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THE VIRGINIA TEACHER

January, 1935

THE CASE FOR REGIONALISM
IN DEFENSE OF KINDERGARTENS
THE ALTERNATIVE TO REVOLUTION
TABLE MANNERS IN THE CAFETERIA
THE FABLE OF THE INTEGRATED ZOO
PUBLIC CO-OPERATION AND THE MERIT SYSTEM

NEWS OF THE COLLEGE
BOOK REVIEWS

Published at the
STATE TEACHERS COLLEGE
of HARRISONBURG, VA.

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Fifty years of meeting and of anticipating the text-book requirements of teachers in elementary and secondary schools, colleges, and universities.

Our Anniversary
1885-1935

Boston New York Chicago Atlanta San Francisco Dallas London
EDUCATIONAL leaders often talk of \textit{what} to teach and \textit{how} to teach it. It is strange that they rarely consider \textit{whom} they are teaching and \textit{where}. Apparently they assume that they can discover some perfect and all-American type of education which can be administered everywhere in the United States, regardless of whether the environment is urban or rural, Southern, Northern, or Western. There is a growing inclination to neglect the cultural variations that are indigenous to America, and to accept as universally proper the cultural patterns that are peculiar to metropolitan areas, especially to the metropolitan East.

This tendency is at cross-purposes with the view, now growing in favor in many quarters, that the American nation is not to be defined apart from the American regions of the East, Middle West, South, Southwest, and Far West, which constitute, within the national culture, a group of separate regional cultures.

The theory of regionalism holds that the strength and richness of the national culture depends in large measure upon a high degree of regional autonomy in cultural matters, if not in political. No one wishes to reawaken sectional quarrels. At the same time, the historic peculiarities of the various regions deserves to be understood and conserved.

Regionalism, however, has been all but ignored in modern educational theory and practice. In the English curricula of colleges and universities, this is illustrated in the handling of freshman composition courses. In many institutions, these are being transformed into informal orientation courses. The freshman is taught to write through the presentation of lively contemporary material which will help him to get his bearings in the modern world. Instead of the old-fashioned prose models chosen from the great worthies of English and American literature, the freshman is now provided with a book of models selected from current magazines and best-selling books, intended to present the opinions and attitudes of contemporary America.

An examination of such books reveals that they orient the freshman in only one direction; they turn his face obediently toward New York City. Of the life and thought of the South and West, the books rarely give a hint. The freshman from the mountains, the plantations, the prairies will meet in them none of his own people, but only Stuart Chase, Henry Pratt Fairchild, Lewis Mumford, Walter Lippmann—only the professional exhorters and skyscraper prophets of the one American city that takes the least trouble to understand regional America. The proportion of Eastern contributions in these texts is startlingly high; one brand-new text contains 28 Eastern and only three non-Eastern contributors. But more important than any figures is the principle of exclusiveness that governs the selection of material, regardless of the authorship; and the failure of the editors to realize that such material may as quickly detach the student and set him adrift as "orient" him. If freshman texts are to be real orientation texts, they should include other points of view than the metropolitan.

I can visualize two kinds of texts that would be a real improvement over the current pattern of prose selections. One, a general text, would simply attempt to bal-
ance metropolitan views by the addition of selections chosen to illustrate types of regional culture and points of view. The other text, which would be entirely regional and would supplement rather than replace a more general book, would be intended for the students of a certain region only. It could draw from writers old and new that represent the regional traditions; but if an entirely contemporary text should be desired, nowhere in the United States would there be a paucity of material.

Since the personnel of departments of English now includes, more than ever before, creative writers and critics as well as scholars, there is a tendency for English departments to become the nucleus of literary groups who publish magazines and books and thus become the spokesmen of a definite region. Behind such expressions of the regional trend in English departments lies the more general tendency of colleges and universities to adapt themselves anew to their regional environment. Their sociologists, economists, historians, scientists, and engineers are being called on to play an active part in the community to which they belong. The colleges are becoming true cultural centers, regional but not narrow and parochial, that occupy a healthy relation to their adjacent region and see in it their laboratory, their audience, their judge.

No more ought they to be, as they sometimes have been, “missionary” institutions engaged in the transmission of a distant, external culture to a servile hinterland. We have had enough of such one-way traffic in ideas; we need a two-way system, by which ideas not only come in from afar but go out afar. That is the regional conception of a good American system of education.

DONALD DAVIDSON

If you intend to go to work, there is no better place than right where you are; if you do not intend to go to work, you cannot get along anywhere.—ABRAHAM LINCOLN.

CALIFORNIA’S DEFENSE OF KINDERGARTENS

Under the leadership of Dr. Elmer H. Staffelbach, director of research of the California Teachers Association, a presentation of the case for kindergarten education in that state has just been published in the January issue of the association's official publication, The Sierra Educational News.

THE kindergarten movement had its real beginning in the United States in Boston, in the work of Miss Elizabeth Peabody—who was the sister-in-law of both Nathaniel Hawthorne and Horace Mann—in 1860; was introduced into California in 1876 but not recognized as a part of the program of public education until 1893; grew rapidly in California after 1913 (1900-129 public kindergartens, 4410 pupils; 1910—208 kindergartens, 6515 pupils; 1931—1894 kindergartens, 78,573 pupils); has there depended on local elementary school district taxes for its support, receiving no money from either state or county; cost during 1930-31 a total of $4,642,663 in California, or $108 per pupil in average daily attendance.

Just at present the California kindergarten seems in greater danger than either the elementary school or the high school. It has already been abolished in many California communities. In other communities its activities have been curtailed. A change in the state law raising the minimum age limit of kindergarten children from 4½ to 5 years has reduced attendance by thousands. The fact that kindergartens are entirely dependent upon local district support, without either state or county financial aid, leaves this part of the public program of education in an exposed position.

The chief source of danger to kindergarten education, however, lies in the fact that its vital importance in our great program of producing citizens is not generally recognized or appreciated. The present need is to clear up doubts and mistaken ideas about kindergarten education in the public mind.
The kindergarten is not merely a nice, convenient place to send children of preschool age, where they will be out of their parents’ way.

The kindergarten is not a “fad” founded on sentimental foolishness.

The kindergarten is not a place where children are allowed to do as they please, to become “spoiled,” and to develop habits of willfulness and idleness.

On the contrary, kindergarten education is based upon the soundest psychological and pedagogical principles. Modern scientific child study has completely justified the kindergarten in its work with children before the 6-year age level.

The kindergarten is a vitally important part of our program of public education. The success of the school with a child above the 6-year age level depends to a very large degree upon the environmental and social experiences of that child before he was 6 years old.

The qualities which make for human happiness and for social welfare—good character, wholesome personality, and the ability to live with other human beings comfortably and safely—have their beginnings in the early years of the child’s life. The kindergarten is a place where these qualities are safeguarded and nurtured. The years are long from early childhood to adulthood; yet the fact is accepted by psychologists and psychiatrists that the kindergarten of the present day plays an important part in reducing the number of future inmates in our prisons, almshouses and insane asylums.

