Superintendent Leslie D. Kline:

There is a growing sentiment for a state-controlled and financed school system in the interests of economy and social justice. An ox-cart philosophy, propounded by ox-cart minds, has been responsible for the present system under which pupils on opposite sides of an imaginary line receive, in one county, 190 days of schooling, in another, 129 days.
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$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.

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D. C. HEATH AND COMPANY
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THE PUBLIC SCHOOLS—
THEIR PROBLEMS AND
RESPONSIBILITIES

A FEW years ago many persons were disposed to think that our major problems had been solved and that invention and scientific discovery, the products of the restless mind of man, had provided a fool-proof world. Civilization, on a holiday excursion bent, could afford to let the pleasure boat drift. But drifting ships never reach safe harbors. They always strike the rocks—and we awoke with a crash and a panic. We have seen fit to name this unwelcome child of our own folly “Depression.” It is a perfectly natural result of uncontrollable forces, according to fossilized political economists. But that it is man-made and man-directed in every detail is the irresistible verdict of the abler students of history and economic laws. Because of ignorance and the failure of the schools, because of selfishness and greed and the failure of those in control to curb the will to power of anti-social groups, civilization is again battling for its life. Revolutions, both peaceful and violent, grip the world. The direction and results of these revolutions, the contributions to be made with to society, and the solution of our problems will depend on the moral earnestness and trained intelligence of those in control, and they will reflect the philosophy and efficiency of our systems of education.

Education is the most important subject in this troubled world today. Even governments themselves are a means to an end. That end is a better civilization, to be reached by intelligent direction; and if America is right in her decision to reach that end through a democracy, and if democracy is to live and function, it must be predicated on an adequate system of public education. The ultimate test of democracy is the willingness of the state to establish and maintain the foundations of democracy—an efficient school system from kindergarten through university.

Today Virginia is engaged in a controversy upon the decision of which depends whether or not these foundations shall be perpetuated in their integrity, or whether the youth and future citizens of this state shall be threatened with illiteracy.

What are the facts? Have we been sincere and honest in our stated policy to educate all the children of all the people, or to guarantee equal educational opportunity to the youth of the state, living in one hundred counties and twenty-five cities, and separated by imaginary lines that have absolutely nothing to do with their duties as future citizens, or the demands that society will make upon them?

In 1931-32 the average length of the school term in Virginia was 168 days. It varied from 129 days in Buckingham County to 190 days in Arlington County. This condition was not based on any rule of right, or any consideration of the needs of the individuals affected, but on an ox-cart philosophy, propounded by ox-cart minds, from the top of a nail keg in some wilderness store-room and perpetuated by tradition and sentiment.

During the same year the average annual salary of all white teachers was $983 ($766 for the counties, and almost twice as much, or $1,498 for the cities). The variation for Negro teachers was still greater, the average for the counties being $400, and for the cities, $911, with a state average of $528.

The average cost of instruction, opera-
tion, and maintenance in Virginia was $34.43 per pupil enrolled, $27.99 for the counties and $52.86 for the cities; and at the same time the counties were paying a higher tax rate than the cities, where there is a greater concentration of wealth, while the difficulty of getting children together in the counties is more expensive. In the counties the costs for these items of the school budget range from $12.49 for Scott County to $63.78 for James City. The range in the cities was from $29.00 in Buena Vista to $61.21 in Williamsburg. It is evident that the citizens of the home town of Thomas Jefferson's Alma Mater still believe in trained brains, and are willing to pay for them.

While such variation between the different counties, and between counties and cities of the same state, is indefensible, the variation in per-pupil cost, as between schools in the same county, is in many instances even greater. It is perfectly obvious that the opportunity for an education in Virginia today depends upon the fortuitous circumstance of what county or city the child happens to live in. If this is democracy, then Thomas Jefferson and Horace Mann were not democrats, but autocrats.

The State Department of Education has rightly said that "the situation demands more state supervision over strictly professional phases of education and more local supervision and control over those phases of school work involving material equipment, business management, and local adaptations." This is true. These inequalities have persisted in Virginia from the beginning and will continue to the day when Virginia shall take over her public school system as she has taken over her roads. The Byrd Road Bill was not only in line with the most advanced philosophy of government, but was the most constructive piece of legislation in Virginia in a hundred years. The Valley Pike is being built from the West Virginia line north of Winchester to Tennessee, and passes through fifteen counties and forty-five magisterial districts. The local units would not have built it in a thousand years. They never could have secured the rights of way, or agreed on the route, or the width of the road, or the materials to be used in its construction, nor could they have provided the funds. The eastern counties had 325 years and the Valley counties had 200 years in which to build the roads, and they failed, just as they have failed in administering the schools and for precisely the same reasons. Local officials think in terms of their little units. In handling state functions, local units are impotent. Local self-government is the shortest distance between weakness and futility. If it's roads, you flounder in mud; if it's schools, you starve for want of funds, or perish for lack of vision. The fault is not with the local officials, but is inherent in the system.

The important feature of the Minimum Education Program is that it is a step in the right direction. It will establish the principle of an eight month's school term, to be financed by the state. It will set up a more equitable scheme for the apportionment of state funds, based on average attendance instead of school population, taking into account density of population, with a fixed sum for each group of 40 pupils in average daily attendance in cities, and 25 in the sparsely settled counties. The Minimum Education Program, if carried out, should insure general and more careful supervision; no single dollar of the school budget secures greater returns in efficiency of instruction and economy of administration than expert supervision. In industry, this has been a guiding business principle. Every informed state department of education has stressed supervision as an imperative prerequisite of an ordered school system. This sane advice, based on irrefutable documentary evidence, has been ignored by local units. The Minimum Education Pro-
gram, with its reasonable demands for a heavier teaching load, and a higher average attendance, will speed up county-wide consolidation. Any system of consolidation, to be economical, must be based on good roads, and for that reason as well as others, the school people of the state have been and are strong supporters of an efficient and well-financed highway department. But while the roads have been placed in an impregnable position on account of ample funds segregated to this department, and on account of central control, the schools have suffered from inadequate financial support, and have dropped from 39th place in 1922, to 45th position among the school systems of the 48 states. This is due to an outgrown and archaic tax system, which has placed an undue burden on real estate, which is breaking down under the stress of present economic conditions, wherever such systems exist. There is not the slightest reason why such a system should be tolerated. In per capita wealth, Virginia exceeds any other Southern state, and is not far below the average for the United States. Only two Southern states have a higher per capita income than Virginia. In the matter of per capita debt Virginia's position is not only favorable, but her bonds are selling at a premium, and only three of the Southern states have a lower per capita indebtedness.

If the prosperity of a state and the ability of the state to finance the essential functions of government can be indicated from the amount of Federal taxes paid, then Virginia is in an enviable position. The total amount of revenue paid into the Federal Treasury in 1932 was $99,971,505.81. Only four states in the Union paid larger amounts. This vast sum is more than double the amount of the entire state budget, and represents $41 per capita of the total population. These figures would seem to show that Virginia is amply able to finance an efficient school system, and guarantee to every child an education equal to the average for the nation. But while Virginia's per capita income and wealth compare favorably with the other states of the Union, there are only two Southern states, Kentucky and Georgia, that spend a smaller per cent of their income on their public schools, and when we compare the total school costs with the total taxes collected, Virginia stands one from the bottom of all the Southern states. In 1929-30, before the days of the depression and salary cuts, which have ranged from ten per cent to 37 per cent, Virginia teachers received much lower salaries than any of her neighbors. While the average in Maryland was $1,518 and in West Virginia $1,023, the average annual salary of teachers in Virginia was $816. A state that can spend in a single year $44,054,083 for life insurance, $50,460,760 for building construction, $164,260,000 for passenger automobiles, $22,202,880 for soft drinks, ice cream, chewing gum, and candy, $9,932,880 for jewelry, perfumes and cosmetics, $19,664,077 for roads, and pay into the Federal Treasury $99,971,505 in a single year, is certainly not FINANCIALLY bankrupt. This in the state of Jefferson, whom we continually delight to honor! A hero-worshipping age, that fails to emulate the leaders whom it extols, is already morally and intellectually bankrupt.

