12-1-1935

Virginia Teacher, December 1935

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

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

Recommended Citation
Virginia Teacher, December, 1935, XVI, 9, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.
December, 1935

WILLIAM L. CHENERY

Editor of Collier's

on

Opportunity in Journalism

BOOK REVIEWS  

FILM ESTIMATES

NEWS OF THE COLLEGE AND ITS ALUMNAE

Published at the
STATE TEACHERS COLLEGE
of Harrisonburg, Va.

15 CENTS
CONTENTS

Opportunity in Journalism .......................... William L. Chenery 189
Dr. Benjamin M. Smith's Report on the Prussian Primary School System (Final Instalment) 195
Study Guides for Motion Pictures .................. 204
The Teacher's Joe Miller .......................... 205
Educational Comment ................................ 206
The Reading Table ................................. 208
News of the College ................................ Virginia Cox 209
Alumnae Notes .................................... Rachel F. Weems 211
Film Estimates ..................................... 212

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

THE VIRGINIA TEACHER is indexed in the Education Index published by the H. W. Wilson Co.

Supplementary Readers in French

A few of our popular titles and editions are listed here. For a full suggestive list watch for our new booklet, "What to Read in French, German, Spanish," which you will soon receive.

D. C. HEATH AND COMPANY
180 Varick Street New York City

First Year

HILLS AND DONDO: Contes Dramatiques
La France, Cours Elémentaire
COCHRAN AND EDDY: Si nous lisons*
CLARETTE: Pierrille (Cochran & Eddy)*
LAVISSE: Histoire de France, Cours Élémentaire
WOOLEY AND BOURDIN: French Reader for Beginners

Second Year

DUMAS: D'Aragman (New-Type Reader)
LAVISSE: Histoire de France, Cours Moyen

* The Heath-Chicago French Series
OPPORTUNITY IN JOURNALISM

W hat are the prospects for young people in journalism? The fields in which I have had experience include the newspapers and magazines. I shall attempt to draw out of this experience something which I hope will have value to you as you may consider journalism as a life work.

The first question you must consider in connection with any occupation, aside from the pecuniary approach is: Will I find scope to utilize happily whatever native qualities and training I am able to bring to the tasks which may be available? This is the question which any ambitious young person, facing a decision as to his or her life work, must decide with reference to any occupation.

What does journalism offer gifted, well-trained practitioners?

Journalism is an industry and a profession affected with the public interest. It calls for special qualities in its practitioners and by custom and law because of the public interest involved, it is allowed special privileges and immunities.

Journalism in all its varieties and forms, from the ancient town crier to the modern radio broadcaster, from the hand bill of the primitive days to the contemporary metropolitan newspaper and national magazine, is first, last, and always an appeal to public interest. Other trades and professions have their public as well as their private aspects, but the very essence of journalism is its public appeal.

In this, I think, lies much of the powerful attraction which journalism exercises upon so many of its followers. The newspaper man and the magazine writer are eternally conscious of being involved in public affairs. The approach and contact may be, and better are, merely those of the scribe who records what others are doing or saying or thinking. Nevertheless the reporter, writer, and editor are in the very routine of daily employment engrossed in the major concerns of the community, state, or nation. This, I am sure, yields a feeling of dignity and of importance to the task, not to the individual, which is one of the permanent satisfactions of any kind of employment.

Mind you, I don’t imagine, as you leave school and college and seek work, that you will consciously give much thought to this matter. Your primary interest will be to find a job and, conditions being as they are, you won’t ask too many questions. The situation of young people in search of employment has not been happy these past few years. I hope that now, with light breaking in so many directions, the way will be easier. Whether jobs are scarce or plentiful, personal qualifications must be considered with especial care if you are considering journalism as a life work.

On the strictly business side, newspapers and magazines do not differ greatly from other commercial and manufacturing enterprises. A man or woman with a talent for business is as much at home in the counting room of a newspaper as in similar employment in a department store or factory. On the production side the newspaper or magazine makes its special demands.

The natural journalist likes to write. Writing for such is a pleasant activity, desirable in itself, and not mere drudgery. Of course the physical act of transferring words to paper is laborious. I remember
talking to Booth Tarkington some years ago about a prospective novel. He said in his whimsical fashion that he promised himself that each story would be the last. "I promise myself that if you will just finish this I will never ask you to write another," is my recollection of his way of putting it. Naturally, however, he does write another and another. Ideas, characters, situations, and plots ferment in the mind of a writer. He must put words on paper. An inner necessity drives him.

Not all naturally gifted writers enter journalism. Some of the best do not. Many expend their gifts in writing letters to friends. In others the capacity dies from the lack of use. I am sure, however, that pleasure in writing and the capacity to use words with skill are essential to the satisfactory practice of journalism. So I say that if you don't like to write, don't bother with journalism. Other vocations will doubtless offer you greater satisfaction.

If you do like to write, then journalism may have much to offer you. Granted the gift for clear and attractive expression, what sort of training is best? My answer is the best you can get of almost any type. I am not impressed by the schools of professional journalism. I am not opposed to them. If I were prescribing a course for a prospective journalist I would suggest the most thorough general education possible. I think the general courses which lead to graduation in our colleges are quite as useful as courses designed especially for journalists. Some history and economics, sufficient acquaintance with at least one of the sciences to understand the methods and spirit of scientific research, all the literature that can be absorbed without excluding these other courses, and much practice in writing—these seem to me to be the essentials of an education for journalism. The purely technical instruction can be quickly imparted in a newspaper.

The actual technique of journalism is not complicated or difficult to learn. The cub reporter on an American newspaper is taught two simple things. He learns first to discover the news angle, or the focus of public interest, in whatever he sees or hears or reads. He next learns to compress into his first sentence or paragraph the item of greatest interest or novelty in his material. Unlike the procedures which must be mastered before a novice is ready to practice law or medicine or dentistry, no prolonged study is required to master the basic skill of the reporter. Beyond the reporter's activity lie other tasks, superficially more complicated, but actually plain enough. It is for this reason I think that strictly professional courses in the technique of journalism are unnecessary.

Beyond the preliminary stages the journalist has need of all the information, all of the training in research methods, all of understanding and background which the best of the colleges can impart. For the situations with which journalists must deal cover the whole field of human knowledge. The reporter must be able to interpret and, obviously, he must understand if he is to be intelligible to others.

The field in which the journalist operates is very wide. The newspaper, and especially the small city newspaper is, I think, the best proving ground. On a smaller newspaper the beginner gets precisely the same training in fundamentals which he might obtain, if any had time to bother with him, on the larger metropolitan journals. The small paper in addition offers the opportunity for varied assignments. This does not happen on the metropolitan press. If a beginner because of family or business favoritism is given a post on a large city daily, the chances are that he will be set at some task out of sight and left there indefinitely. Months or years later he may still be telephoning unimportant news items from some police station remote from the newspaper office to a re-write man who does all the actual writing.

This occurs not because city editors are a
malevolent breed but because the necessities of metropolitan journalism are too insistent to permit the risk of failure. City editors must send out reporters about whose competence there can be no question. The ambitious young journalist, accordingly, is in my opinion, well advised to seek his first experience in the smaller communities in which work is less specialized and the pace less rapid. He will there get varied opportunities to develop and to show whatever talents he possesses.

The opportunities open to a journalist depend upon his luck and his qualities. Of the two I think the latter more important in the long run. When I was a reporter in Chicago twenty-five years ago I knew a group of other reporters whose subsequent careers exhibited a wide range of possibilities. Francis Hackett, the Irish author of Henry VIII and of Francis I, had just turned book reviewer. By his own admission Francis was a wretched reporter, but by general acclamation a brilliant book reviewer. He became one of the distinguished biographers of our time. Carl Sandburg was a better reporter. His metropolitan newspaper experience began on a small paper devoted to labor causes. As an avocation he wrote poetry. Some of his poems were good enough to win prizes. This minor fame brought him larger journalistic opportunities and he, too, turned to biography. His life of Lincoln, not yet completed, is a first rate achievement. I remember, also, a bizarre young reporter who turned out to be Ben Hecht, brilliant as a writer of plays for the theatre and for the motion picture industry. Floyd Dell, the novelist, was also a member of the Chicago newspaper group of that time.

Many of the friends of my earlier days in New York also turned from daily journalism to the more ambitious fields of literature. Maxwell Anderson, co-author of What Price Glory and author of numerous other memorable plays, got his training in San Francisco and afterwards on the old New York Globe. Lawrence Stallings, Anderson’s collaborator in What Price Glory, was a copy reader on the New York World.

I cite these names, not to suggest that all newspaper reporters turn out to be novelists or playwrights or biographers but merely to indicate what did happen to a few of the more gifted newspaper men of my generation. The fact is that journalism is an expanding field and the sense of public interest and the literary skill which are developed are useful in many fields. During the last few years the motion picture industry and radio broadcasting have drawn heavily upon the newspapers in recruiting their own ranks.

Most men and women who enter newspaper work expect to continue at it, and the majority do. Roark Bradford, author of the stories on which the play Green Pastures was based, was the Sunday editor of a New Orleans newspaper until a change in policy pushed him out of his editorial chair. Out of a job, he tried his hand at short stories with such success that he no longer had to depend on newspaper work for a living. But the majority who remain find interest and scope for their talents in the newspaper or magazine.

I need not recite to you all the different varieties of writing which go into the press. I may say, however, that some of the best writing which has been done in the United States was published in the newspapers and of course in the magazines. The best of O. Henry’s stories were written for the New York World. William, Allen White’s finest utterances are generally published as editorials in the Emporia Gazette. Don Marquis, of the old Sun, was and is one of the best stylists in America. Henry Mencken’s eloquence was written for the Baltimore Sun.

It is an error to assume that newspaper writing is inferior to that which, for example, goes into books. There is a difference between the journalistic manner and
book style, but day in and day out in the news columns and on the editorial pages of a great number of newspapers excellent writing appears. Some paper or magazine will offer hospitality to the best work any writer can offer.

A newspaper man has the opportunity to use all of the skill and all of the intelligence he possesses. He may, it is true, want to write things which are better suited to book publication or to magazine use than to the daily press. Many daily newspaper men and women, too, do write books as an avocation. Walter Lippmann frequently turns from his newspaper column to the preparation of a book. But subject to its limitation of form, space, and subject matter, the newspaper welcomes the best which any writer can produce.

