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

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DR. BENJAMIN M. SMITH'S FAMOUS REPORT ON THE PRUSSIAN PRIMARY SCHOOL SYSTEM, originally published in 1839 and now being reprinted in four instalments, with a Foreword by Dr. Charles William Dabney.

WHAT IS GOOD ENGLISH TODAY? ..........Albert H. Marckwardt

YOUTH TO SAVE THE DAY .....................J. W. Crabtree

BOOK REVIEWS

FILM ESTIMATES

Published at the
STATE TEACHERS COLLEGE
OF HARRISONBURG, VA.

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D. C. HEATH AND COMPANY
180 Varick Street, New York City, N. Y.
DR. BENJAMIN M. SMITH'S REPORT ON THE PRUSSIAN PRIMARY SCHOOL SYSTEM

FOREWORD

Benjamin Mosby Smith, the author of this report, was born at Montrose, Powhatan County, Virginia, June 30, 1811. He graduated at Hampden-Sydney College in 1829, taught in the Academy at Milton, North Carolina, until 1832, entered Union Theological Seminary as a student, continued as an instructor until 1836, when he went to Europe. There he visited the universities of Germany and made a special study of the Prussian Primary School System. After his return he was a pastor at Danville, Virginia, 1838-40; at Tinkling Spring and Waynesboro churches, 1840-45; at Staunton 1845-54, where Dr. Joseph R. Wilson, father of Woodrow Wilson, succeeded him. In 1854 Dr. Smith became professor of Oriental Languages in the Union Theological Seminary at Hampden-Sydney, which position he held until 1889. He was professor emeritus until his death on March 14, 1893.

When a teacher in Milton, North Carolina, Dr. Smith was already an enthusiast for the cause of universal education. In a little sketch of his life written for his family he said: "... In the summer of 1831 I went to H. [Hillsboro] & thence to Chapel Hill at the commencement & got up the first Educational association ever formed in the South. I interested Mr. William Bingham of the Hillsboro Male Academy, Judge Nash of Hillsboro, Mr. John Hewett [name not quite legible] & the President, Dr. Caldwell, & Professors of the University, & the association I have no doubt did good. It was a bold presumption in a boy just 20 years old to go forward as leader in the enterprise but the gentlemen were pleased to overlook all that & heartily gave me their aid."

In the Star and North Carolina State Gazette of Raleigh, July 7, 1831, there appeared an account of this "Institute of Education," reporting that "at the time and place appointed there was a numerous and highly respectable meeting. . . . The objects of the meeting were explained by Mr. Benjamin M. Smith, of Milton, in an appropriate and highly interesting address."

Dr. Smith's interest in public education never lessened. With President John M. P. Atkinson of Hampden-Sydney College he organized the Educational Association of Virginia in 1863. At a meeting in Warren, July, 1870, he made his great report on "The Merits and Defects of the Prevailing Schemes of Common School Education in the United States." Earlier that year William H. Ruffner had been elected first Superintendent of Public Instruction in Virginia through the efforts of J. L. M. Curry, John B. Minor, and Benjamin Smith, with the assistance of General Lee.

In his first Annual Report as Superintendent, 1871, Dr. Ruffner offered this tribute: "A well-known Virginia divine contended thirty years ago—alas! without success—in company with John B. Minor, William H. McGuffey, Alexander Rives, James McDowell, and others of our choicest citizens, for the establishment of a general system of public free education. I allude to the Reverend Benjamin M. Smith, D. D. A report of his on the Prussian System of Education may be found among our State documents, and he was the first to take the field as a County Superintendent of Schools under our present system."

"In addition to the numberless duties Dr. Smith had on hand in connection with the Seminary," writes Dr. J. D. Eggleston, Superintendent of Public Instruction of Vir-
ginia from 1906 to 1913, "he gave a great deal of time to the matter of public education. Indeed, he was one of the notable figures of his day in his determined fight for universal education. When I first became Superintendent of County Schools in Prince Edward in 1903, I looked for the reports of County Superintendents. Dr. Smith had been the first. There wasn't a single report of any Superintendent after Dr. Smith went out; but his reports were there in neat form and clearly made out."

In his *Free School Idea in Virginia* (p. 130) William A. Maddox calls Dr. Smith's report "perhaps the most significant document of the period" and asserts that it "deserves to rank with the early American reports on the European school systems. It should be regarded as something more than a mere reprint of the Stowe Report."

From the time he graduated from college in 1829 to the day of his death in 1893 Benjamin M. Smith used every opportunity to promote public free schools. For this service Virginia owes him recognition which has never been fully accorded.

CHARLES WM. DABNEY

To his Excellency Governor Campbell,

SIR,

Your favour of "September 4th, 1838," has been some time before before me. You express your conviction, that the "facts" I have collected, and my "observations on the systems of education, pursued in some European countries, may be useful to the general assembly of our own state:" and you therefore, request me to communicate any information, I may possess, on the following topics:

1. The mode of establishing schools; in Prussia particularly.
2. How the schools are organized.
3. What branches of education are taught.
4. How many months in the year the schools are continued.
5. Expense of tuition to each scholar.
6. What portion is required to be paid by the parent.
7. How teachers are obtained."

You add "with any other information you may consider valuable."

I now undertake, after the least possible delay, to comply with your request.

You are by no means singular, in supposing, that "facts and observations," on the systems of education, pursued in other countries, may be useful to our own; and in your selection of Prussia as the principal country, whose system deserves a detailed and accurate examination and consideration, you have but added your tribute of respect for her efforts in this cause, to those of other enlightened and patriotic statesmen, in this, as well as the old world.

A few years since the French government deputed an eminent statesman of that kingdom, M. Victor Cousin, to visit Prussia, Wurtemberg, Saxony and the dukedom of Baden, in order to make a personal examination of their systems of education. His reports on the results of this examination, addressed to count Montalivet, minister of public instruction in France, were partially translated in England, and have been re-published in this country. The attention of many intelligent and distinguished men in England and America, was now much excited, to investigate more fully, the statements of these reports. The very fact, that the head of a military despotism had set on foot a system of instruction, designed to benefit every subject in his dominions, had expended large sums (one twenty-fifth part of the annual income of the kingdom being thus appropriated) in the endowment of
literary institutions of every grade; in a word, that for forty years he had been engaged in promoting the moral and intellectual improvement of all his people, and that these efforts had been crowned with unexampled success. Such a statement as this, I say, was well calculated to excite the attention of a people who had been accustomed to regard an absolute monarch as a mere arbitrary despot, and to consider the security of his power as based in the ignorance of the people. The occasional reports of travellers through Germany, had already called attention to this new feature in the policy of despotism, but the information thus presented was not minute nor sufficiently extensive. To verify the statements of M. Cousin, several intelligent gentlemen from this country and England have repaired to Prussia, and given the subject a personal examination. Dr. Julius of Hamburg, known in the United States and England as the deputy of the Prussian government, to examine the penitentiary systems of this country, was invited to lay before a committee of the British parliament, such information as he possessed respecting the Prussian system of public instruction. In 1836, the legislature of Ohio deputed an eminent professor in a literary institution of that state, to make investigations on this topic, during a contemplated tour of Europe. The report which he presented on his return, was extensively circulated in Ohio, and an edition of 12,000 copies published and circulated in Pennsylvania, by order of the legislature.

The information thus laid before various legislative bodies, and the community at large, in many places, besides those referred to, has already served very important purposes; for although no one would suppose the institutions of one country can be exactly adapted to another, and much less those of a monarchy or military despotism, to a republic, yet many valuable hints can be derived, and much valuable aid obtained, from the experience of those who have been longer engaged in any special undertaking than we have. And it is pleasant to the philanthropist to observe, that while Prussia was condescending, she might suppose, to learn from our infant republic the best methods of governing and reclaiming the refractory and abandoned, while the autocrat of Russia was disseminating among his people the publications of an American tract society, we, on the other hand, were willing to gather instruction on the establishment of schools from the military despot of Berlin. May the time soon come, when every species of national intercourse shall serve but to promote mutual benefit and the good of all!

But while, as we shall have occasion to notice, a very great zeal has been awakened on the subject of education, by these and other causes, in the United States, it may not be out of place to present some general views of the state of public instruction in some portions of continental Europe.

