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

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Joseph H. Saunders describes The Education of a Patriot

M. F. Edwards and N. B. Tucker tell of their experiments in Facilitating the Study of German for Chemists

Lucia Ames Mead discusses Teaching American History and Peace

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NOT long since I stood beside the Tomb of the Unknown Soldier under the Arch of Triumph in Paris and read this simple but sublime inscription, "Here lies a soldier of France who died for his country." I was thrilled to the core of my being at the thought of the great sacrifice made by this patriot. But even as I looked upon the grave of the soldier who had died for his country the thought came to me how much greater it is to live for one's country. To die is easy, a brief struggle, a momentary pain, and then as Hamlet says, "to sleep and by a sleep to say we end the heartache and the thousand natural shocks that flesh is heir to." But to live is difficult; it means a continuous struggle, a battle against the forces of nature as well as against the Pandora box of evils that afflict mankind; it means the bearing of burdens and of sorrows, even though often lightened and sweetened by that hope which springs eternal in the human breast. To die for one's country is a symbol of patriotism, but to live for one's country is the very essence of patriotism.

The patriot is one who loves his country and with zeal upholds its authority and supports its interests. Patriotism is synonymous with "good citizenship." It is an acquired characteristic that reaches its full fruition through a course of training, which runs the gamut from admiration for heroic deeds, through pride in the achievements of individuals and of communities, love for native land, understanding of national ideals, and the desire to emulate national heroes and to constructively participate in neighborhood and national contemporary affairs.

During this month and next thousands of boys and girls in each of our 48 states, the flower of our youth, will receive diplomas of graduation from our high schools.

A recent study of the education of 8,891 parents of pupils enrolled in high schools in various parts of the United States, reported by Judd in Recent Social Trends, reveals the fact that approximately half of these parents themselves had no more than an elementary school education and only twenty-eight per cent of these parents were high school graduates.

A comparison of the course of study pursued by these high school graduates with the course of study offered by the colleges in the early days of our country further reveals the fact that graduation from a class A senior high school at the present time is almost equivalent to graduation from a college at the time George Washington was inaugurated as our first president. The amount of work required is nearly if not quite equal in its intensity and greatly superior in its range and amount of material. The early requirement for the A. B. degree at Harvard was English, Latin, Greek, Mathematics, History, Moral Philosophy, Theology, and some science. The modern high school offers all of these except Theology and perhaps Greek, and in addition a wealth of modern natural, social, and political science, much of which was unknown or undeveloped when Harvard was founded.

These high school graduates, taken as a whole, are better educated and better trained, and better prepared to enter into the activities of adult life than were their parents before them or their colonial forefathers who were graduated from college.

This education has been made possible by the sacrifices of parents and the financial
aid and cooperation of the states and of the local communities. It has included the essentials of the education of a patriot, or a good citizen. They have been taught that the characteristics of a good citizen, a patriot, are three in number:

First, the good citizen or patriot is a self-supporting individual—he is not a drag upon society, he carries his own load, he hoes his own row, he paddles his own canoe—through employment in production, that is, in making the products of nature fit the needs of men; or through employment that eventually affects production he provides for himself and for those dependent upon him the basic needs of food, clothing, and shelter. The miner, the farmer, the lumberman, the manufacturer, the professional man, the artist, and the artisan, those engaged in personal service, trade and transportation, are all typical examples. Sufficient compensation to carry one’s load is necessary, but the love of one’s work rather than his desire for money should be the dominant motive in his occupation. Pride in one’s craftsmanship and artistry develops character and in the long run brings greater financial reward. In our haste to do things in America, our high-pressure methods of production, we have often failed to reap the more enduring rewards that come with the verdict “Well done, thou good and faithful servant.”

Second, the good citizen or patriot is an intelligent, active participant in human affairs. He takes an active interest in his government, local, state, and national, he studies the policies and procedures proposed, he investigates the character and fitness of those who offer themselves for office. He votes in every election, and supports those measures he believes to be for the interest of the community as a whole rather than those which promise most to himself and his associates. He votes for those candidates whose character and ability indicate that the offices will be honestly and efficiently administered. He fights crook-
of man who came not to be ministered unto, but to minister, and to give his life as a ransom for many."

One of the first duties of the high school graduate if he is to meet the responsibilities and fulfill the obligation which his education as a patriot imposes is to select, if he has not already done so, an occupation or career, his life's work. This will require his most thoughtful consideration and the advice of his parents, his teachers, and leaders in the field of work selected. It will necessitate two very careful analyses: first, an analysis of the job or career to determine the type of qualifications needed to succeed and the possibilities success offers in that field of work; and second, an analysis of himself to ascertain if he has the abilities, the traits, and characteristics essential to succeed in the chosen field. The answers to the questions raised in those analyses will determine whether or not the high school graduate should go on to college, apprentice himself in the shop, or enter business.

Lord Bacon says, "To spend too much time in studies is Sloth; To use them too much for Ornament is Affectation; To make Judgment wholly by their Rules is the Humour of a Scholler. They perfect Nature, and are perfected by Experience: For Naturall Abilities, are like Naturall Plants, that need proyning by Study; And Studies themselves, doe give forth Directions, too much at large, except they be bounded in by experience."

In order to succeed in any chosen career one must possess natural ability which must be improved by study and tested, modified, and refined by experience. Many misfits in life, square pegs in round holes, are due to the fact that no efforts were made to make essential adaptations and to follow the natural and logical order indicated by Lord Bacon.

Having determined his career the student must give the necessary time and effort to study. A distinguished scholar when asked what he thought of higher education replied: "If I were twenty, and had but ten years to live, I would spend the first nine years accumulating knowledge and getting ready for the tenth."

Hillis reminds us that "after thousands of years man is still ignorant whether it is best for him to eat flesh or confine himself only to fruit; whether the juice of the grape is helpful or harmful; whether the finest culture comes from confining one's study to a single language, as did Socrates and Shakespeare, or through learning many languages, as did Cicero and Milton; whether a monarchy or democracy is better suited for securing the people's happiness and prosperity; whether the love of God in front is a motive sufficient to pull a man heavenward, or whether fear and fire kindled in the rear will not lend greater swiftness to his footsteps. It is wonderful how many problems yet remain to be solved."

The high school graduate of 1934 will find abundant opportunities for the exercise of all his talents, provided he will make the necessary adjustments and the required preparation in college, factory, shop, or counting house for the full development of his abilities. In the present chaotic state of industrial, economic, political, and social affairs he will find it necessary to exercise all of his patriotic virtues to prevent the total collapse of a civilization dominated by greed and self-interest under a bankrupt leadership which seems to be lost in the fog of its own mediocrity.

The education of a patriot teaches him to keep physically fit. Good health is largely in the control of the individual. Fresh air, exercise, cleanliness, proper food, freedom from bad habits, and plenty of sleep are a few of the fundamentals of health which most people can secure for themselves. It is not patriotism or good citizenship to make oneself a burden upon the community through avoidable illness. A sound mind in a sound body is an ancient proverb. Health does not insure us against
making mistakes in judgment, but we are more likely to make errors when we are weak or in pain. Omitting from consideration the suffering, pain, and distress, the money loss alone from ill health in the United States is estimated a billion, five hundred million dollars annually, a drain upon our resources that we should endeavor to eliminate.

The education of a patriot also teaches him to maintain a cheerful spirit and an optimistic outlook upon life and its problems. The scriptures tell us that as a man thinketh in his heart so is he. And Milton says, “The mind is in its own place and can make a heaven of hell or a hell of heaven.” If this be true, then the obligation rests upon us to so order our minds that we shall contribute to man’s happiness as well as his progress.

That our country has passed through four years of the worst economic depression in history without a violent revolution is primarily due to the fact that for several decades the citizens of our country have in our public schools been given the fundamentals of the education of a patriot. The general, all-round, comprehensive training given in the elementary and secondary schools of this nation should be and in most cases is the best possible education to create a nation of patriots.

Our democratic system of government cannot long endure unless we see to it that at no matter what cost each child is given this education in patriotism. False economy here will undermine the foundation on which our national government is built and wreck our whole social system. A better system may emerge from the ruin, but the risk is too great for sensible men to take. I am sure Wilbur Nesbit had this in mind when he wrote:

What makes a nation? Is it ships or states or flags or guns? Or is it that great common heart which beats in all our sons—
That deeper faith, that truer faith, the trust in one for all

Which sets the goal for every soul that hears his country’s call?
This makes a nation great and strong and certain to endure,
This subtle inner voice that thrills a man and makes him sure;
Which makes him know there is no north or south or east or west,
But that his land must ever stand the bravest and the best.