The reason that journalists tend to disperse into so many allied fields is found in the immense development of the power of public opinion in all our affairs. The reporter begins to try to ascertain what interests readers. As he practices his profession he learns to observe the tendencies of public opinion and of public taste. Everything in this present civilization depends upon what the millions and hundreds of millions think, feel, believe, and desire. Politics, business, all of our majority activities are determined by the tastes and preferences of the masses. Consequently, men and women who have trained themselves to be sensitive to the shifts and currents of public feeling find various demands for their services.

Although the good journalist is a reporter, and an unprejudiced reporter if he is really a good journalist, he need not be embarrassed by his principles. A man or a woman may have to resign a particular job because of a clash of opinion with others but other posts are to be found. I think, furthermore, that if you go into the history of many American communities, you will discover a striking correspondence between the community and its favorite journal. I am sure, for example, that Kansas City is a better place because of the services which the Kansas City Star has rendered during half a century. Colonel Nelson, founder of the Star, has been dead many years, but the policies he established go on. William Allen White projected his good-natured wisdom over his little home city of Emporia.

You can from your own knowledge multiply such examples and you can find illustrations of the opposite tendency which I shall discreetly refrain from listing. As you scrutinize the field, however, you are sure to be impressed by the part played in our life by well-edited small newspapers.

The part played by any newspaper or magazine in the community or nation is a reflection of the character of the men who produce it. It is possible to achieve, for a time at least, a commercial success by base methods or by good ones. I think that those who appeal to the wholesome interests of their readers build on more solid and more enduring foundations than do those who seek circulation and revenue without any scruples other than those suggested by the box office or the counting rooms.

Thus I think that it can fairly be said that the work done by the late Adolph Ochs, publisher of the New York Times, during nearly forty years, stands out as one of the finest achievements of his generation. Mr. Ochs was not a writer. He was not an editor. Early in his career, however, he convinced himself of the soundness of one great principle of journalism. Recognition of that principle gave him personal distinction and brought vast success to the New York Times.

The principle is simple and plain. Mr. Ochs believed that newspapers ought to print the news without bias or prejudice. This seems obvious enough, but it was not widely recognized a generation ago. Under Mr. Ochs' ownership the New York Times sought to print all the news that's fit to print.

Whether Mr. Ochs or his friends or
his political associates liked the news or disliked it was to him an irrelevant circumstance. The record of the event was the important thing.

Under ordinary circumstances, when passions do not run high, no great courage is required to print the news. In extraordinary circumstances when powerful people want the news suppressed or imperfectly told, great courage may be required. The Times was fortunate in the men Mr. Ochs was able to bring to its direction. Carr V. Van Anda, Managing Editor from 1904 until 1932, is a modest and self-effacing man and one of the great figures in American journalism. Mr. Van Anda made brilliant use of the opportunity put at his disposal. Under his management the Times became the most complete newspaper in the world.

The example of the Times had far-reaching consequences. Not only in New York but in many other American cities other newspapers were compelled to print the news dispassionately. Mr. Ochs' success led to a general recognition of the value of news as such. This, I think, is a great and enduring achievement.

I recall an early experience of my own which exhibited glaringly the opposite and earlier point of view. During the spring of 1914 an ugly episode occurred in Ludlow, Colorado, as an incident of a bitterly contested coal strike. Women and children of the tent colony were burned to death. As editorial writer for the Rocky Mountain News I protested against these killings, and with others wired President Wilson asking that federal troops be sent to Colorado to enforce peace. After we published the news of the killings at Ludlow, I was visited by a large committee of prominent citizens who protested against the printing of such stories. We were hurting the reputation of Colorado, I was informed. With more zeal than tact, possibly, I asked if the killings rather than the news account of them were not responsible for whatever injury Colorado's reputation might suffer. Obviously, such news could not have been suppressed in a free country and it ought not to have been suppressed in any country. Thanks to the demonstration made by the New York Times there is little inclination anywhere now to suppress important news.

Newspapers and magazines are, under the law, given great freedom because from the very beginning of the Republic the importance of providing information to voters was recognized. Self-government depends upon an informed electorate. The newspapers and magazines have historically had the responsibility of collecting and distributing this information so essential to the Republic.

Within my own experience I have seen freedom of the press reinforced from another, and to me, an unexpected quarter. As you know, newspapers and magazines, besides being institutions affected by the public interest, are highly competitive commercial enterprises whose principal revenues in many cases are derived from advertising rather than subscriptions.

What the newspaper or magazine sells to the advertiser is a share of the reader's attention. So what the publisher has to offer depends almost wholly upon the degree of interest which readers offer. Readers are quick to sense any constraint under which editors operate. Readers hold no mass meeting to adopt resolutions in favor of a free press. They simply cease being readers. Interest in the publication flags and circulation drops. You may, if curious, look up the circulation of German publications before and since the advent of Herr Hitler. When the remaining liberty which the German newspapers and magazines had was abrogated by the Nazis, the German people en masse stopped buying the servile publications.

Happily, nothing similar has ever happened in this country. By more subtle methods, however, it has been discovered that those publications which in fact exhibit the greatest degree of editorial sincerity have,
by the same token, the highest reader interest. Since readers bring to such publications the most alert attention, advertisers benefit proportionately. So by this process an economic bulwark to the freedom of the press has been created. This development seems to me to be auspicious because, as I see it, all of our civilization rests upon economic foundations. When we have discovered that a free press is not only politically desirable but commercially profitable, our liberty has by so much been fortified.

I have dwelt in such detail upon this matter of the freedom of the press because I am sure that a free life is the happiest life, and I know that those among you who may be considering what journalism has to offer you as a life work want to know what actually lies ahead.

Subject to the qualifications concerning personal qualities and interests which I have indicated, I think that journalism in its various forms offers extensive opportunities. Within limits, remembering always the comments of Solomon that the race is not always to the swift, nor the battle to the strong, nor yet riches to men of understanding, those who enter journalism have generally the opportunity to go as far as their talents, their industry, their ambition, and their character will take them.

Talent, of course, is essential. Nobody except those with unusual musical gifts ever played a violin or a piano brilliantly. All the training and all the practice in the world would not make a Fritz Kreisler out of a musician of no more than average talent. The best baseball coach in the world could not create a Babe Ruth. So is it in writing in all of its forms. We can express no more than is within us.

But in journalism and the allied arts there is room for those of many degrees of talent, provided that talent is enriched by industry and ambition and steadied by the sound judgment of a good character.

Just in what direction the young journalist will travel as he or she ripens and gains experience it is impossible to foretell. Those of certain bents of mind will turn to writing novels or short stories. Those with pleasant voices may find themselves at peace in front of the microphones of the radio studios. Others may become press agents or dialogue writers for Hollywood. Some will go into politics and I hope will bring to public affairs courage, wisdom, and intelligence of the sort which have made so useful a public servant of Senator Carter Glass, your neighboring editor.

I don't mean to suggest that you will not or should not remain in the practice of journalism as you mature, nor do I mean to imply that other fields are more interesting or more important. The most interesting task in life, I think, is the chance to do well and happily the thing for which you are especially qualified. We don't always learn that until we are well on to the end of the road. But you can be very sure that once you are able to break into the ranks, and admission is not so easy now as it was when I was let in, you will have the chance to do your best. Inevitably the field of journalism will expand in the years to come. The individual reporter and editor will face vicissitudes as papers change and one institution retreats while another advances, but on the whole there will be growth and expansion.

I hope I have not displayed too enthusiastically our journalistic wares. There are many other exciting things to do in this world of work upon which you are entering. To me, perhaps, because I lack the training of a scientist, the activities of those engrossed in fundamental research seem most glamorous and inviting. In numerous fields there is boundless opportunity for achievement and for service. Journalism is merely one among many. If it does beckon to you and you do respond, you will find long and interesting roads to explore, and I hope you will find happiness along the way.

—William L. Chenery
DR. BENJAMIN M. SMITH'S REPORT ON THE PRUSSIAN PRIMARY SCHOOL SYSTEM

(FINAL INSTALMENT)

SEMINARIES FOR TEACHERS.

The last topic of enquiry presented in your letter will now be considered. You ask, "How are teachers obtained?"

Formerly, schoolmasters were appointed by the parish authorities, without any previous examination on their literary qualifications, excepting their knowledge of the catechism, and ability to read, write, sing and cypher. Numbers employed in keeping sheep in the summer, were transferred to the business of keeping school in the winter. The nobility who held some appointments, often conferred them on their valets and grooms, as rewards for services. Unsuccessful mechanics and merchants often supplied the place of teachers in the lowest schools, and disappointed candidates for the learned professions assumed the office of instructors in those of more elevated character. In short, the whole business was conducted very loosely, and often he who was good for nothing else, "would do" for an office of the most delicate and difficult nature.

In 1748, an institution for the instruction of teachers, was founded by a benevolent gentleman of Berlin, which in a few years received royal notice and patronage. The pupils were mostly young mechanics, who were scattered in various parts of the city, and much impeded in their studies by other avocations. Yet the institution did well in its time.

Frederick II. appropriated $2000 annually, (in 1771,) for the improvement of country schools, declaring that "primary education had been too much neglected: it is imperative to remove bad masters and replace them by competent men." As he had removed native custom house officers to make way for those imported from France, he ordered, with similar arbitrariness, that teachers should be brought from Saxony. But good teachers were not always to be had in Saxony. Frederic could theorize as a philosopher, and fight as a soldier, but he lacked patience and perseverance to contend with prejudice, and things went on very much as before till 1810, except in the province of Brandenburg, where partial success had attended the efforts of individuals and the local authorities, in establishing several of these institutions. At this period great improvements were made in the original school in Berlin; and after being adopted by the government, it was removed to Potsdam and reorganized under the uniform system which I shall now explain.

The government assumes the organization and support of these institutions. In some cases, private liberality had already endowed such schools to a partial extent, as seen above; in others, they have arisen on foundations designed for other purposes; and in others, they receive contributions from the regency governments in which they are established, or from benevolent individuals.

Their government is in the hands of the provincial school boards, under the inspection of the minister and central board. Every institution reports annually, the number, health, order, discipline, and morality of the pupils, together with the number and changes of instructors, the results of examinations, and any interesting occurrences connected with the school; also its wants, and suggestions as to its improvement. The frequent publication of these reports awakens and preserves a lively interest in their behalf, communicates a spirit of laudable emulation to the several schools, and diffuses through the community useful information on the science of instruction and the art of education.