The only case that can be stated against the kindergarten is a financial one. It costs the people of California annually about $4,000,000 to provide kindergarten education for approximately 55% of the children between the ages of 5 and 6 years. The movement for further curtailment is in the wrong direction. Our present kindergarten program should be looked upon as a beginning. It is socially imperative that this program be expanded.

The age of kindergarten children should be 4 to 6 years, instead of from 5 to 6 years as is now the case under the revised law. State aid for kindergartens, at least equal to that rendered elementary schools, ought to be provided. Through this state aid, kindergarten opportunities should be made available to most of the thousands of children now denied such opportunities. Along with this expansion of the kindergarten, the nursery school should be recognized as a public responsibility. Its activities need to be extended, and its influence widened.

The problem of producing citizens for a better future is the most serious business of society. Scientific discoveries in the fields of chemistry and physics are not only immediately accepted, but seized upon in the form of inventions to complicate further our material surrounding, while important scientific discoveries in the fields of psychology and human nature remain neglected. Thus we jeopardize our present safety and multiply our future social woes.

It is a matter of clearest wisdom for society to extend its educational influence into the infancy of its citizens.

Of the numerous statements justifying kindergarten education, two are included in this summary of the California defense, both reprinted from the Sierra Educational News. Writing on the “Essential Value of the Kindergarten,” Evelyn Chasteen, president of the California Kindergarten Primary Association, says:

The aims of kindergarten education are:

1) to ingrain in the nervous system of the child certain habits of right action which will be for the good of the group; (2) to develop certain appreciations which will lead children to respond to the best things in life; (3) to cultivate in children the habit of learning to think for themselves, to judge, and to evaluate; (4) to give children those skills and that knowledge which will make it possible for them to make the next step in their education in such a way as to
enable them to contribute to, and participate in, the group life.

The kindergarten teacher makes a study of the natural interests of children. She evaluates them in the light of their basic needs, and prepares an environment rich in the best materials which stimulates creative expression and purposeful living by carefully balancing child initiative and teacher guidance.

In the progressive school there is a strong emphasis upon the objective of character and upon the developmental procedures which will achieve it. In this the kindergarten offers significant help. The kindergarten teacher knows the value and influence of example—her own and that of the other children—the wise use of approval and disapproval in the setting or breaking of habits. She knows how to allow freedom without license, and how to provide opportunities to solve behavior problems through group discussion and further experimentation.

When the average child comes to the kindergarten, the most significant element in his new environment is the social element. He usually comes from a home where he has had as his associates only adults, or a few older or younger child companions. He now must adjust himself to a larger group of children of his own age. With these he is thrown into constant association. He must learn to co-operate, and he must learn to lead or follow. He is in an environment where he must learn his first lessons of civic and social obligations and opportunities. If he has been petted and humored at home, as is too often the case, he must now learn courtesy and consideration. If he has been subjected and bullied by older associates at home, he may now find a chance for initiative, sympathy, and equality.

In order that the transition from home to the school life may not be too serious a physical readjustment, the kindergarten has recognized the importance of a great deal of free activity and play for the child when he first comes into the school. Beyond this need of activity as an hygienic necessity, the kindergarten recognizes the need of, and provides in a systematic way for, developmental physical education. It is recognized that during this period the child should receive a systematic muscular training as well as hygienic exercises.

In case the child has had no pre-school physical check-up, the kindergarten teacher studies the child as he works and plays, to discover any possible handicap that might cause future trouble, or interruption of the more formal steps in education. With the aid of the school nurse and of the health department, many children are thus saved from lives of impaired health and interrupted school careers. Through the kindergarten parents are aided greatly in understanding their children's needs.

Through the rhythmic plays and games a finer muscular co-ordination is set up. This co-ordination has a close tie-up with writing and other finer muscular skills. The child who skips with rhythmic ease learns to write more easily than the child who has little or no muscular control.

The kindergarten teacher is trained to recognize and provide for the child's natural curiosity and the variety of his natural interests and needs. It is important that the young children have purposes, ideas, and activities around which to think and plan. It is important that they develop good social habits, habits of sharing play things, and habits of sharing turns in "having your own way." The play activities provided by the kindergarten offer natural situations in which to develop these habits.

It has been found that when children go from a good kindergarten to the first grade of a progressive school their records show that they have made a beginning in acquiring such habits as waiting one's turn, respecting the property of others as shown by not appropriating or demolishing it, sharing
toys, play materials, and personal possessions with other children, taking part in cooperative undertakings, obeying the rules of the group, and other habits varying with the individual differences of the group. The children's wholesome participation in these experiences, invariably comes when his physical condition is perfect with no lurking defects to retard his mental and physical spontaneity.

In our progressive schools the kindergarten child carries these constructive habits and appreciations with him to a sympathetic teacher of a first grade, who recognizes and appreciates his talents and limitations and is ready to help him take the next step in abundant living.

Helen Hand Zillgitt, president of the Los Angeles Kindergarten Club, writes of "Kindergarten as a Basis for Social Security:"

Our nation was founded in true freedom with steadfastness to principle and with reliance upon moral courage.

We, the people of the United States, are destined for a high purpose, and can feel no security unless living in accordance with and in fidelity to the high ideals upon which our nation was established. At this present time, it will take the courage of our forefathers to recognize and put into practice the accepted moral living standards.

The school and the home have a great opportunity and a great obligation to fulfill in developing in individuals a responsibility toward one another and toward the society in which we live.

What we want as a nation we must build into the behavior and attitudes of individuals in early childhood, for the way is long and citizens are made, not born.

Wars, international disagreements, and national and state governmental problems, and our personal arguments with neighbors, are not started because we do not know how to read and write, but rather because we have not learned how to get along with our fellow man.

The importance of these early years in establishing attitudes and habits which persist throughout life cannot be over-emphasized.

At this most impressionable period, kindergarten offers to the little child about to embark upon his career of becoming an American citizen, a safe and wholesome environment essential to his normal development.

The machine age has forced thousands of families with their children, out of the country, away from the green fields and growing things into crowded city areas—into a cramped and mechanized existence.

David Starr Jordan once said, "This is not a good world for babies to be born in." While the world has changed, babies are still born with the same basic needs of air, sunshine, green and growing things, and large spaces.

While families are becoming smaller there remains still a fundamental need for growing children to have competition with others very near their own age—to share play-life with other young creatures.

Kindergarten teaches children the fine art of living together happily. The social order of this day is a closely integrated one, and for little children to be satisfactory members of society, they must know how to live constructively with others. Kindergarten provides for rich and poor alike—opportunity for contacts and for developing a sense of social responsibility. Here, in a little democracy of their own creation where problems arise naturally, they learn through first-hand experience this difficult art of social adjustment.

The newcomer to kindergarten thinks largely in terms of self. Regardless of the large number of enraptured listeners, he says, "The bird is singing to me." "The sunshine likes me." "This pansy came out just for me." The beginning child is almost
entirely individualistic. He says, “I want it.” “No! Let me do it.” “It’s mine.” Gradually he reaches the point where he says: “Let Jimmie do it—he makes good ones.” He learns to subordinate his own wishes for the good of the group and in a considerable measure to work harmoniously at whatever is undertaken by the group. A little girl said of a habit: “It’s something you get to doing and can’t quit.” This truth is recognized by the kindergarten teacher who sees to it that good habits are built.