JOSEPH H. SAUNDERS

FACILITATING THE STUDY OF GERMAN FOR CHEMISTS

This is a short account of the work being done at the Virginia Military Institute in the Department of German with the cooperation of the Department of Chemistry in facilitating the study of German for those students taking chemistry. The features of the plan are: (1) practical elimination of literary German and the beginning of reading in science as soon as possible, (2) close cooperation throughout the course with the Department of Chemistry, (3) selection of material (after the first stages) which will be of interest and which will provide either a review of what has already been studied in chemistry, or additional instructional matter in this subject, or material which will be of permanent value in the library, and (4) simulation in the classroom of the conditions under which German will be used in research or in industry.

IN SOME colleges, more fortunate in this respect than ours, students of chemistry are segregated from other science students for the study of German. At V. M. I., however, we find in the sophomore class of German every year students who intend following pre-medicine, electrical engineering, civil engineering, and chemistry. At this stage of the game, of course, they have all completed one full year of grammar and have finished the reading of from 300 to 400 pages of elementary German. The method of handling such a group must, therefore, differ somewhat from that employed where all members of the class are taking exactly the same course.

The question then arises as to how a mixed group of this kind is to be handled. The procedure in most departments, I believe, is to start the class, irrespective of the fields represented, in a German science
reader. On the shelves of the German departmental library are science readers published in this country and in England. With a few exceptions they are all about alike in that they offer readings in a number of fields. One selected at random from the shelves has chapters on Anthropology, Astronomy, Biology, Botany, Chemistry, Geology, Meteorology, and Physics. It contains a vocabulary of 6,300 words. The vocabularies of several other such readers run from 4,300 to 5,200 words. Not only does reading of such scope fail—as far as the chemist is concerned—on account of lack of interest in the subject matter, which is one of the prime considerations, but even more surely because the vocabulary load is beyond all reason. In chemistry, for instance, 2,000 words is an ample vocabulary with which to read the standard reference works as well as the general literature.

For the two basic sciences, chemistry and physics, probably 3000 words would suffice. In other words the science reader employing a 6300-word vocabulary would, from the standpoint of the student of chemistry or physics at least, contain 3300 words which are, for all practical purposes, very nearly worthless. They would be worse than worthless because the vocabulary load involved in their mastery at this stage of the game would seriously interfere with more important work in the field. The same thing holds true of most of the other science readers.

We have therefore long since discarded the idea of requiring science students in German to read in five or six fields other than his own and have concentrated during the first term of the sophomore class on reading in the basic sciences, chemistry and physics. Following out our plan of eliminating as far as possible all literary German after the elementary texts of the freshman class, we begin immediately with First German Course for Science Students, Fielder and Sandbach, (Oxford), a well-graded elementary text with readings in chemistry and physics. We follow the translation method supplemented by thorough discussions of the various types of the participial constructions and of the subjunctives common to science reading. Practically every compound word used in the text is picked to pieces and analyzed. When the text proper is completed, six recitations or more are devoted to a logical summary of the principles of word formation, and the effect of prefixes and suffixes in the formation of verbs, adjectives, and nouns.

This elementary text is then followed by class reading of the chapters on chemistry and physics in German Science Reader, Wright, (Holt) and Technical and Scientific German, Greenfield, (Heath), in which the procedure outlined above is continued in less detail.

As collateral reading during this term we cover selected passages from German Science Reader, Gore, (Heath) and Einführung in die Chemie für humanistische Gymnasien, Weber, (Verlag R. Oldenbourg). The latter text has no notes and no vocabulary. It is therefore necessary to learn how to use a dictionary in order to read it. We use German-English Dictionary for Chemists, Patterson, (Wiley).

The regular classroom work and the collateral reading is thoroughly checked by heavily-weighted tests all of which, as well as the mid-year and final examinations, consist of sight reading from standard works.

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1The latest German science reader to come off the press covers the subjects of Anatomy, Anthropology, Aviation (1), Bacteriology, Biology, Botany, Chemistry, Geology, Mathematics, Meteorology, Mining, Physics, Psychology, Radio (1), in addition to chapters on the Transport Problem in providing Milk to large Cities, Hundredth Anniversary of the Reaper, Steel Construction, and the Longest Bridge. It has a vocabulary of 5300 words. Thirteen pages only are devoted to the basic sciences, physics and chemistry.

2In ten of the German science readers recently examined in which nineteen fields are represented by 2000 pages of reading matter we find approximately 450 pages devoted to Chemistry.

3Reference: R. Norris Shreve and John T. Fotos, Purdue University.
in the two fields covered. Neither on tests nor on examinations do we ever give any material which has been read in class. In this way cramming and memorizing of passages are eliminated. Almost daily we emphasize the fact that all of the reading in class and all of the collateral reading has one object only: to prepare the student to read at sight with a reasonable use of the dictionary standard works in chemistry and physics with a minimum speed of about 300 to 350 words per hour.

At the end of the term, therefore, the student should be fairly proficient in handling sight reading in these two fields. He should be familiar with the principal constructions common to scientific literature. Through daily analyses of compound words he should have become "word conscious." He should not have been unduly burdened by his vocabulary load and he should be encouraged by the fact that practically all of the words he has learned in the first term he will use in the second, and in all of his subsequent reading in German.

The method of procedure during the first term is fairly simple since all students are reading the same material. During the second term, however, the situation becomes much more complicated, attempting as we do to read in electrical engineering, civil engineering, chemistry, and medicine. This term's work, however, is simplified to some extent because classes are divided into sections which rarely exceed 15 students each, or on an average four students to a group.

During this term we follow the highly unorthodox plan of doing away entirely with all formal recitations. The recitation hour is turned into what is practically a reading hour. The point of view is taken from now on to the end of the year that the instructor has taught the student all of the German he can teach him, and that from now on he is there not to cram information into the student's head, not to act as a referee between the student and the textbook, but to direct the reading and to assist him with the more difficult parts. It is now up to the student to sink or swim. The psychological effect of this attitude of the instructor, now that each man is reading in his own field material which, generally speaking, he has already studied in the other departments, is to throw the student at once upon his own resources and to arouse his interest.

The general procedure is as follows:

At the beginning of each hour the instructor notes on a card the page and line of the text to which the student has read since the last recitation so that he knows each morning exactly how far each student has progressed. This has a very salutary effect, as few students care to report that they have read nothing or very little. Whatever they report as having read they are responsible for. On the basis of the previous day's report the instructor has made up his assignments for the day which are always found on a board in the front of the room.4

4The Assignment Board for the day might run as follows:

ASSIGNMENT BOARD

1. Pre-medical Group
   Readings in Medical German, Burkhardt, page 177, line 10—

2. E. E. Group
   Elektrizitätslehre, Pohl, page 78, line 6—

3. C. E. Group
   Reading Hour

4. Chemical Group
   Oral

This would mean that the first two groups would write in their blue books, double spaced on one side of the sheet for convenience in correction, a translation beginning at the page and line indicated and continuing until the end of the hour. The C. E. Group would spend the hour reading. The chemical group would sit around the table in the back of the room where the instructor would explain any difficult constructions which might have occurred in the lesson and answer any questions asked. These assignments are so varied that no student knows when he will be called upon for a translation. He does know, however, that he is responsible for the entire book up to the page and line which he has reported as having read at the last recitation, a fact which prevents him from reporting as having read more than he has done thoroughly.

One day he may be called upon to write an hour's translation, another day he may spend all or a part of the hour asking questions or listening to explanations of difficult passages, another day he may find "Read" on the board which indicates
It might be mentioned that in writing translations free use of the dictionary is permitted. The dictionary will always be used later if the language is employed for research. We therefore see no reason why it should not be used in the classroom. The requirement of 400 to 450 words per hour prevents a student from looking up too many words. If he thumbs the dictionary too much he cannot cover the assignment. The requirement is gradually increased until at the end of the year it amounts to 500 words which, for instance, is considerably in excess of the rate required in the Ph. D. examination in German at the University of Chicago. Many students translate more than this amount.

On the dictionary table we keep a number of reference works and dictionaries such as Meyers Lexikon (latest edition), German-English Dictionary for Chemist, Patterson (Wiley), Etymologisches Wörterbuch der Naturwissenschaften und Medizin, Schmidt, German-English Medical Dictionary, Lang, (Blakiston), Enzyklopädisches Wörterbuch, Muret-Saunders, German-English Technical and Scientific Dictionary, A. Weber (Dutton), Chemical German Vocabulary Part 1, fotos and Shreve, (which in addition to the vocabulary feature, contains a complete list of all chemical periodicals with their abbreviations), and Webster’s New International Dictionary.