Before proceeding to describe these
schools, I will remark that clergymen or teachers of skilful character may train up masters for primary schools by permission of the provincial boards. This regulation is necessary, as there is yet a deficiency of these institutions. Every encouragement possible is held out to young men desirous of teaching to frequent some teachers' seminary; and one powerful inducement has recently been proposed, by making the graduates of such more eligible to places than others. Besides the great teachers' seminaries, as they are styled, of which I shall now speak, there are numerous establishments of similar character, though of lower grade and smaller size, designed to prepare teachers for the very poorest villages. These are greatly aided by government, as well as private liberality. In describing the larger, I shall of course describe these, so far as they rise in character to the standard of the former.

Every seminary for teachers must be furnished with buildings sufficient to accommodate the director and his family, the steward and his, and the teachers, whether married or single, if possible, together with all the pupils, so that the latter may constantly be under the eyes of their preceptors. Connected with these buildings must be a garden, bath houses, mechanic shops and grounds for gymnastic exercises. They must, of course, be provided with the necessary apparatus for scientific instruction.

INSTRUCTORS.

A director and as many assistants as necessary constitute the faculty of each seminary. The number of the latter is of course varied—generally five or six—though sometimes not more than two, and sometimes as many as thirteen are needed. Five may be considered a fair average. The selection of directors has been made from the ranks of gymnasia teachers, or from those of the learned professions, where individuals may have distinguished themselves by their knowledge of the science of instruction, or otherwise manifested a peculiar aptitude for conducting such institutions. Hereafter these seminaries will supply their own teachers, while supplying those for the primary schools. The qualifications necessary for the regular instructors are of course those necessary for the highest grade of instruction in those institutions for which those seminaries design to prepare teachers. That is, they must be acquainted with the various branches of instruction in those schools; but they must, in order to give proper aid to those preparing to teach, possess a more thorough and accurate knowledge of each branch than if only required to teach children. A knowledge of the Latin and some modern languages is also required of the principal assistants.

PUPILS AND COURSE OF STUDY.

The age at which pupils may be received is seventeen or eighteen; though older persons may be admitted. None can enter younger. In order to admission, they must have received a good primary school education, must be sound of body, of good moral character, must possess musical talents and have improved them, so far as the acquisition of the art of singing, and the ability of performing on the piano forte and violin. The request for admission, must be presented the director, some time previous to that of entrance, and be accompanied by certificates to the possession of the above named qualifications, and also a promise of the father or guardian, or some responsible person, to guarantee the payment of the sum required for admission, in cases where any such requisition is made. Besides these provisions to prevent the admission of improper candidates, every applicant must sustain an examination on his knowledge of grammar, reading, religion, composition and arithmetic, together with his musical attainments and talents, both instrumental and vocal. Even with all the qualifications required, if a pupil is found to manifest no aptitude to teach, by his experiments in the schools for practice, attached to these sem-
inaries, he may be dismissed. Every pupil receiving aid from the state, must obligate himself to teach for at least three years, after completing his course, or refund the money expended for his education.

The course of study prescribed, and the mode of instruction, must necessarily bear a strong resemblance to that already delineated for primary schools. On every branch, a greater degree of proficiency, is of course expected, and it is therefore taught more thoroughly and extensively. The scientific course of study, in our best colleges, may correctly represent it. The pupils are engaged during the first half of their course, whether of two or three years, (most generally, the course is completed in two years,) in the acquisition of knowledge from books. During the latter part of this first half of the course, the study of *pedagogics* is introduced by that of mental philosophy and psychology. The pupils are also instructed in the science of method, by which they are guided to the best possible means for acquiring or teaching any science or art. They are thus prepared for the duties of the latter half of the course which consist in experiments in teaching in the schools for practice already noticed, one or more of which are located conveniently to the seminary. These experiments are made in presence of the director, who corrects errors and gives hints, while they are thus engaged, and makes their exercises subjects of more special remark at a proper time.

**DISCIPLINE.**

The discipline of these seminaries is strict, yet kind. As in the primary schools, the most diligent attention is given to secure regularity and system in every pursuit. This could not be otherwise, in institutions which prepare men for a business, requiring more than most others, the utmost order, punctuality and promptness. The punishments are, admonition, deprivation of privilege, suspension or expulsion.

**STATISTICS.**

There are now thirty-three seminaries of this character in Prussia, besides the very small schools for similar purposes, already noticed. The government expends annually about $85,000 for their support. They contain about 1600 pupils, and thus afford nearly 800 teachers annually, which is only 50 less, than the annual need.

There could scarcely be devised a more efficient means of promoting the cause of common school education, with the same amount of money. These institutions are acquiring a great reputation. Most of what I have stated above, is the result of personal observation in a seminary, at Weisenfels, about 20 miles west of Leipsic, and of conversation with the highly accomplished and intelligent director of the institution. While there I met a gentleman from Scotland, the sole object of whose residence of three weeks, in the place, was the examination of the structure and operation of the school, in order to establish one similar to it, in his native country. I mention this fact, for the tribute is worth more, coming as it does, from a country, which has long been proverbial for the excellence of its primary schools. Similar visits have been made by gentlemen from Sweden, Denmark and England, and M. Cousin, in his reports, assigns these institutions, the most important place in the work of promoting the cause of primary instruction in Prussia.

Institutions of a similar character for the education of female teachers exist in Westphalia, according to Dr. Julius. As already intimated, however, there is great backwardness on this subject in Prussia, considering the general advancement made. It is probable that a better state of things will gradually succeed to proper efforts for the education of female teachers, and their abilities to instruct, may be more highly appreciated.

**Private and Boarding Schools: Military and Charitable Institutions, &c.**

I notice here some minor topics, which
have found no appropriate place in the body of this report.

By private schools, are meant those undertaken by individuals at their own cost, without aid from the state, which, permitting them to manage the minutiae, still reserves to itself, a general supervision.

Thus every person desirous of opening such a school must inform the school authorities, and when this application has been sent by them to the provincial board, the petitioner is directed to submit to an examination, by the county inspector or some proper person. Should the moral character of the petitioner be exceptionable, however, the petition may be at once refused. When license to open a school is granted, the establishment may be advertised. The supervision of it, is assigned to a member of the school committee or one of the school directors. It has relation only to the discipline, and progress of instruction. Should any evil practice be introduced, bad books or masters be employed, it is in the power of the school authorities, to remonstrate, and if the evil be not removed, to complain to the provincial boards, who may withdraw the license and close the school. No person obtaining a license for one kind of school can open another, without a new license, preceded by an examination. No unmarried man can open a school for girls. Widows and unmarried ladies of competent abilities, are encouraged in this service. All changes affecting the school, intermissions, examinations, and final or temporary dissolution, prices of tuition, and the like, must be made known to the school authorities.

Persons desirous of receiving boarders, either for public or private schools, shall submit themselves to an examination, by the local school authorities, on their moral fitness. Their houses shall also be subjects of attention, as the bodily health, as well as moral and intellectual improvement of children is a matter of importance.

Masters who give lessons by the hour, and persons opening schools for instruction in any particular branch or branches of moral, mental or physical education, are in like manner under the supervision of the school authorities. These remarks, however, do not affect the relations of private or family teachers, who are employed in the capacity of literary friends for children, by those who can afford the expense.

Infant or Dames' schools for children under 7 years of age, may be established by the permission of the local authorities and county inspectors. It is necessary that the persons who establish them be free from reproach, of competent capacity to exercise a beneficial influence over the manners and reason of the children, that their dwellings be located in healthy places, and sufficiently large. It is the duty of the school authorities to see, that the children are not kept beyond the proper age to frequent, either the public school, or some one of equal grade.

There are various establishments of a peculiar character in Prussia, in which the general mode of instruction, and discipline pursued in primary schools prevails. Of the institutions for military science I need say nothing, as this subject is connected, rather with the federal, than state policy. It is gratifying to state, that the orphans of soldiers are specially provided for, by orphan schools, in which they are well trained till fourteen, and after that period otherwise kept under governmental patronage, till able to provide for themselves.

There are in the large cities, many charity schools, for those children of misfortune and crime, whom the benevolent provisions of the general system, cannot so well reach. In Berlin alone, there are 4500 such. The attendance of these children is secured by a special regulation. At a certain period, each charity school furnishes the pupils with a printed certificate of attendance: the school commissioners at the same time, inspect the census of the city, and that of the schools under their control. These elements enable them to ascertain the
number of absentees, and provides against all obstacles, resulting from the irregular life of those who are shifting from place to place. Before the adoption of this plan, there were 8000 children in Berlin, who did not attend school, now there are not as many hundred. It has exercised a happy influence on the regular public schools. Every charity scholar is required to pay at least 12 1/2 cents, and not more than 30, per annum, and this sum materially aids the income, and by the principle already alluded to, enhances the value of the schools in the estimation of the parents and children. The instruction of these schools is that of the primary schools generally, omitting the highest branches, and limiting some of the others to less extent, as the term is 6 instead of 8 years tuition. The state pays $12,000 annually to support 14 such schools in Berlin, each containing 300 pupils.

Connected with charity schools may be noticed two institutions of a more special character. One of these is a school for vagabond youth and juvenile offenders against the laws. This is supported by private bounty, and with a manual labour department, consisting of various mechanics' shops, and a garden, the pupils earn about one half of their expenses. When I visited the school, though on the sabbath evening, the pupils presented an appearance every way betokening their origin and previous character. They attended well, however, to a short address I made them, and from the reports of many connected with the school, it appears to be the means of reformation to many of the most vagabond and vicious. Religious instruction is most prominent. The other institution alluded to, is a prison school. Whenever a parent is imprisoned for crime, and his children likely to be left destitute, they are removed with him to the prison, subject of course to school confinement only, and maintained and educated, by the government, for useful employment.