In one Los Angeles kindergarten, the other day, a little boy set out to paint a large piece of furniture he had built out of discarded apple boxes. He went to the cupboard to get newspapers to spread before painting. Much to his delight he discovered a “funny” paper tucked in with the rest. With evident pleasure he settled himself to enjoy it—started its perusal—paused, and then resolutely folded it up and tucked it away. “But I have work to do,” he said. This habit of stick-to-it-iveness being developed at this time will serve him well in years to follow.

We used to have educational values all mixed up with sizes. We gave the best teachers to the biggest children, but now that we realize how lasting are the results of what a child gets before he is 6 years of age, we give to the kindergarten the advantage of the highly trained expert. She can discover the over-shadowed child whose dominant parents have forced him to resort to resistance until it has become habitual. She is also familiar with the case of the over-protected child, and is an expert at handling the “poor sport” and the “spoiled child.”

In kindergarten a child is helped in building ideals. Here he develops friendly attitudes toward his work—those about him and the world in general. Knowledge and information acquired which is appropriate at this age, is chiefly of value in interpreting and in clarifying to him the social order about him and his place in it.

In one kindergarten, in a most unsavory district, the children came to school with the concept, “Da policeman’s da guy what hits you over da head.” Through a series of planned experiences with traffic policemen, the police station and one particular school policeman, this attitude was changed, and the officers of the law became “the men who help you safely across the street,” “who take care of children who are lost and find their mothers for them; who ‘stop runaway horses’; and keep our homes safe.”

Growth in the mind of the individual of his sense of social responsibility and interdependence is like a great tree. The roots, the vital part, are made firm in kindergarten. Here, through first-hand experience, in a little democracy on his own level where follower-ship as well as leadership is taught, where good habits and fine attitudes are built, and where he progresses in ability to co-operate with others; to adjust to the right of others; to take responsibility; to let others take responsibility; to become a part of various kinds of groups; to be self-directed in disorganized groups; and to face facts squarely and deal with them adequately—he has practice in these abilities which insure social security.

Our national security rests on our ability to progress safely. We are reminded of a statement of Phillips Brooks:

“The future of the race goes forward on the feet of little children.”

We are just completing three of the most disastrous years in educational history. For the first time, a depression has brought serious harm to the schools and has resulted in restriction and even denial of educational opportunity to millions of children.—JOHN K. NORTON, Professor of Education, Teachers College, Columbia University.
TABLE MANNERS IN THE CAFETERIA

LAST spring we realized that, in spite of talks in the different classrooms on table manners and the right kinds of food for lunch, we were getting nowhere. A conference of the teachers was called. Thinking that the drab, untidy appearance of the two cafeteria rooms was probably the chief cause of the poor table manners, we decided first, to correct the appearance of the rooms; second, to give in the classrooms an intensive study of proper eating; and third, to carry over this information into the cafeteria.

The girls had been eating in one cafeteria room and the boys in the other, the children adapting themselves as best they could to the tables. We first lowered about half of the tables and benches to suitable heights for the smaller children. These were grouped in one room. The tables were painted a bright apple green and covered with a bright orange-colored oil-cloth, and the benches were varnished. The walls and ceiling were whitewashed; the wood work in the room was painted the same bright green as the tables. A green imitation of wainscoting was painted around the room. Curtains of orange oilcloth were notched for the windows.

In the meantime, in many of the primary grades doll tables and doll dishes were brought to school; and the children were taught how to set the table correctly, how to handle knives and forks, how to sit at the table, and how to pass dishes. Two children were allowed to sit at the table at one time while the rest discussed what was being done. Then another two were asked to take their places and in turn were criticized until all had had actual lessons in table manners. All this time the duties of the host and hostess were stressed. In the upper grades the same facts were taught through reading, through talks by teachers and children, and through pictures. Days were spent in making out well-balanced lunch menus.

With the exception of the painting all the work was done by the children. A committee was formed and with the principal went over the cafeteria rooms to decide what was to be done. They measured for the oilcloth, went to the different stores to see where it could be bought the cheapest, and when bought, they cut it into proper lengths for the tables, tacked it on the tables, and cut the correct lengths for the curtains and put them up. As we used about thirty-seven yards of this material, much arithmetic was involved. The children showed happiness and interest over the improved appearance of the tables.

The next problem was to carry over what had been learned in the rooms to the cafeteria. Each room selected a child to serve as a host or hostess for his room. These met with the principal to discuss plans and, as these had been talked about in the rooms, the children were ready to act. The children finally decided that the following points were to be observed:

- to wash hands before eating
- to enter the cafeteria in a quiet manner
- to remove all food from bags or boxes and arrange neatly on napkins spread before them.
- to wait for the host or hostess to give signal to begin eating
- to talk in low tones
- to break large sandwiches in half
- to pass all waste paper along the side of the table (not across it) to the host or hostess who was to put it in the waste receptacle
- to remain at the table until the whistle blew
- to leave no crumbs on the table.

Plain white paper napkins were bought by the thousand, cut in half on the paper cutter, for only a half napkin is given to each child. Large numbers of these are placed
in each room where, just before lunch, all who are going to remain for lunch receive one from the host or hostess who has charge of everything pertaining to the cafeteria. These napkins are placed on the table with the edge parallel to the edge of the table; the food is removed from the bags and placed on the napkins.

At first we were doubtful about this plan for fear some child would be embarrassed. Later we found it to be the best thing we did. For the first week or two the teacher in charge and the principal quietly observed the kind, the amount, and the appearance of the lunches, but said nothing. Later those who had poorly balanced menus were privately spoken to and told what to bring. One pale boy was seen to have five different cakes for lunch one day and nothing else. This was corrected. Nothing was ever said to any one child about the appearance of his lunch but in a few months a great change was noted both in the kinds of food and the neatness of the preparation. The cashier reserved the right to correct the selection of food of children who bought their lunches. A limited amount of candy cannot be bought until the regular lunch is eaten.

As many of the children ate too rapidly in order to get out to play, it was decided that no one was to rise from the table until about half of the children had finished —when a whistle was blown. This, in a way, corrected the bad habit. The whistle meant that they could leave but were not compelled to; many of the children remained quietly eating and chatting. We found that the children had better times with the rooms eating as a unit, instead of the boys as one unit and the girls as another. Besides, it was much easier to keep order.

The host and hostess meet with the principal once a month to discuss affairs and take back to the rooms any suggestions offered at this time. Some rooms change the host or hostess frequently and some keep the same ones for a long time. When the teacher wishes to know what is going on, or when the host or hostess suggests that she is needed, the teacher eats with the children but volunteers no adverse criticism. One day when a teacher was eating with her group, there came in a boy who did not customarily eat at school. When the whistle blew he started to leave. The hostess, a very small girl, said, "You cannot leave until you say, 'Excuse me.'" He immediately replied, "I won't say it." "Then you will have to stay until you do say it," said the hostess. After a fairly long time the boy meekly said, "Excuse me, Peggy." All this time the teacher ate quietly on, wondering about the outcome.