The smaller German states have already adopted a system, similar in its leading features to that of Prussia. In its practical operation, the system has advanced to a greater degree of perfection, perhaps, in the kingdom of Wurtemberg, and the duchy of Baden, than in Prussia itself. Bavaria is by no means behind it, and the kingdom of Saxony is in some features of her system superior. In the strong-hold of legitimacy and despotism, Austria, we find an edict by the emperor, with characteristic arbitrariness, stating, that “no person shall henceforth be permitted to marry, who cannot read, write and cypher.” He is, however, benevolently providing means, by which all his subjects may comply with these requisitions.

Switzerland has, for some years, presented a most interesting field of observation to the friend of education. One man, the celebrated Fellenberg, has devoted his time, talents and wealth to this cause for thirty or forty years. His establishment at Hofwyl, near Berne, was commenced in the
early part of this century, and has gradually increased, till it embraces institutions for every grade of academic study, from the high school down. His most useful labours have been those for improving the condition of schools by means of a teacher's seminary. With the high schools for the sons of the wealthy, he combined a gymnastic establishment and a manual labour department, for teaching the most useful mechanic arts and agriculture. This latter department is common to all the pupils, and many among the poor have materially aided themselves by their own labour. I cannot here give the details of his system. He has been extensively patronized by gentlemen in this country and England, and at one time numbered among his pupils several sons of the nobility in France and proteges of the emperor of Russia. The canton of Berne, and other parts of Switzerland, have reaped the most beneficial fruits of his exertions, in the improvement of the primary school teachers.

The new school law of France, the result of the combined talents and exertions of those celebrated men, Cousin, Montalivet and Guizot, has already produced decided changes in the policy of that kingdom. Up to 1828, the French government granted annually, the pitiful sum of $12,000 for primary schools, with a population of 30 millions.

In 1828, this sum was quintupled, and the government of "July 1830" has raised it, first to $140,000 and finally to $200,000 annually. This is but a beginning, and is only mentioned as an index of the interest already awakened. The vigorous and enlightened efforts of the present monarch, and those of his successor, should he be soon called to the throne, will doubtless effect more in the next ten years, than has been accomplished in the last, or any previous period; and we may hope to see this land of “political miracles,” the subject of more beneficial and thorough revolutions, in the true basis of political prosperity, than she has ever yet undergone. It is with no common interest that we contemplate the efforts of the Russian emperor to expedite the adoption of a scheme of education, similar to the Prussian, in all parts of his vast dominions.

The empire over which he rules, mighty in resources, and commanding by position an influence on the three great branches of the white race, is, like our nation, one of yesterday, when compared with England and France. It is wearisome to imagination to predict its destiny and the future influence it will exert on the world. The present emperor, a son-in-law of the king of Prussia, has adopted his policy, and determined to reign in the hearts of his people. With despotism in any form, we republicans can have no sympathy, but if there can be a palliation, for such an institution, it must be afforded by such examples of the exercise of its power, as these afford. We may justly admire the benevolent effort, and its beneficial results, while we condemn the motive. The Russian system of education need not be delineated, since its most substantial parts, are but copies of the Prussian. A few facts, to evince the zealous co-operation of all classes, with the emperor and minister, may be here stated, and thus also illustrating the interest in this subject, which pervades the northern and middle Europe.

Individuals in Siberia, and other portions of the empire, contribute from two to six thousand dollars, for the establishment of primary schools. One in Lialsk, has given as much as 10,000. In Novgorod the nobility contribute 12,000, and at Wologda, 9,000 annually to the gymnasia of those towns. In some places the citizens volunteer to support the schools, and one individual, besides procuring the erection of a schoolhouse, has contributed 2,000 dollars towards the support of the teacher. In Petersburg is a model school for teachers, from which 75 are annually sent out. Meanwhile, efforts are making, by awarding premiums to auth-
ors, to secure the best school books for children, and those of this country and Prussia are often translated, and adapted to Russia. Students from the Russian dominions are to be found in the German universities, preparing for usefulness at home, and those from the remote provinces, who devote themselves to teaching, are brought to Petersburg free of expense, to pursue their studies. There are already 6 universities, 67 gymnasium, 12,000 public, and 430 private primary schools in operation.

If any thing can compensate unhappy Poland for the oppressions of Russian despotism, the diffusion of the blessings of education may be expected to contribute greatly towards such a compensation; and she already enjoys a full share, in the exertions made in behalf of the whole empire.

But not only in Germany, France and Russia, do we discover developments of an unusual interest in this cause. Even the sultan of Turkey and pacha of Egypt, among other imitations of Christian civilization, are establishing schools and introducing the cultivation of the liberal sciences into their dominions. But recently, the latter, the most remarkable man of his age, perhaps, has instituted a female school of 100 pupils, in his seraglio, and procured an English lady to superintend it. In Paris and London, Turks and Egyptians, Greeks and Arabs, are to be found prosecuting studies preparatory for the business of instruction in their own countries.

Looking back to northern Europe, we discover Denmark, Sweden and Norway, with England and Scotland, either nationally or by individual efforts, evincing the most lively concern for the interests of popular education.

I may add to all this, respecting foreign countries, that an extraordinary interest on this subject has been exhibited in our own country. Already can several states proclaim that complete provision is made for the education of all their citizens. Ohio has introduced the Prussian school system so far as it respects seminaries for teachers. Similar institutions are recommended by governor Ritner, in his recent message to the legislature of Pennsylvania; and their connexion with the academies of the state, has been proposed in New York. Kentucky and Tennessee have already entered on the adoption of systems contemplating provisions for the whole population of those states, and while penning these remarks, I learn that a bill has been reported to the Legislature of North Carolina, proposing a district free school system, for the whole state. In short, every portion of the civilized world, seems to be awake to the interests of general education.

Our national and sectional reviews, periodical pamphlets, and newspapers, have volunteered a very efficient aid in diffusing information on the subject of education, and every year we are flooded with addresses, speeches, reports of conventions and teachers' associations, all bearing on the same topic.

I rejoice too, that in Virginia, the flourishing state of some of our colleges and academies, not to mention the university, and the rapid increase of well conducted female schools, betoken a degree of interest in the general subject, far from lukewarm, while the determined effort, which you speak of making for primary schools, during the present winter, assures the public of your deep interest in this noble cause. I duly appreciate the honour you do me, in asking my aid, and while I feel unable to offer any "observations," or suggest any "plan," I readily undertake the humbler part of imparting such information as my opportunities have placed at my disposal.

In the progress of my tour in Europe, I visited Saxony, Hanover, Baden and Wurtemberg, besides some other smaller states of Germany, Switzerland, France and England, remaining, however, but a short period, from four to ten weeks, in each: and resided nearly a year in Prussia. By conversations with intelligent travellers from
every part of Europe, and numerous reports and similar publications, I was enabled to procure the elements of such general statements as those already made. In Prussia, however, I enjoyed opportunities to verify by personal observation, the information derived from others, and add to it, the results of my own inquiries. I shall therefore be able to speak with more confidence of this country, and feel better prepared to answer your inquiries, which relate particularly to its institutions.

The present King of Prussia, doubtless deserves great credit for his exertions in the cause of education. But we are not to consider him solely responsible. The Germans have been generally distinguished for a literary spirit from the earliest periods of modern civilization. Their physical location, conspiring with the despotic nature of their governments, have driven them to seek distinction in literary pursuits. It was in Germany too, that the human mind was so violently agitated by the religious controversies of the 16th and 17th centuries. There the art of printing began to shed its lustre on the world. Many of its universities, now most celebrated, have been the offspring of modern zeal; but not a few of those still remain, whose foundations were laid in the remote darkness of the middle ages.

Frederick William, the elector, at the close of the 17th century, introduced many important improvements into his electorate for the benefit of his people, and among others, established and patronized many literary institutions of a minor grade than universities, very nearly resembling the present gymnasias of Germany. His immediate successor was too busy with the novel pomps of royalty, which his vanity had caused him to assume, and William Frederick I, too parsimonious to extend any liberal encouragement to education. Frederick the great, not only found time for personal attention to literary pursuits, but gave a rapid impulse to the study of the classics, and established and improved the high schools and universities. The short and insert course of Frederick William II, need not be noticed. The present king commenced his reign with a determined spirit of improving the condition of the lower classes. How much influence the French revolution exerted on his views of their importance, I stay not to enquire. In the very acme of national distress, in 1809, he began his preparations for extending the blessings of education to his people by introducing important changes in their political condition. The peasantry, till 1810 denied ownership in the soil, were permitted to become freeholders on liberal terms. The power of the nobles was broken, and the rare spectacle was presented, of but one step, from the throne of a hereditary and absolute monarchy, to the cottage. For a thorough reform of the body politic was commenced, based on these, among other principles: "That equality before the law be secured," irrespective of rank "to every subject; justice be rigidly and punctually administered; and that, by the education of the people, and the spread of true religion, the general interests, and a national spirit be promoted, as the only sure basis of the national welfare."