There are 27 such schools, as the first above named, in the kingdom, and where there are not enough children of that character to form a school, they are scattered among the different families, and specially attended to on the sabbath, besides sharing with others in the instruction of the parish school during the week. When speaking of the methods and subjects of instruction, I adverted to the "Real-schools," of a character answering to the Polytechnic schools of France, and corresponding to some of the features, which distinguish the national academy at West Point, in this country. I have no means for giving very accurate information as to the number and condition of such schools in Prussia. I visited one in Berlin, and was politely furnished with its reports, and shewn its arrangement and apparatus, by the director. From these sources, I present a brief account of the institution. It is one of the highest character, and more strictly a school of trades, arts and manufactures. Its design is to convert "knowledge to practice." The studies are arithmetic, algebra, geometry, natural philosophy, astronomy, and mathematical geography, natural history, chemistry, geography, history, the French, English and German languages, architecture, drawing, projections, painting, &c. The arts of dyeing, mixing and making paint, engraving and sculpture, and others connected with the sciences taught, are also subjects of attention for such as desire it. This school is comparatively expensive, but it is certainly of a highly useful character. It is well calculated to draw out extraordinary talent for the acquisition of any fine art, or the more difficult and nicer efforts of human ingenuity, as well as to prepare the mechanic and civil engineer for attaining greater skill and perfection in their respective departments. An interesting feature of the plan is the study of agricultural chemistry, and of botany and geology, in connexion with it, to prepare the student for a scientific and skilful culture of the earth. The building is well arranged with good lecture rooms, and apparatus for all the sci-
ences, including collections in botany, mineralogy, geology, zoology, mathematical instruments, models for painting, sculpture, drawing, engraving, writing and statuary.

This institution is under the supervision of the provincial and state school authorities, and belongs to the rank of secondary instruction.

Such, sir, is the result of my effort to comply with your request. It would have given me great pleasure to have introduced a notice of gymnasial and university instruction, but I fear I have already proved more prolix than you desired.

I do earnestly desire that this report may aid you in your patriotic efforts. I fear, sir, that I have not succeeded in imparting just that kind of information you desired, in the best manner, yet whatever be the imperfections of the report itself, I flatter myself it presents the outlines of the Prussian system in such a manner as to render them intelligible. Should these afford you any useful hints, my object will have been accomplished, and I shall ever feel a most sincere pleasure, in reflecting on any effort of my feeble instrumentality, in such a cause.

Accept sir, my assurances, &c., &c.,

BENJ. M. SMITH.

Danville, Va., January 1st, 1839.

SUGGESTIONS ON THE APPLICATION OF THE SYSTEM OF PRIMARY SCHOOLS TO VIRGINIA.

On perusing the foregoing report, the question may naturally arise, “can this system be applied to our own state?” And as the answer is given, the importance of its consideration may be decided. But I take the liberty of remarking, that while no one can for a moment suppose the institutions suitable to a monarchy, can apply to a republic, still we may derive from them many important principles of action, and obtain valuable hints, and discover plans worthy of imitation. In this view, I am disposed to consider the information contained in this report may be valuable.

It is with great diffidence I now propose to your consideration a few suggestions which have occurred to my mind on those plans and principles presented in this system, which appear to me worthy of entering into the composition of a system of primary schools for our own state.

1. The principle of state and parental obligation to educate all the children of the country, expressed by the phrase “school duty” among the Germans, must be recognized to some extent. Says a writer in the Foreign Quarterly Review, No. 24th: “If children provided their own education, and could be made sensible of its importance, it would be a want, and might be left to the natural demand and supply; but it is provided by the parents, and paid for by those who do not profit by its results, and is therefore a duty liable to be neglected.” Numerous decisions of the English courts take a similar view of this subject; and I think some of our own laws are based on the correctness of this principle: thus, it is made the duty of every master to furnish his apprentice with a certain amount of instruction, and our state publicly proclaims its sense of obligation to the destitute by appropriating a large amount of money for their instruction. If, as Burke said, “education is the defence of nations,” I see but little difference in the character of that obligation, which every state imposes on its citizens to perform military duty, and that which a state imposes, which obliges itself and parents to educate all the children. If, as we often hear, the prosperity and happiness, nay, even the existence of our republic, is based on the combined virtue and intelligence of the people, it becomes a question of practical importance and great moment, whether the state is not bound to see that this virtue and intelligence be promoted as far as education can promote them: and if the protection of life, liberty and property be that which every citizen
may claim at the hands of the state, then may every one claim that every child be educated, and thus the safeguards of prevention of evil be added to those salutary restraints of law by which we are protected. To what extent this principle should be recognized in any plan of common schools, I am not able to say. I do not believe, in a popular government, any such principle, if recognized by law, could be enforced to its full extent, without much caution and previous efforts to explain it fully and commend it to the approbation of the people.

2. The mode of supporting schools pursued in Prussia, recommends itself to our attention. The connexion of privilege with the performance of duty, or the suspension of sharing the benefits of schools, on sharing in their support, seems as necessary as the formation of a system.

We well know that the greatest obstacle to the operation of our present system has arisen from the very terms on which aid has been offered. You must confess the misfortune of poverty, ere you can receive the alms of charity, but poverty and pride are generally found together. I mean false pride, and no school commissioner need be told the numerous trials to which this feature of the system has exposed his patience.

Now, make the support of schools as the support of government, a matter of general taxation, based on some similar grounds as other systems of taxation; and though you may tax the childless to educate the offspring of parents, yet I believe the general benefits flowing to a community, from the universal diffusion of education, would more than repay such individuals, even in dollars and cents, for the apparently unjust expense to which they might be subjected. Is it no interest of the wealthy but childless man to have the value of property enhanced, the expenses of prisons and criminal prosecutions and poorhouses lessened? Does not education contribute directly to national wealth, by increasing the capacity of each individual in the community, and enabling him to turn his powers to the best account? by quickening ingenuity and promoting inventions and discoveries? by enabling men to push their researches farther into the powers and productions of the natural world? Let a comparison of Anglo-America with Spanish America, of England with Italy, of France with Spain, of Scotland with Ireland, and of Europe with China, or any part of civilized christendom with any part of Africa or Asia, answer such queries. “The muscular force of England and France are about equal,” says Baron Dupin, “Yet the English by machinery have increased their force to a power equal to that of 25 millions, while France only rises to eleven.” A single invention for supplying water to London saves to that city about 40 millions of dollars annually. But the position that education is wealth, is too obvious to need farther illustration.

I am well aware that many obstacles exist to the application of this principle. Our sparse population would render it impossible to furnish schools on this plan to some neighbourhoods, without great expense. But we are not to be deterred from the adoption of a principle, because its practical operation is liable to obstacles, in some cases. In neighbourhoods where a few wealthy persons reside, this principle would operate less injuriously on pecuniary interests, than the present system of private schools.

3. You have doubtless observed that the efficiency and success of the Prussian system, depend most materially on the qualification of teachers. How can the impregnable walls, in which ignorance is entrenched, be demolished, except by trained soldiers? This subject, as already observed, has attracted the serious attention of several legislatures. By the latest returns of the Massachusetts school board, the subject seems to awaken great interest in that state. Indeed, when we have devised the best theory of common schools, we are met at the threshold of all our calculations on its practicability by the question, “how can teachers be obtained?” For, in vain, may
we speculate and plan systems, and declaim about popular ignorance, so long as we are unable to find men competent to teach. You may build school-houses in every district, 6 miles square, tax the people to the last point of endurance, pour our appropriations with princely munificence, and force children to school at the point of a sword, yet if you permit a man with "iron hands and wooden brains" to preside over your school, all will be vain and worse than in vain. Why should we educate a lawyer, or physician, or clergyman, why expect an apprenticeship of the mechanic, who shoes our horses, or paints our houses, and yet suppose that the most difficult and trying of all tasks can be performed by one who has had no experience and no instruction?

I am aware of obstacles here also. We are told that the business of teaching affords so little remuneration that we cannot secure the men. For our lowest schools, this is a serious obstacle. It does not apply to the academies and high schools. I am only permitted in this place, to throw out a few hints.

1. Educate teachers and you enhance their value. A good teacher can do more for a child in six months, than a bad one in two years. But farther, it is no difficult matter to perceive, that what is worth nothing, is dear at any price, and I apprehend one reason why good teachers are poorly paid, is because so many indifferent teachers have been too well paid.

2. Educate teachers and you elevate the dignity of the profession. Much of the aversion of young men to an engagement in this business, arises from the low station it has been permitted to occupy.

But supposing the work undertaken. It must be done by the state. This will cost a large sum, if separate institutions are established. I would venture to suggest the connexion of a teachers' department with each of our colleges, and also one for teachers of Latin schools, with the university. This would render the charge on the state lighter. By an appropriation to such institutions of a sum, sufficient to defray the tuition of every young man, who might be received as a candidate for the office of teacher, and another for supporting an additional professor in each, who should have the special charge of their instruction in the duties of their future office, I apprehend we might secure much of the benefits of teachers' seminaries, and avoid much of the expense, incidental to separate establishments. Some suitable arrangement might be made, requiring youth thus educated, to devote themselves to the business of instruction for a definite term. Provision could be introduced for defraying all, or nearly all the expenses of poor young men, of proper natural abilities, and the power of deciding on such cases, vested in the officers of the college, or better in certain persons in various parts of the state. Such a plan would cost much, it may be, but what then? Is it necessary to advert to the fact, that we are consulting to save the expenses incidental to an ignorant, uneducated community? England, with a population of six times that of Scotland, furnishes nearly 11 times as many criminals. Ireland, with a population about three times that of Scotland, and one half that of England, furnishes ten times the criminals of the former, and nearly as many as the latter. England sentences to death 480, Ireland 197, and Scotland 6, in one year. Judges and sheriffs will tell you, sir, that ignorance and crime are companions: and your own observation will confirm the statement. But I cannot dwell on this subject.

4. The systematic arrangement of the external organization of the Prussian school system, must be obvious to every one. Can we not effect something of this kind? We have already something similar established. Our superintendent of the literary fund supplies the position of the minister. A board already exists. In every county men can be found to undertake the duties of school councillors and inspectors, and in every neighbourhood school directors may be had. We must, it is true, pay all, except
December, 1935   THE VIRGINIA TEACHER 203

the last, and these their expenses. Whenever the subject of cost comes up, I am irresistibly disposed to ask questions similar to those above. Let us here introduce another item on this point. How much does Virginia lose annually, in young enterprising citizens who emigrate to the west, for want of employment, above that of day labourers and mechanics? and how much money is annually carried to other portions of the country by birds of passage, who have stopped to teach long enough to pocket a few hundreds, aye, to sit in seats vacated by our own sons? I intend to foster no sectional spirit by these remarks. We should welcome teachers, if they come from China, so that they serve the state and stay with us. I am no politician, but have heard much of southern subjection to northern manufacturers. Will some politician inform us how much we pay to the northern manufacturers of school books and teachers? We complain that young men go northward for their academic education, and yet while they can acquire as good and cheaper educations, (in institutions better endowed than our own,) than can be had at home, they are not to blame.