The schools of the nation have not received the benefits of the new deal, but a raw deal. Shops and factories are opening, but schools continue to close. Ten million children, or 38 per cent of the Nation's school population, will suffer this year from shortened school terms or closed schools. Up until January 1, 1,800 public schools had been closed. In addition to this many private and parochial schools, including colleges and institutions of higher learning, have found it impossible to keep their doors open. Public schools have suffered most. In many cases vocational courses, including home economics, have been curtailed or abandoned. Music and physical education have been dropped, and cultural courses, de-
signed to give training for leisure when the demand for such courses is greatest have been too heavy for the local units to bear. Arkansas with 400 closed schools, Louisiana with 168, Kansas with 700, Michigan with 205, and Alabama’s announcement that 169,042 school children would be turned out of school by February 1st—here are evidences of the tragedies of the present year. Not only have schools been closed, but in many sections of the state and nation tuition fees ranging as high as $24 for elementary pupils and $80 for high schools, have been charged, and at a time when many parents are unable to furnish adequate clothing and food for their children.

With tens of thousands of young people unable to find work, one-half of the cities of America have abandoned courses and activities in their schools, while other nations with National departments of education—nations more severely hurt by the depression than America—have been able to carry on their educational programs in a normal way. If you have any doubts about the wisdom of a planned economy, or the philosophy of the new deal, a study of present conditions in Denmark should be illuminating. With co-operation in agriculture and industry under government direction, with the disgrace of illiteracy unknown, Denmark has defied the depression with a school term of 246 days.

In many communities the teacher load has been increased beyond the point where teaching efficiency is possible, or personal help can be expected. In spite of reduced revenues there are now 1,000,000 more children enrolled in the public schools than in 1930, with 52,000 fewer teachers, and 2,500,000 children are still without schools, while 200,000 trained teachers are awaiting the magic of the new deal to point the way to a meal ticket. School budgets have been cut on an average of from 19 per cent to 21 per cent, while teachers’ salaries have been cut all the way up to 42 per cent. In one Southern state alone 27,000 teachers receive less than unskilled labor is paid under the NRA blanket code. In many states a tax system, similar to the system in Virginia, has broken down under the weight of the depression and of the reaction and stagnation incident to a multiplicity of small units of administration.

It is apparent to all students of government that real estate can no longer carry the burdens placed upon it. With reduced valuations and revenues, increased delinquencies and mounting costs from mortgages and foreclosures, many states are turning to an income tax or sales tax as the most certain and equitable means of financing their schools. It is obvious that such taxes should be collected by the state and apportioned to the school divisions on the basis of needs. In those favored sections where there is great concentration of wealth, there is no serious financial problem. In agricultural communities the problem is beyond the resources of the local districts and counties.

Many informed persons go so far as to believe that the time has now come for a Federal Department of Education, and there is much force to their arguments. Our most difficult domestic problems are national problems. We are moving rapidly toward centralization, both in our state and Federal governments. The logic of events forces us to this action. The rapid development of communication and transportation, the consolidation of business units, the problems of public health, marriage and divorce, the control of industry and great aggregations of wealth, the adjustment and co-ordination of six million agricultural units, and the administration of criminal law are rapidly making America one governmental, social, and cultural whole. Its graver problems can no longer be dealt with on a checkerboard of innumerable units, or solved by the rules of the crossword puzzle. We must get the idea across that there is nothing final about the ordinances of town councils, or resolutions of boards of super-
visors, or acts of legislatures, or constitutions. We must realize that they are all designed and employed to meet the exigencies of the day. A changing world demands flexible constitutions and trained men to plan and adjust them. A workable political and social philosophy must be as dynamic as the world in which we live. We are interested today, not only in the education of the children of Virginia, but equally in the education of the children of Maine and Texas. We are not only interested in communication and transportation in the Shenandoah Valley, but in Florida and California; and the conservation and control of our natural resources throughout the length and breadth of America concerns every individual in the nation intimately and vitally. There is not only a growing sentiment for a state controlled and financed school system in the interests of economy and social justice, but the time has come when the Nation must assume its responsibility in dealing with education as a national problem, under the supervision and direction of the several states.

A sales tax to be collected by the Federal Government and turned back to the states to supplement state funds would not only secure adequate support of the schools, but would prevent bootlegging of goods, and avoid the upsetting of business along state lines that is always incident to different rates of taxation, in the several states, on movable goods.

Two million children are out of school and deprived of educational advantages in the United States today. An equal opportunity for an education for every American child may be a dream, just as democracy and christianity are dreams. Neither has ever been tried by any state or community, but there are those who believe that these dreams must come true.

The average cost of educating a child in America is just one-fourth the cost of maintaining a man in prison, and this takes no account of the mounting costs of appre-

hending the criminal and the administration of the criminal courts. Juvenile delinquency increases in inverse ratio to the length of school term and the facilities for adolescent supervision and readjustments.

The latest reports show that the total of unpaid teachers' salaries exceeds $40,000,000, that the NRA in abolishing inhuman child labor has returned 100,000 children to school, many of them without additional desks or teachers, that there are 130,000 school districts, and 423,000 school board members in America represented by this crazy quilt that we operate under the affectionate fiction of public education.

In Alabama 275,000 children have had their school term shortened, many of them receiving only three and one-fourth months of schooling, while across an invisible line in Mississippi the children have the advantage of a full term. The difference is due to an antiquated and impossible tax system in Alabama and a sales tax in Mississippi, a tax system which distributes the burdens of government more equitably, has relieved the tax load on real estate, reduced foreclosure sales appreciably and saved to their owners many homes. Living in the same country, under the same general system of law, and with the same duties of citizenship, it is neither right nor fair that the opportunity for an education should rest upon the mere chance of residence, or the system of taxation, dictated by ignorance and reaction, or by an intelligent will to progress.

The city child goes to school one and one-fourth months longer each year than the rural child, and while three-fourths of the city children are enrolled in high school, only one-fourth of the country children have this privilege.

Generally, schools have suffered in direct proportion to the extent to which they have been supported by property and local taxes, and have been dominated by local initiative and control. There can never be equal opportunity for the children of America while
New York spends $78 per pupil per year in her poorer schools, and Arkansas spends $12. Such idiocies as I have related could not exist in any other civilized country today. Such a system is not planned for reconstruction, but represents a planless social and governmental philosophy of destruction.

There is no excuse, either in the state or nation, for the condition of our schools. We have the resources and the wealth. We have money for everything else. Walter Hines Page said it was “a misfortune for us that the quarrel with King George happened to turn on a question of taxation—so great was the dread of taxation that was instilled into us.” Our ability to finance our schools does not depend so much on wealth as upon the value that we place on education. It depends on our mental attitude and not on our purse. We pay for our schools out of the admiration that we have for trained manhood and womanhood, for higher culture and higher living.

Our attempt at democracy is on trial today in the state and nation. No one can foretell what the results shall be. Three leading captains of industry, a little more than a year ago, at three widely separated points stated in public addresses that but for the public schools of America we would already be in red revolution. These were fine compliments, but children cannot be educated on compliments. In Virginia we have had three official cuts in state funds, administered as “knockout drops.” The patient has only been saved temporarily through first-aid treatment by the Emergency Relief Administration. We are hoping that the pressure on the oxygen tank will hold out till May first.

The Legislature of Virginia is now in session. The Governor and forward-looking men in the General Assembly are fighting on the side of the schools. But there are reactionary forces in Virginia who challenge them at every step. These men, in public, boast of their democracy, but they are enemies of democracy. Democracy cannot be restricted to class or section. It transcends state lines and guarantees equal rights and opportunities to every man, woman, and child. The uneducated must not regard themselves as neglected, and there must be no special or favored class. We want neither snobbery nor the dangerous seed of discontent. There is, therefore, no way but to train every child at the public expense. There are many surprises in democracy. Society continually demands reinforcements from the rear, and the neglected child is frequently the exceptional child of his community. Until a man can see this, and until he becomes interested in the education of every child of every race and state, he cannot know the deep meaning of democracy nor feel either its heavy obligations or the spiritual power of its lift.