Though furnished with a standing army of 50,000, with despotic irresponsible power, and obsequious servants, no effort was made to enforce any of the regulations for the promotion of education which followed these preliminary steps. Advancing from one position to another, introducing one plan after another, preparing the way for improvement before its annunciation, and interesting in his plans, some of the wisest and best men of his kingdom, he has in 30 years, brought into active operation, a system of public instruction, which neglects no child in his dominions, embracing a population of 12,000,000, with varieties of religion, national prejudice, language and habits.

The political divisions of the kingdom are, 1st, ten provinces, 2d, 26 regencies, 3d, three hundred and forty-five counties (or
circles), 4, an indeterminate number of parishes* (or communities) into which these counties are subdivided, and which vary in size, according to the density of population.

Formerly, whatever related to the cause of education, in the administration of the government, was assigned to the minister of the interior. By the present king, a separate department has been formed; "the ministry for public instruction, ecclesiastical and medicinal affairs." The minister in this department has for his assistance, a council composed of eminent ecclesiastics, physicians and professors, together forming a consistory. This is divided into three sections or boards, one for each interest: that for ecclesiastical affairs, composed chiefly of ecclesiastics, with a director at their head; that for public instruction, composed chiefly of laymen, with a director, and that for medicine, composed chiefly of medical men, with a director.

The number of each board is undetermined. A member of one may be a member of one or both the others, but with no increase of salary. Our attention is engaged only by the board for public instruction.

This consists at present of twelve members, whose salaries are $3500 to the director, and $22,000 for the other eleven. This board meets twice a week. By correspondence, official reports from lower authorities, (to be mentioned below,) individual knowledge, or proposition, or the agency of the minister, business is brought before them, and their decisions are in all cases final, with ministerial and royal approbation. Besides a general oversight of public instruction throughout the kingdom, this board has an immediate control over the universities. By means of a royal commissary, appointed by the minister, a correspondence is kept up between this officer and every university. They elect their senates or local govern-

* I use the words county and parish, as the most suitable terms to express the german Kreise and Gemeinde, literally, circle and community.
ever, as in Urban parishes, there exist several schools, and some higher than elementary, termed middle or citizens, schools, the magistracy constitute a school committee, presiding at once over the directors and schools, and reducing the whole to a harmonious management. These authorities, then, stand to primary schools in the same relation that the provincial boards do to the gymnasia.

But besides these, there are two other authorities to be noticed. There is for each county a school inspector, who overlooks the committees and directors, and to whom they must submit their whole system of management. He visits each school as often and unexpectedly as possible, besides making an annual formal inspection. He takes cognizance of all complaints, and forms the medium of intercourse between the several local authorities and the provincial boards. There is, however, another officer, a member of the regency council or government, who is placed above the inspectors, as well as schools of the various counties. This officer, styled school councillor, is in fact the true director of primary schools in the several regencies, and corresponds in his relation to them and their local authorities to the minister in his relation to the provincial boards and gymnasia. These two officers are paid.

Such may be termed the machinery of the system. It is seen that the subject of education thus occupies a station of importance equal to that of military or naval affairs, and its concerns are administered with all the promptness and energy which belong to any well conducted department of government. The details are left for local authorities, while general review and control are placed in the hands of the minister. Responsibility is devolved on all, and from the minister down, there are superiors to exact the fulfilment of every prescribed duty.

As your inquiries respect primary schools, particularly, I must omit any notice of the gymnasia and universities, although, in order to describe the governmental regulations for schools, it was necessary to advert to the authorities by whom they are controlled. From abundant data in my possession, it may be in my power at some other time to present a view of their internal organization, similar to that of the primary schools, to which I now call your attention.

It may be proper to observe here, that the government was engaged for ten years in modifying schools already existing and reducing to system the management of all the literary institutions of the country. The present system has not been the work of any one plan or effort. No less than 226 different edicts on the subject have been issued in 40 years. The law of 1819, prescribing the principal regulations of primary schools, requires that wherever no school previously existed, it should be the duty of the inhabitants of towns and parishes to form school associations and appoint directors and committees under the authority of the officers of the province or county, who should take part in the name of the government in making these appointments. If any parish were unable to support a school, it might unite with one or more others, provided the children should never be obliged to walk more than 2¼ English miles. Provisions were also made for the union of different religious sects.

Every town of more than 1500 inhabitants was directed to establish a primary school of higher grade than the parish or elementary schools. If, however, unable to provide both, then the parish school should be merged into the lower classes of the town school. Also, wherever a gymnasia existed, its lower classes might be used as a substitute for the town school, if no separate institution of that grade could be found.

(Continued next issue)
WHAT IS GOOD ENGLISH TODAY?

The question of good English is one of the conversational topics that can be depended upon to set off a debate at any time. Editorials are written about every phase of it. Teachers are deluged with letters asking them to referee disputes over some particular location. Even our statesmen have manifested a consistent interest in the problem—it may be recalled that both Benjamin Franklin and Theodore Roosevelt tried to reform our spelling. All agree that good English should be taught, but there are many different views about what is and is not Good English.

In all this diversity of opinion, two diametrically opposed attitudes may be discerned. At the one extreme there are those who look to the conventional rules of grammar, to dictionaries, to lists of frequently mispronounced words as absolute authorities. This attitude of dependence upon authority, since it implies a belief that a language may arrive at and maintain a relatively static condition, in other words that it may be kept pure, is usually spoken of as purism.

During the last twenty-five years, however, there have been indications of a change of attitude toward good English and its teaching, both in the schools and among competent linguists. There has been formulated what may be called for want of a more accurate term a “liberal” attitude toward language directly opposed to many of the tenets and practices of the purists. As with any liberal movement, this one has been accompanied by much misunderstanding as to its aims and methods. There are abroad sinister rumors that “anything you hear is right” and dire forebodings of future generations whose verbs and nouns will not agree.

It is important to the general success of the English language program in our schools to clear away some of the erroneous conceptions associated with linguistic liberalism. In doing so, I shall treat only one aspect of this broad question, namely grammar in its more restricted sense, although what I have to say may be applied in most cases to problems of pronunciation and vocabulary as well.

To explain, first of all, the rise of the liberal attitude toward a standard of good English, we must examine briefly the history of the rules found in the grammars today. For the most part, they originated with certain English grammarians of the eighteenth century, notably William Ward, Robert Lowth, and James Buchanan, men not as interested in codifying actual spoken English of their time as in setting up an ideal language. This language was based in part upon the rules of Latin grammar, for the eighteenth century revered the classics, and in part upon what seemed to be a rational arrangement for a language, for the eighteenth century was also an age of reason.

In the two hundred years which have elapsed since the formulation of these rules, we have learned much concerning this aspect of human behavior. The eighteenth century grammarians assumed that language was static, that it might reach and be kept at a state of perfection. Later we learned to apply the evolutionary concept to language as well as to botany and zoology, and we came to see that language is not stationary, that it is in a state of continuous development, that standards which may hold good for one century are not necessarily applicable to another.

Along with this conception came the realization that many of the rules of so-called correct English did not reflect actual speech habits but set up standards which were not only absent from spoken English but virtually foreign to the genius of the language.

In 1926, the late Professor S. A. Leonard and Professor H. Y. Moffet began to study this problem. They selected from typical school text-books 102 expressions con-
demned as incorrect and submitted these to a jury composed of 225 eminent linguists, authors, editors, business executives, teachers of English and of speech. This jury was asked to rate the 102 condemned expressions as acceptable, questionable, or illiterate. It was found that more than 40 of the 102 expressions were considered acceptable by over 75 per cent of the linguists, and many others were held by them to be matters of divided usage. Among the expressions condemned by the text-books and accepted by the jury were: "This is a man I used to know," "That will be all right," "You had better stop that foolishness." The first of these omits the relative pronoun; the second uses the term "all right" to which some grammars object; in the third the locution "had better" is at times condemned by text-books as a colloquialism. All of them are obviously in current use today.

It is interesting to read what an eminent British linguist, Professor J. H. G. Grattan, has said on this subject. He writes, "The attitude of the American schools is, so far as the English language is concerned, ultra-conservative... Indeed, by American standards, many idiomatic usages long sanctioned in Great Britain are still bad grammar."