The reading requirements for the term are 350 to 400 pages. In chemistry we begin with Chemie, Anorganischer Teil, Klein, Sammlung Göschen, Nr. 37, a text of 150 standard pages, the material of which the students have already studied in the Department of Chemistry and with which they are therefore familiar.

The balance of the reading for the term that he may spend the entire hour reading in advance or asking individual questions when the instructor is not busy with other groups. It often happens that in one class we have only three and sometimes only two “groups” which further simplifies the problem of instruction. is taken from General Introductory Chemical German, Part A, Fotos and Shreve (Purdue University) and from Chemical Engineering German, Fotos and Shreve. The former contains easier selections from Enzyklopädie der Technischen Chemie, Ullmann, the latter from various standard reference works in chemistry such as Enzyklopädie der Technischen Chemie, Ullmann, Gmelins Handbuch der Anorganischen Chemie, Die Methoden der Organischen Chemie, Houben, and Lehrbuch der Organischen Chemie, Meyer and Jacobsen. This part of the course is intended to acquaint the student with those reference books which he will have to use constantly in graduate work and in his profession as a chemist. They are read in close collaboration with the Department of Chemistry, students being allowed to leave the classroom at any time for conference with their chemistry instructor.

During the last month of the term all reading as such comes to an end, and men taking chemistry are assigned one or more translations by the Department of Chemistry. This work is done both outside and during the class hour with the assistance of the instructor and in conference with the chemistry instructor. These translations usually take the form of articles from current scientific literature.

5To give some idea of the character of this work, we have listed below the translations made last year by five students of chemistry:


rent or recent German periodicals such as the Berichte and Annalen, or from standard German reference texts, and are chosen so that the finished translations by several students will form a coherent discussion of one particular subject in chemistry. These translations are carefully checked, bound, and filed in duplicate in the chemistry and German departmental libraries, where they form a nucleus for subsequent bibliographical work on the same subjects. In some cases, one student (usually a senior) is given the assignment of working up a bibliography on a certain subject as a problem in connection with his organic chemistry course, and required to translate one or more of the articles as collateral reading in German.

One serious objection to such a plan is that where the translator is a sophomore his background in chemistry is not sufficient to enable him to glean much information from a research article. This, however, is offset by two factors: (1) Reading of journal articles gives the student an idea of the type of German he will actually be called upon to use as a tool in his subsequent work in his chosen field, and simulates the actual conditions under which he will do such reading. (2) The student is vitally interested on account of the highly practical nature of his reading. The making of translations which are considered by the instructors to be important enough to be bound and placed on the departmental shelves stimulates and keeps up his interest, in spite of the fact that he may not understand all the subject matter of the article which he is attempting to translate.

The objection may be made that no such highly unorthodox and haphazard method of teaching as is followed during the second term could give satisfactory results. The plan is, to be sure, in the experimental stages, but the fact of the matter is that it does produce the desired results; the better students do acquire a sound and usable reading knowledge of German as applied to chemistry. The better students not only learn to read German under this system of instruction, but, because they are entirely unhampered by the poor student, because they do not have to waste the class hour listening to slow, tedious translations of one or two pages, when by themselves they may read a number of pages during the hour, and finally because their interest is sustained throughout the course, they are able to cover much more ground than under the old translation method. The plan, we feel, has been proven successful beyond a doubt.

M. F. Edwards
N. B. Tucker

Worry is evidence of an ill-controlled brain; it is merely a stupid waste of time in unpleasantness. If men and women practiced mental calisthenics, as they do physical calisthenics, they would purge their brains of this foolishness.—Arnold Bennett.

"I have no expectation of making a hit every time I come to bat."—Franklin D. Roosevelt.
TEACHING AMERICAN HISTORY AND PEACE

WHOEVER taught history in the year 1915 had a solemn task to perform. If he ignored the history in the making and failed to interpret the greatest tragedy in all the ages to children who were all their lives to be affected by it, he was a mere examination crammer, not a teacher.

The first duty today is to make the pupil realize the difference between the world of Washington's day and our own, and the stupendous contrast between a world of largely independent entities and one that is now organic. The modern man lives in a world painfully sensitive to its extremities, in which all nations have become members one of another. It is of vastly greater importance to the child, as a prospective business man or citizen, that he should interpret historic facts—such, for instance, as that of American cotton having been sold at half price, that Argentina stopped her imports after war broke out, and that every neutral nation's commerce was being ruined, rathen than that he should learn of Ponce de Leon, or Marion's raid, or the number killed at Bunker Hill.

The teaching of history, geography, patriotism, and civics must all contribute together to interpret the life of today by the past. American history, isolated from its sources and from contemporaneous history, from ethics and economics, cannot be understood. Unless the teacher attain Emerson's great insight, that nothing can be known except as seen in its relations, he cannot illuminate the mighty present, and must leave life an enigma to the young mind.

For all that I learned in the grammar school, I might, if I had left school then, have scarcely heard of Homer, Plato, Caesar, Alfred the Great, Cromwell, Goethe, Darwin, Bismarck, and Wagner; but I could recite glibly passages of "Chronologi-cal recapitulations." I shall never forget to my dying day learning that Jacques Cartier discovered the St. Lawrence in 1535, and De Soto the Mississippi in 1541, and other matters of like unimportance. History is better taught now, for it is linked with a remoter past and with contemporaneous events; but it is a question whether American history usually taught in grammar schools should not be condensed into one-half the allotted time, and the other half given to framing a setting for it which will make it more intelligible. National conceit is engendered when nine children out of ten are set adrift with no knowledge of any history but their own. They need standards of comparison, and sympathy with other nations born of acquaintance with their great contributions to our common civilization.

The child must be early taught elementary international economics, together with historic data. Norman Angell, the author of "The Great Illusion," declares that he can teach a twelve-year-old boy more of international economics than the average business man ever learned. This subject has profound bearing on the causes of war and might well occupy most of the time once given to the study of campaigns. The most important work of the educator today is to teach the new internationalism, and to develop the international mind.

The Revolution should be taught as being a war between the reactionary and progressive parties on both sides of the Atlantic. England's present admiration for Washington and admission of King George's blunder should be made explicit. A perverted teaching of the Revolution, until the first Venezuelan affair, promoted misunderstanding and made Young America look upon England as a hereditary foe.

Stress should be laid on the importance of the Constitutional Convention and the principles of federation which wrought stability and peace among our turbulent colonies. The peculiar glory of the United
States is its power to show the way to a united world. The teacher should point out the bitter hostility previous to 1787 between New York and her neighbors because of New York’s tariff. Had not the Constitution prohibited tariffs between states, and provided that interstate difficulties be settled by the Supreme Court, a half-dozen interstate wars or more might have ensued. No change in human nature was necessary to keep peace between each of our forty-eight states and its neighbor, despite great diversities of race and religion, and despite gross lawlessness and fearful crimes within the states. The Civil War was no exception; one-half the states rebelled against the whole government, but the Supreme Court accomplished what it was designed for. Civil war is in a different category from interstate or international war. A World Court, in like manner, could keep the peace between the nations when they federate and agree to submit to it all disputes with other nations. This would mean disarmament of rival armies and navies, substitution of an international police, and no world wars.

Pupils should be told the immense significance of the over thirty treaties that the United States has signed to provide investigation and a year’s delay before hostilities. These treaties will be kept; they are for each nation’s benefit to keep.

Lucia Ames Mead

SUGAR AND SPICE
Sugar and spice and everything nice—That’s what little girls are made of!

Many small girls are brought up as if this silly old nursery saying had a basis in fact. Girls, it is supposed, are “little ladies”; but, hard as it is on the grown-ups (and that’s old Mrs. Tippett on the phone now complaining that Junior is climbing her fence) boys are different.

Junior’s sister spends her day having doll tea-parties, getting her hair curled, walking downtown with mother or grandma to shops or to the beauty parlor, and playing “house.” All little girls play “house,” but Sugar and Spice plays it hour after hour, squandering time that might be spent climbing, digging, swimming, hiking, cooking over a bonfire, making things, going on excursions. She does make-believe housekeeping instead of learning to set the table, wash dishes, or cook a real pie. Wearing a dressed-up dress, she mimics repetitiously her mother’s bridge game, clubs, or callers, while the grown-ups look on exclaiming on the “cuteness” of the spectacle.

Brother gets in at night with a rip in his trousers and a smear across his nose, having spent the day scrambling over roofs, playing ball, turning cartwheels, watching subway construction, exploring wharves, getting chased away by the steam-shovel operator, and maybe bothering the park policeman to let him ride on a camel. But the world is geared to his venturesomeness. Even old Mrs. Tippett knows that “boys will be boys” and that they can’t be kept in cotton-wool to grow into “sissies” and weaklings.