5. The Prussian system provides for every grade of instruction, and holds out its assistance alike to the poor, the independent and the rich. We endow a university to which those can repair, who have 400 dollars a year to expend on their education; and we offer a common school education to the poor for nothing, while the middle classes, who mainly support the whole burdens of government, are left to provide for themselves. Ought this state of things to continue?

6. I presume we may derive some useful hints from the Prussian system, on the mode and subjects of instruction. I cannot enlarge on this topic, without entering too much into details. The introduction of history, the study of our constitutions, of the first principles of natural science, and of drawing, and above all the elements of agricultural science, appears to me an object of great desire. I feel a peculiar delicacy in adverting to another topic,—I mean religion, not of a sect, but of the bible. I believe we might safely go this far,—to say in the proposed plan of elementary instruction,—"the bible shall be a class book, where the majority of the school patrons desire it." And lest I might be misunderstood, I will speak my sentiments in the language of a French philosopher, M. Cousin, "The less we desire our schools to be ecclesiastical, the more ought they to be christian. Religion is in my eyes the best, perhaps the only basis of popular education. I know something of Europe, and never have I seen good schools where the spirit of christian charity was wanting. Primary instruction flourishes in Holland, Scotland and Germany, and in all it is profoundly religious. I am not ignorant that this advice will grate on the ears of many persons, and that I shall be thought extremely devout at Paris. Yet it is not from Rome, but from Berlin, that I address you. The man who holds this language is a philosopher, formerly disliked, and even persecuted by the priesthood; but this philosopher has a mind too little affected by the recollection of his own insults, and is too well acquainted with human nature and history not to regard genuine christianity as a means of civilization for the people." Report on Public Instruction in Prussia, pp. 290-2. N. Y. edition, 1835.

And now, sir, I bring these suggestions to a close. Their worth is their only recommendation, and behind the sincerity of my desire to do good, I must shield myself from the imputation of presumption.

Let it not be supposed that a servile imitation of other countries is recommended. "The true greatness of a people does not consist in borrowing nothing from others, but in borrowing from all whatever is good, and in perfecting whatever it appropriates."

I remain, with great respect, yours truly,  

BENJ. M. SMITH.  

Danville, Va., January 15th, 1839.
STUDY GUIDES FOR MOTION PICTURES

The approaching release of a number of new films of outstanding literary merit has led the Motion Picture Committee of the Department of Secondary Education of the National Education Association, to recommend the preparation of additional photoplay study guides of the type that has become increasingly popular with high school teachers and students in recent months.

On the basis of the Department's recommendations, Educational and Recreational Guides, Inc., of Newark, New Jersey, plans shortly to publish study guides for the following pictures, under the general editorship of Max J. Herzberg, of the Weequahic High School, of Newark:

- Romeo and Juliet—By William Shakespeare,
- A Tale of Two Cities—Charles Dickens' stirring romance of the French Revolution.
- Mutiny on the Bounty—A dramatic chapter of England's naval history by Charles Nordhoff and James Norman Hall.
- Ivanhoe—By Sir Walter Scott.
- Captains Courageous—Rudyard Kipling's well-known tale of high adventure.
- Knights of the Round Table—A saga of the heroic days of King Arthur.
- Mary of Scotland—Maxwell Anderson's famous stage drama brought to the screen.
- Marie Antoinette—A dramatization of Stefan Zweig's arresting novel of French court life.
- Little Lord Fauntleroy—Frances H. Burnett's ever popular story.
- Quality Street—By Sir James Barrie.
- The Good Earth—A unique presentation of Pearl S. Buck's widely read story of life in China.

These study guides are made available to high school students and teachers throughout the country on a subscription basis. Similar study guides have already been completed for four current photoplays, Les Miserables, A Midsummer Night's Dream, The Last Days of Pompeii, and The Three Musketeers.

The Motion Picture Committee of the Department of Secondary Education plans also to publish an appraisal of the educational value of these and other photoplays in current issues of Secondary Education, the official organ of the Department.

An increasing desire on the part of high school teachers to utilize the educational value of current entertainment pictures is reflected in the rapidly expanding use of study guides and in the number and prominence of the educators who are taking an active part in their preparation.

The study guide for Les Misérables was prepared by Ernest D. Lewis, head of the Social Science department at Evander Childs High School, New York, and William F. Bauer, head of the English department, East Orange High School, East Orange, New Jersey. The guide for A Midsummer Night's Dream was prepared by Henry W. Simon of the faculty of New College, Columbia University. This guide is supplemented by a teacher's manual. The guide for The Last Days of Pompeii was also prepared by Mr. Lewis.

The guide for The Three Musketeers was prepared by Gladys D. Brooks, formerly head of the French department at Garden City High School, and now of the Horace Greeley School at Chappaqua, New York. The guide for Mutiny on the Bounty was prepared by Frederick H. Law, head of the English department at Stuyvesant High School, New York. Marion C. Sheridan, head of the English department at New Haven, Connecticut, High School, is preparing the guide for A Tale of Two Cities, and David Brockway of Isaac Young School, New Rochelle, is preparing the guide for Dickens' Christmas Carol, called in the screen version, Scrooge.

If there is any principle of the Constitution that more imperatively calls for attachment than any other, it is the principle of free thought—not free thought for those that agree with us, but freedom for the thought we hate. I think we should adhere to that principle with regard to admission into, as well as life within, this country.—Justice Oliver Wendell Holmes.
THE TEACHERS’ JOE MILLER

Teacher: “Every day we breathe oxygen. What do we breathe at night?”
Willie: “Nitrogen.”

She: “The directions say to rub the surface down with steel wool. What on earth is steel wool?”
He: “I’m not sure, but I think it’s made from fleece of hydraulic rams.”

—Texas Outlook.

“I don’t think,” said Mrs. Hardcastle, “that I’ll make a cake by the recipe that Mrs. Wigton gave me. It will be too expensive. The eggs alone will cost too much.”

“Why,” asked her husband. “How many does it want?”
“Eighteen—the yolks of nine and the whites of nine.”—Whitley Seaside Chronicle.

Teacher: “What are people called who are always trying to point out other people’s defects?”
Willie: “Teachers.”

HEARD IN A CLASSROOM
Teacher: “To what does ‘54-40’ refer?”
Student: “United States and England had a dispute over the boundary line of Oregon territory.”
Teacher: “Very good; and how was the matter settled?”
Student: “Fifty-fifty.”

—Christian Science Monitor.

Papa: “Bobby, if you had a little more spunk you would stand better in your classes. Do you know what spunk is?”
Bobby: “Yes, sir. It’s the past participle of spank.”—Pathfinder.

A little boy, after his first day at school, was questioned as to what happened at his first day.

“Nothing much,” he said, “except that a lady there who didn’t know how to spell ‘cat’ asked me how; and I told her.”

Teacher: “Do we eat the flesh of the whale?”
Pupil: “Yes, ma’am.”
Teacher: “And what do you do with the bones?”
Pupil: “We leave them on the side of our plate.”—Toronto Globe.

THE ABSENT BROTHER
“Don’t waste your time loafing,” admonished the professor, noting that ten boys were congregated in a corner of the room, talking.

“We’re not loafing, sir,” spoke up one of the group. “There are only ten of us here; and it takes leaven to make a loaf.”

—Christian Science Monitor.

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.”

ANSWER
It was the end of the scene and the heroine was starving. ‘Give me bread!’ she cried.

And the curtain came down with a roll.

“What is agriculture?” asked the teacher.

“Well,” responded the pupil, “it’s just about the same as farming—only in farming you do it.”

—The Christian Science Monitor.
EDUCATIONAL COMMENT

THOUGHT FOR THE LUCID INTERVAL

In our public schools we should teach our children what are the real reasons for war, and not exhibit to them only the glamorous and romantic false-face of war, glossing over its hideous selfishness and greed with heroic garnishments.

Such books as Walter Millis's *Road to War* should be made textbooks in all our high schools. When the war fever actually seizes a people the truth cannot be told. Real patriots who always desire peace, are howled down by the mad mob with curses and execrations. Before a people will tolerate being led to the slaughter by their politicians, they must first be made mad. Whom the gods would destroy they first make mad.—THOMAS LOMAX HUNTER, in the Richmond *Times-Dispatch*.

A PROMISING DIGEST FOR TEACHERS

*Education Digest*, a new publication containing condensations of noteworthy articles taken from the leading professional and lay publications, has just been issued. Dr. Sidney B. Hall, Superintendent of Public Instruction in Virginia, is one of the fifteen leading educators who are serving as an editorial advisory board.

Similar in format and purpose to the *Reader's Digest*, the new magazine promises the same satisfaction to its professional readers that the latter offers to the general reader. The type-page is attractively designed; its convenient small size which fits into the coat pocket will add to its popularity.

Lawrence W. Prakken is managing editor of the new venture; the editorial offices of the *Education Digest* are in Ann Arbor, Michigan.

WHAT IS A UNIVERSITY?

"... Freedom of inquiry, freedom of discussion, and freedom of teaching—with- out these a university can not exist. Without these a university becomes a political party or an agency of propaganda. It ceases to be a university. The university exists only to find and to communicate the truth. If it can not do that, it is no longer a university....

"I have never been able to find a Red professor. I have met many that were conserv- ative, and some who would admit they were reactionary. I have met some who were not wholly satisfied with present con- ditions in this country. I have never met one who hoped to improve them through the overthrow of the government by force. The political and economic views of university faculties are those of a fair cross-section of the community. The views of those who are studying social problems are worth listen- ing to, for these men are studying those problems in as unbiased and impartial a fashion as any human being can hope to study them....

"In universities which permit students to study and talk as they please I see no evi-
dence of increasing Redness. The way to make students Red is to suppress them. This policy has never yet failed to have this effect. The vigorous and intelligent student resents the suggestion that he is not capable of considering anything more important than fraternities and football. Most of the college Reds I have heard about have been produced by the frightened and hysterical regulations of the colleges. They are not Reds at all; they are in revolt against being treated like children. . . . ‘—President Robert M. Hutchins, University of Chicago.