This immediately raises the question: If the rules of grammars can not be held to constitute a valid standard of good English, what standard can be set up in their place? The liberal grammarians answer: The history of most modern languages shows that from generation to generation and from century to century there has been in existence an accepted or standard form of that language—English, French, or whatever it may be—and that such a standard form has been based upon the speech of the class and section of the country politically, economically, and culturally dominant at the time. London English, one of the many English dialects, became the standard speech of English chiefly because the city of London rose to a position of prime importance in the affairs of the English-speaking people. The same was true of the language of the Ile de France and of the Kingdom of Castile. If this is generally the case, why should we not then consider as the standard of present day English that speech which is in actual use by the large group who is carrying on the affairs of the English speaking people? An attitude of this kind is usually spoken of as a doctrine of usage.

Suppose, however, the usage of this dominant group is not wholly in agreement on all points. Suppose some of its members occasionally use a split infinitive while others do not. Here again we may have recourse to the history of our language. A study of the forms of the English language during the last 1,000 years indicates that certain inflectional and syntactical features have been constantly expanding and developing, while others have been disappearing. If it is possible from an examination of what has gone on in the past to make a reasonable prediction as to what will come about in the future—and we assume this with most studies—then, in the case of a divided usage, let us choose that form or construction which seems to be in accord with the developing tendencies of the language. To return to the split infinitive, since a careful examination of the English of the last 500 years shows such a construction to have been in constant use and to have arisen from a desire to speak English naturally and clearly, the least we can do is to allow it equal rank with the alternative construction; to favor it when it seems better to perform the function of communicating the idea involved, to rule it out when it does not express the thought as clearly.

It is often asked if such a doctrine means that any sort of English heard in the street is good English, that if an expression is used, no matter where or by whom, it must then necessarily be correct. The answer is no. The doctrine of usage does not legalize
the language of the gutter, for that is not the English apt to prevail as a standard. It is true that upon occasion certain expressions and modes of pronunciation have spread from one social class to another, frequently from a higher to a lower, at times from a lower to a higher. The broad a sound in such words as past and half, now considered ultra-refined by many, is a case in point, for in the late eighteenth century and early nineteenth it was, as a dictionary of the time puts it, "the sound used by the vulgar but not the polite and learned world." But these occasional cross currents do not justify an acceptance of wholly uncultivated speech as a norm. By virtue of the historical principle upon which the liberal grammarians proceed, they are still committed to the speech of the people who direct the affairs of the community as a standard. However, since the English speaking countries are democratic in character, the limitation of the speech standard to the narrowest top layer of the social order is also precluded.

Another aspect of linguistic liberalism which frequently troubles the layman is fear that the lack of ironclad rules will lead to eventual disintegration. Again history shows such fears to be unfounded. It has been pointed out that rules for the speaking of correct English date chiefly from the beginning of the eighteenth century. They have existed only 200 years of the 1500 since English was first spoken in the British Isles. Accordingly, one is inclined to feel that these rules have had relatively little effect in either hindering or accelerating the main trends of development.

Moreover, we can never be too sure as to just what is meant by disintegration of a language, which innovations are bad and which are good. As one eminent linguist has written, "To the conservative grammarian all change is decay. Although he knows well that an old house often has to be torn down in part or as a whole in order that it may be rebuilt to suit modern conditions, he never sees the constructive forces at work in the destruction of old grammatical forms. He is fond of mourning over the loss of the subjunctive and the present slovenly use of the indicative. He hasn't the slightest insight into the fine constructive work of the last centuries in rebuilding the subjunctive."

At present the greatest need confronting those entrusted with the teaching of our language in the schools is for new textbooks which describe accurately the language of those now carrying on the affairs of the English-speaking people, grammars which record the forms and syntax of present-day American English. A most significant beginning in this direction has been made by the National Council of Teachers of English which, in November, 1932, sponsored the publication of Current English Usage. The volume is in reality a continuation of the survey begun by Professors Leonard and Moffet, which has for its purpose a codification of the usages of present-day English.

We can only hope that this forward-looking work will serve as an impetus to others, that the fine scholarship and the scientific zeal which is so clearly reflected here will find their way into the dozens of texts adapted to classroom use which must be written in the next five or six years.

ALBERT H. MARCKWARDT

YOUTH TO SAVE THE DAY

On a recent trip west of Chicago, on a Burlington train a well dressed gentleman across the aisle, on learning that I was engaged in educational work, asked why high school and college students were so disloyal and "red." I asked how many. "All," he said. Then I asked how he knew it. Well, he knew it. "Magazines say so and nobody denies it."

This talk was given over the NBC network as one in the series on "Our American Schools."
Of course, I left him in an angry mood. He couldn't understand where I had been living to honestly defend the conduct of the youth of today. That and other offhand dishonest criticisms on young people make me feel that it is about time we call the hand of these unwise critics.

Why charge all youth with questionable loyalty because a few have lost their poise, and because now and then one pattern after older people who desire to get into the limelight by expressing radical views? Of course, I disapprove of unbridled license, and I disapprove of any form of disloyalty. But there is so little of it comparatively speaking that it is most unfair to let it count against young people as a class. Most of these over-radical young people have been driven or dragged into that state of mind.

They have been driven into it by unjust criticism. They have been dragged into it by disgruntled politicians who will break if they can't make. They have been dragged into it by older people who have, as a result of the depression, lost confidence in our government and who continually growl about the terrible situation, especially as they talk with young people. Yes, a few students are off color. But oh, so few, as compared with their elders.

When I see all these forces at work, I just wonder that there are not ten times more young people in the over-radical class. The reason is plain, however. Young people are leveler in the present emergency than the shell-shocked gray-haired group. The one thing that actually saves civilization at a time like this is that nature seldom fails to provide youth with a hopeful outlook. Hope ought to last as long as the sense of seeing or hearing. It often does carry over fairly well. But just as some lose their eyesight or their hearing, others may lose the sense of hope. The one with gray hair who does retain the courage of early life is worth much more to the nation in a crisis, because of his background, than even the young man. Young men know this. That is why the gray growler sometimes turns the minds of the young into wrong channels. Why not say that these older people are red?

As you know, a boy by the name of Leeland Monasmith of South Dakota recently won first place in the national health contest. Some may think him disloyal simply because he is inquisitive about the government's part in affairs. He wishes to discover what besides the drought is the cause of the misery in his own state. He gives his mind healthy exercise as well as his body. He had no sooner been declared health champion of the United States than a friend of a cigarette company proposed that he allow the company to use his name. It would be easy to say that he smoked a certain cigarette. Here was a chance to get rich quick. Why should he not do so? Congressmen, Senators and noted women have accepted tempting offers of that kind.

What grown-up would resist the temptation? But this is just another instance to show the real strength of youth. He turned the offer down. He would try to get along in some other way. His ideals, nurtured by the home and cultivated by the school, have not become contaminated with the selfish and careless outside. It is a splendid thing to have physical health, but this lad represents the best in the young people of the day in moral health as well. Yet you can no more stop him from inquiring about causes of conditions than you can buy him off with cigarette funds. That is true of the great body of youth, not only in this pioneer country but throughout the nation. You could no more curb the minds of the students of my own Nebraska University or of the high schools of that state, than you could chain the tongue of United States Senator George W. Norris.

My own observation shows that young people in every state average up better than
their elders in the present crisis, as in the depression of the seventies did I see the depressions of the seventies did I see the young people come forward and save the day. Let me ask how the younger of today compare with the older in courage and hope? How, in sincerity of purpose? What does your older group see ahead? What do these young people see ahead? Which are more ready to take hold and to do?

I am often amazed at the courage exhibited by young men in the present crisis. Last week a taxi driver who was taking me to the NEA headquarters told me of his failure to find a position after having completed his education for the doctor's degree. He had worked his way through college. Finding nothing else to do, he is now driving a taxi. His wife is in a hospital. He cares for his four-year-old daughter at night and leaves her in a nursery during the day. He tries to see his wife once a day. Some days he makes a few dollars and others he clears less than one dollar. He speaks five languages fluently. He reads both Latin and Greek. He shows himself in conversation to be refined and scholarly.

I expressed sympathy. "Yes," he said, "it is tough, but I feel sure that if I can pull through the winter and care for my wife and little girl I will get something next spring. I am no worse off than a lot of others. I am not whining. As I see it, all we need is to keep a stiff upper lip for a while. I have a taxi job. Some don't even have that. I think we will soon be all right." He stopped a moment at the entrance to the building to finish his story, but seeing a chance to pick up a passenger on the other side of the street he tooted his horn and hurried on saying, "Good luck to you. Yes, we will be all right before long."