Economic conditions make no polite Victorian distinctions in the treatment of the sexes. Nowadays they may require even more from a girl than from a boy. A boy when he grows up probably will not be required to run a home and rear children and at the same time earn money. But life may easily thrust this grim responsibility on poor, ill-prepared Sugar and Spice. Yet adults still go on treating her as if she were born to be their personal pet. They force on her a routine which is trivial and empty, a sentimental atmosphere in which it is almost impossible for her real self to come alive.

Sometimes I notice among the new children who assemble on the first day of school, a little girl who appears to have stepped from the pages of Vogue. She
probably wears a picturesque frock, white socks, and a sunburst of curls, each one perfectly formed over mother's finger. She carries a delicate handkerchief in one hand and in the other a pink parasol and a gold-mesh bag containing a powder compact and the turquoise ring that Aunt Madge sent from Paris.

Not for one instant does she forget how "darling" and "adorable" she is. That is Miss Sugar and Spice. In the various homes and schools of the country there are many of her.

She stands a little aloof from the boys and girls who assemble in busy groups to play lively games, paint, act, sing, model, dance, build houses with blocks, learn the use of tools, study the habits of turtles, care for the school pets, tidy up, set tables, help with the school lunch, or set off on adventurous excursions to see how the wheels of life go 'round, either in the city or the country.

These activities which supplement the common-school subjects in a modern school build up the whole-hearted and impersonal attitude toward work which is often described as masculine, but which is really a plain necessity for boys and girls in school and for men and women in the world outside. Sugar and Spice cannot be a part of the school community until her body and her mind can function freely. Parading about in hampering clothes and states of mind, remembering that she is aunty's dear and mother's doll, and that her every little movement is "cunning" and "perfectly enchanting," she is pretty much of a fifth wheel.

The teachers first persuade her to fasten her handkerchief to her dress with a safety-pin and to leave parasol and mesh bag in the office. They get her into overalls. The cooperation of her mother is sought. Thereafter, if all goes well, the child is praised for work and achievement, not for doing "cute" things and looking "just darling"; and she is encouraged, both at home and at school, to share the healthy play life of her brother.

For the brother of Sugar and Spice, the progressive school is, from the first, a life of delight. Down on his knees, pounding nail after nail into wooden blocks until he has learned to send them in straight and clean, he is wholly concentrated. Is dirt accumulating on his hands and overalls? Does he look like mama's little gentleman? He neither knows nor cares. Einstein himself could hardly be more absorbed. His day is packed with eager and radiant interests.

The school will not be satisfied until Sugar and Spice, wearing overalls and not minding smudged hands or rumpled hair, is just as completely and joyously immersed in whatever she has chosen to learn or plan or do. The time will come, perhaps very soon, perhaps not for months, when she will be enjoying give-and-take with other children, building up physique and courage, developing her resourcefulness, and storing her mind with robust experience.

I hasten to add that little Sugar and Spice is in no way to blame for her shortcomings, nor can her parents be held responsible for thoughtlessly absorbing a traditional, although silly and dangerous, idea of the nature of little girls. Fortunately many modern influences tend to change out-dated notions of the good life for girls. Among these are nursery schools and progressive public and private schools, and leisure-time agencies like the Girl Scouts, who are giving to about a half-million girls a program of health, homemaking, camping, nature study, handicraft, and civic activities.

The vigorous Girl Scout program will perhaps not usually attract the girl who has been spoiled by years of inanity and coddling; but no ex-Girl Scout will bring up her own daughter exclusively on dolls, "playing house," pretty clothes, and compliments.

Elizabeth Irwin.
SUPERINTENDENT KEISTER HONORED

A portrait of William Hampton Keister, Superintendent of city schools, is now hanging in the Harrisonburg High School in recognition of an achievement of forty years of continuous service to the citizens of Harrisonburg. Not the gift of an unnamed friend, not a purchase with pupils’ accumulated pennies, this portrait is even more significant; it was ordered by the City Council of Harrisonburg—a public and official recognition of a public servant. The presentation of the portrait was made with becoming ceremonies on the evening of May 24, 1934, by the chairman of the finance committee of the City Council; and the chairman of the City School Board officially accepted the gift. The program included as well felicitations to Mr. Keister on his vigorous and progressive services to the people of Harrisonburg; the speakers were Mayor Ward Swank; Dr. C. J. Heatwole, secretary of the Virginia Education Association; Dr. Harris Hart, former State Superintendent of Public Instruction; and John Paul, Judge of Western District of Virginia, U. S. Federal Court. Mayor Swank and Judge Paul are both graduates of “Mr. Keister’s school.”

Some measure of the physical growth of the public school system in Harrisonburg is evidenced by the following contrast:

In 1894 the 225 pupils of the Harrisonburg Public Schools occupied two buildings, one eight-room brick building, now a part of the Main Street School, and one four-room brick building, now a part of the Effinger School. The total number of teachers employed in both schools was eleven.

In 1934 the 1800 pupils of the Harrisonburg Public Schools occupy four large modern buildings, containing 64 regular classrooms, gymnasium, cafeterias, libraries, laboratories, consultation rooms, and offices. A teaching staff of 58 well-trained teachers is employed in these four schools.

The cordial relations that have always prevailed between Mr. Keister and “his boys and girls” suggest the feeling Professor William Graham Sumner of Yale expressed when he said: “My relations with students and graduates have always been of the pleasantest; and I think that there can be but few relations in life which can give greater satisfaction than these.”

Not only has Superintendent Keister enjoyed the hearty support of townspeople; his co-operation with the State Teachers College since its establishment here twenty-five years ago has also met with constant recognition. During the first decade of the college’s history the then President, Dr. Julian A. Burruss, developed with Superintendent Keister’s approval and assistance, a plan for the use of public schools for observation and practice-teaching purposes. This plan, later followed by all of the Virginia teachers’ colleges and now quite common throughout the country, was successful, President Burruss has often pointed out, because of the hearty co-operation and efficient help of Mr. Keister. President S. P. Duke, under whose leadership the college has continued to prosper during the last fifteen years, presided over the program and paid tribute to Mr. Keister’s constant recognition of the stimulating value of the training-school in the public school system.

Dr. C. J. Heatwole, speaking as secretary of the state association of which Mr. Keister had once been president, pointed to Mr. Keister’s way of firing his students with ambition. Said he:

“By some strange and subtle influence probably found somewhere in the intricacies of his unusual personality Mr. Keister’s students went to college at a higher percentage rate than from any other high school in the state. It is fitting and proper and at the same time highly significant that this delightful occasion was arranged by his
former students now in places of control in
the social, political, financial, business, and
economic life of the community and that
they conceived the gracious idea of placing
an enduring portrait of the man who means
so much to the life and welfare of Har-
kinsonburg.”

Dr. Harris Hart, State Superintendent
during thirteen years of Superintendent
Keister’s incumbency, spoke in high ap-
proval of “this testimonial to a man while
he is yet active and vigorous in his work.”

In part Dr. Hart said:

“In the realm of public education in the
last one or two decades there have been
innumerable theories, methods, and so-
called philosophies. This has been natural
because the process of training has been and
ought to be fluid, not static, a constantly
flowing stream subject to all the new in-
fluences of civilization. It has been a
meandering stream; sometimes allowed to
flow with natural current; sometimes litter-
ed with refuse and deadwood, and occasion-
ally obstructed by artificial dams. To
steer a straight and safe course down such
a stream requires no mean navigator.

“He that accepts all theories and methods
proposed; that merely copies what others
do; that maps his course only as others
have charted, endangers his ship and its
precious cargo. On the other hand, the
man who exercises judgment and reason
and caution, who dilutes theories with com-
mon sense and sober judgment, will make
a real contribution in the training of pupils
under his care. Superintendent Keister has,
in my judgment, persistently applied com-
mon sense and good judgment to all educa-
tional procedures. He has not acted with-
out proportioned thought, and therefore has
never led astray either his teachers or his
pupils.

“I think of Superintendent Keister, in
the second place, as always the hail-fellow-
well-met, in the meeting of whom there is
perennial delight. The author of a recent
life of Andrew Jackson, An Epic in Home-
spun, quotes Rachel as saying, “The General
kicked the kivers off last night and we all
kotched cold.” This leads the author to re-
mark that Andrew Jackson was quite fre-
cently in politics a pretty rough bed-fell-
low. His early environs, his first experi-
ences, combined with a pretty acid stom-
ach naturally made him a severe kicker.