The whole atmosphere of the cafeteria has changed since the responsibility has been placed upon the children. The period is now a pleasant one due to the grouping of children who have the same interests. The conversation is easy and spirited: the hostess is one of them and they do not have the feeling that an older person is checking on them. One host's deep voice often booms out: "Keep quiet, can't you? Ain't you got no table manners?"

VADA WHITESEL.

THE ALTERNATIVE TO REVOLUTION

In one of the most vivid episodes of the Old Testament, the prophet Elijah is surrounded by a people divided in loyalty between the worship of Baal, one of the numerous gods of the idolatrous Israelites, and the worship of the Lord who was, to Elijah, the true God. Like the followers of Baal, before Elijah forced the issue, we, before the depression sobered us, were content to drift. We were so busy clipping coupons we refused to consider basic issues of national policy. Why bother about the conflicting claims of the Lord and Baal as
long as the market was bullish? Maybe a few million Americans were left in the outer darkness that ringed the charmed circle of the prosperous. What of it! The poor we would always have with us! Things, by and large, were going good. Judged by the indices of the economists, we had entered a New Era from which the traditional ebbs and flows of enterprise had been outlawed. Down with the Cassandras! Up with the Pollyannas! We tolerated but did not take seriously these Socratic skeptics who insisted upon asking where the nation was headed.

**Story Different Now**

It is a different story now. The house of cards fell about our ears in 1929. A new mood begins to fall over the American mind. The myriad millions begin to lose faith in facile panaceas that put plasters on this and that effect while basic causes of the disease are left untouched. Here and there erstwhile blind leaders begin to realize that decisions more basic than any yet faced must be made. There are, of course, Americans who still see in the situation no more than a chance to rehabilitate outworn economic dogmas and restore to power obsolete political leaderships. But, despite the instances of retarded intelligence still manifest in some business and political circles, events are rapidly educating us to the necessity of a bold clarity of decision on a few basic policies.

Despite the rapidity with which events are educating us, we have still to prove that we are equal to the challenge of these decisions. We are still halting between two opinions. We have yet to get either the Lord or Baal a clear vote. We are still suffering from that disintegration of will Guglielmo Ferrero so brilliantly diagnosed in his Words to the Deaf about a decade ago.

"There have been epochs more uncouth, poorer, and more ignorant than our own," he wrote, "but they knew what they wanted."

"What do we want?" he asked, and then went on to say, "That is the essential question. Every man and every epoch should keep this question constantly before them, just as a lamp is kept burning day and night in dark places."

**Beginning of Statesmanship**

Ferrero is right. This is the essential question. To know what we want is the beginning of statesmanship. Do we know what we want? Here in America? Now? Do we know what we want government to be and do in relation to the whole mechanism of American life and enterprise over which, at its moment of highest potential power, the chill and shadow of a vast futility fell? Do we know what we want from statesmanship? Is it sheltered security or a chance to adventure in a fair field? Do we know what kind of political order we want? Do we know what kind of social order we want? Do we know what kind of economic order we want? Ferrero thinks not.

"On the contrary," he says, "our will is in a state of complete confusion. Sometimes it is split in twain, at once desirous of benefits that are mutually exclusive. Sometimes it entirely strays away from reason and reality, lured on by a mirage. This disorder of the will is the disease from which our age is dying."

Again, Ferrero is right. We cannot make the decisions demanded of us at this historic juncture in American affairs unless we conquer this paralyzing indecision of will.

What are these decisions events are demanding of us? Without wasting words in introduction, I want, in the manner of the ancient Elijah and the modern Ferrero, to put to you four major alternatives which, to me, are alternatives between Reality and Illusion, alternatives in which the survival and the significance of American life and enterprise are alike involved.

(1) Are we to strengthen democracy or surrender to dictatorship?
(2) Are we to pursue our enterprise in freedom or under regimentation?
(3) Are we to establish control of this age of plenty or execute a return to an age of scarcity?
(4) Are we to walk the ways of a realistic internationalism or go in for the economic monasticism of the nationalists?

The nation's schools owe their students and the adult public something more than a neutral listing of these dilemmas of your time. Schools must set lamps burning in those dark places where social decisions falter for want of light. The nation has the right to expect from its educators candor of judgment upon even the most controversial issues.

Democracy vs. Dictatorship

I turn to the issue of democracy versus dictatorship. Dramatic secessions from democracy have everywhere marked the post-war politics of the world. Even those democracies that have not gone bankrupt and made formal assignment of their political liberties to some de jure or de facto dictatorship have had to reckon with a growing skepticism of the democratic dogma. The issue is joined. We must decide whether we are to strengthen democracy or surrender to dictatorship.

The destiny of democracy on this continent will depend entirely upon our success or failure in solving the economic problem. If we can now move with reasonable rapidity towards a soundly based and widely distributed economic wellbeing, essential democracy is not likely to be seriously challenged during the generation. But whether we are to succeed or fail in solving the economic problem is still on the lap of the gods. For all our brave whistling in the dark, we are still far from out of the woods.

Democracy is not invested with any inevitable immortality. Towards the end of his life, the late Lord Bryce ventured the judgment that there were few countries in which freedom seemed safe for the century ahead. "When the spiritual oxygen which has kept alive the attachment to liberty and self-government in the minds of the people becomes exhausted," he wrote, "will not the flame burn low and flicker out?" This is a question we may well ask ourselves as we attempt to assess the American outlook.

I shall not conceal my conviction that, despite its manifest weaknesses, democracy is, in the long run, both safer than and superior to dictatorship, despite the swift efficiencies some dictators may seem to bring to a phase of emergency.

Democracy Broadens Judgment

The cardinal strength of democracy is that it broadens the base of judgment upon which policy is built. All of us, with varying degrees of effect, can chip in on the discussion that determines policy. The cardinal weakness of dictatorship is that it narrows the base of judgment upon which policy is built. Policy is determined solely by the dictator and his particular brand of expert adviser.

The greater the complexities of an age the broader we should make the base of judgment upon which its policies are built. The complexities of our age are limitless. The capacities of its leaders are limited. Less than at any time in human history can we afford to put all our eggs in one basket. Less than at any time in human history can we afford to bully into silence the voice of corrective criticism, intimidate minority opinion, and give unquestioned right-of-way to the green dogmatisms of politics and economics that sprout so lavishly from the improvisings of crisis-driven statesmen. And yet this is today happening the world around wherever the minds of men have been seduced by the dramatic promises of dictatorship.

Dictatorship is founded upon fear and faith. Democracy rests upon leadership and popular understanding. Democracy is singularly important in an hour of crisis if
leadership is derelict and popular understanding darkened, but its basic concept is sounder than the concept of dictatorship.

—Glenn Frank.

PUBLIC CO-OPERATION AND THE MERIT SYSTEM

WHY for more than fifty years has a merit system of examinations for public employees been struggling for recognition? And why have only three out of forty-eight states made it the cornerstone of government by putting it into their constitutions where fickle legislatures cannot tamper with it?

The politicians, of course, have always found fault with examinations, for as far as the law has any teeth in it, it obstructs their spoils system. Under this system, no person need think of applying for any position unless he has good political backing, and (though no appointing officer will admit it) the place often goes to the man who has the strongest pull.