There are 800,000 school children in Virginia who themselves are voiceless in the councils of the state. Their friends have fought persistently and bravely that they and their teachers might participate in the new deal. They and their instructors have borne the brunt of the depression, in shortened school terms and drastic salary cuts. Some departments of government have prospered and waxed fat, while sixty-two of the one hundred counties are faced with school terms of five to seven months.

This college where we meet today is dedicated to the ideals of democracy, through public education. This building bears the name of a man who not only devoted his life to education, but whose mind conceived a world parliament, the success of which must mean universal education and world democracy. You have selected this environment, and you have chosen, not only to be the instructors, but the advocates of the children of your native state, and children everywhere. Today childhood cries out for justice. A changing world awaits them with its burdens and responsibilities, and justice demands that they have the right to learn, that they may rightly live.

Leslie D. Kline
TEACHING CHILDREN TO USE MONEY

In our world money is constantly and almost universally the medium of exchange. It is therefore not only legitimate but necessary for children to learn the place of money in life, to learn to use it as an instrument, just as they learn to use other human devices, both safely and effectively.

Many parents still hold to the traditional notion that money is somehow bad, and especially that it is wrong for anyone to spend money before he has earned any. Yet obviously, in our modern living, children must perforce buy goods and services long before they are able to earn.

By far the best way that has been devised for teaching the child how best to manage these expenditures is through an allowance. Parents sometimes feel that since the young child has all his necessities provided him, an allowance is an unnecessary indulgence; and that, since it can be spent recklessly and without responsibility it will breed extravagance. On the contrary, it is just because the child's necessities are otherwise covered that this free allowance gives him a chance to experiment, to discover for himself what money can do for him, its limitations, the need for discriminating in his purchases, the principle that you cannot eat your cake and still have it, the postponement of immediate satisfactions over a period for the sake of larger satisfactions later—corresponding to larger sums of money. The spending of money, the saving for larger spending, are essential parts of the child's education.

Thus, aside from its technical value as an educational device, the allowance has an important bearing upon the child's emotions and attitudes. We keep the child dependent for a long time, on the excellent ground that he needs our protection and guidance to adjust himself to our complex world. But the feeling of dependence produces emotional effects that are often unwholesome. If the child himself handles the money that represents his costs in the family budget, sharing the discretions and powers which the family exercises through spending, he will have, in spite of his dependence, a feeling of security, a feeling that he has a recognized place in the family.

The experience of earning through useful service is just as much needed by children as the experience of spending. The allowance teaches at most what money can buy; earning is necessary to teach one how much effort, or skill, or application a dollar costs. The earning and the pay should therefore be genuine, and closely related to prevailing prices and wages.

But opportunity for such earning is seriously lacking in the lives of most children, quite apart from the present lack of jobs generally, and quite apart from the problem of "child labor." Most of the useful acts which boys and girls have a chance to perform are in the nature of personal favors or of sharing routine tasks in school, in the scout troop, or the household. For these there should be no cash payment. They should learn that we share little favors as well as larger responsibilities just as we share the benefits and satisfactions of living together.

Within the family the child may properly be paid only for such work as would ordinarily be done by some outsider for pay. One may be paid for helping a neighbor weed a garden, or for going on some errand, or for shoveling snow from the sidewalk; but not for fetching grandmother a drink, or shutting the door on request, or for taking the afternoon nap or doing one's
lessons. In Girl and Boy Scout groups there are often opportunities for experience in the management of money in connection with scout affairs—the group's finances. Opportunities for the individual to earn may sometimes come through extra tasks which do not ordinarily belong within the group's activities.

It is important that parents and schools, as well as the larger community, should be aware of youth's need to earn, and that together they should seek to develop ways and opportunities for meeting this need—ways that will be both socially useful and educationally helpful.

Our present economic chaos seems to come at least in part from the fact that as a people we are confused as to the role of money, its actual operation, and its bearing upon human relations. The hope is that parents and teachers will direct the education of the next generation toward a more realistic as well as more humane handling of the basic economic problems.

SIDONIE M. GRUENBERG

LEARNING TO TEACH

WRITING in the Woman's Home Companion for April, 1934, Mrs. Franklin D. Roosevelt offers stimulating suggestions to those who are educating teachers. But to bring about these reforms, which are already the ambition of many persons engaged in the training of teachers, it will be necessary to convince the public that their representatives should provide sufficient financial support. That is the present problem. Mrs. Roosevelt writes:

"It has long been a pet theory of mine that the basis of all real education is the contact of youth with a personality which will stimulate not only to work but to thought. Great personalities are born perhaps and not made, but even where we are producing teachers at the rate which we are now doing throughout the country it is possible to attempt to make them more interest-

ing individuals than our method of preparing teachers succeeded in doing in the past.

"Once upon a time I had supper with a group of students in a large state university. Afterward we sat around the fire in their living-room and talked and I asked what they were going to do after graduation. Fully three quarters of them were going to be teachers. They were probably on the average better equipped than the girl who goes into our public school system from the normal schools or state colleges because in this great university they were meeting people from all over the country and even from other countries. Girl after girl with whom I talked, however, had come from a near-by small town and was contemplating going back after four years in the university to teach in that same small town.

"They had learned a fair amount from books; they had come in contact with a few really good teachers and perhaps with one or more great personalities. But most of them had never traveled very far afield and anything that lay beyond their own country was a closed book since for most people it requires a certain amount of actual seeing before their imagination can picture new and unaccustomed sights. Yet into the hands of these girls were to be entrusted countless other young girls and boys who should not only learn what was in their textbooks but who should learn also how to live a full life in a world where year by year it becomes more difficult to find chances to earn a living. It requires constantly more ingenuity and more imagination to think up new gainful occupations and methods of occupation for the ever-increasing leisure time.

"What preparation are we giving the young girl and boy, preparing to teach in this country, to meet these demands? This to me is more important than the types of building we are going to have or than the equipment of classrooms and laboratories,
important as I think they are. It is from the individual teacher that each child learns the qualities which make it possible to acquire an education, particularly now when so much knowledge is available.

"The real thing which education should give to children is the ability to find whatever they may wish to know, the capacity to work at anything until they have mastered it and the curiosity to look upon life as a book where the turning of each page may mean some fascinating discovery.

"Some of the big foundations have established scholarships which give the opportunity to young people who have distinguished themselves abroad or in this country, to continue their education. They do not limit those studies to the purely academic training which they may have, but they insist that their holiday time must be spent in travel or in gaining some new experience which will be of value as background and in developing personality for whatever future work they may do.

"I wish we might take the suggestions furnished us by these foundations and that we might require of our teachers that they give all the time during their four years of training period, with the possible exception of a short Christmas or Easter vacation each year, to being educated. Their holidays should be spent in travel, and travel very carefully planned by someone whose business it is to supervise the extra-curricula education of potential teachers. If the course is a four-year course, I should say that two summers might be spent in travel abroad and one summer and a few short vacation periods in travel in their own country, in visiting places where certain contacts with people may be made or where there is an opportunity for particular education along some artistic or vocational line. This would cost more money and an exceptional person would have to be put in charge of this part of a teacher’s education, but I think we would reap such great benefits from this type of education that it would be well worth it.

"Then I would emphasize one further point. We are apt to put into our school curriculums a great many subjects. I think we sometimes forgot in our ambition to give children the opportunities to learn a great many things, that the most important thing for any people is that they should speak and write their own language well and have an appreciation of their own literature and the sources from which it grew. We sadly neglect the English language and I am frequently shocked by the type of letter written by high school graduates. It is fair to suppose that if they cannot do a better job in writing themselves, their appreciation of literature is very slight.

"I should like to see in every state a traveling Charles Townsend Copeland. The Harvard boys who have come under his influence have a real appreciation of literature. They have an endless possibility of enjoyment in what they have learned from him. A traveling dean of English who would go to normal schools and state colleges, not to teach rhetoric or grammar but to teach an appreciation of English and American literature to the teachers who are going out to educate our children, would I think be well worth the cost to the communities.