Don't charge the whole student body with being "red" just because a few young men in a college fail to distinguish between academic freedom and unbridled license. Show confidence in the larger group of students and save the others through them. Let the young men fight their own crooked-necked associates. They know how to do it.

The young are entitled to the rights that the rest of us were entitled to when we were young—the chance for getting an education and the chance to earn a living. We owe them these advantages just as our parents owed them to us. In order to meet these obligations, we may have to make even greater sacrifices than our parents made for us. Always before this it was possible to pick up something to do, almost any day. Such opportunities can only come again by making fundamental adjustments. Young people have keener minds than the worn-out group. They are quicker to see the right adjustments to be made and quicker to make them. But there are a few things which we can see and do. We can see the need of sharing our jobs with them by means of shorter hours. We may need even before seventy to turn our own positions over to them.

Why is it that the proposal for a thirty-hour week is in general favor with fair-minded citizens? Because such a spread of employment would help to equalize the opportunity of young people with that of their elders. Why does the President's plan of pensioning the aged meet with such general favor? Because if the allowance is high enough and if the retiring age is low enough such a law would not only care for the aged but it would take a heavy financial burden off the shoulders of the young and it would enlarge the opportunity for younger people to secure positions. Can you think of anything else in the whole world that means more to the future of young people than a chance to earn a living?

I have shown that young people are not bad as a whole, that they average up better than their elders, and that they are more patient than we would be under similar circumstances. I have called attention to some of their rights, and to the sacrifices we
ought to make in their behalf. I mean this to be in defense of honest thinking on the part of high school and college students. I mean it to be a plea for a square deal for our young men and women. In my judgment the wise course would be for the older group to unite under the leadership of the younger. We have ourselves lost out, perhaps because of conditions as well as age. Why not admit it? Let youth have the right of way.

My advice, young men and women, is that you awake to the necessity of moving forward at once, that you overlook unjust criticism, that you disregard the radical advice to tear down and destroy, that you give yourselves over to constructive thinking and to thoughtful building. Stay in school or study at home while out of work, work out a plan of self-improvement as Benjamin Franklin did when he was young and when times were hard, show an interest in parks and playgrounds and adult education and engage in whatever work you can get at present. Be active in thinking out courses of action for our people. Such a line of action coupled with courage and hope will save the day.

Now to you, Mr. Growler, if you are still listening in: Do you not wish to admit that it is again up to youth to save the nation? Then why stand all crumpled up in the way?

J. W. Crabtree

BEARD'S OPINION OF HEARST

In the course of the past fifty years I have talked with Presidents of the United States, Senators, Justices of the Supreme Court, Members of the House of Representatives, Governors, Mayors, bankers, editors, college presidents (including Charles W. Eliot), leading men of science, Nobel prize winners in science and letters, and I have never found one single person who for talents and character commands the respect of the American people, who has not agreed with me that William Randolph Hearst has pandered to depraved tastes and has been an enemy of everything that is noblest and best in the American tradition. Alfred Smith—a true friend of public education—added to his many deserved laurels when before a cheering multitude in New York City he defied Mr. Hearst. The answer of the people of New York was final and conclusive. There is not a cesspool of vice and crime which Hearst has not raked and exploited for money-making purposes. No persons with intellectual honesty or moral integrity will touch him with a ten-foot pole for any purpose or to gain any end. Unless those who represent American scholarship, science, and the right of a free people to discuss public questions freely, stand together against his insidious influence, he will assassinate them individually by every method known to his yellow press. Only cowards can be intimidated by Hearst.

—Charles A. Beard.

Certain forms of government are better calculated than others to protect individuals in the free exercise of their natural rights, and are at the same time themselves better guarded against degeneracy, yet experience has shown that even under the best forms, those entrusted with power have, in time, and by slow operations, perverted it into tyranny .... The spirit of resistance to government is so valuable on certain occasions that I wish it to be always kept alive. It will often be exercised when wrong, but better so than not to be exercised at all.—Thomas Jefferson.

If there be a country where knowledge cannot be diffused without perils of mob law and statute law; where speech is not free; where the postoffice is violated .... that country is, in all these respects, not civil but barbarous.—Ralph Waldo Emerson.
NEW DEGREE REQUIREMENTS AT THE UNIVERSITY OF VIRGINIA

From School and Society for August 10 is taken the following statement about degree requirements, as announced by George Oscar Ferguson, Jr., dean of the college at the University of Virginia:

The University of Virginia has recently adopted new requirements for the degrees of bachelor of arts and bachelor of science, to take effect at the beginning of the session of 1936-37. Among the departures from the requirements which have been in effect since 1922 are the following:

Credits toward a degree are no longer stated in terms of session-hours or term-hours. The new unit is the course, which is defined as the work covered in an organized, scheduled class, meeting at least three hours a week throughout the session. Science courses, with three hours of class work and six hours of laboratory work weekly, are counted as double courses. Twenty courses are required for a degree, and a student is normally expected to carry five courses a year.

The courses which are required of all applicants for degrees are one in English, two in each of two foreign languages, one in mathematics and one, a double course, in science—a total of eight. A candidate for the degree of bachelor of arts must offer two courses in Greek or Latin; a candidate for the degree of bachelor of science must offer two courses in French or German. Not less than six of the eight required courses must be completed at least two years before graduation, and all must be completed at least one year before graduation. Unusually well-prepared students may be exempted from required courses, except in science, by passing qualifying examinations set at the beginning of the session, and students who present credit on admission for the equivalent of the first-year course in a foreign language are exempted from further requirement in that language if they pass the second-year course. Such exemption increases freedom of election, but does not reduce the total number of courses required for a degree.

Two years before graduation, a student must select as his field of concentration a major subject taught in one of the academic schools. Before registration he must present, as part of his plan of study for the next two years, a program of not less than five nor more than seven courses approved in writing by an official adviser for his major school. This program must include not less than three courses offered in the major school and not less than two courses in subjects related to the field of concentration.

The remaining courses needed to make up the required twenty are electives. In his second year, especially, the student is advised to elect courses with a view to exploring the academic fields in which he may wish to major. In general, introductory courses in the various fields which are not included in the required courses are recommended as electives in the second year.

Shortly before graduation a candidate must make a satisfactory standing in a final comprehensive examination on his field of
concentration, set by the faculty of his major school. This examination is in lieu of separate final examinations in all courses in the field of concentration, taken in the session of graduation, which the major school may include in it. It may be wholly a written examination, or partly written and partly oral.

It is hoped that the new requirements will insure a reasonably thorough mastery of at least one important field of knowledge, that they will bring about an acquaintance with the traditional liberal arts and sciences and that they will allow a proper measure of freedom in the pursuit of individual interests. It is also hoped that they will tend to de-emphasize the idea that a degree is made up of an accumulation of fragmentary and quickly forgotten credit-hours, and will encourage a more comprehensive and permanent mastery of subjects as wholes.

GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October. These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into The Society's headquarters from every part of the world. The bulletins are illustrated from The Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, college and normal students. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, exploration, geographical developments, new industries, costumes and customs, and world progress in other lands.

THE INTRODUCTION OF FREE TEXTBOOKS IN THE SOUTH

An Associated Press dispatch states that some of the southern states are now furnishing free text-books to school children, while others are setting up rental systems. New buildings are going up through federal aid, and more students are enabled to attend school through jobs given their parents and the upper class students themselves.

Kentucky, Florida and Alabama furnish free text-books. A rental system has been adopted on a statewide scale in North Carolina.

Although not on a state-wide basis, the rental plan is being followed by several cities and counties in Georgia and Virginia. South Carolina is attempting to adopt such a program, but Governor Olin Johnson sees no funds to buy the initial books.

Alabama hopes to establish a free-textbook system in three years for the first three grades of grammar school. The plan calls for the purchase of first-grade books this fall for $175,000; second-grade books next year for $125,000, and third-grade books the following year for $225,000, with $200,000 being appropriated annually thereafter for replacement.

Dr. J. A. Keller, state superintendent of education of Alabama, is reported to have said that the plan should result in a sharp reduction of the 53 per cent. failures annually in the first grade. One of the chief causes for this high figure in his opinion is that only 30 per cent. of the pupils in the first grade had text-books.

Florida for years has furnished free textbooks to public school pupils in the first six grades, and the 1935 legislature has extend-
ed the free books to pupils in all twelve grades. It costs the state about $500,000 a year.

Five hundred thousand dollars was appropriated by the Kentucky Legislature for the fiscal year of 1935-36 for free books for lower grades. A similar amount was appropriated for the 1934-35 term, half of which has been spent.