Until the depression came and the taxpayer's pocket nerve was hard hit, politicians continued in power because they gave jobs and favors with a lavish hand. They used the public money to pay these pet job holders, and defied the law which says all positions (except a very few that are policy forming) must be filled by competitive examinations. Thus the merit system is strangled between an apathetic or skeptical public and a group of greedy politicians.

Repeal Group Organized

Growing bolder during this public indifference and ignorance, the politicians have now started a national Civil Service Repeal Association. Here is what they say:

"This association affords the avenue for a return to the old order of individual merit, in the making of appointments...Civil Service Commissions are costly and increase the cost of government. Such commissions should be abolished because they do not offer to the logical (sic!) candidate the means of appointment to the position he desires and which, it is known, he can fill efficiently.

"Civil Service prevents executives in public offices from appointing persons to deputyships who have helped (sic!) the political party in power.

"Civil Service examinations are costly and do not bring harmony (sic!) to any form of government, in addition to the high cost. Instead, it brings discord and unrest by failing to give to those persons qualified a position in some department of governmental activity.

"The Civil Service Repeal Association has been formed and will conduct a vigorous campaign for legal repeal (under initiative and referendum laws) of Civil Service laws throughout the country, starting in the state in which the association has its headquarters—Ohio."

What has brought this repeal association about? The leaders of the Democratic, Republican, and Socialist parties are each at the head of a lot of office seekers, no better than a pack of wolves. Many of these wolves are in sheep's clothing, having even fooled themselves into believing they were sheep, and some of them would not be such bad sheep if and only if they had something to eat. How can they help being hungry after starving in this depression?

Blames Early Training

But who let them grow up believing that the "public office" trough was their trough and to the victor belong the spoils? The answer is plain—a public school system which gives a one-year anemic course in civics and has failed to develop an alert public sentiment against attacks on the merit system. These civics courses give the student but a limited grasp of the mechanism and framework of government, perhaps a casual mention of the Civil Service.
law, but no real enthusiasm for this law as the backbone of honest government. Why are these potential voters not told how the laws are twisted and turned to suit the tricks of scheming politicians? Why are they not told that the flouting of the merit system has made the spoils of office the main goal of elections at the expense of party principles?

Governor Lehman held the fort against bills to exempt employees from examinations. Judge Samuel Seabury has explicitly said “Laws cannot cure this evil and there is no panacea but public education.” This is a terrible indictment of our public schools. Was there any uproar in the public schools and colleges or in the great public that was trained in these schools when Senators Nunan and Kleinfeld in the New York Legislature stabbed the merit system, and brought in bills exempting from examination the liquor control officers? Not a ripple. Yet Franklin, Washington, Adams, Jefferson and many others expressly planned a new kind of public school education that should have raised such an uproar. They foresaw that this new democracy must have this perfectly new kind of public school.

Although the Fathers explicitly put citizenship first, the teachers forthwith started off on the wrong foot and have been unable to change step since. They fell into the old rut of European standards, syntax, cube root, and other frills, and the political bosses have had their own way. The founders planned that we should be wise to the tricks of politicians and be posted on current events, as Jefferson said: “To know what is going on, and to make, each, his part go on right.”

Is there any mystery about the technique to be used by the schools in fitting future voters to do their part when they come to vote? Since Catherine Beecher and Bronson Alcott more than 100 years ago had some form of student government and merit examinations, throwing responsibility on young folk as fast as their shoulders proved equal to it, substituting for teacher’s favorites or teacher’s pets tried and true student officers, these great principles of character development needed in a democracy though undisputed, have been more honored in the breach than in the observance. As former Superintendent William McAndrew says:

“Now, more than a century and a half after the promulgation of the principles of democracy, they have not got into the schoolmaster’s blood. He is still fussing with pretty things, good enough in their way, such as the gentlemen and scholars of the days of Queen Anne used to put their tune to.”

Student co-operation and practice in the merit system have no place under an old-fashioned martinet whose old-fashioned discipline crushes the individual. When European countries are taken as the model for both courses of study and discipline, we continue at cross purposes with the plans of the founders, and the inevitable follows, an indifferent and ignorant electorate.

Under some form of pupil co-operation the student should learn to elect their leaders and give merit-system examinations to their administrative officers. As Walter Millard and the National Municipal League lay it down, administrative officers should not be elected but should be chosen on a merit examination basis, and of course this should begin in the schools.

Forty years or more ago Dr. William McAndrew required a large high school class in civics to report daily on current events appearing in the press. This precisely fulfilled Jefferson’s requirement to know what is going on, especially in local politics. A program of pupil co-operation is only half-hearted when this newspaper reading is omitted. Under the direction of an alert teacher, after several years’ study of current events, the pupils get a definite
idea of what is going on in city, state and nation, with a fine ambition to clean up the political mess.

Before there was a merit system of examinations any decrepit old man, if he voted the straight ticket, might get a place as garbage collector, and if his heart or lungs gave way or he happened to lack an arm or a leg, he might still be a garbage collector, for he could be trusted to vote according to orders.

What has an officeholder's politics to do with his work? There is no Republican way of cleaning streets; no Democratic way of putting out a fire. There is only one best way, and that is to give the job to the man who has proved he can do it.

It is quite true that the public often distrusts examinations, and why not if, as the late Judge Ordway said, the commissioners are appointed and removed by the Governor or Mayor, and the commissioners' duty is to enforce the law against the very Governor or Mayor who appointed them? Judge Ordway believed that some day even the commissioners themselves must be subject to competitive examinations.

To meet this general distrust or apathy about examinations to determine merit I must as a former Civil Service Commissioner testify that the questions asked bear directly on the work to be done and really test the qualities needed for the place to be filled. The Public Works, Health, Police and all other departments are consulted to make sure of this. The applicant's character also is carefully checked up and all his former employers closely questioned. "Why did he leave? Do you want him back?" so that we know whether he is a man we can trust. Where necessary, practical tests are added to the written examinations. A highway engineer, after giving proof of technical knowledge, must build a section of a street under the supervision of expert engineers.

So also in promotion examinations for those already in the service, a service rating or efficiency record is marked by an employee's immediate superior, and in his final rating this indicates his personal qualities which may not appear on the examination paper. Thus a nimble-witted "pen-and-ink" man who stands high on the mere answering of questions may find his rating much lowered because he lacks the essential personal qualities, co-operation, initiative, etc. If the public understood this, it would do much to inspire confidence.

When New York City took on the big job of building the Catskill Aqueduct (an engineering feat in the class of the Panama Canal), the cost ran into many millions, and hundreds of engineers and rod men had to be employed; too vital a job for political favorites. Examinations to determine merit were so carefully planned and well carried out that one of the ablest engineers in the country said his firm would not have known how to get as fine a set of men by the usual methods of selection.

Many times have I addressed clubs and groups on the merit system, and when I ask: "Are there any question?" up go several hands and one man says: "I came out top of the list, the commissioner called me up for a talk and that's the last I heard of it till I learned that the third on the list got the job. I was baffled. How could I believe the merit system was on the level?"