“Occasionally there appears on the hori-
zon a man of Jackson’s temper and calibre
who can overcome every obstacle and by
dint of personal courage and character
forge to the front. Most of this world’s
work, however, comes through a method
of wise cooperation, of an understanding
with one’s fellow-man, of sharing their ups
and downs, and of making one’s self a real
part of the society in which he lives. It is
to this humanity and spiritual relationship
that most men have proceeded in some real
accomplishment in the world. I think this
is true of Superintendent Keister. Un-
doubtedly he can “walk with crowds and
save his virtue”; he can “talk with kings,
nor lose the common touch.”

“In the third place, his long service of
an important and difficult office is a high
tribute to the man. The public schools
touch more people than any other institu-
tion, and touch them through the tenderest
point—the little child in the home. The in-
stitution is, therefore, subject to all sorts of
criticism and complaints. He that through
the years can meet these with a reasonably
equable disposition and sensible treatment,
who can undergo these experiences for four
decades and then have his fellow-citizens
come to him in a meeting to testify their
admiration, their confidence, is a man who
ought to be proud of his record. I am
grateful for having the opportunity to take
part in this tribute.”

The need for new school buildings has
increased greatly during the last four years,
and especially since the depression, as the
NRA prohibition of child labor added to
the high school enrolment nearly a million
pupils.
WHY BRITISH EDUCATIONAL RADIO PROGRAMS ARE SUCCESSFUL

Broadcasting in the British isles is both consciously cultural and intelligently organized. If one has become used to the idea of radio as an agency of advertising and popular entertainment, he may have to change his point of view in order to appreciate British radio. It is not surprising, therefore, that a number of Americans visiting England for the first time have criticized the BBC radio programs for their lack of variety and entertainment appeal.

Admitting that programs in the United States are often witty and high-spirited in the typical Broadway manner; that programs of real merit are frequently presented; that many splendid educational programs have been given which were paid for by foundations, educational and social organizations, various societies wishing publicity, advertising firms, and even by certain radio stations themselves; still the consistently planned, carefully-checked programs of the BBC have not been duplicated on a nationwide basis in the United States.

This inability of radio in our country to function nationally is due in part to the fact that education is a state and not a federal function, and in part to the size of the continent. However, if we get down to basic facts, we find that the chief cause of difference is due almost entirely to the type of control.

Our system is operated for profit and controled chiefly by the great public utility companies owning the wire facilities of the country and selling equipment to sending stations and the receiving public. Instead of paying the government for the franchise, which has netted them millions, they have been charging huge fees for advertising, while our government spends $872,000 annually to support a Federal Radio Commission whose principal duty is to settle disputes.

In Great Britain, the BBC is a corporation supported by a government tax on receiving sets. Out of approximately $2.50 a year for each set, the BBC receives about ninety cents. The balance goes to the government.

In order to have a system of educational radio that will be highly successful, there must be cooperation with the press and a judicial use of printed matter; actors, musicians, authors, composers, and directors must participate; educators and parents must be a part of the scheme; and there should be governmental help rather than political confusion.

Let us compare the two systems—the English and the American—in order to see how these various elements function.

In the case of the press, there is out-and-out warfare in the United States since radio has become a competitor in the field of advertising and more recently in the dissemination of news. In England, the BBC publishes The Listener, World Broadcasting, the Radio Times, and special illustrated school pamphlets, containing a limited amount of advertising. These magazines and pamphlets print advance information about music, dramas, and talks. We have nothing similar in America. Our radio journals are either technical or fan magazines. There seems to have been no disposition in America to establish a magazine comparable to the Radio Times, which has two million subscribers. The reason is obvious. The character of most of our programs is such that intelligent informational notes would be superfluous.

All of us know of the disputes, arguments, and legal battles that have taken place in America with respect to the actors, artists, and authors. There is much less difficulty in England where certain more or less well-established fees are paid to all. In America, some paradoxical situations have developed. A crooner may get $5000 weekly from an advertiser, while most of the educational programs are contributed “free” by performers. For example, the radio
director for the national YMCA has been getting the semi-volunteer salary of twenty-five dollars a week, although having had experience and superior training. The speakers, artists, and language teachers receive absolutely nothing in the way of remuneration. The commercial stations receive credit for putting on their quota of educational programs, which they can report to the Federal Radio Commission. At the same time, the YMCA is supposed to feel deeply grateful for the courtesy extended to them. This situation is duplicated many times in our system.

Let us next consider the question of cooperation among educators. Although many have consented to act in an advisory capacity, and many have contributed their services over the air, there is to be found in America a pretty general tendency on the part of school people to hold back. Either they are afraid that advertising will enter the schools or they cannot be persuaded to take seriously radio as a cultural agency. In England, on the other hand, there are a permanent central council, and regional councils made up of government officials, specialists, and classroom teachers.

The activities of the BBC are not hampered by political complications like those which have grown up in the United States. Various forms of political entanglements, much too numerous to mention, have been the direct result of the American method of control. One of the most important issues before the public today, and one in which the President is greatly interested, is that of government ownership of public utilities. In fifteen states local governments may legally own and operate their own public utilities. Probably no other phase of the "Power Trust" control has brought the issue more clearly before the public than has radio.

In England, it is possible for a permanent organization to exist. Programs are outlined by educational experts with informational notes prepared for teachers a year in advance. The educational directors are prepared for their positions by thorough training and experience in the field of education, not in the field of advertising. In the course of years, the stability of the English system has enabled educators to experiment.

Any visitor at the BBC is forcibly impressed by the fact that there is a sincere desire to use radio as a cultural agency rather than a money-making institution. The same situation exists in practically every country in the world except the United States.

Alice Keith in Education by Radio

AMERICAN EDUCATION WEEK 1934

PROGRAM OUTLINE

The fourteenth annual American Education Week will be observed November 5-11, 1934. The program will be built around the theme Educating for Tomorrow. The observance will be a step in the adaptation of education to the needs of a changing social order. The coming American Education Week programs will be sponsored as usual by the National Education Association, the United States Office of Education, and the American Legion. Other national organizations whose memberships total millions will cooperate. Each community will adapt the observance to its own needs. Topics suggested for the day-by-day programs follow:

Monday, November 5—Planning for Tomorrow. Let every community, every school, and every organization ask itself the question: "What kind of a life do we desire?"

Tuesday, Nov. 6—Developing New Types of Schooling. Discuss the adaptation of the regular school curriculum to the needs of changing social conditions. On this day give special attention to the Tercentenary Celebration in American High Schools.

Wednesday, Nov. 7—Improving the Rural School. Achievement of economic
security and social well-being of the American farmer is an important step toward national recovery. It is the privilege of the rural school to inspire improvement of country life.

Thursday, Nov. 8—Financing Our Schools. Show how increasing unity of national life requires that support for education be derived from larger areas. This is the day set aside for mass meetings.

Friday, Nov. 9—Quickening the Sense of Civic Responsibility. School observance of Armistice Day. Emphasize good citizenship and Americanism as a part of the Armistice Day Program in co-operation with the American Legion.

Saturday, Nov. 10—Preparing for New Kinds of Service. Show how the performance of such services as reforestation, beautification of parks and cities, eradication of insect pests, prevention of disease through sanitation, programs of recreation, and the creation of publicly owned art will give employment to many thousands who cannot be absorbed in industry and business.

Sunday, Nov. 11—Enriching Character Through Education. Point out the increased importance of strengthening character in times of rapid change in the social structure, in order that the good things achieved in the past may not be swept away merely because they are old, nor new ideals refused a trial merely because they have no precedent.

The following complete sets of materials, adapted to the purpose indicated, may be obtained in packet form at the special low price of 50c per packet. Many of the American Education Week supplies were exhausted early last year. Orders should be sent to National Education Association, Washington, D. C.

Kindergarten and Primary School Packet—Material specially selected as helps to the teachers in kindergarten and lower grades. Includes messages to parents.

Elementary School Packet—Meets the needs of the teacher in the elementary grade. A complete set of plans for the observance, including materials for distribution to homes.

High School Packet—Prepared as special aid to teachers in interpreting schools to students and parents. Contains messages to the home, sample editorials, cartoons, articles, suggestions for assembly programs.

Rural School Packet—Prepared for teachers in one-room rural schools, with help of specialists in rural education. Suggests ways in which school and community may cooperate.

Teachers College Packet—Designed for use of teachers college faculties cooperating with the schools in the observance of American Education Week.

Church Packet—Contains outlines for sermons and addresses, programs for the participation of Sunday Schools, young people’s societies, and other church groups.

Newspaper Packet—This material has been selected with appreciation for the viewpoint of laymen. Includes suggestions for editorials, news stories, cartoons, articles, etc.