"These are merely random thoughts and suggestions but they are made in the hope that others better fitted than I am to do so will take them up and work them out so children now growing up may find in their teachers adequate inspiration."

NO WIGGINSES AMONG TEACHERS

"The teachers have diluted their own salaries in order that more subjects (many of them of doubtful value) should be taught to more pupils (many of whom were ill-prepared even for the simpler fundamental studies). There have been no bonuses and inflated salaries among the teachers"—Henry S. Pritchett, President- Emeritus, Carnegie Foundation for the Advancement of Teaching.
COUNT Hermann Keyserling was born in 1880 in Raykull, Esthonia, which is in the present Czechoslovakia. He was educated by tutors, in Russian schools and at Heidelberg, where, following in the footsteps of his distinguished father, he studied geology and other natural sciences. At twenty-two he elected to study philosophy and soon attached himself to that school of thought known as the Vitalistic (as opposed to the Mechanistic) theory. The idea of personal perfection as opposed to that of professional efficiency is Keyserling's great contribution to the schools of philosophy, and his ruling passion is to prove to himself the truth of this theory.

In 1903 Keyserling left Vienna to live in Paris. From Paris he often visited England, becoming acquainted with the British schools of philosophy. His stay in France was devoted to study and writing. The French regarded Keyserling as the most charming and versatile scholar of the day, saying that he not only had a great abundance of learning and ideas but, what was rarer, expressed himself with accomplished art, "is extraordinarily entertaining, making brilliant with wit and satire one of the most serious minds the world has ever known."

In 1905 as a result of the Russian Revolution Keyserling lost his fortune. For two years he thought himself penniless. In 1908 he inherited his father's estate and title. He returned to Raykull, becoming deeply interested in farming and directing the work on his vast lands; at the same time he kept in touch with his philosopher friends Weber, Bergson, Russell, Balfour, Lord Haldane and others.

In 1911 Count Keyserling started on his journey around the world, the outcome of which is The Travel Diary of a Philosopher. The period of 1912 to 1918 was spent in writing the Diary. Volume one was with his publisher in Berlin when the World War broke out. The author, being a Russian subject—his estates were partly in Russia—had no way of communicating with Germany. During the war Keyserling devoted his time to writing volume two of the Diary. His object in writing was to find a means of self-realization. This desire was so strong that at one time he contemplated retiring into a Korean monastery.

The war itself had little effect on Keyserling. He used those years for meditation and thought. In 1918 he was again deprived of his estates, beginning life anew as a refugee on German soil. In 1919 he married a granddaughter of Bismark.

Keyserling thought his Diary would not be of interest to people of the present day. The extraordinary success of his work in Germany disproved this, and he was urged to establish the School of Wisdom at Barmstart where he now lives and lectures to classes from all parts of the world. English scholars have called Keyserling "one of the great ones of the earth." The aim of the School of Wisdom is to regenerate mankind on the new basis created by the war, through the renewal of spiritual life. Since the Travel Diary brought such fame to its author throughout Europe and America, The Book of Marriage, The World in the Making, and Europe, called a spiritual Baedeker of Europe—have been published.

This in brief is the history of Count Keyserling's activities; his most remarkable qualities are to be found in the man himself.

Count Keyserling is six feet four inches tall. His face is fair and full of sunshine, his voice full and sympathetic. His conversation is sincere and high without the slightest touch of coldness. In his pursuit of knowledge he has climbed high; like Bach, Goethe, and Kant, he believes that the uni-
verse is not a mere machine but has deep significance; and the spirit of man is the mount of God.

His journey is the Odyssey of a soul rather than an account of countries through which he travels. Before starting, Keyserling asks himself why he should go and answers, "The impulse which drives me into the world is the desire for self-realization. There is no help for it. I am a metaphysician and that means I am interested in the world's potentialities, not in its actualities."

We speak very glibly of philosophy, when most of us are ignorant of theologies of the world. Philosophy is of comparatively recent origin, while religion is as old as humanity itself. By reflecting upon itself religion becomes theology; theology by reflecting upon itself becomes philosophy.

It has not seemed irrelevant thus to present this biography which I have disengaged from the diary itself so that we may the better follow this spiritual Proteus throughout his journey.

Following one of the great trade routes, Count Keyserling went through the Suez Canal into the Red Sea, stopping long enough at Aden to conclude "the black continent possesses the greatest creative power of any in the world. Africa remains African forever in mind and spirit." He thinks the beautiful Arabs have very little intelligence.

His first long stop is at Ceylon. Here in the tropics he lets his soul vegetate, as do the natives. He says the only creative impulse in the inhabitants is their longing to escape this world. "Indeed," he says, "where nothing is left to be desired, where abundance literally jumps from the soil and the humming of thousands of insects among the palms exhausts the will, there is nothing else to do but to long for Nirvana."

From Ceylon, the land of lions and elephants, Keyserling goes to India. The greater part of volume one is an account of his soul experiences as he passes from atmosphere to atmosphere, partaking of philosophy after philosophy, drinking in the wisdom of the sages. He sees the dancers in the temples and is greatly impressed. He says, "They moved in front of me to the accompaniment of that strange orchestra which always plays during holy ceremonies, in semi-darkness; and the longer they danced the more did they fascinate me. The story goes that Nana Sahib, after he had ordered the massacre of the English prisoners, sent for four Nautch girls and watched their flowing movements during the whole night. I used to think that such a choice of relaxation, and such endurance, required a special temperament. But today I know that mere understanding is sufficient; I, too, in the presence of these girls, lost all consciousness of time and found happiness. The idea underlying these dances has little in common with that which underlies ours. It lacks all great broad lines; it lacks every composition which may be said to have a beginning and an end. The movements never signify more than a transient ripple on smooth water. The glittering garments veil and soften the mobile play of muscles. The bodies are resolved into golden waves in which their jewels are mirrored like stars. As an art no matter how mobile it may be the dance expresses no accelerating motive; for this reason one can watch it ceaselessly without fatigue. This is the significance of the Indian dance. It is the same significance that underlies all Indian manifestations, only the Nautch makes it unusually evident. Hindu art alone has perhaps succeeded in manifesting invisible things in the visible world. One single dancing Shiva embodies more of the essence of divinity than a whole army of Olympians."

At Adyar Keyserling visits Mrs. Annie Besant in the magnificent headquarters of the Theosophical Society. He values Mrs. Besant and the Theosophists highly because it was they who revealed the wisdom of the East to the West. The manner in which they have revealed it he disapproves, feel-
ing that they stress the unimportant and miss altogether the real significance of the Indians.

We can consider only a few of the many places in India made vital by Keyserling. Agra is of great interest because here is the most beautiful work of architecture in the world. Volumes upon volumes have been written about the Taj Mahal, but for me, at any rate, Count Keyserling has added a new significance to this strange and perfect jewel of loveliness. Architecture is a philosophic art. Goethe did architecture a great injustice when he called it “frozen music.” There is no art save music alone that can be so warmly human, so spiritually alive as thought translated into buildings, or architecture.

For Keyserling the philosopher the Taj Mahal rejoiced the very foundations of his truth-seeking soul. He connects the wonderful Mogul art with the Italian Renaissance of the fifteenth to the seventeenth century, concluding that “divine grace” was back of the “spiritual influx” which made possible the spiritually perfect Taj Mahal as well as some of the great masters of Florence.

In Benares, which he calls holy, he laments the fact that Europe no longer has any really sacred places.

Keyserling’s account of his feelings on beholding the great Himalayas comes as near being abstract mind, pure soul, as a Bach fugue.

In Calcutta Count Keyserling visits the Tagores. “It was a memorable time,” he says, “the noble figures of the Tagores with delicate spiritual faces, their picturesquely folded togas fitted into the lofty hall, hung with its ancient paintings. Abendranath the painter was like the type who once was an ornament to Alexandria. Rabindranath the poet impressed me like a guest from a higher, more spiritual world. Never have I seen such spiritualized substance of soul condensed into one man.”

From Calcutta Count Keyserling goes across the Bay of Bengal to Rangoon and on to Singapore where, because of illness, he had to take heed of his body, but he uses this time to discuss Indian Yoga and plant life, saying, “Once more I realize that from anyone who could understand plants perfectly, life would no longer hold any secrets.”