To restore confidence in the face of these hard facts I give you Mayor Gaynor's rule. It had become a custom for a department head to select any one of the three highest on the list, but the top man was so often passed over because, because, because!!! that Mayor Gaynor required every one of his twenty-three department heads to write him a letter telling why he passed over No. 1 on the list. During his entire four-year term of office he received not more than a dozen such letters.

All that part of the American government service which is outside of the merit...
system may be counted upon to be comparatively inefficient. When the public is made to suffer because of arbitrary and excessive charges for gas or telephones or other public utilities, the suggestion is made that government ownership or government operation will afford the only possible relief. But one recoils from a remedy that inevitably calls to mind the inefficiency and expense of government work that is not under the merit system. We must have an organized public opinion demanding that the spoils system shall give way to the merit system before we extend government ownership or operation.

What can voters do to bring about more efficiency in public office? They can unite to put in office men and women who are pledged to the merit system and they can work to get the law imbedded in state constitutions where successive legislatures cannot tamper with it. There is nothing gloomy in the outlook. We simply have never fairly understood and squarely faced the situation.

Richard Welling

BOOKS IN DIXIE

For anyone who has seen some of the fine libraries in the southern United States, both private collections in plantation mansions and public libraries in some of the thriving cities, it may come as a surprise to know that Dixie is short of books. Yet the American Library Association learned through a survey that two-thirds of the inhabitants of thirteen southern states have no local public library service of any kind. At the request of the Southeastern Library Association, an effort has been undertaken to provide such facilities.

The essential facts about the situation have been published under the title, “Books for the South,” which survey the American Library Association is issuing; and a library conference of southern leaders was called recently at the University of North Carolina at Chapel Hill. Representatives of religious, civic, educational, cultural and social service groups attended. The conference adopted a series of conclusions and recommendations. Their major conclusion was that in spite of current difficulties, Dixie could afford books—in fact, that it couldn’t afford not to afford them! It recommended state-wide systems of public library service and urged concerted action to revise the states’ fiscal policies so that funds may be made available for the purpose.

The conference reached this conclusion:

Free public library service is an indispensable part of a well-rounded program of community life. It strengthens and extends appreciation of the cultural and spiritual values of life; it diffuses information and ideas necessary to the present welfare and future advancement of the community; it offers to every citizen the means of self-education throughout life. Inasmuch as so many governmental units in every southern state are apparently unable at present to support public library service, it is reasonable to look to each state to organize, administer, and support a state-wide system of public library service.

The South’s courageous insistence on maintaining and strengthening cultural and spiritual values in the midst of the economic crisis and at a time when numerous motion pictures and many of the radio programs are doing so much to lower standards is an example to the rest of the country. Nothing has yet been invented which quite takes the place of a good book.—Christian Science Monitor.

The rank and file of Americans believe in rugged individualism, as profoundly as did the pioneers, but they have had their fill of ruthless individualism. They will drive from power and destroy any political leadership that seeks to impose unnecessary and unworkable limitations upon the free exercise of rugged individualism, but they will submit to drastic limitations upon their freedom of enterprise before they will hand themselves back into the power of a ruthless individualism of business, industry, and finance.

Glenn Frank
The Fable of the Integrated Zoo

There was once a well-ordered though conservative Zoo. It had a Lion House and a Monkey House; it had a Turtle Pond and a Seal Pond; it had a Bear Den and a Wolf Den; it had a Buffalo Run and a Gazelle Run; in fact, it had all the Things that a well-ordered and conservative Zoo always has. And it had well-trained men to do all the things that should be done—men trained to Feed the Lions and men trained to Feed the Snakes; men to Drive the Camels and men to Herd the Buffalo; men to explore the Earth for new Animals and men to write Learned Books about them at Home. At the Gate, you could, according to your tastes, buy anything from a Picture Postcard of the Giraffe to a Treatise on the Freudian Complexes of the Gorilla. And every Sunday and Holiday Daddies would bring their Children to smell the Tiger and ride the Elephant, to chuckle at the Bears and grimace at the Monkeys, and do all the things that Children do in a well-ordered conservative Zoo.

One day, a Frontier Thinker visited the Zoo. "Dear, dear," said the Frontier Thinker. "This will never do; this Zoo is sadly Out of Date. It is over Compartmentalized—the Frontier is not at all like This. You must take down all these Artificial Barriers; the Children will learn much faster under the free Stimulation of Realistic and highly Socialized Surroundings. There will be Activity leading to further Activity, a Felt Need, Problem-Solving, and Rapid Evolution of a New Social Order."

"But," ventured one of the trained Keepers, "how about my Gazelles, that we brought with so much Trouble and Expense from Africa?"

"Gazelles?" said the Frontier Thinker. "Five years from now there will be no Gazelles."

So they took down the Barriers, and Integrated the Zoo. And immediately the man who knew how to Feed Snakes was trying to Pitchfork the Tiger, and the man who knew how to Tame the Tiger was being chased by the Herd of Buffalo, and the man who knew how to Lasso the Buffalo was hiding in the Microscope House, and the man who knew how to use the Microscopes was trying to save the Babies, and there was plenty of Activity for all, until the Police came with Machine Guns.

The Frontier Thinker was right. In Less than Five Years—in fact, before Nightfall, there were no Gazelles. For that matter, there were no Lions; there were no Children; there was even no Frontier Thinker.

Allan Abbott

—Reprinted from the Teachers College Record, April, 1934
EDUCATIONAL COMMENT

COUNTY CONSOLIDATION

Unquestionably the field of governmental reform which is most in need of plowing in Virginia is that of county government. Of the State’s 100 counties, only four have modern governmental machinery.

Henrico has the county manager system and Albemarle has the county executive system, while Arlington and Augusta operate under slightly modified county manager forms. All the other 96 counties are stumbling along with the archaic and inefficient methods bequeathed them a century or more ago, and designed to meet the needs of a simpler and less exacting era.

But the counties of Virginia not only are using wholly outmoded machinery, they ought to reduce their own numbers by at least one-half. There is no excuse whatever for the existence of 100 counties in Virginia, now that the State has good roads and every part of it is readily accessible by automobile. The counties of the Commonwealth could be consolidated to advantage, so that not more than 40 remained. Indeed, it would be even better if the number were reduced to 30.

Under such a plan, a host of jobholders would be eliminated, much wasteful duplication would be done away with, efficiency would be promoted, and money would be saved. If there are too many obstacles in the way of this type of consolidation, then there is no reason why functional consolidation cannot be made effective throughout Virginia. Already it has been introduced in certain fields, as, for example, that of education. One division school superintendent functions for several counties. Why cannot one Commonwealth’s Attorney be chosen to perform the duties for several counties in a similar manner? Or one sheriff?

We are prompted to this discussion by reports that the counties of Tazewell and Buchanan are contemplating consolidation, and that Russell may join in. Such a merging would be distinctly in the interests of all three political subdivisions, and would undoubtedly give great impetus to the movement for consolidation in the State as a whole.

It is to be hoped that the merger will be consummated in the near future. It will be well for advocates of consolidation to have a concrete example to present to the people of the various counties, together with a statement of the financial saving effected thereby. Nothing would be calculated to convince the voters more completely of the virtues of the plan than a statement showing tax reductions in the area in question.—Richmond Times-Dispatch, Dec. 26, 1934.