I AM AMUSED

... I am always amused when people say that we simply cannot afford a $3,000 salary for a teacher when we can afford a $10,000 or a $100,000 salary for a sales manager; cannot afford an elegant school when we can afford a magnificent country club. Of course, we pay for the school directly out of taxes, but we pay for the country club, etc., none the less surely when we buy our food or tractors or gasoline—and also when we sell our wheat or our services. A society, an economic system, which can afford to support steam yachts and superdreadnoughts and bankers and generals and admirals can afford school-houses and school teachers. It is simply a matter of getting the money in the right way, of putting the pressure for funds on the right sources, and of paying for what we want.—Horace B. English, in Educational Method.

TWELFTH ANNUAL SOAP SCULPTURE COMPETITION

The annual soap sculpture competitions which have been held under the auspices of the National Soap Sculpture Committee for the past eleven years have attracted thousands of entries each year from artists, art students, and men, women and children of all ages. During the eleven-year period the quality of the workmanship displayed in the entries is said to have shown consistent improvement and the contests have done much to sponsor interest in soap carving as a national hobby and as an inexpensive medium of artistic expression.

Following the close of the current contest next May, a part or all of the sculptures submitted will be loaned for exhibition in museums, art organizations, schools and other places throughout the United States.

No entry fee is required for the competition, and entries will be classified in four groups according to the age and amateur or professional status of the competitors. Entry blanks and other information concerning the terms of the competition, as well as instruction in soap carving, are obtainable through the National Soap Sculpture Committee, 80 East 11th Street, New York, N. Y.

In addition to prizes offered those in professional and advanced amateur classifications, the competition includes the following prizes applicable to the schools:

Senior (for those 15 years of age and under 21)—First Prize, $150; Second Prize, $75; Third Prize, $50; and Twenty-five Honorable Mentions of $10 each.

Junior (for those under 15 years of age)—First Prize, $100; Second Prize, $50; Third Prize, $25; and Fifty Honorable Mentions of $10 each.

If we are to improve our national conduct in respect to lawlessness, we must stop permitting our state and Federal legislatures to pass so many laws, particularly those dealing with small and insignificant acts and happenings, often elevating time-old and really trivial misdemeanors into the more serious rank of felonies. It was Buckle who said that the greatest triumphs in the history of legislation consist in the repeal of previous legislation.—Nicholas Murray Butler.
THE READING TABLE

THE TEACHING OF READING FOR BETTER LIVING.
By Mary E. Pennell and Alice M. Cusack.
Pp. 469. $2.00.

This newest book on the teaching of reading is apparently based upon the rapidly evolving social-economic situation today. Hence, essentials which children need to secure from reading are "broad information, ability to think for themselves, habits of acting for the group good, and tastes to safeguard leisure."

The authors, already well-known because of past contributions in this field, show how each of the four essentials may be acquired, pointing out all that modern education has found useful in motivating forces, teaching practices, recognizing goals to be achieved, and selecting valuable materials and remedial measures. Specific helps from the kindergarten through the sixth grade, setting up objectives, recognizing needs, and establishing desirable habits, skills, appreciations, etc., are given through definite directions and suggestions.

Lists for both directed daily reading and for independent reading over a broad range of subject matter will be valuable, particularly to inexperienced teachers and to those who must select carefully for economic reasons. Criteria for judging reading readiness and for denoting progress at different levels are likewise valuable assets.

BESSIE J. LANE

ELEMENTS OF GERMAN: SECOND YEAR.
By Jacob Greenberg and Simeon H. Klafter.

Intended for the second year of the German course in secondary schools, this book provides the prescribed grammar of the New York City Syllabus, furnishes an abundance of material to be used for intensive and extensive reading, and conforms to the recommendations of the Modern Foreign Language Study, in both spirit and content.

As in their first-year book, the authors' aim is to help students read fluently and comprehendingly, and therefore with enjoyment.

J. A. SAWHILL

PERSONAL AND COMMUNITY HEALTH.

By stressing both personal and community hygiene, this book meets the needs of a hygiene course well. Additional material has been incorporated, and illustrations of value have been added. The chapters on disease prevention and immunity are especially good, as is the appendix with its complete list of means of control of communicable diseases.

RACHEL F. WEEMS

BEGINNER'S NUMBER READER AND WORKBOOK.
By Norman H. Hall.

All reading activities involved relate to number comprehension; writing numbers, drawing, and coloring are other features. The illustrations are many and of such nature as to interest the child in counting and making the small number combinations. In fact, some ability to read is prerequisite to the use of the book.

NANCY B. RUEBUSCH

THE SILVER BOOK OF SONGS.
By Clella Lester Perkins and others.

Another book of songs for the grades—176 of them.
NEWS OF THE COLLEGE

The largest Senior Class in the history of the school, including some one hundred and forty members, celebrated its annual class day Wednesday, November 6, under the leadership of Flora Heins, Ballston, president. Judge Rose MacDonald, the only woman member of the State Board of Education, delivered an address at the regular assembly period, presenting an examination by which the teachers of tomorrow can discover their own strength or weakness.

The seniors were gowned officially by President S. P. Duke and Dr. O. F. Frederikson, sponsor of the class, in a ceremony held early in the morning of the class day. Following this, a special senior breakfast was held in the Junior-Senior dining hall.

Other officers of the Senior Class besides Miss Heins are: Margaret Hottle, Manassas, vice-president; Eleanor Taylor, Ridgeley, Md., secretary; Elizabeth Cosby, Lynchburg, treasurer; Elizabeth Schumacher, Washington, D. C., business manager; and Edith Gammon, Hickory, sergeant-at-arms.

Mrs. A. B. Cook, dean of women at the College, presided over an annual convention of the Regional Association of Deans of Women and Advisers of Girls of Maryland, Delaware, Virginia, and the District of Columbia on Saturday, November 9, at Williamsburg.

Construction has begun on the dormitory to be erected on the north side of campus and occupied by the Juniors next year. This building is being constructed by the Harrisonburg Building and Supply Company, contractors.

Outstanding among the assembly speakers this fall have been Wilbur C. Hall, chairman of the Virginia State Commission of Conservation and Development, and Dr. S. C. Mitchell, of the University of Richmond. The former talked on the great conservation program now before Virginians. Dr. Mitchell described Europe as it had appeared to him last summer, asserting that many reports of conditions in Russia are basically false.

Nine Till Six, an unusual three-act comedy by Aimee and Philip Stuart, was presented last month by the Stratford Dramatic Club under the direction of Dr. Argus Tresidder, new head of the dramatics department. This production, made possible by various groups working on staging, make-up, costuming, and direction, as well as acting, was generally agreed to mark a stride in the progress of the dramatic club. The fact that girls did not represent men, as has been the custom for several years, as well as the presentation of the play on two successive days, served to make the play a novel attraction and helped it draw an unusually large audience.

Beginning with the hockey tournament held at William and Mary the week-end of November 8-9, the local hockey team has played in four games this season under the leadership of Margaret Shank, Harrisonburg, captain. Two of these games, the ones with William and Mary and Westhampton, resulted in scoreless ties. Varsity lost to Sweet Briar College with a score of 8-0, while it defeated H. T. C. alumnae, 1-0, the week-end immediately after Thanksgiving.

Those playing on the varsity team this year were: Nancy Dorwin, New York; Rae Gerard, New York; Ann Belle VanLandingham, and Willene Clark, Petersburg; Margaret Shank, Harrisonburg; Lucy Clarke, Culpeper; Margaret Byer, Hagerstown, Md.; Marguerite Holder, Winston-Salem, North Carolina; Katherine Brennan and Marjorie DeMott, New York; Helen MacMillan, Harrisonburg; Margaret Thompson, Lexington; Alpha Spitzer, Broadway; Margaret Glover, Lois Wand-
less, Harrisonburg; Sylvia Kansky, Richmond; and Martha Wratney, Pittsburgh, Pa.

Marguerite Holder, center halfback of the local team, was chosen by a selection committee at the tournament to fill a position on one of the all-state teams, playing as right halfback on the Virginia Reserves.

Members of the College faculty, of the training school staff, as well as H. T. C. alumnae, made addresses before meetings of the Virginia Educational Association, in annual session at Richmond, November 26-29.

Misses Katherine M. Anthony and Genevieve Warwick, members of the training school staff, presided over the teacher training and home economics sections, respectively.

Other college faculty members who appeared on programs of the V. E. A. were Dean Walter J. Gifford, Prof. C. T. Logan, and Miss Marie Alexander. Mrs. Josephine N. Fagg, principal of the Fort Lewis School, Roanoke County; Dean M'Ledge Moffett of Radford S. T. C.; Mrs. Rosa Loving, and Miss Mary McNeil are among the H. T. C. alumnae who took part in the program.

There is no opposition in principle between liberalism in social philosophy and radicalism in action, if by radicalism is signified the adoption of policies that bring about drastic instead of piecemeal social changes . . . . It looks to me as if radical measures were now necessary . . . . The reactionaries are in possession of force, in not only the army and police, but in the press and the schools. The only reason they do not advocate the use of force is the fact that they are so much in possession of it that they do not have to. Their policy is to cover up its existence with idealistic phrases.—Dr. John Dewey.

THE BLACKBOARD—OUR HUMBLE ALLY

Attention and interest are controlled more by the eyes than the ears, more by what is seen than by what is heard. Every pair of eyes in a schoolroom follows either the teacher, her facial expressions and gesticulations, a reciting pupil (or one acting up), a book in hand, or the blackboard. The writer claims that the blackboard has an appeal that is distinctly superior and more lasting in effect than all the others.

Pupils quite generally forget assignments and explanations that are given orally. Visual instruction given by means of the blackboard is readily caught and long remembered. This is especially true if action accompanies the use of the blackboard, that is, if the teacher writes on the board as the particular thought is presented.