Mass Meeting Packet—To be used in planning mass meetings on Financing the Schools, on Thursday of American Education Week, as approved by the Representative Assembly of the NEA at the 72nd Annual Meeting.

Armistice Day Packet—For free distribution by National Headquarters, American Legion, Indianapolis, Ind.

In search for game in the hunting field, there must be friendly and complete cooperation between the dog and the man with the gun, each contributing fully of his special gifts that the quarry may be brought to bag. In the activities necessary to the learning process, there must also be full cooperation between the child and the teacher, that the child may make his full contribution, and participate in the joy that comes from discovery and accomplishment.—Leslie D. Kline.
EDUCATIONAL COMMENT

THE ENGLISH COUNCIL IN WASHINGTON

A large attendance of Virginia teachers of English is expected when the National Council of Teachers of English holds its twenty-fourth annual meeting November 29 to December 1 in the Mayflower Hotel at Washington. "Tradition and innovation in the teaching of English in a time of accelerated social change" is the general topic of the meeting, as announced by the Council president, Professor Oscar J. Campbell of the University of Michigan.

Dr. Charles Swain Thomas of the Graduate School of Education, Harvard University, will preside at the opening session on Thanksgiving Day evening, and Dr. Frank W. Ballou, superintendent of the Washington schools, will give the address of welcome. A representative of the national administration will explain the policies of the New Deal of importance to teachers, and the president's address on "English: Its Domestic and Foreign Policies" will close the program.

At the annual banquet on Friday evening, Stephen E. Kramer, first assistant superintendent of schools, Washington, will be the toastmaster. The speakers will be Reverend Francis P. Donnelly, S. J., of Fordham University; Dr. Allan Abbott, Teachers College, Columbia University; Thomas W. Gosling, director, Junior Red Cross; and Dean Marjorie Nicholson of Smith College.

Robert Frost and Dr. Esther C. Brunauer, secretary of International Relations of the American Association of University Women, will be the principal speakers at the luncheon on Saturday with which the convention will close. Mr. Frost will answer the question, "Can Poetry be Taught?" and Dr. Brunauer will discuss "National Socialist Youth in Germany."

Among those who will take part in the general session on Friday morning and in the sectional conferences are Willard W. Beatty, president of the Progressive Education Association; Bess Goodykoontz, assistant Commissioner of Education; William Hard, political writer and radio news commentator; Thomas L. Stix; Professor Robert E. Rogers of Massachusetts Institute of Technology; and Professor Alain Locke of Harvard University.

Several well-known authors will be the guests of honor at a tea which the faculty of Wilson College will give for the delegates to the convention. A special visit to the Folger Shakespearean Library has also been arranged.

All who are interested in educational progress and especially in the teaching of English are invited to attend the convention whether or not they are members of the National Council.

MODELS OF ANCIENT DOMESTIC ARCHITECTURE

In response to requests from art and history teachers seeking new sources of inspiration in the teaching of those subjects the University Museum of the University of Pennsylvania has supervised the preparation of accurate scale models of ancient domestic architecture, to be colored and assembled in the schools.

The models, which include Roman, Egyptian, Medieval and Babylonian houses, are
the product of months of cooperative study on the part of archaeologists from the University Museum, faculty members in the University's departments of ancient languages and fine arts, and experienced architects.

Drawn uniformly to a scale of three-eighths of an inch to one foot, the models are complete and accurate in every detail of architecture, decoration and furniture, according to Mr. Jayne. Wall thickness alone has been ignored, as all the models, with the exception of the Babylonian house, are of cardboard.

The walls and furnishings are printed on water color paper, mounted on cardboard, and are prepared in large sheets ready for cutting out, coloring and assembling. Complete descriptions of each model, color sheets and directions for assembling, and costume figures to scale are included.

The Roman house, of the First Century A. D., is based on Mau's "typical plan" of a Pompeian house. The model illustrates the four types of Pompeian wall painting and the four main types of Roman pavement, and demonstrates the development of Roman architecture from the Third Century, B. C., to 79 A. D.

It includes the famous mosaics from the House of the Faun, wall paintings from the House of Sallust, the House of the Tragic Poet, and the cubiculum from Boscoreale now in the Metropolitan Museum of New York.

The Egyptian house is of 1400 B. C., and is a restoration of the "Weinachtshaus" at Tell-el-amarna excavated recently by British and German archaeologists. It represents the main dwelling on the estate of an Egyptian nobleman at about the time of Tutankhamen.

Reconstructed from Viollet le Duc's studies in Medieval architecture and from Fifteenth Century miniatures, the Medieval house represents the home of a cloth merchant of Rouen at the beginning of the Fifteenth Century.

The Babylonian house project involves cut-out patterns for constructing in celotex a model of a town house in Ur of the Chaldees at about the time of Abraham. The walls of the Babylonian model are undecorated, and, according to University Museum authorities, the chief value of this model is to students of architecture and ancient history, rather than to students of art.

Of the various models, which are being distributed through the educational department of the University Museum in Philadelphia, the Roman is the largest when completed, measuring four feet by two feet by ten inches, and the smallest is the Medieval which is eighteen inches long, eight inches wide and fifteen inches high.

THE READING TABLE


Health and physical education are presented as a single administrative unit; legal aspects of health service and instruction, organization, curriculum, and equipment are discussed, as well as budget and finance, and maintenance of public interest in, and support of, the health program. Although the book is designed as a textbook for students of physical education, it will be of value to superintendents and principals, as well as to physical education directors.

There are questions for study and discussion with each chapter, valuable illustrative material, and an appendix with diagrams for playing areas.

NEWS OF THE COLLEGE

New faculty appointments for the current session include Mrs. Bernice Reaney Varner as professor of home economics, Dr. G. A. Williams as professor of chemistry and physics, Miss Ferne Hoover as assistant librarian in place of Miss Anne
Newton, resigned, and Miss Grace Ellington as first grade supervisor in the training school.

Mrs. Varner is a graduate of Illinois Wesleyan and George Peabody College for Teachers, and has studied at the University of Chicago, Teachers College, Columbia University, the Johns Hopkins Hospital, and the Illinois State Normal University. She has been head of the home economics department at the State Normal School, Trenton, N. J., and at the State Teachers College, Murfreesboro, Tenn., and associate professor of home economics at the University of Tennessee and at George Peabody College for Teachers.

Dr. Williams is an A. B. of Lebanon Valley College, an A. M. of Iowa State University, a Ph. D. of Yale University. He has been connected with the science departments of Bethany College, Atlantic Christian College, Jefferson Medical College, Yale University, Radford (Va.) State Teachers College, and Atlantic University. He has recently headed the Virginia division of the Federal Emergency Relief Administration. A sudden illness and surgical operation has delayed his arrival in Harrisonburg, and his work is being temporarily cared for by Dr. Amos M. Showalter, of Bridgewater, Va.

Miss Hoover holds the bachelor of arts degree from Bridgewater College and the master of arts degree from the George Peabody College for Teachers, and has studied at the college here and at the University of Virginia. Miss Hoover was teacher-librarian in Carroll-District High School, Hamlin, W. Va., assistant librarian at Central Senior-Junior High School, Parkersburg, W. Va., and instructor in library science at New River State College, Montgomery, W. Va.

Initial enrolment figures for the fall quarter showed 770 students, but extension classes for county and city teachers on Saturday morning and Monday night have brought the total to the 800 mark. New students (freshmen and "transfers") from Virginia, Florida, North Carolina, Georgia, California, New York, New Jersey, Michigan, and Pennsylvania total 290.

At the twenty-sixth college convocation held Wednesday morning, October 3, Dr. Tipton R. Snively, professor of economics at the University of Virginia, spoke on "The Problems of School Finance," stressing the trend toward state control of the public school system.

Officers of the upper classes were elected during the last week of September, as follows:

Senior Class: Marian Smith, Norwood, Penn., president; Florence Holland, Eastville, vice-president; Mary Van Landingham, Petersburg, secretary; Virginia Bean, Cumberland, Md., treasurer; Joyce Rieley, Troutville, business manager; Alma Fultz, Butterworth, sergeant-at-arms.

Junior Class: Evelyn Pugh, Edom, president; Margaret Newcomb, Formosa, vice-president; Annie Cox, Baywood, secretary; Mary Moore Davis, Charlottesville, treasurer; Marguerite Holder, Winston-Salem, N. C., business manager; Helen Madjeski, Elizabeth, N. J., sergeant-at-arms.

Sophomore Class: Nancy Turner, Norfolk, president; Marion Sullivan, Charleston, W. Va., vice-president; Margaret Shank, Harrisonburg, secretary; A. Glenn Darden, Holland, treasurer; Louise Paulconer, Unionville, business manager; Lois Sloop, Harrisonburg, sergeant-at-arms.