He is glad to leave the tropics and even before arriving in Hongkong he begins to transform himself into a man of vision in order to be in harmony with the alert Chinese mentality.

It is unfortunate that he arrives in Canton during the revolution, for China is the land of everlasting peace and order. But he gets a better knowledge of the Chinese attitude toward war. “What disturbs me more,” he says, “was the impassiveness of the people. The calm of the Indians does not surprise me, nor that of the Turks; the former lack vitality and energy, and the latter are phlegmatic by temperament, but the Chinese are not phlegmatic at all no matter how calmly they demean themselves, and they are vital to the tips of their fingers. Neither as individuals nor as a nation do they seem to be capable of exhaustion. In India the people disappoint me; they are less than their literature. What is highest and profoundest in them has found expression in abstract thought. The vital Chinese on the other hand are more than their wisdom, almost more than their classic literature. I am beginning to understand Confucianism. . . . Every Chinaman demonstrates in his life the eternal truth which our greatest men have preached to deaf ears, namely, that happiness is a question of inner attitude, and that it is not dependent upon external circumstances as such. We are masters of nature, but how dearly we have paid for this achievement! We have transferred the problem of happiness to the external world, and have thus condemned ourselves to helpless misery until we change our ways. Every Chinaman, no matter how he thinks or how he acts, demonstrates a
deep philosophy of life. He counts the outer world as something truly external, and seeks essentials in other dimensions. In Europe only women do this; they are by far the profounder philosophers of life."

"How perfect the courtesy of the cultured Chinaman! It is a delight to have intercourse with him. The Chinaman has perhaps the profoundest of all natures. No one is rooted so deeply in the order of nature, no one so essentially normal. In order to do justice to the Chinese one must survey the fundamental vital power of their character; their courtesy, with their grandeur of nature."

From Canton the beautiful to Pekin the home of "The Temple of Heaven." The Chinese are less individual than we are. The man of the future will probably be like the Chinese. "The power of memory of the Chinese is overwhelming; it might almost be defined as the incapacity to forget. China impressed Keyserling more than any other country, but he gained less, because of its too human life. It lacked for him the stimulating powers of a more complex people like the Indians. In China the wisdom brought from India has found expression in life. Count Keyserling is very charming among this most human of all races, and despite his great size becomes one of the boys. He visits some of the famous "gambling hells" and amuses himself with fan-tan. He reviews the army and remarks, "What quaint soldiery!" and then says that they never connect war with any kind of idealism. In Chinese literature the general is never represented as a hero, but as a ruffian or coarse churl. There is a delightful story he tells. Envoys sent from a king of barbarians to the emperor threaten him with war and conquest. The emperor knowing well the worthlessness of his own army sends for the court poet. The poet, though full of wine as usual, improvised such a fine speech describing the emperor’s soldiers in such thundering and crashing terms that the enemy, on reading the poem, fled in terror as they would from dragons riding the lightning.

Again I quote, "I am now living almost entirely like a Chinese; I have most of my meals outside the embassy. The change in itself does me good; I am convinced, if the Hindus did not eat the same dish of rice three times a day, they would not appear so stereotyped; the fact that we Europeans feel the need for variety of food has no doubt a close connection with our inventive impulses. My friends take me to those out-of-the-way gourmet restaurants which are typical of Pekin as they are of Paris. Only the arrangements of the Chinese interiors possess more style. They are very tiny, generally offering a view upon the surrounding hills; the walls are covered with pictures, handwriting, and poems. Some of these inns have existed since the Ming Dynasty (1600). An atmosphere of refined culture predominates. The waiter puts the dishes together for us as a poet chooses his words. Is not a great cook a creative artist? Once we were served duck six times in succession and its preparation was so delicately varied that it did not give the effect of repetition; while I had to admire as a technical masterpiece a pickled jellyfish. How these unsubstantial creatures could be dressed is beyond me! The Chinese, of course, use materials which we are not accustomed to; every habit is a matter of convention and every adherence to habit is a limitation. Thus I am ashamed that I at first shuddered at a dish of maggots which afterwards turned out to be exceedingly delicious. If only I did not have to drink so much! But I never guess the riddles which are asked during these delightful meals of forty courses, and it is the custom of the country that he who fails to answer the riddle must drain the cup of ricewine to the dregs. Course follows upon course, riddle upon riddle and these Chinese gentlemen never tire. The solving of riddles presupposes a delicacy of mind. The solution of many of the riddles may have
to do with an unimportant quotation from the classics. How quickly they solve them! Men who know how to handle their subjects thus playfully are very scholarly, of vital minds and souls. Their expressive eyes sparkle merrily, they seem indefatigable in their carousals, and their laughter is so infectious, so seductive, that I join in even when I do not know why.”

Keyserling’s story of the Chinese peasants almost rivals Santayana in its poetical expression of their life and philosophy.

The Occidental Keyserling becomes satiated with Oriental fulfilment and he longs for the ecstasy of innovation.

For many reasons Japan does not seem a foreign country to us; but Keyserling has a pungent odor of truth to offer that has not heretofore been dwelt upon. His daring powers of analysis have gone deep into the causes for the Japanese way of life, where the greatness of little things may make the great things seem little, where the peasants have learned to arrange flowers and the laborers offer a salute to the rocks and waters. To the empirical school of philosophy what a wonderful textbook Japan, the Land of Cherry Blossoms, must be! The Japanese owe their charm to Chinese schooling. Their inner life takes place in sensibility. The ruling passion of the Japanese is their intense love of country; their profoundest qualities are expressed in patriotism. Keyserling praises the wonderful beauty of their gardens and says:

“While I rest in these magical gardens, I am reading Lady Murasaki, which gives such a perfect picture of the life of princes of Japan; this quality of refinement no court of the West has ever known; nor probably any court in China. What characterizes this culture is a relation which was only possible in Japan; between the animal-like intuition for sensuous phenomena and their extreme artistic elaboration. When Prince Jengi enjoyed the mood of a moonlight scene he did not dream like a Persian poet: he was attentive like a beast of prey lying on the watch, but he felt what he observed as an exquisitely sensitive aesthete.”

Japan Keyserling thinks is esthetically the most charming country. Under the influence of Japan’s magic he, “the brooding monk of Europe,” turns epicurean and amateur of art. “Before I had seen a Japanese dancing festival I would never have dreamt,” he says, “that rhythms as perfect as Byzantine mosaics could be presented by living beings. The lute players on the right, the drummers on the left, seated in identical attitudes, line the amphitheatre. They carry out identical movements in uniform time, and form together a living frieze of perfect rhythmic unity. The Geishas, who performed their character dances, produce the effect of angels in mediaeval pictures of Paradise. I felt as though I was being enlarged.”

To do justice to Count Keyserling and Japan one should quote all he has to say, but time forbids; we must with him embark on the Pacific for the New World!

In Honolulu and other places in the Hawaiian Islands the great natural wonders remind him of the old heroic sagas; he thinks the natives are “like those in mythology, warm-hearted, and careless, light-minded and good, fritting away their life from feast to feast; yet in war cruel and merciless. The Gods of Olympus were not different.” For a short time he tarries in this land of sensuous delight feeling the impulses of desire and love.

Count Keyserling sails for America. He has like many Europeans and especially the Austrian aristocrat, a horror of the United States. But realizing that his prejudices are due to faulty adjustments of theories, he schools himself in making mental readjustments. During his week from Honolulu to San Francisco he loses his ego in the immensities and arrives in San Francisco with a complete openness of mind. For those interested in psychoanalysis the methods and findings of this great philosopher will be intensely illuminating.
Arriving in America where the very architecture shouts aloud with irreverence, Keyserling asks "which form of existence is to be preferred, the Eastern or the Western? Already I want to grow, to become, to create. The Indians at home in the world of ideas have merely allowed themselves to be driven by the stream of events. For this world the West has chosen the better part."