The author, who is a teacher of English, offers the following suggestions in the use of the blackboard:

1. Utilize the tendency of pupils to watch motion when the blackboard is used.
2. The teacher must not “tell pupils what is going to be written.” He should let them see “what is coming off the end” of the crayon.
3. After the material is written on the blackboard, and the pupils have read it silently, have oral discussions.
4. Let the class watch different pupils use the blackboard.
5. Use the blackboard to give the next day’s assignment.
6. It is bad psychology to put a faulty expression on the blackboard. Put down the correct one and discuss orally why others are incorrect.
7. Use the blackboard to teach sequence.
8. Use the blackboard to simplify complex ideas.
9. Use diagrams and charts that are drawn before the eyes of the pupils.
10. Make the letters and figures large enough to be seen by pupils on the last row.

—Alice Mullane in the Kentucky School Journal.
ALUMNAE NOTES
ANNUAL LUNCHEON

The alumnae luncheon was held at the Hotel Richmond on Thursday, November 28. In the absence of Dr. Duke, Dean Gifford told of the various developments and changes that are taking place at the college. It was nice to have an opportunity to meet and talk to so many alumnae. The success of the luncheon was the result of hard work on the part of Richmond alumnae; and Ruth Paul Browning deserves special mention for her loyalty and energy.

Attending the luncheon were the following:
Mary Brown Allgood, 3039 Montrose Avenue, Richmond; Katherine M. Anthony, H. T. C.; Sue Ayres, Manassas; A. Lillian Baldock, Lynchburg; Virginia Beverage, Harrisonburg; Sallie H. Blosser, Harrisonburg; Ruth Paul Browning, 419 S. Laurel St., Richmond; Louise Cloud, Waterford; Gertrude Drinker, 512 Lyric Bldg., Richmond; Arlene Driver, Mt. Clinton; Kate Dunivin, 3220 Carolina Ave., Richmond; Hortense Eanes, Danville; Elizabeth Elmore, Saluda; Josephine Fagg, Elliston; Geraldine Fray, Woodridge; Brenda E. Gaither, 3005 Hawthorne Ave., Richmond; Dorothy S. Garber, Harrisonburg; Amy Garthright, 3004 Monument Ave., Richmond; Gaylord Gibson, Washington; W. J. Gifford, H. T. C.; Anne Haley, Front Royal; Nina Hayes, Roanoke; Margaret M. Herd, 205 N. Plum St., Richmond; Mrs. Ralph Hoover, Timberville; W. H. Keister, Harrisonburg; Courtney Garland Kyhn, 3904 Seminary Ave., Richmond; Frances Land, Danville; Mary Elizabeth Rubush Long, Harrisonburg; Margaret Mackey, Harrisonburg; Henrietta Manson, Heathville; Ruth Miller, Harrisonburg; Shirley Miller, Edinburg; Bela Outlaw, 1411 Palmyra Ave., Richmond; Sibyl Page, Norfolk; Maude Poore, Three Square; Anne Ragan, Holland; Lavada Ratliff, 255 Campbell St., Harrisonburg; Mary Finney Smith, 1605 Lake Front Ave., Richmond; Mary R. Spitzer, 541 Walnut Ave., Waynesboro; Bernice Reaney Varner, H. T. C.; Rachel F. Weems, H. T. C.; Emily O. Wiley, Newport News; Lena Will, Timberville; Peg Willis, New Castle; Margaret Lewis Wise, Harrisonburg; Mattie C. Worster, 806 Court St., Portsmouth; Eleanor Ziegler, Route 1, Alexandria.

ALEXANDRIA ORGANIZES

The Alexandria chapter has the following officers for this year: Nora Hossley, '27, president; Evelyn Bowers, '30, vice-president; Mildred Allport Thompson, '29, secretary; "Buckie" Lambert Allport, '31, treasurer.

On October 19, Dorothy Shepherd, '30, and Mr. Curtis Wills, both of Palmyra, were married at Scottsville. They will make their home at Palmyra.

Mildred Weadon, '34, is dietitian for the Logan General Hospital at Logan, West Virginia.

Nancy Mosher Roberts, '26, is quite proud of her seven-months-old son, Sherwood Bennett Roberts, Jr. Nancy is living in Washington at present.

Sue Ayres, '31, supervisor of elementary schools, Prince William County, has five of our 1935 girls under her supervision; she says they are working hard.

Dorothy Spooner Garber met a group of alumnae living in Culpeper for the purpose of organizing a county chapter. The chapter plans to give a tea soon for local high school seniors.

OUR CONTRIBUTORS

WILLIAM L. CHENERY is editor of Collier's, the National Weekly, and has had wide experience in American journalism. A native of Virginia, he received his undergraduate training at Randolph-Macon College. "Opportunity in Journalism" was one number in the college series of lectures for 1935-36; it was arranged for presentation during the meetings of the Virginia Intercollegiate Press Association in courtesy to that organization.
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.


(A) Very good (Y) Very good (C) Good

CRUSADES, THE (William, Keith, Lorette Young) (Para) History a la DeMille, splendidly exaggerated. Distorts historical spirit, motives, characters and dates, but vivifies physical history in thrilling action and gorgeous spectacle. Sets, costumes, backgrounds grippingly true. Eyes so full, minds miss falsities. 11-5-35

(A) Fine of kind (Y) Thrillingly int. (C) No

CROWD IN SHANGHAI (Warner Oland) (Fox) Typical Chan picture, with usual suave mannerisms and dialog. Charlie helps police crush an opium ring, with dire risks to himself but success never in doubt. Interesting plot but some what marred by unconvincing denouement. 11-3-35

(A) Gd. of Kind (Y) Absorbing (C) Gd. of kind

DAUGHTERS OF TODAY (Mrs. Wallace Reid production) (Roadshow) Another typical, sincere effort to teach parents responsibility for conduct of daughters. Shows gay life of high school students leading to seduction and tragedy. Acting and story too amateurish and elementary to be effective. 11-12-35

(A) Feeble (Y) No (C) No

LITTLE AMERICA (Admiral Byrd and Crew) (Para.) The authentic record of second Byrd Antarctic trip. Heroism, not heroics; adventure, not stunts. Some scenes obviously staged but inoffensively. Intense, vivid, thrilling, largely instructive despite familiarity of events via radio. 11-12-35

(A) and (Y) Excellent (C) Mostly excellent

MIDSUMMER NIGHT'S DREAM (Notable cast) (Warner) Artistic masterpiece, combining unforgettably Mendelssohn's music with the fairyland fantasy, exquisite settings, hilarious low-comedy, and eerie atmosphere as Shakespeare conceived but only modern picture technique could present. Merits universal attendance. 11-12-35

(A) and (Y) Excellent (C) Mature but excellent


(A) Disappointing (Y) Little value (C) No. int.

RAINMAKERS, THE (Wheeler and Woolsey) (RKO) Crazy farce, much below this pair's average as entertainment, but at least not vulgar. Fake machinery plus accidental dynamite blast brings in to save farmers and defeat crooks. Much poor acting, and locomotive climax is almost endless. 11-12-35

(A) Mediocre (Y) Perhaps (C) Funny

THE RAVEN (Bela Lugosi, Boris Karloff) (Univ.) Gratuitous-horror melodrama of mad doctor, gratifying sadistic impulses by subjecting whole cast to diabolical torture devices as described in various Poe tales. Preposterous, gruesome connection designed solely for spine-chilling and shock. 7-30-35

(A) Depends on taste (Y) No (C) By no means

REMBRANDT (Wm. Powell, Rosalind Russell) (MGM) Spirited war-spy story. Powell at his best as code expert kept from front for Washington job, breaking enemy spy ring, and Russell in notable role. Swift character work, fine acting, spontaneous comedy. 11-12-35

(A) Excellent (Y) Excellent (C) If it interests

STEAMBOAT ROUND THE BEND (Will Rogers, Ann Shirley) (Fox) Last picture by universally beloved star. Mississippi life in the nineties, with Will in role of strong human appeal as laughmaker and bringer of happiness to two youngsters in trouble and in love. Cumulative fun to fine climax. 8-27-35

(A) Amusing (Y) Very good (C) Good

TIMES SQUARE LADY (Virginia Bruce, R. Taylor) (MGM) Inheriting father's sporting enterprises, heroine finds herself surrounded by crooks and double-crossers who composed his personnel. Lots of melodrama of little intelligence and much hokum. As final solution she marries chief crook. 11-19-35

(A) Trash (Y) Better not (C) No

TWO SINNERS (Otto Kruger, Martha Sleeper) (Republic) The Deeping story finely done. Large ly impossible but engaging child, with cheap and contemptible mother, and some crudities in the action, make all the more appealing the two splendid leading roles. Intelligently entertaining. Kruger notably fine. 11-19-35

(A) Excellent (Y) Excellent (C) Beyond them

UNFINISHED SYMPHONY (Foreign cast) (British Gaumont) Tragic, thwarted love for his pupil as reason for Schubert's great unfinished work is largely fiction. But picture is notable for much continental charm, pictorial beauty, and especially for the playing of the great Schubert music throughout. 11-12-35

(A) Very good (Y) Excellent (C) Probably gd.

VIRGINIA JUDGE, THE (Walter C. Kelly) (Para.) An unpretentious but engaging comedy of Southern village life, with strong human appeal and delightful character humor. Thoroughly laughable throughout, and with fine admixture of sound ethical values embodied most unobtrusively. Kelly excellent. 11-19-35

(A) Very good (Y) Excellent (C) Amusing

VIRGINIA JUDGE, THE (Walter C. Kelly) (Para.) An unpretentious but engaging comedy of Southern village life, with strong human appeal and delightful character humor. Thoroughly laughable throughout, and with fine admixture of sound ethical values embodied most unobtrusively. Kelly excellent. 11-19-35

(A) Very good (Y) Excellent (C) Amusing

WILLIAM TELL (Conrad Veidt) (Swiss production with English dialog) Historically accurate filming of Swiss revolt under Austrian tyranny in 14th Century, produced in the Alps. Story slow and obscure at times but film notable for majestic scenery and authentic portrayal of architecture, life and customs of the period. 9-24-35

(A) Interesting (Y) Yes (C) Probably good
THE VIRGINIA TEACHER

Bibliographical Directories under the
editorship of J. McKeen Cattell,
editor of "School and Society"
and of "Science"

LEADERS IN EDUCATION
1,037 pages Over 11,000 biographies $10

AMERICAN MEN OF SCIENCE
1,278 pages Over 11,000 biographies $12

THE SCIENCE PRESS
Grand Central Terminal New York, N. Y.