Eighty-five scholarships were made possible by the Federal Relief Administration for the 1934-35 session. Over 50% of the loans were granted to new students who could not have come to school without financial aid.

Green Pastures, Marc Connelly's Pulitzer prize-winning comedy-drama, has been secured as a feature of the lyceum course this year. The play, with its original cast, including Benjamin Harrison as "De Lawd," will appear here the middle of February, according to a recent announcement.

Symbolizing the union of the old and new girls in one student body, the new
girl-old girl wedding was solemnized in Wilson Hall auditorium Wednesday afternoon, October 10. Helen Willis, of Clarksville, representing the new girls as the bride, and Marian Smith, Norwood, Pa., as president of the Senior class, were the parties joined by Henrietta Manson, president of the Student Government Association. The bride had as her maid of honor Doris Parker, of Norfolk; and as bridesmaids, Genevieve Stone, Long Beach, N. Y.; Millicent Leggett, Christiansburg; Helen Irby, Blackstone; Alice West, Salem; Margaret Dixon, Winston-Salem, N. C.; and Elizabeth Gilley, Axton.

Eugenia Trainum and Dorothy Lipscomb, editor and business manager, respectively, of The Breeze, attended a joint convention of the Associated Collegiate Press and The National College Press Association in Chicago from October 11-13. The programs presented noted speakers from the fields of journalism and advertising, and allowed for a tour of The Century of Progress exposition and several social features.

Ruth Shular, editor, and Mary Blankenship, business manager of The Schoolma'am have signed with Andre Studios, of Staunton, for photographs for the 1934-35 yearbook. Engraving will be done by the Lynchburg Engraving Co., while the printing of the annual has been awarded to the Bell Printing Co., also of Lynchburg.

Misses Shular and Blankenship, as delegates of The Schoolma'am, attended the annual convention of the Virginia Intercollegiate Press Association at V. P. I. October 26-27. At this meeting cups and certificates were awarded for the best Virginia student publications.

In the annual basketball clash between the new and old girls Friday evening, October 12, the old girls were victorious by a score of 40-18. Emily Pittman, captain of varsity, was individual high scorer.

Eight varsity hockey players and a large group of raw recruits reported for practice at the beginning of the season. The Virginia Hockey Tournament will be held November 2 at Lynchburg with Randolph-Macon Woman's College and Lynchburg College acting as joint hosts. Captain Todd states that no schedule can be announced until after the meet.

Fifteen Cotillion goats this fall are Marjorie Adkins, Lynchburg; Marjorie Fulton, Gate City; "Babe" Simmerman, Roanoke; Mary Blankenship, Clifton Forge; Julia Courter, Amelia; Hattie Courter, Amelia; Sophia Rogers, Portsmouth; Grace Mayo, Portsmouth; Ann Gunter, Greensboro, N. C.; Alyce Geiger, Los Angeles, Calif.; "Pokey" Cramer, Crewe; Dorothy Beach, Norfolk; Catherine Beale, Norfolk; Frances Pigg, Washington; Nancy Turner, Norfolk.

New members admitted to the Glee Club recently are Frances Sifford, Norfolk; Audrey Slaughter, Charleston, W. Va.; Adelaide Howser, Clarendon; Alice West, Salem; Lottie Thornton, Cailands; Millicent Leggett, Christiansburg; Marian White, Washington; Alice Thompson, Charleston, W. Va.

Stratford Dramatic Club initiates for the fall quarter number seven: Frances Wells, Suffolk; Nancy Turner, Norfolk; Ellen Eastham, Harrisonburg; Florence Holland, Eastville; Catherine Beale, Holland; Elizabeth Gilley, Axton; and Margaret Aldhizer, Roanoke.

Construction on the new dormitory is making rapid headway, according to the contractors. If finished by December 31, according to schedule, this building will be occupied by the seniors immediately after Christmas.

The Harrisonburg campus was visited by a geography caravan from Clark University, at Worcester, Mass., on October 5, on its itinerary of the Shenandoah Valley. Eighteen advanced students accompanied by professors in geography are making the field study. They plan to cover fifteen states and a distance of more than 10,000 miles on this progressive geography tour.
ied by Dr. Duke and Mr. Raus Hanson, climbed Massanutten Peak last Saturday. This is a yearly trip which many enjoy.

In a recent class meeting the Seniors elected Peg Regan, Montclair, N. J., representative to the athletic council. Ruth Early, Good Hope, and Geraldine Potts, Roundhill, were elected as representatives to the Student Council. Edith Todd, Richmond, and Margaret Hopkins, Michaels, Md., were named to the Impaneling Board. Louise Allred, Winston-Salem, N. C., was chosen hockey sports leader.

Lucy Clarke, Catalpa, was recently elected president of the Debating Club. She succeeds Joyce Reiley who resigned.

At the first meeting of the Garden Club the following new officers were elected: Elizabeth Thrasher, president; Mary T. Gannaway, vice-president; Florence Heins, secretary-treasurer; Miss Grace Palmer, sponsor.

A number of students are availing themselves of the opportunity to study shorthand and typewriting in a class organized by Mary Frances Brown, a senior, who has had extensive study and experience in these fields.

Summer graduates of Harrisonburg numbered 69, of whom 39 were completing the two-year professional course. Four received the B. S. in home economics and 26 in high school teaching and administration and elementary teaching and supervision.

Clyde Hellen Schular, of Broadway, was elected chief scribe of Scribblers at the last meeting of the club held in the studio, Monday, October 8. The new chief scribe is a member of the Senior class and an active member of The Breeze staff.

Annie Cox, Baywood; Martha Jane Sneed, Etna Mills, and Mildred Johnson, Lexington, were elected representatives of the Junior class to the Student Council at a recent meeting of the class.

Marguerite Holter, Winston-Salem, N. C., was chosen as class hockey sports leader.

ALUMNAE NOTES

The Alumnae luncheon during the Educational Conference will be held at the Hotel Richmond Thanksgiving day at noon. The luncheon will be over in time for football games and various meetings. It is hoped that all Harrisonburg alumnae in Richmond for the meeting will be present.

Mary Jo Walters, for many years a teacher in the Waterman public school, of Harrisonburg, and an active worker in the Presbyterian church, was instantaneously killed on September 12, the opening day of school, when her car went over an embankment at Mt. Crawford. Miss Walters had graduated in the professional course in 1924.

Elva Mason, '34, of Mineral, is teaching Home Economics in the Prince George High School. Last year Elva assisted in the nursery school organized on the college campus as a Federal project.

Bridgewater Bennett is living in Miami, Florida. After doing substitute work in the public schools in 1930, she took a stenographic course, and is now secretary to the president of Burdine's, one of Miami's large department stores.

Lelia Kearney, whose address is 1436 Longfellow St., N. W., Washington, D. C., has a class of thirty-nine children in an accelerated sixth grade and finds the work very pleasant.

Mr. and Mrs. Fred Willis (Laura Henley, '18) and their two young daughters spent a few hours on campus in July. Laura and her family were much interested in seeing the many changes that have taken place on the campus. Laura's home is still in Hollywood, Fla.

Among the Home Economics Committee here from Aug. 12 to Aug. 25 working on the Curriculum Production Program were the following alumnae: Olivia Malmgren, Norfolk County; Beth Jordan, Nettie Yowell, Boyce; and Evelyn Glick, Mt. Sidney.
WHERE SOME OF LAST YEAR'S GRADUATES ARE NOW

Curriculum III—Elementary Teaching and Supervision

JUNE GRADUATES

Lois Bishop—Elementary teacher, Norfolk, Va.
Anne Davies—Elementary teacher, Arlington County.
Gladys Farrar—Primary teacher, Winchester, Va.
Minnie Myrtle Johnson—Rural school teacher, Bath County.
Helen Kumm—Teacher of history, civics, and physical education, fifth and sixth grades, Wellsboro, Pa.
Catherine Martz—Rural school teacher, Shenandoah County.
Eunice Meeks—Fourth grade teacher, Miller School, Va.
Elizabeth Morgan—Primary teacher, Lovettsville, Va.
Aileen Sifford—Elementary teacher, Norfolk County.
Mildred Simpson—Third grade teacher, Norfolk, Va.
Margaret Smith—Primary teacher, Chancellorsville, Va.
Vada Steele—Grammar grade teacher, Linville-Edom School, Rockingham County.
Elizabeth Warren—Primary teacher, Campbell County.
Dorothy Williams—Elementary teacher, Norfolk City.