PRESIDENT AUTOGRAPHS PICTURE FOR TEACHERS AND PUPILS

A photograph of President Roosevelt, especially inscribed by the Chief Executive “To the pupils and teachers of the United States,” and signed Franklin D. Roosevelt, is now available to every school child and teacher in the country.

When John W. Studebaker became United States Commissioner of Education, he discovered the need for a good picture of
the President, to meet the many requests of pupils, teachers, and parents constantly reaching the Federal Office of Education. Mr. Studebaker wrote a letter to the President, explaining the situation, asking for a suitably inscribed photograph for distribution throughout the country. A short time later, Mr. Roosevelt sent an excellent photograph to Commissioner Studebaker, for the purpose suggested.

It was first planned to reproduce the picture on a page of the December issue of School Life, official journal of the Federal Office of Education. After consultation with Government Printing Office designers and printers, however, it was decided to copy the photograph on a separate sheet of paper of better quality, suitable for framing, so that the picture would not be marred in process of removal from the magazine. The splendid reproduction is sent as an insert in the December issue of School Life.

Orders for the inscribed photograph free with the December issue of School Life should be sent direct to the Superintendent of Documents, Government Printing Office, Washington, D. C. There is a 25 percent reduction in cost of 100 copies or more sent to one address.

THE READING TABLE

THE STATUS OF THE MARRIED WOMAN TEACHER.

The purpose of this study is to present evidence on the relative teaching effectiveness of married and single women teachers through a study of the learning progress of pupils taught by married women teachers in the state of Virginia. It also evaluates the policies of school boards which restrict or bar the employment of married women as teachers. Some of the high lights of the study are as follows:

Most industrial and commercial corporations make no distinction in the employment of married or unmarried women. Organized labor opposes policies which are aimed at discrimination affecting any class of workers. No state is on record as having passed legislation with reference to the employment of married women teachers.

Ratings by supervisors, superintendents, and principals of the relative teaching efficiency of married and single teachers show differences that are too small to be of any significance.

The average number of out-of-class activities directed by the married teachers exceeds the number directed by single teachers by almost 22 per cent.

The general conclusion is that no evidence has been produced that justifies a policy of discrimination against married women teachers as a class.

C. P. S.


The author begins by deploiring the conflicts that exist in modern psychology and ends by pleading for integration in psychological thinking—integration not only in itself but with “the general problems of living and thinking,” for, as he states, it is time for psychology to be practical. This is possible through the consideration of personality as a unified phenomenon—“the fullness and complex richness of characteristics which make up that totality which we call a human being.” In his discussion, he departs somewhat from the usual by admitting the unknown quality which gives to personality that intangible something which cannot be wholly explained by individual differences, and by throwing the major part of the responsibility upon the parents and the community instead of upon the school.

He is frank in his criticism of the limitations of existing schools of psychology, but is just in considering the valuable contributions each has made in the field. For instance, he speaks with approval of purpuri-
vism in its finding of the source of action in the living force which dominates the mechanism, not in mere objective mechanistic reaction itself, as is denoted in the behavioristic attitude. But, he complains, "It does not strike back deeply enough into the functioning depths of personality." To the school which would make of psychology a pure science, he says that no matter how objective the phenomenon, the observer cannot get away from "his own subjectivism." Use science wherever it may be used, but do not throw away philosophy! He admits the wholesome influence of the Gestalt psychologists because of their ideas of unity and interrelationships within that unity. Personality is a Gestalt. However, however, he points out that they have been afraid to analyze, failing to take note of the fact that analysis, too, is related; nor have they given credit for invaluable contributions of the older groups.

His point of view—that of centering psychological thought around personality—is challenging. Perhaps, in it, our gradually evolving concept of the meaning of psychology may resolve itself. At least, it gives one a new vantage point for somewhat different thinking.

B. J. L.


The subject matter of this textbook is excellent. There is much invaluable material, up-to-date and accurate, useful to any one who has to present the facts of physiology to elementary students. The more technical aspects are presented simply without minimizing the true difficulties.

R. L. PHILLIPS


This bulletin discusses in a very practical way such problems as the meaning of teaching aids, how such aids can be obtained, how they may be used so as to insure the maximum educational value, and how the results of such use can be evaluated. As one examines the table of contents he feels that nothing in the way of material aids has been omitted from the discussion.

There is a good chapter on organization for the use of aids; and the last chapter, on sources of aids, is a mine of information for the teacher who has had little training in the collection of materials for teaching.

C. P. S.

NEWS OF THE COLLEGE

Voting by secret ballot, students elected the girls for the Mirror section of the 1935 Schooolmam at a student body meeting Tuesday, January 8. The following nine girls were chosen for the Big Mirror: most intellectual, Ruth Shular, East Stone Gap; most dramatic, Billy Milnes, Rippon, W. Va.; most musical, Mary Page Barnes, Amelia; most versatile, Kay Carpenter, Norfolk; most literary, Eugenia Trainum, Meltons; most artistic, Frances Pigg, Washington, D. C.; most athletic, Emily Pittman, Gates, N. C.; best looking, Kay Carpenter, Norfolk; best leader, Henrietta Manson, Lottsburg.

The Little Mirror winners were: most stylish, Martha Saunders, Richmond; happiest, Polly Stephenson, Edenton, N. C.; most dignified, Florence Holland, Eastville; best dancer, "Babe" Simmerman, Roanoke; most friendly, Frances Wells, Suffolk; quietest, Edith Todd, Richmond; wittiest, Joyce Rieley, Troutville; most business-like, Mary Blankenship, Clifton Forge; most sophisticated, Martha Saunders, Richmond; most original, Dot Gillen, Glendale, L. I., N. Y.

Registration for the winter quarter began January 3. Classes were resumed at 8 a.m. January 4. The quarterly convocation exercises were held in the auditorium of Wil-
son Hall Wednesday, January 9. Mr. William H. Keister, superintendent of city schools, was the speaker of the occasion.

Dr. G. A. Williams, of Richmond, after a long period of illness, has assumed his duties as professor of chemistry and biology on the college faculty. His position was filled during the fall quarter by Dr. Amos Showalter, of Bridgewater.

New students, five of them former students here, have enrolled for the winter quarter, as follows: Jessie Phillips, Kents Store; Wilma Tucker, Drake's Springs; Mary Ellen Smith, Clifton Forge; Virginia Morris, Elkton; Ruth Martha Tomko, Disputanta; Angie L. Beckner, Estill, Kentucky; Fern Cawood, Rose Hill; Dorothy Mairs, Baltimore, Md.

The varsity basketball squad, picked and coached by Mrs. Althea Johnston, started practices the first week in January. The squad consists of nine forwards: Emily Pittman, Gates, N. C. (captain); Douglas MacDonald, Scots, N. C.; Ann Kellam, Weirwood; Lelia Rucker, Delaplane; Ann VanLandingham, Petersburg; Virginia Duncan, Chilhowie; Margaret Dixson, Winston-Salem, N. C.; Elizabeth Huffman, Hopewell; Alpha Spitzer, Harrisonburg; six guards: Mary VanLandingham, Petersburg; Alma Fultz, Butterworth; Mary Mackesy, Brooklyn, N. Y.; Helen Irby, Blackstone; Erma Cannon, Norfolk; Ruth Pullen, Portland, Maine; nine centers: Julia Courter, Amelia; Willene Clarke, Petersburg; Ellen Moran, Staten Island, N. Y.; Peggy Regan, Montclair, N. J.; Peggy Byer, Hagerstown, Md.; Mary Lois Warner, Hamilton; Mary E. Kanode, Blacksburg; Mildred Garrison, Harrisonburg; Lois Sloop, Harrisonburg.