We must hasten through Yosemite Valley, the Grand Canyon, Yellowstone Park, Salt Lake City, to Chicago, to New York and back to Raykull, though it would do our hearts good to hear what he thinks of us, our great trees, the Grand Canyon where "ten thousand living things put forth the beauty of their colour," and where he does not bemoan the fact as do our modern poets that "the moon is dead," but rejoices that the sun still lives and that Christianity is just at the beginning of its great work.

Keyserling, after listening to the symphony arising from the orchestra of many lands, goes home feeling he has won through to a higher unity of being.

Keyserling is beyond style. All his wealth of learning he conveys with a haunting charm. His mind is a miracle of delicacy; his criticisms are enriched with faultless judgments. For the best theories of art, for the subtlest description of music he possesses a deep psychological insight, blended with poetical sentiment and fervent religious sense. A man of rare feeling for perfection in beauty, he has laid hold upon all varieties of human nature, all developments of history, and like Goethe he is "resolute to live" in harmony, being a living evidence of the truth of Christianity. His book is like a clear horn that sounds over the hills. We look up from our work—never have we heard so clear a note—and we go whither the horn calls over the hills to new green fields where there is better living.

Sue Porter Heatwole

MISTAKES
To worry ourselves and others about what cannot be remedied.
To consider impossible that which we cannot ourselves perform.
To attempt to mould all dispositions alike.
To expect protection for all our own actions.
To fail to make allowance for the fool and the inexperienced.
To fail to make allowance for the weakness of others.
To expect our standards of right and wrong to be accepted by all.
To expect uniformity of opinions in this world.
To measure the joy or sorrow of others by our own.
To yield when our conscience condemns.
To fail to help somebody, whenever and however we can.
To estimate by the exterior quality, when it is that which is within that makes the man.

A. A. Riggs

IF I HAD DIED
If I had died, and already
Corruption, the changeless, the old,
Had found me where I was hidden,
Afraid of the worm and the mould,
I'd cry to you out of the blackness,
I'd cry without movement or sound,
"Love me, darling, so that I'll know
Even here in the lonely ground!"

I'd break your heart with my crying,
You'd hear me, O tender and bright!
You would not hear; I would not cry;
But it seemed so, here in the night.

—Edna Tutt Frederikson

Any executive who does not know how to delegate authority to others is only an inefficient busybody, and no executive at all.

—John R. Oliver, in Foursquare.
A SOURCE OF AMUSEMENT

The schoolroom is a never-failing source of amusing stories; and the Michigan Educational Journal for March presents its customary excellent assortment.

HOT AND COLD

Teacher: "Willie, what are the two genders?"
Willie: "Masculine and feminine. The masculines are divided into temperate and intemperate, and the feminine into frigid and torrid.

First Pupil: "I wish Columbus had been a Frenchman."
Second Pupil: "Why?"
First Pupil: "I put him that way on my examination paper."

STILL ABSENT-MINDED

A professor talking to the mother of a child who had been named for him, wishing to show his appreciation, asked, "And does the dear child walk?"
"Oh, yes, he has been walking for six months," the mother replied.
The professor meanwhile had lapsed into consideration of some perplexing problem but recalled himself to reply, "Dear me, what a great distance he must have gone!"

Teacher: "William, what three words are most used in the English language?"
William: "I don't know."
Teacher: "Correct."

GOT HIS FINGER BURNED

A school inspector happened to notice that a terrestrial globe in one of the classrooms was very dusty.
"Why there's dust here an inch thick!" he said, drawing his finger across its surface.
"It's thicker than that, sir," calmly replied the teacher.
"What do you mean?" exclaimed the inspector, glaringly.
"Well, you've—er—got your finger on the Sahara desert," was the reply.

PROXY FOR MEPHISTO

Teacher: "Johnny, you don't seem to be very busy."
Johnny: "No'm; I've got all my lessons."
Teacher: "Remember that Satan always finds some work for idle hands to do. Come here and I'll give you some 'busy work' to do."

NO REASON TO GET LOST

The school teacher was giving her class of young pupils a test on a recent natural history lesson.
"Now, Bobby," she said, "tell me where the elephant is found."
Bobby hesitated for a moment, then his face lit up.
"The elephant, teacher," he said, "is such a large animal it is scarcely ever lost."

Professor: "I would like a preparation of phenylisothiocyanate."
Drug Clerk: "Do you mean mustard oil?"
Professor: "Yes, I can never think of that name."

AND MATRICULATION, TOO!

"This is the stadium."
"Fine! Now take us through the curriculum. They say you have a good one here."

Soph: "Where you from?"
Frosh: "Podunk Center."
Soph: "One of those hick towns where every one goes down to meet the train."
Frosh: "What train?"
COUNTY CONSOLIDATION

Of prime importance, of course, in the evolution of county government in Virginia is the consolidation of administrative functions and the centralization of executive authority in one person, to the end that local government not only may be more efficient but more economical.

So far, just two counties in Virginia—Albemarle and Henrico—have availed themselves of the opportunity afforded by the general statute of 1932 to discard their old form of government in favor of one of the two alternate forms set up in the law. One other county—Arlington—is operating under a governmental form similar to those in Albemarle and Henrico.

As we have said, this change of set-up within the county is of prime importance. That movement, however, is well under way and we may expect the new forms of government to be adopted with increasing frequency as their benefits are revealed in the various localities in which they are in operation.

It is interesting in this connection to note that the State Commission on County Government regards now as its primary object-the promotion of county consolidations. This, too, is an excellent idea, if it is confined, for the present, to administrative functions.

In all probability, if Virginia now were cut up for the first time into political subdivisions, the State would contain not more than twenty counties as against its existing 100. The arrangement as we know it was a continuing process over a period which enjoyed few facilities, all of a slow nature, for transportation. Of necessity, the counties had to be small, in order that officials might easily make their rounds.

The situation now is entirely different. The length of the average county can be traveled in less than an hour. Virtually every point in it is easily accessible for verbal communication by telephone.

It would be next to impossible to abolish any county in Virginia. The very names of these counties stir memories. They are deeply rooted in the history of the State and of the nation. The people have for the counties a sentimental attachment which assures their continued existence.

However, the functions of these counties can be consolidated without disturbing in the least historical or sentimental values. And this should be done in the interest of governmental efficiency and of the taxpayer's pocketbook.

The commission has here a fertile field for its efforts.—Richmond Times-Dispatch.

THE WORLD'S WORST

Our schools of childhood are wonderful; from kindergarten up to high school they are the finest ever. Americans are at their best in handling children—and at their worst in dealing with ex-children who ought to be handled as grown-ups. The shame of our land is the high school, and the world's worst joke is our standard liberal arts college. Our ablest are there disabled.—WALTER B. PITKIN, in Life Begins at Forty.
VICTIMS OF ADAPTATION

To wade in marshes and sea margins is the destiny of certain birds, and they are so accurately made for this that they are imprisoned in those places. Each animal out of its habitat would starve. To the physician, each man, each woman, is an amplification of one organ. A soldier, a locksmith, a bank-clerk, and a dancer could not exchange functions. And thus we are victims of adaptation.

—Ralph Waldo Emerson

LOVING SACRIFICE

Certainly absolute freedom would be more beautiful if we were birds or poets; but co-operation and a loving sacrifice of a part of ourselves—or even of the whole, save the love in us—are beautiful if we are men living together.—George Santayana.

THE READING TABLE


Well designed to stimulate historical interest in children of about the fifth grade level, this history textbook gives the pupil a clear view of the military, political, economic, social, and general cultural progress of the people of our country from the time of its discovery by white men. Nearly one-half of the space is devoted to the period prior to the inauguration of Washington as President and less than one-fifth of the material deals with the years since the Civil War. A high level of historical accuracy and fairness to all sections of the nation is maintained.

The book is well supplied with numerous illustrations in color, maps and charts that are easily comprehended, a variety of modern helps for the better teaching of history, a key to the pronunciation of difficult terms at their first appearance.

O. F. F.


Dr. Tucker, whose wide experience with nervous and mental diseases makes him an authority, needs no introduction in Virginia. This little book has come out of experiences which the author explains in terms that even the average layman can readily understand.