AUGUST GRADUATES

Cecilia Alderton—Teacher of social science in fifth and sixth grades, Washington, D. C.
Helen Burtner—Fifth grade teacher, Dayton, Virginia.
Mary E. Duncanson—Supervisor, Powhatan County.
Ethel M. Garbee—Fourth grade teacher, Low Moor, Va.

Martha Garbee—Sixth grade teacher, Mebane, N. C.
Louise Garner—Departmental work in sixth and seventh grades, Chase City, Va.
Leola Grove—Seventh grade teacher, Fishersville, Va.
Margaret Herd—Sixth grade teacher, Richmond, Va.
Josephine Hinkle—Grammar grade teacher, Frederick County.
Iva Lou Jones—Sixth grade teacher, Hilton Village, Va.
Irene Mathews—Elementary teacher, Winchester, Va.
Virginia Sloane—Primary teacher, Kauffman School, Frederick County.
Carey Taylor—High school teacher, Rockbridge County.
Mary S. Wine—Rural school teacher, Warren County.

Curriculum IV—High School Teaching and Administration

JUNE GRADUATES

Ruth Behrens—Fourth grade teacher, Broadway, Va.
Elizabeth Burner—Elementary teacher, Briery Branch, Va.
Marguerite Childress—Sixth grade teacher, Masonic Home, Richmond, Va.
Pauline Farrar—Fourth grade teacher, Palmyra, Va.
Irene Fraley—Rural school teacher, Washington County.
Mary Sue Hamersley—Sixth grade teacher, Drakes Branch, Va.
Ruth Hardy—Student nurse, Roanoke Hospital, Roanoke, Va.
Ethel Harper—Teacher in upper elementary grades, Frederick County.
Pauline Hawkins—Rural school teacher, Warren County.
Sylvia Herzog—Student, Columbia University, New York City.
Hilda Hisey—High school teacher, Mt. Jackson, Va.
Betty Jacobs—Student, Columbia University, New York City.
Elizabeth Kerr—Student technician, University of Virginia Hospital.
Lillian Lambert—Teacher of fourth and fifth grades, Keezletown, Va.
Sarah Lemmon—High school teacher, Glen Burnie, Md.
Agnes Maher—Student, Columbia University, New York City.
Doris Marr—Departmental work in upper grades, Brownsville, Maine.
Catherine Minnick—Seventh grade teacher, Linville-Edom School, Rockingham County.
Ann Moore—Teacher of mathematics, Deep Creek High School, Norfolk County.
Madeline Newbill—Teacher of English, Portlock High School, Norfolk County.
Sarah Richeson—Sixth-grade teacher, Madison Heights, Va.
Rachel Rogers—Teacher of mathematics, Round Hill, Va.
Virginia Saunders—Grammar grade teacher, Prince George County.
Janie Shaver—Teacher of fourth and fifth grades, McDowell, Va.
Mary E. Smith—Teacher of fifth and sixth grades, Montrose School, Reisterstown, Md.
Ella Mae Sutherland—Fourth grade teacher, Jefferson, N. C.
Frances Sweeney—Elementary teacher, Campbell County.
Janet Tapley—Junior high school English teacher, Rockland, Maine.
Mary Tapley—Elementary teacher, Oakland, Maine.
Evelyn Watkins—Teacher of music in elementary grades, Norfolk, Va.
Frances Whitman—Teacher of Latin and science, Round Hill, Va.
Hazel Wood—Sixth grade teacher, Ballsoton, Va.

**AUGUST GRADUATES**

Virginia Beverage—Sixth grade teacher, Harrisonburg, Va.
M. Lavenia Hood—Junior high school teacher, Brunswick, Md.
Ellen F. Montgomery—Seventh grade teacher, Brownsburg, Va.
Geneva Peters—Student nurse, Flower Hospital, New York City.

**Curriculum V—Home Economics**

**JUNE GRADUATES**

Martha Bailey—Teacher of home economics and English, Cypress, Va.
Catherine Bauserman—Home economics teacher, Toms Brook and Edinburg, Va.
Rebecca Todd Beery—Home economics teacher, Wytheville, Va.
Rebecca Bennett—Teacher of home economics and history, Vienna, Md.
Rowena Brill—Home economics teacher, Campbell County.
Edna Brooks—Teacher of home economics and science, Chuckatuck, Va.
Elizabeth Brown—Assistant to dietitian, State Industrial Farm, Goochland, Va.
Kathleen Collins—Teacher of home economics and science, Climax, Va.
Lena Early—Home demonstration agent, Sparta, N. C.
Virginia Earman—Teacher of home economics, Campbell County.
Elizabeth Embrey—Teacher of home economics, Augusta County.
Lillian Flippo—Teacher of home economics, Madison, Va.
Margaret Fry—Teacher of home economics, Vinton, Va.
Emma Henry—Teacher of home economics and English, Whitmell, Va.
Virginia Hickerson—Teacher of home economics, Thomas, W. Va.
Evelyn Hubble—Teacher of home economics, Atlee and Ashland, Va.
Ocie Huffmond—Teacher of home economics and science, Spring Garden, Va.
Marion MacKenzie—Student dietitian,
Johns Hopkins Hospital, Baltimore, Md.
Laura Mosher—Teacher of home economics, Oakland, Maine.
Judith Nelson—Rural school teacher, Shenandoah County.
Margaret Porter—Student dietitian, Medical College of Virginia.
Frances Reynolds—Teacher of home economics, Axton, Va.
Virginia Ruby—Teacher of home economics and science, Herndon, W. Va.
Frances Sites—Assistant to dietitian, University of Virginia Commons.
Louise Stickley—Teacher of home economics, Mt. Jackson and New Market, Va.
Elizabeth Sugden—Teacher of home economics, Achilles, Va.
Margaret Tate—Teacher of home economics, Brookneal, Va.
Margaret Thompson—Assistant to Dietitian, Rockingham Memorial Hospital, Harrisonburg, Va.
Alice Webb—Student dietitian, Walter Reed Hospital, Washington, D. C.
Imogene Whittington—Teacher of home economics, Campbell County.

AUGUST GRADUATES
Masil Falls—Teacher of home economics, Hampton, Va.
Ina Glick—Teacher of home economics, Appalachia, Va.

MARRIAGES
Elizabeth Carson, '34, of Lynchburg, and William C. Harnsberger, of Luray, were married in Washington on October 6. Mr. and Mrs. Harnsberger are living in Luray, where Mr. Harnsberger is associated with the Page Milling Company.
On September 1, June Gulliford, '34, was married to Robert Smith Crabtree in Pulaski. Mr. Crabtree is with the Pulaski Engineering Works.
On August 7 in Washington, Marie Burnett, of Leesville, Va., was married to Allen Wayne Hawker, of Fayette City, Pa. Mrs. Hawker has taught at Evington since her graduation from H. T. C. in 1931.
Mr. Hawker holds a government position. They are now living at 101 Connellsville Street, Fayette City, Pa.
On June 9 Nancy Harriett Sublett, '30, of Harrisonburg, was married to Charles Alexander Nelson of Staunton and Harrisonburg in Emmanuel Episcopal church at Harrisonburg. Mrs. Nelson has been a teacher in the Harrisonburg public schools.
Mary Helen Kitchen was married to James Lewis Thomas on September 6, in Roanoke. Mrs. Thomas has been a teacher in the Roanoke schools since completing the professional course in 1933.
On August 16 Ruby Trussell, '28, of Paeonian Springs was married to Harry Jenkins of Hamilton in Frederick, Md. Mrs. Jenkins has been teaching in the grades in Hamilton for several years. Mr. and Mrs. Jenkins will live in Hamilton.

OUR CONTRIBUTORS
JOSEPH H. SAUNDERS is superintendent of the Newport News Public Schools and a member of the State Board of Education. In the affairs of the National Education Association Superintendent Saunders has long taken an active leadership.
MURRAY F. EDWARDS is associate professor of German in the Virginia Military Institute at Lexington. At one time he was an exchange teacher to Prussia under the auspices of the Carnegie Foundation for the Advancement of Teaching.
NATHANIEL B. TUCKER is assistant professor of chemistry in the Virginia Military Institute. The paper by Professors Edwards and Tucker was read before the Section of Psychology and Education of the Virginia Academy of Science at its twelfth annual meeting held at the State Teachers College at Harrisonburg on May 4, 1934.
LUCIA AMES MEAD is a well-known lecturer and author on international affairs who has participated in many European conferences and congresses before and since the World War. Mrs. Mead's home is in Brookline, Massachusetts.
ELIZABETH IRWIN is director of the Little Red Schoolhouse, one of New York City's most lively and challenging progressive schools.
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