The city of Atlanta, Ga., and Bibb County furnish free books to grammar school children. During the four years the city of Athens has operated on the book-rental system, patrons have been saved thousands of dollars and the school board has purchased thousands of new text-books and library books.

Parents in Roanoke and Alexandria, Va., have been saved large sums of money annually through the book-rental system. Danville is considering adopting the plan.

Through the rental plan, the Board of Education buys the books and then rents them to the students at one third the cost. The life of the book is estimated at three years.

ENGLISH COUNCIL AT INDIANAPOLIS

The teaching of English in a changing curriculum is the general topic for the silver anniversary meeting of the National Council of Teachers of English to be held in Indianapolis November 28-30, according to announcement made by the president, Professor Charles Swain Thomas of Harvard University.

The opening session will be held at the Hotel Claypool, convention headquarters, at eight o'clock Thanksgiving Day evening. At the annual dinner on Friday evening, Dr. Claude M. Fuess, noted biographer and headmaster of Phillips Andover Academy, and Louis Untermeyer, the poet, will be the principal speakers. Carl Sandburg will be the guest of honor at the annual luncheon with which the convention will close on Saturday of the week-end.

The general session on Friday morning will be concerned with the new silent reading movement in the schools. Dr. Stella S. Center of the Theodore Roosevelt High School, New York City, will preside and will describe the federal project in silent reading carried out under her direction in her school.

A special session on Saturday will be devoted to discussion of the long-awaited report of the Curriculum Commission of the National Council, just published under the title, An Experience Curriculum in English. W. Wilbur Hatfield of Chicago Normal College, chairman of the Commission, will preside. Because of the unique importance of the Commission's work in outlining a pattern curriculum in English from kindergarten through high school this session will be of wide interest.

Sectional meetings on College Reading, Articulation, International Relations, Creative Writing, Departmental Organization, Journalism, Speech and Dramatics, Language Problems, Radio, Research, and other topics will occupy Friday afternoon.

VIRGINIA SCHOOLS EMPLOY 42 GRADUATE LIBRARIANS

Fourteen high schools in Virginia which have never before had graduate librarians on their faculties will have them this fall. These librarians have completed a full year's study in Library Science either as part of the A.B. degree or as graduate work in addition to the A.B. degree. They have had professional courses in education and have majored in certain subjects in the high school curriculum which they will teach when they are not on duty in the library.

Graduate librarians will be employed for the first time this fall in the following high schools and counties: William Fleming, Roanoke; Callands, Pittsylvania; John Randolph, Cumberland; Kempsville, Princess Anne; Dickenson Memorial, Dickenson;
King George, King George; Callao, Northumberland; Goochland, Goochland; Varina and Glen Allen, Henrico; Amelia, Amelia; Rocky Mount, Franklin; Franktown-Nassawadox, Northampton; and Fairfax, Fairfax.

Graduate librarians will continue to be employed in: Whitmell, Pittsylvania, and Gretna, Pittsylvania; Troutville, Botetourt; Powhatan, Powhatan; South Norfolk, South Norfolk; Dumbarton Jr. and Westhampton, Henrico; Toano, James City; Waynesboro, Waynesboro; Andrew Lewis, Roanoke; Marion, Smyth; Carroll County Schools Library, Carroll; Martinsville, Henry; Crewe, Nottoway; Matthew Whaley, Williamsburg; Appomattox, Appomattox; Stevensville, King and Queen; Washington and Lee, Arlington; Newport News, Newport News; Thomas Jefferson, and John Marshall, Richmond; Hopewell, Hopewell; Oceana, Princess Anne; Kenbridge, Lunenburg; Disputanta, Prince George; Appalachia, Wise; George Washington, Danville; and Lane, Charlottesville.

NEW HIGH SCHOOL NEWSPAPER

*Highschool*, the first national newspaper in the educational field, is announced for publication this fall by *Scholastic*, American high-school student weekly.

National news of school and classroom for high-school teachers and principals will be printed every two weeks during the school year in *Highschool*. In addition to high-school news from all parts of the United States and foreign lands, and regular features of educational interest, the paper will also publish a series of study aids for English and Social Studies classrooms. Editorial offices will be at 250 E. 43rd St., New York, N. Y.

An uneducated person is one who stops studying when he graduates.—WILLIAM H. ALLEN.

SCHOOL LIBRARY PURCHASES

Ten counties and cities in Virginia purchased more than $2,000 worth of books each for school libraries with state aid during the school year ending June 30, 1935, according to a recent report of C. W. Dickinson, Jr., State Director of Libraries and Textbooks of the State Board of Education. Total purchases from all schools amounted to $100,434.40.

The ten divisions which purchased the largest number of books during the past session are as follows: Norfolk and Richmond Cities, and Roanoke, Chesterfield, Washington, Loudoun, Wise, Henrico, Carroll, and Pittsylvania Counties.

THE READING TABLE


Organizing sports and teaching them according to modern educational ideas is no easy task. This book is a practical help in that matter. The way the activities are chosen and directed according to what are called Conduct and Control Objectives gives the teacher perspectives and purposeful unities which have been very much needed heretofore. These objectives serve as guides to the daily instructional activities of the teacher. The book includes several model semester curricula which seem to be workable.

HELEN MARBUT


This is a series of books for grades 2 to 8. Each year's work beginning with the third year is grouped in 36 spelling units. Each unit has a basal list and two other lists. The words are graded on three levels based on frequency of use. By beginning with the basal or easiest list the child reaches his own level of spelling ability, and individual differences are supposed to be
cared for. An individual socialized study is used by each child in learning his words. Directions for learning to spell new words are included in each book.

Words included were taken from various standard lists and grade placement of words was usually determined by widely used spellers. Review is provided by a repetition of words so that not more than one-third of the words in a unit are new. There is a teacher’s manual.

The selection of material deserves much commendation. Recent topics such as daylight-saving and the radio’s helping in determining longitude are included. The tables furnish valuable information for reference.

R. M. H.


This little text has a single aim: to put the student, by practice, into full possession of the most common idioms of the French language. The first half of the book gives six dozen important French expressions, each of which differs essentially from the English way of saying the same thing. Under every idiom is given six simple and helpful examples of its use. The English equivalents are found in the latter half of the book. Thus the difficulty can be readily and definitely administered in broken doses to oneself or to one’s pupils.

E. P. C.

The Crowning Satisfaction

It is one of the crowning satisfactions of a scholar's life in a university society that the profit motive, when it exists at all, is wholly subordinated to the service motive manifested through scholarship and its many-sided applications to human needs. A very large part of the revolutionary spirit now abroad in many lands would be quickly quelled could the mass of the population be made to feel quite certain that in transacting the greater businesses of the world the service motive comes first and that the profit motive is subordinate to it.—Nicholas Murray Butler.

Any people anywhere, being inclined, and having the power, have the right to rise up and shake off the existing government, and form a new one that suits them better. This is a most valuable, a sacred right.—Abraham Lincoln.
NEWS OF THE COLLEGE

Final exercises marking the completion of the twenty-sixth session of the college ended on June 11, when Dr. William John Cooper, of George Washington University, former U. S. Commissioner of Education, delivered the commencement address to 222 graduates. Of these 129 received the bachelor's degree; 41 in the home economics curriculum, 65 in the high school teaching curriculum, and 23 in the elementary teaching curriculum. Professional diplomas were also awarded to 93 students who had completed a two-year course.

The baccalaureate sermon was delivered by Rev. Dr. E. H. Pruden, of Petersburg, in Wilson Hall on June 10. On the preceding Saturday evening the graduating classes had presented, under the direction of Miss Ruth S. Hudson, a three-act comedy entitled The Romantic Age, by A. A. Milne.

The Snyder Prize for the best-written article appearing during the year in the college newspaper, the Breeze, was awarded to Miss Dolores Phalen, of Harrisonburg, for her interview with Richard B. Harrison following his appearance here in The Green Pastures last spring.

Announcement has been made of two appointments to the faculty this fall. Dr. Argus Tresidder, of Buffalo, New York, will be professor of speech and dramatics to succeed Miss Ruth S. Hudson, of Luray. Dr. Tresidder holds the bachelor's, master's, and doctor's degrees from Cornell University, where he has been assistant in speech and business manager of the Cornell Summer Theatre. He has also been director of dramatics at the University of Tennessee. Miss Hudson's resignation follows a long and valued service to this college since 1911.