Inter-class basketball will begin January 21 with the Juniors vs. Seniors and the Sophomores vs. Freshmen. The schedule continues as follows: January 25, Juniors vs. Sophomores and Seniors vs. Freshmen; January 28, Seniors vs. Sophomores and Juniors vs. Freshmen.

The Sophomores celebrated their second class day Friday, January 11. Harrison Hall and the Big Gym were decorated in white and green, sophomore class colors. The theme of the day was based on the motto, "Hitch your plane to a star." The Sophomore officers are: Nancy Turner, Norfolk, president; Anne Wood, Richmond, vice-president; Margaret Shank, Harrisonburg, secretary; Annie Glen Darden, Holland, treasurer; Louise Faulconer, Unionville, business manager; Lois Sloop, Harrisonburg, sergeant-at-arms.

February 2 has been definitely set as the date for the annual mid-winter dance sponsored by the Cotillion Club. Jack Wardlaw and his Columbia Broadcasting System orchestra will provide the music for both the evening dance and the dansant.

February 16 has been announced as the date for the appearance here of The Green Pastures in the original cast, featuring Richard B. Harrison. The Business Manager's office will reserve seats beginning February 11. There are two prices, $2.00 and $1.50, all seats being reserved. Mail orders will be cared for.

The Seniors ranked first in honors for the fall quarter, with seventeen names. The Sophomores placed second with eight honor students. Those making the first honor list are: Seniors: Kathleen Carpenter, Norfolk; Theodora Cox, Clarke; Samuella Crim, New Market; Dorothy Gillen, Gloucester, N. Y.; Inez Graybeal, Christiansburg; Mary Bradley Jones, Luray; Elsie Mallory, Mineral; Emily Pittman, Gates, N. C.; Joyce Rieley, Troutville; Martha Saunders, Richmond; Sophia Schneer, Brooklyn, N. Y.; Clyde Schuler, Broadway; Elizabeth Showalter, Bridgewater; Ruth Shular, East Stone Gap; June Talafirro, Harrisonburg; Eugenia Trainum, Meltons; Eleanor Ziegler, Alexandria; Juniors: Eleanor Bobbit, Reisterstown, Md.; Elizabeth Bywaters, Opequon; Catherine Cartee, Hagers-town, Md.; Virginia Cox, Woodlawn; Ruth Manning, Assawoman; Sophomores: Mary
D. Bourne, Wytheville; Evelyn Bywaters, Opequon; Ethel Cooper, Winchester; Retha Cooper, Winchester; Ellen J. Eastham, Harrisonburg; Daisy Mae Gifford, Harrisonburg; Elizabeth Schumacher, Harrisonburg, Pa.; Lois Sloop, Harrisonburg; Freshmen: Mildred Garrison, Harrisonburg; Helen MacMillan, Harrisonburg; Mildred V. Miller, Harrisonburg; Dolores Phalen, Harrisonburg; Geraldine Selby, Chincoteague; Dorothy Helen Shular, East Stone Gap; Marian V. White, Springfield.

ALUMNAE NOTES

Alumnae chapters in Norfolk, Portsmouth, and Roanoke are beginning their work for the year. The Portsmouth chapter, of which Clotilde Rodes is secretary, is planning a loan fund to be available, as soon as it is large enough, to Portsmouth students at H. T. C. The Norfolk chapter, with Annie Way Harrington as secretary, is also interested in a similar project. This is an undertaking that may be carried on through the years, embodying always the ideal of social helpfulness.

The Roanoke chapter, with Tita Bland Mottley as its president, gave a tea for the Roanoke H. T. C. students who were home for the Christmas vacation. It was much enjoyed by the girls.

Margaret Herd, Bela Outlaw, and Fannie Brown, all of Richmond, spent the second week-end in December visiting on the campus.

Margaret Eure, Prof. '32, is teaching in Lynchburg this year. Margaret took her last two years of academic work at Randolph-Macon Woman’s College in Lynchburg.

Margaret Campbell, ’33, of Richmond; Martha Warren, ’32, and Elizabeth Warren, ’34, of Lynchburg; Mildred Simpson, ’34, of Clarendon; Marietta Melson, ’34, of Machipongo; Frances Rand, ’29, Amelia, and Mary Virginia Grogan, ’34, Cloudville, were among the alumnae on campus at Thanksgiving week-end.

Gladys Brubaker, of Luray, and Mr. Lynn Harris, of Luray and Los Angeles, were married on December 21 in Bethlehem Chapel, Washington Cathedral. Mrs. Harris has been principal of the primary department of the Luray school; Mr. Harris is a landscape architect with the Shenandoah National Park.

Mina Graves Thomas, ’30, formerly of Richmond and now of Wilmington, Del., was married to Mr. John Burgess, jr., of Macon, Georgia, in the Chapel of the Good Shepherd, Wilmington, the evening of December 30. Mrs. Burgess, who is private secretary to the president of the W. T. Grant Co., only recently moved to Wilmington from New York City, where she has lived since her graduation from H. T. C. She was president of the Student Government Association at Harrisonburg in 1930. Mr. and Mrs. Burgess are at home at 1308 Van Buren Street, Wilmington, Delaware.

At the annual meeting of the Harrisonburg alumnae chapter in January Mrs. Walton Wine (Virginia Eubank) was elected president; Mrs. Wirt Wise (Margaret Lewis, ’21) vice-president; Christine Long, ’31, secretary; and Anna Laura Mauck, ’30, treasurer.

OUR CONTRIBUTORS

DONALD DAVIDSON is professor of English in Vanderbilt University, Nashville, Tennessee.

VADA WHITESEL is principal of the Main Street School, Harrisonburg, Virginia, and a member of the supervisory staff of the college training school.

GLENN FRANK is president of the University of Wisconsin.

RICHARD WELLING, now president of the Civil Service Reform Association, is chairman of the National Self-Government Committee. He was a Civil Service Commissioner in New York from 1910 to 1913.

ALLAN ABBOTT is professor of English in Teachers College, Columbia University, New York City.
THE VIRGINIA TEACHER

SCHOOL AND SOCIETY
Edited by J. McKeen Cattell

The issue of School and Society for October 20 includes addresses by Dr. Dixon Ryan Fox, president of Union College, and Dr. Nicholas Murray Butler, president of Columbia University, which The New York Times says in an editorial article "together make a tractate, which deserves to have place with Milton's brief treatise on education." The number also contains an extensive account by President Raymond Walters, of the University of Cincinnati, of the recent radio conference in Chicago.

A copy of this number will be sent free so long as the supply lasts to any one who may care to consider subscribing to the journal.

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