial president of Mary Baldwin College at Staunton, Virginia.

W. J. GIFFORD, dean of the State Teachers College at Harrisonburg, Virginia, is a member of the National Committee on Courses for the Training of Teachers, which is now preparing a yearbook for the National Society of College Teachers of Education.

NELSON B. HENRY is assistant professor of education in the University of Chicago.

MRS. FREDERICK EDEY is president of the Girl Scouts, Inc.

A FOOD AND AN ENERGY BUILDER

IMPERIAL

THE CREAM of all ICE CREAMS

Manufactured in
Harrisonburg, Va.

and sold by all leading Ice Cream dealers throughout
the
Shenandoah Valley
THE VIRGINIA TEACHER

ENDLESS CAVERNS, Wonderful and Spectacular, 17-Miles North
BLUE GROTTOES, the Civil War Caverns, 6-Miles North on Valley Pike
CYCLOPEAN TOWERS, Giant Columns, Mt. Solon, Va. and
SAPPHIRE POOL, the Mysterious Blue Hole, also at Mt. Solon
See These Wonders—All Directed by Endless Caverns, Inc., Endless Caverns, Va.

JOS. NEY & SONS CO.
THE BEST DEPARTMENT STORE
IN HARRISONBURG, VIRGINIA

Biographical Directories under the editorship of J. McKeen Cattell,
editor of "School and Society" and of "Science"
LEADERS IN EDUCATION
1,037 pages Over 11,000 biographies $10
AMERICAN MEN OF SCIENCE
1,278 pages Over 22,000 biographies $12
THE SCIENCE PRESS
Grand Central Terminal New York, N. Y.

SUBSCRIBE
70
The Virginia Teacher
$1.50 A YEAR

BURKE AND PRICE
FIRE INSURANCE
AUTO INSURANCE
Phone 16

A Better Position
You Can Get It

Hundreds of teachers will earn two hundred dollars or more this summer. SO CAN YOU. Hundreds of others will secure a better position and a larger salary for next year. YOU CAN BE ONE OF THEM. Complete information and helpful suggestions will be mailed on receipt of a three-cent stamp.

Continental Teachers Agency, Inc.
1812 Downing Street
DENVER, COLORADO
Covers the ENTIRE United States

School Officials! You may wire us your vacancies at our expense, if speed is urgent. You will receive complete, free confidential reports by air mail within 36 hours.
Established by the General Assembly 1908.
Annual enrolment, 1,300.
Faculty of 60 well-trained and experienced college teachers.
Located in the Shenandoah Valley.
Elevation 1,300 feet.
Campus of 60 acres.
Beautiful mountain environment.
Fifteen college buildings.
Total value college plant, $1,600,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).
College camp on Shenandoah River.

Harrisonburg is a 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.

Apply to THE PRESIDENT