Dr. Amos Showalter, of Bridgewater, Virginia, will be associate professor of biology. Dr. Showalter, who holds the doctor's degree from the University of Wisconsin, was acting professor of chemistry last year during the illness of Dr. George A. Williams. Miss Julia Duke, who has for several years been an instructor in biology, has resigned to carry on further study in the George Peabody College for Teachers at Nashville, where she has been granted a scholarship.

The past summer school, with an enrollment of 415 students for the first term and about 125 for the second, was very successful. There were unusual opportunities at the training school for observations in the teaching of the new curriculum under the special direction of Miss Nellie Walker, Miss Violetta Davis, Miss Gladys Goodman, and Mrs. Lucibel Crookshank. Lectures, most of them on current topics, were presented in chapel and at various special programs, by President S. P. Duke, Mr. J. N. McIlwraith, Dr. O. F. Frederikson, Mr. R. C. Dingley, Dr. Raus M. Hanson, Dean W. J. Gifford, Mr. Clyde P. Shorts, Miss Katherine M. Anthony, Mr. C. T. Logan, and Dr. H. G. Pickett.

Virginia Stickley headed the Student Government organization and Minnie May Combs, the Y. W. C. A. during the summer. Fannie Rowe Brown edited the Sum- mer Breeze.

Forty-three students were graduated at the commencement exercises held the evening of August 29. Dr. Sidney B. Hall, State Superintendent of Public Instruction, speaking on this occasion, traced the history of teacher education in America. Dr. John McDowell delivered the baccalaureate sermon on Sunday, August 25.

The Virginia Intercollegiate Press Association will hold its annual convention at the college on November 1 and 2. Virginia Cox, editor of the Breeze, is state president of the association, and Elizabeth Bywaters is state secretary. They, together with Evelyn Pugh, Gene Averett, Catherine Cartee, Frances Wells, and Elizabeth Thweatt, form the local committee in charge of arrangements.
ALUMNAE NOTES

Received too late for publication in the May issue of the Virginia Teacher, these news items from Catherine Markham, a prominent member of the Portsmouth Chapter of the Harrisonburg Alumnae Association, still hold abundant interest for Harrisonburg alumnae.

NEWS FLASHES FROM PORTSMOUTH ALUMNAE

The Portsmouth Alumnae have begun a scholarship fund to enable some worthy girl of Portsmouth or vicinity to attend Harrisonburg State Teachers College.

FLASH—Forty dollars has been raised toward this goal.

Active year opened in October with business meeting at the home of Miss Gladys Vincent. The members decided to send Christmas cards to the college faculty.

FLASH—We hope the cards were received with as much pleasure as we realized from sending them.

In November a card party was sponsored by the Alumnae at the Elks Club in Portsmouth. The Alumnae and friends numbered about 160. Candy and cold drinks were sold and numerous prizes awarded.

FLASH—Our treasury was enriched by this undertaking.

A tea was given on February 8, at the home of Miss Helen Acton for the senior girls of the high schools in this locality. Mr. Logan, of the college faculty, and Mrs. Logan were special guests of the alumnae.

FLASH—From all reports the presence of Mr. and Mrs. Logan added much to the possibility of more Portsmouth girls attending our Alma Mater.

Dr. and Mrs. Duke were the honored guests at a dinner party given at the Portsmouth Country Club. This formal occasion closed the fiscal year of the Portsmouth Chapter.

FLASH—Dr. and Mrs. Duke, we enjoyed your visit and anticipate seeing you at Home Coming.

PERSONAL FLASHES

Miss Clotilde Rodes was the chapter’s special representative to the Home Coming in March, 1935.

The Harrisonburg Glee Club was enthusiastically received by large audiences in Norfolk and Portsmouth. Miss Virginia Thomas and Miss Maud Cuthriell were hostesses to three of the Glee Club girls.

Miss Elizabeth Thomas of the class of '24 is now Mrs. Vernon Carlyle Shaner of Richmond, Virginia.

Miss Lucille Duling of the class of '27 is now Mrs. Virginius Dashiell of Dayton, Ohio.

Mrs. Hugh D. Miller (Ruth Lewis '25) has an eight-pound son, Hugh D., Jr., born in April.

Mrs. Walter Edmondson (Frances Tabb) has a son, William, born in October.

Mrs. Walter Floum (Anne Berson) has a son born in the fall.

Mrs. Desmond Walker (Nancy Roane) has a son, Desmond Jr., born in October.

OUR CONTRIBUTORS

CHARLES WILLIAM DABNEY, whose foreword introduces the Smith Report on the Prussian School System, is a former president of the University of Tennessee and of the University of Cincinnati. Dr. Dabney is the author of Universal Education in the South, which is about to be published.

ALBERT H. MARCKWARDT is professor of English in the University of Michigan, and a member of the Committee on Current Language Problems of the National Council of Teachers of English.

J. W. CRABTREE was secretary of the National Education Association from 1917 to 1934. His memoirs were recently published under the title What Counted Most.
THE VIRGINIA TEACHER

FILM ESTIMATES

Progressive teachers will find dependable advice in these estimates on current film releases. Recognizing that one man’s meat may be another man’s poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with The Educational Screen, Chicago.

ACCENT ON YOUTH (Herbert Marshall, Sylvia Sidney) (Para.) Smartly produced, well-acted comedy of middle-aged playwright and his young secretary. Action mostly mental, hence “talky.” Intelligently entertaining despite some extraneous scenes and perhaps too many arbitrary reversals in conduct. (A) Interesting (Y) Little inter. (C) No inter.


ALIBI ICE (Joe E. Brown) (Warner) Hilarious baseball picture with garrulous hero, a small-town pitcher, saving day for national league club. Impossible feats on diamond, rollicking absurdities in dialog and action, and a comical romance, make a thoroughly laughable combination. (A) Very good of kind (Y) Excel. (C) Excel.

ALICE ADAMS (Katherine Hepburn, Fred Stone) (RKO) Skillful screening of very human Tarkington story of girl of humble home fighting for happiness. Mistaken tactics bring her endless embarrassment, often painful, relieved by genuine comedy and sudden happy ending. Fine roles by Hepburn and Stone. (A) Interesting (Y) Withwhile (C) Beyond them.

BECKY SHARP (Miriam Hopkins) (RKO) (Technicolor) Elaborate and careful screening of famous play based on Vanity Fair, distinctively acted, covering chief events of checkered career of this great character. Gorgeous sets and costumes in full color. Opinions on the color will differ. (A) Notable (Y) Mature (C) Little interest.

BLACK FURY (Paul Muni, Karen Morley) (Warner) Powerful picture, with incredible moments, of struggle between miners, tricked into strike, and mine-owners tricked into brutal resistance. Muni splendid as lowly strike-kader and winning a pitiful success. Notable only for Bergner role. (A) Fine of kind (Y) Grim (C) By no means.

CHARLIE CHAN IN EGYPT (Warner Oland) (Fox) Complex murder mystery centered in valuable Egyptian tomb found by scholars, and in the curse supposedly upon them. Weird atmosphere, many false leads, but Oland, in characteristic Chan role, solves all. Some incongruous comedy and pale romance. (A) Gd. of kind (Y) Good (C) If not too strong.

CHASING YESTERDAY (Anne Shirley, O. P. Heggie) (RKO) Delightful adaptation of sentimental story by Anatole France about fine old French professor who adopts and brings happiness to lonely, engaging little orphan. Notable for expert direction, fine characterizations, quiet charm and humor. Not for the blase. (A) Charming (Y) Excellent (C) Good.

CURLY TOP (Shirley Temple, John Boles) (Fox) Sentimental story, mere variation of “Daddy Long Legs,” but wholesome, appropriate surroundings for captivating little star and full sway for her remarkable talents. She and older sister, taken from orphanage, find happiness and romance in wealthy bachelor’s home. (A) Pleasing (Y) Very good (C) Very good.

DINKY (Jackie Cooper, Mary Astor) (Warner) Simple, wholesome little story. Manly young hero is cadet in military academy till mother’s misfortune lands him in nearby orphanage temporarily. Shows convincingly that character, not mere possession, is the important thing in life. (A) Pleasing (Y) Very good (C) Very good.

DOG OF FLANDERS (Frankie Thomas, O. P. Heggie) (RKO) Softened version, fairly well acted, of Ouida’s poignant story of Dutch boy’s struggle between poverty and ambition to become a Rubens. Unconvincing spots, but human appeal is there and the dog is adorable. Very sad at times. (A) Fair (Y) Good (C) Probably good.