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

BURKE AND PRICE
FIRE INSURANCE
AUTO INSURANCE
Phone 16

VIRGINIA TEACHERS
Can keep up with the
new books in their
fields by reading the
monthly book reviews
in
THE VIRGINIA TEACHER
HARRISONBURG, VIRGINIA

9 issues each year........ $1.50

**A FOOD AND AN ENERGY BUILDER**

**IMPERIAL**
THE CREAM of all ICE CREAMS

Manufactured in
Harrisonburg, Va.

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

**WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition**

The latest and greatest of the famous Merriam-Websters—backed by a century of leadership and representing the highest modern scholarship. Just completed at a cost of $1,300,000. Twenty years newer than any comparable dictionary.

**WEBSTER'S NEW INTERNATIONAL DICTIONARY Second Edition**

600,000 Entries
122,000 New Words
112,000 Terms
6,000 Illustrations
1,000 Encyclopedia Entries
At Bookstores Or Write For Pamphlet

G. & C. Merriam Co.
Springfield, Mass.
THE STATE TEACHERS COLLEGE
HARRISONBURG, VIRGINIA

MEMBER SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
CLASS "A" MEMBER AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Established by the General Assembly 1908.
Annual enrolment, 1,300.
Faculty of 60 well-trained and experienced college teachers.
Located in the Shenandoah Valley.
Elevation 1,300 feet.
Campus of 60 acres.
Beautiful mountain environment.
Seventeen college buildings.
Total value college plant, $1,600,000.
Both city and rural training schools.
Athletic field and tennis courts.
Two gymnasiums. Nine-hole golf course.
Two swimming pools (indoor and outdoor).
College camp on Shenandoah River.

Harrisonburg is a progressive little city, delightful to live in; its 7,000 inhabitants—people of culture and refinement—are deeply interested in the welfare of the college and its students.

APPLY TO THE PRESIDENT

THE MCCLURE CO., INC. . . PRINTERS . . STAUNTON, VA.
The Virginia Teacher

Index

Volume XVII
January—December, 1936

Conrad T. Logan, Editor
Henry A. Converse, Business Manager
Clyde P. Shorts, Circulation Manager

Published at
The State Teachers College
Harrisonburg, Virginia
Allen: As A Devoted Friend Knew Him, James Lane, Sue Porter Heatwole, 121
Alumnae Notes, Rachel F. Weems, 19, 43, 66, 87, 119, 143, 164, 191, 213
“America: the Last Citadel of Democracy,” Mary Klingaman Stanley, 198
Anthony, Katherine M., Supplementary Reading Materials, 186

Bane Discusses Social Security, 158
Bane, Frank, Social Security Moves Ahead, 193

Canter, Noland M., What Everyone Should Know about Cancer, 206
Cleveland, Elizabeth P., Some Virginia Traditions of the Revolution, 172
College Life, The Personal Satisfaction of, Grace Warren Landrum, 93
Communication: A Language Arts Unit, Thelma C. Heatwole, 26
Conservation of Virginia’s Resources, Wilbur C. Hall, 1
Contributors, Our, 19, 43, 67, 91, 119, 144, 163, 191, 213
Cox, Virginia, News of the College, 17, 42, 65, 86, 117
Cox, Virginia, and others, Current Trends in Grading and Reporting in Virginia Public Schools, 100
Current Trends in Grading and Reporting in Virginia Public Schools, Virginia Cox and others, 100

Damrosch Music Appreciation Hour, The, 156
Davis, Hazel, Specialized Services in the Teaching Profession, 69
Democracy, America: the Last Citadel of, Mary Klingaman Stanley, 198
Drama, Some Notes on the State of, Argus Tresidder, 145
Dramatic Theory, An Amateur, Argus Tresidder, 9

Education, A Liberal College, Wade S. Miller, 169

Educational Comment, 14, 37, 62, 83, 112, 139, 158, 185, 209
Educational Research Bulletin, In a Hole, 34; Student Teaching in Ohio Colleges, 149
Effective Methods of Giving Library Instruction, Reba Wartman, 24
Ethics in the Selection of Teachers, Michigan Educational Journal, 110

Fashions in Hissing, Argus Tresidder, 45
Film Estimates, 20, 44, 68, 92, 120, 142, 167, 192, 214
Films of Educational Importance, New, 154
Footprints, Running Away, Edna Tutt Frederikson, 15
Frederikson, Edna Tutt, Footprints, Running Away, 15; A Page of Verse, 54, 183.

Generalizations Arrived at Through the New Virginia Course of Study, G. B. Wynne, 105
Gilliam, Virginia, No Matter What Time Takes From Us, 81
Grading and Reporting in Virginia Public Schools, Current Trends in, Virginia Cox and others, 100
Greeks Had a Letter for It, The, Richmond Times-Dispatch, 136

Hall, Wilbur C., Conservation of Virginia’s Resources, 1; Resources of Virginia, 129
Heatwole, Sue Porter, James Lane Allen: As a Devoted Friend Knew Him, 121
Heatwole, Thelma C., Communication: A Language Arts Unit, 26
Hissing, Fashions in, Argus Tresidder, 45
Hoover, Ferne R., Professional Library Instruction for Libraries and Teacher-Librarians, 125

In a Hole, Educational Research Bulletin, 34
Increasing the School Use of Radio, 180

James Lane Allen: As a Devoted Friend Knew Him, Sue Porter Heatwole, 121
Joe Miller, The Teacher’s, 13, 36, 82, 111, 157, 184, 208
Kalends, The, On Beans When the Bag is Opened, 152

Landrum, Grace Warren, The Personal Satisfaction of College Life, 93
Larrick, Nancy, The Mob Scene in Julius Caesar, 33
Liberal College Education, A, Wade S. Miller, 169
Library Instruction, Effective Methods of Giving, Reba Wartman, 24
Library Instruction for Libraries and Teacher-Librarians, Professional, Ferne R. Hoover, 125
Library Service in the U. S. Office of Education, New, 181
Logan, Conrad T., Standards of Pronunciation and Spelling about the Time of the American Revolution, 176

McCormack, Helen G., A Natural History Museum for Virginia, 47
MacDonald, Rose M., Self-Examination for Seniors, 21
Michigan Educational Journal, Ethics in the Selection of Teachers, 110
Miller, Wade S., A Liberal College Education, 169
Mob Scene in Julius Caesar, The, Nancy Larrick, 33
Museum for Virginia, A Natural History, Helen G. McCormack, 47
Music Appreciation Hour, The Damrosch, 156

Natural History Museum for Virginia, A, Helen G. McCormack, 47
New Films of Educational Importance, 145
New Library Service in the U. S. Office of Education, 181
News of the College, Virginia Cox, 17, 42, 65, 86, 117; Lois Sloop, 162, 189, 212
No Matter What Times Takes From Us, Virginia Gilliam, 81

On Beans When the Bag is Opened, The Kalends, 152
Our Yesterdays: In Two Reels, Vergilia Sadler, 73

Page of Verse, A, Edna Tutt Frederikson, 54, 183
Parker, George Lawrence, What Was the Matter with Father? 79
Personal Satisfaction of College Life, Grace Warren Landrum, 93
Pilate Washed His Hands, Saturday Review of Literature, 108
Professional Library Instruction for Libraries and Teacher-Librarians, Ferne R. Hoover, 125
Pronunciation and Spelling about the Time of the American Revolution, Standards of, Conrad T. Logan, 176
Pulliam, Helen, The Social Security Act, 55

Radio, Increasing the School Use of, 180
Reading Materials, Supplementary, Katherine M. Anthony, 186
Reading Table, The, 15, 40, 63, 84, 114, 140, 160, 186, 210
Recorded Poetry, 112
Reporting in Virginia Public Schools, Current Trends in Grading and, Virginia Cox and others, 100
Resources, Conservation of Virginia's, Wilbur C. Hall, 1
Resources of Virginia, Wilbur C. Hall, 129
Revolution, Some Virginia Traditions of the, Elizabeth P. Cleveland, 172
Richmond Times-Dispatch, The Greeks Had a Letter for It, 136

Sadler, Vergilia, Our Yesterdays: In Two Reels, 73
Sampson, Mary Elizabeth, Teacher Education as the Student Sees It, 49
Saturday Review of Literature, Pilate Washed His Hands, 108
Self-Examination for Seniors, Rose M. MacDonald, 21
Seniors, Self-Examination for, Rose M. MacDonald, 21
Services in the Teaching Profession, Specialized, Hazel Davis, 69
Skeleton in Virginia’s Closet, The, 37
Sloop, Lois, News of the College, 162, 189, 212
Social Security Act, The, Helen Pulliam, 55
Social Security Moves Ahead, Frank Bane, 193
Some Notes on the State of the Drama, Argus Tresidder, 145
Some Virginia Traditions of the Revolution, Elizabeth P. Cleveland, 172
Specialized Services in the Teaching Profession, Helen Davis, 69
Standards of Pronunciation and Spelling about the Time of the American Revolution, Conrad T. Logan, 176
Stanley, Mary Klingaman, “America: the Last Citadel of Democracy,” 198
Stauffer Report, The Important, 14
Student Directory, Fall Quarter, 1936-37, 215
Student Teaching in Ohio Colleges, Educational Research Bulletin, 149
Supplementary Reading Materials, Katherine M. Anthony, 186

Teacher Education as the Student Sees It, Mary Elizabeth Sampson, 49
Teaching Profession, Specialized Services in the, Hazel Davis, 69
Tresidder, Argus, An Amateur Dramatic Theory, 9; Fashions in Hissing, 45; Some Notes on the State of the Drama, 145.

U. S. Commissioner of Education Studebaker Predicts, 168

Verse, A Page of, Edna Tutt Frederikson, 54, 183
Virginia Course of Study, Generalizations Arrived at through the, G. B. Wynne, 105
Virginia Looking Ahead, 139
Virginia, Resources of, Wilbur C. Hall, 129
Virginia Winners, 112
Virginia’s Resources, Conservation of, Wilbur C. Hall, 1

Wartman, Reba, Effective Methods of Giving Library Instruction, 24
Weems, Rachel F., Alumnae Notes, 19, 43, 66, 87, 119, 143, 164, 191, 213
What Everyone Should Know about Cancer, Noland M. Canter, 206
What Was the Matter with Father?, George Lawrence Parker, 79
Wynne, G. B., Generalizations Arrived at through the New Virginia Course of Study, 105