Since this period of life is perhaps the most important, in many respects, the volume has value both to teacher and to psychologist because one can see life's processes and the characteristics of the period, understand causes for maladjustments and disturbances, discover reasons for particularly careful guidance from the viewpoint of one versed in one of the oldest of sciences and in one which has probably had the closest contacts with human nature. The book is scientific in its approach, and the occasional critical attitude towards the teacher and parent is probably deserved.

B. J. L.


Tamayo’s masterpiece, one of the finest historical dramas in Spanish literature, is now available for the first time in an edition suitable for high school and college use.

The editors have supplied carefully prepared exercises, notes, and vocabulary. The exercises have been well planned to afford opportunity for work at the intermediate level, with particular consideration of the graceful and dignified use of idiom which is so characteristic of Tamayo’s style. Full-page black and white illustrations, of true Spanish character, depict six of the high points of the drama.

J. A. S.

Holding to the doctrine that whatever is taught in the school must be of importance in the life outside the school, the author has reported exhaustively on the findings of scientific research in the solution of problems in the teaching of reading. American schools are fundamentally reading schools; children must be taught to read effectively in order to learn what the school has to offer. Not only reading for comprehension, but reading essential to effective varied interests in literature, are all stressed, study, and reading to develop tastes and The author states problems, summarizes findings, and makes application to schoolroom practices.


Supplementing the same author's study of reading and literature, this volume offers a similar treatment of the three remaining "language arts." For each of them the material has been organized under four problems: (1) the selection of items to be taught, (2) the grade-placement of these items, (3) the determination of classroom methods and materials, (4) the measurement of pupil accomplishment.

Both volumes are sound, modern, concise, but always practical and serviceable.


Did Christopher Morley suggest this arresting title for an anthology in which the editors of the Saturday Review of Literature have garnered varied posies from their garden of critical essays? At any rate, here is abundant evidence that during its first decade, the SRL columns have presented literature steadily; and often-times the critical articles and reviews have been of the body of literature as well as on it.

The five editors discuss, respectively, Form, Reviewing, Poetry and Periodicals, Style, and Looking It Up in Books, in preliminary chapters. The anthology offers to college students and students generally of the craft of writing a most catholic assortment of modern critical writing and reviewing.

C. T. L.


The books to be tasted and those to be swallowed are alike examined in this entertaining and highly informing discussion of our most popular literary form, the novel. What reading rate we should achieve, how it should vary, what we should get from the various types of novel, how the reading habits of distinguished men may instruct us —these and many other questions are answered and interspersed with significant comment on significant novels.


That its song-writers exercise more influence in a nation than its law-makers may or may not be true; but that its leaders of thought and action will show the trend of educational enterprises in each nation is the belief of Dr. Washburne, who has here reported and interpreted his interviews with leaders all over the world.

Everywhere he asked such questions as these: Do you want your young people to put their country first, or their consciences? Do you believe in classroom discussion of current issues? Would you teach internationalism or only loyalty to your own nation?

The book recounts the result of these investigations in Japan, China, India, Arabia, Turkey, Russia, Poland, Germany, France, England, and the United States.

Until teachers can together think through their problem of how to produce social change through education, until they can unify their forces, the author believes, "edu-
cation will continue to be like a trailer dragged bumping along behind a plunging car, in the front seat of which quarreling occupants are fighting for control of the wheel."


Selected by professors of English in the California Institute of Technology to raise problems about society, business and economics, politics, science, religion, literature and art, and sport, these stimulating essays on contemporary affairs possess a high coefficient of "discussability."


Undertaking to give students an idea of how to appreciate and understand poetry, this book combines a study of poetry content and form with an anthology of the best poetry of all ages. Included are a clear discussion of the principles of poetry and questions demanding individual thinking about the poems studied.


For a class studying and writing the familiar essay this book is a real inspiration. All the essays are closely related to everyday life; every student will find at least two or three essays that will call to mind similar experiences or observations. Cleverness of treatment and intimate conversational style will encourage freedom in writing for the beginner in essay-writing.

This collection has more recently written essays than a former volume under the same title.

The general introduction, as well as the introductory comments before each type of essay, states simply the *whys* and *wherefores* of familiar essays and makes essay-writing seem possible for everyone rather than the chosen few.

**NEWS OF THE COLLEGE**

Robin Hood, with Friar Tuck, Little John, and the merry men of Sherwood Forest, lived again on the H. T. C. campus at the annual May Day celebration. The role of Robin Hood was taken by Billye Milnes, of Rippon, W. Va. Lois Bishop, of Norfolk, was crowned May Queen by the gallant forester. Marietta Melson, Machipongo, was maid of honor. Members of the court were Anne Davies, Clarendon; Kay Carpenter, Norfolk; Hilda Hisey, Edinburg; Hattie Courter, Amelia; Mary Page Barnes, Amelia; Mary Vernon Montgomery, Baskerville; Katherine Glenn, Covington; Martha Sheffler, Beckley, W. Va.; Evelyn Watkins, Norfolk; Elizabeth Carson, Lynchburg; Dorothy Williams, Norfolk; Conway Gray, Petersburg. After the celebration, the Senior-Sophomore dance was held in the gymnasium.

Mary Van Landingham, of Petersburg, has been elected president of Alpha Chi chapter of Kappa Delta Pi for the session 1934-35. Other officers elected were: Joyce Rieley, Troutville, vice-president; Mrs. Mary B. Jones, Luray, corresponding secretary; Frances Pigg, Washington, recording secretary; Louise Golladay, Quicksburg, treasurer; Marian Smith, Norwood, Penn., historian.

The twelfth annual meeting of the Virginia Academy of Science was held at the college May 4 and 5. The program included papers and demonstrations of the following sections of the academy: astronomy, mathematics, physics, biology, chemistry, geology, medical science, psychology, and education.

"Service With a Smile" was the theme of the freshman class on its first class day. Led by Alyce Geiger, of Los Angeles, California, president, they appeared in bell-boy caps and red jackets. Harrison Hall was decorated to represent a hotel lobby. After the banquet in the evening, a reception was held, at which time a sketch, "Honeymoon Hotel," was presented.
The freshmen elected as their mirror for class day: most versatile, Nancy Turner, Norfolk; most intellectual, Ethel Cooper, Winchester; most athletic, Erma Cannon, Norfolk; most literary, Lois Sloop, Harrisonburg; most dependable, Nancy Turner, Norfolk; most stylish, Marjorie Fulton, Gate City; best dancer, Sara Smith, Little Rock, Arkansas; happiest, Marie Craft, Goshen; quietest, Ethel Cooper, Winchester.

The annual inter-class swimming meet was won by the freshman class, with the sophomores a close second. The individual winner of the meet was Erma Cannon, freshman, of Norfolk, with Marguerite Holder, sophomore, of Winston-Salem, N. C., second. Erma was awarded the silver cup.

Presenting "Come Out of the Kitchen," the Stratford Dramatic Club gave its spring performance April 20. Those taking part were Madaline Newbill, Norfolk; Billye Milnes, Rippon, W. Va.; Elizabeth Buie, Lake City, Fla.; Mildred Simpson, Norfolk; Alyce Geiger, Los Angeles, California; Ruth Behrens, Timberville; Dorothy Williams, Norfolk; Elizabeth Carson, Lynchburg; Gladys Farrar, Rustburg; Elizabeth Maddox, Louisa.

To succeed herself as captain of the Harrisonburg basketball team was the unique experience of Emily Pittman, of Gates, N. C., when she received the rabbit's foot for the second time. Varsity stars awarded at the same time went to Emily Pittman, captain; Douglas McDonald, Scotts, N. C.; Alma Fultz, Butte- worth; Mary Van Landingham, Petersburg. Letters were awarded to Mary Virginia Grogan, Spencer; Virginia Barrow, Blackstone; Laura Scheibler, New York City; Bobbie Maher, New York City; Lelia Rucker, Delaplane.