DOUBTING THOMAS (Will Rogers, Billie Burke) (Fox) Sausage-making hero fights small-town amateur theatrics which are upsetting his stage-struck wife and daughter-in-law-to-be. He tricks them out of it by hilarious methods and wins limelight for himself. Typical Rogers picture. (A) Good of kind (Y) Amusing (C) Good.

ESCAPE ME NEVER (Elizabeth Bergner) (British) (U.A.) Highly artificial plot built merely to make dramatic moments for Bergner as waif mother, unmarried, gay in adversity, fighting wealth and society to hold her worthless lover, and winning a pitiful success. Notable only for Bergner role. (A) Unusual (Y) Decidedly not (C) No.

EVENSONG (Evelyn Laye) (British-Gaumont) Wistful, poignant story of Irish girl with great voice, giving up love for operatic career, learning her mistake only in twilight of life. Cast not perfect and lovely music deserves better sound reproduction, but picture has much charm. (A) Unusual (Y) Mature (C) Beyond them.

FARMER TAKES A WIFE (Janet Gaynor, Henry Fonda) (Fox) Rural comedy of Erie Canal in 1840, well acted, beautifully set, and with genuine historical flavor. Fistfights and liquor, no wise-cracks or profanity. Heroine, for canal vs. rail-
road, hero, for farm vs. canal, make engaging human and dramatic material. 
(A) Very good (Y) Excellent (C) Probably good

FLAME WITHIN (Ann Harding, Herbert Marshall) (MGM) Strong, clinical romance of woman- pianist who cures and saves another woman's lover, but gets so seriously involved with patient as to threaten her own fine romance. Not wholly convincing but tense and splendidly acted. 
(A) Very gd. of kind. (Y) Mature (C) No int.

HEI TIKI (Maori cast) (First Division) Presents legend of the love charm, with all-Maori cast, in picturesque New Zealand settings. Interesting for tribal life, beliefs, customs and costumes, with violent and primitive battles between rival tribes for climax. Voice accompaniment.
(A) Novel (Y) Different (C) Little interest

HOOSIER SCHOOLMASTER (Norman Foster, Charlotte Henry) (Monogram) Uninspired version of Eggleston's post-Civil-War story. Ex-soldier becomes schoolmaster in Indiana village. His romance with "bound girl" brings conflict with citizen, but melodramatic ending brings happiness to both.
(A) Dull (Y) Dull (C) No interest

(A) Powerful of kind (Y) No (C) By no means

JAVA HEAD (English cast and Anna Mae Wong) (1st Div.) Picturesque portrayal of old New England life in days of clipper ships. Tense romantic complications, when hero brings home Chinese princess as his wife, solved by her suicide. Notable in acting, dialog, diction, and genuine historical flavor. 
(A) Interest'g (Y) Good of kind (C) Hardly

(A) Pleasing (Y) Very good (C) Probably good

LADY TUBBS (Alice Brady, Alan Mowbray) (Univ.) Light, human, laughable farce-comedy unworried over probabilities. Alice Brady, as dominating railroad-camp cook, has to save her niece from snubs of English aristocracy, and succeeds by extraordinary, elaborate and comical methods. 
(A) Amusing (Y) Very good (C) Good

LES MISERABLES (Frederic March, Charles Laughton) (U.A.) The great story greatly filmed, with all leading roles notably acted. March fine as pitiful victim of brutal injustice. Laughton superb as implacable, merciless Javert. Hard to imagine finer dramatizing of great novel within two hours. 
(A) Notable (Y) Excellent (C) Mature

LIFE OF ST. ANTHONY OF PADUA (Italian production) Elaborate portrayal of history and legend in St. Anthony's life, against careful 12th Century backgrounds, sincerely done. Distinctly illuminating on life of period. Bilingual titles, the Italian much better than the English translation. 
(A) Interesting (Y) Good of kind (C) Hardly

LOVE ME FOREVER (Grace Moore, Leo Carillo) (Columb) Fine musical film, with superb solo and ensemble singing, including almost entire two acts of "La Boheme." Heroine's fine love, for ex-gambler responsible for her success, is hardly plausible but provides entertaining drama and humor. 
(A) Fine of kind (Y) Excell'nt (C) If it interests

MY HEART IS CALLING (Jan Kiepura, Marta Egger) (British-Gaumont) Lively, engaging musical, laid on shipboard and in Monte Carlo. Stranded opera troupe wins over many obstacles by tenor's fine voice. Comedy sometimes labored, but charming romance, lovely music and settings compensate. 
(A) Enjoyable (Y) Excellent (C) Good

RICHIEBOU (George Arliss) (UA) Another polished portrayal of historical personality by Arliss against lavish background of 17th Century France. Lytton's play modernized to advantage. Certain liberties with history compensated by convincing roles and sustained interest of plot and dialog. Fine cast. 
(A) Excellent (Y) Very good (C) Beyond them

SANDERS OF THE RIVER (Leslie Banks, Paul Robeson) (UA) Colorful, dramatic story, not always convincing, with real African background, native tribesmen as actors. Robeson fine as loyal chieftain, aide to British commander in handling trouble-making rival chief. Thrilling climax. 
(A) Interesting (Y) Probably gd. (C) Doubtful

SHANGHAI (Charles Boyer, Loretta Young) (Para) Colorful, exotic, finely acted story of high finance and true love. It reeks with wealth but is mostly sincere and convincing. Russian-Chinese hero, a power in Shanghai, and American heiress meet, love, but separate when racial barrier is uncovered. 
(A) Fine of kind (Y) Mature (C) No

TEN DOLLAR RAISE (E. E. Horton, Karen Morley) (Fox) Pleaseing little picture about timid, pin-saving bookkeeper, without raise for 16 years. Hopelessly in love but unable to marry on salary, he falls into wealth and buys out his boss. Horton's customary skillful comedy. 
(A) Amusing (Y) Good (C) Perhaps

THE SCOUNDREL (Noel Coward, Julie Hayden) (Para) Shrewd, ruthless publisher rules his world and ruins its women with "love," till death brings proper penalty. Strong picture, masterfully played and photographed, cleverly arresting dialog, gripping despite unreality and clumsy mysticism at end. 
(A) Exceptional (Y) By no means (C) No
Parent Education

Neighbor: "Has your son's college education been of any value?"
Father: "Oh, yes; it cured his mother of bragging about him."

Patience Rewarded
"When do you graduate?"
"End of this quarter."
"Surprised?"
"No; I've been expecting it for years."—Ames Green Gander.

A Fine Point
Teacher: (after erasing the decimal from a number): Now, where is the decimal point?
Bright Pupil: "On the eraser."

Those Compositions!
The teacher had asked the pupils to write a short composition on the subject, "Water." One boy wrote: "Water is a white wet liquid which turns black when you wash in it."

Tired Teacher: Many students are like coffee—98 percent of the active ingredient has been removed from the bean!

"Where do you come from?"
"South Dakota."
"Why, you don't talk like a Southerner."

Collective Nouns
School ma'am: "Give me three collective nouns."
Student: "Flypaper, wastebasket, and a vacuum cleaner."

"Pointed" Proof
When Tommy handed in his home work, the teacher examined it very closely. "That looks suspiciously like your father's handwriting, Tommy," he said. "What have you got to say?"
"Well, sir," replied Tommy, after a long pause, "now I come to think of it, I used his fountain pen."

Sui Generis
Teacher (to mother of pupil): "Your son has a great thirst for knowledge. Where does he get it?"
Mother: "He gets the knowledge from me and the thirst from his father."

Modern Advertising
A visitor was having tea in the home of a well known editor one Sunday afternoon when the little daughter of the family came in with an illustrated Sunday School text card in her hand.
"What is that you have, daughter?" asked the father.
"Oh," said the little girl, "just an ad about heaven."

A Step at a Time
Mrs. Murphy: "But isn't your son rather young to join the army?"
Mrs. Mulligan: "Well, he is young; but then, you see, he is only going to join the infantry."

Journal of Education.

The Absent Minded Professor
He was on his way home with his new car, which was absorbing all his attention, when it struck him he had forgotten something.
Twice he stopped, counted his parcels, and searched his pocketbook, but finally decided he had everything with him. Yet the feeling persisted.
When he reached home his daughter ran out, stopped short, and cried: "Why, Father, where's Mother?"

He's In Again
Servant: "The doctor's here, sir."
Absent-minded Professor: "I can't see him. Tell him I'm sick."

Voice on phone: "John Smith is sick and can't attend class today. He requested me to notify you."
Professor: "All right. Who is this speaking?"
Voice: "This is my roommate."
THE VIRGINIA TEACHER

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