Twelve girls in all have been pledged to the three literary societies this quarter. The new Laniers are Anne Gunter, Greensboro, N. C.; Marjorie Fulton, Gate City; Elizabeth Swartz, Clifton Forge; Sophia Rogers, Portsmouth; Grace Mayo, Portsmouth; Billie Elam, Gordonsville. The Lee goat is Lois Sloop, Harrisonburg. The Page goats are Margaret Newcomb, Formosa; Frances West, Hickory; Lucy Clarke, Culpeper; Henrietta Manson, Lottsburg; Martha Ann Russell, Norfolk; Charlotte Homan, Harrisonburg.

Eight new members of Le Cercle Français are Retha Cooper, Winchester; Alice Haley, Alexandria; Daisy Mae Gifford, Harrisonburg; Adelaide Howser, Ballston; Florence Rice, Hagerstown, Md.; Eva Shelton, Lovingston; Ellen Eastham, Harrisonburg; Catherine Cartee, Hagerstown, Maryland.

Alpha Rho Delta pledges for this quarter are Katherine Burnette, Leesburg; Mary Bryant, Whittles Depot; Laura Morris, Richmond; Ruth Rose, Big Stone Gap.

The Art Club has pledged five new members. They are Nancy Minton, Smithfield; Marjorie Fulton, Gate City; Madaline Blair, Chatham; Alice Rhodes, Luray; Nita Gravely, Axton.

Celebrating Page Day, the Page Literary Society conducted the chapel exercises on April 25. Courtney Dickinson, of Roanoke, president, was in charge. Jean Long, of Staunton, read a tribute to Thomas Nelson Page, written by herself. Sarah Lemmon, of Marietta, Georgia, talked briefly of Page's life, touching chiefly upon interesting incidents in his career and upon the motto of the society, given to them by Page himself, "Thy country's, thy God's, and truth's."

"Alice-Sit-By-The-Fire," by James M. Barrie, will be the senior play for the commencement exercises. Six seniors and two sophomores are included in the cast.

Appearing in two one-act plays, Barbara, by Jerome K. Jerome, and Neighbors, by Zona Gale, expression students of Miss Ruth Hudson gave an evening performance. In the casts were Daisy Mae Gifford, Harrisonburg; Virginia Cox, Woodlawn; Kath-
erine Beale, Holland; Bessie Watts, Clif-
ford; Glendora Harshman, Hagerstown,
Md.; Dorothea Nevils, Hopewell, Marybelle
Higgins, Hopewell; Louise Faulconer,
Unionville; Ruth McNeil, Fishersville;
Mary Hale, Spring Valley.

Miss Frances Houck, assisted by the col-
lege Glee Club, appeared in a recital re-
cently. The program included such fav-
orites as April, Calm as the Night, Mar-
ianina, Slumber Song, and Cloud Shadows.

The college Glee Club recently toured
Southwest Virginia, appearing in four cities
and broadcasting from Roanoke. The club
also acted as hostess to the Washington and
Lee Glee Club in a joint concert here.

The Glee Clubs of Bridgewater College
and Harrisonburg exchanged concerts dur-
ing April, Bridgewater appearing here the
sixth and Harrisonburg going there the
tenth. Mr. Nelson Huffman and Miss Edna
Shaefier directed.

Pagliacci, by Leoncavallo, produced as a
screened opera by the San Carlo Opera
Company, was shown in Wilson Hall re-
cently. The opera had appeared here dur-
ing the summer session.

Hilda Hisey, of Edinburg, represented
Harrisonburg as princess at the eleventh
annual Apple Blossom festival held in Win-
chester. The college glee club also attended.

Presenting a four-act play of their own
composition, the second-grade pupils of the
Main Street school gave an assembly pro-
gram at the college. They composed the
songs that were included in the play.

The ninth-grade history classes of the
Harrisonburg High School presented an
assembly program at the college. The theme was “the uselessness of war,” and
the program consisted of two dramatiza-
tions and several brief talks.

The inter-class golf tournament will be
held some time in May, according to Mike
Buie, of Lake City, Florida, sports leader.
Forty students are out for practice. The
class sports leaders are: seniors, Lois
Bishop, Norfolk; juniors, Mittie Chapman,
Smithfield; sophomores, Janie Miner, Me-
ridian, Miss.; freshmen, Helen Moore,
Norfolk.

The junior class formally received the
privilege of wearing the senior rings at the
ring ceremonial conducted by the officers of
the senior class.

The last meeting of 1933-34 for the re-
vision of the Virginia curriculum was held
at the college April 17. The work done
during this year was evaluated.

Dr. Charles E. Conrad, of Harrisonburg,
addressed the college assembly recently on
advances in medicine. “We are directing
our efforts toward preventive rather than
curative medicine,” he stated.

“The World Changes,” starring Paul
Muni, was shown at the college recently.

ALUMNAE NEWS

Virginia Alese Burgess, of Fork Union,
Va., was married to Mr. Charles Remiro
Baldwin, of Wyoming, Pa., on April 21, in
Philadelphia, Pa. After her graduation
from Harrisonburg, Mrs. Burgess graduat-
ed from the Maryland Institute of Arts in
Baltimore. Mr. and Mrs. Burgess will re-
side in Jamaica, L. I., New York.

The engagement of Miss Virginia Maude
Hughes, of Arvonia, to Mr. Grant Rogers,
of Greenwood, has been announced. Since
her graduation Miss Hughes has taught in
Albemarle County and at present is a mem-
ber of the faculty at Greenwood High
School. Mr. Rogers is engaged in business
at Greenwood. The marriage will take
place in June.

Another June marriage is that of Miss
Elizabeth Moore, of Norfolk, to Mr. Harry
Elva, of Newport News. Miss Moore is of
the class of 1932 and at present is doing
substitute teaching in the Norfolk schools.

Helen N. Leitch, of the class of ’24, is
librarian of the Charles Pinckney Jones
Memorial Library in Covington. She finds
her work both enjoyable and interesting.
The Harrisonburg Chapter of the Alumnae Association gave a bridge party in Alumnae Hall on April 27. The proceeds from the bridge party went towards its scholarship fund. During the past year the chapter has supported a student in college.

Zelia E. Wisman is teaching dietetics and child care in Alleghany High School at Cumberland, Md. She has recently served as chairman of a group of teachers who are constructing an objective test based on the junior high school course of study in homemaking education.

FINALS

Final exercises will be concluded this year on Monday night, rather than Tuesday morning, as in recent years. The complete program, as arranged, is as follows:

**FRIDAY, JUNE 8**
8:30 P. M.—Recital by Departments of Music and Expression, *Wilson Hall*.

**SATURDAY, JUNE 9**
1:00 P. M.—Alumnae Luncheon, *Harrison Hall*.
3:00 P. M.—Sound Motion Pictures, *Wilson Hall*.

**SUNDAY, JUNE 10**
11:00 A. M.—Commencement Service Sermon, Rev. Ernest Trice Thompson, D. D., John Q. Dickinson Professor Church History and Church Polity, Union Theological Seminary, Richmond, Virginia, *Wilson Hall*.
8:00 P. M.—Y. W. C. A. Service—Guest Speaker, Dr. Thompson, *Wilson Hall*.

**MONDAY, JUNE 11**
11:00 A. M.—Class Day Exercises, *Wilson Hall*.
3:00 P. M.—Sound Motion Pictures, *Wilson Hall*.
4:30-5:30 P. M.—Informal Reception to Alumnae and Guests by the Faculty, *Alumnae Hall*.
8:30 P. M.—Final Exercises, *Wilson Hall*.

Address to the Graduating Classes, Samuel Chiles Mitchell, Ph. D., Professor of History and Political Science, University of Richmond, Richmond, Virginia.

Delivery of Diplomas, President Samuel P. Duke.

OUR CONTRIBUTORS

**LESLIE D. KLINE**, superintendent of schools of Frederick county, is an earnest and courageous student of contemporary affairs.

**SIDONIE M. GRUENBERG** is director of the Child Study Association of America, on the advisory board of *The Parents' Magazine* and the Junior Literary Guild, author of *Your Child Today and Tomorrow*.

**SUE PORTER HEATWOLE**, whose husband, Dr. C. J. Heatwole, was professor of education in Harrisonburg from 1909 to 1917, and is now secretary of the Virginia Educational Association and editor of the *Virginia Journal of Education*, is living in Richmond, Virginia.

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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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